

UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras - FALE

Curso de Especialização em Ensino de Inglês – CEI

Unidade Didática para o Ensino de Inglês

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Belo Horizonte

2014

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Trabalho apresentado ao curso de Especialização em Ensino de Língua Inglesa da Faculdade de Letras – UFMG como requisito parcial para a obtenção do título de Especialista em ensino de Língua Inglesa.

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Belo Horizonte

2014

Agradecimentos

Agradeço a todas as pessoas que compartilharam desse sonho comigo.

Aos meus pais, os quais não completaram nem mesmo o ensino fundamental, mas aprenderam com a vida o valor dos estudos e, portanto, nunca mediram esforços para me mostrar a importância dos livros em minha vida.

A minha irmã Valquiria que foi meu ponto seguro nos momentos mais difíceis.

Ao Gabriel que sempre apoiou as minhas decisões e por inúmeros finais de semana ficou ao meu lado, em casa, estudando.

A todos os meus colegas, mas em especial Flávio de Oliveira, Marina Bossi e Elizabeth De Camargo Carvalho, com eles ao meu lado a jornada percorrida em busca do conhecimento foi mais fácil.

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Introduction

This is a required final paper for the conclusion of the Teaching English Specialization Course – CEI.

Teaching English in a way to exchange experiences, be critical and share ideas is a material divided in two units. The units were divided, in a way where students can interact among them, and through this interaction learn in real simulations.

The units are based on authentic material in order to make students able to connect what they study in the classroom with the real world they see and live when they are not at school. The authentic materials – easily found everywhere and that can, eventually, become a part of their daily routine - also provide students with speaking, listening, writing and reading practices.

Each unit has the preparation for the classes, a test, and a test booklet with the theoretical basis and a teacher's guide which brings: template, suggestions and explanations for each activity. This material also includes one CD for unit one and one for unit two - with all the songs and videos.

Diversity as a means of communication: the main goal of the first unit is show to students that diversity is present everywhere. In order to achieve this aim, the genre used is advertisement. This unit does not have a complicated grammar or an advanced vocabulary. However, students should be critical when answering the questions and do the speaking and writing exercises. Therefore, this unit should be developed with pre intermediate level learners.

The influence of mass media on our daily tasks: the main goal of the second unit is to develop real life activities with the learners. The four skills were built up focusing on interaction among students so they can exchange experiences about how important media is for their decisions making, using an informative text. This unit does not have a complicated grammar, as the previous one - or an advanced vocabulary - but students (a pre intermediate group) should be critical when answering the speaking and written questions.

The units are expected to be developed in a private school, but if the units are going to be developed in public schools, teachers should remember that students in their groups could have a different English language level, and that some limits can be faced due to technology issues.

Unit 1 - Diversity as a means of communication



GETTING INTO THE MOOD

1. You are going to watch the video *The Best Thing About Me is You* by Rick Martin, pay attention to the images and answer the following questions.



Ricky Martin - The Best Thing About Me Is You

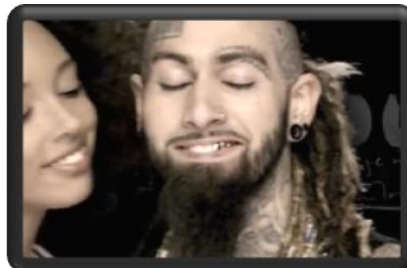
Available on: www.youtube.com/watch?v=kzxoQ9rbDAA

Accessed on: January 25th, 2014

- a. What is the video about?

- b. Have you ever seen a video with a similar message or about the same theme?

2. Answer the question about the following pictures. Look out! There is more than one correct alternative.



- In these images, people are representing the:
 - () specific community society.
 - () society that we are part of.
 - () unique part of our society.
 - () diversity in our society.

3. Read the words in the following blocks, pay attention to the details and answer the question.



- The words are in different languages. Why is it important in a video about diversity?



BEFORE YOU READ

Look at the following picture and answer the questions:



- a. Where do you think these people are from?

b. These people are representing different cultures. What difference can you see among them?

_____.

c. What comes to your mind when you hear the word “diversity”?

_____.



READING

1. Read the text and answer the questions.



The concept of diversity encompasses acceptance and respect.

It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Available at: <http://gladstone.uoregon.edu/~asuomca/diversityinit/definition.html>

Accessed on: January 29th, 2014

Comprehension and speaking up

a. Join a partner and suggest a title for the text.

b. Where could you find this text?

c. What is the main topic of the text?

d. The text talks about “embracing and celebrating the rich dimensions of diversity”.
How can you do it?



PHOTO DICTIONARY

- These images are related to the underlined words in the text. Find the words related to the images and write them in the correct place.





c.



f.



PHONETIC SYMBOL

In the English language we can have different kinds of pronunciation for the same vowel. One example of this - the words **can** and **age**.

Take a look at the phonetics of these examples.

- Can: /kən/ - in this case the letter “A” is represented by the phonetic ə
- Age: /eɪdʒ/ - in this case the letter “A” is represented by the phonetic eɪ

Into the following box you have words from the text, divide them according to its right phonetic symbol. Use the Cambridge Dictionary website to help you in this task.

<http://dictionary.cambridge.org/>

along – diversity – safe – orientation – race – individual – our - embracing

eɪ

ə



ASK YOUR FRIEND

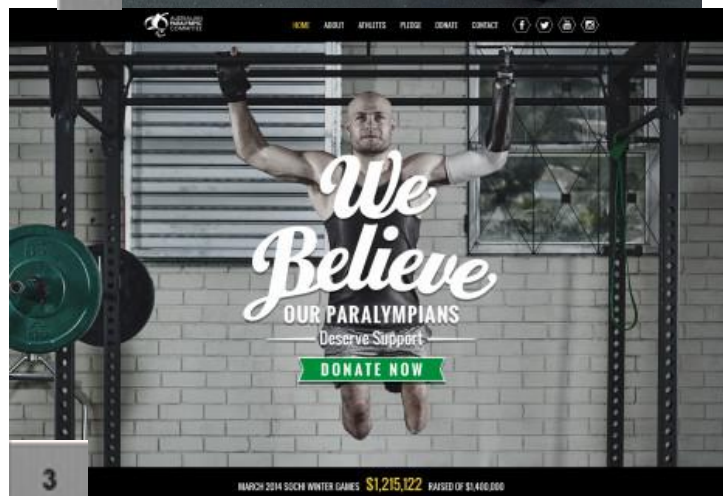
1. Where do you see advertisements?
2. What do you see in advertisements?
3. Do advertisements sell products?

4. Do advertisements share ideas?
5. Can advertisements talk about diversity?
6. Do you believe it is good to use advertisement to talk about diversity?



DIVERSITY IN ADVERTISEMENTS

1. Read the advertisements and answer the questions.





Comprehension Questions

a. Where do you usually read advertisements?

b. Are these advertisements selling a product or sharing an idea?

c. What were they created for?

d. Do you believe the advertisements could have the same impact without images?
Explain why.

e. Why is the text at the ads short?

f. The advertisement number 1 has two different ideas. Which word expresses the opposite idea?

2. You are going to read sentences with information about advertisements, answer them according to what you saw at the advertisements above. Use **T** for true information and **F** for false information.

- a. () Persuade audiences of readers, viewers or listeners to take action on products.
- b. () Persuade audiences of readers, viewers or listeners to take action services and ideas.
- c. () Advertisements include only video and photography.
- d. () Advertisements can't be found on television, newspaper, radio and magazine.
- e. () Diversity is showed at advertisements.
- f. () Advertisements have social responsibility.

3. Features of advertisement. Choose the best option to complete the sentences according to the advertisements.

1. The images are _____ to comprehend the advertisement.

- a. important
- b. useless
- c. unnecessary

2. The _____ text is important because it catches your attention.

- a. long
- b. difficult
- c. short

3. The advertisements above are _____.

- a. selling a product
- a. selling an idea
- c. sharing an idea

4. The advertisements are aiming at talking about: _____.

- a. injustice
- b. equality
- c. laws

5. Advertisements are _____ to talk about problems or possible solutions because a lot people see them.

- a. important
- b. useless
- c. unnecessary

6. _____ language helps to understand the goal of the ads.

- a. simple
- b. disorganized
- c. useless

The information in activities 2 and 3 were excerpt from:

<http://www2.uncp.edu/home/acurtis/Courses/ResourcesForCourses/Advertising/AdvertisingWhatIsIt.html>

Accessed on: February 16th, 2014

Would you like to learn more about advertisement?

Visit these websites!

Definition of advertisement

<http://dictionary.cambridge.org/dictionary/british/advertisement?q=advertisement>

Five Elements of an advertisement

<http://smallbusiness.chron.com/five-essential-elements-advertisement-25767.html>

The language of advertisement

<http://www.linguarama.com/ps/marketing-themed-english/the-language-of-advertising.htm>



FOCUS ON LANGUAGE



The **imperative** is a verb that forms commands or requests, including the giving of prohibition or permission

Available at: http://en.wikipedia.org/wiki/Imperative_mood

Accessed on: February 16th, 2014

➔ **Practice I**

1. Read the sentences and put each one in its correct image.

a. Don't look at their legs;

b. Respect diversity;

c. Do it, please;



2. Think about two situations that happen in your class when the imperative mood is used and describe its function.

1°: _____
_____.

2°: _____
_____.

3. Answer the questions according to the advertisements on pages 11 and 12.

a) The verb “believe” is presented in the advertisements number 2 and 3. In which advertisement this verb is in the imperative mood? Why?

_____.

b) List the other words at the advertisement that also are in the imperative mood.

- _____ - _____ - _____
- _____ - _____

c) What sentence is expressing a prohibition?

_____.

4. You are going to read some phrases excerpted from well-known movies. Read it and circle the verbs in the imperative form.

a) "Forget them, Wendy. Forget them all. Come with me where you'll never, never have to worry about grown up things again." (Peter in film adaptation of Peter Pan, 2003)

b) "Don't be too proud of this technological terror you've constructed. The ability to destroy a planet is insignificant next to the power of the Force." (Darth Vader, Star Wars, 1977)

c) "Carpe diem. Seize the day, boys. Make your lives extraordinary." (Robin Williams as John Keating in Dead Poets Society, 1989)

d) "Go ahead, make my day." (Clint Eastwood as Harry Callahan in Sudden Impact, 1983)

Available at: <http://grammar.about.com/od/il/g/impersent09.htm>
Accessed on: August 26th, 2014

⇒ **Practice II**



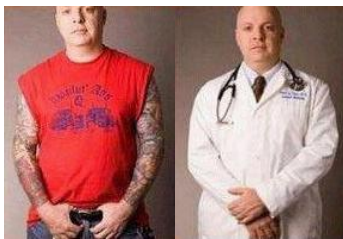
WORK IN PAIRS

You will get two cards. The card A, has expressions related to some images and the card B has the images. Work in pairs: while one student reads, the other student completes. After doing it switch your pairs and your cards.

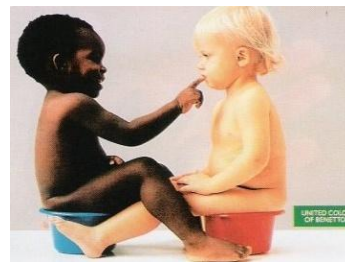
CARD A: Student: read out aloud to your classmate

- Never give up your dreams;
- Break obstacles;
- Respect differences;
- Don't judge by stereotypes;

CARD A: Student: Write down the sentences you listen from your classmate.



a. _____



b. _____



c. _____



d. _____

CARD B: Student: read out aloud to your classmate

- Respect each individual;
- Celebrate the rich diversity;
- Never say: I can't;
- Embrace peace;

CARD B: Student: Write down the sentences you listen from your classmate



a. _____



b. _____



b. _____



d. _____

ListenThinkSpeak



WHAT YOU KNOW _____

1. What kind of international music do you like to listen to?
2. Do you know the rock band called "Kiss"?
3. Do you know its song called "We are one"?
4. What do you think this song talks about?



SOUNDS GOOD _____

You are going to listen to the song *We are one* by Kiss.

We are one



Available at: <http://www.youtube.com/watch?v=E8-ddfPkGwI>

Accessed on: January 29th, 2014

1. While listening to the song complete the sentences using the words into the box.
Remember the sentences are not in order.

Hold – keep – deep – take – close– let
--

- a. () yes _____ inside and your dreams will never die
- b. () and _____ your spirits fly
- c. () But, _____ your head up high
- d. () _____ hope alive
- e. () _____ your eyes you're on the road again
- f. () Ohh, _____ a breath

2. Now you have already completed the sentences, listen to the song again and put the sentences in order.



LYRIC COMPREHENSION _____

- Listen to the song again while reading the lyric and answer the questions.

We are one

(Kiss)

You are not alone but how long can you run

It's much too late if you don't know what you've got 'til it's gone
Once upon a time you were a child but that was yesterday
Believed that magic in your heart would never fade away
But, hold your head up high and let your spirits fly
Keep hope alive yes deep inside and your dreams will never die

(Chorus)

We are one

Everywhere I go, everyone I see
And I see my face looking back at me

We are one

Everything I know, what I know is true

Everyone of us is inside of you

We are one (2x)

Ohh, take a breath, close your eyes you're on the road again
And then you realize they've brought you back to life again

Something's never change but if you fantasize

You'll feel it deep inside yourself and then you'll realize

When you feel it coming, when you hear the sound

You'll always laugh when you wanna cry

And then you'll know it deep inside

(Chorus)

You are me, I am you

What you see, is all true (it's all true)

You are me, I am you

What you see, is all true (it's all true)

(We are one) You are me, I am you (I am you)

(We are one) What you see, is all true (it's all true)

(We are one) You are me, I am you

(We are one) What you see, is all true, ohh, ooh, ohh

Available at: <http://www.vagalume.com.br/kiss/we-are-one.html#ixzz2tsYP4wQL>

Accessed on: January 20th, 2014

1. The message of this lyric is: _____.

2. Do you believe it is a good idea to use a song to pass on a message like this?

_____.

3. Kiss is an American rock band. Did you get surprised with this song? Why or why not?

_____.

4. Remember the video “The best thing about me is you”. The relation between this video and the song “We are one” is that:

- () We can live together because we are equal.
- () We can live in harmony with our differences.
- () We can live separate because of diversity.



SHARING IDEAS _____

In groups of three or four answer the following questions to guide you through out a debate about situations that happen during your classes. Take notes of the main ideas.

Guide questions:

1. Do you believe that different ways to think and to act are respected in class?
 - What do you believe it is right?
 - What do you believe it is wrong?

2. Give suggestions to have a better class.



BUILDING THE ADVERTISEMENT

After the debate, use the topics to produce an advertisement. You should defend an idea about what you really believe should start happening, or about what you believe should stop happening during the classes, in order to have more respect related to diversity presents in the classroom.

- Post this ad on Glogster Edu.



What is it?

A fun, imaginative, and powerful learning experience that fosters independent and creative self expression, positive teacher-student relationships, and teamwork on class projects.

A vibrant, multi-sensory learning experience that integrates student knowledge and skills with traditionally text-oriented subjects, and inspires intellectual curiosity.

<http://edu.glogster.com/>

Check the advertisement's production		
I used a video	Yes ()	No ()
I used pictures	Yes ()	No ()
The vocabulary calls attention of the audience	Yes ()	No ()
The spelling is correct	Yes ()	No ()
I used the imperative mood	Yes ()	No ()
There is organization between non-verbal and verbal language.	Yes ()	No ()



SHOW TIME

1. Show the advertisement to your classmates.

While presenting your ad, be careful about:

- Body language.
- Clear words.
- Intonation.

During the presentation, the other students will take notes about the art work of the group, if the ad is original and attractive.

In the end of the presentation students should talk about their notes with the group.



SELF-ASSESSMENT

You are going to assess your participation. Mark the alternative that best represents yourself during the classes in the following situations. Remember your assessment must be individual.

If necessary you can use the following chart:

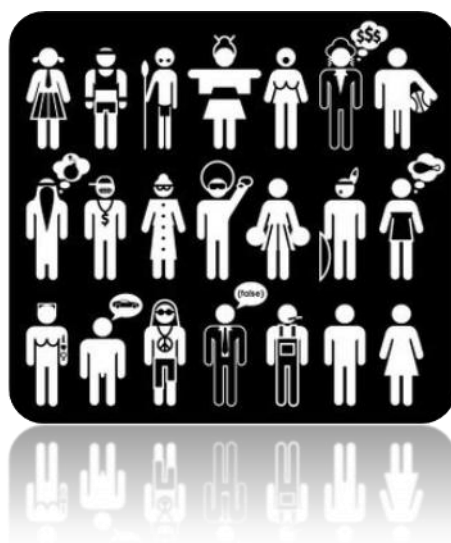
%	Adverb of Frequency
100%	Always
90%	Usually
80%	Normally / Generally
70%	Often / Frequently
50%	Sometimes
30%	Occasionally
10%	Seldom
5%	Hardly ever / Rarely
0%	Never

Self – assessment				
	1. Always	2. Usually	3. Sometimes	4. Rarely
I did the activities in groups.	1	2	3	4
I did the individual activities.	1	2	3	4
I was encouraged to share my ideas with my teacher and my classmates.	1	2	3	4
I felt comfortable to speak in classes.	1	2	3	4
I could link the subject studied with my daily life.	1	2	3	4
Now I can make sentences using the Imperative Mood.	1	2	3	4
Now I can discuss the importance of diversity in my society and at school.	1	2	3	4

Teacher's Guide

"It is not enough to be connected to each other. We also share our solutions, our experiences and dreams in one great community supported by human rights and fundamental freedoms."

Irina Bokova, Director-General of UNESCO



Teacher, the unit “Diversity as a means of communication” was developed to teach English to students in the pre intermediate language level in private schools. The expected time for this unit be developed is in eight parts of fifty minutes. Remember you can have students with different levels of English in your class, so you are free to adapt the time of the activities during the teaching/learning process in your classes.

You should be a mediator through the learning process so students can be active agents during the activities. Encourage them to bring new ideas and help each other in the group and in the individual activities as well.

All the activities were developed based on authentic material and the main goal is make the learning process meaningful and closer to the students’ life.

Enjoy it!

OVERVIEW

Getting into the mood	The visual part from the video <i>The Best Thing About Me is You</i> by Ricky Martin;
Reading	A text about diversity; Advertisements; A Lyric;
Vocabulary	Words linked to the theme “diversity”;
Grammar	Imperative mood;
Speaking	Ask your friend (pre-reading); An interactive game (grammar);
Listening	The song <i>We are one</i> by Kiss;
Pronunciation	Different pronunciations of the letter “A” in English;
Writing	Genre: advertisement;

GETTING INTO THE MOOD

Teacher: explain to your students that they should pay attention to the images from the video.

Main Goal: students should be able to activate the previous knowledge through a video about diversity.

❖ Answer Key

Activity 1

- Suggested answer: We are not equal but we can live together in harmony.
- Personal answer.

Activity 2

- ❌ specific society community.
- ✅ society that we are part of.
- ❌ unique part of our society.
- ✅ diversity in our society.

Activity 3

Possible answers:

- The words are in different languages because people from all over the world need these moods.
- The song includes people from different places.
- They represent what people wish for their lives.

BEFORE YOU READ

Teacher: you can print the image and give to your students or you can use a projector to show them the image.

Main Goal: students should be able to relate the image with their previous knowledge and critical opinion.

- Suggested answer: they are from China, India, Africa and Europe.
- Possible answer: It is possible to see different clothes and laugh lines.
- Personal Answer.

READING

Teacher: this activity can be developed in groups, but the reading process should occur in silence and before they start answering the written questions, ask your students if they have any questions about the comprehension or about the vocabulary. Besides using this text to build comprehension questions, it is also going to be used to develop vocabulary and the phonetic differences with the letter “a”.

Your students must participate of the correction part. Motivate them to speak out aloud their answers.

❖ Answer Key

- Suggested answer:
 - Diversity in society;
 - Diversity makes us strong;
 - Celebrate and Respect Diversity;
- Suggested answer: This text can be found in magazines, newspapers, websites and others.
- Suggested answer: The main topic is “how diversity can be represented”.
- Suggested answer: Respecting others’ thoughts and believes.

PHOTO DICTIONARY

Teacher: photo dictionary is an activity developed for students to learn more about the vocabulary studied in the text. Give your students the paper with the images and help them if necessary.

Images are related to the underlined words in the text. The underlined words were chosen because they are considered some key words of the text and also for the rest of the unit.

Main Goal: Students should associate the vocabulary from the text with its images.

❖ Answer Key

- a. physical abilities
- b. ethnicity
- c. religious beliefs
- d. race
- e. age
- f. individual is unique

SPEAK RIGHT

Teacher: you will teach two different pronunciations with the letter “a”. Before you start the activity you can ask the following question to comprehend what students know about different pronunciations in English and Portuguese.

- a. Do you read in English as you read in Portuguese?
- b. Do you think the letters have the same pronunciation in all words?

After these questions:

- Put on the board the words **can** and **age**.
- Speak aloud the words and ask all students repeat right after you.
- Ask them if they pronounced the letter “a” in the same way?

Check if the school you work has a lab to take your students there, if the school does not have it, you can take your own computer and develop the activity in the classroom.

- Pay attention

Four words were chosen for each phonetic symbol. If you want to add more words from the text you should be careful not to choose words which contain the same phonetic symbols in the same words, because it can confuse your students.

❖ Answer Key

eɪ

safe

orientation

race

embracing

ə

along

diversity

our

individual

ASK YOUR FRIEND

Teacher: first allow your students to start the activity, read the sentences with them and ask if they have any doubts.

Main goal: students should be able to improve their speaking skill and share ideas about advertisements.

DIVERSITY IN ADVERTISEMENTS

The topic diversity has been explored since the beginning of the unit, now it is time for students to see that this topic can also be discussed through advertisements. This activity has also the features, layout and benefits of one advertisement, because in the last activity students will build up an ad and will need to use these steps.

Several questions were used in order to turn the activity into a dynamic one and also for students to learn the grammar in a natural way.

Main Goal: students should be able to answer comprehension and grammatical questions.

❖ Answer Key

Activity 1

- a. Personal Answer
- b. Correct answer: Sharing an idea.

- c. Suggested answer: they were created to publish events.
- d. Suggested answer: no, because the image is very important to understand the message of the advertisement.
- e. Suggested answer: the text at the ads is short to cause more impact.
- f. Correct answer: the word that expresses the opposite is “don’t”.

Activity 2

- a. (T) Persuade audiences of readers, viewers or listeners to take action on products.
- b. (T) Persuade audiences of readers, viewers or listeners to take action services and ideas.
- c. (F) Advertisements include only video and photography.
- d. (F) Advertisements can’t be found on television, newspaper, radio and magazine.
- e. (T) Diversity is showed at advertisements.
- f. (T) Advertisements have social responsibility.

Activity 3

1. The images are important to comprehend the advertisement.
 - b. **important** b. useless c. unnecessary
2. The short text is important because it catches one’s attention.
 - b. long b. difficult **c. short**
3. The advertisements above are sharing an idea.
 - b. selling a product a. selling an idea **c. sharing an idea**
4. The advertisements aiming at talking about equality.
 - b. injustice **b. equality** c. laws
5. Advertisements are important to talk about problems or possible solutions because a lot people see them.
 - b. **important** b. useless c. unnecessary
6. Simple language helps to understand the goal of the ads.
 - b. **simple** b. disorganized c. useless

FOCUS ON LANGUAGE

The grammar focus in this unit is the imperative form.

Main Goal: students should be able to comprehend the grammar in an inductive way.

❖ Answer Key

Practice I – activity 1.

- Don't look at their legs.
- Respect diversity.
- Do it, please.

Practice I – activity 2.

Students will answer this question according to their classes.

Practice I – activity 3.

- a. At ad number 1, because it is giving a command.
- b. Look - Experience - Don't look - Donate – Meet
- c. Don't look at their legs.

Practice I – activity 4.

- a) "**Forget** them, Wendy. Forget them all. **Come** with me where you'll never, never have to worry about grown up things again." (Peter in film adaptation of Peter Pan, 2003)
- b) "**Don't be** too proud of this technological terror you've constructed. The ability to destroy a planet is insignificant next to the power of the Force." (Darth Vader, Star Wars, 1977)
- c) "Carpe diem. **Seize** the day, boys. **Make** your lives extraordinary." (Robin Williams as John Keating in Dead Poets Society, 1989)
- d) "**Go** ahead, **make** my day." (Clint Eastwood as Harry Callahan in Sudden Impact, 1983)

Practice II

Teacher: divide your students in pairs and give them the cards A. One student will read sentences and the other students should write down the sentences under the correct

image. Once this is over, you should change the pairs and give them the cards B. Pay attention to form other pairs, because the student who has already read it is supposed to write. In this way, all students will practice both skills.

Playing with these cards, the students can improve the imperative mood in situations that can occur in class and in their personal life as well.

Main goal: students should develop the speaking, listening, writing and reading skills.

In the end of the activity read all the expressions out aloud and ask them to repeat.

❖ Answer Key

Card A

- a. Don't judge people by stereotypes;
- b. Respect differences;
- c. Break obstacles;
- d. Never give up your dreams;

Card B

- a. Never say: I can't;
- b. Celebrate the rich of diversity;
- c. Respect each individual;
- d. Embrace peace;

WHAT YOU KNOW

In this activity you will ask some questions to your students, about their favorite singers and/or bands, what kind of music they like to listen to and if they know the band called Kiss.

You can show the following pictures while you talk to your students. Use a projector to do it.



SOUNDS GOOD

The listening activity was developed with the song “We are one” by Kiss. This song was chosen because it contains the topic diversity, verbs in the imperative mood and therefore it is linked with all the activities developed so far.

Activity 1

Teacher: Play the entire song. But to correct it is necessary to play only the first 1 minute and 32 seconds of the song.

Main Goal: Students should be able to complete the gaps with verbs in the imperative mood from the lyric.

❖ Key answer

- a. yes **deep** inside and your dreams will never die
- b. and **let** your spirits fly
- c. But, **hold** your head up high
- d. **Keep** hope alive Take
- e. **close** your eyes you're on the road again
- f. Ohh, **take** a breath

Activity 2

After completing the sentences with the verbs in the imperative form, students should be able to put them in order.

- a. (4)yes deep inside and your dreams will never die
- b. (2) and let your spirits fly

- c. (1) But, hold your head up high
- d. (3) Keep hope alive Take
- e. (6) close your eyes you're on the road again
- f. (5) Ohh, take a breath

LYRIC COMPREHENSION

Teacher: you should have the necessary copies of the lyric to your students. Before they start answering the questions they should listen to the music again and after this they should be able to answer the comprehension questions of the lyric. The question 3 is related to the video “The Best Thing About Me is You” studied in **getting into the mood** activity.

❖ Answer Key

- 1. Suggested answer: The message of the lyric is: “we can be different, but we can live in harmony”.
- 2. Expected answer: yes, because almost everybody likes to listen to music.
- 3. Personal Answer.

- 4. () We can live together because we are equal.
(x) We can live in harmony with our differences.
() We can live separate because diversity.

SHARING IDEAS

Have a discussion with your students about common situations that happen during the classes. Situations which they believe are right and also they believe are wrong and what they should do to live with the diversity that exists in the classroom. Your students will have questions to guide them in their discussion.

Go around the classroom during the debate and help your students if necessary.

Guide questions:

- 1. Do you believe that different ways to think and to act are respected in class?
 - What do you believe it is right?
 - What do you believe it is wrong?

2. Give suggestions to have a better class.

BUILDING THE ADVERTISEMENT

Teacher, remind them to make use of the imperative mood during the production, once the advertisement will be a way for students share their own point of view with all their classmates. The advertisement should be produced using the tool called Glogster Edu.

Remind them that they have some specific features to develop the advertisement. The features can be found in the activity “Diversity in advertisements” on page 13, and they should use the board “Check the advertisement production” to guide the quality of the advertisement.

Main Goal: students should be able to produce an advertisement exploring topics which were studied before.

What is a glogster Edu?

For educators:

A creative, collaborative, dynamic, and innovative digital outlet that makes teaching and learning more fun.

A private and safe platform, monitored directly by teachers.

A valuable teaching tool that integrates diverse core subjects including math, science, history, art, photography, music and more.

For Learners:

A fun, imaginative, and powerful learning experience that fosters independent and creative self expression, positive teacher-student relationships, and teamwork on class projects.

A vibrant, multi-sensory learning experience that integrates student knowledge and skills with traditionally text-oriented subjects, and inspires intellectual curiosity.

Available at: <http://edu.glogster.com/>

Accessed on: April 22th, 2014

SHOW TIME

Show time is a collaborative activity in which students will show their advertisements' production.

Make use of the rubric on page 35 to explain them how they will be assessed. Remember to define the specific time for each group present the project.

RUBRIC

Advertising

“Advertising is defined differently by various authorities and the institutions dealing with the subject of advertising.

The American Marketing Association (AMA) defines advertising as,

“Any paid form of non-personal presentation and promotion of ideas, goods or services by an identified sponsor.”

This definition suggests the following features of advertising.

- Advertisement is a paid form of communication. Advertiser exercises a control over it.
- It is non-personal selling. It is a medium of mass communication for large-scale selling.
- It acts as an important marketing tool for presentation and promotion of ideas, goods and services.
- It needs the sponsor of the message known. Advertising will be meaningless if the advertiser is not clearly identified.”

PLAN CHART

	Pre-writing	Writing	After-Writing Final Task
Procedures	-Students will be presented to the genre.	-Students will be asked to develop a final product which	-Students will present the final product that

	-Advertisement through written ads. At this moment prior knowledge will also be activated.	should include verbal and non-verbal language: (an ad).	demonstrates an understanding of the construction of an ad.
Skills	-Speaking, reading and writing skills.	-Writing skills.	-Speaking skills.

Adapted from: Everett Public Schools. Reading Comprehension Rubric. Effective users of skills and strategies.

Available at: http://www.docstoc.com/docs/document-preview.aspx?doc_id=47852847

Accessed on: February 19th, 2014

“READING” AN ADVERTISEMENT

Criteria	3 Excellent	2 Great	1 Good
Prior knowledge	- Makes several connections which activate prior knowledge.	- Accesses prior knowledge when prompted.	- Activates prior knowledge based on activities.
Predictions	-Makes insightful predictions.	-Makes meaningful predictions.	-Makes inconsistent predictions.
Connections	-Makes elaborate and valid text-to-self; text-to-text and text-to-world connections independently.	-Makes text-to-self; text-to-text and occasionally text-to-world connections.	-Makes personal connections to text when prompted.
Theme and message	-Explains theme or message in own words, observing different	-Restates understanding of theme or message.	-Identify theme or message with guidance.

	interpretations.		
--	------------------	--	--

Adapted from: Rubrics for Advertisement Project

Available at: <http://www.docstoc.com/docs/54731592/Rubrics-for-Advertisement-Project>

Accessed on: February 19th, 2014

“WRITING” AN INFORMATIVE TEXT

Criteria	3 Excellent	2 Very Good	1 Good
Focus	-Shows a clear understanding of what information was required.	-Shows an understanding of what information was required.	-Shows a partial understanding of what information was required.
Organization	-The writing is very organized -This paper is easy to read and understand.	-The writing is organized well. -This paper can be read and understood with very few problems.	-The writing is not very organized -The errors make it difficult to read.
Style	-Demonstrates an excellent use of language and the sentences structure.	-Demonstrates good control of language and sentences structure.	- Demonstrates very little control of language and sentences.
Conventions	-Has very few errors in grammar, usage, spelling and punctuation.	-Has some errors in grammar, usage, spelling and punctuation.	-Has many errors in grammar, usage, spelling and punctuation.

Adapted from: Informational Writing Scoring Guidelines

Available at: <http://www.whsd.k12.pa.us/userfiles/1650/Classes/16431/KidFriendlyInformationalRubric.pdf>

Accessed on: May 13rd, 2014

ADVERTISEMENT - FINAL PRODUCT

Criteria	3	2	2
----------	---	---	---

	Excellent	Great	Good
At work	-Final product is original, appealing and very attractive.	-Final product is original, and attractive.	-Final product is ordinary and dull.
Presentation	-Student faces audience most of the time. -Uses appropriate tone of voice. -Communicates clearly through appropriate body language.	-Student faces audience sometimes. -Uses appropriate tone of voice for most of the time. -Uses body language to communicate.	-Student avoids facing the audience. -Uses low tone of voice.

Adapted from: Rubrics for Advertisement Project

Available at: <http://www.docstoc.com/docs/54731592/Rubrics-for-Advertisement-Project>

Accessed on: February 19th, 2014

SELF-ASSESSMENT

The main goal of this exercise is to benefit students because they can assess themselves through their participations at the activities. It can also help the teacher to check if he / she has provided students enough support to do the activities.

Test Booklet
Diversity as a means of communication

Instructions

- Read all the exercises with the students and make sure they understood what they should do.

- Start the test with the listening activity. You can play the audio three times, but if necessary, play once more.
It is necessary that you play the video up to 17 seconds.

- In the writing section they should answer with personal answer, but make it clear they must use topics studied during the classes.

- Expected time to develop the test: 1h30min.

Final Test

Diversity as a means of communication

Student's name: _____.

Date: ____/____/____

Grade: _____.

Teacher: _____.

1. You are going to watch the video "Diversity Day Commercial". Put the sentences in order, according to what you listen to.

- First of all you need to read the steps of the activity.

1° step: read and understand the sentences.

2° step: only watch the video.

3° step: watch the video and put the sentences in order.

4° step: watch the video again and check your answers.



Diversity Day Commercial

Available at: <http://www.youtube.com/watch?v=-7gRhJh9tdA>

Accessed on: May 11th, 2014

- () Respect is acceptance.
- () Respect is allies.
- () Respect is carrying.
- () Respect is community.
- () Respect is being different and being different is being human.
- () Respect is equality.
- () Respect is fun.

- () Respect is love.
- () Respect is pride.
- () Respect is listening.

2. Look at the following advertisement and answer the questions.



a. Where could you find this ad?

b. Is this advertisement selling a product or sharing an idea? Explain your answer.

c. What is the imperative verb present in this advertisement?

d. Choose the correct option to define the imperative verb from the advertisement.

- () command
- () request
- () permission
- () prohibition

e. What is the goal of this advertisement?

f. Is it possible to understand the advertisement only with the verbal language? Explain your answer.

_____.

3. Write **T** (true) or **F** (false) considering the advertisement above. Explain the false alternatives.

a. () Text is long.

_____.

b. () Images are very important for the message.

_____.

c. () The advertisement is talking about injustice.

_____.

d. () The language of an advertisement is simple.

_____.

4. Pick the Right sentence!

What is the sentence that better represents the advertisement above?

() Respect differences.

() Never say: I can't.

() Embrace peace.

() Break obstacles.

5. Complete the sentences with the words into the box.

diversity – responsibility – advertisements – possible – include
--

a. Advertisements can _____ verbal and non-verbal language.

b. Advertisements have social _____.

c. _____ is showed at advertisements.

- d. It is _____ find advertisements everywhere.
- e. _____ can sell products and share ideas.

6. Write three ways people can embrace diversity. You can use topics discussed during the classes to do it.

a. _____
_____.

b. _____
_____.

c. _____
_____.

Activity 1

❖ **Answer Key**

- (1) Respect is being different and being different is being human.
- (2) Respect is acceptance.
- (3) Respect is allies.
- (4) Respect is carrying.
- (5) Respect is equality.
- (6) Respect is fun.
- (7) Respect is community.
- (8) Respect is pride.
- (9) Respect is listening.
- (10) Respect is love.

Transcript – Diversity Day Commercial

1. Respect is being different and is being human.
2. Respect is acceptance.
3. Respect is allies.
4. Respect is carrying.
5. Respect is the equality.
6. Respect is fun.
7. Respect is community.
8. Respect is pride.
9. Respect is listening.
10. Respect is loving.
11. Respect is confidence
12. Respect is individually.
13. Respect is compassion.
14. Respect is community.
15. Respect is rad.
16. Respect is intriguing.
17. Respect is culture.
18. Respect is the future.

19. Come celebrate diversity with Diversity Club on April 12th at 6 p.m, at Caras - Park.

Activity 2

- a. Possible answers: Magazines, newspapers, billboards, folders.
- b. Expected answer: This advertisement is sharing an idea, because it does not show any product.
- c. Come.
- d. Permission
- e. Expected Answer: Showing that everybody can go to McDonald's.
- f. Expected answer: No, because you need the image to comprehend the advertisement.

Activity 3

- a. (F) Text is long.

Correct answer: The text is short.

- b. (T) Images are very important for the message.
- c. (F) The advertisement is talking about injustice.

Expected answer: the advertisement is talking about justice.

- d. (T) The language of an advertisement is simple.

Activity 4

Correct answer: Respect differences.

Activity 5

- a. Advertisements can include verbal and non-verbal language.
- b. Advertisements have social responsibility.
- c. Diversity is showed at advertisements.
- d. It is possible find advertisements everywhere.
- e. Advertisements can sell products and share ideas.

Activity 6

The answer can be personal, but it must be related to the subject studied during the classes.

Images

<http://www.kbciraq.org/wp-content/uploads/2013/07/3921.jpg>

<http://www.veronicasicoe.com/blog/wp-content/uploads/2013/02/stereotypes.jpg>

http://feminspire.com/wp-content/uploads/2012/08/1233433_21710x355.jpeg

<http://www.thedrum.com/uploads/news/old/25965/master.london.jpg>

<http://mumbrella.com.au/australian-paralympic-committee-sport-athlete-mercerbell-201337>

http://cdn0.mumbrella.com.au/wp-content/uploads/2014/01/Landing_Page_Header.jpg

http://i977.photobucket.com/albums/ae255/foof452/paralympics_london2012.jpg

<http://media.osabetudo.com/2010/09/Custa-ser-Educado-Parte-I-O-Lixo.jpg>

<http://www.digitalstrategyconsulting.com/netimperative/news/meet-the-superhumans.jpg>

<http://sonarmix.com.br/wp-content/uploads/bene8.jpg>

<http://www.heavymetalbrasil.net/Fotos/atitude.jpg>

<http://www.thedrum.com/uploads/news/old/25965/master.london1.jpg>

<http://maxcdn.thedesigninspiration.com/wp-content/uploads/2009/08/mcdonald/McDonald-Ads-33.jpg>

Unit 2 - The influence of media on our daily tasks



WARM UP

1. In pairs, think about entertainment and list some means of communication where you can find it.

1. You have three images. Mark the image(s) you believe is/are related to the media influence.

Information

Persuasion

Influence



BEFORE YOU READ

The following are some questions about the media influence. Answer them according to your routine.

1. What is your favorite means of communication? How do you communicate with your friend.

2. Why is this means of communication important for your life?

3. Do you prefer watching or reading news?



READING

1. Read the text and answer all the comprehension questions according to it.

Mass media and its influence on society

In present era of globalization, majority of people in the society depends on information and communication to remain connected with the world and do our daily activities like work, entertainment, health care, education, socialization, travelling and anything else that we have to do. A common urban person usually wakes up in the morning, checks the tv news or newspaper, goes to work, makes a few phone calls, eats with their family or peers when possible and makes his decisions based on the information that he has either from their co workers, tv news, friends, family, financial reports, etc. We need to be conscious of the reality that most of our decisions, beliefs and values are based on what we know for a fact, our assumptions and our own experience. In our work we usually know what we have to do, based on our experience and studies, however on our routine life and house hold chores we mostly rely on the mass media to get the current news and facts about what is important and what we should be aware of.

Excerpted from: <http://www.opinion-maker.org/2011/01/mass-media-and-its-influence-on-society/>

Accessed on: March 20th, 2014

How do ads influence us?

- We buy what we see on TV or in the newspaper or on a Web page.
- We buy things to which our favorite celebrities testify.
- We buy goods that media tell us are fashionable and acceptable to society.

Excerpted from:

http://www2.uncp.edu/home/acurtis/Courses/ResourcesForCourses/PDFs/Mass_Media_Influence_on_Society.pdf

Accessed on: March 20th, 2014

Comprehension Questions

- a. Which means of communication are listed in the text?

- b. In the era of globalization, media is so important. Why is it important for you?

- c. List one positive aspect of mass media.

- d. List one negative aspect of mass media.

- e. Is it a text based on real or fiction facts? Rewrite one part of the text to justify your answer.

- f. This text is:

- informative
 interactive
 investigative

2. Mark the sentences using **T** for true information and **F** for false information. Explain the false sentences.

- a. Mass media makes part of the routine of common people.

b. () We depend only on communication to keep our lives moving on.

_____.

c. () Mass media can influence our decisions.

_____.

d. () It is unusual to make decisions based on information from mass media.

_____.

e. () We need to be aware of the importance of news and our experiences.

_____.



FIGURE OUT

You have a table with definitions of the underlined words in the text *Mass media influence on society* on page 46. Find the words related to definitions and put them into the correct place.

Figure out	
Regularly printed document consisting of large sheets of paper that are folded together.	
Facts about a situation, person, event, etc.	
A choice that you make after thinking about something about several possibilities.	
Internet, newspapers, magazines, television, etc.	
The power to have an effect on people or things.	
The act of communicating something.	
The large system of connected computers around the world which people use to communicate with each other.	
Definitions excerpted from Cambridge Dictionary Website Available at: http://dictionary.cambridge.org/ Accessed on: March 14 th , 2014	



FOCUS ON LANGUAGE

Read these sentences from the text *Mass media influence on society* and choose the correct option.

“majority of people in the society depends on information and communication”

“we usually know what we have to do”

“we need to be conscious of the reality that most of our decisions ”

These sentences are expressing:

- a) something we did b) something we do c) something we will do.



The sentences above are representing the **simple present**.

Read the following box to understand better the simple present functions.

Simple Present

Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens.

Available at: <http://www.englishpage.com/verbpage/simplepresent.html>

Accessed on: August 26th, 2014

➡ Practice I

1. Classify the following sentences taken from the text according to the definition you read above.

a) _____

“In our work we usually know what we have to do”

b) _____

“A common urban person usually wakes up in the morning, checks the TV news or newspaper...”

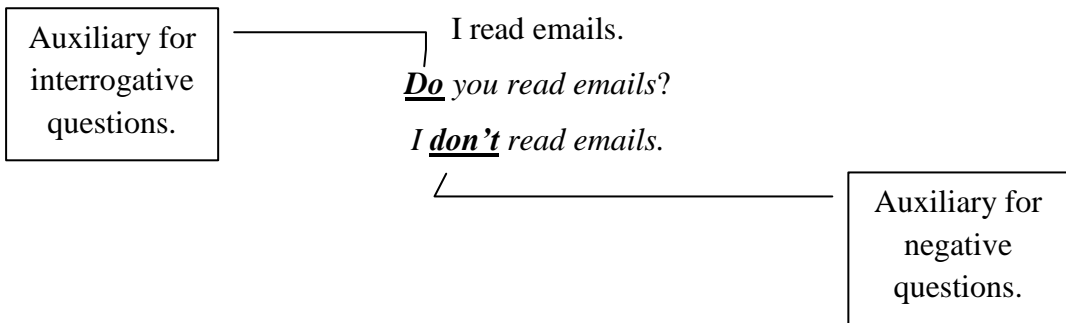
2. Go back to the text and find words or sentences related to the definitions. Remember you cannot use the sentences from the exercise 1.

a) **Repeat Actions:** _____.

b) **Simple statement of fact:** _____.

3. Change the sentences in questions and after answer only in the negative form.

Take a look at the example.



a. I buy what we see on TV or in the newspaper or on a Web page.

_____.

b. I buy things to which our favorite celebrities testify.

_____.

c. I buy goods that media tell us are fashionable and acceptable to society.

_____.

d. I look at the TV or newspaper for news.

e. I make decisions based on the information that we gather from those mass media and interpersonal media sources.

4. Take a look at the following table with the adverbs of frequency and then complete the sentences according to the frequency you do it in your own daily routine.

Adverb of Frequency	
The simple present tense is also used to show how often something happens with adverbs of frequency - always, usually, often, sometimes, occasionally, seldom, rarely, never, etc.... And when discussing daily, weekly, monthly etc. routines.	100% Always
http://www.learnenglish.de/grammar/tensesimpres.html	90% Usually
	80% Normally
	70% Often
	50% Sometimes
	30% Seldom
	10% Hardly Ever
	0% Never

f. I _____ read emails.

g. I _____ buy what I see on TV, in the newspaper or on a Web page.

h. I _____ buy things that my favorite celebrities testify.

i. I _____ buy goods that media tell me are fashionable and acceptable to society.

j. I _____ look at the TV or newspaper for news.

k. I _____ make decisions based on the information that I gather from mass media and interpersonal media sources.

⇒ **Practice II**



LET'S PLAY ONE _____

ONE is a very easy game to play. Make groups of three or four and divide the cards to start.

- The cards are on page 61.

⇒ **Rules:**

Change: Use this card after a classmate already made his / her sentences, so he / she needs to change the sentence.

Everybody: Use this card after a classmate already made his / her sentences, so everybody needs to repeat the sentence.

You Again: Make another sentence.

⇒ **Symbols:**

- ⊕ With this card you should make an affirmative sentence.
- ⊖ With this card you should make a negative sentence.
- ? With this card you should make an interrogative sentence and choose a classmate to answer.



BEFORE YOU LISTEN _____

Read the sentences about *Media Effects* and mark **T** for true sentences and **F** for false sentences.

- () Media can affect your view of the world.
- () Media influence can be avoided nowadays.
- () Media also plays a role in persuading people.
- () Media helps you shape your own ideas.
- () Media can be linked to your real life.



SOUNDS GOOD _____

You are receiving parts of a text from the video *Media Effects*. Complete each topic with the words into the box, but remember – it is not the entire video.

The pictures will guide you.



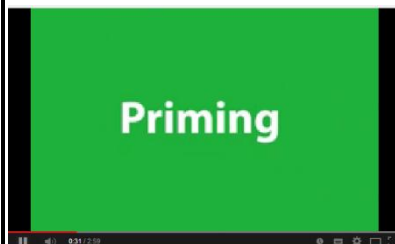
Available at: <http://www.youtube.com/watch?v=qvgURfZMGoQ>

Accessed on: April 20th, 2014

**affect – media – experience – information – opinion – news – real world
campaigns - persuade – influence – balance.**




It's hardly contravention to say that these media sources can _____ our view of the world, but let's talk a little about the ways they can do that.




_____ messages may help us to recall old ideas knowledge or _____.



Also called gate keeping, this refers to the fact of media controls the _____ we get and therefore what we think about.




Frames are the particular treat or spin apply to a message. Often this ends up shaping our own opinions of the _____ and who the good guy is in any situation.




After a lot of hours in front of the TV people start to blur the lines between the _____ and the one on TV.

Of course some media messages like ads in public information _____ are designed to change your attitudes or behavior.



Media also plays a role in _____ people to adopt a new idea or practice...



In today's words it's impossible to avoid media _____. But by understanding the way it works you can win back control of your perception and seek to have a _____ view of the world and the people in it.



ODD WORD OUT _____

You have three boxes with three words in each one. Some words have a similar pronunciation, so you have to pick the word with a different pronunciation from the others.

Use the Cambridge Dictionary website to help you this task.

<http://dictionary.cambridge.org>

Perception	contraventions	shaped
information	change	messages
sources	situation	persuasion



AFTER YOU LISTEN

Choose one topic that you consider positive or negative from the video and describe a situation or give an example that can represent this topic. You can use the box with the useful language to help you express your opinion.

- Media effects** **Priming** **Agenda-Setting**
 Framing **Cultivation** **Persuasion / Media influence**



Useful Language

In my experience...

Speaking for myself...

I'd say that...

I believe that...

Of course.

Yes, I agree.

That's a good point.

Exactly.

I think so too.

That's different.

I don't agree with you.

However...

That's not entirely true.

On the contrary...



BEFORE YOU WRITE

Interview two different classmates and find out how important media is in their lives.

Interview

1. How often do you watch television?

- usually sometimes rarely

2. How often do you watch news on TV?
 usually sometimes rarely
3. How often do you use the internet to communicate with your friends?
 usually sometimes rarely
4. How often do you make your decisions based on the news or on your experiences?
 usually sometimes rarely
5. How often do you buy things because you see them on means of communication?
 usually sometimes rarely
6. Do you use media to?
 share ideas entertainment information



BUILDING THE INFORMATIVE TEXT _____

Use the information you got during the interview to write an informative text about the influence that media has on people' life. The text can be short, but it should contain the topics discussed during the interview.

Post your text on **Padlet** page of the classroom.

What is padlet?



Padlet is a virtual wall that allows people to express their thoughts on a common topic easily. It works like an online sheet of paper where people can put any content (e.g. images, videos, documents, text) anywhere on the page, together with anyone, from any device.

Available at: <http://ctreichler.wikispaces.com/Padlet#x-Tutorial>

Accessed on: March 2nd, 2014

Check the news' production		
I used pictures	Yes ()	No ()
The vocabulary is related to the topic.	Yes ()	No ()
The text is written in the simple present	Yes ()	No ()
The spelling is correct	Yes ()	No ()
The title is calling the reader's attention	Yes ()	No ()
There is organization between non-verbal and verbal language.	Yes ()	No ()
I used adverbs of frequency.	Yes ()	No ()



SHOW TIME _____

2. Show the news to your class.

While presenting your ad, be careful about:

- Body language.
- Clear words.
- Intonation.

During the presentation, the other students will take notes about the art work of the group, if the text is informative and well-built.

In the end of the presentation students can talk about their notes with the group.



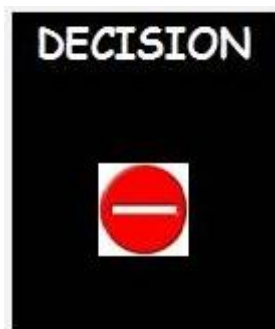
SELF-ASSESSMENT _____

You are going to assess your participation. Mark the alternative that best represents yourself during the classes in the following situations.

%	Adverb of Frequency
100%	Always
90%	Usually
80%	Normally / Generally
70%	Often / Frequently
50%	Sometimes
30%	Occasionally
10%	Seldom
5%	Hardly ever / Rarely
0%	Never

	1. Always	2. Usually	3. Sometimes	4. Rarely
I did the activities in groups.	1	2	3	4
I did the individual exercises.	1	2	3	4
I was encouraged to share my ideas with my teacher and my classmates.	1	2	3	4
I felt comfortable to speak in classes.	1	2	3	4
I could link the subject studied with my daily life.	1	2	3	4
Now I am able to discuss about the importance of mass media in my daily tasks.	1	2	3	4
Now I am able to write an informative text.	1	2	3	4

LET'S PLAY ONE



Teacher's Guide

Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important.

Bill Gates



Teacher, the unit “The influence of media on our daily tasks” was developed to teach the English language to students in pre intermediate language level in private schools. The expected time for this unit to be developed is seven parts of fifty minutes. Remember you can have students with different levels of English in your class, so you are free to adapt the time of the activities during the teaching/learning process in your classes.

You should be a mediator through the learning process so students can be active agents during the activities. Encourage them to bring new ideas and help each other in the group and in the individual activities as well.

All the activities were developed based on authentic material and the main goal is make the learning process meaningful and closer to the students' life.

Enjoy it!

OVERVIEW

Warm up	Verbal and non-verbal language.
Reading	Text: “Mass media and its influence on society”; “How do Ads Influence Us?”;
Vocabulary	Words linked to the theme “mass media”;
Grammar	Simple present;
Speaking	Interactive game: the use of all forms of grammar; Interview;
Listening	Vide: <i>Media Effects</i>
Pronunciation	The sound of /ʌ/
Writing	Genre: informative text;

WARM UP

Teacher: give students the activities and ask them to answer the questions alone.

Main Goal: Students should use their previous knowledge about mass media.

❖ Answer Key

Activity 1

Possible answers: newspaper, television, magazine, internet, radio.

Activity 2

Personal answer: It is possible that students choose more than one image.

BEFORE YOU READ

Teacher: Give the questions about media to your students.

In this activity all the questions will be personal answers, in none of them it is possible to have yes/no like answer.

Main Goal: Students should be able to use their previous knowledge and answer the questions.

❖ Answer Key

1. Personal answer.
2. Personal answer and this answer is a complement of the first question.
3. Personal answer.

READING

Teacher: give the sentences to your students and explain that only answers based on the text will be accepted.

Main Goal: Students should be able to answer the questions only based on the text.

❖ Answer Key

Activity 1

- a. Answer: Books, newspaper, magazine, radio, television, cell phone and email.
- b. Possible answer: We need media for information and communication to keep our lives moving on during our daily activities.
- c. Possible answer: One positive aspect of mass media is *information*.
- d. Possible answer: One negative aspect of mass media is *influence*.
- e. Correct answer: Real Facts. Possible part of the text: A common urban person usually wakes up in the morning checks the tv news or newspaper [...].
- f. Correct answer: This text is informative.

Activity 2

- a. (T) Mass media makes part on the routine of common people.
- b. (F) We depend only on communication to keep our lives moving on.

We depend on information and communication to keep our lives moving on.

- c. (T) Mass media can influence our decisions.
- d. (F) It is unusual to make decisions based on information from mass media

It is usual to make decisions based on information from mass media.

- e. (T) We need to be aware of the importance of news and our experiences.

FIGURE OUT

Teacher: “figure out” is an activity developed in order to students learn more about the vocabulary studied in the text. Give your students the activities and help them if necessary.

“Figure Out” has the definitions of the underlined words in the text. The underlined words were chosen because they are considered key words for the text and also for the rest of the unit.

Main Goal: Students should connect the vocabulary from the text with its meaning.

❖ Answer Key

Figure out	
Regularly printed document consisting of large sheets of paper that are folded together.	Newspaper
Facts about a situation, person, event, etc.	Information
A choice that you make after thinking about something about several possibilities.	Decision
Internet, newspapers, magazines, television, etc.	Media
The power to have an effect on people or things	Influence
The act of communicating something.	Communication
The large system of connected computers around the world which people use to communicate with each other.	Internet
Definitions excerpted from Cambridge Dictionary Online Available at: http://dictionary.cambridge.org/ Accessed on: March 14 th , 2014	

FOCUS ON LANGUAGE

The grammar of this unit is the simple present. It was organized in a way in which students can understand the correct use of a specific language grammar topic through examples.

The activities to teach the simple present were organized based on inductive instruction.

What is inductive instruction?

Inductive instruction makes use of student “noticing”. Instead of explaining a given concept and following this explanation with examples, the teacher presents students with many examples showing how the concept is used. The intent is for students to “notice”, by way of the examples, how the concept works.

<http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/inductivedeductive.html>

Accessed on: April 20th, 2014

The grammar also includes the adverbs of frequency and it is also taught in an inductive way.

Main goal: students should be able to choose the correct answer through an inductive instruction.

❖ Answer Key

Correct answer: something we do.

Practice I

Activity 1

- a. Simple statement of fact
- b. Repeat Actions

Activity 2

- a. Expected answer: repeat actions - daily activities like work, entertainment, health care, education, socialization, travelling and anything else that we have to do.
- b. Expected answer: simple statement of fact - on our routine life and house hold chores we mostly rely on the mass media.

Activity 3

Explain to your students they are only going to learn how to make questions to the pronoun “you”, because it is necessary to develop the next activities.

- a. Do you buy what we see on TV or in the newspaper or on a Web page?
I don't buy what we see on TV or in the newspaper or on a Web page.

- b. Do you buy things to which our favorite celebrities testify?
I don't buy things to which our favorite celebrities testify.

- c. Do you buy goods that media tell us are fashionable and acceptable to society?
I don't buy goods that media tell us are fashionable and acceptable to society.

- d. Do you look at the TV or newspaper for news?
I don't look at the TV or newspaper for news.

- e. Do you make decisions based on the information that we gather from those mass media and interpersonal media sources?
I don't make decisions based on the information that we gather from those mass media and interpersonal media sources.

Activity 4

Students have to complete the sentences with the adverbs of frequency that are better related to their own live, because of this all the sentences have different possible answers.

Practice II

Let's play ONE

“Let's play one” is an interactive activity, in which students play with cards to practice the grammar and vocabulary studied until this part of the unit.

Teacher: divide your students in groups of three or four, read the rules and the meaning of each symbol with them.

It is not necessary the students write down anything, because this activity is just an oral practice.

Main goal: students should be able to use grammar and vocabulary to build up sentences in the game.

BEFORE YOU LISTEN

Teacher: activate the students' previous knowledge about mass media influence. After doing the activity it will be easier to develop the listening activity, once these sentences have the same issue and they are excerpts from the listening activity.

Main Goal: Students should use their knowledge to answer with T (true) or F (false).

❖ Key answer.

- a. (T) Media can affect your view of the world.
- b. (F) Media influence can be avoided nowadays.
- c. (T) Media also plays a role in persuading people.
- d. (T) Media helps you shape your own ideas.
- e. (T) Media can be linked to your real life.

SOUNDS GOOD

The words excerpted from the text were chosen because they are verbs in the simple present form, besides these words will be the ones for the activity focusing on pronunciation.

Teacher: in this activity it is expected that students can be able to complete the topics with the words from the box.

This activity must be developed in two parts. In the first part, you will show all the video to your students and in the second one you will show only the necessary parts from the video in order to students complete the blanks.

Start the video on 0:21 seconds.

- Media Effects – from 0:21 to 0:30.

It's hardly contravention to say that these media sources can affect our view of the world, but let's talk a little about ways they can do that.

- Priming - from 0:30 to 0:36.

Media messages may help us to recall old ideas knowledge or experience.

- Agenda-setting – from 0:49 to 0:59.

Also called gate keeping this refers to the fact of media controls the information we get and therefore what we think about.

- Framing – from 1:05 to 1:16

Frames are the particular treat or spin apply to a message. Often this ends up shaping our own opinion of the news and who the good guy is in any situation.

- Cultivation – from 1:25 to 1:35.

After a lot of hours in front of the TV people start to blur the lines between the real world and the one on TV.

- From 1:46 to 1:53.

Of course some media messages like ads in public information campaigns are designed to change your attitudes or behavior.

- From 2:06 to 2:10.

Media also plays a role in persuade people to adopt a new idea or practice...

- From 2:28 to 2:40.

In today's words it's impossible to avoid media influence, but by understanding the way it works you can win back control of your perception and seek to have a balance view of the world and the people in it.

Transcript – Media Effects

The media is generally believed influence people and many ways in which individuals in society maybe influenced by both news and entertainment mass media are referred to as media effects.

It's hardly controversial to say that these media sources can affect your view of the world, but let's talk a little about ways they can do that.

Priming

Media messages may help us to recall old ideas knowledge or experience, for example, a new story about the French president election might trigger your thoughts about the French economy, memories of your trip to Paris or remind a person to put “bree” on their grocery list.

Agenda-setting

Also called gate keeping this refers to the fact of media controls the information we get and therefore what we think about. Editors have a lot of power here because they are ultimately the ones who decide what we are thinking about.

Framing

Frames are the particular treat or spin apply to a message. Often this ends up shaping our own opinions of the news and who the good guy is in any situation. While agenda setting is choosing which stories to tell, framing is choosing how to tell them.

Cultivation

After a lot of hours in front of the TV people start to blur the lines between the real world and the one on TV, for example, based on the number programs about police you might guess it more than one in ten men working for the long force when really it is more than a hundred.

Of course some media messages like ads in public information campaigns are designed to change your attitudes or behavior. Factors that increase your little success include like: ability, credibility or attractiveness of the source the arguments used and people who seem to agree with them.

Media also plays a role in persuading people to adopt a new idea or practice. Often they first communicate messages about the new idea which then spreads to interpersonal networks suspending overtime, to include social leaders, peers and community, this eventually leaps to the adoption of the idea of renovation reaching a critical mass.

In today’s world it’s impossible to avoid media influence, but by understanding the way it works you can win back control of your perception and seek to have a balance view of the world and the people in it.

ODD WORD OUT

Teacher: explain to your students they should identify the word with the different pronunciation from the other ones in each box. They can use the Cambridge Dictionary website to help them throughout this task.

Main Goal: students should be able to identify the word with the different pronunciation.

AFTER YOU LISTEN

Teacher: read the question with your students and make sure they comprehend the task. Also read with them the useful vocabulary and explain they can use it to express their own opinion.

Main Goal: students should develop an activity that helps them to be critical considering the issue studied until this task and mainly about the listening activity developed just before.

BEFORE WRITING

Teacher: give a paper with one interview to each student, read the questions with them and then let them free to go around the classroom making the interview to their classmates.

Main Goal: students should be able to make questions and comprehend the answers.

BUILDING THE INFORMATIVE TEXT

Organize your students in pairs. They should use the information they got during the interview to write the informative text.

Main Goal: students should be able to use the simple present to write the news. It will be written on Padlet website, because with the shape of this website tool it is possible to post verbal and non-verbal language.

SHOW TIME

Show time is a collaborative activity, in which students should show the news they have created.

Teacher: make use of the rubric to explain them how they will be assessed. Remember to define the specific time for each group to present the project.

SELF ASSESSMENT

The main goal of this exercise is to benefit students because they can assess themselves through their participations.

This activity also helps the teacher to check if he /she has been helpful throughout the process.

RUBRIC

Informative Text

Informational Text is a subset of the larger category of non-fiction (Duke & Bennett-Armistead, 2003). Its primary purpose is to inform the reader about the natural or social world. Different from fiction, and other forms of non-fiction, informational text does not utilize characters. Further, it has specialized language characteristics such as general nouns and timeless verbs that are not common in other genres. Some examples of this structure would be: “Dogs bark”. “Some sea snakes are quite deadly.” or “Apples can be red, yellow, or even green!”

Excerpted from: <http://umaine.edu/edhd/professionals/mels/correll-book-award/what-is-informational-text/>

Accessed on: May 13th, 214

PLAN CHART

	Pre-writing	Writing	After-writing Final Task
Procedures	-Students will be presented to the genre. - At this moment prior knowledge will also be activated.	-Students will be asked to develop a final product with verbal language. - Students can also include non-verbal language	-Students will present the final product that demonstrates an understanding of the construction of an informative text.
Skills	-Speaking and	-Writing skills.	-Speaking skills.

	writing skills.		
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Adapted from: Everett Public Schools. Reading Comprehension Rubric. Effective users of skills and strategies.

Available at: http://www.docstoc.com/docs/document-preview.aspx?doc_id=47852847

Accessed on: February 19th, 2014

“READING” AN INFORMATIVE TEXT

Criteria	3 Excellent	2 Great	1 Good
Prior knowledge	- Makes several connections which activate prior knowledge.	- Accesses prior knowledge when prompted.	- Activates prior knowledge based on activities.
Predictions	-Makes insightful predictions.	-Makes meaningful predictions.	-Makes inconsistent predictions .
Connections	- Makes elaborate and valid text-to-self; text-to-text and text-to-world connections independently.	- Makes text-to-self; text-to-text and occasionally text-to-world connections.	- Makes personal connections to text when prompted.
Theme and message	- Explains theme or message in own words, observing different interpretations.	- Restates understanding of theme or message.	- Identify theme or message with guidance.

Adapted from: Rubrics for Advertisement Project

Available at: <http://www.docstoc.com/docs/54731592/Rubrics-for-Advertisement-Project>

Accessed on: February 19th, 2014

“WRITING” AN INFORMATIVE TEXT

Criteria	3 Excellent	2 Very Good	1 Good
Focus	- Shows a clear understanding of what information was required.	- Shows an understanding of what information was required.	- Shows a partial understanding of what information was required.
Organization	- Writing is very organized. - This paper is easy to read and understand.	- Writing is organized well. - This paper can be read and understood with very few problems.	- Writing is not very organized. - The errors make it difficult to read.
Style	- Demonstrates an excellent use of language and your sentence structure.	- Demonstrates control of language and sentence structure.	- Demonstrates very little control of language and sentence.
Conventions	- Has very few errors in grammar, usage, spelling and punctuation.	- Had some errors in grammar, usage, spelling and punctuation.	- Has many errors in grammar, usage, spelling and punctuation.

Adapted from: Informational Writing Scoring Guidelines

Available at: <http://www.whsd.k12.pa.us/userfiles/1650/Classes/16431/KidFriendlyInformationalRubric.pdf>

Accessed on: May 13rd, 2014

INFORMATIVE TEXT - FINAL PRODUCT

Criteria	3 Excellent	2 Great	2 Good
At work	-Final product is original, appealing and very attractive.	-Final product is original, and attractive.	-Final product is ordinary and dull.
	-Student faces	-Student faces	-Student avoids

<p style="text-align: center;">Presentation</p>	<p>audience most of the time.</p> <p>-Uses appropriate tone of voice.</p> <p>-Communicates clearly through appropriate body language.</p>	<p>audience sometimes.</p> <p>-Uses appropriate tone of voice for most of the time.</p> <p>-Uses body language to communicate.</p>	<p>facing the audience.</p> <p>-Uses low tone of voice.</p>
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Adapted from: Rubrics for Advertisement Project

Available at: <http://www.docstoc.com/docs/54731592/Rubrics-for-Advertisement-Project>

Accessed on: February 19th, 2014

Test Booklet
The influence of media on our daily tasks

Instructions

- Read all the exercises with the students and make sure they understood what they should do.
- Start the test with the listening activity. You can play the audio three times, but if it is necessary you can play once more.
- In the writing section they should answer with personal answers, but make it clear they must use topics studied during the classes.
- Expected time to develop the test: 1h30min.

Final Test

The influence of media in our daily tasks

Student's name: _____.

Date: ____/____/____

Grade: _____.

Teacher: _____.

1. You are going to watch the video *Take a Closer Look: Media and Health*. Make a check list according to what you listen to.
 - First of all you need to read the steps of the activity.

1° step: read and understand the check list sentences.

2° step: only watch the video.

3° step: listen to the video and check it.

4° step: watch the video again and check your answers.



Available at: <http://www.youtube.com/watch?v=V06upKOrNs>

Accessed on: April 18th, 2014

- You need to reflect about media information.
- It is possible to buy all you see on television.
- A lot of information is sent by advertising.
- Share information.
- Technology helps the media to send message to you.

- You see media everywhere.
- You don't try to make your own decisions.

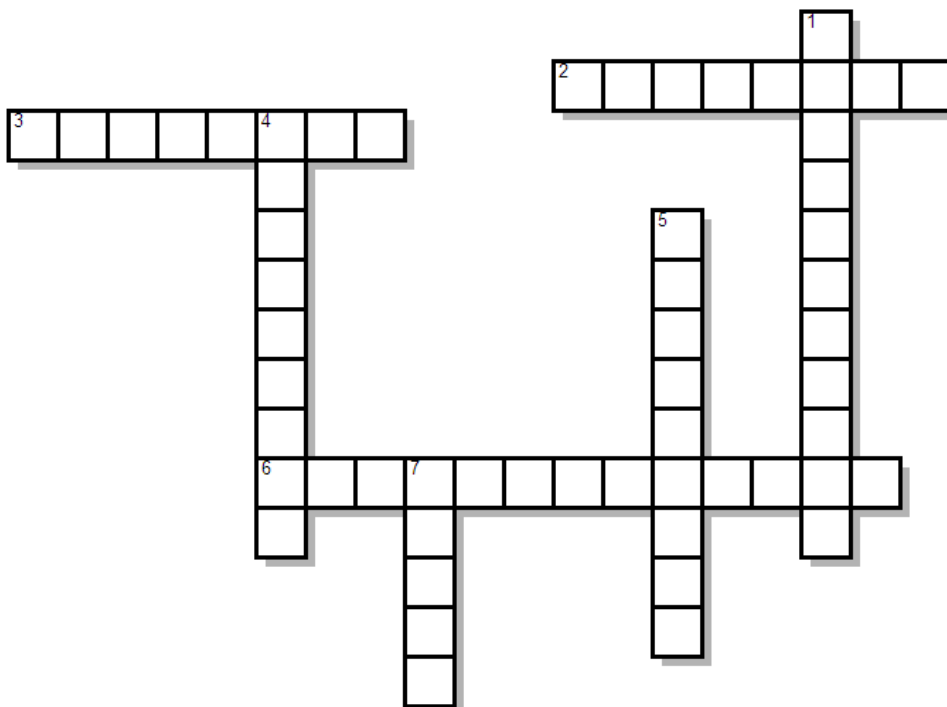
2. Read the following definitions and complete the crossword according to what was studied during the classes.

Across

- a. A choice that you make after thinking about something in different possibilities.
- b. The act of communicating something.
- c. The large system of connecting computers around the world which people use to communicate with each other.

Down

- Regularly printed document consisting of large sheets of paper that are folded together.
- Facts about a situation, person, event, etc.
- Internet, newspapers, magazines, television, etc.
- The power to have an effect on people or things.



3. Read the text and answer all the comprehension questions according to it.

Agenda Setting

M. Sanchez Spring 2002

Mass Communication plays an important role in our society its purpose is to inform the public about current and past events. Mass communication is defined in “Mass Media, Mass Culture” as the process whereby professional communicators use technological devices to share messages over great distances to influence large audiences. Within this process the media, which can be a newspaper, a book and television, takes control of the information we see or hear. The media then uses gate keeping and agenda setting to “control our access to news, information, and entertainment” (Wilson 14).

Excerpted from: <http://zimmer.csufresno.edu/~johnca/spch100/7-4-agenda.htm>

Available on: May 11th, 2014

Comprehension Questions

- a. According to the text what is the role developed by Mass Communication?

_____.

- b. Which kind of media is mentioned in the text?

_____.

- c. Who takes control of the information we see or hear?

_____.

- d. Why is media important to?

_____.

- e. What is the agenda setting used for?

_____.

4. Is the text talking about something that:

() happened () happen () will happen

Transcribe three sentences from the text in order to justify your answer.

a. _____.

b. _____.

c. _____.

5. Complete the sentences with the words into the box.

affect – avoided – persuading - real - shape
--

a. Media can _____ your view of the world.

b. Media influence can't be _____ nowadays.

c. Media also plays a role in _____ people.

d. Media helps you _____ your own ideas.

e. Media can be linked to your _____ life.

6. Answer the following questions according to your daily routine. Remember to use the simple present and also the adverbs of frequency to do this task.

a. How often do you watch television?

_____.

b. How often do you watch news on TV?

_____.

c. How often do you use the internet to communicate with your friends?

_____.

d. How often do you make your decisions based on the news or on your experiences?

_____.

e. How often do you buy things because you see them on means of communication?

7. Answer the question from the image and use topics studied during the class to write your answer.



Available at: <https://www.youtube.com/watch?v=cCScoZ3CvKk>

Accessed on: March 20th, 2014

Test Booklet Answer Key

Activity 1

- ✔ You need to reflect about media information.

It is possible to buy all you see on television

- ✔ A lot of information is sent by advertising.
- ✔ Share information.
- ✔ Technology helps the media to send message to you.
- ✔ You see media everywhere.

You don't try to do your own decisions

Activity 2

Across

- Decision.
- Communication.
- Internet.

Down

- Newspaper
- Media
- Influence

Activity 3

- Expected answer: its purpose is to inform the public about current and past events.
- Expected answer: Newspaper, book and television.
- Expected answer: professional communicators.
- Expected answer: Mass media is important to keep the public informed.
- Expected answer: Agenda setting is used to control information, news and entertainment.

Activity 4

Correct answer: happen

Possible answers:

- Mass Communication plays an important role in our society its purpose is to inform the public about current and past events.
- Communicators use technological devices to share messages over great distances to influence large audiences.
- Within this process the media, which can be a newspaper, a book and television, takes control of the information we see or hear.

Activity 5

- a. Media can affect your view of the world.
- b. Media influence can be avoided nowadays.
- c. Media also plays a role in persuading people.
- d. Media helps you shape your own ideas.
- e. Media can be linked to your real life.

Activity 6

This activity will be developed with personal answers, but students must use the adverbs of frequency and the correct structures of sentences in the simple present form.

Activity 7

Personal Answer

Transcript – Take a Closer Look: Media and Health

Welcome to your new world.

What's the difference between this one, and the one you were in, say, a year ago?

You're making your own decisions now. Not relying as much on others.

And that's a good thing. If...you're making good decisions.

Especially when it comes to things like your health.

Now you might think you're making your own choices here. But sometimes, the media tries to influence those choices. They can have more impact on your health decisions than you may think.

Funnily enough, technology has really helped the media get its message to you.

We're immersed in it. Sharing information constantly.

And a lot of that information is sent to us by advertisers. It's designed to influence our choices.

So it isn't enough to be good with technology. You have to make good choices. And you need good information.

That means not trusting everything you see. Digging deeper for the truth.

We need to do this -- because frankly, the media likes us.

They use us as role models. We're trendsetters.

And on the flipside, we love media. Most of us will spend 5 months this year just checking out media messages.

There are thousands of media channels out there. You see messages in stores, on TV, in your social channels, everywhere. Even when we think we're getting news, we can be getting ads.

And they're targeted based on what advertisers know we want.

But even if we see an ad, that doesn't mean we'll buy it, right?

Well, the media is pretty good at hooking us.

Certain messages are designed to trigger certain emotions. And those emotions make us do stuff.

Think about how we buy.

A lot of times, it all starts with an ad. How did that ad make you feel? And did you do anything based off that feeling?

Well, somewhere in there, a message got to you. And you started to feel good about it. Even if you couldn't explain why.

Now, imagine your decision making being influenced like this...when it comes to your health.

A lot of media is focused on what we eat, drink and do.

There are a lot of products out there that aren't exactly good for us. But no advertiser would ever say that. Instead, they focus on what we call "lifestyle".

Having fun, being popular, coming out on top. How many times have you seen products tied to things that are completely unrelated? That's what I'm talking about.

For example, let's start with a product that impacts your health.

Now, let's figure out how they could wrap that product in a lifestyle message.

Think of your favorite celebrity. In a cool car.

Put someone really, really good looking next to them. Having a great time... and dang!--it looks pretty good, doesn't it? We don't even know what the product is. But we like what we see.

Now take a step back. Look at that product, all by itself. No celebrity, car, lifestyle. Ask yourself, what do I know about this product? Do I have information on how could it affect my health?

NOW, how do you feel? Like getting more information before making up your mind? And probably making a decision that's better for your health.

That's something to feel good about.

Available at: <http://www.youtube.com/watch?v=V06upKOrrNs>

Accessed on: June 28th, 2014

Images

<http://imagination.org/wp-content/uploads/2013/06/the-mass-media.jpg>

<http://www.telefonodelaesperanza.org/imgs/6575.jpg>

https://www.courses.psu.edu/wmnst/wmnst001_atd1/BeautyMyth/3mirrors.jpg

<http://soshable.com/wp-content/uploads/2012/07/Effects.jpg>

Rationale

I started studying English when I was seventeen years old only because I thought it would be really important for my life, but my English teacher was able to teach me much more than only a language: he taught me how English can show a different world to people who have no conditions to travel. From this moment on I could understand the power an educator has to change the life of their students and then I started studying more and more, because one day I really would like to share the same dream with my students.

This material was developed within an academic objective, because of this, it is not allowed to be used for sales or any other profitable goals. Furthermore, this material can only be used in classes by other educators with the previous authorization of the author.

Teaching English in a way to exchange experiences, be critical and share ideas is the final project of an English specialization course developed to teach English to pre-intermediate students from private schools. The objective goes beyond developing a unit to teach English, according to PCN (Parâmetros Curriculares Nacionais) it is necessary to develop reading and writing activities that are meaningful in the daily life of the students. Therefore, the main goal is to teach a second language through a critical point of view - about any topic- making students able to think in a critical way about their beliefs and attitudes inside and outside the school environment.

This final project includes two independent units. Both units integrate the four language skills (listening, speaking, writing and reading) which were developed during the activities through authentic materials, such as: informative texts, advertisements, songs, videos and non-verbal language, allowing students to create real situations in all tasks developed in the unit's exercises.

Its purpose is to teach issues which are related to the social context of the students, so they can be able to develop a critical opinion about facts that make part of their daily tasks.

The base approach to develop the units is the Communicative Language Teaching, which involves real situations considered essential for new language learning, according to Mattos and Valério (2010) “para o ensino comunicativo, a língua é um instrumento de comunicação”(p. 139). “A abordagem comunicativa tem como objetivo: usar para aprender e aprender para usar, sua visão de língua é o recurso dinâmico para a criação de significados e a implementação é promovida por atividades que envolvem situações reais” (p. 140).

The unit one **Diversity as a means of communication** and also the unit two **The mass media affects in our society** were prepared for a collaborative work in which students should interact among them to develop the activities. According to Richards and Rodgers,

“CBLT is based on a functional and interactional perspective on the nature of language. It seeks to teach language in relation to the social contexts in which it is used. Language always occurs as a medium of interaction and communication between people from people for the achievement of specific goals and purposes” (p. 143).

Moreover, the educator should be a mediator and a facilitator in order to enrich the importance of the learners’ role during the teaching/learning process, “Engaging learners in tasks work provides a better context for the activation of learning processes than form-focused activities, and hence ultimately provides better opportunities for language learning to take place” (Richards and Rodgers, 2002, p. 223).

The reading material contains advertisements, informative texts, lyrics, and questions were developed through these genres so learners can practice their comprehension of the topic, expose their ideas and also answer with their critical point of view, always emphasizing the topics discussed during the classes and also relating it to their previous knowledge.

Vocabulary activity is presented as “Photo dictionary” in the first unit and as “Figure out” in the second one. The activities were developed with words considered really important for the comprehension of all the texts and also for the comprehension questions. Yet, they are linked with the unit’s theme.

In the pronunciation section students can practice the correct pronunciation of the words and also of the vowels with the same spelling. Students can make use of the listening activity and also the Cambridge Dictionary website to develop these tasks.

“Warm up” or “getting into the mood” is an attractive activity that calls the attention of the learners to the topic of the unit and it is expected that students use their previous knowledge to discuss about it. In the first unit it is called “getting into the mood” because the activity is a little longer than the second one.

Speaking activities are interactive and students are able to practice vocabulary and grammar during the interaction. It is based in the aural medium [...] usually, one person speaks, and the other responds through attending by means of the listening process. In fact

during interaction, every speaker plays double role – both as a listener and as a speaker (Shumin, 1995, p.35).

The listening exercises are organized then students can pay a special attention to words linked to the theme of the unit. The choosing process was careful since they are authentic listening materials from Youtube website and educators will develop an important role to develop some listening activities since in some videos it will be necessary to use only fragments to do the exercises. The explanation on how the teacher must conduct the activity is in the teacher's guide material. According to Field (2002),

“another development has been the increased use of authentic material recording of spontaneous speech expose learners to the rhythms of natural everyday English in a way that scripted materials cannot however good the actors. Furthermore, authentic passages where the language where the language has not been grades to reflect the learner's level of English afford a listening experience much closer to a real-life one. It is vital that students of a language be given practice in dealing with texts where they understand only part of what is said.” (p. 244)

Listening activities were developed in different exercises in each unit, due to the fact that the exercises were developed according to the difficulty level that the material presented.

Grammar development was based on the main texts of each unit. The units contain only one grammar activity called Focus on Language, however this activity is divided in two practices. The first practice is developed through reading and writing skills. The inductive instructions were used to enable students to comprehend the use of grammar through examples with the focus on the meaning.

Inductive grammar teaching is useful for a number of reasons. It can involve the students more fully as thinking people with ideas of their own and thus increase motivation. It can involve them more fully in understanding the language as they work out different rules for forming and using English, from cambridge.org page.

And the second practice is an interactive game involving reading, writing and speaking abilities. “[...] a key factor in L2 or a foreign language development is the opportunity given to learners to speak in the language-promoting interaction. Teachers must arouse in the learners a willingness and need or reason to speak.” (Shumin, 2002, p. 208)

Among videos and songs, technology is presented into the classes during the writing activities, when the final tasks should be developed in a collaborative work through educative tools found on Edu website.

In the unit one, the writing activity should be built on a “Glogster Edu” (A fun, imaginative, and powerful learning experience that fosters independent and creative self expression, positive teacher-student relationships, and teamwork on class projects, from glogster.com/edu page) and in the unit two, the activity should be built on a “Padlet” (Padlet is a virtual wall that allows people to express their thoughts on a common topic easily, from padlet.com page). When students work with these kinds of tools it is possible to work with verbal and non-verbal language, which allows students an interesting way to practice what they have learned while doing the activities and share their ideas and knowledge with classmates.

After building the texts on an educative tool, students will show their jobs to other students and will be assessed based on a rubric presents in each unit. It was developed one rubric to assess the task in the unit one and other one to assess in the unit two. The rubrics are available in the end of the units.

In both units two kinds of assessments are presented. One kind is the self-assessment in which students should reflect their participation during the developed activities, and throughout the development of the units. The other one is an individual final assessment containing reading, writing and listening skills. All the skills were developed based on the theme of each unit and according to what was previously studied.

Learners and educators must have in mind that the process of a second language acquisition depends on all the people involved in this process and only technology is not enough to achieve this goal, according to Bill Gates “*Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important*”.

It was really a challenge to develop these classes and now the teacher who takes these units will also have the challenge to carry the knowledge on.

Teaching a second language involves much more than only a language. It also involves cultural aspects, professional goals and personal dreams. Then, if learners could be

active in a second language acquisition, giving their opinion, sharing their ideas and their experiences, teachers will naturally have motivated students in the classes.

The main goal of this project is to afford engaged people a good material so that everyone can feel they are able and comfortable to build education together.

As fashions in language teaching come and go, the teacher in the classroom needs reassurance that there is some bedrock beneath the shifting sands. Once solidly founded on the bedrock, like the sea anemone, the teacher can sway to the rhythms of any tides or currents without the trauma of being swept away purposelessly.

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