

**UNIVERSIDADE FEDERAL DE MINAS GERAIS**  
**UFMG**

CLARICE MARIA OLIVEIRA DE ARAÚJO

Material Didático para o Ensino de Inglês  
**FURTHERMORE**

Belo Horizonte  
03-02-2016

**UNIVERSIDADE FEDERAL DE MINAS GERAIS**  
**UFMG**

CLARICE MARIA OLIVEIRA DE ARAÚJO

Material Didático para o Ensino de Inglês  
**FURTHERMORE**

Trabalho de Conclusão de Curso  
apresentado ao Curso de Especialização  
em Ensino de Inglês da Faculdade de  
Letras da UFMG como um dos requisitos  
para a obtenção de título de especialista.  
Orientadora Profa. Maria Luiza Gonçalves  
Aragão da Cunha Lima

Belo Horizonte  
03-02-2016

## TABLE OF CONTENTS

<b>Introduction</b> .....	1
<b>Furthermore</b> .....	2
Moon Facts.....	3
Be the Critic.....	16
Group Work Files.....	29
Pronunciation Files.....	33
<b>Teacher's guide</b> .....	37
Moon Facts.....	38
Be the Critic.....	45
Cut outs.....	53
<b>Rationale</b> .....	56
<b>References</b> .....	61

## Introduction

Learning languages is not an easy task. When children, after a long silent period, utter their first words it means that they are officially able to communicate their thoughts and wishes to the world and at this moment, even if they don't think about it, they know they've achieved something big.

When it comes to a second language learning, more importantly English language, the task does not get easier. People build expectations around what they must learn and achieve and how long the process must take. That can be frustrating because these people do not consider one of the most important issues that is how they are going to learn it well. This is when the teachers, professors, textbooks editors and writers take action.

The materials and methods that will be used to teach those people have a major role on how well they will learn and how interested in learning they will be. It was thinking about this that the material *Furthermore* was brought to life. The concept of the book is not only to teach English, but also to bring interesting units that will help students focus on learning new things, as well as the language.

The units *Moon Facts* and *Be the Critic*, with titles not only related to the topics, but also appealing to the students, embrace that concept and bring up topics that are interesting and debatable, making them easier to study. They were thought to be used in the final school years by teenagers aged 16-18. These students are the ones that eager knowledge and they want it quick and easy, that is why the subjects of the units deliver a grasp of curious facts; otherwise, they would lose interest and focus on learning.

The units are divided into six basic parts, not necessarily in this order: preview, reading, listening, grammar practice, writing and speaking. In each lesson, the students are expected to develop their language skills by using them communicatively without losing focus on form and genres, making learners more interested and confident.

After interest is raised, the so-called 'painful' process of learning English as a second language becomes less painful and more enjoyable bringing to memory that sense of achievement when saying the first words at all.

This material may not be commercialized without permission. It can only be reproduced for educational purposes, partially or as a whole, with express authorization of the author.



<http://kurokoriokami.deviantart.com/art/Reach-for-the-Moon-416025368>

# FURTHERMORE

CLARICE MARIA OLIVEIRA DE ARAÚJO



# MOON FACTS

---

IN THIS UNIT YOU WILL:

IDENTIFY KEY FACTS

EXPLAIN HOW OR WHY A PHENOMENON TAKES PLACE

USE SIMPLE PRESENT TENSE

WRITE AN INFORMATION REPORT

TALK ABOUT THE MOON



# “Over the moon”

**PREVIEW** What do you know about the moon? Take the quiz and find out!

**For most of human history, the moon was largely a mystery. It spawned awe and fear and to this day is the source of myth and legend. But today we know a lot about our favorite natural satellite. Do you?**

- 1. What’s the moon thought to be made of?**
  - a) Mostly gold, silver and bronze
  - b) Iron and rock, with magnesium, silicon, oxygen and more
  - c) Cheese
- 2. Which side of the moon is the dark side?**
  - a) This side
  - b) No such thing
  - c) The far side
- 3. How far is it from Earth to the Moon, roughly?**
  - a) 238,855 miles
  - b) 2,388,550 miles
  - c) 23,885 miles
- 4. Which of these was discovered by Apollo astronauts on the moon?**
  - a) The Soviet flag
  - b) Moonquakes
  - c) Water ice
- 5. What causes a lunar eclipse?**
  - a) The moon blocks sunlight
  - b) The sun blocks out the moon
  - c) Earth blocks sunlight
- 6. The moon is moving in which of these ways?**
  - a) Around the Earth every day
  - b) Away from Earth about 1.6 inches per year
  - c) Toward Earth about 1.6 inches per year
- 7. What’s thought to be the moon’s origin?**
  - a) Formed from a cloud of gas and dust along with Earth
  - b) Formed after a Mars-sized object hit Earth
  - c) Earth captured it
- 8. What makes the moon rise?**
  - a) The moon’s orbit around Earth
  - b) The alignment of the stars
  - c) Earth’s rotation
- 9. Why is the moon pockmarked with craters?**
  - a) The moon gets whacked a lot more often than Earth
  - b) Cheese comes that way
  - c) Unlike Earth, there’s little weathering to erode them
- 10. Which of these phenomena is the moon responsible for?**
  - a) Werewolves
  - b) High tide on the opposite side of Earth
  - c) Earth's seasons

## GLOSSARY:

**Roughly** – not exactly but close in number

**Moonquake** – a seismic event on the moon

**Pockmarked** – a hole in or mark on something

**Away** – in another direction

**Toward** – in the direction of

**Whack** – to hit (someone or something) with great force

**Werewolves** – people transformed into wolves or capable of assuming wolves’ form

**Tide** - the regular movement of the level of the ocean that is caused by the pull of the Sun and the Moon on the Earth



# “Blue Moon”

**BEFORE READING** Discuss these questions with your classmates.

What color is the moon?

Can the moon be blue? Why/why not?

What is a full moon?

How many full moons are there in a season?



by Karl Tate, SPACE.com Infographics Artist | August 31, 2012 04:26am ET

- 18

¶1 What we call a "Blue Moon" has nothing to do with its color. Normally there are 12 fully lit, or full, moons per year. A season of three months should therefore contain three full moons.

1

¶2 Thought to be called "blue" after an old English term meaning "betrayal," a Blue Moon is an extra full moon that occurs in that span, due to a quirk of the calendar.

0

¶3 On occasions where there are four full moons in a season instead of three, the third of the full moons is traditionally called a Blue Moon. A Blue Moon happens on average about once every 2.7 years.

1

¶4 Occasionally two full moons will fall within the same month. The second full moon is also often called a Blue Moon, but this is not the term's original meaning.

1

¶5 The moon can actually appear blue under certain circumstances, such as when ash is present in the atmosphere from fires or volcanic eruptions. This type of Blue Moon cannot be predicted in advance, however.

## SUBSCRIBE TO SPACE.COM

SUBMIT

## FOLLOW US



## MOST POPULAR

- Best Telescopes for Beginners: Reviews and Buying Guide
- What Is a Blue Moon?
- How 2012's Full Moons Got Their Strange Names
- 2015 Full Moon Calendar
- Blue Moon Science: Friday's Full Moon Explained

Source: <http://www.space.com/16776-blue-moon-explained-infographic.html>

**READING** Infer meaning by the context.

A- Read the extracts from the text and choose the best meaning(s) for the word in **BOLD**.

**Note:** read the text again if necessary.

1- a Blue Moon is an extra full moon that occurs in that **span** [...]

**a** : a limited space (as of time); *especially* : an individual's lifetime

**b** : the spread or extent between abutments or supports (as of a bridge); *also* : a portion thus supported

**c** : the maximum distance laterally from tip to tip of an airplane

3- The moon can **actually** appear blue under certain circumstances

**a** : in act or in fact

**b** : at the present time

**c** : newly or recently

2- a Blue Moon is an extra full moon that occurs in that span, due to a **quirk** of the calendar.

**a** : an abrupt twist or curve

**b** : a peculiar trait : IDIOSYNCRASY

**c** : ACCIDENT, VAGARY <a *quirk* of fate>

4- such as when **ash** is present in the atmosphere from fires or volcanic eruptions

**a** : fine particles of mineral matter from a volcanic vent

**b** : a tree that has winged seeds, bark with grooves, and hard strong wood

**c** : the solid residue left when combustible material is thoroughly burned

B- Write a check (✓) if the sentence is **True**. If the sentence is **False**, write a cross (×) and correct it.

1-  Normally, there are 14 full moons per year.

5-  There can be two full moons in a month.

2-  'Blue' was an old English term meaning 'betrayed'.

6-  The first full moon in a month is also considered a "Blue Moon."

3-  The fourth full moon in a season is called "Blue Moon".

7-  The moon can never appear blue in any circumstance.

4-  A "Blue Moon" occurs every 4 years.

8-  We can predict all types of 'Blue Moon'.

C- The text you read is an explanatory text and it needs a title. Choose the correct title and write it in the space provided in the text.

**The moon's different colors**

**How a full moon happens**

**Once in a Blue Moon Event Is Not Really Blue**



# “Reach for the moon”

## BUILDING GRAMMAR MAKING GENERALIZATIONS AND TALKING ABOUT FACTS

Look at these sentences from the text:

- a) A Blue Moon[...] **occurs** in that span.
- b) A Blue Moon **happens** on average about once every 2.7 years.

Now circle the words that best complete the sentences:

1- The sentences ‘a’ and ‘b’ are about:

ongoing actions    past actions    true facts

3- **Occurs** and **happens** :

2- I can replace *A Blue Moon* by:

end in s    are misspelled    are mispronounced

we    it    they

**Some more examples:**

- a) A Blue Moon **happens** on average about once every 2.7 years.
- b) The surface area of the moon **is** 14,658,000 square miles or 9.4 billion acres
- c) The Moon **has** much weaker gravity than Earth
- d) The moon **doesn’t have** atmosphere or water.
- e) The moon **is not** the same size as the sun.

## MAKING GENERALIZATIONS AND TALKING ABOUT FACTS (3<sup>rd</sup> Person Singular)

To make generalizations and talk about facts in the 3<sup>rd</sup> person singular:

We must add \_\_\_\_\_ to the end of most verbs, in **affirmative** sentences.

The verb **be** becomes \_\_\_\_\_ in the affirmative.

The verb **have** becomes \_\_\_\_\_ in the affirmative.

Use \_\_\_\_\_ to make negatives with *is*.

Use \_\_\_\_\_ to make negatives with other verbs

**REMEMBER!** Use **the** same structure for repeated actions, routines, schedules and non-action verbs.

**PRACTICE TALKING ABOUT FACTS**

Complete the facts about the moon with the verbs from the box. Remember: not all of them will be used.

HAS	LOOK	HAVE	DOESN'T HAVE	BURN	ENTER
ISN'T	LOOKS	IS (2x)	APPEARS	DOESN'T GIVE	LOOK
REFLECTS	DEPENDS	ARE (2x)	HAPPENS	OCCURS	

**FACT 1** - The moon \_\_\_\_\_ many craters.

The surface of the moon is covered with round holes or dents in the ground called craters. Some craters \_\_\_\_\_ big and some small. The moon has many more craters than Earth because it \_\_\_\_\_ atmosphere to protect it. Most asteroids \_\_\_\_\_ up when they \_\_\_\_\_ the Earth's atmosphere.

**FACT 2** - The moon \_\_\_\_\_ the same size as the sun.

When we look at the moon from Earth it \_\_\_\_\_ about the same size as the sun. But the moon \_\_\_\_\_ smaller than Earth, about a quarter of its size.

**FACT 3** - The moon \_\_\_\_\_ out light.

When you \_\_\_\_\_ up at the moon at night it looks as though it is shining brightly. But the moon does not give out light. It \_\_\_\_\_ light from the sun. The amount of light we can see from Earth \_\_\_\_\_ on the position of the moon as it orbits the Earth. This is why the shape of the moon \_\_\_\_\_ to change.

**FACT 4** - The Moon \_\_\_\_\_ the fifth largest natural satellite in the Sola

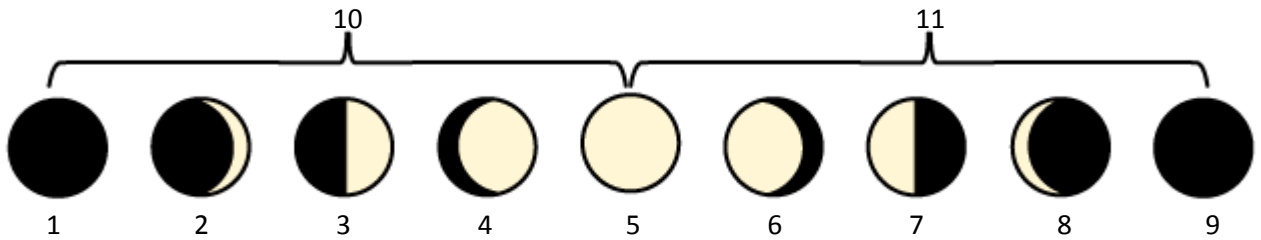
System: At 3,475 km in diameter, the Moon is much smaller than the major moons of Jupiter and Saturn. Earth is about 80 times the volume than the Moon, but both \_\_\_\_\_ about the same age. A prevailing theory is that the Moon was once part of the Earth, and was formed from a chunk that broke away due to a huge object colliding with Earth when it was relatively young.

**Pronunciation File 1 (page 33)**  
Learn how to pronounce the 's' in Simple Present 3<sup>rd</sup> person singular verbs



# “One giant leap for mankind”

**BEFORE LISTENING** Look at the picture below. What is the video about?



<https://www.youtube.com/watch?v=nXseTWTZlks>

**LISTEN FOR MAIN IDEAS** Watch the video and circle the topics that are mentioned.

Blue Moon

Harvest Moon

Lunar Eclipse

Lunar Phases

Months of the year

Holidays around the World

Blood Moon

**LISTEN FOR DETAILS** Watch the video again and choose the correct option to complete the sentences.

1- What kind of holidays do the moon phases mark?

- a: Muslim and Sumerian
- b: Chinese and Jewish
- c: Muslim and Jewish

4- What's the moon's name when it is more than **half full**?

- a: gibbous
- b: crescent
- c: newly

2- What do the moon phases represent?

- a: glowing portions of the moon
- b: illuminated parts of the Earth
- c: Sun's light reflected on planets

5- How long does it take for the moon phases to change?

- a: one year
- b: one week
- c: one month

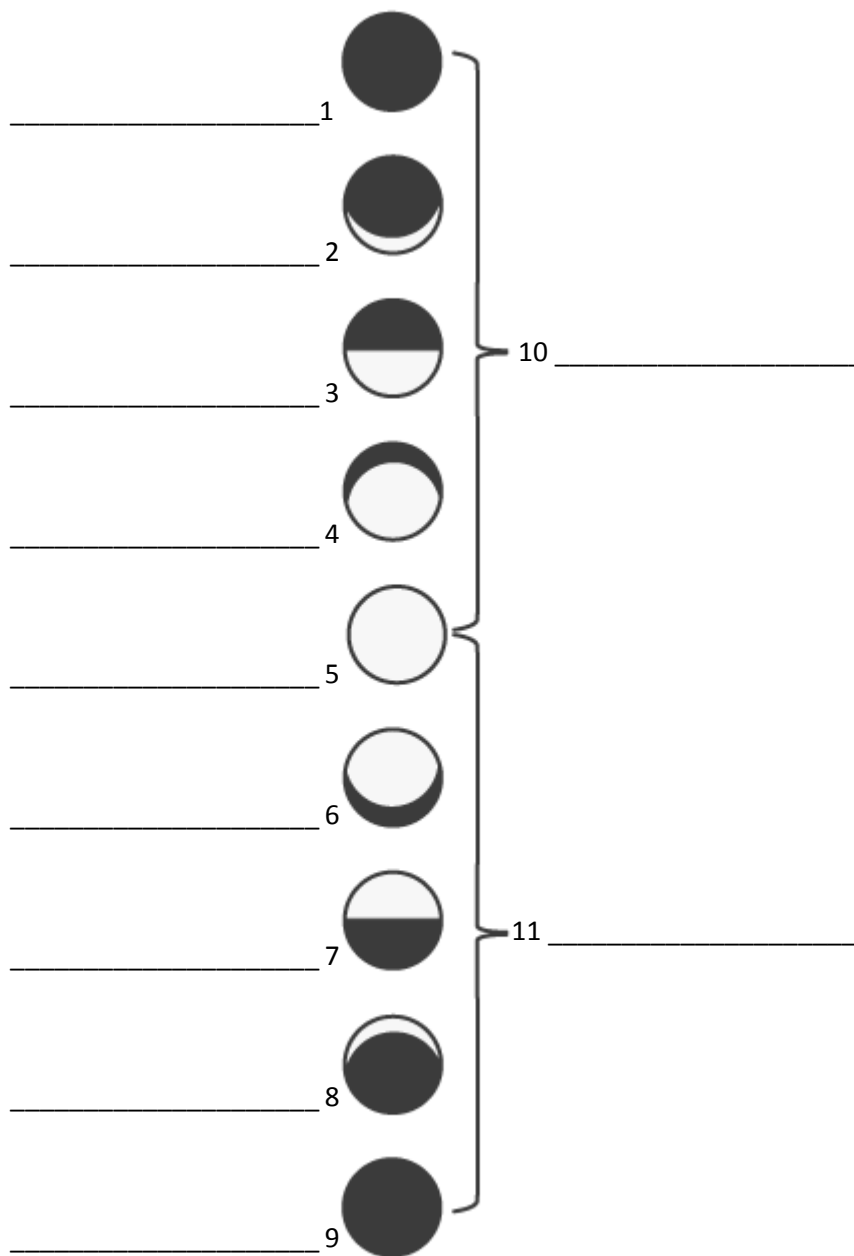
3- How many main phases does the moon have?

- a: five
- b: four
- c: ten

6- What happens when the moon passes through the Earth's shadow?

- a: a Blue Moon
- b: a giant moon
- c: a lunar eclipse

**TEST YOUR MEMORY [VOCABULARY]** Can you remember the main moon phases and the secondary ones? Label the pictures.



**TEST YOUR MEMORY:** Compare your answers with a partner. How many were the same?  
Watch the video again and check your answers.

**DISCUSS:** Find out what your classmates think about the moon.

Go to **Group Work File 1** on **page 29** and ask them questions, share your results with the class.



# “Talking to the moon”

---

## BE THE ASTRONAUT

### GOING TO THE MOON.

*(adapted from Nasa’s Survival! Exercise Available in: [http://www.nasa.gov/pdf/166504main\\_Surviva.pdf](http://www.nasa.gov/pdf/166504main_Surviva.pdf))*

#### Picture this:

The year is 2030. You are part of a group of four traveling to the moon on board of a Lunar Surface Access Module (LSAM), which you will use to land on the lunar outpost built during past missions. However, something unexpected happens and your capsule falls 80 kilometers away from the outpost. Your survival depends on reaching the post, your mode of transportation and ability to navigate. Your basic needs for food, shelter, water, and air must be considered.

*Remember that temperatures on the moon vary from as cold as  $-193^{\circ}\text{C}$  ( $-315^{\circ}\text{F}$ ) at night at its poles to as hot as  $111^{\circ}\text{C}$  ( $232^{\circ}\text{F}$ ) during the day at its equator.*

Your challenge is to **decide which items will help you survive.**

On the next page there is a list of 10 items available to you. **Choose six**, according to their importance to you and your crew. Rank them from 1 to 6, being number 1 the most important item and number 6 the least important. Explain **why you gave each item the rank** it received and **how you plan to use it.**

Once you have made your personal choices, **work with your team to determine the value of these items and how to use them as well.** Your survival depends on it.



**Life raft**  
a self-inflatable floatation device



**First aid kit**  
a basic first aid kit with medication for infection and pain



**Solar-powered radio receiver-transmitter**  
communication tool powered by the sun



**38l of water**  
a container of water



**Food concentrate**  
dehydrated food to which water is added



**Space suit repair kit**  
materials to repair tiny holes in fabric



**15 meters of nylon rope**  
manufactured rope



**Space blanket**  
a thin sheet of plastic material coated with a metallic reflecting layer



**Two 45.5-kilogram tanks of oxygen**  
pressurized tanks of oxygen



**Map of the Moon's surface**

**YOU HAVE 5 MINUTES TO MAKE YOUR PERSONAL CHOICES AND WRITE THEM IN THE TABLE BELOW**

1- What? \_\_\_\_\_

Why? \_\_\_\_\_

How? \_\_\_\_\_

\_\_\_\_\_

2- What? \_\_\_\_\_

Why? \_\_\_\_\_

How? \_\_\_\_\_

\_\_\_\_\_

3- What? \_\_\_\_\_

Why? \_\_\_\_\_

How? \_\_\_\_\_

\_\_\_\_\_

4- What? \_\_\_\_\_

Why? \_\_\_\_\_

How? \_\_\_\_\_

\_\_\_\_\_

5- What? \_\_\_\_\_

Why? \_\_\_\_\_

How? \_\_\_\_\_

\_\_\_\_\_

6- What? \_\_\_\_\_

Why? \_\_\_\_\_

How? \_\_\_\_\_

\_\_\_\_\_

**NOW, IN GROUPS OF FOUR YOU HAVE 15 MINUTES TO DECIDE WHAT TO TAKE AND HOW TO USE THE ITEMS, WRITE THEM DOWN (Go to Group Work File 2 on page 30)**

**AFTER GETTING TO A FINAL DECISION, EACH GROUP PRESENTS THE RESULTS TO THE CLASS.**

**COMPARE AND DISCUSS:** Compare your group's results to other groups results. Do you all agree? Which is the most important item according to most of the groups? And the least important? Would you add any other supplies to the list? What would it be?



# “Moonwalker”

**WRITE IT DOWN!** An **information report** is a factual text. This means that it gives us facts or real information about the topic being researched. It also gives us details about the subject and never contains personal opinion. It is normally written, but it can also be presented orally.

Lets take a closer look at the text from page 4 about the Blue Moon, but now paying attention to its language and structure.

## Once in a Blue Moon Event Is Not Really Blue

by Karl Tate, SPACE.com infographics artist | August 31,2012 4:26am ET

¶1 What we call a "Blue Moon" has nothing to do with its color. Normally there are 12 fully lit, or full, moons per year. A season of three months should therefore contain three full moons.

¶2 Thought to be called "blue" after an old English term meaning "betrayor," a Blue Moon is an extra full moon that occurs in that span, due to a quirk of the calendar.

¶3 On occasions where there are four full moons in a season instead of three, the third of the full moons is traditionally called a Blue Moon. A Blue Moon happens on average about once every 2.7 years.

¶4 Occasionally two full moons will fall within the same month. The second full moon is also often called a Blue Moon, but this is not the term's original meaning.

¶5 The moon can actually appear blue under certain circumstances, such as when ash is present in the atmosphere from fires or volcanic eruptions. This type of Blue Moon cannot be predicted in advance, however.

Answer these questions about the text.

- 1- Does it have a title? \_\_\_\_\_
- 2- Who is the author? \_\_\_\_\_
- 3 - Who is it for? \_\_\_\_\_
- 4- What is the most used verb form? \_\_\_\_\_

*Each paragraph is represented by the symbol ¶ and a number. Write the number of the paragraph that corresponds to the part of the report described below.*

**Opening statement** (tells the audience what the text is about, it can have a description or a definition of the subject): \_\_\_\_\_

**Paragraphs about the subject** (usually begins with a topic sentence, each paragraph gives a piece of information about the subject, builds a description, may include technical language about the subject ): \_\_\_\_\_

**Concluding paragraph** –optional– (summarizes the report and signals the end of the text): \_\_\_\_\_

### Writing task

At this point, you have a lot of information about the moon and you know how a report is written. So, your next task is to write an information report about this unit, talking about the moon and using the information you have so far.

What is the goal? To write an information report about the moon that will be put on the bulletin boards along the school.

Who is the author? \_\_\_\_\_  
\_\_\_\_\_

Who is it for? The students, teachers, staff and visitors at your school.

What verb form should be predominant? \_\_\_\_\_  
\_\_\_\_\_

**DRAFT** Write your ideas in the hamburger graph bellow. This will be your draft, your first rough version.

Title

Opening statement

¶1

¶2

¶3

Concluding paragraph

**WRITE IT DOWN!** Now that your draft is ready and checked, write your final version.

**TIP:** Images are great companions for information reports, you may use some to bring interest to your reader.



# “Moonset”

---

## In this unit you learned:

How to explain how or why a phenomenon takes place

To use simple present tense to talk about facts and generalizations

How an information report works

How to write an information report

Why the moon is praised by people on Earth



# BE THE CRITIC

---

IN THIS UNIT YOU WILL:

DESCRIBE THINGS

IDENTIFY MAIN IDEIAS AND DETAILS

WRITE A REVIEW

GIVE AN ORAL PRESENTATION

TALK ABOUT MOVIE REVIEWS

# “Look for it”



**PREVIEW** Look at the pictures below. Do you know them? What do they stand for? Match them with the correct descriptions.



\_\_\_ It is a web's aggregator of movie and TV reviews from professional critics.

\_\_\_ Today, customer reviews are a critical part of this e-commerce website. People from around the write reviews about the products they've bought.

\_\_\_ It is a travel site that offers advice from millions of travelers and a wide variety of travel choices.

\_\_\_ It's a website that counts with multiple opinions to help consumers make a decision about games, movies, music and TV.

\_\_\_ This website has pages devoted to individual locations, such as restaurants or schools, where users can submit a review on their products or services.

**DISCUSS** What do these websites have in common?

Have you ever used any of them? Why / Why not?

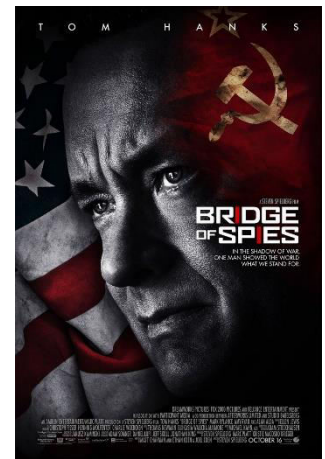
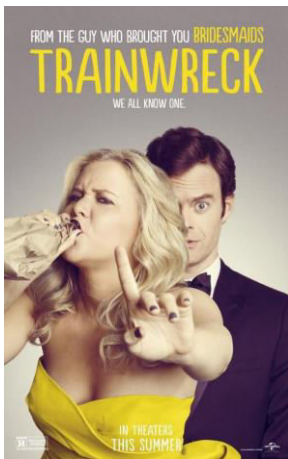
Do you know any other website that has a similar purpose? Give more examples.

What do you think about this kind of website? Are they useful? Why / Why not?

# “Get to know it”



**BEFORE READING** Look at the pictures.



**THINK AND PREDICT** What do the pictures represent?

Do any of them appeal to you? In what ways?

Who would be interested in them?

Where can you find these kinds of picture?

What type of texts can these pictures be with?

**CONFIRM PREDICTIONS** One of the previous pictures are part of this website review.

Skim through it, ignoring the gaps, and match the text with the picture, write the title of the movie in the space provided.

(15) 125mins

By GRANT ROLLINGS

It's long been questioned whether female comedians are as good as men.

"Why aren't the men as funny as Amy Schumer?"

This American comic is cinematic nitrous oxide –

The plot is well travelled,  who is thrown off course when she falls for Bill Hader's sport's surgeon.

Schumer's willingness to embarrass herself at all turns means every gag is a winner.

Judd Apatow's snappy direction, great support from Tilda Swinton  and brilliant cameos from Daniel Radcliffe and Matthew Broderick compact the ridiculousness.

And it will be the funniest film you go to see this year.

SUN RATING: FIVE OUT OF FIVE STARS

<http://www.thesun.co.uk/sol/homepage/showbiz/6588656/Alex-Zane-Guy-Ritchie-puts-a-stylish-spin-on-Man-From-UNCLE.html>

**READING** The sentences below were taken from the text. Write the numbers (1-6) in the corresponding gap.

**REMEMBER!** You won't use 2 of the sentences.

- 1- the dentist's gas.
- 2- After seeing Trainwreck you'll be saying:
- 3- as the boss from hell
- 4- producing enough laughing gas to lift a thousand balloon rides into the sky.
- 5- and I didn't like it at all.
- 6- with Schumer playing a sexually experienced magazine journalist called Amy

**CHALLENGE** The review above was originally published on a newspaper's website (*thesun.com*), but it can be found in one of the websites from page 15. Which website is it? Explain your answer.

**DISCUSS** Did you find this review useful?

Would you watch the movie after reading the review?

Do you look for this kind of information on the internet? Why / Why not?

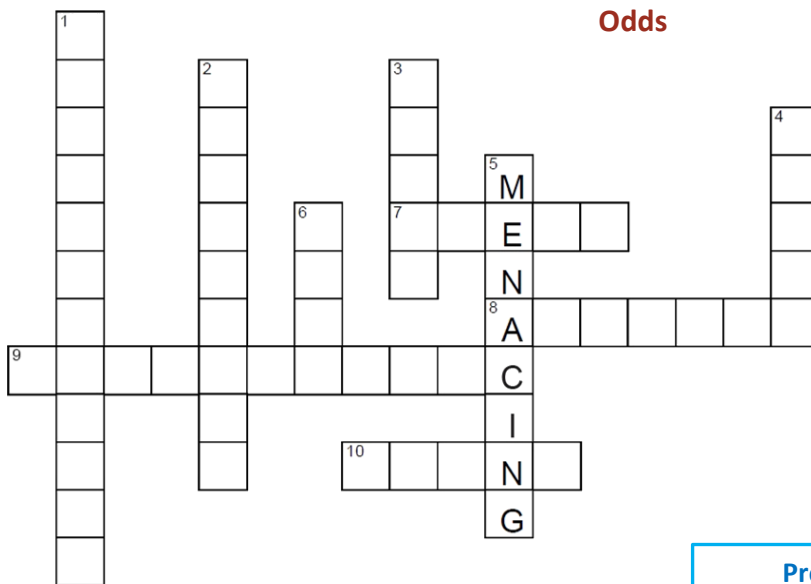
What about video reviews? Do you ever watch them?

# Recommend it or not?



**BEFORE LISTENING [VOCABULARY]** Below is a crossword puzzle to complete, but there is a problem: the tips are incomplete. In pairs, complete the puzzle talking to each other about the clues.

One of you will be Odds (on this page) and one of you Evens (Go to **Group Work File 3** on page 31). One of each is already done for you and you can't see your partner's part!



**Odds**

**ACROSS**

- 7 very pretty or cute
- 9 existing in the time before people could write

**DOWN**

- 1 causing pleasant feelings of happiness
- 3 showing or causing nervousness
- 5 *dangerous or threatening* ✓

**Pronunciation File 3 (page 34)**

Learn how to pronounce the /ŋ/ sound

**LISTEN FOR GLOBAL UNDERSTANDING** Watch the video and answer the questions.



<https://www.youtube.com/watch?v=KyFAyclKiJo>

- 1- Who is this review for? \_\_\_\_\_
- 2- What is the woman reviewing? \_\_\_\_\_
- 3- Is this a positive or negative review? \_\_\_\_\_

**LISTEN FOR SPECIFIC WORDS** Write the description she uses for each word.

1- \_\_\_\_\_ animators

6- \_\_\_\_\_ chases

2- \_\_\_\_\_ dinosaur

7- \_\_\_\_\_ predators

3- \_\_\_\_\_ story

8- \_\_\_\_\_ adventure

4- \_\_\_\_\_ \_\_\_\_\_ Dino

9- \_\_\_\_\_ choice

5- \_\_\_\_\_ saga

**TEST YOUR MEMORY** Complete the review page with information from the video. Then talk to your classmates and check.

Share this Review



TITLE:  \_\_\_\_\_

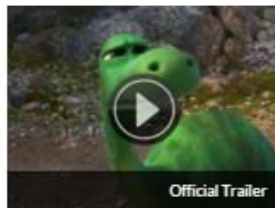
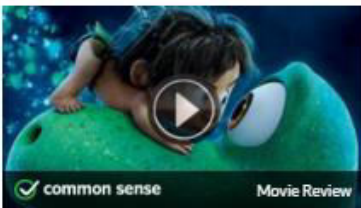
AGE:  \_\_\_\_\_



 Save  Write a review

[See all 68 user reviews](#)

Young dino braves nature in lovely but intense adventure.



**DISCUSS:** Look at the family photo. Based on the review you listened, who would enjoy this film the most? And the least? Why do you think so? Support your answers using information from the video.



# “How is it?”



## BUILDING GRAMMAR DESCRIBING THINGS, PLACES AND PEOPLE.

Look at these sentences from the reading and listening parts:

1- “Judd Apatow’s **snappy** direction,

**great** support from Tilda Swinton

and **brilliant** cameos from Daniel Radcliffe and Matthew Broderick compact the ridiculousness.”

2- “The **amazing** animators at Pixar have the answer.”

Draw an arrow from the words in bold to the words they describe. Number 1 is an example.

Circle the word that best competes the sentence:

The words we use to describe come **before** / **after** the thing, person or place it modifies.

Now take a look at these sentences:

The plot is **well traveled**.

The Good Dinosaur [...] is **sweet, funny** [...].

Circle the correct answer.

The words we use to describe things, people or places come **before** / **after** is (am, are).

These kind of words, used to describe things, people and places, also come after **seem, appear, look, sound, smell, taste, feel, get, become, stay, remain, keep, grow, go, turn**. For example:

The soup **looked, smelt** and **tasted good**.

The restaurant **seemed clean** and **cozy**.

**PRACTICE DESCRIBING THINGS, PEOPLE AND PLACES.**

Write a check (✓) next to the correct sentences. Write a cross (×) next to the incorrect sentences and correct them.

1- I went to the movie theater and watched a drama amazing.

---

2- It's a great choice for kids seven and up.

---

3- The touchy plot seems.

---

4- The dinosaur is a prehistoric animal.

---

**IN PAIRS** Choose one of the movie posters. Describe it to your classmate. If you've seen the movie, describe it too. Your classmate must find out which poster you are talking about.



# “Review it”



---

**WRITE IT DOWN!** The text from this unit is a **review**. Lets look at them again, paying attention to its structure.

**Answer these questions about the texts on page 18.**

What is the purpose? Circle all the correct answers.

to inform      to analyze      to tell a story      to advise      to entertain      to describe

Who is the author of the review? \_\_\_\_\_

Who is it for? \_\_\_\_\_

Does it have a title? \_\_\_\_\_

Where was it published? \_\_\_\_\_

Is the language formal or informal? \_\_\_\_\_

**Write a sentence from the review that refer to each aspect mentioned.**

The type of movie: \_\_\_\_\_

What makes the movie funny: \_\_\_\_\_

The actors in the movie: \_\_\_\_\_

The plot: \_\_\_\_\_

How the author feels about the movie: \_\_\_\_\_

**GENERATE IDEAS** Think about a movie you've seen recently.

Now answer the questions about the topic you've chosen:

**What**

- What are you reviewing?
- What is it about? / What is the genre? / What does it look like?
- What is the purpose?

**When** and **Where** questions

- When does the action take place?
- Where does the action take place?

**Who**

- Who wrote it, directed it, or acted in it? Who are the main characters?
- Who's the intended audience?

**How**

- How well does it fulfill its purpose?

**Evaluation**

- Did I like this in general? Why? What specifically did I like/dislike? Why?
- Did I agree with the main theme/purpose? Why or why not?
- Did the author/actors/director do a good job? Why or why not?
- How could it be improved? Why would particular changes help?

**DRAFT** Now organize your text into paragraphs. Don't forget to give your review a title, introduce the subject, summarize the content, provide your reactions using plenty of words to describe, evaluate, praise or criticize what you've chosen. Finally, offer advice for the readers. This will be your first draft.

**TIP:** For your opening, use a line from the movie, tell about the actor's reputation in movies and compare it to how he or she did in the movie, compare this movie to others you've seen from the same genre or tell whether it met your expectations.

When writing a review, formal or informal, always sign it! Review websites users don't consider anonymous reviews trustful.

Check your draft. Is the information clear? Is the language used correctly? Are there any spelling or grammar mistakes? If necessary correct them.

**WRITE IT DOWN!** Now that your draft is ready and checked, write your final version and, if you want, publish it on the appropriate online platform.

# “Rate it”



**BE THE CRITIC** Making an oral presentation on your review.

The video you’ve watched in this unit is an oral presentation based on a review of the movie *The Good Dinosaur*.

Watch it again and check the features you notice during the presentation.

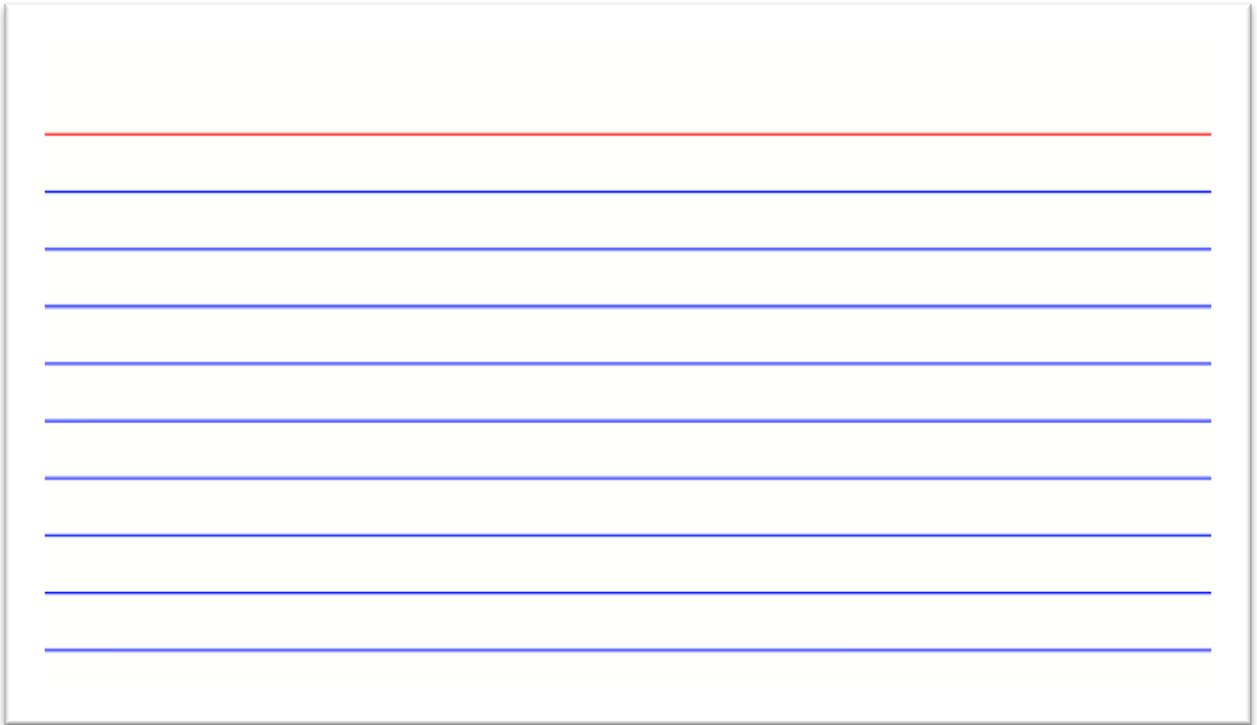
- speaking clearly
- summarize the main idea
- take a long time
- audio-visual aids
- informal language
- eye contact
- short, simple sentences
- read a text
- give opinion
- formal language
- speaking quickly
- give a rating
- recommend

## DOS AND DON'TS OF AN ORAL PRESENTATION ON A REVIEW

Write the features from the previous exercise in the correct side of the table. Is it a **do** or a **don't**?

Dos	Don'ts

**PLAN YOUR PRESENTATION** You have 1-2 minutes to give your presentation. Here is a note card on which you can plan it. Write short notes in topics about the review you wrote.



**REMEMBER!** you cannot read during the presentation. The notes are used to help you if you forget something.

**PRACTICE YOUR PRESENTATION** Before giving the presentation to your whole class you may want to practice it. You can do it by yourself in front of a mirror or recording it, and you can do it with a classmate or show someone your recording.

**BE THE CRITIC** Now that your presentation is planned and practiced you can present your review to the class.

**PEER ASSESSMENT** Pay attention to your classmates presentation and use this checklist to decide if the presentation was good.

The presentation was...

- Clear
- Short
- Simple
- Informative
- Useful

The presenter...

- Spoke clearly
- Made eye contact
- Was prepared
- Used visual materials
- Involved the audience

The topic was...

- Relevant
- Interesting
- Introduced well
- Summarized
- Rated

# “Thumbs up”



IN THIS UNIT YOU LEARNED:

HOW TO DESCRIBE THINGS

THE POSITION OF ADJECTIVES IN A SENTENCE

HOW A REVIEW WORKS

HOW TO WRITE A REVIEW

HOW TO GIVE A PRESENTATION ON A REVIEW



# GROUP WORK FILES

---

FILE 1 – MOON FACTS

FILE 2 – MOON FACTS

FILE 3 – BE THE CRITIC

# Group Work File 1

## MOON FACTS



“One giant leap for mankind”

### FILE PAGE 9

**DISCUSS** Ask your classmates questions to find out if they think or do something. Write the name of the student next to what he/she does or thinks.

FIND SOMEONE WHO . . .	
likes observing the moon	
thinks there is life on the moon	
sees a man's face on the moon's surface	
believes werewolves come out on a full moon	
prefers the moon over the sun	
believes the moon affect human behavior	
feels good when looking at the moon	
thinks people never really went to the moon	
wants to travel to the moon	
believes the moon brings love	

# Group Work File 2

## MOON FACTS



### “Talking to the moon”

FILE PAGE 11

**GOING TO THE MOON** Here is the table to write your group’s choices.

1- What? \_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

How? \_\_\_\_\_

\_\_\_\_\_

2- What? \_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

How? \_\_\_\_\_

\_\_\_\_\_

3- What? \_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

How? \_\_\_\_\_

\_\_\_\_\_

4- What? \_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

How? \_\_\_\_\_

\_\_\_\_\_

5- What? \_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

How? \_\_\_\_\_

\_\_\_\_\_

6- What? \_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

How? \_\_\_\_\_

\_\_\_\_\_

# Group Work File 3

## BE THE CRITIC

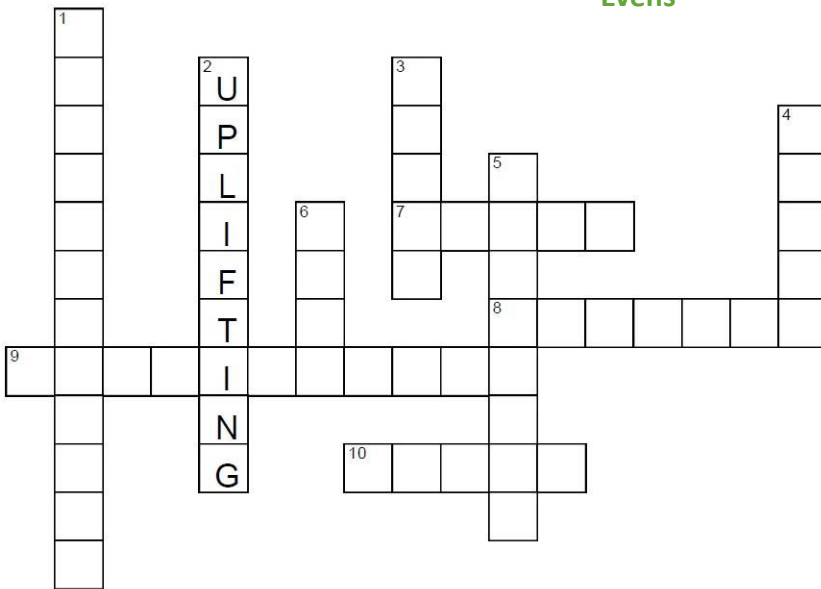


### Recommend it or not?

FILE PAGE 18

**BEFORE LISTENING** Here is the Evens part of the puzzle. And don't forget: **TALK** to each other and don't look at your partner's part.

#### Evens



#### ACROSS

- 8 causing great surprise or wonder
- 10 causing laughter

#### DOWN

- 2 happy, hopeful ✓
- 4 in an early stage of life, growth, or development; not yet old
- 6 not knowing where you are or how to get to where you want to go



# PRONUNCIATION FILES

---

FILE 1 – MOON FACTS – ENDING ‘S’ SOUND

FILE 2 – BE THE CRITIC – THE SOUND /ŋ/

PHONEMIC REFERENCE CHART

# Pronunciation File 1

## MOON FACTS



### The 's' in Simple Present 3<sup>rd</sup> person singular

**THE ENDING 'S' SOUND** Study this chart with three simple pronunciation rules for the ending 's'.

The sounds /s/ /z/ or /ɪz/ (plural nouns and third person singular -s)	
<b>Rule 1</b>	If a word ends with the sounds /s/, /z/, /ʒ/, /ʃ/ /tʃ/ or /dʒ/ the final -s is pronounced /ɪz/.
<b>Rule 2</b>	If a word ends with any other voiceless consonant sound (/p/, /t/, /k/, /f/, or /θ/), the final -s is pronounced /s/.
<b>Rule 3</b>	If a word ends with any other voiced consonant sound (/b/, /d/, /g/, /v/, /ð/, /l/, /r/, /m/, /n/, or /ŋ/), or a vowel sound, the final -s is pronounced /z/.

**ODD ONE OUT** Two of the words have the same sound for the ending 's'. Cross out the one that has a different sound.

- |             |         |            |
|-------------|---------|------------|
| A- reflects | looks   | appears    |
| B- does     | washes  | kisses     |
| C- plays    | stops   | depends    |
| D- takes    | happens | represents |
| E- judges   | teaches | goes       |

**WHAT IS THE SOUND** Match the words with the corresponding ending 's' sound. Write the letters of the correct sound next to the words

- |              |         |
|--------------|---------|
| 1- Sleeps    |         |
| 2- Changes   |         |
| 3- Burns     | A- /ɪz/ |
| 4- Exercises | B- /s/  |
| 5- Comes     | C- /z/  |
| 6- Works     |         |
| 7- Travels   |         |

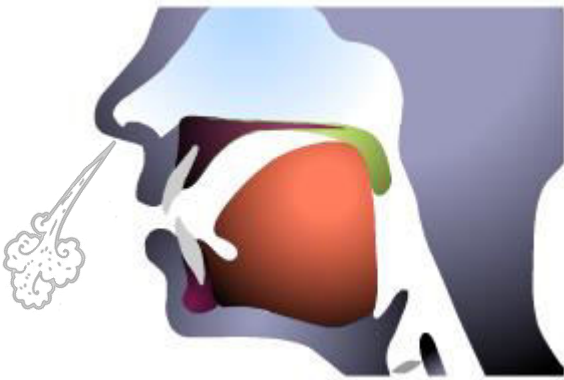


# Pronunciation File 2

## BE THE CRITIC

### The sound /ŋ/

**THE SOUND /ŋ/** The following picture shows the position of the tongue and the air coming out of the nose when a person utters the sound /ŋ/. Circle the words from the box that contain this sound.



heartwarming	gain
and	know
tense	amazing
menacing	leg
rug	woman
dinosaur	interesting
between	egg
uplifting	boring
get	own

**PRACTICE** In pairs, practice saying the words aloud and check your answers.

Remember the position of the tongue for the /ŋ/ sound.

How do most of the adjectives with this sound end? \_\_\_\_\_



# Phonemic Reference

**REFERENCE CHART** This is a phonemic chart. It uses symbols from the International Phonetic Alphabet (IPA). The symbols in the chart represent sounds. In order to illustrate the sounds there is a word under each symbol.

**REMEMBER!** This is a reference chart. Check it when necessary.

		monophthongs				diphthongs			
VOWELS	i:	ɪ	ʊ	u:	ɪə	eɪ			
	sheep	ship	good	shoot	here	wait			
	e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ		
	bed	teacher	bird	door	tourist	boy	show		
	æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ		
	cat	up	far	on	hair	my	cow		
CONSONANTS	p	b	t	d	tʃ	dʒ	k	g	
	pea	boat	tea	dog	cheese	June	car	go	
	f	v	θ	ð	s	z	ʃ	ʒ	
	fly	video	think	this	see	zoo	shall	television	
	m	n	ŋ	h	l	r	w	j	
	man	now	sing	hat	love	red	wet	yes	

**Phonemic Chart**  
voiced \*  
unvoiced

\* **Voiced Sounds** are produced by vibration of the vocal chords.

**Voiceless Sounds** are produced with no vibration of the vocal chords.



# TEACHER'S GUIDE

---



# MOON FACTS

## 'OVER THE MOON" - UNIT PREVIEW

### WARM UP

Write the title of the unit "Moon Facts" on the board.

Tell students they will have 3 minutes to write as many words as they can using only the letters from the words on the board.

**Possible answers :** *act acts can cat fact fat fan fans mat man mats not oat on sat soon son sofa ton*

Accept any answer that fits the task.

### PAGE 3

**Lead in** ask students how well they know the moon.

Tell them that they are going to take a quiz about the moon and find out if they are a lunatic – in this case, someone who knows a lot about the moon – or if they need to learn more about the moon.

Allow students 5 minutes to take the quiz.

There is a glossary with the words that may be new for them. Walk around to assist any student that may need.

Passed the time, ask them to check their answers. They are upside down on the same page in their books.

**Answer key** 1-b ; 2-b; 3-a; 4-b; 5-c; 6-b; 7-b; 8-c; 9-c; 10-b

*If you got 9 or 10 correct, you're a total lunatic. If you got 6 to 8 correct, you should read more about the Moon. Less than 6? Take it again (and a hint: no cheese).*

**Wrap up** Who got most points?

Who is a lunatic and who is not?

## BLUE MOON

### PAGE 4

**Lead in** drive students attention to the appearance of the text.

Ask them: What is this? **Possible answers:** a website, an internet page)

What is the name of the website? *Space.com*

What can you find in this website? **Possible answers:** information about technology, entertainment, science and astronomy. There are also podcasts, curiosities, photos and videos from space.

Who is this website for? **Possible answer:** Adults. People who want to learn more about space.

**BEFORE READING** Discuss the questions with the whole class in order to raise interest on the text.

**READING** Allow students 10-12 minutes to read the text silently. Tell them that they're not supposed to understand ever single word by now.

### PAGE 5

**A-** After students read the text, tell them that they are going to reread some parts of the text that contain new vocabulary. Ask a student to read the instructions aloud. Reinforce that they must try to understand the words from the context they're in.

Allow them time to complete the exercise.

**Answer key:** 1-a; 2-c; 3-a; 4-a/c

**B-** Ask a student to read the instructions aloud. Tell the class that they have to look for some details on the text.

If they don't recall the necessary information have them look the text again.

Check with the whole class.

**Answer key:** 1- Normally, there are **12** full moons per year.  
2-  
3- The **third** full mon in a season is called blue moon.  
4- A blue moon occurs every **2.7** years.  
5-  
6- The **second** full moon in a month is also considered a blue moon.  
7- The moon can never appear blue .  
8- We **cannot** predict all types of Blue Moon.

**C-** Ask students if they noticed the blank space before the text. That's where the title should be, but it's not. Tell them that now they know the text well and that they can choose a good title for it. Ask one student to read the instructions aloud.

Allow them some time to write the title they think fits the text better. Check with the whole class.

**Answer key:** *Once in a blue moon event is not really blue*

**Wrap up** Ask students to close the books. On the board, write the numbers 12, 3, 4, 2.7 and 2.

In pairs they will write, on a separate sheet of paper, what they represent on the text. Allow them 5 minutes to do so.

12 – number of full moons per year

3 – number of full moons within 3 months

4- number of full moons that can happen in a season

2.7 – how often a Blue Moon appears

2 – number of full moons that can fall in the same month

## REACH FOR THE MOON

### PAGES 6 AND 7

**WARM UP** 'Panic' - Have students sit in a circle. Give each student one word from **Cut Out 1**. Tell them you'll read a text while walking around the room. When they hear the word given to them, they must stand up and walk behind you. If they hear the word PANIC they must rush back to the circle and sit down.

**Read the text aloud to your students. Call out PANIC whenever you wish**

The word "eclipse" means to obscure. When the moon passes between the Earth and the sun, it's called a solar eclipse. When the Earth passes between the sun and the moon, it is a lunar eclipse. The Earth casts its shadow far out into space, beyond the orbit of the moon.

Once in a while the moon passes through the shadow, and an eclipse occurs. A lunar eclipse lasts for hours as the moon slowly orbits through the Earth's shadow. If the moon passes through the edge of Earth's shadow, it's called a partial eclipse. Passage through the dense center of the shadow is a total lunar eclipse.

Eclipses can't happen at every new and full moon. The shadow cones pass "above" or "below" the moon and Earth most of the time. Only at two points during the year do the sun, Earth and moon line up properly to allow for eclipses.

A lunar eclipse is visible to anyone who can see the moon, which usually means half of the Earth at a time. In a total solar eclipse, the moon's shadow passes directly over only a narrow strip on the Earth's surface. Observers in a larger area can see the sun partially eclipsed.

*Text adapted from: <http://www.space.com/25427-blood-moons-lunar-eclipse-tetrad-infographic.html>*

**GRAMMAR** Ask students to study the sentences and complete the activity.

Check with the whole class.

**Answer key:** 1- true facts; 2- it; 3- end in s; 4- affirmative

After checking, have students look at the other examples and complete the exercise.

**Answer key:** We must add *s* to the end of most verbs in affirmative sentences

*The verb be becomes is*

*The verb have becomes has*

*Use is not to make negatives with is*

*Use doesn't to make negatives with other verbs*

**PRACTICE** Tell students that they will now apply what they learned on the previous page.

Allow them time to complete the task individually.

Walk around, so you can see if students understood well the concepts and rules of the simple present.

Check the answers.

**Answer key:** Fact 1 - has/ are/ doesn't have/ burn/ enter

*Fact 2 - isn't/ looks/ is*

*Fact 3 - doesn't give/ look/ reflects/ depends/ appears*

*Fact 4- is /are*

## PRONUNCIATION FILE 1

### PAGE 33

**Lead in** Write the sentences on the board and underline the verbs.

A lunar eclipse lasts for hours.

A solar eclipse happens when the moon passes between the Earth and the sun.

Ask students to study the chart and explain the pronunciation of the words. If they can't recall the symbols or what voiceless and voiced mean review the Phonemic Reference chart on these sounds.

**Students must come up with answers similar to these:**

*Lasts – pronounce the final 's' /s/ because the t sound is voiceless;*

*Happens – pronounce the final 's' /z/ because the n sound is voiced ;*

*Passes – pronounce the final 'es' /iz/ because the word ends with the sound /s/*

**ODD ONE OUT** In this exercise your students should find one word, from a group of three, that has a different pronunciation at the end and cross tem out.

Model letter A with them, so they can understand how the exercise works. Give them time to finish the exercise.

**Answer key:** A- appears; B- does; C- stops; D- happens; E- goes

Checking: model the pronunciation of the words and have the students repeat the verbs. Emphasize the end of the words. After that ask students which one is the different word.

**WHAT IS THE SOUND** Ask students to match the words with the corresponding ending sound.

**Answer Key:** 1-b; 2-a; 3-c; 4-a; 5-a; 6-b; 7-c

**Wrap up** Write the symbols /s/ ; /z/; /iz/ in separate pieces of paper, larger enough for the whole class to read them. Tape them on the wall in the classroom's extremes.

All the students must stand up.

Explain to the class that when you say a verb they should run to the corresponding ending sound.

Call out as many verbs as you want in the simple present 3rd person singular forms.

The students that run to the incorrect sound must go back to their desks and sit down.

Ideas:

/s/ - speaks, makes, crafts, casts, steps

/z/- studies, cries, loves, climbs, buys

/iz/ - guesses, misses, crashes, fixes , watches

## ONE GIANT LEAP FOR MANKIND

### PAGE 8

**Lead in** Ask students to look at the picture and predict what the video will be about.

**LISTEN FOR MAIN IDEAS** Tell students that they will watch a video with more information about the moon. At this point they are not supposed to understand every single word in the video. Tell them that they are going to listen for a general understanding of the video.

Play the video from <https://www.youtube.com/watch?v=nXseTWTZlks> Have students circle the topics that are mentioned in the video.

**Answer key:** *Lunar Eclipse ; Lunar Phases*

**LISTEN FOR DETAILS** Tell students that they are now required to listen for specific details.

**STRATEGY:** Before they listen, ask them to underline the key words on the questions. By doing this they will know in advance what they must hear making it a easier task.

**Key words:** 1- what kind/holidays; 2- moon phases/represent; 3- how many/ main phases; 4- moon's name/ more than/ half full; 5- how long/ moon phases/ change; 6- what happens/ moon passes/ Earth shadow

Play the video again. Then, check the answers with the class.

**Answer key:** 1-c; 2-a; 3-b; 4-a; 5-b; 6-c

### PAGE 9

**TEST YOUR MEMORY** Tell students they should try to label the pictures with the corresponding moon phases. Remind the class there are only four main phases, so they will repeat some words. Give learners 5 minutes to label the pictures. Then, ask them to compare their answers with their classmates'.

Play the video again and have them correct any mistakes.

#### **VIDEO TRANSCRIPT** - *The moon phases*

*For centuries, man has been intrigued by moon's changing face. Sometimes it's high in the sky, some nights it's a sliver, at other times it disappears completely, but this cycle becomes predictable as the moon's phases repeat every month.*

*The Sumerians, Chinese and Babylonians depended on the moon cycle to determine their days, months and years, and the moon phases still mark the beginnings of Jewish and Muslim holidays.*

*So, what causes the moon to have phases, and why is its cycle consistent?*

*Phases represent the illuminated portions of the moon that we see from earth. As the moon begins to orbit, the sun's light reflects on the moon causing a different portion to glow.*

*The moon has four main phases: new, first quarter, full and last quarter. It takes about one week for the moon to change from one of these phases to another. In between, the moon is either a crescent, which means it's less than half full, or gibbous, which is more than half full. When the moon appears to be growing, we say that it is waxing. If it appears to be getting smaller, it is waning.*

*During a full moon, if the moon, Earth and sun align, and the moon passes through the Earth's shadow, a lunar eclipse will occur, but since the moon's orbit is five degrees to earth's the moon normally passes either above or below the Earth. The best time to observe the moon is during its quarter phases, because the terminator, which is the line that separates light from dark, dramatizes the moon's surface features, you'll be able to see mountains, craters and scarves in the most contrasted and sharpest relief.*

**DISCUSS** Students must refer to **Group work file 1** on **page 29**, *Find someone who...* . Have them walk around the class and ask their classmates YES/NO questions about the statements on the file. If the classmate answered *yes*, the student writes the name next to the statement.

### TALKING TO THE MOON

#### PAGES 10 AND 11

Tell students that they will travel to the moon. Have them read silently the fictional situation.

When they finish reading it, explain that they will have five minutes to decide the items that are more important to help you and your crew survive. The photos and descriptions of the items are on page 10.

Clarify any doubts they may have and ask them to write their choices.

**GROUP WORK** After they made their choices by themselves, divide the class in groups of four.

Tell the students that now they are the crew of four astronauts. They must discuss their choices and create a list of items for the group. Each student must try to convince the group that his choices are the best. After getting to a consensus they must write their choices on **page 30: Group Work File 2**.

Allow them 15 minutes to conclude the task.

Passed the time, ask each group to present their decisions to the class. On the board write a rank of the most chosen items.

**COMPARE AND DISCUSS** Ask students to look at the items ranked and answer the questions.

Once again they will have an open discussion. Pay attention to the errors and slips and correct them in a way that their fluency will not be broken.

**Wrap up** ‘Secret rule’ – arrange the class in a horseshoe shape.

Tell students that they are going to the moon and they must choose an item, food, person to take there with them. But there is a secret rule. The teacher will tell what the student can or can't take according to the rule. The students must be attentive, because they must find out what the rule says. The students that says the rule correctly wins the game.

*Model the language: Can I take (a/an) ... ?*

Secret rule: You can only take eletronic items to the moon.

Variations: you can change eletronic items for girls, items made of wood/glass/steel/plastic, fruit, famous people.

## **MOONWALKER**

### **PAGE 12**

**Lead in** Ask students to look at the text from page 3 again. Ask: What kind of text is it? *News report*.

Tell them they will learn how an information report works.

**WRITE IT DOWN** Ask a student to read the statement aloud.

Have students analyze the text and answer the questions. Check with the class.

**Answer key** 1- *Yes, it does.*

2- *The author is Karl Tate.*

3- *It's for the website users.*

4- *Simple present*

*Opening statement: 1*

*Paragraphs about the subject: 2,3,4,5*

*Conclusion: none*

### **PAGE 13**

**Writing task** Tell students that they are now prepared to write an information report about the moon.

Before start writing they must set their goals. Get them to answer the questions.

**Answer key** *Author: Student's name*

*Verb form: Simple present for facts*

**DRAFT** Tell students that before writing the version that goes to the bulletin board, they must write a draft. On the page there is a hamburger graph that will help them organize their ideas.

Give students 10 minutes to write down their ideas in the graph.

Have them review their drafts looking for any kind of structural, grammatical or spelling mistakes.

Ask students to write their composition on a separate piece of paper, correcting any mistakes they find.

Check your students work and give the feedback on them.

### **WRITE IT DOWN**

Give the students their second draft back. Ask them to make any corrections and write their final versions.

**REMEMBER** Tape the compositions on the bulletin board. If your school doesn't have one, tape them somewhere people may access or post them on the school's website or blog.



# BE THE CRITIC

## 'LOOK FOR IT" - UNIT PREVIEW

### WARM UP

'I spy'- Tell students that you are going to choose an item in the class and say one characteristic and students must try to find out what it is.

Say: I spy with my little eye something (big/blue/ interesting/)

Encourage students to ask yes/no questions about the item. The student that guesses correctly is the next to choose an item. If he/she doesn't remember prompt the sentence again.

Don't make it too long. Have 3-5 students choosing items.

### PAGE 16

**PREVIEW** Tell students that they are going to look at some pictures and see if they recognize them.

Allow students 5 minutes to try to match the descriptions to the pictures. (Some students may not know the sites at all, so encourage them to try to discover what they are by their names, the color of the logo, by elimination.)

**Answer key** 3; 5; 1; 4; 2

**SAY IT!** Have students answer the questions.

**Answer key** All of the logos stand for review websites.

*Here are some links of other review websites that students may know:*

Omelete- <http://omelete.uol.com.br/>

IGN - <http://br.ign.com/>

AdoroCinema - <http://www.adorocinema.com/>

Imdb - <http://www.imdb.com/>

Ask other complementary questions. Have students speak as much as they can.

## GET TO KNOW IT

### WARM UP

Write the word movies on the board and ask students to say any words that come o their minds that is related to movies (encourage them to say the genres).

### PAGE 17

#### Before reading

**THINK AND PREDICT** Have students look at the pictures and answer the questions.

*Answer key: The pictures are movie posters./ Personal answers*

### PAGE 18

**CONFIRM PREDICTIONS** Tell the students that one of the pictures they saw on the previous page is related to the review they are about to read.

Tell students that they are going to **skim through** the text, in other words, they are going to read it quickly, without paying attention to all the words. They just need to get an idea of what the text is about and match the picture with the texts – reinforce that they are going to write the title of the movie on the line provided. Check with the class.

*Answer key: Trainwreck*

**READING** Tell the students that there are four sentences missing from the review and they should find the correct sentences to complete it.

There are six sentences and four gaps. So, two sentences will not be used.

Give them time to complete the activity and check with the class.

*Answer key: 2; 4; 6; 3*

**CHALLENGE** Tell students that the text they've just read was taken from one of the websites shown in the beginning of the unit, on page 15. Have students write the names of the website and explain why he thinks it's the correct one.

*Answer key: Rotten Tomatoes. Because this website gathers together various reviews from professionals and the review from the reading was officially published on a newspaper.*

**DISCUSS** Encourage students to answer the questions and give as much details as they can.

*Personal answers*

## RECOMMEND IT OR NOT ?

PAGE 19

### WARM UP

'Charades' Divide the class into two teams. One student from each team will be seated facing the classroom with the board behind them.

Write a word on the board, e.g. a film title or an electronic gadget. Tell students that they must not say, spell or draw it. They must describe them to the classmates. The first one to say the correct word (s) wins.

**BEFORE LISTENING** Tell students to take a look at the crossword puzzle and notice if there is something unusual about it.

*Not all of the clues were given.*

Put students in pairs, face to face, and ask one of the students to remain their books opened at page 18 and the other partner to turn to page **31, Group Work File 3.**

Students must talk to each other trying to find out how to complete the crosswords. Allow them time to do so. As students may finish at different time you may check pair by pair.

#### Answer key:

ODDS

ACROSS

7 very pretty or cute

9 existing in the time before people could write

DOWN

1 causing pleasant feelings of happiness

3 showing or causing nervousness

5 dangerous or threatening

EVENS

ACROSS

8 causing great surprise or wonder

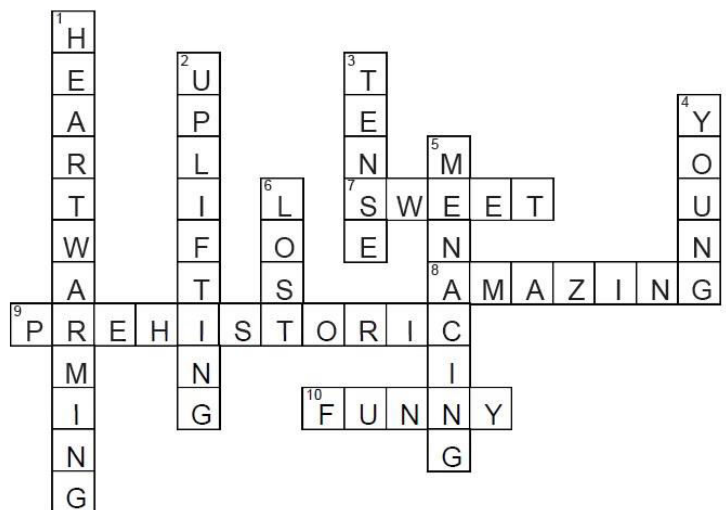
10 causing laughter

DOWN

2 happy, hopeful

4 in an early stage of life, growth, or development; not yet old

6 not knowing where you are or how to get to where you want to go



## PRONUNCIATION FILE 3

### PAGE 34

**Lead in** Model the sounds /g/ and /ŋ/. Ask students to repeat and say what the difference between them is.

**Answer key:** *The difference is that /ŋ/ is nasal while /g/ is not.*

If students don't notice the difference ask them to put a finger under their noses. They will notice that when /g/ is pronounced the air comes out of the mouth and when /ŋ/ is pronounced the air comes out of the nose.

**THE SOUND /ŋ/** Ask the students to circle the words from the box that have the /ŋ/ sound.

**PRACTICE** Have students say the words aloud and check their answers.

**Answer Key:** *heartwarming; menacing; uplifting; amazing; interesting; boring*

*Most of the adjectives with this sound end in 'ing'.*

**Wrap up** 'Silent Chinese whispers' Write the words in strips of paper and fold them.

alarming    amazing    annoying    boring    charming    confusing    convincing    depressing  
disappointing    embarrassing    exciting    frightening    interesting    shocking    surprising  
terrifying    tiring    welcoming    worrying    heartwarming    uplifting    menacing

Organize students in a circle shape. Play it like Chinese whispers, but there's a catch, students must not utter a sound, they must only move their lips.

**LISTEN FOR GLOBAL UNDERSTANDING** Tell students they are going to watch a video review.

Play the video and have students answer the questions, check.

**Answer key:** 1- The review is for parents; 2- She is reviewing a movie; It's a positive review.

## PAGE 20

**LISTEN FOR SPECIFIC WORDS** Tell students they are supposed to write specific words they hear on the video. The presenter describes all of the words written in the exercise, so they have to write the description of the words.

Play the video twice before checking.

**Answer key:** 1- amazing; 2- good; 3- heartwarming; 4- lost/young; 5- prehistoric; 6- tense; 7- menacing; 8- uplifting; 9- great

**TEST YOUR MEMORY** Have students complete the review page for the movie and compare answers with a partner. Play the video again if necessary.

**Answer key:** Title: *The Good Dinosaur*  
Age: 7+

**DISCUSSION** The students will look at the family photo and decide who would be more and less likely to like the movie according to the information from the video.

**Possible answers:** *Luke, Alex and Haley may not enjoy the film so much, because the age appropriateness of the film is low and teenagers probably will find it childish. Manny as well. Joe is probably too young to watch the film, since it is for kids 7 and up. Lily's family will probably enjoy the most of the film, since she is in the target age group for the film.*

**Wrap up** Write the adjectives from the listening exercise in strips of paper and fold them. Divide students in four groups. Ask groups to make lines facing the board, there will be 4 lines.

Give a marker or a chalk to the first student of the line. Tell them that they must not say anything.

The last student from the line gets a strip of paper and must 'write' the word on the classmate's back, the student ahead does the same thing until the first student from the line 'receives' the word and write it in the board.

The group with more words spelled correctly wins.

### **VIDEO TRANSCRIPT – *The Good Dinosaur***

Ever wondered what the world might have been like if the dinosaurs survived? Well, the amazing animators at Pixar have the answer. *The good dinosaur* is the heartwarming story of a lost young Dino named Arlo who sets off on a quest to reunite with his family.

Film clip

This prehistoric saga is Pixar at its best, meaning it's sweet, funny and a feast for the eyes. Yes, the movie deals with loss and includes some tense chases plus scenes with menacing predators but overall it's an uplifting adventure with messages about friendship and family.

*Common Sense* gives *The Good Dinosaur* five out of five stars, plus our Common Sense seal and says it's a great choice for kids seven and up. For more age-appropriate media picks visit us at [commonsense.org](http://commonsense.org).

## HOW IS IT?

**WARM UP** Play a quick hangman using only adjectives.

### PAGE 21

**GRAMMAR** Tell students they will learn how to describe things.

Have them read the information and do the exercises.

Check with the whole class.

**Answer key: 1-** "Judd Apatow's **snappy** direction

**great** support from tilde Swinton

and **brilliant** cameos from Daniel Radcliffe and Matthew Broderick compact the ridiculousness"

**2-** "The **amazing** animators at Pixar have the answer.

before

after

After checking read the last piece of information with the students, showing them that there are other verbs that can be used to describe things.

### PAGE 22

**PRACTICE** Tell students that they will practice what they've learned.

Allow them time to complete the task individually.

Walk around, so you can see if students understood well the concepts and rules for the positions of adjectives.

**Answer key: 1-** a-  I went to the movie theater and watched an **amazing** coffee.

b-

c-  The plot **seems** touchy.

d-

**2-** Personal answers.

Be attentive for any mistakes. If students need model the language **it is... and it has....** by describing one of the posters from page 17.

**Wrap up** 'Sentence Makers' Divide the class in groups of 4. Each group must receive a copy of Cut Out 2. They must be cut out in advance.

Give groups 5 minutes to make sentences using the words given. All the sentences must have an adjective.

The group that makes more correct sentences using only the words from Cut Out 1 wins.

## REVIEW IT

### PAGE 23

**Lead in** Ask students to look at the text from page 17 again. Ask: What kind of text is it? *A Review.*

Tell them they will learn how a review works.

**WRITE IT DOWN** Ask a student to read the statement aloud.

Have students analyze the texts and answer the questions. Check with the class.

**Answer key** *to inform ; to analyze; to advise; to describe*

*Grant Rollings*

*They are for the newspaper readers or the website users.*

*Yes, it does*

*It was published on the Internet. (on the websites)*

*It is formal.*

*“This American comic is cinematic nitrous oxide.”*

*“Schumer’s willingness to embarrass herself at all turns means every gag is a winner”*

*“as funny as Amy Schumer”; “she falls for Bill Hader’s sport’s surgeon”; “great support from Tilda Swinton”; “brilliant cameos from Daniel Radcliffe and Matthew Broderick”*

*“The plot is well travelled, with Schumer playing a sexually experienced magazine journalist called Amy who is thrown off course when she falls for Bill Hader’s sport’s surgeon.”*

*“And it will be the funniest film you go to see this year.”*

### PAGE 24

**GENERATE IDEAS** the students are now going to write a review. Firstly, ask them to choose a movie they know well. Then, ask them to answer the questions about the film they chose.

*Personal Answers*

After they finish answering the questions they are going to write the first draft and review it before showing you. If there’s something wrong they must correct and then handle the task.

Check the review for any mistakes and give feedback. Give them back to the students so that they can write their final version.

If possible. Help students create an account in the website [imdb.com](http://imdb.com) and post their reviews.

## RATE IT

**WARM UP** 'Three sentences' Ask students to write famous movie titles / actors on strips of paper. Fold them. One student picks up a paper and must describe the film saying only three sentences. The student who gets it is the next to describe.

Do it according to the time you have or until every student has talked.

**BE THE CRITIC** Tell students that they are going to give an oral presentation.

Play the video from the unit again and have the students check the features they notice on the woman's presentation.

**Answer key** *Speak clearly; summarize the main idea; audio-visual aids; eye contact; short, simple sentences; give opinion; formal language; give a rating; recommend*

Then have students write the do's and don'ts.

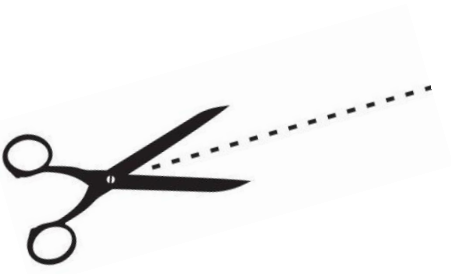
**Answer key** *Do's* *Speak clearly; summarize the main idea; audio-visual aids; eye contact; short, simple sentences; give opinion; formal language; give a rating; recommend* *Don'ts* *take a long time; informal language; read a text; speak quickly*

**PLAN YOUR PRESENTATION** Tell the students they can make notes to help them remember what they prepared. Explain that the notes should be made of short sentence on key topics.

This part can be given as an assignment. If they plan their presentation at home they will have more time to practice.

**PEER ASSESSMENT** For the students to pay attention to the presentations it was given a checklist in which they are going to decide if the classmate's presentation was successful.

At the end of presentations, before giving your feedback, ask students to make general comments, without mentioning names.

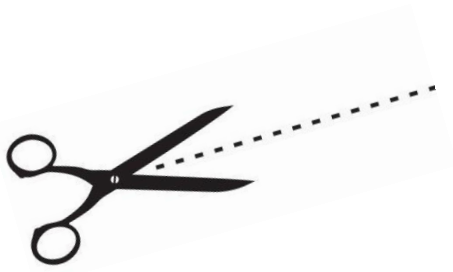


# CUT OUTS

---

CUT OUT 1 – ‘PANIC’

CUT OUT 2 – SENTENCE MAKER

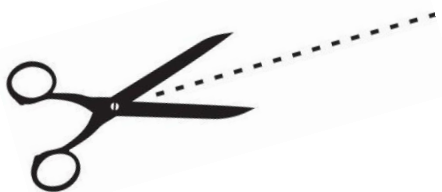


# CUT OUT 1

'Panic'

## Student's flashcards

ECLIPSE	MOON	PASSES	EARTH	SUN
MEANS	LUNAR	CASTS	SPACE	ORBIT
SHADOW	OCCURS	LASTS	ORBITS	PARTIAL
DENSE	TOTAL	HAPPEN	NEW	FULL
ABOVE	BELOW	SOLAR	VISIBLE	HALF
PASSES	SURFACE	ECLIPSED	CENTER	HOURS



## CUT OUT 2

### 'Sentence Makers'

#### Student's flashcards

THE	PLOT	PASSES	AN	DRAMA
AND	AMAZING	CASTS	BLUE	SEEMS
IS	UGLY	FUN	TERRIFYING	TIRING
INTERESTING	RED	FOOD	ACTOR	SMELLS
MOVIE	TERRIFIC	HAS	A	TASTES
LOOKS	VIDEO GAME	DOESN'T LIKE	STORY	THERE IS
BORING	PERSON	JIM	GREENISH	PARK
SMALL	BEAUTIFUL	GOOD	LOVES	BOY
FUNNY	BAD	HOTEL	YOUNG	COMEDY

## **RATIONALE**

The material Furthermore was designed to teach students that are 16 to 18 years old, learning English as a second language in their final school grades. It aims to teach the language in a meaningful way, to prepare students to communicate not only by knowing the words but also by having the tools to be socially participative. For this reason, the proposal of Moon Facts and Be the Critic is to combine communicative approach, that defends the usage of authentic material and sees language as a tool to make meaning and communicate, and Genre-based approach, that stands for consciousness with which students learn how to use the words, allowing them to be literate and socially integrated.

Regarding Communicative Approach, Matos and Valério (2010) state that it was a revolutionary proposition for English teaching, since it no longer took language as a structure of grammatical rules, but, instead, as a way to build meaning and to communicate. The method suffered some adaptations that incorporated a more formal instruction, such as phonology or lexis, recognizing the important role of consciousness when learning. This process and the use of authentic materials defended by the course made it easier to establish an intercommunication between this approach and the work with oral and written genres.

When talking about the work with text genres, Tenuta and Oliveira (2011) declare that the usage of this kind of approach in class help students participate more on society and explore beyond the classroom. Because of the acknowledgement of context, forms and functions of text genres, students develop strategies and use them in a thoughtful way that allows them produce language that is appropriate to any situation it may be necessary, making them literate and able to communicate ideas effectively. They also highlight that the familiarity with text genres also contribute to raise students' linguistic consciousness that is of paramount importance to validate the speakers' social participation in the community.

According to Schmidt (1990), for learning to take place, consciousness is necessary. He does not deny the possibility of unconscious learning, but defends ferociously that the ability to control the information by being aware makes its processing easier.

What happens then within attentional space largely determines the course of language development, including the growth of knowledge (establishment of new representations) and the development of fluency (access to those representations). Evidence continues to accumulate that noticing has a strong impact on second and foreign language learning. (SCHMIDT,1990)

“Noticing”, as said by Schmidt (1990), means the mindful recording of specific language and is necessary for learning to take place. A higher level of awareness, “understanding”, includes metalanguage and recognition of grammar rules and, as said by the same author, is helpful for learning, but unnecessary.

When talking about grammar, Nassaji and Fotos (2011) say that the way it is taught has passed through many changes over the years, different frameworks were developed in order to adequate grammar instruction into communicative approaches, since it is not the main goal of the method. As a way to meet the demands of both communicative and genre based approaches, the material presents grammar inductively, described by Widodo (2006) as an approach that “attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules”. In other words, the student can identify and incorporate rules subconsciously but, on the other hand, draw attention to forms and functions.

According to Marcuschi (1997), language must be seen regarding its usage, its function and not the “system”. He claims that language must not be seen as a code, abstract and regular. On the contrary, it is unexpected, dynamic and can be produced in different ways, also depending on the conditions for that to happen. Since the aim of the material is to provide tools for communication, having awareness “at its back”, not only the material has to be authentic, as suggested by Communicative Approach; but also the instruction must be contextualized.

When it comes to reading and listening exercises, students face the sections Preview, Before Reading and Before Listening. These parts of the units call attention to both

grammar and vocabulary that are about to be used. The discussions and prediction exercises will create interest on learners and put them apart of the theme that will be discussed in that lesson as well as of what they are going to learn concerning the language system and the meanings and functions from it.

Still on the receptive skills, the activities that follow them were designed so that the concept of top-down and bottom-up processes were considered, as a means to give students opportunity to develop various sub-skills. For the first the students “use what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this.” (NATION; NEWTON, 2008). In addition, the latter “involves perceiving and parsing the speech stream at increasingly larger levels”.

For the *Listening* sections, students are required to listen for the main ideas and global understanding firstly and then, listen for details or specific information. Also, the *Reading* sections were designed with activities that require students work out meaning from the text, make inferences, read for general and specific ideas. Providing, this way, a variety of activities that range in level and skills to be developed, as well as presenting vocabulary and grammar in context.

As for the productive skills, the concept of genres was even more taken into consideration. As Marcuschi (1997) says, oral and written production are in a continuum and they have similar structures when contrasted. Therefore, both writing and speaking activities were designed based on this premise that communication through texts, spoken or written, have structures that when internalized by students give them opportunity to participate in communication confidently and socially positioned.

Concerning writing skills, Rahnam (2011) states that the unfamiliarity with text genres is among the main causes of failure in English writing. For this reason, the writing activities in both units were created in order to raise students’ consciousness about text genres. And, as a way to lead them to a high level of achievement there is a combination of genre based approach and process writing throughout the activities.

“In the process approach, a teacher typically has students follow the steps of prewriting, writing, revising, and editing before achieving the final product, and this sequence teaches students how to write. In the genre approach, samples of a specific genre are introduced, and some distinctive characteristics of the given genre are pointed out so that students notice specific configurations of that genre. Next, students attempt to produce the first draft through imitating the given genre.” (RAHMAN, 2011)

The mixture of those methods helps students realize how complex writing is, thus making them conscious about how the text must be produced, its communicative purpose and the cultural meaning it is conveying.

This combination of process production and the work with genres was also observed in the speaking exercise from the unit “Be the critic”, in which the students are expected to prepare and give an oral presentation related to the written work they have produced. Thus, recognizing Marcuschi’s (1997) idea that there is a fine line between written and spoken production, and that they can be interchangeably used depending on their purpose.

More than that, speaking is seen in the units as interaction, in casual and deeper discussions; as transaction, when students have to exchange information with each other; and as performance, in which give individual oral presentations on a topic previously planned. This way, the speaking exercises were designed thinking about the importance of consciousness of forms and meaning, making it easier for the student to be socially integrated.

Each unit also contains a section called *Pronunciation file*, in which the students will work on pronunciation by reading phonemic symbols and completing activities that help them perceive the patterns in English pronunciation. Silva (2007) and Wells (2005) agree that teaching phonetics and phonology since starting levels, through the association of lexical items and phonetic details, is a way to support intelligibility and communicability, the main aspects for having successful communication. Silva (2007) and Wells (2005) also believe that the sounds of the language must be categorized and learnt through the usage of phonemic symbols, so that the information brought by the dictionary may be available and understandable for the students.

The tasks were also designed taking into consideration the concept of magnitude in self-efficacy, “when tasks are ordered according to their level of difficulty, the efficacy expectations of different people may be restricted to the simpler tasks, extend to moderately more difficult ones, or incorporate [...] demanding performances. “ (EBRAHIMI; MOAFIAN, 2015) the activities’ levels in the units range from basic questions and matching exercises to more elaborate ones, such as negotiation of meaning and more complex activities in which context is the most important aspect, giving the students a variety of opportunities to help them activate previous knowledge and come up with new concepts.

In general, the intention of Furthermore is to be a material that dealt with all the needs for communication, regarding the relevance of being culturally conscious, as well. As a result, the units bring a fortunate combination of Communicative Approach and Genre-based Approach, adapted in a way that students not only learn English, but can be also socially integrated through the awareness of forms of production.

## REFERENCES

CRISTÓFAROSILVA, T. **O Ensino de Pronúncia na Aula de Língua Estrangeira.** In: FONSECASILVA, M. C.; PACHECO, V.; LESSADEOLIVEIRA, A. S. C. Em torno da língua(gem) : questões e análises. Vitória da Conquista: Edições UESB, 2007.

MARCUSCHI, L.A. **Oralidade e escrita.** Revista Signótica, 9:119-145, jan/dez, 1997

MATTOS, Andrea M. A., e VALÉRIO, Kátia M.. **Letramento Crítico e Ensino Comunicativo: Lacunas e Interseções.** *Revista Brasileira de Linguística Aplicada*[online], 2010, vol. 10, n. 1, p. 135-158.

MOAFIAN, F.; EBRAHIMI, M. R. **An empirical examination of the association between multiple intelligences and language learning self-efficacy among TEFL university students.** Iranian Journal of Language Teaching Research, Iran, 3, 1, Jan. 2015 (19-36) Available in:<[www.urmia.ac.ir/ijltr](http://www.urmia.ac.ir/ijltr)> Access 01/21/2015

NASSAJI, H.;FOTOS, S. **Teaching grammar in second language classroom: Integrating form-focused instruction in communicative context.** ESL and Applied Linguistics Professional Series Eli Hinkel (Series Editor). Routledge, New York, 2011 (01-16)

NATION, Ian Stephen Paul; NEWTON, Jonathan. **Teaching ESL/EFL listening and speaking.** Routledge, 2008

RAHMAN, M. M. **Genre-based Writing Instruction: Implications in ESP Classroom.** *ESP world*, v.1 n. 33. Dept. of Humanities and Social Sciences, Indian School of Mines, Dhanbad, 2011

SCHMIDT, R. **The role of consciousness in second language learning.** Applied Linguistics, 11, 129-158, 1990 Available in: <<http://nflrc.hawaii.edu/PDFs/SCHMIDT%20The%20role%20of%20consciousness%20in%20second%20language%20learning.pdf> > Access 01/21/2015

TENUTA, A. M.; OLIVEIRA, A. L. A. M. **Livros didáticos e ensino de línguas estrangeiras: a produção escrita no PNLD-2011/LEM.** Linguagem & Ensino, v. 14, n. 2, p. 315-336, 2011.

WELLS, J. C. **Goals in Teaching English Pronunciation.** In: DziubalskaKołaczyk; Katarzyna; Przedlacka, Joanna, Eds. (101110), 2005.

WIDODO, H. P. **Approaches and procedures for teaching grammar.** *English Teaching: Practice and Critique*, v.5, n.1, p. 122-141. The English Program, Politeknik Negeri Jember (State Polytechnic of Jember), East Java, Indonesia, 2006.

## IMAGES

### *Moon Facts*

<http://www.ozonegenerator.com/images/accessories/oxy-tanks.jpg>

<http://1.bp.blogspot.com/-MBbXWLDmywU/UGHMfzZo6eI/AAAAAAAAABnw/nr1wSHOwmT8/s1600/Moon.Phases.jpg>

<http://www.dailyteachingtools.com/images/BLTParagSandwich.jpg>

<http://00.edu-cdn.com/files/static/science-fair/determine-positions-sun-moon-earth/phases-of-the-moon.png>

<http://thumbs1.ebaystatic.com/d/1225/m/mrz3dRoWObcVjFHyt3dwDFw.jpg>

<http://smg.photobucket.com/user/portway/media/epa6.jpg.html>

<http://www.amazing1.com/content/Graphics/fmr20.jpg>

[http://img.allw.mn/content/www/2010/01/top-10-first-aid-kits/Soft-sided-First-Aid-Kit-piece\\_top-first-aid-kits.jpg](http://img.allw.mn/content/www/2010/01/top-10-first-aid-kits/Soft-sided-First-Aid-Kit-piece_top-first-aid-kits.jpg)

[https://c2.staticflickr.com/8/7215/7028551443\\_02b456fcd9\\_b.jpg](https://c2.staticflickr.com/8/7215/7028551443_02b456fcd9_b.jpg)

[http://disastersupplycatalog.com/bmz\\_cache/3/348f55e2b35ee61a4ca8bcd5d4bfe6e1.image\\_300x300.jpg](http://disastersupplycatalog.com/bmz_cache/3/348f55e2b35ee61a4ca8bcd5d4bfe6e1.image_300x300.jpg)

<http://crisissurvivortips.com/wp-content/uploads/2013/10/space-blanket.jpg>

<http://idioms.thefreedictionary.com/moon>

### *Be the Critic*

<http://static1.squarespace.com/static/51bf55b0e4b090c42fe69da0/520a933fe4b0f3bf53bb75b8/541c9795e4b06fd9d83280b6/1411160012179/yelp-logo.jpg>

<https://logodownload.org/wp-content/uploads/2015/12/TripAdvisor-logo-3.jpg>

<http://iosuniverse.com/wp-content/uploads/2013/03/imdb-logo.png>

[http://www.shutterstock.com/pic.mhtml?irgwc=1&id=150706616&tpl=120413-50655&utm\\_campaign=VectorHQ.com&utm\\_source=120413&utm\\_medium=Affiliate&language=pt](http://www.shutterstock.com/pic.mhtml?irgwc=1&id=150706616&tpl=120413-50655&utm_campaign=VectorHQ.com&utm_source=120413&utm_medium=Affiliate&language=pt)

[http://www.shutterstock.com/pic.mhtml?tpl=120413-50655&irgwc=1&language=pt&utm\\_medium=Affiliate&utm\\_source=120413&id=151589174&utm\\_campaign=VectorHQ.com](http://www.shutterstock.com/pic.mhtml?tpl=120413-50655&irgwc=1&language=pt&utm_medium=Affiliate&utm_source=120413&id=151589174&utm_campaign=VectorHQ.com)

<http://mgnews.ru/post/newsimage/26063/metacritic-logo.jpg>

<http://cdn.fontmeme.com/images/Amazon-Logo.jpg>

[http://static.tvtropes.org/pmwiki/pub/images/rotten\\_tomatoes\\_8290.jpg](http://static.tvtropes.org/pmwiki/pub/images/rotten_tomatoes_8290.jpg)

<http://thumbs.dreamstime.com/z/cartoon-gust-wind-black-white-line-retro-style-vector-available-37026272.jpg>

<https://www.commonsensemedia.org/movie-reviews/the-good-dinosaur>

<http://www.deborafernandes.com/wp-content/uploads/2015/12/modern-family.jpg>

<http://worldartsme.com/images/note-card-clipart-1.jpg>

[http://business.salary.com/Media/Default/Article/group\\_work.jpg](http://business.salary.com/Media/Default/Article/group_work.jpg)

<http://data.whicdn.com/images/6645672/original.jpg>

<http://www.puzzle-maker.com>

[https://s.yimg.com/ny/api/res/1.2/dxnookU42qpCY9ROJbLlow--/YXBwaWQ9aGlnaGxhbmRlcjtzT0xO3c9NTEyO2g9ODEwO2lsPXBsYW5l/http://l.yimg.com/cd/resizer/2.0/FIT\\_TO\\_WIDTH-w512/74eae5adb32efd999d3130c1802f9ccf00dcc5c7.jpg](https://s.yimg.com/ny/api/res/1.2/dxnookU42qpCY9ROJbLlow--/YXBwaWQ9aGlnaGxhbmRlcjtzT0xO3c9NTEyO2g9ODEwO2lsPXBsYW5l/http://l.yimg.com/cd/resizer/2.0/FIT_TO_WIDTH-w512/74eae5adb32efd999d3130c1802f9ccf00dcc5c7.jpg)

<http://static.srcdn.com/slr/w786-h1164-q90-c786:1164/wp-content/uploads/BOS-1-Sht-v13-sml.jpg>

<https://shyfy.files.wordpress.com/2014/10/annabelle2.jpg>

<http://i0.wp.com/www.thedailyrotation.com/wp-content/uploads/2015/10/brooklyn-movie-poster.jpg>

<http://a.dilcdn.com/bl/wp-content/uploads/sites/6/2015/10/star-wars-force-awakens-official-poster.jpg>

<http://soundsofspeech.uiowa.edu/english/english.html>

<https://www.englishclub.com/images/pronunciation/Phonemic-Chart.jpg>

<http://www.scifinow.co.uk/wp-content/uploads/2015/08/1599x2362xThe-Martian-Launch-One-Sheet.jpg.pagespeed.ic.xdCNIRfjnQ.jpg>

[https://sung650.files.wordpress.com/2015/11/maleficent\\_movie\\_poster\\_2.jpg](https://sung650.files.wordpress.com/2015/11/maleficent_movie_poster_2.jpg)

<https://imgzn-a.akamaized.net/2015/07/10/10173106231025.jpg?w=1040>

[http://40.media.tumblr.com/330090cac06a3e8ab00a3b3b8fa438ad/tumblr\\_nxrk4fHspf1rb1ntio1\\_500.jpg](http://40.media.tumblr.com/330090cac06a3e8ab00a3b3b8fa438ad/tumblr_nxrk4fHspf1rb1ntio1_500.jpg)

<http://www.papodecinema.com.br/wp-content/uploads/2015/06/20150623-minions-poster-2015-gru-junaid-bhat1.jpg>

[http://ecx.images-amazon.com/images/I/917iZAoHaVL.\\_SL1500\\_.jpg](http://ecx.images-amazon.com/images/I/917iZAoHaVL._SL1500_.jpg)