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UNIDADE DIDÁTICA PARA O ENSINO DE INGLÊS

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UNIDADE DIDÁTICA PARA O ENSINO DE INGLÊS

Trabalho apresentado ao curso de pós-graduação em Ensino e Aprendizagem de Língua Inglesa da Faculdade de Letras – UFMG como requisito para a obtenção do título de Especialista em Ensino de Língua Inglesa.

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ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO DE Aline Sara Carvalho Araújo Sales, matrícula 2013656208.

Às 11:00 horas do dia 05 de agosto de 2014, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do CEI, para julgar, em exame final, o trabalho intitulado "Unidade Didática para o Ensino de Inglês" requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a Presidente da Comissão, Profa. Dra. Ana Larissa Adorno Marciotto Oliveira, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho de conclusão de curso, passou a palavra à candidata para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores, com a respectiva defesa da candidata. Logo após, a Comissão reuniu-se sem a presença da candidata e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Profa. Dra. Ana Larissa Adorno Marciotto Oliveira, da UFMG, indicou a aprovação da candidata;
Prof. Dra. Marisa Mendonça Carneiro, da UFMG, indicou a aprovação da candidata;

Pelas indicações, à candidata foi considerada aprovada.

O resultado final foi comunicado publicamente à candidata pela Presidente da Comissão. Nada mais havendo a tratar, a Presidente encerrou a sessão, da qual foi lavrada a presente ATA, que será assinada por todos os membros participantes da Comissão Examinadora.

Belo Horizonte, 05 de agosto de 2014.

Marisa M. Carneiro

Obs: Este documento não terá validade sem a assinatura e carimbo da Coordenação.

RESUMO

Este trabalho teve como objetivo desenvolver duas unidades didáticas de ensino de Inglês enfatizando o ensino significativo da língua e as atividades foram elaboradas de forma a abarcar as 4 habilidades de ensino (reading, writing, listening and speaking). Os temas das unidades didáticas são intitulados “Brazilian Culture” e “Friendship” e estão divididas nos tópicos: “Let’s Read”, “Let’s Think”, “Let’s Practice”, “Let’s Listen”, “Let’s Speak”, “Let’s Write”, “Have Fun” e “Self- Assessment”. As unidades foram desenvolvidas baseadas na abordagem comunicativa em que o meio de comunicação é o objetivo da aprendizagem de línguas estrangeiras e podem proporcionar aos estudantes não só o aprendizado da estrutura da língua, mas também, oportunidades de usar a língua para fins comunicativos, desenvolvendo estratégias para relacionar as estruturas às funções comunicativas em experiências reais. Dessa forma, as atividades propostas foram elaboradas de forma a fazer com que os estudantes aprendam a língua de maneira próxima aos seus contextos.

PALAVRAS-CHAVE: Ensino e aprendizagem de língua estrangeira; abordagem comunicativa, letramento crítico.

ABSTRACT

This study aimed at developing two English teaching units emphasizing the meaningful teaching of the language and the activities were elaborated encompassing the 4(four) teaching skills (reading, writing, listening and speaking). The themes of the units are “Brazilian Culture” and “Friendship” and they are divided into “Let’s Read”, “Let’s Think”, “Let’s Practice”, “Let’s Listen”, “Let’s Speak”, “Let’s Write”, “Have Fun” e “Self- Assessment”. The units were based on communicative approach in which the communication is the objective of the learning of foreign languages and can provide to students not only the learning of the structure of the language, but also give the students the opportunities to use the language for communicative purposes, developing strategies to relate structures to communicative functions in real experiences. Thus, the proposed activities were elaborated in order to make students learn the language closer to their context.

KEYWORDS: Foreign language teaching and learning; communicative approach; critical literacy.

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INTRODUCTION

My first contact with English occurred when I was 11 years old and I loved to be in touch with the language. I still love to be in touch with it because I became an English teacher and English is part of my life.

As a teacher I see the importance of continuing studying and improving my knowledge and I had the opportunity to start studying at CEI that helped me to improve my way to teach, my knowledge and my way to deal with new things.

Developing these units was a challenge but rewarding at the end because it was elaborated thinking about a meaningful learning process and I believe students should learn more than grammar, for example, they should understand the world around them. This meaningful learning is the aim of the units.

The TCC contains 2 units followed by the assessments and the teacher's guides. The themes are "*Brazilian Culture*" and "*Friendship*", and they are divided into 8 topics: *Let's Read*; *Let's Think*; *Let's Practice*; *Let's Listen*; *Let's Speak*; *Let's Write*, *Have Fun* and *Self-Assessment*.

Let's Read: Introduces the text with a pre-reading task, develops the reading skills and promotes discussion involving personalization and analysis.

Let's Think: Provides the grammar practice.

Let's Practice: Provides the practice in recognizing and producing sounds linked to the grammar and promotes pronunciation practice.

Let's Listen: Provides pre-listening tasks and develops the listening skills, such as listening for main ideas and details.

Let's Speak: Provides communicative tasks that help develop oral skills and recycles grammar and vocabulary.

Let's Write: Develops skills in writing different texts and reinforces the vocabulary and grammar.

Have fun: Expands on the unit topic, vocabulary and grammar and provides opportunities to consolidate new language in a creative or fun way.

Self-Assessment: Provides some questions to the students assess themselves and their learning process.

Along the units there are some *notes* that introduce the meaning and the grammar in context, introduce some useful expressions and discourse features and provide new information and vocabulary.

The units were developed for high school students from 15 to 17 years old.

RATIONALE

“... one must learn more than just the pronunciation, the lexical items, the appropriate word order...one must also learn the appropriate way to use those words and sentences in the second language.” (GASS and SELINKER, 1994:182)

The units were developed based on the communicative approach which the language as a way of communication is the goal of foreign language learning. The activities provide students not only learn the structure of the language, but also give them opportunities to use the language for communicative purposes, developing strategies for relating the structures to their communicative functions in real experiences. This way, the activities were elaborated in order to make students learn the language being closer to their own context.

According to Littlewood (1981), two implications about the communicative approach are fundamental:

- A communicative approach opens up a wider perspective on language. In particular, it makes us consider language not only in terms of its structures (grammar and vocabulary), but also in terms of communicative functions that it performs.
- A communicative approach opens up wider perspective on language learning. In particular, it makes us more strongly aware that it is not enough to teach learners how to manipulate the structures of the foreign language. They must also develop strategies for relating those structures to their communicative functions in real situations and real time.
- Richards and Rogers mention the role of instructional materials within a functional/communicative methodology that might be specified in the following terms:
 - Materials will focus on the communicative abilities of interpretation, expression, and negotiation.
 - Materials will focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical form.
 - Materials will involve different kinds of texts and different media, which the learners can use to develop their competence through a variety of different activities and tasks.

From this perspective, the units focused on the four skills (reading, speaking, listening and writing) and are composed of different genres, pictures, medias, and authentic material in order to help students develop their learning process. The authentic material is used in the units

in order to increase students' motivation for learning, making them being exposed to the "real" language.

According to Richards (2006), since the language classroom is intended as a preparation for survival in the real world and since real communication is a defining characteristic of CLT, an issue which soon emerged was the relationship between classroom activities and real life. Some argued that classroom activities should as far as possible mirror the real world and use real world or "authentic" sources as the basis for classroom learning.

Also related to authenticity, Clarke and Silberstein (1977) mention that classroom activities should parallel the "real world" as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message and not the medium. They also mention some arguments in favor of the use of authentic materials:

- They provide cultural information about the target language.
- They provide exposure to real language.
- They relate more closely to learners' needs.
- They support a more creative approach to teaching.

The units are based on the learner-centered; the students are the center of the learning process, not the teacher. This way, the activities focus on the students' needs and the students' autonomy. They have the opportunity to work in groups or in pairs, discuss about the content, interact with other students and become more critics about it. In the speaking provided in the units, the students can produce real conversations related to real input they had, producing meaningful communication. The same way, in the writing provided in the units, the students can write for real audience practicing the real language and writing about something that is part of their context.

Brown (1994) says that the communicative purpose of language compels us to create opportunities for genuine interaction in the classroom. Interactive classes will most likely be found:

- Doing a significant amount of pair work and group work.
- Receiving authentic language input in real world contexts.
- Producing language for genuine, meaningful communication.
- Performing classrooms tasks that prepare them for actual language use "out there".
- Practicing oral communication through the give and take and spontaneity of actual conversations.
- Writing to and for real audiences, not contrived ones.

Both units present some pre-activities in order to give the students some input about the activities and prepare them to the proposed activities. According to Littlewood (1981), in communicative activities, the learner has to activate and integrate his pre-communicative knowledge and skills, in order to use them for the communication of meanings. In addition to this, the author also discusses that teachers will begin a teaching unit with pre-communicative activities in which the learners practice certain language forms or functions and that these activities will lead into communicative work, during which the learners can use the new language they have acquired and the teacher can monitor their progress.

Paltridge (2001) mentions that teachers should always aim to use texts that experts view as being representative samples of the particular genre and consult experts users of the genre about the purpose of a text, as well as its form and style, and about how the genre might be changing. The author still mentions that teachers should also be sure to contextualize texts, that is, they should make it clear to students that texts exist in and for communities of readers and writers. Finally, the author also mentions that teachers should always be sure to remind students that there are reasons beyond the text for the linguistic choices that people make. This way, the units contain different genres in order to make students be aware about the different kinds of genre and their features and make them closer to their context contributing to their significant learning process.

At the end of each unit there is a self-assessment that gives the chance to students evaluate their own learning. According to Harris (1997), it is widely accepted that self-assessment is a key learning strategy for autonomous language learning, enabling students to monitor their progress and relate learning to individual needs. Boud (1995) mentions that self-assessment means more than students grading their own work, it means involving them in the processes of determining what is good work in any given situation. This author also mentions that self-assessment is coming to be regarded as an accepted and significant part of courses because it relates to one important goal: enabling students to become effective and responsible learners who can continue their education without the intervention of teachers.

Concluding, this material was elaborated based on the communicative approach which language is used for communication and aims to contribute to a meaningful teaching of English in order to make students not only learn the contents but learn how to use them and why use them, improving their communicative competence. Hynes (1967, 1972) argues that language competence consists not only Chomsky's (1957, 1965) grammatical competence but also of sociolinguistic or pragmatic competence, which covers all situated aspects of language use and

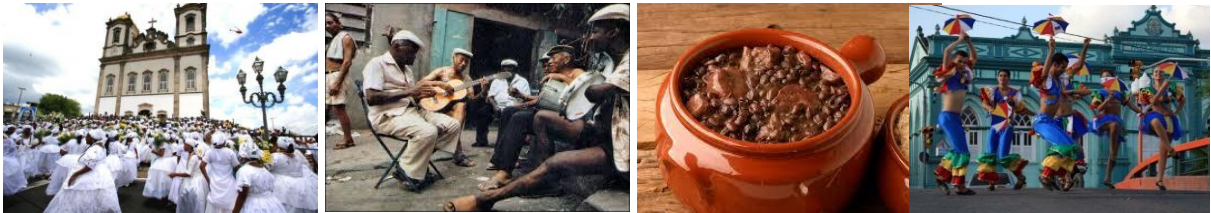
related issues of appropriacy: speaker, the addresses, the message, the setting or event, the activity, the register and so forth.

With the units the students have the opportunity to share experiences and different point of views about the proposed topics. Also, the students have the opportunity to learn English through real situations, situations that are part of their lives, their own contexts. This way, the units were elaborated thinking of the motivation and the interest of the students in their learning process, since the students are the center of the process. It is important to mention the role of the teacher in the students learning process that is to encourage and help them to develop their language skills.

Teachers in the new learning settings are expected to become reflective researches who evaluate and rethink their approaches, attitudes and methods of presenting new subject matter to students, at every stage in the learning/teaching process. They are no longer the only decision maker in this process since learners share and become partners in the process (MURCIA and OLSHTAIN, 2000).

Unit 1

Brazilian Culture



What comes in mind when you see these pictures?

What do you know about Brazilian cultural aspects?

LET'S READ!

- 1) The picture shows a cultural manifestation from Brazil. Which of the titles below is the best one for it? Write it in the space below.
- 2) Read the text and check your answer.

a) Slaves' Freedom	b) The History of Brazilian Capoeira	c) Mestre Bimba
--------------------	--------------------------------------	-----------------



Capoeira is a martial art that grew from survival. It was created by slaves brought to Brazil from Africa, during the colonial period. People were brought from Angola, Congo and Mozambique, and with them, they brought their cultural traditions.

They hid their martial art and traditions into a form of dance. The African people developed *capoeira* not only to resist oppression, but also for the survival of their culture and the lifting of their spirits. After slavery, they continued to play *capoeira*. With no employment, many of them turned to gangs. Quickly *capoeira* was associated with crime and in 1892 became outlawed in Brazil. If a person was caught for practicing the art, they were punished by cutting the tendons of the back of their feet. A rhythm, called *cavalaria*, was created as an alarm that warned them of police. People that played *capoeira* had nicknames to hide their identity from the police. Often they had more than one. Getting a nickname has become a tradition and people gain a nickname usually at a *batizado*.

Capoeira was against the law for 20 years until 1918. The first *capoeira* school ever to exist was that of *Mestre Bimba*. He was given permission to do so in 1937, after he demonstrated the art in front of President Getúlio Vargas. *Capoeira* was finally recognized as a national sport.

Available at: <http://capoeirauniverse.com/capoeira-history/>. Accessed on: January 23, 2014- Adapted.

NOTES:

The text presents some words that are similar to Portuguese. They are called *cognates*.

3) Underline the cognates in the text.

4) The text is:

- a) () a piece of news b) () an internet article c) () a biography

5) According to the text, mark T (true) or F (false) and correct the false ones:

a) () The slaves brought their cultural traditions to Brazil.

b) () *Capoeira* was associated with crime.

c) () People that played *capoeira* had nicknames to hide their identity from the police.

d) () People used to gain a nickname at a *batizado*.

6) *Capoeira* was illegal until:

a) () 1822

b) () 1898

c) () 1918

d) () 1937

7) The slaves expressed their art and traditions into a form of:

a) () gangs

b) () dance

c) () crime

d) () nicknames

8) Let's improve your vocabulary. Match the columns according to its meaning in the text.

a) oppression (**line 5**)

() fast

b) quickly (**line 7**)

() get

c) hide (**line 11**)

() imposition

d) gain (**line 12**)

() occult

LET'S THINK!

1) **Look at the sentence:**

“The African people **developed** *capoeira* not only to resist oppression, but also for the survival of their culture and the lifting of their spirits. After slavery, they **continued** to play *capoeira*.”

2) **The words in bold refer to the:**

- a) () present b) () past c) () future

NOTES:

The simple past expresses the idea that an action started and finished at a specific time in the past.

How to form the Simple Past of regular verbs:

walk + ed = walked

work + ed = worked

start + ed = started

3) Find more examples of regular verbs in the text “The History of Brazilian Capoeira”.

4) The verb in “*Capoeira* is a martial art that **grew** from survival” is an irregular verb. Find in the text the irregular past forms related to the verbs below and write in the space:

<i>NOTES:</i>
<p>Irregular verbs are the verbs that do not follow the convention of adding '<i>ed</i>' at the end of the verb to form past tense statements.</p> <p><i>Example:</i> grow = grew (past).</p>

- a) become : _____
- b) bring: _____
- c) have: _____
- d) hide: _____

The Carnival is an important aspect of the Brazilian Culture. Let’s know about the Bahian Carnival – one of the most popular Carnivals in Brazil.

5) Complete the text with the correct verb forms to learn about Bahian Carnival.



Bahian Carnival is a popular street event in the Brazilian state of Bahia, mainly in its capital, Salvador. Two million people participate in the annual festivities that last nearly a week, immersing themselves in music and dance.

In 1950, Adolfo Dodô Nascimento and Osmar Álvares Macêdo, better known as Dodô e Osmar _____ (create) the Fobica, an open float adapted for musical presentations, and the trio elétrico was born.

Meanwhile, the *carnival of blocos* _____ (begin) to evolve and branch out into various currents of aesthetic, musical, and even religious manifestations. While the afoxés, whose members _____ (bring) their Afro-Brazilian religious cosmology to the Carnival procession by maintaining their African roots with the *puxada do ijexá*.

The success of Luiz Caldas and Chiclete com Banana, along with the evolution of Ilê Aiyê and the emergence of Olodum _____ (play) a part in transforming Salvador's Carnival into the biggest, longest, most itinerant open air show in the world.

Available at: http://en.wikipedia.org/wiki/Bahian_Carnival. Accessed on: February, 10, 2014. Adapted.



LET'S PRACTICE!

NOTES:

The -ed ending is used to form the past tense of regular verbs and can be pronounced in three ways.

Examples:

/ɪd/	/d/	/t/
Wanted	Arrived	Stopped
Rested	Opened	Kissed

1) Listen to the verbs in the regular past form and write them in the correct column according to the –ed ending sound.

developed - continued - called - associated - turned - created
 played - demonstrated – recognized - worked - helped - adapted

/ɪd/	/d/	/t/

LET'S LISTEN!

What do you know about other aspects of Brazilian culture? What kind of Brazilian food do you like? Would you like to find other kind of food?












Available at: <http://www.youtube.com/watch?v=RqvuJK7xELg> Accessed on: January, 24, 2014.

1) **The recipe is about:**

- a) () farofa and feijoada b) () vatapá and acarajé c) () tutu and couve

2) Underline the words you hear.

				
onion	pan	tomato	kitchen	chili
				
garlic	rice	spoon	water	cookies
				
meat	okra	pot	orange	cup

3) Mark T (true) or F (false) according to the recipe.

- a) () *Carne Seca* is the best part of *feijoada*.
- b) () You don't need to wash the beans.
- d) () The *feijoada* is ready in ten minutes.
- e) () You can serve the *feijoada* with rice, broccoli, slice of orange and *farofa*.

4) Mark the options that are related to recipes:

- a) () ingredients b) () method c) () measurements d) () imprecise

LET'S SPEAK!

1) Do you like cultural manifestations and typical food? What are the cultural manifestations you know? Do you know the cultural aspects about your community? In pairs, interview your partner about the cultural aspects she/he knows.

Useful Questions

- Do you like.....?
- What typical food do you know?
- What do you think about....?
- What are the cultural aspects you know?
- In your opinion, what cultural aspect of your community you think is the most interesting? Why?
- Are the cultural aspects you know the same as other places? What is different?



Useful Language

- I like....
- I know....
- I think...
- The most interesting cultural aspect I know is.....
- The most interesting cultural aspect of my community is.....
- The difference is...



LET'S WRITE!

You know the Brazilian Culture is diversified with a lot of interesting aspects like religion, food, music, sports, etc. Write a recipe about a typical food you like. If you want, add a photo about your typical food.



NOTES:

While you are writing your recipe, pay attention in these important elements:

- ✓ Use step by step instructions;
- ✓ Use the imperative form;
- ✓ Use a simple and objective language.

Available at: <http://www.zazzle.com.br/> Accessed on: January, 24, 2014.

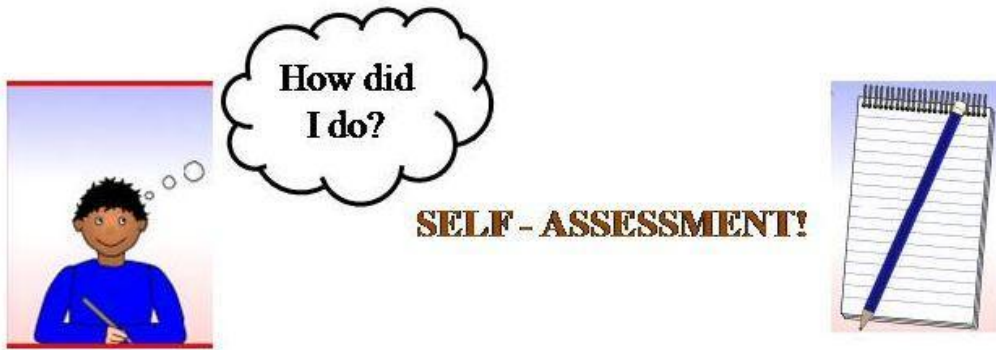
HAVE FUN!

NOTES:

An **e-book** (electronic book) is a book publication in digital form, consisting of text, images, or both, readable on computers or other electronic devices.

Post your recipe on the class e-book.

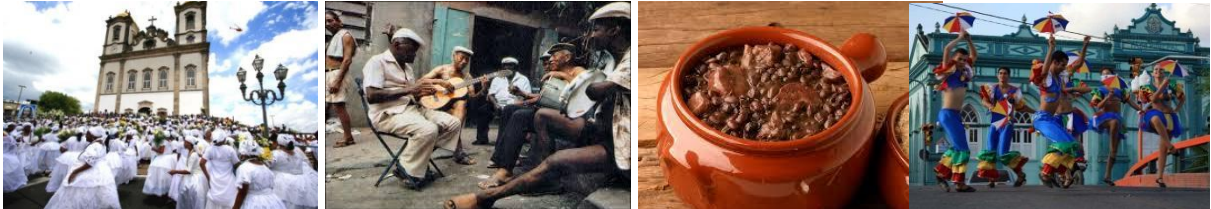




- **What have you learned in unit 1?**
- **What was the most important thing you learned during the class?**
- **What was the most difficult thing you learned during the class?**
- **What would you change in your learning process?**

Teacher's Guide- Unit1

Make students think about what they know about cultural aspects and say what they feel about the pictures.



What comes in mind when you see these pictures?

What do you know about Brazilian cultural aspects?

LET'S READ!

1) The picture shows a cultural manifestation from Brazil. Which of the titles below is the best one for it? The students won't read the whole text yet. They will choose the title basing on the picture.

2) Read the text, check your answer and write it in the space below. Now the students read the text and, their answer and write it in the appropriate space.

The teacher should discuss the text with the students in order to make them understand it.

a) Slaves' Freedom

b) The History of Brazilian Capoeira

c) Mestre Bimba



[The History of Brazilian Capoeira](#)

3) Underline the cognates in the text.

Suggestion: The teacher explains the activity and emphasizes the notes.

Suggested answers: traditions, dance, national, sport, police, period.

4) The text is:

- a) () a piece of news b) (**x**) an internet article c) () a biography

5) According to the text, mark T (true) or F (false) and correct the false ones:

- a) (**T**) The slaves brought their cultural traditions to Brazil.

- b) (**T**) *Capoeira* was associated with crime.

- c) (**F**) People that played *capoeira* had nicknames to hide their identity from the gangs.

They had nicknames to hide their identity from the police.

- d) (**T**) People used to gain a nickname at a *batizado*.

6) *Capoeira* was illegal until:

- a) () 1822 b) () 1898 c) (**x**) 1918 d) () 1937

7) The slaves expressed their art and traditions into a form of:

- a) () gangs b) (**x**) dance c) () crime d) () nicknames

8) **Let's improve your vocabulary. Match the columns according to its meaning in the text.**

- | | |
|------------------------|------------------|
| a) oppression (line 5) | (b) fast |
| b) quickly (line 7) | (d) get |
| c) hide (line 11) | (a) imposition |
| d) gain (line 12) | (c) occult |

LET'S THINK!

1) **Look at the sentence:**

“The African people **developed** *capoeira* not only to resist oppression, but also for the survival of their culture and the lifting of their spirits. After slavery, they **continued** to play *capoeira*.”

2) **The words in bold refer to the:**

- a) () present b) (**x**) past c) () future

Suggestion: The teacher should help students analyze the notes in order to make them understand the content better.

3) **Find more examples of regular verbs in the text “The History of Brazilian Capoeira”.**

Suggested answers: created, continued, demonstrated, developed, recognized, played.

4) The verb in “*Capoeira* is a martial art that **grew** from survival” is an irregular verb. Find in the text the irregular past forms related to the verbs below and write in the space:

- a) become : **became**
- b) bring: **brought**
- c) have: **had**
- d) hide: **hid**

Suggestion: The teacher should help students analyze the notes in order to make them understand the content better.

5) Complete the text with the correct verb forms to learn about Bahian Carnival.

Suggestion: Discuss the text with the students



Bahian Carnival is a popular street event in the Brazilian state of Bahia, mainly in its capital, Salvador. Two million people participate in the annual festivities that last nearly a week, immersing themselves in music and dance.

In 1950, Adolfo Dodô Nascimento and Osmar Álvares Macêdo, better known as Dodô e Osmar **created** (create) the Fobica, an open float adapted for musical presentations, and the trio elétrico was born.

Meanwhile, the *carnival of blocos* **began** (begin) to evolve and branch out into various currents of aesthetic, musical, and even religious manifestations. While the afoxés, whose members **brought** (bring) their Afro-Brazilian religious cosmology to the Carnival procession by maintaining their African roots with the *puxada do ijexá*.

The success of Luiz Caldas and Chiclete com Banana, along with the evolution of Ilê Aiyê and the emergence of Olodum **played** (play) a part in transforming Salvador’s Carnival into the biggest, longest, most itinerant open air show in the world.

Available at: http://en.wikipedia.org/wiki/Bahian_Carnival. Accessed on: February, 10, 2014. Adapted.

LET’S PRACTICE!

Explain the ed- ending of the regular verbs and the importance of their correct pronunciation.

Emphasize the examples of the words and the notes.

1) Listen to the verbs in the regular past form and write them in the correct column according to the –ed ending sound.

developed - continued - called - associated - turned - created
 played - demonstrated – recognized - worked - helped - adapted

/ɪd/	/d/	/t/
Associated	Continued	developed
Created	Called	helped
Demonstrated	Turned	worked
Adapted	Played	
	Recognized	

LET'S LISTEN!

What do you know about other aspects of Brazilian culture? How about food, do you know any typical Brazilian food?

Make students think about what they know about other aspects of Brazilian culture and encourage them saying about any typical Brazilian food they know.



Available at: <http://www.youtube.com/watch?v=RqvuJK7xELg> Accessed on: January, 24, 2014.

1) **The recipe is about:**

b) () farofa and Feijoada b) () vatapá and acarajé c) () tutu and couve

2) **Underline the words you hear.**

<u>onion</u>	pan	tomato	kitchen	<u>chili</u>
<u>garlic</u>	<u>rice</u>	spoon	<u>water</u>	cookies
<u>meat</u>	okra	<u>pot</u>	<u>orange</u>	cup

Suggestion: The teacher should review the vocabulary to help students do the activity.

3) **Mark T (true) or F (false) according to the recipe.**

- a) (**T**) *Carne Seca* is the best part of *feijoada*.
- b) (**F**) You don't need to wash the beans.
- d) (**F**) The *feijoada* is ready in ten minutes.
- e) (**T**) You can serve the *feijoada* with rice, broccoli, slice of orange and *farofa*.

4) Mark the options that are related to recipes:

- a) (**x**) ingredients
- b) (**x**) method
- c) (**x**) measurements
- d) () imprecise

Suggestion: Study with the students the genre of the listening and its features.

LET'S SPEAK!

1) **Do you like cultural manifestations and typical food? What are the cultural manifestations you know? Do you know the cultural aspects about your community? In pairs, interview your partner about the cultural aspects she/he knows.**

Suggestion: It is important to emphasize the useful language in order to help the students' interaction and make them talk about the cultural manifestations and typical food they know and the differences between them.

Useful Questions

- Do you like.....?
- What typical food do you know?
- What do you think about....?
- What are the cultural aspects you know?
- In your opinion, what cultural aspect of your community you think is the most interesting? Why?
- Are the cultural aspects you know the same as other places? What is different?



Answers

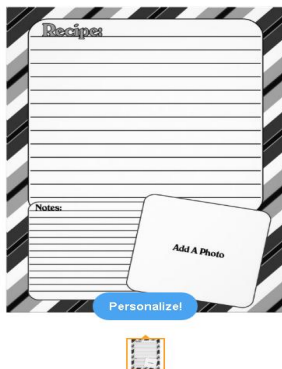
- I like....
- I know....
- I think...
- The most interesting cultural aspect I know is.....
- The most interesting cultural aspect of my community is.....
- The difference is...



LET'S WRITE!

You know the Brazilian Culture is diversified with a lot of interesting aspects like religion, food, music, sports, etc. Write a recipe about a typical food you like. If you want, add a photo about your typical food.

bit | Yahoo | Search | Free Download | New Products | Amazon | eBay | Coupons | Radio | Facebook | Twitter



Available at: <http://www.zazzle.com.br/> Accessed on: January, 24, 2014

Suggestion: The teacher should make students pay attention to the important elements when writing a recipe. The teacher should help the students with their needs when doing the activity.

HAVE FUN!

Post your recipe on the class e-book.

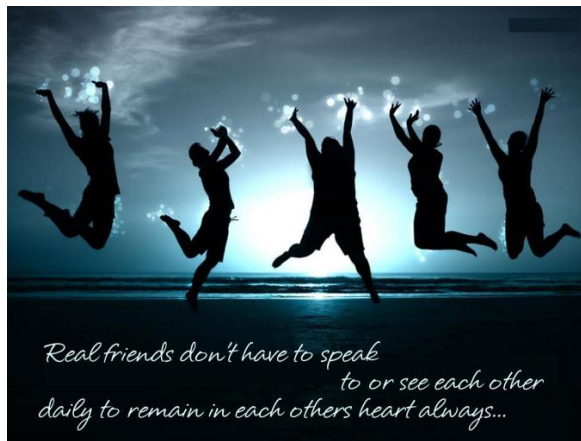


Suggestion: The teacher should explain the notes to the students. It is important that the teacher creates an e-book for the class in order to the students post their recipes on it. The teacher should explain this genre to the students and choose a name for the class e-book with the students. She/he should encourage the students post and read the other recipes. The students could illustrate the e-book. The teacher should help the students dealing with the e-book.

Unit 2

Friendship

Look at the picture:



Available at: <http://www.sparkyhub.com/101-best-friendship-quotes-you-love/>. Accessed on: March, 26, 2014.

What is the picture about?

Do you have real friends?

Are you a good friend?

Do you agree with the picture's quote?

LET'S READ!

1) Read the text.

◀ Friendships

What makes a good friend?

Fact Sheet | 1981 people have found this helpful

 Share









Having good friends is **really important** to your happiness. Figure out the **signs of a good friend**, and learn tips for **how to be there for your friend** when they need it.

This can help if...

- you're not sure about a friendship
- you don't know what to do or say to a friend
- you want to figure out what a good friend is



Why good friends are so important

A lot of research has been done looking into the benefits of friendship, and the research has found exactly what you might expect. It turns out that the better quality relationships you have; the more likely you are to be happy. Therefore it's good for your happiness to be a great friend to someone and to have a group of good friends supporting you. But it can be hard to pinpoint exactly what makes a good friend.

Signs of a good friend

Friends will come and go in your life, but more important than how long a friendship lasts, is that a good friend will love you for who you are. The way you can tell the sign of a good friend is by looking at the actions they take –big and small – that show they care.

Some common signs of a good friend include

- someone who will support you no matter what
- someone you can trust and who won't judge you
- someone who won't put you down or deliberately hurt your feelings
- someone who is kind and has respect for you
- someone who will love you because they choose to, not because they feel like they should
- someone whose company you enjoy
- showing loyalty
- being trustworthy and willing to tell you the truth, even when it's hard
- someone who can laugh when you do
- someone who is willing to stick around when things get tough

Available at: <http://au.reachout.com/What-makes-a-good-friend/>. Accessed on: March 26, 2014- Adapted.

- 2) **The text is:**
- a) () a biography b) () an internet article c) () a piece of news
- 3) **According to the text , is really important to your happiness:**
- a) () looking into the benefits of friendship
- b) () having good friends
- c) () willing to tell the truth
- 4) **Match the columns according to its meaning in the text:**

LET'S THINK!

1) **Look at the sentence:**

“You **want** to figure out what a good friend is.”

2) **The word in bold refers to:**

a) () a past idea b) () a present idea c) () a future idea

NOTES:

The simple present indicates an action in the present time which is not finished. This can be a habitual action (something done regularly such as brushing your teeth every day) or a general truth.

Some examples of the Simple Present:

I **work** on weekends.

She **listens** to music.

It **rains** a lot here.

They **study** together.

For she/he/it add “s” at the end of the verb.

Some examples of irregular verbs of the Simple Present:

He **has** a big ranch.

She **does** the dishes every night.

3) Find more simple present sentences in the text.

4) In the sentence “Real friends **don’t have** to speak to or see each other daily to remain in each others heart always...” the words in bold:

a) () add an idea b) () contradict an idea c) () negates an idea

NOTES:

Negatives in the simple present are formed by adding *don't* or *doesn't* before the simple form of the verb:

Examples:

I **don't work** on weekends.

She **doesn't listen** to music.

It **doesn't rain** a lot here.

They **don't study** together.

He **doesn't have** a big ranch

She **doesn't do** the dishes every night.

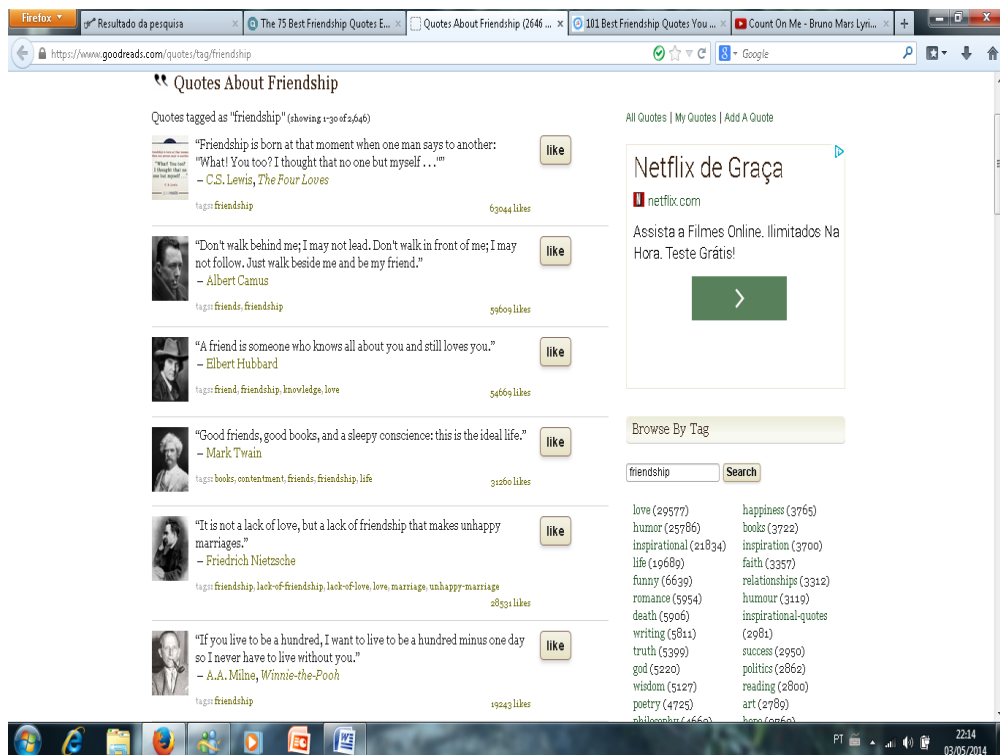
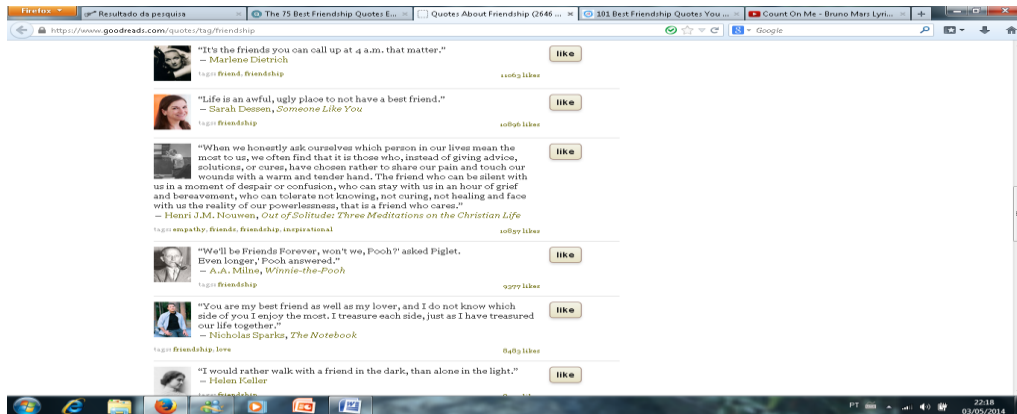
Interrogatives in the simple present are formed by placing “do” or “does” before the subjects.

Examples:

Do they **study** together?

Does it **rain** a lot here?

5) Read the quotes about friendship and circle the verbs in the simple present.



Available at: <https://www.goodreads.com/quotes/tag/friendship>. Accessed on: March 26, 2014- Adapted.

6) Complete the poem using the verbs in parentheses.

Best Friends _____ (to mean) different things to different people. Some _____ (to insist) that you can have only one best friend. Others _____ (to assert) that they _____ (to have) best friends for different aspects of their personalities. Whatever the precise definition, your best friend is the person who _____ (to get) you. They _____ (to understand) who you are and what you are saying. The greatest distance cannot

separate best friends. You will always _____ (to feel) a kinship with them, and be able to instantly _____ (to continue) the friendship even after not talking for many years.

Available at: <http://www.familyfriendpoems.com/poems/friend/best/>. Accessed on: March 24, 2014- Adapted.

LET'S PRACTICE!

NOTES:

The third person –s endings are pronounced differently.

1) Listen to the verbs and write them in the correct column according to the –s ending sound.

listens	-	wants	-	does	-	relaxes	-	helps
watches	-	likes	-	plays	-	practices	-	lives

<i>/Z/</i>	<i>/S/</i>	<i>/Iz/</i>

LET'S LISTEN!

You know some signs of a good friend. Do you have a good friend that is the opposite of you? How do you deal with her/him? Do the differences interfere in the friendship?



Available at: <http://www.youtube.com/watch?v=UjRPhcVMZnA>. Accessed on: March, 26, 2014.

1) **The listening is about:**

- a) () bad friends b) () opposite friends c) () virtual friends

2) **Check the sentences that are true according to the listening:**

- a) () friendships are always based on mutual interests.
b) () four steps are presented to help you dealing with your friend.
c) () having a good friend that is different from you is great.
d) () there are only bad sides when you are the opposite of your friend.

3) **Check the words you hear:**



a) ()
c) ()

Extrovert



b) ()

Angry



Introvert

d) ()



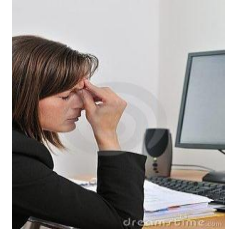
Patient

e) ()



Smart

f) ()



Tired

4) **Listen, complete the sentences and match them to the correct steps:**

a) Turn conflicts into _____. () Step 2

b) Be _____. () Step 4

c) Appreciate your _____. () Step 1

d) Be willing to _____. () Step 3

LET'S SPEAK!

1) **Let's improve your vocabulary! Match the qualities to the statements.**

- | | |
|---------------|--|
| a) generous | () I never tell lies. |
| b) friendly | () I usually do very well on exams. |
| c) extrovert | () I'm good at making plans. |
| d) patient | () I love buying things for other people. |
| e) honest | () My friends can depend on me. |
| f) smart | () I'm happy. I think my life is great. |
| g) reliable | () I'm shy and I don't like crowded places. |
| h) organized | () I make friends easily. |
| i) optimistic | () I'm good at waiting for things. |
| j) introvert | () I love dancing and I'm talkative. |

2) **What qualities from exercise 1 do you have?**




3) **Work in pairs. What is your best friend like? Why do you like her/him? Describe your best friend to your partner. Use the new vocabulary.**

<i>Useful Questions</i>
<ul style="list-style-type: none">● What is your best friend like?● Why do you like her/him?
<i>NOTES:</i>
The word <i>like</i> may be used to ask questions about personality or characteristics of something. Examples: What's your friend like? (She's nice.) What's the house like? (It's big).


LET'S WRITE!

Write a quote about your friend and draft a “tweet” about her/him.

Compose new Tweet ×

 Add photo  Add location 140  Tweet

NOTES:

 A *tweet* is what you type into the web box, using 140 characters or less. People tweet personal messages, thoughts, post links, or anything else that fits in the character requirements.

NOTES:

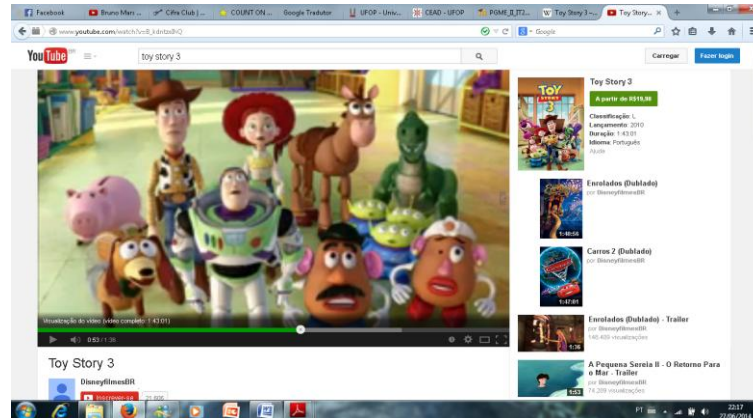
A quote is a thing a person or character say in his or her life. Quotations are also printed as means of inspiration and thoughts. In a quotation, the words are placed in quotation marks (“ ”).

Answers

- My friend is...
- I like her/him because...

HAVE FUN!

Watch the “*Toy Story 3*” film with your classmates and know more about friendship.

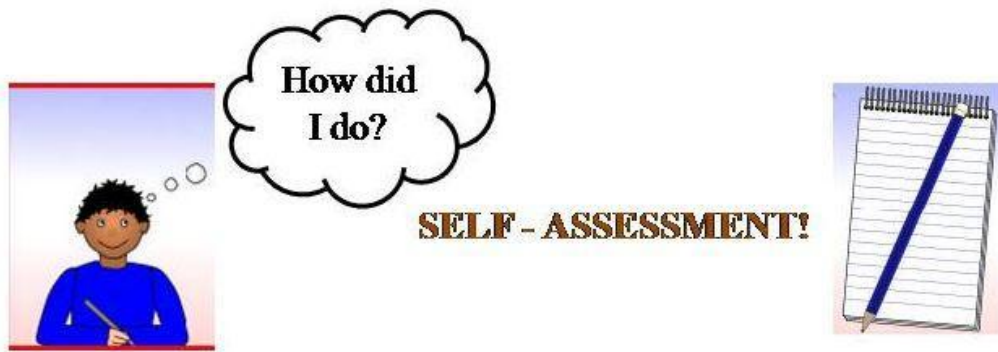


Available at: http://www.youtube.com/watch?annotation_id=annotation_1112423961&feature=iv&src_vid=EyQWxY6swao&v=H34H2kun924. Accessed on: June, 26, 2014.

NOTES:

Toy Story narrates the life and adventures of a tight knit group of toys and their owner Andy. Friendship has always been a central theme in these movies, but *Toy Story 3* elevates this relationship to new heights.

Available at: <http://www.unomaha.edu/jrf/Vol14no1/Reviews/ToyStory3.html>. Accessed on: June, 24, 2014.



- **What have you learned in unit 2?**
- **What was the most important thing you learned during the class?**
- **What was the most difficult thing you learned during the class?**
- **What would you change in your learning process?**

Teacher's Guide- Unit2

Look at the picture:



Available at: <http://www.sparkyhub.com/101-best-friendship-quotes-you-love/>. Accessed on: March, 26, 2014.

What is the picture about? Do you have real friends? Are you a good friend? Do you agree with the picture's quote?

Make students analyze the picture and answer the questions about it. Encourage the students answer the questions about the picture.

LET'S READ!

1) Read the text. Students read the text. Then the teacher discusses the text with the students and explains new vocabulary and content.

2) The text is:

a) () a biography b) (x) an internet article c) () a piece of news

3) According to the text, is really important to your happiness:

a) () looking into the benefits of friendship

- b) having good friends
- c) willing to tell the truth

4) **Match the columns according to its meaning in the text:**

- | | |
|------------------------------|----------------|
| a) benefits (line 12) | (d) help |
| b) likely (line 14) | (c) difficult |
| c) hard (line 16) | (e) nice |
| d) support (line 22) | (a) advantages |
| e) kind (line 25) | (b) probably |

5) **Check some signs of a good friend.**

- a) someone who shows loyalty.
- b) someone who will put you down.
- c) someone who will help you.
- d) someone whose company you hate.
- e) someone who has respect for you

6) **It can be hard to point:**

- a) figure out the signs of a good friend
- b) how to be there for your friend when they need it
- c) what makes a good friend
- d) why good friends are so important

7) Add two more signs of a good friend to you:

Personal answers:

LET'S THINK!

1) Look at the sentence:

“You **want** to figure out what a good friend is.”

2) The word in bold refers to:

a) () a past idea b) () a present idea c) () a future idea

Suggestion: The teacher should help students analyze the notes in order to make them understand the content better

3) Find more simple present sentences in the text.

Suggested answers: “When they need it...”; “It turns out that the better...”; etc.

4) In the sentence “Real friends **don’t have to speak to or see each other daily to remain in each others heart always...” the words in bold:**

a) () add an idea b) () contradict an idea c) () negates an idea

Suggestion: The teacher should help students analyze the notes in order to make them understand the content better.

5) **Read the quotes about friendship and circle the verbs in the simple present.**

Verbs to be circled: call; have; says; don't walk; walk; lead; follow; knows; loves.

6) **Complete the poem using the verbs in parentheses.**

Best Friends **means** (to mean) different things to different people. Some **insist** (to insist) that you can have only one best friend. Others **assert** (to assert) that they **have** (to have) best friends for different aspects of their personalities. Whatever the precise definition, your best friend is the person who **gets** (to get) you. They **understand** (to understand) who you are and what you are saying. The greatest distance cannot separate best friends. You will always **feel** (to feel) a kinship with them, and be able to instantly **continue** (to continue) the friendship even after not talking for many years.

Available at: <http://www.familyfriendpoems.com/poems/friend/best/>. Accessed on: March 24, 2014- Adapted

LET'S PRACTICE!

Explain the s- ending of the verbs and the importance of their correct pronunciation.

1) **Listen to the verbs and write them in the correct column according to the –s ending sound.**

listens	-	wants	-	does	-	relaxes	-	helps
watches	-	likes	-	plays	-	practices	-	lives

/Z/	/S/	/Iz/
------------	------------	-------------

listens	wants	watches
does	likes	practices
plays	helps	relaxes
lives		

LET'S LISTEN!

You know some signs of a good friend. Do you have a good friend that is the opposite of you? How do you deal with her/him? Do the differences interfere in the friendship?

Suggestion: The teacher should make students think about their friendship and encourage them answer the pre- listening questions.



Available at: <http://www.youtube.com/watch?v=UjRPhcVMZnA>. Accessed on: March, 26, 2014.

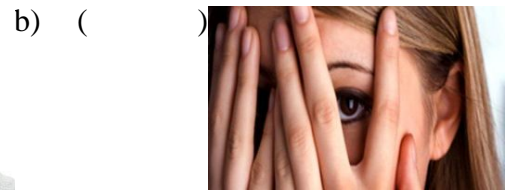
1) **The listening is about:**

- a) () bad friends b) (x) opposite friends c) () virtual friends

2) **Check the sentences that are true according to the listening:**

- a) () friendships are always based on mutual interests.
- b) () four steps are presented to help you dealing with your friend.
- c) () having a good friend that is different from you is great.
- d) () there are only bad sides when you are the opposite of your friend

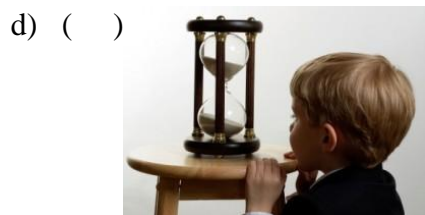
3) **Check the words you hear:**



Extrovert

Angry

Introvert



Patient

Smart

Tired

4) **Listen, complete the sentences and match them to the correct steps:**

- a) Turn conflicts into conversations. (b) Step 2
- a) Be patient. (d) Step 4
- c) Appreciate your friend's differences. (a) Step 1
- d) Be willing to compromise. (c) Step 3

LET'S SPEAK!

1) **Let's improve your vocabulary! Match the qualities to the statements.**

- | | |
|---------------|--|
| a) generous | (e) I never tell lies. |
| b) friendly | (f) I usually do very well on exams. |
| c) extrovert | (h) I'm good at making plans. |
| d) patient | (a) I love buying things for other people. |
| 2) honest | (g) My friends can depend on me. |
| 3) smart | (i) I'm happy. I think my life is great. |
| 4) reliable | (j) I'm shy and I don't like crowded places. |
| 5) organized | (b) I make friends easily. |
| 6) optimistic | (d) I'm good at waiting for things. |
| 7) introvert | (c) I love dancing and I'm talkative. |

8) **What qualities from exercise 1 do you have?**

Personal answers.

9) **Work in pairs. What is your best friend like? Why do you like her/him? Describe your best friend to your partner. Use the new vocabulary.**

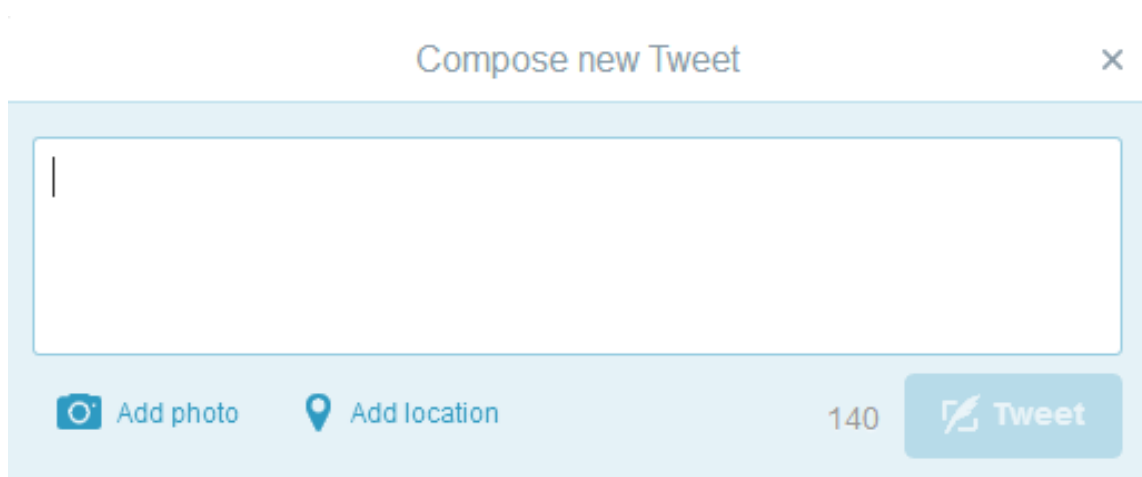
Suggestion: The teacher should encourage students use the new vocabulary and make them pay attention to the useful questions and answers when talking to the partner.

The teacher should explain the notes to the students in order to make them understand the content.

LET'S WRITE!

Write a quote about your friend and draft a “tweet” about her/him.

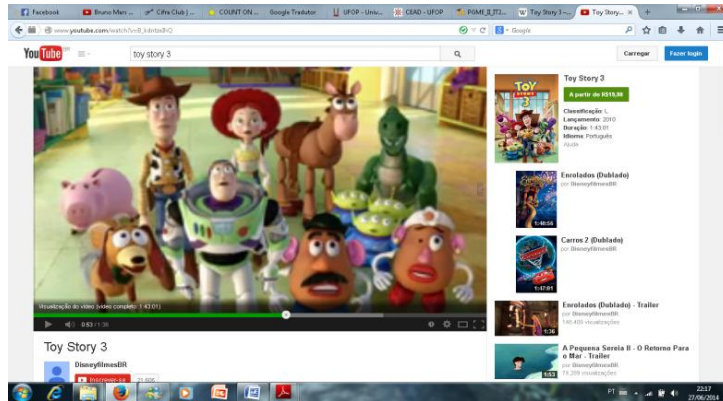
Suggestion: The teacher should explain the notes and make students pay attention to the important elements when writing a tweet. The teacher should help the students with their needs when doing the activity.



The image shows a screenshot of the Twitter 'Compose new Tweet' interface. At the top, the text 'Compose new Tweet' is centered, with a close button (an 'x' icon) on the right. Below this is a large, empty text input field with a vertical cursor on the left side. At the bottom of the interface, there are three options: 'Add photo' with a camera icon, 'Add location' with a location pin icon, and a character count '140'. On the far right, there is a blue button with a white paper plane icon and the word 'Tweet'.

HAVE FUN!

Watch the “*Toy Story 3*” film with your classmates and know more about friendship.



Available at: <http://www.youtube.com/watch?v=H34H2kun924>. Accessed on: June, 26, 2014.

Suggestion: The teacher should emphasize the notes about the film to the students before watching it. The teacher should elaborate activities about the film in order to make students discuss about the film and internalize the theme.

English Test - Unit 1

Name: _____ Class: _____ Date: _____
_____/_____/_____

Teacher: _____ School: _____ Grade: _____

1) Read the text and answer the questions:

The screenshot shows a web browser window with several tabs open. The active tab is 'Turkey Vatapa Recipe | My...'. The address bar shows the URL 'www.myrecipes.com/recipe/turkey-vatapa-1090000397301/'. The page content includes a 'Welcome to myrecipes' banner with a 'JOIN NOW' button. Below the banner, there's a section for 'Turkey Vatapa' with a large image of the dish, a '416 Shares' counter, and social media sharing icons. The text describes Vatapa as a rustic Brazilian stew. To the right, there's a 'More Recipes Like This' section with three recipe thumbnails: 'Hawaiian-Portuguese Smoked Turkey Sunset', 'Footloose Brined Turkey Cooking Light', and 'Sage and Thyme Smoked Turkey on a Charcoal Grill Sunset'. At the bottom of the page, there's a 'Video Our Most Popular Soup Recipe... Ever' section. The browser's taskbar at the bottom shows the time as 13:47 on 20/06/2014.

Recipe from **Cooking Light**

More From *Cooking Light*

- Get a **FREE PREVIEW ISSUE!**
- NEW!** Cooking Light Diet
- Grilled Chicken Recipes
- Healthy Summer Desserts
- Clean Eating Recipes
- Fun Foods for Summer
- Best Budget Recipes

Nutritional Information

Amount per serving

Calories: 195

Calories from fat: 30%

Fat: 6.4g

Saturated fat: 1.8g

Monounsaturated fat: 2.3g

Polysaturated fat: 1.7g

Protein: 19.9g

Carbohydrate: 11.8g

Fiber: 3.3g

Cholesterol: 56mg

Iron: 2.3mg

Sodium: 301mg

Calcium: 55mg

Search for Recipes by Nutrition Data

Ingredients

\$ 5 ingredients on sale for ZIP 45224
Edit ZIP/Favorite Stores

- 1 teaspoon peanut oil
- 1/2 cup finely chopped onion \$
- 3 garlic cloves, minced
- 1 tablespoon minced peeled fresh ginger
- 1 jalapeño pepper, minced
- 1 cup water
- 1 (28-ounce) can no-salt-added diced tomatoes, undrained
- 1 (12-ounce) can light beer \$
- 1/4 cup unsalted, dry-roasted peanuts \$
- 3 cups chopped skinned cooked turkey
- 1/2 cup light coconut milk \$
- 1/2 cup finely chopped fresh parsley
- 1/2 cup finely chopped fresh cilantro
- 1 tablespoon fresh lime juice \$
- 1/2 teaspoon salt
- 1/2 teaspoon black pepper
- Cilantro sprigs (optional)

Preparation

Heat oil in a Dutch oven over medium-high heat. Add onion and garlic; sauté 2 minutes. Add ginger and jalapeño; sauté 30 seconds. Stir in water, tomatoes, and beer; bring to a boil. Cover, reduce heat, and simmer 20 minutes.

Place peanuts in a spice or coffee grinder; process until finely ground. Add ground peanuts, turkey, and coconut milk to pan, stirring to combine. Increase heat to medium. Bring mixture to a simmer, cook 5 minutes, stirring occasionally. Stir in parsley, cilantro, juice, salt, and black pepper. Garnish with cilantro sprigs, if desired.

Print
Email
Send To Mobile
Save Recipe
Add to Menu
Add to Shopping List

What's in your pantry?
e.g. fish, chicken
+
e.g. rice, pasta
+
e.g. basil, cheese
GET RECIPES!

You want chicken? We've got it!

Get endless recipe ideas for this dinnertime staple, emailed weekly.

Your E-mail Address **SUBMIT**

See More Newsletters | View Sample
We Respect Your Privacy. Privacy Policy

NEW on the WEB

Recipe Makeover: Quick Strawberry Shortcakes
(Cooking Light)

Guilt-Free Breakfast

Available at: <http://www.myrecipes.com/recipe/turkey-vatapa-1000000397301/> . Accessed on: June, 20, 2014.

2) This text is:

- a) () an add b) () a recipe c) () a message

3) Match the synonyms:

- | | |
|-----------|--------------|
| a) Bring | () Warm up |
| b) Chop | () Take |
| c) Heat | () Cut |
| d) Reduce | () Minimize |

4) Mark true (T) or false (F) and correct the false ones according to the text.

- a) () The text is from the internet.

- b) () The recipe is about an Italian food.

c) () The yield of the recipe is 6 servings.

d) () The recipe received 420 shares.

5) Vatapá is a typical food from Brazilian culture. Do you know other typical food? Write down other typical food you know.

6) Adam Lallana is an English professional footballer who plays for Southampton team. He visited the Complexo esportivo da Rocinha in Rio de Janeiro with his teammates and they could know the Capoeira. Complete the text using the verbs in parentheses.



Adam Lallana _____ (to reveal) he was left humbled after visiting the largest favela in Brazil earlier today.

The Southampton forward _____ (to join) his England teammates on a trip to the Complexo Esportivo da Rocinha in Rio which is situated on the edge of the Rocinha favela - home to 70,000 people.

The sports complex has played a central role in the regeneration of the area since it was opened in March 2010 and members of the Three Lions squad were treated to a dazzling display of the Brazilian martial art capoeira while they _____ (to be) there.

Capoeira combines elements of dance, acrobatics and music - and strikers Danny Welbeck and Daniel Sturridge were seen taking part in the action with the locals.

Lallana, 26, said: "It's really humbling coming to an area like this but it's also great to be able to make some kids' days.

"The dance routines they _____ (to put) on for us proves they've got some talent and it's great to be able to give something back. I wasn't tempted to take part though - I'm not very confident when it comes to dancing! But obviously Sturridge and Welbs were so I _____ (to leave) it to them."

Following the visit, The Football Association _____(to confirm) that Roy Hodgson's squad will donate a five figure sum to the sports complex through the England Footballers Foundation charity.

Available at: <http://www.thefa.com/news/england/2014/jun/adam-lallana-humbled-after-england-visit-rio-favela-090614> .Accessed on: June, 17, 2014. Adapted.

7) **Listen and answer the questions:**



Available at: http://www.youtube.com/watch?v=Is03EcSHv_0.Accessed on: June, 24, 2014.

The listening is about the Brazilian aspects, especially the:

- a) () carnival b) () coffee c) () music d) () trendy flip-flops

Mark true (T) or false (F) according to the listening:

- a) () Coffee was planted in Brazil after 1800.
- b) () Coffee keeps children sleepy at school.
- c) () Everybody drinks coffee in Brazil.
- d) () People all over the world drink coffee as the same way.
- e) () What keeps people up is the coffee.

8) You know the Brazilian Culture is diversified with a lot of interesting aspects like religion, food, music, sports, etc. Write a paragraph about “The Brazilian Culture”, saying what you like in this culture, what you think is interesting about it, etc.



English Test - Unit 2

Name: _____ Class: _____ Date: _____
_____/_____/_____

Teacher: _____ School: _____ Grade: _____

1) Read the text and answer the questions:

The screenshot shows a web browser window with the URL friendship.about.com/od/Types_of_Friendships/a/What-Is-Friendship.htm. The page content includes:

- A Personal Relationship That Is Reciprocated**
- Ads:**
 - [Make Him Fall In Love](#) (havetherelationshipyouwant.com)
 - 9 Powerful Words You Can Say That Remind Him Why He Needs You.
 - [Bate-Papo acima dos 40](#) (www.novasemocoas.com) - Namoro e Amizade p/ Pessoas acima dos 40 Anos. Cadastre-se Grátis!
 - [Amazing Astrology Psychic](#) (astro-readings.com) - Answers You for Free with this fully detailed Personal Reading!
- Top Related Searches:**
 - [Exercise Class](#)
 - [Group Exercise](#)
 - [Personal Relationship](#)
 - [Book Group](#)
 - [Positive Influence](#)
 - [Real Friends](#)
- Main Text:**

It's not enough to see a person at, say, [book group](#) each week and enjoy their company. In order for a friend to truly be considered a friend, he or she has to also believe you are their friend also.

This can get tricky, because most people have a different idea of what friendship really means. Some people are instantly trusting of new people, and accept them into their heart without question. For these types of folks, they assume someone is their friend until they find out otherwise.

The Difference Between Being Friends and Acting Friendly

Other people, however, might act "friendly" with someone but not consider them a friend for quite a while. Perhaps these types of people need to get know someone better before they even consider labeling them as a friend. Or perhaps they already have a lot of friends and therefore wouldn't consider someone they occasionally at social events a friend.

It's a not perfect world, but in terms of friendship, someone who is genuinely a friend usually:

 - Has told you that you are a friend or has introduced you as their friend.
 - Has called or emailed you about meeting for coffee, lunch, etc.
 - Has done [something nice for you](#).
 - Is sincerely interested when you talk about your life.
 - Roots for you and wants the best for you.
 - Is willing to hang out with you outside of the place you first met (work, social gathering, [exercise class](#)).
- Related Video:**
 - [How to Create a Budget for a College Student](#)
 - [How to Deal With a Bad Roommate](#)
 - [Quick Tip: Where to Buy Used Books for College](#)

Available at: http://friendship.about.com/od/Types_of_Friendships/a/What-Is-Friendship. Accessed on: June, 20, 2014.

Adapted.

2) The text is:

- a) () a piece of newspaper b) () a biography c) () an internet article

3) Mark true (T) or false (F) according to the text:

- a) () The friendship is a perfect world.
b) () Friendship is more than see a person and enjoy his/her company.
c) () There is a difference between being friends and acting friendly.
d) () A friend usually makes you down.

4) Answer the questions about yourself:

- a) What friendship really means to you?

- b) What are some signs of a good friend?

- c) Are you a good friend?

5) Read the friendship messages and complete them using the correct verbs from the box.

to change (1x) to come (1x) to mean (2x) to need (1x) to see (1x)

- a) "Friendship _____ understanding, not agreement. It _____ the memories last, even if contact is lost."
- b) "The best kind of people are the ones that _____ into your life, and make you _____ the sun where you once saw clouds."
- c) "Friendship _____ no words."
- d) "Friendship isn't about being inseparable, it's being separated and nothing _____."

Available at: <https://www.google.com.br/search?q=texts+about+friendship&tbm=> Accessed on: June, 20, 2014.
Adapted.

6) Listen to the song, complete the empty spaces and do the activities below.

Count on me (Bruno Mars)

If you ever _____ yourself stuck in the
middle of the sea

I'll sail the world to find you

If you ever find yourself lost in the dark and
you can't _____

I'll be the light to guide you

Find out what we're made of

When we are called to help our friends in
need

Chorus

You can count on me like one, two, three

I'll be there

And I _____ when I need it

I can count on you like four, three, two

And you'll be there

Cause that's what friends are suppose to do

Oh, yeah

If you toss and you turn and you just can't
_____ asleep

I'll _____ a song beside you

And if you ever forget how much you really
mean to me

Every day I will _____ you

Oh

Find out what we're made of

When we are called to _____ our
friends in need

You'll always have my shoulder when you
cry

I'll never let go, never say good bye

You know you can count on me like one,
two, three

I'll be there

And I know when I _____ it

I can count on you like four, three, two

And you'll be there
'Cause that's what friends are suppose to do
Oh, yeah

You can count on me, 'cause I can count on
you

Available at: <http://letras.mus.br/bruno-mars/1683319/>. Accessed on: June 21, 2014.

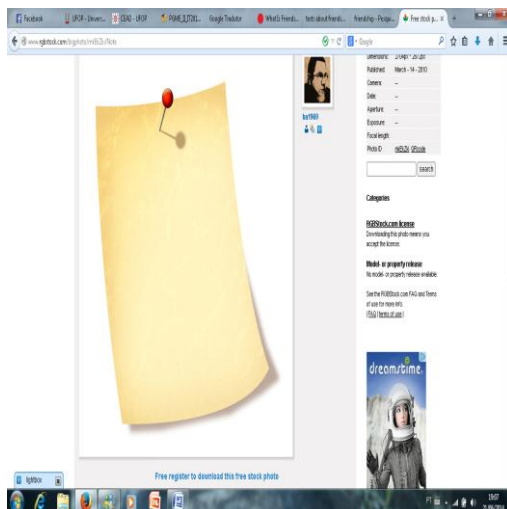
a) Read these sentences about the song:

“You'll always have my shoulder when you cry
I'll never let go, never say good bye”

b) What do they mean?

c) According to the song, what are friends suppose to do?

7) Now it is your turn! Write a message to your friend.



Available at: <https://www.google.com.br/search?q=image+of+a+paper+message&tbm>. Accessed on: June, 20, 2014.

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