Universidade Federal de Minas Gerais Faculdade de Letras

Curso de Especialização em Ensino de Inglês

Material Didático para o ensino de inglês

Digital Adventures: Teaching in a Critical and Interactive Way

(Unidade Didática para o Ensino de Inglês)

Clariana Bittencourt Gress

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Belo Horizonte August 10th, 2017

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

Clariana Bittencourt Gress

Belo Horizonte August 10th, 2017

Contents

Introduction

In 1996, English became part of my life. I had the opportunity to study abroad. Being a freshman in high school was not my biggest challenge. Learning English was my biggest challenge. At that time, I was 13 years old and had never studied English before. I arrived in the USA in July so I could learn something before September, when the school year started. As a L2, I did not notice how much I learned. It was a surprise for me when I had to call my mom on Christmas eve and struggled to speak Portuguese. When I came back, after a year immersed on the language, I realized how important it was for me. I fell in love with English.

My first experience teaching English was right when I returned to Brazil. I was a teenager, but used to help my classmates after school with the grammar content taught. I have not stopped teaching since then. I tried to work in different areas, but only teaching, specifically, English made me feel elated. That was when I decided to study Pedagogy.

After teaching ESL for so many years and now working as an elementary teacher, I felt the need to go further. The idea of studying psycho-pedagogy as all regular school teachers do, it was not appealing to me. I wanted to expand my knowledge in a course in which would improve the approaches on my teaching. I have already been working using the communicative approach, although, it was instinctively. It was alluring to me that most of the things I have been doing in class could be explained theoretically.

When we started the Especialização em Ensino de Língua Inglesa da Faculdade de Letras course, we were aware that we would be creating two units as our final paper. I wanted to create attractive and motivating units. Both units are related to technology. This theme was chosen based on the target audience. Young adults and adults frequently seek to learn English for extrinsic reasons: study, work, travel, etc. Technology is a theme that trendy and interests all target audience, therefore the choice of it.

Digital

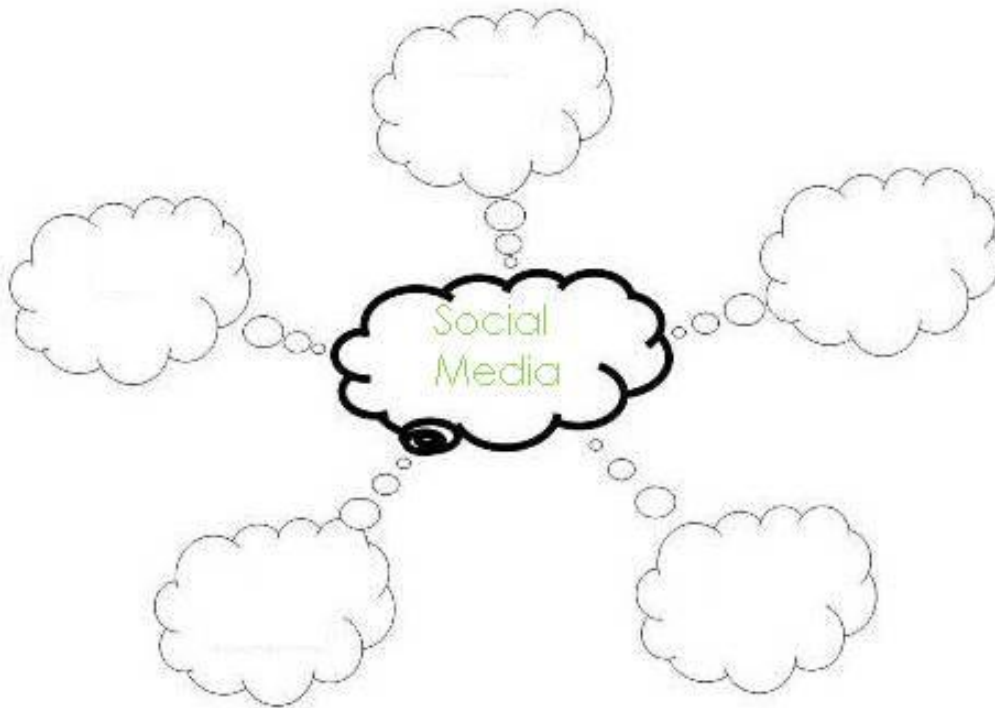Adventures

Social Media

A

With a partner, discuss how do you use the devices below for?

Google images

B

When you think about social media, what comes to your mind? Use the map below to write your answers.

Social Media

Discuss in groups. What words came to your mind?

A

Do you know the icons below?
Can you name some of them?

Google images

B

Read the article below.

Can Snapchat snap back?

by Paul R. La Monica

Snapchat is probably not the next Facebook.

The company generated enormous hype when it went public in March. But it continues to bleed red ink. User growth is slowing, an alarming sign for a social media platform that's relatively young. And Facebook itself keeps introducing me-too products.[...]

Snapchat's biggest problem may be how easy it is for Facebook to copy its most popular features and roll them out on the core Facebook platform, as well as other Facebook properties, like Instagram, WhatsApp and Messenger.

By contrast, when Facebook went public in 2012, its competitors were a fading MySpace and the all but forgotten Friendster. And Facebook was already making money.

The biggest worry investors had about Facebook was a lack of an apparent strategy to make money on mobile as more people used Facebook on their phones.

Those fears melted when Facebook shifted to a viable smartphone app. It has posted solid gains in mobile users and ad sales ever since. [...]

Excerpted from: http://money.cnn.com/2017/07/11/investing/future-of-snapchat/index.html

R E A D

MAKE
Meaning

Answer the questions below according to the article you have just read.

1. Which social network site is the text talking about? Do you use it?

_____

2. What is the main idea of the text?

_____

3. What is Snapchat's biggest problem according to the article?

_____

4. What is your opinion about the sentence "Snapchat is probably not the next Facebook."?

_____

_____

D

Use the context of the article to match the meaning of the words and phrases.

1. hype   2. me-too products   3.core

(   ) the basic and most important part of something.
(   ) a situation in which something is advertised and discussed in newspapers, on television, etc. a lot in order to attract everyone's interest.
(   ) is one that is designed
to be similar to a very popular product made by another company.

Write your own sentences for each of the words leaving a space where the word should be.

_____

_____

_____

Now, swap you book with a partner. Ask he/she to try to complete your sentences.

A

Read the underlined words from the article *Can Snapchat snap back?*:

> "By contrast, when Facebook went public in 2012 its competitor were a fading MySpace and all but forgotten Friendster."

> "Those fears melted when Facebook shifted to a viable smartphone app."

The verbs underlined, refers to:

( ) past ( ) present ( ) future

> 💡 The underlined words refer to an action that took place and was completed in the past. These words represent the simple past.

Can you find more verbs in the article that represent actions in the past?

Underline them.

Decide what rule best applies for the following sentences.

"Soon after, Snap Inc. CEO Evan Spiegel turned down Facebook CEO Mark Zuckerberg's offer to buy Snapchat for $3 billion, which was the first step in the Stories battle yet to come."

https://www.socialmediatoday.com/special-columns/snapchat-vs-instagram-vs-facebook-stories

( ) verb to be ( ) affirmative (regular) ( ) affirmative (irregular)

"Founded six years ago in Los Angeles, Snapchat's parent company Snap has come a long way."

https://www.forbes.com/sites/chuckjones/2017/03/01/snapchat-vs-facebook-facts-on-term-revenue-and-media-engagement/#cc73b1a14b

( ) verb to be ( ) affirmative (regular) ( ) affirmative (irregular)

Snapchat took 30% of the ad revenue, if the media company sold the ad space, or 50%, if Snapchat sold it.

https://www.investopedia.com/articles/investing/011516-how-snapchat-makes-money.asp

( ) verb to be ( ) affirmative (regular) ( ) affirmative (im

B

Observe the comic strip below:

https://garfield.com/comic/2017/05/21

According to the comic strip:

(Useful words: make funny faces, burp, pick the nose, show strength, eat)

What did John do in front of the computer camera? Name the actions.

_____

Was he aware that the computer had a camera and it was recording?

_____

Was the video watched by people? About how many?

_____

In your opinion, who do you think posted the video?

_____

C

Pair work. Do you consider yourself funny or clumsy? Think of a funny situation that happened to you and share it with a partner

A

- Do you like music?

- What type of music do you like?

- Do you know a band called Pearl Jam?

B

You are going to listen to the song Last Kiss. As you listen, circle the best verb tense that completes the lyric.

Last Kiss

Pearl Jam

Oh where, oh where can my baby be?

The Lord *take/took* her away from me.

She's gone to heaven, so I've got to be good,

So I can see my baby when I leave this world.

We *are/were* out on a date in my daddy's car,

we hadn't driven very far.

There in the road, straight ahead,

a car *is/was stall/stalled*, the engine was dead.

I couldn't stop, so I *swerve/swerved* to the right.

I'll never forget, the sound that night

the screaming tires, the busting glass,

the painful scream that I *hear/heard* last.

Oh where, oh where can my baby be?

The Lord *take/took* her away from me.

She's gone to heaven, so I've got to be good,

So I can see my baby when I leave this world.

When I *wake/woke* up, the rain was pouring down.

There *are/were* people standing all around.

Something warm flowing through my eyes,

but somehow I *find/found* my baby that night.

I *lift/lifted* her head, she looked at me and *say/said*,

"Hold me darling just a little while."

I held her close, I *kiss/kissed* her our last kiss.

I'd found the love that I *know/knew* I had missed.

Well now she's gone, even though I hold her tight.

I *loose/lost* my love, my life that night.

Oh where, oh where can my baby be?

The Lord *take/took* her away from me.

She's gone to heaven so I've got to be good,

So I can see my baby when I leave this world.

Listen to the song again and check your answers.

With a partner, discuss the following questions:

- ✓ What is the general idea of the song?
- ✓ What happened "that night"?
- ✓ Why the song is named Last Kiss?
- ✓ Do you think this song is based in a true story?

Extra: Do you about the history of this song?

The song's story

The singer borrows his father's car to take his beloved sweetheart out on a romantic date (on a rainy night). Coming upon a stalled car in the road, the singer swerves to the right to avoid it, losing control and crashing violently in the process. The crash renders both the singer and his girlfriend unconscious. The singer later regains consciousness and finds several people at the scene of the accident, but was still able to find his girlfriend, still lying unconscious. When the singer cradles his girlfriend lovingly in his arms, she regains partial consciousness, smiling and asking the singer to "hold me, darling, for a little while." The singer then gives his sweetheart what would be their "last romantic kiss" as she fades into death and enters the afterlife.

In the song's chorus, the singer vows to be a good boy so that he may reunite with his dear sweetheart when his time comes, believing she has made it into Heaven.

Check out more on: https://en.wikipedia.org/wiki/Last_Kiss

A

Read the sentences.

"There in the road, straight ahead, a car was stalled, the engine was dead."

"I held her close, I kissed her our last kiss."

Now, take a look at the chart.

How do we pronounce –ed?		
Base verb ends in the sounds: / t /	want – wanted	/ ɪd /
/ d /	end – ended	
Base verb ends in on of the following **unvoiced** sounds: / p /	hope – hoped	/ t /
/ k /	like – liked	
/ f /	laugh – laughed	
/ s /	pass – passed	
/ ʃ /	wash – washed	
/ tʃ /	watch - watched	
Base verbs end in all other sounds, which are **voiced.**	play – played allow – allowed beg – begged	/ d /

B

Using the words from the song, put a check mark according to the pronunciation of –ed.

	/ ɪd /	/ t /	/ d /
Stalled			
Swerved			
Lifted			
kissed			

14

A

Read the text below written by a 12 year old boy giving his point of view about social networking sites.

Do social networking sites do more harm than good?

[…] Ladies, gentlemen, there has recently been a debate as to whether social networking sites do more harm than good.

Personally, I believe social networking sites are harmful and do have consequences. I have solid evidence to support my statement and so I would like to start with a true story concerning Facebook – a popular social networking site.

Not too long ago, a girl in her teens made a friend on Facebook – a chat buddy. This other unidentified friend didn't give any personal details and one day this girl and friend met up at the mall. The girl was never seen again. This is a serious matter because let's say this happened to all girls – it would be chaos. Another story is that of a suicide because a person couldn't meet up with another person on another social networking site. People – is our nation known for its numerous social networks which invade privacy and prevent outdoor activity and exercise? Are our students to spend time chatting online instead of studying for future careers which make this country great?

The opposition argues that social networking sites give people their own space and that these blog sites represent fun and socialization. Well, would we not prefer our children to go outside and socialize and meet friends that they know where they live and they know their gender? Did people in the 60s need social networking sites? In the olden days we didn't express a need for an online high tech chatting system. Social networking sites prevent youths from spending time with their parents and their siblings. Another issue about social networking sites is what if your child comes across discrimination or cyber bullying? This only adds to depression. If we are to be a happy nation we should restrict these sites to people above the age of sixteen. This is a fairly easy alternative which I am sure the majority of you would vote for.

Overall, the benefits are few and the drawbacks are many – social networking sites are the centre of misconduct, less studying and unsafe blogs. Do we want our youths to have their eyes glued to computer screens or their ears plugged to headphones? We must restrict social networking sites to 16s or above! Get your children outside socialising and inside studying!

By Matteo Berto, aged 12.

Excerpted from: https://www.presentationmagazine.com/persuasive-speech-social-networking-1348.htm

B
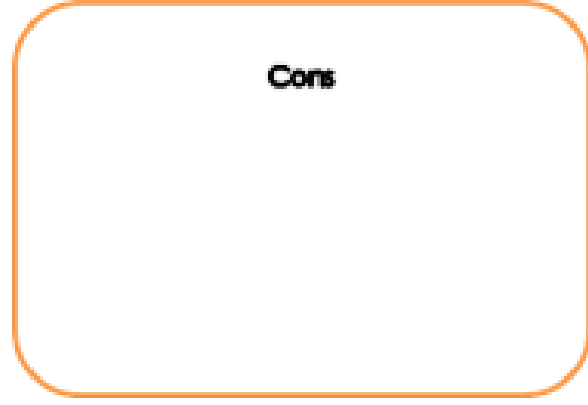
Prewrite. Plan your argument.

Choose one of the social networking sites we have talked about throughout this unit. Use the chart below to state your opinion on the pros and cons.

Pros	Cons
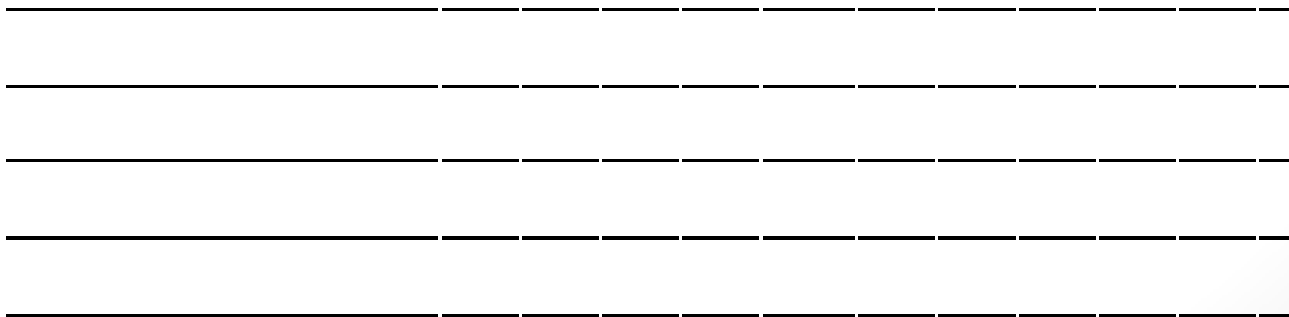
C

Write a paragraph justifying your opinion from part A. Don´t forget to include a topic sentence at the beginning and a concluding one ate the end.

_____

_____

_____

_____

_____

A

Seminar

✓ Use the paragraph written on the previous task.

✓ Create a seminar to show your point of view.

✓ Take notes while you watch your classmates´s speech.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

B

Some people have the same point of view about a topic, some don´t.

Considering your opinion and the notes you have taken from our class´ seminars, do you agree with the arguments said?

_____
_____
_____
_____
_____
_____
_____

Technology

UNIT 2
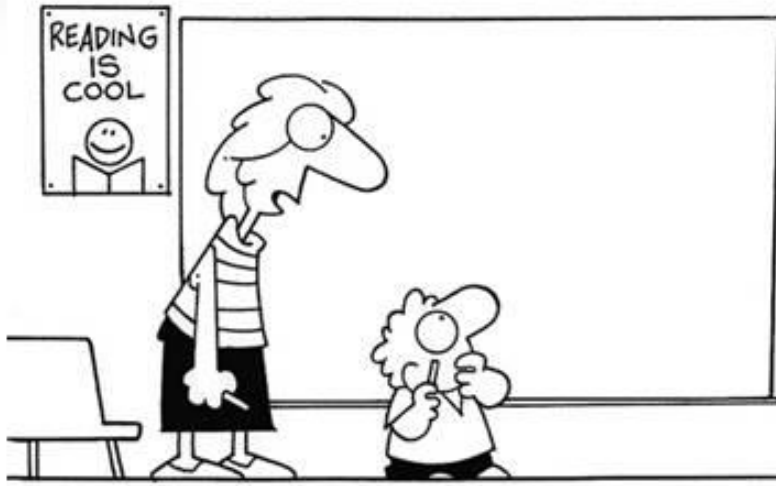
"There aren't any icons to click. It's a chalk board."

https://schoolspending.wordpress.com/2010/12/07/asingromschoolsiticn-ungone/

B

Complete the crossword puzzle using technology words. The clues will help you!

Across

3. an image that represents you in online games, chat rooms, etc. and that you can move around the screen

5. a name or other word that you sometimes need to type in along with a password before you are allowed to use a computer or a website

7. a device that is fixed inside a computer and is used to store programs and information

8. the internet considered as an imaginary area without limits where you can meet people and discover information about any subject

Down

1. the activity of sending text messages on a mobile phone

2. used on social media for describing the general subject of a Tweet or other post

4. a computer program that makes it possible for you to read information on the internet

6. unwanted email, usually advertisements

9. a regular record of your thoughts, opinions, or experiences that you put on the internet for other people to read
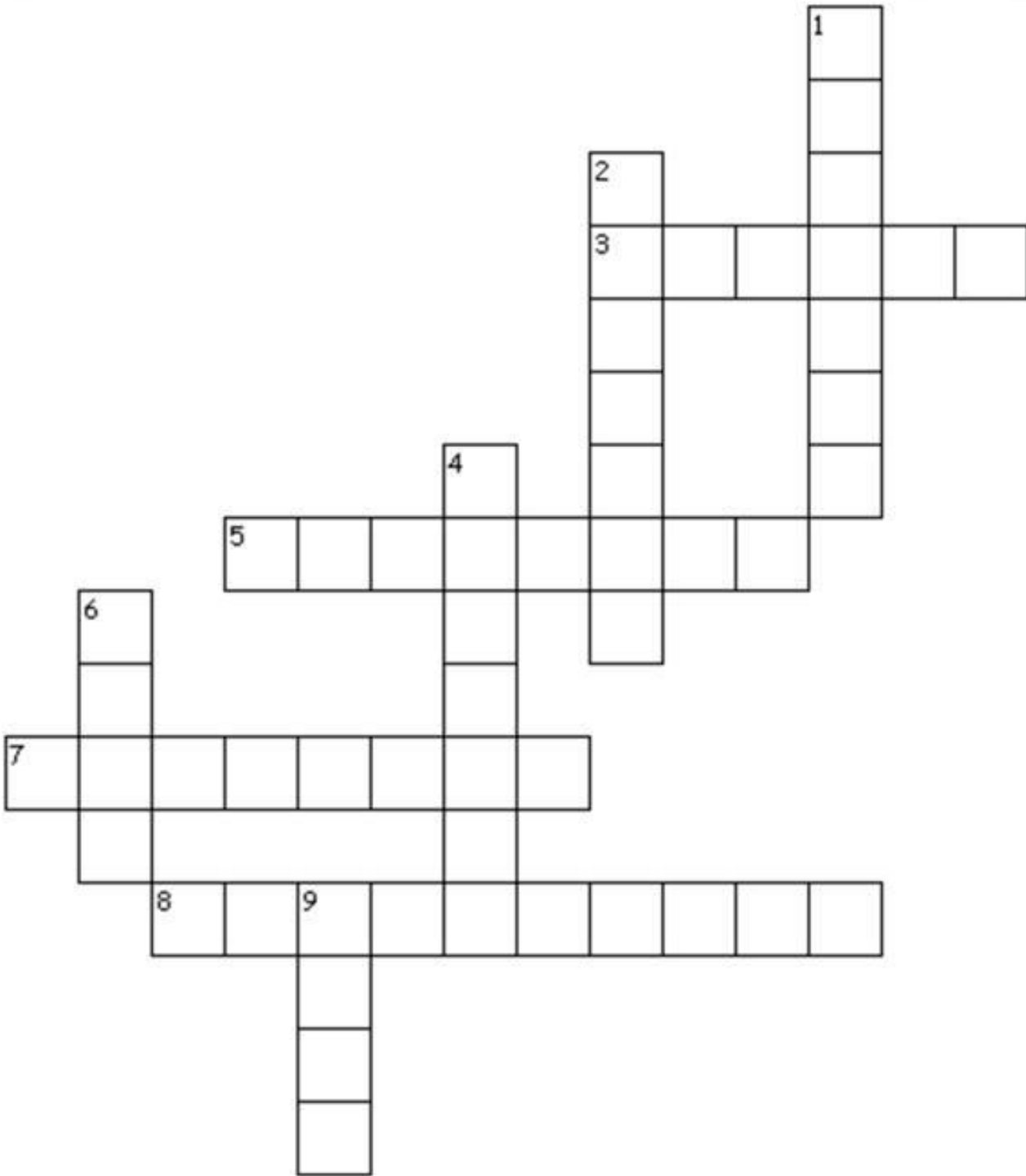
A

1. Do you know what is an e-book?
2. The article below is from an online source. What kind of information do you expect to get from it based on its title?

B

Read the article . Do you agree with the point of view discussed on it?

Books vs. e-books: The science behind the best way to read

By Amy Kraft / CBS NEWS / December 14, 2015

While browsing the bookstore to buy a gift for that special someone (or yourself), you may be faced with a tough decision: e-books or the old-fashioned kind? Each one has its pros and cons, and choosing the best option depends on a number of factors.

Some of the practical advantages of going digital are obvious: A portable little e-reader can carry an entire library wherever you go, which is great for travelers or those who always want a choice of reading material.

On the other hand, research has been stacking up to show that reading on paper has a number of benefits, too. Plus, there's the nostalgia factor.

"First and foremost, consider the person and their lifelong preferences," Dr. Matthew H. Schneps, director of the Laboratory for Visual Learning, a collaboration between the University of Massachusetts Boston and MIT, told CBS News in an email. "Some people absolutely love the look, smell, and feel of the classical book held in the hand, and such people may not want to give up the sensory experience of reading from a paper book. If the recipient of your gift is someone who is adventurous when it comes to gadgets, but otherwise doesn't read much using traditional books, giving the gift of an e-reader can be a life-changing experience for them."

Here's a look at some of the science to consider before you spring for a Kindle, a Nook or a stack of new hardcovers.

Young, reluctant readers prefer e-readers

A 2014 study published in the journal Library & Information Science Research found that out of 143 10th grade students, most preferred e-readers. Boys and those who did not care much for reading also shared a strong preference for e-readers.

"An e-reader has more in common with the electronic devices that young people use all the time, like smartphones or iPads, than a paper book, when it comes to turning of pages, the possibilities of adjusting font size, etc.," lead author of the study, Åse Kristine Tveit, told CBS News in an email.

Reading on paper may boost retention

Several small studies suggest that reading on paper instead of an electronic screen is better for memory retention and focus. The Guardian reported on an experiment from Norway where people were given a short story to read either on a Kindle or in a paperback book; when they were quizzed later, those who read the paperback were more likely to remember plot points in the right order.

"When you read on paper you can sense with your fingers a pile of pages on the left growing, and shrinking on the right," the lead researcher, Anne Mangen, of Norway's Stavanger University, told the Guardian. "You have the tactile sense of progress ... Perhaps this somehow aids the reader, providing more fixity and solidity to the reader's sense of unfolding and progress of the text, and hence the story."(...)

Excerpted from: http://www.cbsnews.com/news/kindle-nook-e-reader-books-the-best-way-to-read/

C

1. Based on what you have just read, would you prefer reading o books or e-books? Why?

_____

2. Check the sentences (T) true or (F) false according to the text.

E-books are less practical than paper books

(   ) T   (   ) F

It is common for young people to prefer paper books rather than e-books.

(   ) T   (   ) F

Studies point out that paper book are better for memory retention.

(   ) T   (   ) F

3. Why some people prefer paper books?

_____
_____
_____

4. Based on a study published in 2014, what do 10th graders prefer reading on? Explain.

_____
_____
_____

A

Read the sentences. Observe the verbs in bold and check the best alternative

*"A portable little e-reader **can** carry an entire library wherever you go, which is great for travelers or those who always want a choice of reading material."*

The verb expresses:

( ) permission   ( ) possibility   ( ) ability

*"Some people absolutely love the look, smell, and feel of the classical book held in the hand, and such people **may** not want to give up the sensory experience of reading from a paper book."*

The verb expresses:

( ) permission   ( ) possibility

*"When you read on paper you **can** sense with your fingers a pile of pages on the left growing, and shrinking on the right"*

The verb expresses:

( ) permission   ( ) possibility   ( ) ability

A modal verb is a type of verb that is used to indicate modality – that is: likelihood, ability, permission and obligation. Some examples include can/could, may/might, must, will/would, and shall /should.

Excerpted from: https://en.wikipedia.org/wiki/Modal_verb

F O C U S   O N   L A N G U A G E

On the comic strip below, there are some modal verbs. Can you circle them?

Which modal verb indicates:

1. Obligation: _____
2. Ability: _____

C

Reread the article Books vs. e-books: The science behind the best way to read.

1. Books are more practical to travelers than e-books? Explain.

_____
_____
_____

1. People should read e-books for better memory retention?

_____
_____
_____

1. People must read on paper just because of the nostalgia factor.

_____
_____
_____

D

Group work. Discuss with your group why they should read paper books or why they should read e-book.

A

Do you know what a tongue twister is?

Listen to the tongue twister.

https://www.youtube.com/watch?v=Z4Db6ckmnEo

B

On this tongue twister, we can listen to two similar, although different sounds.

WHICH	WISH
[tʃ]	[ʃ]

Take a look at the phonetics of these examples.

Chip – ship

Chop – shop

Chair - share

C

Using words from the text, divide them according to its right phonetic symbol.

old-fashioned – each – choose – choice – research – show – such – change – publish – much – short - shrink

[tʃ]	[ʃ]

A

Look at the pictures below and answer the following questions.

1. What are these devices for?

2. Do you like to use this kind of device? Why (not)?

3. Where do you think you can find great book in English?

B

Now, Listen to Chris Shao talking about Audible.com.

Review: Audible.com an Amazon Company

2:45

https://www.youtube.com/watch?v=nxv6fsxdfrm

C

1. The main purpose of this video is:

(   ) Talk about regular books.

(   ) Review about the service Audible.com.

(   ) Improve your English through e-book reading.

2. What are the advantages for subscribing for Audible.com?

_____

_____

3. In your opinion, is it worth it to be a member of Audible.com?

_____

_____

A

Do you have an e-reader? Why would you have one? Share with your classmates your opinion.

_____

_____

B

What are the pros and cons about electronic device?

PROS	CONS

C

Group work. Take into consideration your electronic device (smartphone, tablet, iPad), what can you tell your friends about it? Discuss about the pros and cons that you have already brainstormed on the previous task.

A

Do you have a smartphone?

What do you use it for?

B

Hugs all smartphones

Who wants the love tonight?

https://www.wittred.com/2012/05/slings-nans-smartphone/

Imagine you had to write a review about your smartphone for your blog. What would you write?

Introduction: Identify the problem and the promise	
Body of your review: Describe the product	
Conclusion: Deliver a verdict	

https://en.oxforddictionaries.com/writing-help/writing-a-product-review

Use the lines below to write a draft of it.

C

Pair work. Read your classmate's review. Would you buy the smartphone considering your classmate's review?

Teacher´s

Guide

As technology advances, it reverses the characteristics of every situation again and again. The age of automation is going to be the age of 'do it yourself.

(Marshall McLuhan)

izquotes.com

Welcome to Digital Adventures!

The units were developed for young adults and adults at intermediate level.

Both units explore web-based technologies. The high-speed rise on the internet area has opened up extremely the possibility of communication. The internet revolution and the rapid development of electronic devices, contributes on the interconnection worldwide for social, educational, content management, e-business, collaborative publishing and entertainment purposes, for instance.

The main goal is to develop the learner's skills throughout a contemporary topic.

Enjoy it!

 → Speaking moment

 → Speaking moment

Focus on WHAT matters → Grammar moment

MAKE Meaning → Pronunciation moment

 → Listening moment

creative writing → Writing moment

[aɪ ♥ ɪ'ŋ glɪʃ] → Speaking moment

All the icons above were excerpted from: Google Images

Unit 1 – Social Media

Reading	Article: "Can Snapchat snap back?"
Vocabulary	Words linked to the theme "social media"
Grammar	Simple past
Speaking	Seminar; Round table discussion
Listening	Song: Last Kiss by Pearl Jam
Pronunciation	The sounds of –ed endings / ɪd / / t / / d /
Writing	Genre: persuasive text

Class 1 – 50 minutes

Starter (10 minutes)

- Start the class with an electronic device (smartphone/iPad) in hands. Let students know that you are just posting that you are going to start your class (you may praise them on a post).
- Ask from students if they like posting things on the internet.

Section A

- PAIR WORK. Ask students to discuss what do they use the devices from task A for and which they use more. Monitor class during discussion.

Answer key:

iPad, Smartphones, iPods, Videogames, Laptop

Section B

- Show students the word net on the book. Let them brainstorm and write their answers on it.

- GROUP WORK. Write on the board "SOCIAL MEDIA". Elicit the group's answers and write the words on the board producing a group word net.

Background Information
Social media are computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks. The variety of stand-alone and built-in social media services currently available introduces challenges of definition; however, there are some common features:

- Social media are interactive Web 2.0 Internet-based applications.
- User-generated content, such as text posts or comments, digital photos or videos, and data generated through all online interactions, are the lifeblood of social media.
- Users create service-specific profiles for the website or app that are designed and maintained by the social media organization.
- Social media facilitate the development of online social networks by connecting a user's profile with those of other individuals or groups.

https://en.wikipedia.org/wiki/Social_media

U N I T 1

Reading (25 minutes)

Section A

- Direct students to the questions on task A. Randomly elicit group's answers.
Answer key:
Facebook, Instagram, Linkedin, YouTube, Tumblr, Google Plus, Twitter, Snapchat.
- Ask students if they know what Snapchat is and if they use it.

Section B

- Students will read the article for details, so be aware to give them enough time to read. Tell them to read the article as to understand the main ideas of it as to answer the comprehension questions.

Section C

- Students will answer the questions according to the article read.
Answer key:
1. The social network is Snapchat. Personal answer.
2. The possibility of Snapchat return to be as popular as it was when it went public.
3. The biggest problem may be how easy it is for Facebook to copy its most popular features and roll them out on the core.
4. Answers may vary.

Vocabulary (15 minutes)

- Students will determine the meaning of the words taken from the article.
Answer key:
(3)
(1)
(2)

- They will write sentences using the words from the previous task. They must leave a gap where the word

- should be.
Answer key:
Answers may vary.
- Ask them to swap their books and try to complete their partner's sentences. Walk around checking their work.

Class 2 – 50 minutes

Warm Up (5 minutes)

- Game.
1. Divide the class into two even groups.
2. Groups will form two circles (inner/outer) facing each other.
3. Put a timer (3 minutes) and tell students they will discuss with their partners about their favorite social media.
4. Every 1 minute ring a bell / set a sound as to let SS know they have to move two places to the left as to change partners.

Grammar (25 minutes)

A

- Write on the board:" Snapchat generated enormous hype when it went public."
- Give students time to analyze the sentence on the board and draw their attention to the sentences taken from the article on the book pointing out the words underlined.
- Elicit from them in which tense the verbs are. Let them check on their books the answer.
  Answer key:
  Past

- Ask students to read through the article again and underline the verbs in the past, on their own. When done, compare answers with a partner and justify any different answer.
- Read the article aloud and ask students to read aloud with the TT only the verbs in the past (verbs that they underlined).

Answer key:

Can Snapchat snap back?
by Paul R. La Monica
Snapchat is probably not the next Facebook.
The company <u>generated</u> enormous hype when it <u>went</u> public in March. But it continues to bleed red ink. User growth is slowing, an alarming sign for a social media platform that's relatively young. And Facebook itself keeps introducing me-too products.[...]
Snapchat's biggest problem may be how easy it is for Facebook to copy its most popular features and roll them out on the core Facebook platform, as well as other Facebook properties, like Instagram, WhatsApp and Messenger.
By contrast, when Facebook <u>went</u> public in 2012, its competitors <u>were</u> a fading MySpace and the all but forgotten Friendster. And Facebook <u>was</u> already making money.
The biggest worry investors <u>had</u> about Facebook <u>was</u> a lack of an apparent strategy to make money on mobile as more people <u>used</u> Facebook on their phones.
Those fears <u>melted</u> when Facebook <u>shifted</u> to a viable smartphone app. It has posted solid gains in mobile users and ad sales ever since. [...]

- PAIR WORK. Ask students to discuss about the Simple Past rules. Write on the board an example and show them how the interrogative and negative are

formed (auxiliary DID)

- Check answers as a class. Give examples as you read each rule you may write them on the board. Answer key:
    - Verb to be
    - Affirmative (regular)
    - Affirmative (irregular)

Section B (20 minutes)

- Ask students if they like to post videos on the internet.
- Elicit funny/silly videos they have seen on the web. Write on the board the actions provided by them. Include the actions that they will need for the following task.
- Ask them to read the comic strip.
- Tell students that they will answer some questions related to it. Reinforce that the actions have already happened, so they must use simple past.

Answer key:
- What did John do in front of the computer camera? Name the actions.
Possible answers: picked the nose, showed his muscles/strength, burped, made funny/silly faces, yawned, ate meal.

- Was he aware that the computer had a camera and it was recording?
No, he was not.
- Was the video watched by people? About how many?
Yes, it was watched by about one million people.
- In your opinion, who do you think posted the video?
Possible answers: Garfield or John

Section C

- Tell students a funny situation that happened to you. Ask them if they are clumsy or if they consider themselves funny.
- PAIR WORK. Tell students that they will be sharing with a partner a funny situation that happened to them. Walk around the classroom monitoring. Help if necessary.

Class 3 – 50 minutes

Warm Up (5 minutes)

- Divide the class into 2 groups.
- Play hang man using types of music.

Words that may be used for the game: blues, rock, country, classic, instrumental, reggae, jazz, electronic.

Listening

Section A (5 minutes)

- Discuss the questions as a whole group.

    Section B (10 minutes)

- Listening for details - Tell SS That they are going to listen to the song. Throughout the listening, they will circle the verbs that best completes the lyric.

- Play the song twice if needed.

    - Play the song a third time to check their answers. They are allowed to

- check together with a partner.

Answer key:

Last Kiss
Pearl Jam

Oh where, oh where can my baby be?
The Lord take/took her away from me.
She's gone to heaven, so I've got to be good,
So I can see my baby when I leave this world.

We are/were out on a date in my daddy's car,
we hadn't driven very far.
There in the road, straight ahead,
a car is/was stall/stalled, the engine was dead.
I couldn't stop, so I swerve/swerved to the right.
I'll never forget, the sound that night the screaming tires, the busting glass, the painful scream that I hear/heard last.

Oh where, oh where can my baby be?
The Lord take/took her away from me.
She's gone to heaven, so I've got to be good,
So I can see my baby when I leave this world.

When I wake/woke up, the rain was pouring down.
There are/were people standing all around.
Something warm flowing through my eyes,
but somehow I find/found my baby that night.

I lift/lifted her head, she looked at me and say/said,

"Hold me darling just a little while."
I held her close, I kiss/kissed her our last kiss.
I'd found the love that I know/knew I had missed.
Well now she's gone, even though I hold her tight.
I loose/lost my love, my life that night.

Oh where, oh where can my baby be?
The Lord take/took her away from me.
She's gone to heaven so I've got to be good,
So I can see my baby when I leave this world.

Section C (10 minutes)

- PAIRWORK. Students will discuss in pairs the questions about the song. Walk around the classroom monitoring and helping if necessary.

Answer key:
- What is the general idea of the song?
Possible answers: tragic romance / car crash
- What happened "that night"?
Possible answers: tragic car crash / a girl's death
- Why the song is named Last Kiss?
Possible answer: The singer gives the girl what would be their "last romantic kiss" as she fades into death.
- Do you think this song is based in a true story?
Personal answer.
    Extra information: Teacher tells students about the song's story.

The song's story

The singer borrows his father's car to take his beloved sweetheart out on a romantic date (on a rainy night). Coming upon a stalled car in the road, the singer swerves to the right to avoid it, losing control and crashing violently in the process. The crash renders both the singer and his girlfriend unconscious. The singer later regains consciousness and finds several people at the scene of the accident, but was still able to find his girlfriend, still lying unconscious. When the singer cradles his girlfriend lovingly in his arms, she regains partial consciousness, smiling and asking the singer to "hold me, darling, for a little while." The singer then gives his sweetheart what would be their "last romantic kiss" as she fades into death and enters the afterlife. In the song's chorus, the singer vows to be a good boy so that he may reunite with his dear sweetheart when his time comes, believing she has made it into Heaven.

https://en.wikipedia.org/wiki/Last_Kiss

- Ask them if they predicted that the song was based in a true story.

Pronunciation
A (10 minutes)

- Read the sentences aloud and ask students to repeat. Tell them to pay attention on the verbs ending in –ed.
- Explain to SS that depending on the last sound of the word, verbs with –ed endings will be pronounced in three different ways.

- Read the chart. Point out that it is the sound that is important not the letter or spelling. Check that the SS understand the difference.
- After final sounds / t /and / d /, the –ed is pronounced / ɪd /.
- After unvoiced sounds (sounds that are made by pushing air through your mouth, not from your throat), the –ed is pronounced / t /.
- After voiced sounds (sounds that come from your throat), the –ed is pronounced / d /.

Section B (10 minutes)

- Read the word from the chart, ask students to repeat.
- According to the correct sound, students will mark the answers on their charts.

Class 4 – 50 minutes

Warm Up (5 minutes)

- Write on the board: "social networking are harmful".
- Elicit from students their opinion about it.

Writing

Section A (10 minutes)

- Tell students they will read a text written by a 12 year old boy stating his opinion and arguments towards the topic.
- Ask students to read the text "Do social networking sites do more harm than good?".
- Explain to students that this is an example of a persuasive text.

> **Exposition / Persuasive Writing is used to present a logical argument from a particular point of view. This genre will often involve the writer comparing opposite points of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument.**
>
> Excerpted from: http://www.pdst.ie/node/586

- Ask students if they agree with his point of view.

- Now, the students will give their point of view about the topic. Tell them, they will choose one social networking site and use the graph
- to plan their own argument.

Section C (10 minutes)

- Students will write a paragraph using the information from their graph.
- Tell students that when writing a persuasive text, there are some points to take into consideration.
- Write on the board:
- ✓ Clear point of view
- ✓ Support argument by providing examples, facts or expert's opinion
- ✓ Include a topic sentence at the beginning and a concluding sentence at the end
- Give enough time for students to write their paragraphs.

Speaking

Section A (5 minutes)

- Tell students they will present a seminar based on the paragraph they have written.
- Ask them to take notes during the presentations.
- Remind them to be polite and respectful towards their classmates' presentations.

Section B (15 minutes)

- The class will do a round table discussion using the notes taken during the seminar.

> **Round table (discussion)**
> **Round table is a form of academic discussion. Participants agree on a specific topic to discuss and debate. Each person is given equal right to participate, as illustrated by the idea of a circular layout referred to in the term round table. [...]**
>
> https://en.wiktionary.org/wiki/Round_table_discussion/

Reading	Article: "Books vs. e-books: The science behind the best way to read"
Vocabulary	Words linked to the theme "technology"
Grammar	Modal verbs
Speaking	Discussion: The pros and cons of electronic devices
Listening	Video: "Review: Audible.com"
Pronunciation	The sounds of "ch" and "sh" /tʃ/ /ʃ/
Writing	Genre: Review

Class 1 – 50 minutes

Starter (10 minutes)

- Write the word "TECHNOLOGY" on the board. Ask students what they know about technology.
- Brainstorm words related to the topic and producing a group word net.

> Technology
> […]echnology ("science of craft", from Greek τέχνη, techne, "art, skill, cunning of hand"; and -λογία, -logia[2]) is the collection of techniques, skills, methods and processes used in the production of goods or services or in the accomplishment of objectives, such as scientific investigation. Technology can be the knowledge of techniques, processes, and the like, or it can be embedded in machines which can be operated without detailed knowledge of their workings.
> https://en.wiktionary.org/wiki/technology

- Let students read the comic strip. Ask their opinion about the boy´s comment.
- Ask them if they consider themselves tech savvies.

> tech-savvy: knowing a lot about modern technology, especially computers
> https://alcdictionary.com arlage.org/tr/alda narla/ingles/techsavvy

- Let students complete the crossword puzzle.

Answer key:
1. Texting
2. Hashtags
3. Avatar
4. Browser
5. Username
6. Spam
7. Hard disk
8. Cyberspace
9. Blog

Reading

Section A (5 minutes)

- PAIRWORK. Students will discuss the questions. Walk around the classroom monitoring.
- Ask them to share what they have discussed with the group.

> Ebook: an electronic book which can be read on a small personal computer.
> https://alcdictionary.com arlage.org/tr/alda narla/ingles/ebook

B (20 minutes)

- Students will read the article for details, so be aware to give them enough time to read. Tell them to read the article as to understand the main ideas of it as to answer the comprehension questions.

Section C (15 minutes)

- Students will answer the questions according to the article read. Walk around the classroom monitoring and helping if needed. Check answers as a whole group.

Answer key:

1. Personal answer.
2. E-books are less practical than paper books

( ) T (X) F

It is common for young people to prefer paper books rather than e-books.

( ) T (X) F

Studies point out that paper book are better for memory retention.

(X) T ( ) F

3. Possible answer: Some people love the look, smell and feel of the classical books. (Consider the answer correct if it is related to the article)

4. Possible answer: According to the study published, 10th graders most preferred are e-books because it has more in common with the electronic devices they use all the time. (Consider the answer correct if it is related to the article)

Class 2 – 50 minutes

Warm up (5 minutes)

- Tell students they are going to play a game. Show them the book covers flashcards (you will find these flashcards at the end of this unit). Ask if they have read any of them. Let them know that they are classic books.
- Tell students that they will match the book covers with a brief paragraph about the book as a whole group. (If you have a large group, you may photocopy more than one set of the flashcards.)
- Check the answers as a whole group. Ask volunteers to read aloud as you check the answers.
- Let them know that some of the books became movies. This is a good opportunity for them, if possible to read the book and then watch the movie. Then they can compare the changes made to become a movie.

Answer key:

-*1984:* Although 1984 has passed us by, George Orwell's dystopian, totalitarian world of control, fear and lies has never been more relevant. Delve into the life of Winston Smith as he struggles with his developing human nature in a world where individuality, freewill and love are forbidden.

-*The Great Gatsby:* Published in 1925, Fitzgerald's The Great Gatsby explores the decadence of the Jazz Age, and one man's introduction into a world where even those with the most indulgent lives cannot earn love.

-*Pride and Prejudice:* One of the most famous novels of all time, Pride And Prejudice details the courtship of two opposed characters in a world where manners and courtesy are of the utmost importance.

-*Little Women:* Join four sisters, each with their own prominent personality, as they come of age in charming 19th Century New England. Experience their struggles and revel in their flaws, as these girls become strong women.

-*Jane Eyre:* Arguably one of the most influential fictional heroines of all time, Jane Eyre is a strong, unbroken women despite her troubled childhood and repressed Victorian society.

-*A Tale of Two Cities:* Following eighteen years as a political prisoner, Dr Manette is released and returns to England with his daughter Lucie. There, two very different men fall in love with Lucie and become entwined in a tale of love and sacrifice.

Grammar (20 minutes)

Section A

Elicit from the SS from the previous task, which books they have already read. Write on the board:
You should read_____
because_____.

- Using the information ´given by the students, continue the conversation and write on the board as you ask the questions:

Where can I find it?

May I borrow?

- Underline the modals used on the board.
- Ask students to check the sentences on their books. Let them complete the task.
- Ask them what the verbs on the book express and what the verbs on the board express.
- Point out the box explaining about the modal verbs. Give them more examples. Be sure that the students understood about modal verbs.

Section B (5 minutes)

- Tell students that modal verbs were used on the comic strip. Ask them to circle the verbs.

Answer key:

can't   must   can't

- Ask them to complete the next task related to the comic strip.

Answer key:

Must

Can't

Section C (15 minnutes)

- Ask students to reread the article Books vs. e-books: The science behind the best way to read.
- Tell them, they will answer the questions related to the article. On this task, they must use modal verbs. Walk around the classroom monitoring and helping if needed.

Answer key:

1.No. E-books are more practical for travelers because they can carry an entire library in a portable e-reader.

2.No. People should read books for better memory retention.

3.Answers may vary. Accept any answer if it is according to the article.

Section D (5 minutes)

- GROUP WORK. Divide the class into two groups. Tell the students that after reading the article about books and e-books, and considering their own opinion about the topic, they will share their point of view with their classmates. Some of them might never have read an e-book, so try to mix the students as to have a better share of opinions. SS should use modal verbs on this task. Walk around the classroom monitoring.

Class 3 – 50 minutes

Warm up (5 minutes)

- Before the class starts, write on the board the tongue twister:

If two witches watched two wrist watches,
Which witch would watch which wrist watch?

http://www.englismag.com/EN/pronunciationtonguetwisters

You may draw if you you think your SS will like.

- Read the tongue twister for them. Read it again and ask them to repeat. Challenge them to read by themselves.

Pronunciation

Section A (5 minutes)

- Most students might understand what a tongue twister is. If needed, explain what a tongue twister is.

tongue-twister: a sentence or phrase that is intended to be difficult to say, especially when repeated quickly and often.
http://dictionary.cambridge.org/dictionary/english/tonguetwister

41

- Play the tongue twister:

Which witch wished
Which wicked wished?
On: :
https://www.youtube.com/watch?v=Z4Db6
ckmnEo

- Play it again and encourage SS to repeat as to differentiate the sounds [tʃ] and [ʃ].

Section B (5 minutes)

- Point out the sounds [tʃ] and [ʃ] write which and wish on the board.
- Ask SS to try the examples on the book.
- Ask them if they can give more examples.

Section C (5 minutes)

- Tell SS they will sort the words from the box according to the correct sound. They may use the online Cambridge dictionary to help.
- Check the asnwers as a whole group.
http://dictionary.cambridge.org/
Answer key:
[tʃ]: old-fashioned, show, publish, short, shrink
[ʃ]: each, choose, choice, research, such, change, much

Listening

Section A (5 minutes)

- GROUP WORK. Divide the class into small groups. Ask them to discuss the questions from the book.

Section B (10 minutes)

- Ask students if they have ever heard about Audible. Explain to them that Audible is a website that sells digital audiobooks, radio and TV programs, and audio versions of magazines and newspapers.

What is Audible?
Audible is a subsidiary of Amazon and the world's largest producer of digital audiobooks. Our selection includes over 200,000 best-selling digital audiobooks, radio and TV programs, and audio subscriptions to popular magazines and newspapers. You can purchase Audible audiobooks without a membership to our service or join and receive benefits that include 30% off purchases, unlimited listening to Audible Channels, a Great Listen Guarantee return policy and more!
https://audible.custhelp.com/app/answers/detail/a_id/4436/~/what-is-audible%3F

- Tell students they will listen to a review about Audible.com.
- Explain to them what a review is.

Review: If critics review a book, play, film, etc. they write their opinion of it.
https://dictionary.cambridge.org/dictionary/english/review

A review is an evaluation of a publication, service, or company such as a movie (a movie review), video game (video game review), musical composition (music review of a composition or recording), book (book review); a piece of hardware like a car, home appliance, or computer, or an event or performance, such as a live music concert, play, musical theater show, dance show, or art exhibition. In addition to a critical evaluation, the review's author may assign the work a rating to indicate its relative merit. More loosely, an author may review current events, trends, or items in the news. A compilation of reviews may itself be called a review.
https://en.wikipedia.org/wiki/Review

- Students may have already read or listen to reviews. Elicit examples from the SS.
- Play the video Review: Audible.com on:
https://www.youtube.com/watch?v=m4w5Rs4ziYM

Video transcript:

Hey guys! Chris here and today we´re going to be reviewing the service audible.com and Amazon company.

So, reading is one of the best ways to self-teach yourself in any interest you have. You could say books are just like YouTube videos but a deeper look into the author´s mind or in other words, the youtuber. Alright, so in short, Audible.com is a virtual library of books that are all in audio format. Meaning, someone has actually narrated over the book and all you have to do is listen for the service Audible provides. It does a great job at a subscription of $14.95 a month. I give it a rating of seven out of ten. Unlike audiobooks, regular books it´s easier to find specific pages when looking back for information. The way Audible.com works is every month of your subscription you receive one credit and that credit can be used to redeem any audiobook in their library. Each audiobook has its own price and one credit offers the price of one book no matter how high or low that price is. One credit can redeem a five dollar book or a twenty dollar book it all counts as one credit. Now you can hold up to six credits in your account but if you use all your credits you can still get audiobooks. You just have to buy them like a regular member but as a member you only have to pay 70% of the books´ price, so all books are 30% off. Now comes the question. Is this subscription of audiobooks worth $14.95 a month? For me, I have to say no. The price is a little too steep for when I take an account of how often I use this service. Essentially you´re paying $15 for a book each month. That´s a bit high for me, but if you have a good income, $15 a month is not a break in the bank. A good reason I rate this service a 7 out of 10 is because Audible.com takes the work out of finding the audiobooks you want. But 9 times out of 10 if you don´t care about the format of the book you can find the e-book or audiobook free to download somewhere on the internet. But that´s illegal. The best way to determine whether Audible.com and its price is worth it to you is to try it out. You can call their 24-hour customer service hotline and ask to be enrolled for a $7.95 a month deal on your first three months. I believe this is how much Audible.com should cost. Well, mu overall thoughts is Audible.com is a great service. The select books in their library is huge and supports both your computer and mobile platforms like your smartphone for $14.95 a month. I rate it a 7 out of 10 for $7.95 a month. I weigh Audible a 9 out of 10. Not every book is an audio format. Of course hard copies are still the primary medium for e-books. Thank you guys for watching and if you have any questions or concerns, leave them down below. I´ll see you guys in the next video. Please subscribe for future content. Bye guys!

- Discuss briefly about the main idea of the video. If necessary, play it again.

Section C (15 minutes)

- Students will complete the comprehension tasks related to the video.

Answer key:

1. Show opinion about the service Audible.com

2. No. Because the price is a little too steep/high for when he takes an account of how often he uses this service.

3. Personal answer.

Class 4 – 50 minutes

Warm up (5 minutes)

- Tell students you found two funny/strange inventions on the internet. Show them the picture:

http://mia.minerala.nytegaa.com/wardlife-balancingact/2016/01/index.html

- Ask them what they think about it. Is it useful? Would they buy it?

- Show them the next picture. Discuss as the first picture.

http://clyrter.com/funny-and-strange-inventions-25-n-holas/crazy-inventions-15/

- Show the last picture Discuss as previously.

http://www.lalwar.com/10-crazy-inventions-people-actually-buy-for-their-clas/

The flashcard can be found at the end of this unit.

Listening

Section A (5 minutes)

- Divide the class into small groups and discuss the question from the book.
- Ask one student from each group to share what they have discussed.

Section B (5 minutes)

- Ask students to complete the chart with the pros and cons of electronic devices.

Answer key:

-Answers may vary according to the group age you have (young adults or adults).

Section C (10 minutes)

- GROUP WORK. Divide the class into two groups. Tell them that each group will give the teacher arguments defending the pros or cons of electronic devices. Give them about 2-3 minutes to take a look at their notes from the previous task and discuss how they will defend their point of view. When ready, start and mediate the debate.
- Remind them that everyone in the classroom has pros and cons. Even though they will defend pro or con, they must be polite and respect the opposite group.

Writing

Section A (5 minutes)

Whole group. Discuss the questions from the book.

Section B (15 minutes)

Tell students, they will write a review about their smartphones. Explain to them that the first step to write a product review is to use the product. Then guide them following the steps from the chart bellow.

Introduction	The introduction of your review needs to quickly engage the reader with a description of his or her reason for seeking a product of this type and a statement of the product's promise to the consumer.
Body	In the body of your review, you need to cover several basic but important pieces of information: Describe what your selected product or service does. Remember to be specific.; Include practical details like the price, the size, the shelf life, etc.; Be sure to also identify the target demographic and the benefits to that demographic of this item.
Conclusion	In the conclusion to your review, you need to offer your final opinion on the product or service you're reviewing: Indicate to your reader whether or not, in your estimation, the product delivers on its promise.; Be balanced in your evaluation of the product's pros and cons, your likes and dislikes, but remember that your reader is relying, at least in part, on the honesty of your recommendation.; Finally, offer a summative and evaluative statement that indicates whether or not you believe the product offers a good value.

Section C (5 minutes)

- Tell students to exchange books with a partner.
- Ask them to read their partner's review and decide if they would buy the product.

Rationale

Digital Adventures was developed as to provide an environment to help learner´s become critically aware of real-life situations and as to express themselves in an effective way. When teaching critically, we must take into consideration the view of the world (social, culture, identity, etc.).

For both units, authentic material (texts, videos) was chosen within the intention of provide meaningful knowledge in a communicative situation, living, traveling or working abroad, for instance. This material encompasses all skills (reading, writing, listening and speaking) with the purpose of activating the learner´s linguistics and prior knowledge of the world. The tasks are to be taught in the Communicative Approach.

> *"Nunan (1989) offers this definition:*
>
> *The communicative task [is] a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right."*
>
> (RICHARDS, 2004 *apud* NUNAN)

The tasks were designed to be motivating and guide the teacher as a facilitator on the learning process. The tasks were developed to provide learners with satisfactory blend of confidence and enjoyment. They were reflected upon the flexibility of teachers' sensitivity towards the need of adjusting throughout the lessons. Motivation is an important factor on learning process; therefore, teachers might make use of different strategies.

> *"The teacher and the learner have a remarkable degree of flexibility for they are presented with a set of general learning objectives and problem-solving tasks, and not a list of specific linguistic items"*
>
> (KUMARAVADIVELU, 1991 apud RICHARDS)

The units have a starter section. This section is to promote a *'warm up'* according to the topic to be explored. The tasks help learners to settle onto the lesson and focus on its content. The starter is used only on class 1. For classes 2, 3, and 4, there will be warm ups aiming motivation and raise learners their attention before the learning lesson start.

Reading

Articles were chosen to compose the reading material on both units. This section is named *'Read'*. The themes are contemporary although each person has a different level of interpretation/understanding. The articles hold easy lexis with the intent to avoid misinterpretation for lack of knowledge on the subject. They provide language input and enhance learner´s overall language proficiency. Questions were elaborated for comprehension practice and encourage discussion of learner´s critical point of view.

> *"Good readers simultaneously use many different kinds of cues- visual, phonological, meaning, and language structure-as they process print."*
> (PINNELL; FOUNTAS, 1998, p.220)

Writing

Regarding to writing, the section named *'Write'*, is genre-based activities are proposed. On unit one, it is presented persuasive text and on unit 2 a product review. To perform the writing tasks, students will have already be present the necessary input. The aim of the tasks is to learn the characteristics of these types of texts. Furthermore, communicate the ideas using appropriate style, organize ideas in a clear way, use the features typical of these types of texts and use appropriate functions to express meaning. In addition, *"[...]it does not matter what you write about as long as it conforms to an accepted rhetorical model."*(RAIMES, 2002, p.309)

"Whenever we write we are thinking of messages and texts that we craft into strings of words, all arranged according to the rules of our language".

(PINNELL; FOUNTAS, 1998, p.191)

Vocabulary

Vocabulary is presented embedded on the writing task section in unit 1. The activities on task 'D' were developed regarding to main words related to the text presented. They are focused to elicit vernacular speech style and reflect automatic performance requiring real communication.

Speaking

The speaking tasks are interactive and this section is named *'Speak Out'*. On unit one, a seminar is proposed contextualized to the persuasive writing text previously done. Learners will prepare a seminar that will involve more than just the text type, grammar, vocabulary and functions. In extent, they will use body language, interactive strategies and oral fluency (use of normal speed, no hesitation, repetition). In addition, *"there is tremendous various variation cross-culturally and cross-linguistically in the specific interpretations of gestures and body language"* (BROWN, 1994 *apud* SHUMIN). Afterwards, they will expose their opinions which were taken notes whilst classmates presentations. On unit two, learners will work individually as to prompt their ideas for further discussion. In the post task, learners will work in a meaning-focused task in which it will *"enable them to create discourse that conveys their intentions in real-life communication"* (SHUMIN, 2012, p.208).

Pronunciation

On section *'I Love English'*, pronunciation in a communicative aspect is the main objective. According to Richards and Renandya (2002) *"Approaches to the teaching of pronunciation have*

changed significantly [...], moving beyond an emphasis on the accurate production of individual speech sounds to concentrating on the broader, communicative aspects of connected speech". On unit 2 a tongue twister is presented as to differentiate two sounds. It is hard to say tongue twisters in our native language, even more in a second language. It is supposed to be a funny task.

Listening

'Listen' is the section in which listening is the aim. Songs are appreciated by people. On unit one, learners will work on a famous song. The lyrics are in context with the grammar. A cloze and an inference activity are designated. If time allows, teacher may explain the history behind the song. On unit two, a video is presented as to introduce the text genre: review. Furthermore, expose learners to authentic material as to practice listening that takes place in real life. I addition, *"It is only when learners are aware of the unique characteristics of authentic listening input that can they be equipped with skills to handle real-life communication".* (LAM, 2002, p.251)

Grammar

The grammar section is labeled *'Focus on Language'*. Grammar is presented inductively. The tasks focus on linking communicative goals with the grammatical exponents as to help peers interaction. They reflect natural language in use. They were designed to provide suitable examples extracted from authentic texts (reading section) in order to raise learners' awareness and enable them to infer the rule of the specific grammatical points to be learned. "*Knowing how to build and use certain structures makes it possible to communicate common types of meaning successfully. Without these structures, it is difficult to make comprehensible sentences"* (SWAN, 2002, p.151)

Teacher's Guide

The teacher's guide was developed to, as it says, to guide the teacher. Procedures are described in a clear way enabling the teacher to acknowledge learner's what they will do with the input provided. Nunan (2004) says that *"tasks could be analyzed in terms of the extent to which they require learners to rehearse, in class, the sorts of communicative behaviors they might be expected to use in genuine communicative interactions outside the classroom."*

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