

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras – FALE
Programa de Pós-graduação em Estudos Linguísticos - POSLIN
Curso de Especialização em Ensino de Inglês – CEI

**“Spark Ideas” - Inspiring students to think critically
(Unidade Didática para o Ensino de Inglês)**

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Introduction

One of the reasons why I love being a teacher is the opportunity to explore my creativity. Starting CEI (*Curso de Especialização em Ensino de Inglês – Faculdade de Letras – UFMG*) was undoubtedly a wise decision on the grounds that it enhanced my knowledge of material development. Throughout the course, the theories and tasks sparked my interest in designing the units that compose this work.

Due to this fact, the name *Spark Ideas* sounded appropriate to the book. According to *Dictionary.com*, one of the definitions for *spark* is “anything that activates or stimulates; inspiration or catalyst”. And this is what I aimed at when developing the material. It was designed to stimulate learners to use their creativity to the most, to inspire them to have their own ideas.

Spark Ideas targets mainly at teenage learners at the intermediate level of English (level B1 according to the Common European Framework of Reference for Languages), who study English at a language school. However, considering the topics and types of activities, I believe it would be appealing to adults and to students of Ensino Médio as well.

The purpose of *Spark* is not only to connect learners to what is going on in the world but also to make them reflect about their reality, their community. It can be noticed that there is a transition from a broader view of the fact to the personalization stage, when students are given a voice to tackle the issue from their point of view. In addition, there are several opportunities for interaction and the patterns vary. There are activities to work on the four skills: listening, reading, speaking and writing.

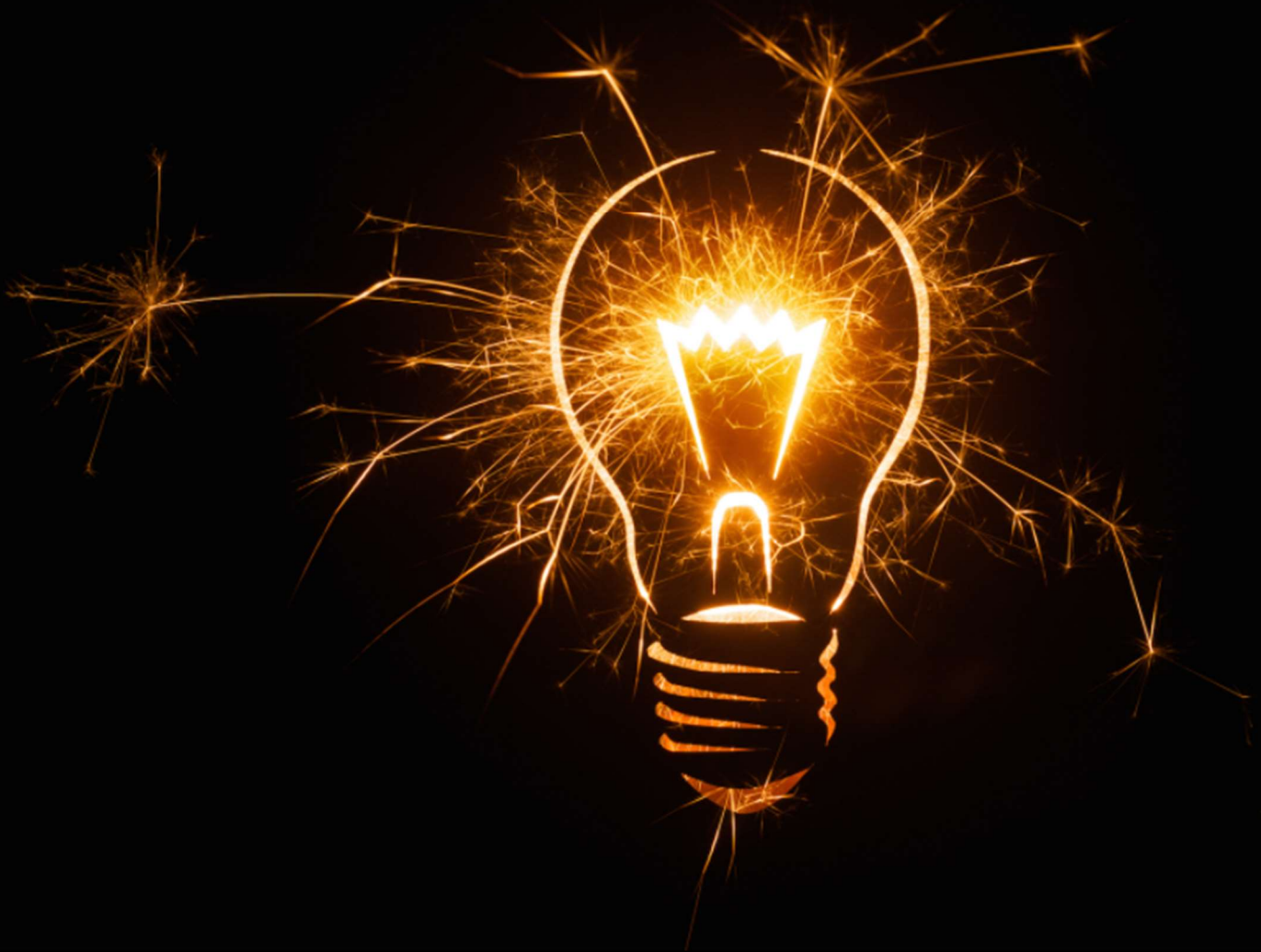
The first unit addresses the issue of representation in the media, especially in books, films and series. The video that features the listening activity was my inspiration for the unit, as well as the fact that I frequently notice my African descendent young learners portraying themselves as fair-skinned people. Throughout my professional life, I had very few opportunities to raise this discussion in class, limited to the material and syllabus that did not cover it. Thus, the goal of this unit was to give a voice to students so that they show how they would like to be represented, to create a character that could be a role model for them.

The second unit is about the New Seven Wonders. What sparked my interest in this topic was the fact that I feel that teenagers nowadays focus principally on ‘mainstream’ things, and tourist destinations do not escape from that. The goal is to raise the discussion to what makes a place wonderful and to make them look around and see good places that may be underrated.

The units are divided into sections: *Getting in the mood* (that activates students’ background knowledge and raise interest to the topic), *Listening time*, *Reading Time*, *Grammar*, *Pronunciation*, *Thinking out loud* and *Writing down your ideas* (these two correspond to the speaking and writing tasks, respectively). At the end, there is room for self-assessment at the *Now I can* section. Links to further information are suggested to stimulate learners’ curiosity. Moreover, the tasks are designed to have students in the center of the learning process and teachers should play the role of the facilitators, most of the time.

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Spark Ideas

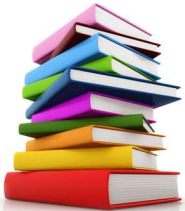


Maria Clara Nunes

Unit 1 - Representation

Getting in the mood

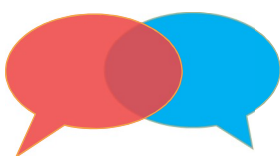
1) Complete the chart below with your favorites. Then, compare your list to your partner's.



	Me	My Partner
BOOK / COMIC BOOK		
SERIES		
CARTOON		
FILM		



⇒ Considering your answers for the previous activity, discuss:



- Do you have a favorite character?
- What's this character like?
- What do you and this character have in common?

Listening Time

2) The images below were taken from a video. Talk to the class: *What do you think this video is about?*



From: <https://goo.gl/Yc2y06>

⇒ Watch the video your teacher will show you and check your predictions.

3) Answer if the sentences below are TRUE (T) or FALSE (F). Then, watch the video again and check.

- The name of the project is 1000 Black Girl Books.
- The project aims at collecting books whose main characters live in Africa.
- Marley's mom had the idea of the project and they decided to implement it together at the girls' school.
- Marley claims that, when readers relate to the characters, they can learn what the characters learn and so their life can be better.
- She came up with the number 1000 because it is the amount of books she has already read.
- Marley has distributed books in The USA and Jamaica and dreams of doing the same in places she has never been before.

If you'd rather watch it in your gadget, scan the code below:



4) Talk in groups:

- Who can benefit from '1000 Black Girl Books' project?
- "When you see someone that you can relate to, you normally remember the things that they learn, so then you can use them in your life to make your life better." How does this relate to the project?
- Is there any type of character that you would like to see more in books, TV programs or films? If so, which one(s)?



Reading Time

5) Look at the headline and the first paragraph of a news article and discuss with the whole class:

- Who would be keen on reading this text?
- Why might TV be outpacing Hollywood in diversity?



Adapted from: <http://www.tweentribune.com/article/tween56/tv-outpaces->

Glossary

Outpace / ,aʊt'peɪs/
verb (used with object),
outpaced, outpacing.
1. to surpass or exceed, as
in speed, development,
or performance:
*a company that has
consistently outpaced
the competition in sales.*

6) Now read the full article and check your predictions:

Hollywood continues to be rocked by a [backlash](#) to the lack of diversity in the Oscar nominations and in the film industry at large. But it doesn't have to look far for inspiration. Just turn on the TV.

Where the movies have lagged, television has recently exploded with diversity. Now, the film industry will be playing catch-up to [the small screen](#). Television is where some of the most talented people of color have turned for greater artistic freedom. It [provides](#) the chance to tell more varied stories.

Many previous Oscar nominees are already there.

Forest Whitaker, who won best actor for 2006's "The Last King of Scotland," is part of a "Roots" remake for A&E. Two-time Oscar [nominee](#) Viola Davis is on Shonda Rhimes' "How to Get Away With Murder" for ABC.

"TV cares about its audience," says Davis. In September, she became the first African-American to win an Emmy for best actress in a drama. "TV wants to cater to the demographics of what is America."

Television is a faster, livelier medium than film. Movies regularly take years to make. TV also has some structural advantages. Power in Hollywood is still largely held by the six major studios and a handful of other large production companies. In television, there's a true ocean of opportunity. It includes cable and streaming networks with deep pockets and a willingness for riskier material.

The TV landscape was less diverse just a few years ago, but for now it's flush with the likes of Lee Daniels' "Empire," Aziz Ansari's "Master of None" and Jill Soloway's "Transparent."

To compete in an increasingly crowded media landscape, studios invest in fewer films. Instead, they focus on [blockbusters](#). Those can sell tickets around the globe. It's a strategy that has been largely working. A record \$11.1 billion was spent at the box office in 2015. But it has put a stranglehold on distinct voices, of any color, who find little daylight between hulking franchises.

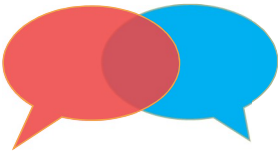
Darnel Hunt is the head of UCLA's Ralph J. Bunche Center for African American studies and warns against viewing actions of diversity as symbols of deeper progress.

"I don't think most of the public is aware of what goes on behind the scenes and how exclusionary the business really is. Particularly if you see people of color on screen, which you do increasingly see on television," says Hunt. "But if you look behind the scenes, you don't see nearly as much diversity."

7) Use the highlighted words in #6 to complete the table:

(1)	noun	a strong feeling among a group of people in reaction to a change or recent events in society or politics
(2)	noun phrase	television, especially when compared with cinema
(3)	noun	someone who has been nominated for something
(4)	verb	to give someone something that they need
(5)	noun	a book or film that is very successful

8) Discuss the questions below in pairs:



- How many blockbusters have you read or watched this year?
- Can you name any of this year's Oscar nominees?
- Would you rather watch films in the big screen or in the small screen? Why?

9) Go back to the article and fix the sentences below using evidence from the text. Then, check in pairs.

- Television has always had more diversity than cinema.
- Viola Davis has been nominated for the Oscars three times.
- Movies productions last as much as TV productions.
- Aiming at competing with TV industry, movie studios produce more films.



The American actress Viola Davis

Grammar

10) Observe the sentences below and answer the questions:

“Hollywood continues to be rocked by a backlash to the lack of diversity in the Oscar nominations and in the film industry at large. But it doesn't have to look far for inspiration.”

“Power in Hollywood is still largely held by the six major studios and a handful of other large production companies.”

“Many previous Oscar nominees are already there.”

- a) What do these words have in common?
- b) Do they derive from other words? Which ones?
- c) Observe the words *nominations* and *nominees*. What is different in the form? Is the meaning the same?

Grammar Box

What is a suffix?

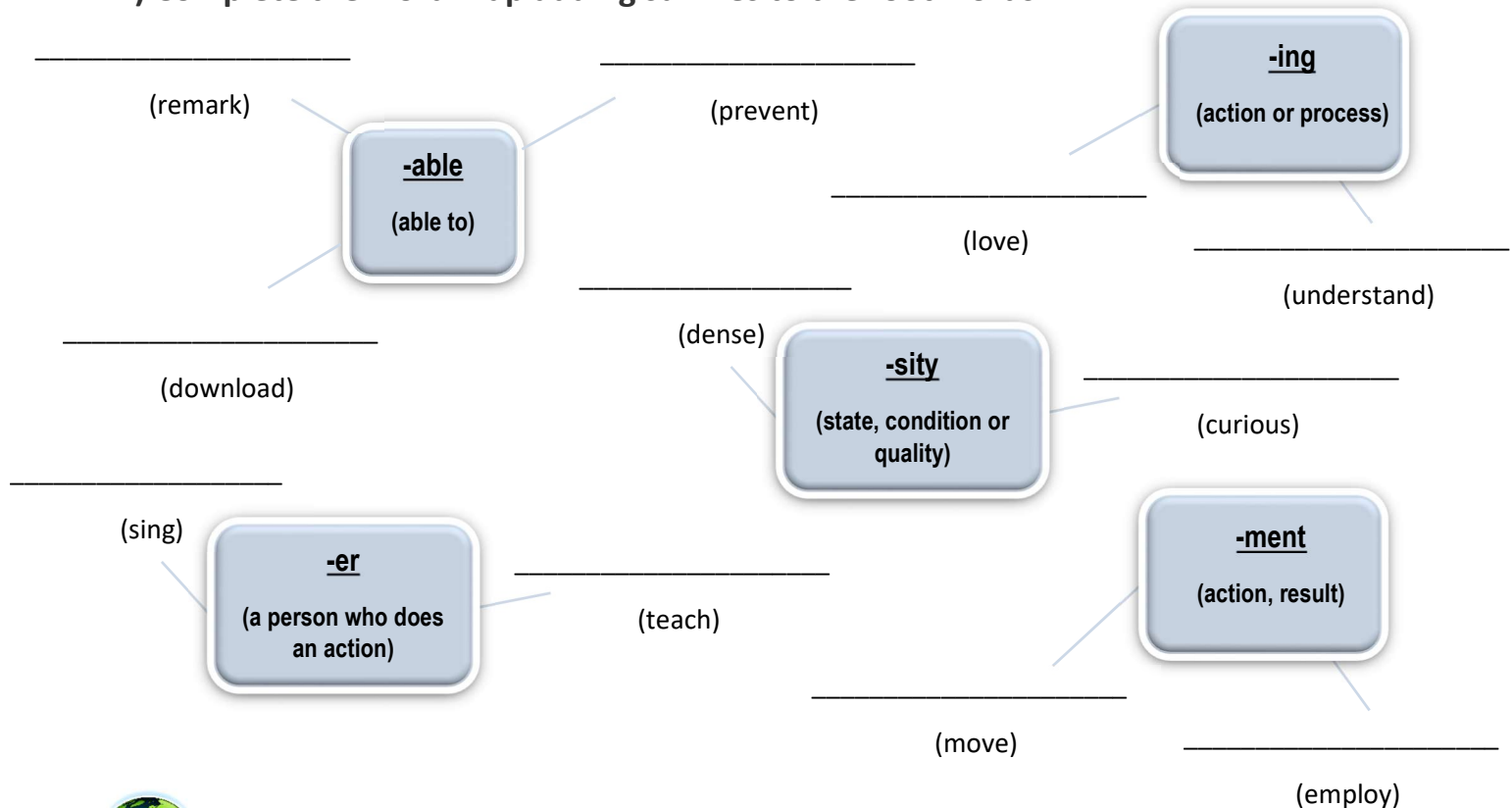
A suffix is a word ending - a group of letters you can add to the **end** of a **root word**.

eg walking, helpful

Adding suffixes to words can change or add to their meaning. But they can also show how a word will be used in a sentence and what part of speech the word belongs to (**eg** noun, verb, etc).

Adapted from: <http://www.bbc.co.uk/skillswise/factsheet/en17suff-l1-f-what-is-a-suffix>

11) Complete the word map adding suffixes to the root words.



For a more complete list of *suffixes*, visit:
<https://goo.gl/8KPZuj>

12) Add suffixes to the words in the box to complete the headlines.

READ – DIVERSE – REPRESENT – UPLIFT – CONTROVERT – ADMIRE – ENTERTAIN



Top 25 Most (1) Heroes in Modern Television



Will Smith Celebrates Superhero at 'Suicide Squad' Premiere (2)



Artist Turns Trump's Most (5) Quotes Into Comic Book Covers



Good stories empower the (6)



MOVIES

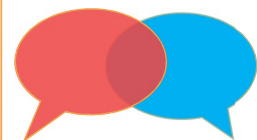
Oscars 2017 Nominations Spark Inclusion and (7) Discussions



'Loving' offers timely, (4) take on interracial romance

In pairs, discuss:

Which of the articles above would you like to read? Why?



Links to the articles:

IMDb: <https://goo.gl/8Cx0nC>

The Hollywood Reporter: <https://goo.gl/phkdoi>

The Huffington Post: <https://goo.gl/BXUTZN>

CNN: <https://goo.gl/1sbQiA>


American Press Institute: <https://goo.gl/1sbQiA>

Teen Vogue: <https://goo.gl/xeWJX4>

Pronunciation

13) Read the dictionary entry below do as follows:

representation Word Frequency
●●●●●

(.rɛprɪzən'teɪʃən )

noun

- 1. the act or an instance of representing or the state of being represented
- 2. anything that represents, such as a verbal or pictorial portrait
- 3. anything that is represented, such as an image brought clearly to mind

From: <https://www.collinsdictionary.com/dictionary/english/representation>

- a) Circle the stressed syllable: REPRESENTATION.
- b) Observe the vowels in the suffix *-tion*. Do they make one or two sounds?
- c) Which phonemic symbol is used to represent this sound?

Schwa is the name for the most common sound in English. It is a weak, unstressed sound and it occurs in many words. It is often the sound in grammar words such as articles and prepositions.

The phonemic symbol for this sound is /ə/.

The sound schwa does not only represent a single letter. In some words, it is the sound of several letters or even a whole syllable.

Check the link learn how to pronounce /ə/: <https://archive.org/details/SoundOfSchwa>

Adapted from: <http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/features/schwa/>

14) Circle the stressed syllable of the words below and underline the reduced vowels /ə/. You may use a dictionary to check your answers:

ADMIRABLE

ENTERTAINMENT

CONTROVERSIAL

DISCRIMINATION

READER

DIVERSITY

⇒ Practice saying these words in pairs.



Links to Dictionaries:

dictionary.cambridge.org

dictionary.com

en.oxforddictionaries.com

Thinking out loud

15) Work in groups. Think of a series, TV program, comic book, book, etc, in which you would like to see more diversity. Discuss the ideas below and make decisions together:

- What type of media would you like to propose the changes to?
- What is the new character like? Think of gender, age, appearance, personality, background story, attitude or any other trait.
- Why would this new character change the work for the better?
- What benefits would people would get from it?

After that, present your ideas to the whole class. You can also draw the portrait of the character, if you'd like to.

TIPS!

Useful Expressions for Discussions

- Making suggestions:
 - How about...? / What about...?
 - What do you think of...?
 - Why don't we...?
- Stating opinions:
 - As I see it...
 - As far as I'm concerned...
 - Personally, I think...
 - To my mind...
 - I reckon...
- Agreeing:
 - Absolutely.
 - That's exactly how I feel.
 - I have to side with (you) on this one.
 - I couldn't agree more.
 - You have a point there.
- Partially agreeing:
 - Point taken, but...
 - I see what you mean, but...
 - I see your point, but...
- Disagreeing:
 - I'm afraid I disagree.
 - We don't see eye to eye.
 - I'm not so sure about that.
 - I don't think so.

Writing down your ideas

16) It's time to feel represented! Now you are going to make this new character real.

Imagine the character you proposed is now in the story. Write a news article talking about this character. Mention:

- Who this character is and what he/is like
- What story is this character in
- What sort of benefits and consequences this character brought to the story and to the audience

Later, share your stories online. You can use websites such as *Padlet* and *Tapatalk*. You classmates should be allowed to make comments and share their stories too.

TIPS!

- ✓ Create a headline for the News article
- ✓ Keep it objective and simple.
- ✓ The first sentence of a news article is called the lead and contains the story's most essential details.
- ✓ You are completely impartial. Don't use "I" and "me" unless you are quoting someone.
- ✓ Quote people. For example: "We're really excited about this competition," says coach Bob Dabalina, "It's the highest target we've ever set ourselves".

Adapted from: <https://goo.gl/GLa9Nl> and <https://goo.gl/XGuiq>



USEFUL LINKS:

Padlet:
padlet.com

Tapatalk:
www.tapatalk.com

Now I can...

Now that this unit is over, think of your performance and how much you think you have learned. Check the emoji that you consider best suits you.

- 😊 – I can do it well and confidently.
- 😐 – I think I can do it, but I can be better.
- 😞 – I need to work on it because I think I am not good at it.

Talk about my favorite characters.	😞	😐	😊
Talk about diversity in the media.	😞	😐	😊
Make new words using suffixes.	😞	😐	😊
Pronounce the reduced vowel sound /ə/.	😞	😐	😊
Discuss about something and make decisions in groups.	😞	😐	😊
Read a news article.	😞	😐	😊
Write a news article.	😞	😐	😊

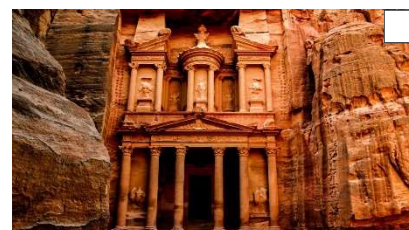
Unit 2 – The New Seven Wonders

Getting in the mood

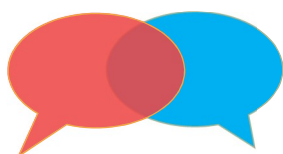
1) Do you know the monuments below? Match the pictures to the descriptions.



- A. Christ the Redeemer, Brazil
- B. Taj Mahal, India
- C. The Great Wall of China
- D. Petra, Jordan
- E. Colosseum, Italy
- F. Machu Picchu, Peru
- G. Chichén Itzá, Mexico
- H. Eiffel Tower, France
- I. Statue of Liberty, the USA
- J. Stonehenge, England



2) Talk in pairs about the places in #1:



- What else do you know about them?
- Have you ever visited any?
- If so, which one(s)? What are your impressions?
- If not, which one(s) would you like to visit? Why?
- Seven of these places were announced as the New Seven Wonders. Do you know which ones?

Listening Time

3) You'll listen to a radio program about the New Seven Wonders. Do the following tasks about it:



From: <https://goo.gl/kOlbDW>

3.1) Listen to the first part. Three monuments of the previous exercise did **NOT** make it to the list. Which are they?

3.2) Listen to whole radio program and answer the questions below.

- Why do they compare the wonders to the reality show 'American Idol'?
- Why does the interviewee criticize the 'checklist mentality'?
- They compared the present list to the Ancient Wonders of the World. What is positive about the new one?
- "Travel is about the serendipities and the sensualities, the sensuous riches of the world." What does he mean? Do you agree with this?

Glossary

serendipity /,ser.ən'dɪp.ɪ.ti/ (noun)
1. an aptitude for making desirable discoveries by accident;
2. good fortune; luck:
the serendipity of getting the first job she applied for.

sensuous /'sen.sʊ.əs/ (adjective)
1. perceived by or affecting the senses: *the sensuous qualities of music;*
2. readily affected through the senses: *a sensuous temperament.*

Reading Time

4) This is the heading of the website about Machu Picchu. Read the information in the box on the right. Discuss in pairs whether you think this is accurate or not.



The Incas built Machu Picchu as a fortress, to protect themselves from the Spanish colonizers. However, the Spanish devastated the population and the buildings. Only in the beginning of the 20th century there was a restoration and Machu Picchu and visitors were allowed. The Peruvian government declared it a Peruvian Historical Sanctuary in 1981. Two years later, UNESCO declared it a World Heritage Site.

5) Now read the text below and underline the passages that prove the pieces of information in #4 are right or wrong.

MACHU PICCHU

Maharashtra, Bombay State & Bombay Presidency, Peru

Machu Picchu (Spanish pronunciation: ['matʃu 'piktʃu]) or Machu Pikchu (['matʃu 'piktʃu]), is a 15th-century Inca citadel situated on a mountain ridge 2,430 metres (7,970 ft) above sea level. It is located in the Cusco Region, Urubamba Province, Machupicchu District in Peru, above the Sacred Valley, which is 80 kilometres (50 mi) northwest of Cuzco and through which the Urubamba River flows.

Most archaeologists believe that Machu Picchu was built as an estate for the Inca emperor Pachacuti (1438–1472). Often mistakenly referred to as the “Lost City of the Incas” (a title more accurately applied to Vilcabamba), it is the most familiar icon of Inca civilization. The Incas built the estate around 1450 but abandoned it a century later at the time of the Spanish Conquest. Although known locally, it was not known to the Spanish during the colonial period and remained unknown to the outside world until American historian Hiram Bingham brought it to international attention in 1911.

Machu Picchu was built in the classical Inca style, with polished dry-stone walls. Its three primary structures are the Inti Watana, the Temple of the Sun, and the Room of the Three Windows. Most of the outlying buildings have been reconstructed in order to give tourists a better idea of how they originally appeared. By 1976, thirty percent of Machu Picchu had been restored and restoration continues.

Machu Picchu was declared a Peruvian Historical Sanctuary in 1981 and a UNESCO World Heritage Site in 1983. In 2007, Machu Picchu was voted one of the New Seven Wonders of the World in a worldwide Internet poll.

From: <https://goo.gl/UFp9ls>

6) Talk in groups:



- What surprised you most about Machu Picchu?
- Why do you think it is in the list of the wonders?



If you'd like to know more about the wonders, visit:

<http://n7w.com>



Grammar

7) Observe the sentences below and answer the questions:

- (A) "... Machu Picchu **was built** as an estate for the Inca emperor Pachacuti (1438-1472)."
(B) "The Incas **built** the estate around 1450..."

- Underline the subjects of both sentences.
- In which sentence does the subject do the action of building Machu Picchu?
- Observe sentence A and answer: which is more important, people who built Machu Picchu or the city itself?
- Is the verb phrase in sentences A and B the same? What happens to it?

- (C) "...Machu Picchu **was built** by the Inca Pachacutec, the greatest statesman of Tahuantinsuyo..." (http://www.machupicchu.org/machu_picchu_history.htm)

→ Comparing sentences A and C, answer:

- Do they have the same subject?
- In what sentence the one who built Machu Picchu is clear?
- What preposition comes before that?

Grammar Box

Passive Voice

ACTIVE ⇒ The Incas **built** Machu Picchu in the 15th century.
object

PASSIVE ⇒ Machu Picchu **was built** by the Incas in the 15th century.
subject

- We use the Passive Voice when what happened is more important than who/what performed the action.
- When we use the passive, who or what causes the action is often unknown, unimportant or it is implicit in the context.
- The passive is formed by **be + past participle**:

"It **is located** in the Cusco Region."

"Machu Picchu **was declared** a Peruvian Historical Sanctuary in 1981"

- If we want to say who does or what causes the action, we use *by*:

"We could really appreciate how we're **surrounded by** wonder."

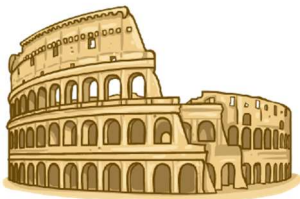
8) Read more about other wonders. Complete the sentences using the correct form of the verbs in brackets, *passive* or *active*.

Taj Mahal

- In 2007, it _____¹ (declare) a winner of the New7Wonders of the World (2000–2007) initiative.
- It _____² (commission) in 1632 by the Mughal emperor, Shah Jahan (reigned 1628–1658), to house the tomb of his favorite wife, Mumtaz Mahal.
- Construction of the mausoleum _____³ (complete) in 1643 but work continued on other phases of the project for another 10 years. The Taj Mahal complex is believed to have been completed in its entirety in 1653.
- It _____⁴ (regard) by many as the best example of Mughal architecture and a symbol of India's rich history. The Taj Mahal _____⁵ (attract) 7–8 million visitors a year.



Colosseum



- The Colosseum or Coliseum is an oval amphitheatre in the centre of the city of Rome, Italy. Built of concrete and sand, it is the largest amphitheatre ever built. Construction _____⁶ (begin) under the emperor Vespasian in AD 72, and was completed in AD 80 under his successor and heir Titus.
- The Colosseum could hold, it _____⁷ (estimate), between 50,000 and 80,000 spectators, having an average audience of some 65,000; it _____⁸ (use) for gladiatorial contests and public spectacles.
- The Colosseum's original Latin name was Amphitheatrum Flavium, often anglicized as Flavian Amphitheater. The building _____⁹ (construct) by emperors of the Flavian dynasty, following the reign of Nero.

Christ the Redeemer

- The statue _____¹⁰ (weigh) 635 metric tons and _____¹¹ (locate) at the peak of the 700-metre (2,300 ft) Corcovado mountain in the Tijuca Forest National Park overlooking the city of Rio.
- A symbol of Christianity across the world, the statue has also become a cultural icon of both Rio de Janeiro and Brazil, and _____¹² (list) as one of the New Seven Wonders of the World.
- It _____¹³ (make) of reinforced concrete and soapstone, and was constructed between 1922 and 1931.



(Sentences retrieved from <http://n7w.com>.)

Reading Time

9) Read website below and check the correct sentences.

The screenshot shows the TripAdvisor page for Corcovado Christ the Redeemer. At the top, there's a green navigation bar with the TripAdvisor logo, the location 'Rio de Janeiro', and icons for cart, list, user, and a 'JOIN' button. Below the navigation bar, the title 'Corcovado Christ the Redeemer' is displayed in large black font. Underneath the title, there are five green circles representing a 4.5-star rating, followed by '52,886 Reviews', '#2 of 718 things to do in Rio de Janeiro', and 'Monuments & Statues, Sights & Landmarks'. A location pin icon is followed by the address: 'Parque Nacional da Tijuca | Cosme Velho, Rio de Janeiro, State of Rio de Janeiro 22241-330, Brazil'. There is also a '+ Add phone number' button. The 'Overview' section is highlighted. It features a large '4.5' rating with five green circles and '52,886 reviews'. Below this is a horizontal bar chart showing the distribution of reviews: Excellent (72%), Very good (21%), Average (5%), Poor (1%), and Terrible (1%). To the right of the rating, there are sections for 'Open Now' (All hours, 8:00 AM - 7:00 PM), 'Suggested Duration' (< 1 hour), 'LOCATION' (same address as above), and 'CONTACT' (Website). A large photo of the Christ the Redeemer statue is shown on the right side of the overview section. Below the photo, it says 'All photos (21,218)'. At the bottom right of the overview section, there is a link 'Improve This Listing'.

- a) This is the Christ the Redeemer official website.
- b) People who visit this website are probably travelers.
- c) Users can contribute rating the places and giving information about it.
- d) Reviews are summaries of traveler's trips.
- e) Christ the Redeemer is recommended by most of the visitors.








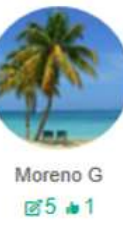
If you are a keen traveler,
visit the website:

www.tripadvisor.com



9) Read some reviews provided by the users. Which reviews:

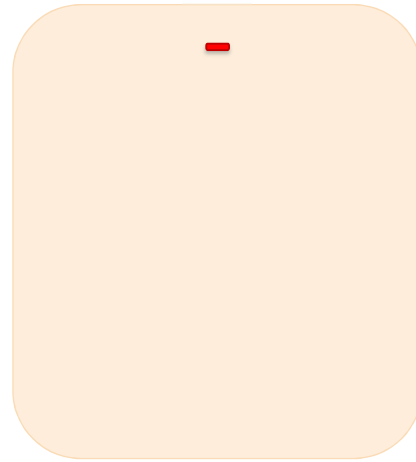
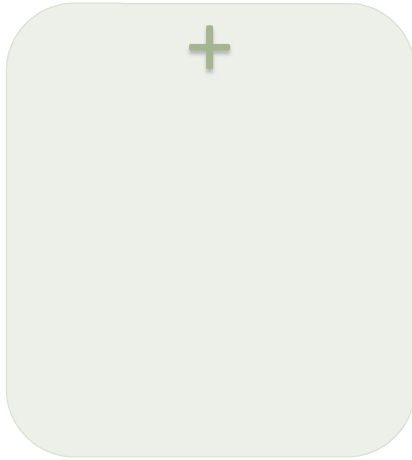
- a) recommend visiting the monument?
- b) recommend it with limitations?
- c) don't recommend it?
- d) mention weather conditions?
- e) complain about the massive number of visitors?
- f) highlight the fact it is a World Wonder?
- g) talk about natural features?

- A** 
- B** 
- C** 
- D** 
- E** 
- F** 

10) For the following tasks, consider #9:

10.1) Look at the underlined expressions. Do they have a positive or negative meaning?

Write them in the corresponding boxes:



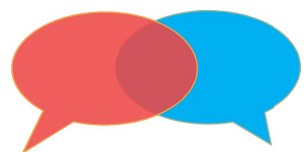
10.2) Read the definitions and write the words:

- a) an unpleasant or ugly sight in a public place: _____
- b) a very difficult task that you can do only by making a great effort: _____
- c) extremely exciting, beautiful, or surprising: _____
- d) very surprising or shocking: _____
- e) enjoyable, attractive, friendly, or easy to like: _____
- f) extremely large in size or degree: _____
- g) containing too many people or things: _____
- h) beautiful, powerful, or causing great admiration and respect: _____
- i) very exciting to look at: _____
- j) something, as a remarkable sight or entertainment, that should be seen or attended: _____
- k) much greater than usual, especially in skill, intelligence, quality, etc.: _____

10.3) Observe the **yellow** expressions. What are they used for?

- Describing the place.
- Giving advice to people who may visit this place some day.
- Justifying why Christ the Redeemer is a wonder.

10.4) Think of a landmark in your town. In pairs, use the words from the previous exercises to talk about its positive and/or negative characteristics. Also, say if you recommend it and give advice to visitors.



Thinking out loud

11) During the interview, Mr. George said:

“And I would like it if everybody did their own seven wonders of the world - but also seven wonders of the USA, seven wonders of their state, seven wonders of their hometown - then, we could really appreciate how we're surrounded by wonder, really. And it's all about how we appreciate the world, how we approach the world with respect in a sense of awe and reverence, and then we see wonder everywhere we look.”

Get together in groups and choose a place of your hometown or state that should be considered a wonder. They can be man-made or natural. Think about:

- where it is located
- why it should be considered a wonder
- facts and curiosities about it
- recommendations to visitors

Share your ideas with the class and, together, decide on the final list of the wonders.

TIPS!

- ✓ Think outside the box. You may surprise your classmates with a place that is not a common destination.
- ✓ Discuss what makes this place unique, one of a kind.
- ✓ After the class decides on the final list, you may organize an online pool on Facebook or Twitter. Share it with other city dwellers so that they can vote for their favorite wonders.

Writing down your ideas

12) Let the world know about your hometown wonder! Write a review of one of the wonders that your class listed. Then, share it online on TripAdvisor.

Check out some tips:

TIPS!

Top 10 Tips from TripAdvisor Reviewers

⇒ Start with the basics

1. Rate and summarize the experience. Readers see your rating and your review title first. Rate your visit. Then write a short title that captures your readers' attention. Summarize your experience or highlight a specific detail.

2. Cover the five Ws. The review already says **where** you are. Add **who** you were with, **what** you did, ate, and experienced, **when** you were there, and **why** you recommend someone should or shouldn't go.

3. Highlight the relevant facts. Whether you review a hotel, restaurant or attraction, people want an overview: How was the service? Is it centrally located or near major sights? What's the ambiance like or condition it's in?

⇒ Highlight the context

4. Add a helpful tip. What do others need to know to have a better experience? Is there a specific room, a special amenity, or something off the menu you would recommend? Any hours to note?

5. Provide details. Share your experience of what stood out. Include details such as what was unique or unexpected or why you liked or disliked your visit. Provide a balanced view sharing the pros and cons.

6. Good grammar goes a long way. People prefer well-written reviews with correct spelling and punctuation—so proofread before submitting and keep the text-speak to a minimum!

7. A photo is worth a thousand words. Bring your review to life with photos. Post photos that will help travelers understand your experience, such as an incredible view, room or dessert.

⇒ And don't forget

8. Think about your tone. Even if you are angry or upset, don't turn your review into a rant. Consider how your words will come across before you submit your review.

9. Review as soon as you can. One-third of people surveyed say they'd rather read about a recent experience.

10. Don't list every little flaw. Virtually all people surveyed (99%) want you to focus on the facts and provide valuable details, but 51% say they don't want to read a laundry list of complaints.

From: https://www.tripadvisor.com/TripNews-a_ctr_reviewerguideEN

Now I can...

Now that this unit is over, think of your performance and how much you think you have learned. Check the emoji that you consider best suits you.


- 😊 – I can do it well and confidently.
- 😐 – I think I can do it, but I can be better.
- 😞 – I need to work on it because I think I am not good at it.

Talk about landmarks.			
Use the passive voice to say that what happened is more important than who/what caused it.			
Talk about local wonders.			
Give advice to travelers and visitors.			
Recommend a place talking about its positive and negative features.			
Read a review.			
Write a review.			

Spark Ideas – Teacher’s Guide

Before planning the lessons, it is important to know the material.


	<p>This section is exclusive to the teacher’s guide. It comes before every unit and it presents useful information that teachers should know before planning the lesson: aims, grammar topic, vocabulary, pronunciation, function and skills.</p>
	<p>This indicates it is a speaking task to be done in pairs.</p>
	<p>This indicates it is a speaking task to be done in groups.</p>
	<p>It appears every time there is a link for further information or activities. Teachers should encourage learners to expand their horizons. Learning opportunities are not exclusive to the classroom and students should feel curious and eager to learn more.</p>
	<p>It shows tips for both speaking and writing tasks.</p>
	<p>This is time for self-assessment. At the end of every unit, students are encouraged to think about their performance and how much they have learned. Although teachers should not interfere in this part, it is recommended that teachers get to know if students feel they have reached the aims. If not, it is important to think of an action plan to improve the sense of achievement.</p>
	<p>This icon shows dictionary entries to new vocabulary.</p>
	<p>In the beginning of every unit, this section brings a warm-up activity to activate learner’s schemata and raise interest for the theme that is going to be tackled.</p>
	<p>This is the listening comprehension task, with pre, while and post activities.</p>

<p>Reading Time</p>	<p>This is the reading comprehension task, with pre, while and post activities.</p>
<p>Grammar</p>	<p>Grammar is introduced inductively in this section. It works on meaning, use and form. Then, the <i>Grammar Box</i> shows the rules and it is followed by practice exercises.</p>
<p>Pronunciation</p>	<p>This works on pronunciation.</p>
<p>Thinking out loud</p>	<p>This is the speaking task. In groups, students are encouraged to come to a decision together. It is time to put into practice all the content they have studied in the unit and produce freely. The tasks are connected to real life situations.</p>
<p>Writing down your ideas</p>	<p>This is the writing task and always comes after the speaking task. After exchanging ideas with their peers, learners write about the topic. It is an opportunity to go beyond the classroom, since students are encouraged to publish their work online.</p>
	<p>It indicates this is a space to write the task assigned in the previous section. This sheet can be detached and handed to the teacher for feedback.</p>

- Abbreviations:

- T – Teacher
- Sts. - Students
- Ind. – Individual work
- CW – Class Work
- GW – Group Work
- PW – Pair Work
- T-Sts – Teacher talks to students

Unit 1 – Representation

	Aims	To enable Sts to talk about diversity in the media. To enable Sts to form new words by adding suffixes. To enable Sts to write a news article.
	Grammar	Word formation by adding suffixes.
	Pronunciation	The schwa /ə/ sound.
	Vocabulary	outpace, backlash, the small screen, nominee, blockbusters, to provide
	Skills	<i>Listening:</i> Watching a video on YouTube with American and Jamaican accents. <i>Reading:</i> A news article. <i>Speaking:</i> Proposing changes to a type of media. <i>Writing:</i> A news article.
Function	Language for stating an opinion, making suggestions, agreeing and disagreeing.	

Getting in the mood

T-Sts / Ind. / PW

1) Exploit pictures, asking questions (e.g.: *What do you think of this cartoon?; Have you ever watched this series?; Which of these comic books do you recommend?*).

Sts complete the chart with their favorites. Then, in pairs, they compare answers. If time allows, change pairs so that Sts can share ideas other peers.

In pairs, Sts discuss the questions. Then, elicit conclusions from the whole class.

Note to teachers: It is important to encourage Sts to make their questions, to go beyond the discussion proposed in the book. As a suggestion, set a time limit for the speaking tasks and tell Sts to keep on talking until time is up.

Listening Time

CW / Ind. / GW

2) Tell Sts to observe the pictures. The whole class together share their thoughts on what the video is about. Then, they watch the video to check. Link: <https://goo.gl/Yc2y06>

3) Sts check if the sentences are true or false. Give them some time to answer before playing the video again.

Key:

- a) T
- b) F (The characters are black/African descendants.)
- c) F (Marley had the idea herself.)
- d) T
- e) F (She's probably read 500 black girl books and keep them at home, so she wanted it to be greater than that.)
- f) T

4) In groups, Sts discuss the questions. Then, elicit their conclusions.

Note to teachers: Marley's initiative was very successful and has collected over 9000 books. To get to know more about the books, visit: <http://grassrootscommunityfoundation.org/1000-black-girl-books-resource-guide/>

Reading Time

T-Sts / CW / Ind. / PW

5) Refer to the print screen of the news article and ask: *What type of text is it? What does this picture remind you of? What does the headline mean?* Allow Sts some time to figure it out on their own. If necessary, refer to the *Glossary* box, but it is important that they develop their autonomy.

It also important to make it clear that every news article has a **headline**, it is part of the text genre, and being able to read it and its images is of paramount importance to develop this skill.

Elicit Sts impressions about the questions in the exercise.

6) Sts read the text and check their predictions.

7) Sts complete the table with the highlighted words from the text. Sts compare their answers in pairs. Then, check with the whole class.

Key: 1- backlash; 2- the small screen; 3- nominee; 4- provide; 5- blockbuster.

8) In pairs, Sts discuss the questions. Tell them to create an extra question using one or both words not used (*provide, backlash*).

9) Individually, Sts refer back to the text in #6 and correct the wrong information. Before checking answers, set pairs for peer checking.

Key:

- e) Television has recently showed more diversity than cinema.
- f) Viola Davis has been nominated for the Oscars twice times. (up to the publication of the article)
- g) Movies productions last longer than TV productions.
- h) Aiming at competing with TV industry, movie studios produce fewer films, focusing on blockbusters.

Note to teachers: Not only is it important to vary patterns of interaction but also change the group/pairs combination. Sts should get the chance to interact with different peers throughout the lesson.

Grammar

Ind. / T-Sts / PW

10) Sts observe the sentences and answer the questions on their own. Class check. Drill pronunciation of the underlined words.

Key: a) They derive from another word; they have an “extra” particle at the end of the word.
b) Yes. Nominate, inspire, procedure.
c) They differ in the ending *-tion* and *-ees*. Both are nouns, but the meaning is different: *nomination* refers to the act of nominating while *nominee* refers to the person who was nominated.

Refer to the *Grammar Box* and go through it with Sts. Ask them to give other examples with these suffixes.

11) Sts complete the word map making the necessary changes to the root words, adding the suffixes. Tell them that the spelling may change. They should have access to dictionaries to check their answers. Class check. Elicit other words with those suffixes.

Encourage Sts to visit the website for a more comprehensive list of suffixes.

Key: remarkable, preventable, downloadable; loving, understanding; density, curiosity; movement, employment; singer, teacher.

12) Refer to the prints and ask: *What are these?* (Headlines.) *Where do you expect to see them?* (In news articles). *What are they about?* (Entertainment, diversity in the media.) Check whether Sts understand the meaning of the words in the box. Elicit possible words that derive from them. Sts complete the headlines with the appropriate words making the necessary changes.

After the correction, Sts discuss the questions in the orange box in pairs. Encourage them to read the news articles later, visiting the websites.

Key: 1) admirable / 2) diversity / 3) entertainment / 4) uplifting / 5) controversial / 6) reader / 7) representation.

Note to teachers: If a St doesn't know the word, don't immediately explain the meaning. It is good for learner's autonomy not to rely on the teacher for every doubt they have. Instead, encourage them to ask for a classmate or search for the information in a dictionary or online. Also, it is advisable to sometimes ask Sts to read the activity instructions instead of telling them what to do in every activity. They read and then T asks: *What do you have to do?*

Pronunciation

Ind. / CW / T-Sts / PW

13) Sts answer the questions about the dictionary entry of REPRESENTATION. If a more guided approach is required, write the word and the phonetic transcription on the board and do it along with Sts.

Key: a) REPRESENTATION / b) One. / c) /ə/.

Go through the box about the *schwa* sound. Ask *Does this sound exist in your language?* (Not in Portuguese, in the case of Brazilian learners.) *Does it represent a specific letter?* (No.) *Is it possible to have this sound in stressed syllables?* (No.)

14) Sts circle the stressed syllables and underline the letters that make the /ə/ sound. Encourage them to use dictionaries to check their answers. Then, in pairs, Sts practice saying the words.

Key: ADMIRABLE / ENTERTAINMENT / CONTROVERSIAL / DISCRIMINATION / READER / DIVERSITY

Thinking out loud

T-Sts / GW / CW

15) Before having Sts perform the task, ask: *In what series, TV program, comic book, book, etc., would you like to see more diversity? What characteristics would you like to see more in characters?* Briefly elicit Sts contributions.

Set Sts in groups. Ask them to read the blue box and check if they understand the task. Refer to the *Tips!* box and drill expressions. After making their decision, they should present their ideas to the class. They can also portrait the characters in illustrations and collages.

Monitor Sts while they are doing the task. Take notes on their performance to give feedback later.

Using the data you gathered in your monitoring, give Sts positive feedback on the examples of good / relevant language used during their conversations. At this stage, it is good to mention who said what, to praise them. Also, provide them with feedback on their use (or not) of the target language for this lesson. Be selective and prioritize according to how central they are to the topic being discussed. At this point, you should focus on the language, do not mention who said what. In addition, do not correct all their mistakes, ask them to correct themselves. (This procedure should be done after this stage in all units. Teachers can give feedback not only regarding the speaking task but considering the whole class.)

Note to teachers: Encourage Sts to set personal goals. Tell them to make a list of at least three expressions from the *Tips!* box that they would like to use while doing the speaking task. When the task is done, tell them to reflect on their performance. Have they achieved their goals? If not, make them think of what to do to make it happen.

Writing down your ideas

T-Sts/ Ind.

16) Sts use the ideas they had for the speaking task to write a news article about the new character.

Elicit the characteristics of the text genre *news article*. Refer to the *Tips!* box and check Sts' understanding.

They should write the article on a separate sheet of paper so that you assess it and give feedback later.

Encourage them to share it online. At *Padlet* and *Tapatalk* readers can post comments and raise discussions.

Note to teachers: At this level, it is important to make them reflect about the mistakes they make. Create a marking code to highlight what should be revised and give them a chance to find the answer on their own.

Now I can...

Ind.

This is the self-assessment section. Sts reflect about their performance and check how much they believe they have achieved.

😊 – They have achieved the aim completely.

😐 – They have partially achieved the aim.

😞 – They have not achieved the aim.

Explain what they are supposed to do. At this point, you should not interfere, but they should know that you are available if they need help. This can also be done at home. Moreover, they should know that they can count on you to develop strategies to improve their performance.

This procedure should be done at the end of every unit.

Transcript of the video:

Marley Dias was tired of reading about white boys and their dogs.

Marley: I told my mom about it and she said: "Well, what are you gonna do about it?"

That's how the book collection #1000blackgirlbooks campaign was started by an 11-year-old from New Jersey.

Marley: So we decided... Well, I decided but she really did help me. I'm starting a campaign where black girls are the main characters. And I think this is important because, when you see someone that you can relate to in a book, you normally remember the things that they learn, so then you can use them in your life to make your life better. I picked one thousand because I think that it was definitely 500 wouldn't feel like enough, because, to be honest, I probably do have 500 black girl books at my house and that I've read. So I wanted to be more than I've read and just get new books that I haven't seen before, so that it wouldn't just be me giving away books that I've read.


Marley received more than 4,000 books. She brought 1,000 here to St. Mary, Jamaica, to give away.

Marley: We chose this school because my mother went to this school, and so did basically everyone in her family, so we think it's really important for her, for this experience here, because it's basically her root. And I want to do it not just in America where I'm from and step out of my comfort zone and go places I've never been and interact with people that I've never met.

Nnengala Williams received a book called "Wedding Drama".

Nnengala: It feels spectacular to know that I'm reading a book about black girls, which means I'm reading a book with people of my culture that are in the book. So it's awesome, spectacular!

Unit 2 – The New Seven Wonders

	Aims	To enable Sts to recommend or not a place, justifying their opinion. To enable Sts to write a review. To enable Sts to use the passive voice to say that what happened is more important than who/what caused it.
	Grammar	Present and Past Passive Voice
	Vocabulary	serendipity, sensuous, majestic, jaw dropping, a struggle, breathtaking, pleasant, an eyesore, overcrowded, exceptional, immense, spectacular.
	Skills	<i>Listening:</i> A radio program. <i>Reading:</i> A website with information about a place; a traveler's review. <i>Speaking:</i> Discussing about places that can be considered wonders. <i>Writing:</i> A review of a place.
	Function	Language for (not) recommending a place.

Getting in the mood

T-Sts / Ind. / PW

1) Refer to the pictures and ask: *What types of places are these? Are they natural places or monuments and landmarks?*

Individually, Sts match pictures to the places in the box. They can check their answers in pairs before checking with the whole class.

Key: (From the top, left hand corner, clockwise) E – C – F – J – B – D – G – H – I – A.

2) In pairs, Sts talk about the places in #1, answering the questions. Elicit Sts conclusions.

Listening Time

T-Sts / Ind. / GW

3) Write on the board: *The New Seven Wonders*. Ask Sts if they know that it is about. Tell them that they will be listening to a radio program about the New Seven Wonders (NSW).

3.1) Play the audio **up to 51 seconds**. Sts check which of the places in #1 were not elected the NSW. Class check.

Key: Statue of Liberty, Eiffel Tower, Stonehenge.

3.2) Before playing the audio, tell Sts to read the questions to check if they know what they have to do. Refer to the *Glossary* box to introduce the new words. Play the audio **from the beginning to 3 minutes and 57 seconds**. Sts compare the answers in **pairs**. If necessary, play it twice.

Key: a) Because it is more a popularity contest than a 'talent' one. Not necessarily does the greatest places win, it depends on how many votes they have got.

b) Because traveling is not just about going to a place and checking it on your list. Also, there is much more to know rather than just the NSW.

c) The ancient list was Greek-centered and places were located in the Mediterranean. The new list has places from different continents.

b) OPEN ANSWER. Accept different interpretations for the quotes.

Reading Time

T-Sts / PW / CW / Ind

4) Exploit picture, asking questions about it. For instance: *What does this picture refer to? What type of information can you find there?*

Sts read the text in the box and discuss in pairs whether they think it is accurate or not.

Before moving to the next activity, elicit their conclusions. Try to interfere as little as possible and encourage them to agree/disagree with each other.

Key: The Incas built Machu Picchu ~~as a fortress, to protect themselves from the Spanish colonizers~~ (“as an estate for the Inca emperor Pachacuti”).

~~However, the Spanish devastated the population and the buildings.~~ (“it was not known to the Spanish during the colonial period and remained unknown to the outside world until American historian Hiram Bingham brought it to international attention in 1911.”)

Only in ~~the beginning of~~ the 20th century there was a restoration and Machu Picchu and visitors were allowed. (It was discovered in the beginning of the 20th century. “Most of the outlying buildings have been reconstructed in order to give tourists a better idea of how they originally appeared”.)

The Peruvian government declared it a Peruvian Historical Sanctuary in 1981. Two years later, UNESCO declared it a World Heritage Site.

5) Sts read the text on their own and underline the passages that prove the pieces of information in #4 are right or wrong.

If Sts would like to get to know more about the wonders, tell them to visit the official website.

6) In groups, Sts discuss the questions. Then, elicit their conclusions.

Grammar

Ind. / T-Sts / Ind.

7) Individually, Sts do as required. Class check.

Key: a) A – Machu Picchu; B – The Incas / b) Sentence B. / c) The city itself. / d) No. There’s verb to be *was + past participle* (at this point Sts may not know it is past participle and not past form.)

i) Yes. / f) Sentence C (“by the Inca Pachacutec”). / g) “by”.

Go through the *Grammar* box. To check Sts’ understanding on meaning, use and form, write the following information on the board:

1. **Leonardo Da Vinci / The Last Supper / paint**
2. **Brazilians / Portuguese / speak**
3. **Donald Trump / American citizens / elect**
4. **Millions of viewers / Game of Thrones / watch**

Ask Sts how they can make sentences from the prompts above. Accept contributions in the active voice.

Refer to #1 and ask: *What’s the verb?* (Paint.) *Who performs this action?* (Leonardo Da Vinci.) *Is this a present or past action?* (Past.) *What did he paint?* (The Last Supper.) *If the focus is on the performer of the action, Da Vinci, what’s the sentence like?* (Leonardo Da Vinci painted The Last Supper.) *If we want to highlight the painting, the result of the work, what’s the sentence like?* (**The Last Supper was painted by Leonardo Da Vinci.**) Write the sentence in bold on the board. Highlight the verb in the passive form.

Refer to #2 and ask: *What’s the verb?* (Speak.) *Who performs this action?* (Brazilians.) *Is this a present or past action?* (Present.) *What do they speak?* (Portuguese.) *If the focus is on the performer of the action, Brazilians, what’s the sentence like?* (Brazilians speak Portuguese.) *If we want to highlight the language, what’s the sentence like?* (**Portuguese is spoken by Brazilians.**) Write the sentence in bold on the board. Highlight the verb in the passive form. Ask: *If we say “in Brazil” what can we cross out of the sentence?* (“by Brazilians’.) *Why?* (Because this information is implicit and unnecessary to mention.)

Allow Sts some time to write sentences in the passive voice using the prompts in #3 and #4.

- 3. Donald Trump was elected (by American citizens).**
4. Game of Thrones is watched by millions of viewers.

8) Individually, Sts complete the sentences using the correct form of the verbs in brackets, passive or active.

Key: 1) was declared / 2) was commissioned / 3) was completed / 4) is regarded / 5) attracts / 6) began / 7) is estimated / 8) was used / 9) was constructed / 10) weighs / 11) is located / 12) is listed / 13) is made.

Reading Time

T-Sts / Ind. / PW

9) Refer to the website and ask: *What's the name of the website? What kind of information can you find in it? Have you ever visited this website? If so, what for? If not, why would you visit it?*

Individually, Sts check the correct sentences.

Key: B – C - E

After checking, check if Sts understand what a review is. Ask: *Who would be interested in reading reviews? Are there reviews about traveling only? Do you know other websites or apps in which users can share reviews?*

Encourage Sts to visit the TripAdvisor website to know more about it.

Note to teachers: "A user review refers to a review written by a user or consumer for a product or a service based on her experience as a user of the reviewed product. Popular sources for consumer reviews are e-commerce sites like Amazon.com or Zappos, and social media sites like TripAdvisor and Yelp. Consumer review, also called 'word of mouth' and 'user generated content' differs from 'marketer generated content' in its evaluation from consumer or user point of view. Often it includes comparative evaluations against competing products. Observations are factual as well as subjective in nature." (From: <https://en.wikipedia.org/wiki/Review>)

9) Refer to the texts and ask: *What are these?* (Reviews.) *What do the green circles mean?* (How much the users appreciate Christ the Redeemer. One circle means it's terrible while 5 circles mean it's excellent.) *What comes right under the circles?* (A title for the review, which calls the reader's attention to what (s)he may read about.)

Sts read the reviews about Christ the Redeemer and do the reading task individually. Class check.

Key: a) A, B, C, F / b) E / c) D / d) C / e) E, F / f) A / g) F

10) The following items refer to the reviews in #9.

10.1) Refer to the underlined expressions. Write the words on the board and drill pronunciation. Individually, Sts decide whether the words have a positive or negative meaning and write them in the corresponding boxes.

Key: POSITIVE: majestic, jaw-dropping, breathtaking, pleasant, exceptional, a must-see, immense, spectacular. / NEGATIVE: a struggle, an eyesore, overcrowded.

10.2) Sts read definitions and write the words from the previous exercise. Something that might help is ask them to check nouns and adjectives before doing the activities.

Key: a) an eyesore / b) a struggle / c) breathtaking / d) jaw-dropping / e) pleasant / f) immense / g) overcrowded / h) majestic / i) spectacular / j) a must-see / k) exceptional

10.3) Elicit the yellow expressions. Write them on the board. Drill pronunciation. Allow Sts some time to think of the answer.

Key: Giving advice to people who may visit this place someday.

10.4) In pairs, Sts think of a landmark in their town and use the words from the previous exercises to talk about its positive and/or negative characteristics. They should also say if they recommend it and give advice to visitors. Monitor and take notes on Sts performance.

Thinking out loud

CW / T-Sts / GW

11) Have Sts read the quote. As a class discussion, have them share their ideas about what the radio presenter meant with that. In order to guide the discussion, you may ask questions like: *Do you think we really appreciate the wonderful things our town has? Is there any place that is not a common destination for tourists that you believe it should be?*

In groups, Sts follow the instructions to discuss about a place in town that they believe is a wonder. Refer to the *Tips!* box.

Their ideas will be shared later with the whole class and, together, they make an ultimate list of wonders in town. The class and the teacher decide together how they are going to share their conclusions, if it will be a seminar presentation, an exhibition, etc.

Monitor Sts while they are doing the task. Take notes on their performance to give feedback later. Follow procedures of Unit 1 for giving feedback on Sts' performance.

Note to teachers: Encourage Sts to give feedback to their peers. They can listen to their classmates and take notes on mispronunciation and/or sentences that need revising. The feedback can be given face-to-face, on a piece of paper to be handed to the student or even to you so that the whole class talks about it, without naming who said that. The importance of this feedback is to have learners think critically about their performance and not to rely only on the teacher for feedback and accuracy. Peer-assessment can be done at any stage of the lesson, but it is advised to the freer practice stages, since learners would have more confidence producing the language.

Writing down your ideas

T-Sts / Ind.

12) Refer to the violet box and ask Sts what they are supposed to do (write a review about one of their hometown wonders). Elicit from the class the characteristics of the text genre. Refer to the *Tips!* box for advice on how to write a good review, according to TripAdvisor.

They should write the review on a separate sheet of paper so that you give feedback later. Encourage them to share it online on TripAdvisor.

Now I can...

Ind.

Repeat procedures of Unit 1 for the self-assessment stage.

Transcript of the podcast:

NEAL CONAN, host:

Right now, the seven wonders of the world, and no, not the Mausoleum and the Colossus of Rhodes. Back in 1999, a Swiss adventurer came up with the idea to name seven new wonders. Roughly a hundred million people voted on the Web and by text message. And this past weekend, the final tally was announced. Like the Oscars, there were winners and losers. The Taj Mahal made it; so did the Great Wall of China and the Christ the Redeemer statue in Brazil, but not the Eiffel Tower nor the Statue of Liberty nor Stonehenge. And like the Oscars, people are miffed that their favorite site did not make the final cut. What would you have included on the list and have you visited any of those newly crowned wonders? The full list of seven is at npr.org/blogofthenation. Our number, if you'd like to join the conversation: 800-989-8255, 800-989-TALK. E-mail us at talk@npr.org. Don George is the creator and the host of the online travel Web site

Don's Place. He's in the studio at member station KQED in San Francisco. Don, nice to have you back on the program.

Mr. DON GEORGE (Creator and Host, Don's Place): Hello, Neal. It's great to be back.

CONAN: And having traveled extensively, what do you think about this new list of seven wonders?

Mr. GEORGE: Well, I think you have to put it in context, first of all. They're all manmade wonders. So, a lot of people have said why not the Grand Canyon or the Great Barrier Reef? Well, they weren't part of the list that people could choose from, just like the original seven wonders. And now I think, let's be honest. This is like "American Idol" on a global scale.

CONAN: Yeah.

Mr. GEORGE: It's really a popularity contest. It all depends on who voted and what subjective criteria they were using. The most talented winner doesn't usually win on "American Idol," and I'm not sure that the greatest seven wonders of the world made it either. I really think Angkor Wat and the Acropolis belong on the list. They're, you know, magnificent, awe-inspiring sites. So, how do you determine what the seven wonders are? It's a tough one.

CONAN: Well, part of the idea was to get conversation going, and it's certainly done that. But some of these sites became, you know, the subject of nationalistic campaigns. For example, the Jordanian royal family sponsored an effort to have Petra, the marvelous site in Jordan, be included. It's hard to argue that Petra isn't one of the seven wonders of the world, but nevertheless, Mexico, too, argued that some of it's - the Mayan ruins. I think they had Coke cans with, you know, instructions on how to vote, and, you know, separate, you know, free computer terminals to go and vote for the seventh wonder of the world.

Mr. GEORGE: Right. Exactly. The balloting was somewhat rigged in that way. And what disturbs me about this is that it can encourage a kind of checklist mentality in regards to the world. If you think, oh, there's seven wonders, I'll go out and I'll see them and then I've done it all. I don't need to do anything else.

CONAN: Mm-hmm.

Mr. GEORGE: That's not what travel is all about. Travel is about the serendipities and the sensualities, the sensuous riches of the world. That's what you want to get out and see. You don't want to go to Rome and say, oh, okay, there's the Coliseum, check. Now, let's go to India and see the Taj Mahal. So, I think it can undermine the great wonders of what travel is really all about.

CONAN: Yet, there was this - I mean, going back to, I guess it was Antipater of Sidon - a name not usually on anybody's lips, but Antipater was the guy who compiled the list of Ancient Wonders of the World. And that was a very, well, Greek-centric view of it.

Mr. GEORGE: It was, indeed, pretty much all around the Mediterranean. So, it's nice that the new seven wonders of the world encompass the globe. I think that's a great thing. And I think that if they encourage people to focus on that word wonder, which is a fabulous word, and is central to my view of the world - if you look around the world and look at the wonders around you, then it's a great thing.

And I would like it if everybody did their own seven wonders of the world - but also seven wonders of the USA, seven wonders of their state, seven wonders of their hometown - then, we could really appreciate how we're surrounded by wonder, really. And it's all about how we appreciate the world, how we approach the world with respect in a sense of awe and reverence, and then we see wonder everywhere we look.

Rationale

Spark Ideas was designed under the light of Communicative Language Teaching (CLT) and Critical Literacy (CL). The aim was to create task-based communicative activities that would promote critical thinking and would enable students to learn English with a purpose, showing what they are learning English for.

Mastering a language goes beyond having knowledge of its structures. In order to cater for students' needs, materials should focus on language in use, developing activities in which grammatical and functional features are integrated. CLT has the communicative competence as the main aim of language teaching. Also, it endorses the fact that language and communication are intertwined. Hence, language should be taught through the four skills: listening, reading, speaking and writing (RICHARDS; RODGERS, 2002, p.155).

CLT practices follow three principles. The communication principle states that “activities that involve real communication promote learning” (RICHARDS; RODGERS, 2002, p.161). Learning is also promoted when tasks use language meaningfully (the task principle). Along with this goes the meaningfulness principle: “Language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use” (RICHARDS; RODGERS, 2002, p.161). *Spark Ideas* consists of authentic material that would expectedly motivate learners and engage them to participate in meaningful tasks that would promote learning.

The themes of the units were selected considering the opportunity to promote critical thinking. Unit 1 (*Representation*) tackles representation in the media while in unit 2 (*The New Seven Wonders*) students discuss what makes a place wonderful. The activities aim at giving a voice to learners by raising discussions. It is important to highlight that different opinions would be encouraged rather than silenced.

The society we live in is heterogeneous and there is a diversity of culture and beliefs. Mattos and Valério (2010) mention that diversity is both a resource and an asset for a fair and equal society. Thus, it should not be taken as a barrier, an obstacle. The authors say that “the appreciation of differences and the exchange of meanings among them are the fundamental steps to the formation of citizenship awareness, the uttermost objective of the educational

process” (MATTOS; VALÉRIO, 2010 p. 138 - freely translated). For this reason, the development of learners’ critical thinking is of paramount importance. If a teacher aims to achieve that, lessons should be planned and delivered under the light of critical literacy theories.

In a nutshell, CLT is the keystone of *Spark Ideas* considering the approaches to design communicative activities, whereas CL represents how learning a language can lead the learner to the development of critical awareness and social transformation. In other words,

“For communicative language teaching (CLT), language is an instrument of socialization; and for critical literacy (CL), it is, in its uttermost analysis, an instrument of empowerment and social transformation.”
(MATTOS; VALÉRIO, 2010, p. 139 – freely translated)

In *Spark Ideas* the teacher mainly plays the role of the facilitator and resource. As a facilitator, it is the teacher’s duty to eliminate or minimize the obstacles that make the learning process tough, without making it too easy. In addition, teachers should guide students to find their own way to learning successfully. (BROWN, 1994, p. 167-168). As a resource, Brown (1994) mentions that students must be aware that they can rely on the teacher when they need help and advice, but they should be encouraged to make the questions. However, Harmer (2012) affirms that “we should remember that no teacher knows everything about the English language and so we also need to be able to tell them where they can find the answer to their questions (in a grammar book, a coursebook, a dictionary, etc.” (HARMER, 2012, p. 146). *Spark Ideas* suggests different resources for students and encourage them to learn further and expand their horizons.

In order to support teachers playing these roles, the teacher’s guide offers several suggestions on how educators can facilitate the learning process and how they can act as a resource. The section *First things first* presents useful information that teachers should know before planning the lesson, and *Note to teachers* brings words of advice to enhance the learning experience. The guide also provides questions to be made by the teacher, acting as a prompter. According to Brown (1994), it provides the stimuli that is necessary to students to begin or to carry on an interaction. Not only should teachers make questions in the beginning of the lesson but also throughout it. (p. 169).

The units are divided into sections but this does not mean that they are isolated. Each section is explained in detail in the teacher’s guide. Notwithstanding the scope of the stage,

teachers must cater for students' needs and assert that the skills are always integrated in real life. Hinkel (2006) states

“Commonly accepted perspectives on language teaching and learning recognize that, in meaningful communication, people employ incremental language skills not in isolation but in tandem. For example, to engage in a conversation, one needs to be able speak and comprehend at the same time. To make language learning as realistic as possible, integrated instruction has to address a range of L2 skills simultaneously, all of which are requisite in communication.” (HINKEL, 2006, p.112).

The first section is *Getting in the mood*, with warm-up activities that set the context for the unit and activate student's background knowledge of the theme. The four skills are covered in specific categories, but speaking permeates all the unit. *Listening time* and *Reading time* refer to what the names suggest. There are pre, while and post activities. Furthermore, they yield content for other sections: *Grammar*, *Vocabulary* and *Pronunciation*. There are pop-up boxes with links for further information and *Glossary* introduces vocabulary showing dictionary entries. *Thinking out loud* is the stage in which students are expectedly able to express themselves using the core language. They should make decisions in groups in real-life like tasks and share their conclusions with the class and/or the community. In *Writing down your ideas* there is a writing task related to what has been discussed before and the text genre is the same as tackled in the reading stage. These last two sections are followed by *Tips!*, with suggestions and reminders to perform the tasks. Finally, learners are invited to assess themselves in the section *Now I can...*, and the teacher's guide provides instructions on how to handle this stage.

The four skills

More than knowing how to read and write, how to listen and speak, it is crucial to develop skills that enable learners to understand and be understood. If the aim is to cater for these needs, it is important that language teachers keep in mind that students must be able to understand language in both its functional aspects and formal structures. Form and function go together to convey meaning. Therefore, grammar and vocabulary teaching should not be decontextualized – written and oral skills should be taught from genres.

Marcuschi (1997) points out that written and oral language reflect how society is organized. Written and spoken discourse “*are ways of cognitive and social representation that*

occur in specific practices” (MARCUSCHI, 1997, p 134 – freely translated). However, they occur in a continuum. Marcuschi also affirms that language is variable and heterogeneous; it is a phenomenon that occur due to historical and social practices, which is also undetermined in the semantics and syntax fields; and its concrete use is present in text and discourse. Thus, it is important to teach language in use, not in the perspective of the system. This is why a genre based approach is important.

Text genres are social conventions, i.e., types of activities that occur in society in certain situations and are considered by the language users as being the same type (PALTRIDGE, 1996, p.237). On the other hand, text types are characterized by similarities regarding co-occurrence of linguistic patterns. Within a text genre there may be different text types and they are put in use for a purpose.

Under the light of the idea that language is a social practice, language teaching cannot privilege the system over the use. It is from the use that learning a language becomes meaningful. If teachers aim at making learner critical citizens – people who are aware of their surroundings and are engaged in social transformations – they must plan their lessons in which text genres is the light that guides them.

Reading and Writing

Written skills are practiced in the sections *Reading Time* and *Writing down your own ideas*.. When it comes to developing reading and writing skills, materials should be designed in a way that raise students’ consciousness to the characteristics of the genre. It can never be detached from the context, since there is always one in which language was used. When analyzing the text, a few aspects should be exploited: who writes the text and to whom; what text genre is that; why the person is writing and for what (OLIVEIRA; TENUTA, 2011, p. 324). The outline of the genre is also important for comprehension and, later, to written production. There should also be room for activities that aim at identifying linguistic patterns that are used in the genre in focus: the levels of formality, language chunks, verb tenses, vocabulary, among other features. Finding the patterns play an important role in understanding the text.

In *Spark Ideas* there are activities that work on the characteristics of the genre. The teacher’s guide also provides questions that can be made to raise student’s awareness to those features. If there is enough practice so that students can identify the characteristics of the genre,

chances are their writing production will be more effective, on the grounds that they will be aware of the social conventions that must be followed. The task proposed in *Writing down your ideas* is related to the theme and to the genre exploited in *Reading time*.

Moreover, there should always be a purpose behind all reading and writing tasks. Language form and use cannot go separated, and language learning is more meaningful and memorable if there is a purpose for that. Thus, the writing task has a social destination, since it suggests publishing it online, sharing it with their peers and with the online community.

In addition, writing is unlike speaking – the written production is less spontaneous and there is room for planning. Therefore, developing writing skills should be approached as a process, and the following steps should be followed: planning, production, revision and rewriting (OLIVEIRA; TENUTA, 2011, p. 325). Language teachers should not expect all learners to produce accurately and fluently in their first try. It is of paramount importance to provide feedback so that learners can reflect on their performance and improve from it. Feedback can be given in different ways, by the teacher or the learners themselves (self-reflection). Hinkel (2002) mentions

Schmidt (1995) points out that "noticing" and paying attention to the focal points of language and its linguistic features greatly enhances students' performance with complex syntactic structures and vocabulary." (HINKEL, 2002, p. 193)

For this reason, the output is also a tool to develop communicative competence and it should receive the same attention as usually given to input. “*One has to be understood as well as to understand*” (HINKEL, 2002, p. 196). Therefore, ***Spark Ideas*** offers a writing sheet to be detached and handed to the teacher, who should assess it and give feedback. As the teacher’s guide suggests, teachers should create a marking code to highlight what students should revise and allow them to correct themselves.

Listening and Speaking

Oral skills are practiced in the sections *Listening Time* and *Thinking out loud*. Considering the characteristics of the group that ***Spark Ideas*** is aimed at, the listening activities were designed to meet their needs. Teenagers are always connected using their gadgets, thus videos and podcasts would be appealing to them. However, it was thoughtful not to only present input that they are familiarized with. In the first video, they can hear native Jamaicans speaking,

which is not common in the ones they are used to watching. Also, podcasts “effectively bridge the gap between the formal English which dominates most second language classrooms and the informal English used in most real-life communication events” (SZE, 2006, p.119).

Furthermore, the listening activities were designed to meet students’ needs and vary in instructions. Hinkel (2006) affirms that

“a variety of techniques in L2 listening instruction have withstood the test of time and are largely recognized as essential, for example, prelistening, making predictions, listening for the gist or the main idea, listening intensively, and making inferences. These teaching strategies can be useful in a broad range of teaching contexts and can meet diverse learning needs.” (HINKEL, 2006, p. 116)

Hence, the listening tasks have pre, while and post activities and the answers are not too obvious, students should make inferences. Also, the teacher’s guide suggests that they check the answers in pairs before correcting with the class. This enables them to negotiate meaning.

Speaking is not exclusive to its specific section. It permeates all the unit, providing learners with the opportunity to interact with different peers, for different purposes. Rahman (2010) considers that teaching communication skills is more relevant than teaching speaking skills, and a task-based approach appears to be suitable for that purpose (RAHMAN, 2010, p.3). Aiming at communicative effectiveness and L2 acquisition, Willis (*apud* RAHMAN, 2010, p. 5) provides eight purposes for task-based language teaching:

“to give learners confidence in trying out whatever language they know; to give learners experience of spontaneous interaction; to give learners the chance to benefit from noticing how others express similar meanings; to give learners chances for negotiating turns to speak; to engage learners in using language purposefully and cooperatively; to make learners participate in a complete interaction, not just one-off sentences; to give learners chances to try out communication strategies and to develop learners’ confidence that they can achieve communicative goals (p. 5).

Spark Ideas tasks as well as the teacher’s guide foster speaking opportunities to increase student’s talking time and enable them to achieve communicative goals.

Pronunciation

Teaching pronunciation is part of teaching oral skills. Teachers should be able to bridge the gap between what learners think they are saying and what they are actually saying (FRASER, 1999, p. 1). However, explicit instruction of articulation of all sounds are not helpful. The focus should be on the ones learners can see and feel. For other cases, teachers should focus on enhancing students' perception.

The activity proposed in the first unit of *Spark Ideas* works on the pronunciation of reduced vowels, which are commonly mispronounced by language learners. In order to cater for students' needs, the activity does not aim at drilling the words for a standard pronunciation. Instead, it requires the perception of the stressed syllables and how the other vowels sound in the unstressed syllables. The activity is contextualized, since the grammar topic is suffixes and the stress tend to remain in the root word.

Grammar

Grammar is taught inductively in *Spark Ideas*. At this level of English, students are independent users and are expectedly able to discover or induce rules and generalizations without the help of the teacher. Brown (1994) describes four reasons in which the inductive approach is more appropriate:

“a. it is more in keeping with natural language acquisition (when rules are absorbed subconsciously with little or no conscious focus); b. it conforms more easily to the concept of interlanguage development in which learners progress, on variable timetables, through stages of rules acquisition; c. it allows students to get a communicative ‘feel’ for some aspect of language before possibly being overwhelmed by grammatical explanations; d. it builds more intrinsic motivation by allowing students to discover rules rather than being told them.” (BROWN, 1994, p. 365)

As supported previously, classes whose cornerstones are CLT and CL are learner-centered. The inductive approach to grammar reduces teacher's talking time and focuses on the learner. Batstone (1994) argues that grammar should be taught as a skill, guiding learner's own attention to grammar (BATSTONE, 1994, p. 99). Schmidt (*apud* HINKEL, 2002, p. 193) mentions that “noticing and paying attention to the focal points of language and its linguistic features greatly enhances students' performance with complex syntactic structures and

vocabulary”. This is one more relevant reason to use authentic material, so that learners are exposed to real language in use.

In both units, grammar is introduced in context and students are required to notice in order to understand the texts. After reading tasks there are questions that induce learners to notice the rules. The teacher’s guide also prompts other questions to lead them. This is not supposed to be an extensive work that cover all the rules, meanings and uses of the grammatical topic.

It is also crucial to “encourage learners to reflect on the quality of the language they are using, appraising its strengths and its weaknesses for themselves” (BATSTONE, 1994, p. 111). For this reason, teachers who use *Spark Ideas* are encouraged to monitor and take notes while students are performing the tasks to give feedback later. This reflection should be introduced in a non-threatening context so that students do not feel demotivated and discouraged to produce language.

Vocabulary

Inductive teaching is also present in vocabulary activities. Students are invited to infer meaning from context. In addition to it, they are encouraged to negotiate meaning in pairs. In the second unit, words are also grouped in categories (positive or negative idea) and this also helps convey meaning to the new vocabulary.

Nation and Jenkins (2002) mention that vocabulary learning can happen incidentally, but “where learners’ attention is deliberately focused on vocabulary, learning is usually greater” (NATION, JENKINS, 2002, p. 17). There is a specific section for vocabulary in both units, signaling that this is what will be tackled at that moment. Besides, target vocabulary is highlighted.

Peer and Self-assessments

Now we can is a stage at the end of each unit when students are invited to assess themselves. Furthermore, in the teacher’s guide, there is a note suggesting peer feedback.

Fraser considers that teachers should take a learner-centered approach (FRASER, 1999, p. 4). Students should be allowed and motivated to suggest examples of miscommunication, talking about their own experiences and perceptions. Also, peer and self-assessments should be encouraged. Brown (2004) highlights some benefits of self and peer assessments: “direct involvement of students in their own destiny, the encouragement of autonomy, and increased

motivation because of their self-involvement” (BROWN, 2004, p. 270). *Spark Ideas* aim at engaging learners in learning by making them autonomous, motivated and involved in the learning process.

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References for the resources used in the units

Book cover: <http://www.thestarta.com/articles/wp-content/uploads/2016/12/idea-spark.jpg>

- URL Shortener <https://goo.gl/>
- Q R Code Generator <http://br.qr-code-generator.com/>

UNIT 1

➤ Getting in the mood

- Books: https://www.asme.org/getmedia/c2c8ea5a-b690-4ba7-92bb-34bd1432862b/book_guide_hero_books.aspx
- Comic books: http://farm5.static.flickr.com/4051/4544930469_73a6b72c0d_o.png
- Powerpuff Girls: http://orig13.deviantart.net/446d/f/2012/244/9/b/the_powerpuff_girls_png_by_yazsexydilemma-d5d6mhw.png
- Adventure Time: http://prismmediaproduction.com/wp-content/uploads/2015/07/c15568f5-e2bd-4130-92c3-daa02f1f337a_orig.png
- Series: http://www.lahuelladigital.com/wp-content/uploads/2015/11/Demasiadas_series.jpg

➤ Listening Time

- Video *Meet Marley Dias, The Force Behind #1000BlackGirlBooks*: <https://www.youtube.com/watch?v=8BDBhemmd8I>

➤ Reading Time

- Glossary image: <https://nei.nih.gov/sites/default/files/kids/glossary/glossary.png>
- Outpace definition: <http://www.dictionary.com/browse/outpace?s=t>
- News Article: <http://www.tweentribune.com/article/tween56/tv-outpaces-hollywood-diversity/>
- Viola Davis: http://cdn5.thr.com/sites/default/files/2015/02/Viola_Davis.jpg
- Suffixes: <http://www.bbc.co.uk/skillswise/factsheet/en17suff-11-f-what-is-a-suffix>
- Link icon: http://3.bp.blogspot.com/-PGH6A3slArw/Uth0DMYBwJI/AAAAAAAAAfM/JKxfV6j6tF0/s1600/mundo_web+copia.png

➤ Grammar

- Headlines:
 - <http://www.hollywoodreporter.com/heat-vision/suicide-squad-will-smith-celebrates-916313>
 - <http://edition.cnn.com/2016/11/04/entertainment/loving-review/index.html>

- http://www.huffingtonpost.com/entry/donald-trump-quotes-comic-book-cover-robert-sikoryak_us_5879fa81e4b0b3c7a7b19f7f?i63cih0ltnwfdpldi§ion=us_arts
- <http://www.teenvogue.com/story/oscar-nominations-2017-oscars-so-white-representation-inclusion>
- <http://www.imdb.com/list/ls002860209/>
- <https://www.americanpressinstitute.org/journalism-essentials/makes-good-story/good-stories-empower-reader/>

➤ **Pronunciation**

- Definition of *representation*: <https://www.collinsdictionary.com/dictionary/english/representation>
- Definition of the schwa sound <https://www.collinsdictionary.com/dictionary/english/representation>
- Schwa sound: <https://www.collinsdictionary.com/dictionary/english/representation>

➤ **Writing down your ideas**

- Tips:
 - <http://www.wikihow.com/Write-a-Newspaper-Article>
 - <http://www.mediacollege.com/journalism/news/write-stories.html>
- Pencil and paper illustration: <http://images.clipartpanda.com/paper-and-pencil-pictures-pencil-1979px.png>

UNIT 2

➤ **Getting in the mood**

- Colosseum: <http://snapp.coopculture.it/repository?id=F9540470-699D-8CAD-6C57-015843781959&type=medium>
- Taj Mahal: https://upload.wikimedia.org/wikipedia/commons/c/c8/Taj_Mahal_in_March_2004.jpg
- Christ the Redeemer: https://lh4.ggpht.com/_TYtMI5WLTY/UqUfrWgFBvI/AAAAAAAAAm3c/AR_SLPmkGg8/Christ%252520the%252520redeemer%252520at%252520sunset%252520landscape%252520Rio%252520Brazil%25255B3%25255D.jpg?imgmax=800
- Great Wall of China: <http://static3.businessinsider.com/image/559ac7a469beddb4254b5c4d/the-great-wall-of-china-is-falling-apart.jpg>
- Petra: https://static.wixstatic.com/media/b9c255_2a96d0c00e894072874405df0a730db5.jpg_srz_1024_576_85_22_0.50_1.20_0.00_jpg_srz
- Chichén Itzá: <http://www.chichenitza.com/images/chichenitza.jpg>
- Machu Picchu: <http://www.dondeandoporai.com.br/wp-content/uploads/2014/06/Machu-Picchu12.jpg>

- Statue of Liberty: http://a57.foxnews.com/images.foxnews.com/content/fox-news/travel/2015/06/17/celebrating-130th-anniversary-statue-liberty/_jcr_content/image.img.jpg/0/0/1434574657441.jpg?ve=1
- Stonehenge: <http://www.english-heritage.org.uk/remote/www.english-heritage.org.uk/content/properties/stonehenge/portico/2670999/stonehenge-sunrise?w=640&mode=none&scale=downscale&quality=60&anchor=middlecenter>
- Eiffel Tower: <http://hbu.h-cdn.co/assets/15/41/768x514/gallery-1444338501-eiffel-tower-at-night.jpg>

➤ Listening Time

- Podcast about the New Seven Wonders: <http://www.npr.org/templates/story/story.php?storyId=11829321>
- Glossary image: <https://nei.nih.gov/sites/default/files/kids/glossary/glossary.png>
- ‘Serendipity’ definition: <http://www.dictionary.com/browse/serendipity?s=t>
- ‘Sensuous’ definition: <http://www.dictionary.com/browse/sensuous?s=t>

➤ Reading Time

- Text about Machu Picchu: <https://world.new7wonders.com/wonders/machu-picchu-1460-1470-peru/>
- Link icon: http://3.bp.blogspot.com/-PGH6A3slArw/Uth0DMYBwJI/AAAAAAAAAfM/JKxfV6j6tF0/s1600/mundo_web+copia.png

➤ Grammar

- Extra sentence about Machu Picchu: http://www.machupicchu.org/machu_picchu_history.htm
- Grammar reference adapted from: MURPHY, R. *English Grammar in Use*. 4th edition. Cambridge University Press, 2012.
- Taj Mahal Illustration: <http://www.pngmart.com/files/4/Taj-Mahal-PNG-Photos.png>
- Colosseum Illustration: <http://www.pngmart.com/files/4/Colosseum-PNG-Photos.png>
- Christ The Redeemer Illustration: [http://t01.deviantart.net/24qWB9eQjzzg4VgSMvGrkmzkjVU=/300x200/filters:fixed_height\(100,100\):origin\(\)/pre09/3219/th/pre/i/2015/106/9/2/christ_the_redeemer_painted_by_cooperationofficial-d7pfx6q.png](http://t01.deviantart.net/24qWB9eQjzzg4VgSMvGrkmzkjVU=/300x200/filters:fixed_height(100,100):origin()/pre09/3219/th/pre/i/2015/106/9/2/christ_the_redeemer_painted_by_cooperationofficial-d7pfx6q.png)

➤ Reading time

- Review website: <https://www.tripadvisor.com>
- Reviews:
 - A. https://www.tripadvisor.com.br/ShowUserReviews-g303506-d554128-r493493226-Corcovado_Christ_the_Redeemer-Rio_de_Janeiro_State_of_Rio_de_Janeiro.html#REVIEWS
 - B. https://www.tripadvisor.com.br/ShowUserReviews-g303506-d554128-r492023956-Corcovado_Christ_the_Redeemer-Rio_de_Janeiro_State_of_Rio_de_Janeiro.html#

- C. https://www.tripadvisor.com.br/ShowUserReviews-g303506-d554128-r491348250-Corcovado_Christ_the_Redeemer-Rio_de_Janeiro_State_of_Rio_de_Janeiro.html#REVIEWS
- D. https://www.tripadvisor.com/ShowUserReviews-g303506-d554128-r378494769-Corcovado_Christ_the_Redeemer-Rio_de_Janeiro_State_of_Rio_de_Janeiro.html#REVIEWS
- E. https://www.tripadvisor.com.br/ShowUserReviews-g303506-d554128-r487512577-Corcovado_Christ_the_Redeemer-Rio_de_Janeiro_State_of_Rio_de_Janeiro.html#REVIEWS
- F. https://www.tripadvisor.com.br/ShowUserReviews-g303506-d554128-r489826524-Corcovado_Christ_the_Redeemer-Rio_de_Janeiro_State_of_Rio_de_Janeiro.html#REVIEWS
- Vocabulary definitions:
 - a) <http://dictionary.cambridge.org/dictionary/english/eyesore?fallbackFrom=british-grammar>
 - b) <http://dictionary.cambridge.org/dictionary/english/struggle?fallbackFrom=british-grammar>
 - c) <http://dictionary.cambridge.org/dictionary/english/breathtaking?fallbackFrom=british-grammar>
 - d) <http://dictionary.cambridge.org/dictionary/english/jaw-dropping?fallbackFrom=british-grammar>
 - e) <http://dictionary.cambridge.org/dictionary/english/pleasant?fallbackFrom=british-grammar>
 - f) <http://dictionary.cambridge.org/dictionary/english/overcrowded?fallbackFrom=british-grammar>
 - g) <http://dictionary.cambridge.org/dictionary/english/majestic?fallbackFrom=british-grammar>
 - h) <http://dictionary.cambridge.org/dictionary/english/spectacular?fallbackFrom=british-grammar>
 - i) <http://www.dictionary.com/browse/must-see?s=t>
 - j) <http://dictionary.cambridge.org/dictionary/english/exceptional?fallbackFrom=british-grammar>

➤ **Writing down your ideas**

- Tips: https://www.tripadvisor.com/TripNews-a_ctr_reviewerguideEN
- Pencil and paper illustration: <http://images.clipartpanda.com/paper-and-pencil-pictures-pencil-1979px.png>

TEACHER'S GUIDE

- First things first: <https://www.mooreadamsoncraig.co.uk/wp/wp-content/uploads/2013/03/first-things-first.jpg>