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Tell me what you like: Teaching English to upper-intermediate students

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Introduction

Tell me what you like is a teaching material designed for adult and young-adult students who are taking English courses within language institutes in Brazil. It was mainly developed for upper-intermediate students (Common European Framework level B1) and its main objective is to broaden and enhance learners' repertoire of language in a communicative, appealing way.

In order to keep students always engaged, which is a key factor in this material, both Unit 1 "Keeping up with the trends" and Unit 2 "Wake up, geek culture!" deal with current issues such as music, celebrities, videogames and the geek media. Not only these topics are among the most popular entertainment source for our target group, they also have a big cultural and social relevance. By working with topics like these, I believe that students will be motivated to study the language and develop their knowledge of the linguistic forms in focus.

In accordance with its premise, *Tell me what you like* is an attempt to expose students to a realistic and up-to-date material. Unlike many textbooks, here students are exposed to a more natural English, considering that all the texts and listening tracks were taken from authentic sources. Moreover, our intention was to work with the four skills: reading, listening, speaking and writing. Such skills are developed throughout several types of tasks, such as games, puzzles, information-gap activities, projects etc.

Units are followed by the Teacher's Guide, which contains answers to the activities, instructions, tips and extra resources. You will also find the audio transcripts and a CD with digital resources.

This is a required final paper for the conclusion of the English Language Teaching course at CEI/UFMG. You may not use it for commercial purposes and you may not copy or redistribute it in any medium or format.

Have fun!

Wellington Mendes

Rationale

In Brazil, it is compulsory the teaching of at least one foreign language in schools. Most schools choose English, possibly because of the general belief that having English as a compulsory subject might give students more opportunities in the job market (Jordão, 2004). However, many students leave school unmotivated and without having learned much. Why is that?

I believe that making learning an enjoyable experience is crucial to maintaining learners' motivation and retention. Unfortunately, this is something often overlooked. When preparing this teaching material, such belief lead me to consider various principles related to motivation and collaboration. One of my main intentions was to promote Jeremy Harmer's view of teaching a foreign language, which is organized around the steps of engaging students in the task, studying the language in a way that they become familiar with it, and activating their knowledge by experimenting with what they have learned (Harmer, 2008). Thus, speaking skills are regarded with paramount importance here.

In order to be able to communicate properly in a second language, speakers should reach communicative competence (Savignon, 1991). Furthermore, there is no doubt that in order to achieve it, learners should be engaged in a given task. Throughout my experience as an English language teacher, I have noticed that most of the textbooks do try to engage students, but not in a very efficient way. Warm-up activities are usually present only in the beginning of the lessons and due to this reason, students get mentally drained with the extensive tasks and input.

The following example is real: An international English textbook from a well-known publisher starts a lesson by providing a picture of a man besides a waterfall. The title of the lesson is "What's in the news?" and in a nearby newspaper headline, we read "Man survives plunge over Niagara Falls". In the first task, students have to look at the headlines and answer what they think the story is about. After that, there is a listening task and students should answer open-ended questions about it, before venturing the grammar explanation. That was supposed to be the warm-up activity, but was it engaging at all?

By working with different groups of students of different ages, I have noticed that they really look forward to interacting with their peers, but they want to do so with themes they like to address. When interacting in their mother tongue, most kids enjoy talking about cartoons and video-games. Teenagers appreciate movies, TV series and singers. Young adults may take pleasure in discussing about major figures and pop culture. Why does it have to be different

when teaching a second language? I strongly believe that students should be encouraged to talk about what is meaningful to them, to listen and respond to each other, and to be given a purpose for doing what they do. Overall, if they do not identify a purpose and do not feel interested in the matter, they are likely to ignore the language that is related to this purpose. I prepared this material having such matter in mind.

Another way to keep students constantly motivated was to make the lessons as visually attractive as possible. Last year, when I studied the subject *Applied Linguistics: Visual Literacies* at UFMG, I learned that pictures can be “read” and meaning can be conveyed through them. Visual literacy has been defined as the “ability to understand, interpret and evaluate visual messages” (BRISTOR & DRAKE, 1994). I inserted as many illustrations as I could, and I believe that students will benefit from them when talking about a particular topic. They might even develop their critical reasoning.

Thus, selecting pictures that seemed the most appealing to adults and young-adults was an important stage on the production of this material. Moreover, although both units are quite similar in terms of structure and layout, I did not organize them the same way so that they wouldn't be too easy to foretell.

Besides motivation, variables such as teacher talking time, authenticity, inductive reasoning, exposure to the target language, and L1 influences have a strong effect on the learner's performance. They will be separately discussed here as it follows bellow.

“*Tell me what you like*” takes into account the four main skills for learning a language. Such skills, either productive (speaking and writing) or receptive (listening and reading) are integrated and also connected by the main theme. Language learning involves many different cognitive exercises, so students have to be exposed to different tasks and means of interaction with the language in the learning process. That is the reason why we put forward a range of different activities in this material. For instance, only working with a given type of task during all listening exercises is not advantageous. We considered a wide view of language that learners may use to interpret, express and negotiate meaning. Thus, assuming that knowledge is socially constructed and needs to be negotiated, most of our tasks involve group work and the collective production of meanings is suggested.

The reading and listening tasks designed for this material are all authentic and linked to the units. By authentic, I mean content that was not designed to be used for teaching purposes. This type of material provides language that students will encounter outside the classroom and with genuine challenges, hence it makes no concessions for non-native speakers (Martinez,

2002). Being aware of this, the listening exercises were selected from Youtube videos and they cover different genres, such as reviews and a news report, whereas our written texts range from a biography to an infographic, among others. I believe that through the selection of authentic texts, students will not only be provided with natural input, but they will also feel engaged, which is a matter of paramount importance in this paper. Regarding the use of authentic material in Communicative Language Teaching, Larsen-Freeman (2000) affirms that CLT advocates the use of authentic materials as a means of tackling “the typical problem that students cannot transfer what they learn in the classroom to the outside world” (LARSEN-FREEMAN, 2000, p. 132).

In relation to grammar, my intention was to create tasks for which language rules are presented in an inductive manner. Nassaji & Fotos (2011) describe the inductive approach to teaching as a way of moving from language data, such as short extracts, to grammatical descriptions and rule generalization. This approach seems appealing to me because it involves learners’ participating actively in their own instruction. It also helps them enhance learning autonomy and self-reliance.

Many researchers have urged teachers to maximize their use of the target language during instruction, especially given the fact that there may be few opportunities for students to encounter input outside of the classroom (Ellis, 2005). Considering that English is the target language in stake here, classes should be taught in English most of the time, so that students can be provided with a context for real communication.

Learners should also be discouraged by the teacher to use their mother tongue when it is not necessary to do so. It is known that interaction limited to the target language is a difficult assignment, but it is pivotal to promote an environment which learners may use language to swap concepts and negotiate meaning between themselves. Ellis (1997) explains negotiation of meaning as “the interactive work that takes place between speakers when some misunderstanding occurs. It results in interactional modifications hypothesized to aid acquisition”. According to him, there is enough evidence nowadays to aid the importance of this interactive work within second language acquisition. We stress the importance of negotiation of meaning in this teaching material, so that students keep helping each other in order to send their messages in different contexts. According to Harmer (1998), pair and group work immediately increase the amount of student talking time, it provides the students with the opportunity to communicate with each other in order to share "suggestions, hypothesis, insights, feedback, successes, and failures" (NIELSON, 1989).

Another CLT aspect that I considered while preparing this teaching material was the amount of teacher talk (TTT) that should be spoken in the classroom. According to Scrivener (2005), observers who watch new teachers at work often comment that they talk too much. He states that an essential lesson that every new teacher needs to learn is that “talking at” the learners does not necessarily mean that learning is taking place and in many cases, TTT is actually time when the learners are not doing very much and are not very involved. For this reason, I decided to make the instructions for the tasks in this teaching material as simpler as possible. Scrivener (2005) lists some other tips which may help teachers decreasing TTT, such as asking questions rather than giving explanations, allowing silence and thinking time, using gestures to replace unnecessary teacher talk and allowing students to finish their own sentences. In this teaching material, tasks range from individual, to pair work and group work, in order to promote time for both student talk, thinking time and monitoring by the teacher.

Considering that the target group of this teaching material consists of upper-intermediate students, we can assume that their interlanguage is still under development. Many times learners may display a high level of accuracy only to apparently regress later and afterwards produce the suitable target-language norms. When this happens, acquisition follows what is known as the “U-shaped course of development” (Ellis, 1997). This is the reason to why I worked with the simple past tense in the first unit. Assuming that learners have already studied such tense before, I considered introducing it again in order to review and reorganize what they already knew about the topic.

Regarding assessment in this teaching material, at the end of both units, one kind of formative assessment is presented. It is basically a self-assessment task in which students should reflect their participation during the developed activities, and throughout the development of the units. They will also be assessed in their written production, the criteria for this has been detailed in the Teacher’s Pack.

Last but not least, I also considered a view of critical teaching, which believes that a foreign language course should go beyond teaching the target language only, and that the learning process is a powerful means to offer students a chance to reflect upon their role as citizens of their communities. I did not want to force this approach, though many activities in this material can be seen as a great opportunity for introducing critical thinking and citizenship issues. Teachers just have to find the right time to do so. For any further information about how to use Critical Literacy when teaching modern languages, check OCEM (2006).

Below you will find an overview of the content dealt with in the units, and some theoretical approaches considered when developing the tasks.

Unit 1 - Keeping up with the trends	
Getting Started	Warm-up activity: Brainstorming words related to the soundtracks played by the teacher.
Reading	A text about the singer Liam Payne and the origin of the band One Direction, interpretation questions and a review of the Simple Past tense.
Listening	An informative video from a Youtube news channel with both multiple-choice and open-ended questions about it, introduction of language items used to express opinion.
Speaking	A group debate.
Writing	Genre: Biography
Speaking	Role-play, group work, research about celebrities and important causes for the world.
Language Awareness	Overview of the alveolar tap sound.
Feedback Time	First self-assessment.

Our first unit, “Keeping up with the trends”, deals with elements such how to talk about one’s musical preference, how to express opinion and how to write a biography. Students also learn how to recognize the pronunciation of the /r/ sound and they review the main rules for the simple past tense. The text used in the reading part followed the principles of the biography genre and we chose it because we believe it is attractive, easily accessible and learners might be quite familiar with the genre itself. Such information is displayed in the **In this unit you will...** box. This section is found at the beginning of the units and lists topics as a means of making students aware of what the unit is about and what they are expected to learn.

On the very first activity of the unit, students are brainstormed by varied movie/game soundtracks and are encouraged to write down any words or impressions they can come up with. This type of activity aims to prepare the students to understand what they are going to listen. According to NASSAJI & FOTOS (2011), “the aim of the pre-task phase is to expose students to the task or prepare them to carry out the task, through activities such as brainstorming, using pictures, highlighting new vocabulary, etc.”

Afterwards, everyone will get in pairs or in small groups to talk about many aspects related to music. Here they share vocabulary that they already know, so this may be a nice opportunity for the instruction of new expressions. This is part of the whole **Getting started** section. The first pages of the units always introduce this section. The broader goal here is to

set the tone for the lesson by engaging students in the topic of the unit and providing them with an opportunity to activate their previous knowledge. Usually at this part, students are required to voice their opinions and experiences, relying on the language they are already familiar with.

Our next section is **Reading**. The approach for reading should be varied, in order to account for the different cognitive skills involved in it. The activities in this material are not only meant to develop student's understanding of a given topic, but also to make them build hypothesis on how the language works. Also, the texts were carefully chosen in order to increase their critical and autonomous thinking skills.

Students must be prepared for the tasks through pre-reading activities such as predicting, brainstorming and speculating. We believe it is more meaningful to start a reading activity if the teacher describes the context and give students a purpose for reading. From the start, students should be encouraged to take risks to develop techniques such as guessing and inferring to deal with the new words.

Before reading the main text of the unit, a biography from a singer of the band One Direction, students are going to tick the sentences that they think are true. By doing this, they are making predictions about the topic and using their background knowledge. This process called *input enhancement* states that input should be made more noticeable to the learner in order to facilitate the task (Nassaji & Fotos, 2011). The reading itself might be classified as *perceptive reading*, hence students have to identify categories specified for reading comprehension and attend to larger stretches of discourse (Brown, 2003). They should also get together with a partner and try to guess the meaning of highlighted words. By doing this, they might become aware about the meaning of the words through context, which we find suitable, once Sardinha (2000 apud PAIVA, 2004) claims that vocabulary is not a phenomenon that has to be seen in an isolated way from syntax.

The next reading task demands students to put the events of the biography in the correct order. To do so, they might have to scan the text. Brown (2003) defines scanning as a task that requires fast identification of relevant bits of information. After that, we drawn students' attention to the sentences containing past simple samples highlighted in bold, as a resource to facilitate the process of identifying the target topic. Then, they may proceed and try to complete the rules of verb formation in the simple past in a cloze activity. According to Richards & Schmidt (2002), a cloze activity consists of a technique for measuring reading comprehension and overall language proficiency. In a cloze task, words are deleted from a reading passage at

regular intervals, leaving blanks. It is known that cloze activities are sometimes overused with low achievers, and that is why I have decided to keep only one of them in this material.

In order to practice the new language items, varied activities were included in this section, such as paraphrasing information drawn from a timeline, writing short questions in the simple past tense and playing a guessing game by asking yes/no questions. There is also a picture providing reference for the **Information-gap activities** section. There is one activity of this kind included in this material. It should be viewed as a followed-up activity since students have already been introduced to the structures and language needed to perform it. As the name says, such activities require that students interact so that information can be exchanged and the missing gaps can be filled (Brown, 2006). In this learning material, information-gap activities are organized in the end of the unit, so that students can detach the pages with ease.

As soon as the first reading section is completed, students are asked to watch a Youtube video in the **Listening** section. Listening tasks in this material can be comprised either of closed questions (such as the first task of this section) or open-ended questions (the second task). Students may be reminded that, in most listening situations, the aim is not to understand every single word but to extract main ideas or specific information. It is paramount that students are prepared through pre-listening activities as the ones described previously.

Even though this section focuses on listening, oral production is also regarded with paramount importance here. Hence the former listening had to do with a celebrity's controversial moment, students are then asked to voice their opinion about it. It is important to show students how to say the same thing in different ways. In order to do so, the **Language Booster** panel, such as the one introduced in this section, offers students different language components to express a given communicative function. Thus, students expand and diversify their communicative repertoire.

After voicing their opinion, students should engage in a debate in the **Speaking** section. Although we can find moments for speaking throughout all the material, this is the part when students incorporate the new items in their language repertoire by using them in context. The activities are aimed at freer practice, such as debates. When students work in pairs or in groups, the teacher should remember to change all partners frequently to ensure that everyone really gets an opportunity to work with different members of the class, in order to promote a productive Zone of Proximal Development (Vygotsky, 1978). During interaction, it is advised not to interfere, unless students require the teacher's help or there is a communicative breakdown.

Presented in the middle of the unit, the **Writing** section of this material provide guidelines for writing compositions of a given genre. When selecting the texts for the reading sections, our aim was to present meaningful passages from the same genre that we expect students to write later on. That is, the main passage of Unit 1 was a biography. Thus, after teaching the main characteristics of such genre, we believe students will have an easier time when writing within this same genre.

Learners should be evaluated in different aspects of their work. The teacher may assign the composition as a homework and then collect and grade it according to the criteria below, adapted from Brown (2003):

Content: 2.0 points

Organization: 2.0 points

Vocabulary: 2.0 points

Syntax: 2.0 points

Creativity: 2.0 points

Total: 10.0 points.

We believe that, after evaluation, the teacher should not only analyze strategies and problems, but also prepare feedback for the class. Moreover, he or she should analyze general mistakes and prepare likely remedial work for the future. After teacher's correction, it is a good idea to encourage students on posting their writing on the walls. In the same way that in their future English lives they will not only be talking to a teacher, they will be writing to others as well. It can also be an additional motivation for students to know that their work is going to be read by their classmates or even a wider audience.

After the writing section, we revisit the speaking section. However, this time students will perform a role-play speaking and talk about people that support important causes for world issues. They will also do some research on the internet and share their findings with their classmates on the next class.

Subsequently, students should focus on the pronunciation of the alveolar tap sound in the **Language Awareness** section. The focus on these sections is to provide students with new language items, usually by reading short, authentic written texts. The goal is to introduce grammar or pronunciation patterns, and lead students to notice and connect them with their previous knowledge.

When dealing with grammar, students work on grammar topics which are sometimes related to the language functions approached in the unit. Student's previous knowledge should

be taken into account and the teacher is expected to help them organizing their knowledge so that they can use such functions in other contexts. The information on the *Language Booster* panels should be used as a reference.

When dealing with pronunciation, it is important to draw student’s attention to sounds and speech patterns, and raise their awareness of pronunciation standards and common mistakes. Most of the examples provided come from other sections of the unit. Throughout the Language Awareness sections, it would be interesting if the teacher made it clear to students that cultural differences should be respected and treated without prejudice and that their habits and values are not superior or inferior to those of any other person or social group.

Finally, students proceed to the **Feedback Time**. The focus of this section is to give students the opportunity to review the contents studied. Students are encouraged to go through the unit and carry out some self-evaluation of their progress. Teachers should view this section as a way to encourage students to work hard and indicate what they need to focus on when they are having difficulty.

Unit 2 - Wake up, geek culture!	
Getting Started	Warm-up activity containing vocabulary related to the geek media.
Speaking	Group work. Discuss questions related to videogames and the geek media.
Vocabulary	Words linked to the theme “fantasy”.
Listening	A video review of the game <i>Life is Strange</i> , retelling and multiple-choice exercises.
Language Awareness	Short text extracts and a task for identifying and working on adverb-adjective combinations.
Reading	A text about different kind of “geeks”, short open-ended questions and a crossword puzzle.
Speaking	Group work. Talk about different tribes and common stereotypes related to them.
Listening	A video interview featuring different actors from the movie “ <i>Transcendence</i> ” and open-ended questions about it.
Speaking	Pair work. Talk about possible future scenarios, work on language related to future events.
Writing	Genre: Review.
Feedback Time	Second self-assessment.
Project	Pair work. Students get together with a partner and choose one of the following options: 1) Record a video review 2) Create a whiteboard animation 3) Record a playthrough.

The sections in Unit 2 are the same as the ones presented in Unit 1. However, the order that they are organized is not the same. As previously mentioned, in Unit 2, students will mainly talk about the geek culture and their favorite media. That is why the unit starts with a set of words in which students have to negotiate meaning with a partner in order to fully understand all the vocabulary (Getting started). Later on, in the speaking section, they will discuss questions related to videogames and the geek media.

In the next vocabulary section, students will work with words linked to the theme “fantasy”. They have to reorganize and distribute words in the correct categories. This may be a good activity at the beginning of a lesson, since it acquaints students with all the vocabulary and get them to think about relationships among words. Students will also complete an open cloze task, in which they use as many words they want to fill each space in a short phrase, as long as it is coherent.

For the first listening section, students will watch a video review of the game *Life is Strange*. As a pre-listening procedure, they have to look at the picture and guess what the plot of the game is about. After that, students will listen for the gist as they prepare to summarize the video to a partner later on. They are encouraged to take notes if necessary. This activity may be labeled as a retelling task. According to Brown (2006), in this type of task, listeners must identify the main idea, the purpose and supporting points to show comprehension. Moreover, aspects such as validity, cognitive processing, communicative ability and authenticity are all incorporated in such tasks.

Learners should then watch the video again and answer comprehension closed questions. It is important to mention that although multiple-choice comprehension items are quite reliable, they lack authenticity (Brown, 2006). That is why our approach to listening is varied, not only in this unit, but also in the previous one.

In the next Language Awareness section, there are short text extracts and a task in which students have to identify and work on adverb-adjective combinations. This is mainly a moment of recognition and reflection. Activities in this section lead students to use the words in context so that they serve as tools for further speaking, listening and reading activities.

For the reading section, I selected quiz, considering it is a popular and engaging genre. After discussing short questions with a partner, students will do a crossword puzzle in order to retain some of the vocabulary presented in the text. This should be regarded as a moment of fun and enjoyment.

For the next speaking section, students will discuss about different tribes and voice their opinion about stereotypes. They will also play a game in which they create a short phrase breaking a taboo (check Teacher's Pack). This is a great opportunity to focus on critical literacy. We expect that students and teachers who use this teaching material become more aware of their possibilities as agents that foster a sense of active citizenship.

After that, students will listen to a video interview and answer open-ended questions about it. Before that, however, they should match the meaning of the words related to the video in a pre-listening activity. Later on, they will discuss possible scenarios for the future in the speaking section. Activities include pair-work discussions and a two-minute presentation speech to be delivered in a small group. According to Brown (2006, p. 179), "in the academic and professional arenas, it would not be uncommon to be called on to present a report, a paper, a marketing plan, a sales idea, a design of a new product or a method". That is why I decided to include a more-formal, prepared oral presentation in this lesson. I believe that students will not only have benefits in their communicative skills, but they will also enhance their assurance and self-confidence. Nevertheless, a *Language Booster* panel was included in order to provide reliable language samples and facilitate the task.

Presented in the end of the unit, this writing section provides guidelines for the writing compositions of a review, considering that it was the genre that had been most worked on throughout Unit 2.

Last but not least, after their second self-evaluation, students get together to develop a project. An infographic containing information of *Youtube* was selected in order to engage students in their further production. I decided to add a project in the end of this teaching material after acknowledging its importance. According to Haines (1989):

"Projects are multi-skill activities focusing on topics or themes rather than on specific language targets. Of crucial importance is the part which the students play in the initial choice of subject matter and in the decisions related to appropriate working methods, the project time table and the end product. Because specific language goals are not prescribed, and because students concentrate their efforts and attention on reaching an agreed goal, project work provides students with opportunities to recycle known language and skills in a relatively natural context" (HAINES, 1989, p.1).

Furthermore, web links with instructions and guidelines were added in case there are any doubts. We decided to offer three different choices for the creation of this project. We hope that by doing this, students can select the task that they feel more comfortable in developing.

Tell me what you like: Teaching English to upper-intermediate students

UNIT 1

Keeping up with the trends

UNIT 2

Wake up, geek culture!



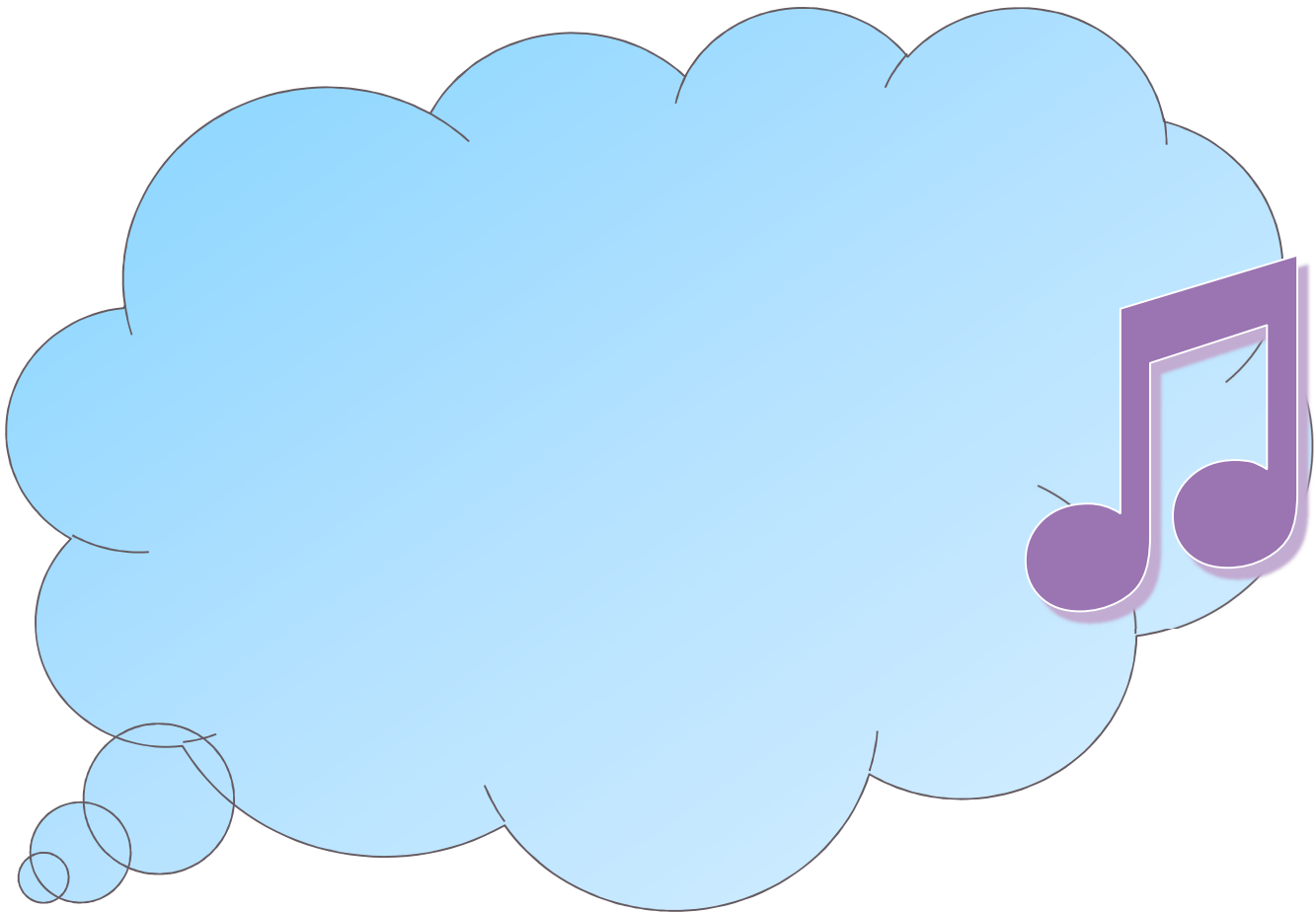
Keeping up with the trends

GETTING STARTED

In this unit, you will:

- Talk about your musical preference
- Revisit the simple past tense
- Express your opinion, agree and disagree
- Write a biography
- Recognize the pronunciation of the / r/ sound

1. How does music make you feel? Follow your teacher's instructions and have fun!



2. Share your findings with your group.
3. Follow your teacher's instructions and play the "Who am I?" game

Who am I?

Reading

1. Look at the pictures below. Do you know these people? What are the similarities and differences between them? Discuss with a partner.



2. Read the biography below and do the activity that follows.

Liam Payne Biography Singer (1993–)

QUICK FACTS

NAME

Liam Payne

OCCUPATION

Singer

BIRTH DATE

August 29, 1993 (age 21)

PLACE OF BIRTH

Wolverhampton, England

FULL NAME

Liam James Payne

ZODIAC SIGN

Virgo

Liam Payne is one of the five members of the British pop boy band One Direction.

“We're five **lads** in a band. Boy bands aren't all about dancing and being structured and wearing the same clothes.” —Liam Payne

Synopsis

Liam Payne was born on August 29, 1993, in Wolverhampton, England. His early interest in music and performing led him to compete on television talent competition The X Factor in 2008 and again in 2010. On his second try he attracted positive **notice**. Although he didn't win, the judges combined him with four other competitors to form the pop boy band One Direction, who became a global success.

Childhood and School Years

Liam James Payne was born on August 29, 1993, in Wolverhampton, a town located in England's West Midlands. His father, Geoff, works for the aerospace manufacturing corporation Goodrich; his mother, Karen, has worked as a nurse and a receptionist. Payne has two older sisters, Nicole and Ruth.



Payne attended St. Peter's Collegiate School in Wolverhampton. As a pre-teen, he was interested in both music and athletics. He was a member of the Wolverhampton & Bilston Athletics Club and trained as a **runner**. He also began acting and singing with a local theater performance group called Pink Productions at the age of 12. Following his graduation from St. Peter's, he enrolled in the City of Wolverhampton College to study music technology.

'The X Factor'

Payne auditioned for the television talent competition The X Factor in 2008 and performed well enough to become one of the final 24 competitors before he was eliminated. For the next two years, he continued to train as a vocalist. He auditioned for The X Factor again in 2010 and moved further up in the competition, winning praise for his renditions of songs like "Cry Me a River" and Oasis's "Stop Crying Your Heart Out."

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SHARES



Although Payne was eliminated as a solo artist before the show's final **round**, he became part of a newly formed group act when judges Nicole Scherzinger and Simon Cowell combined him with his fellow competitors Harry Styles, Niall Horan, Louis Tomlinson and Zayn Malik. Performing as One Direction, Payne and his new band-mates finished the competition in third place and received a contract with Cowell's music label.

One Direction

Payne has become very successful as a part of One Direction. Their first **single**, "What Makes You Beautiful," was released in September 2011 in the United Kingdom and became a No. 1 **hit** before achieving worldwide popularity. Their debut album, Up All Night (2011), was a chart-topping success, as was their second album, Take Me Home (2012).

Personal Life

Payne is known for being the most sensible and grounded member of One Direction. He dated dancer Danielle Peazer, whom he met on the set of The X Factor, on and off from 2010 to 2013. He has also been romantically linked with British singer Leona Lewis.

Source: <http://www.biography.com/people/liam-payne-21262019>

Learning Tip

If you are reading and you find a word or phrase you do not understand, try to guess the meaning from the context (the other words around it).

How much do you remember about Liam's story? Put the sentences below in chronological order and compare your answers with a partner.

- () At the age of 15, he *took part* in the 2008 edition of the talent program The X Factor.
- () Liam Payne *was born* in Wolverhampton, England.
- () On his second try, Liam *reached* the quarterfinals before being voted out.
- () One Direction *was joined* as they performed live on The X Factor final.
- () One Direction's first single *was released*.
- () Payne *attended* St. Peter's Collegiate School in Wolverhampton.

3. Read the biography again carefully. With a partner, say or guess what the highlighted words mean.
4. Look at the following extracts taken from the text. After that, complete the box.

“He **was** a member of the Wolverhampton & Bilston Athletics Club”

“On his second try he **attracted** positive notice.”

Liam Payne **was** born on August 29, 1993.

“For the next two years, he **continued** to train as a vocalist.”

“Although he **didn't win**, the judges **combined** him with four other competitors...”

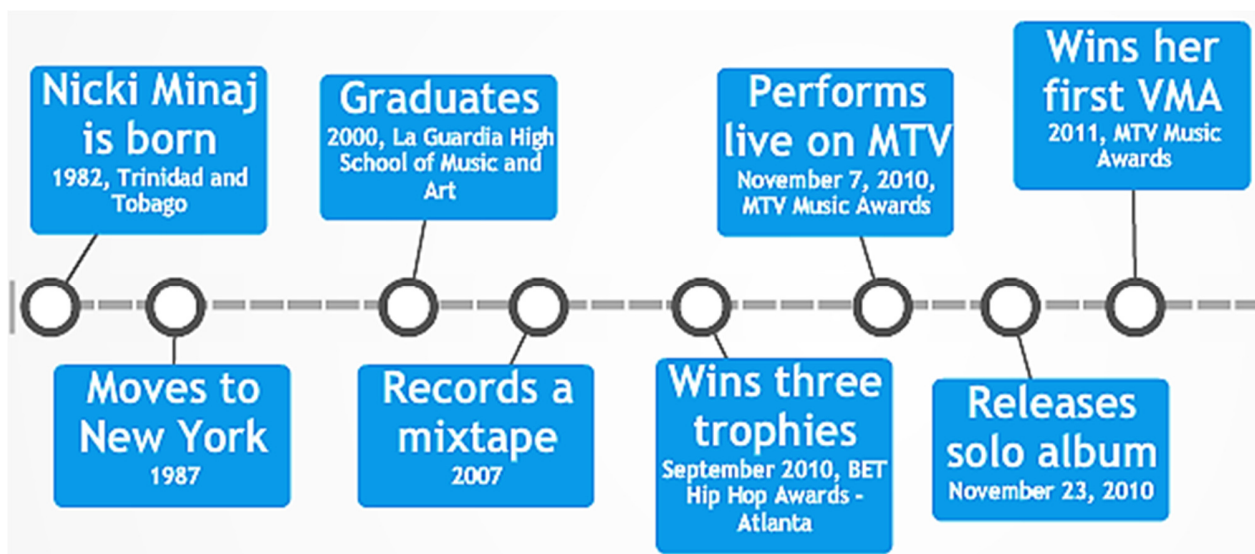
Did you know?

The _____ is used to talk about something that started and finished at a definite time in the past. To change a _____ into its past tense form, we normally add **-ED** to the end of the word. However, many verbs in English don't form their past tense with -ED. These are called _____.

We use _____ to make questions and _____ (did not) to make negatives.

did
didn't
irregular verbs
regular verb
simple past tense

5. What about Nicki Minaj? Do you know her? Take a look at her biographical timeline and do the activity that follows.



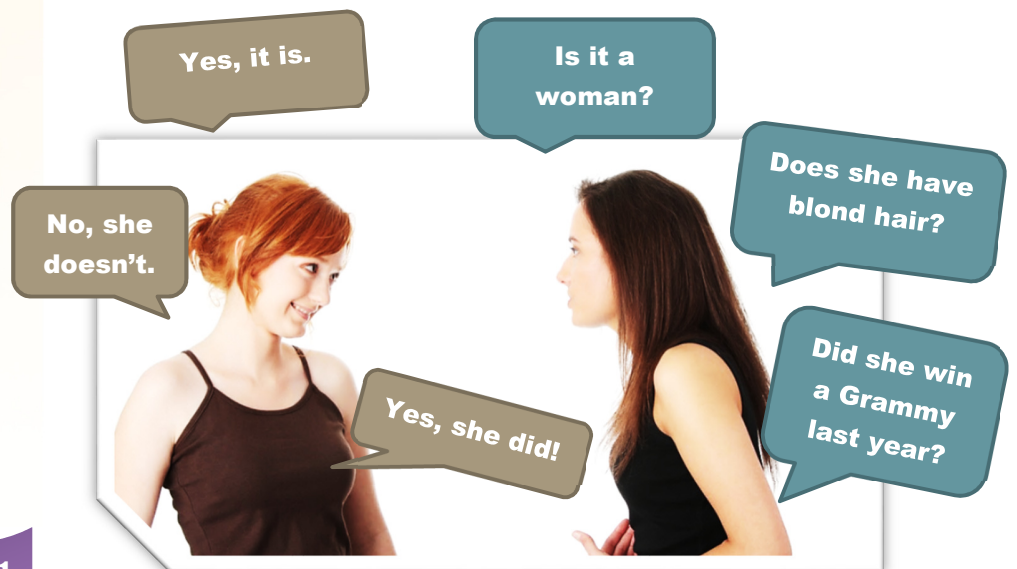


a) Choose five facts about Nicki Minaj's life and write them down using the past tense. One example has already been done for you.

Nicki Minaj moved to New York in 1987.

b) Imagine you are a reporter for a famous TV channel. If you had the chance to interview either Nicki Minaj or Liam Payne, what would you ask them about their past? Take notes.

6. Follow your teacher's instructions and play the guessing game.



Listening

1. You will watch a YouTube news channel talking about a singer and her behavior on live TV. Tick the sentences you think are true. Then, watch the video and check if your predictions were correct.



- () Miley's performance on VMA got mixed reactions from Hollywood's stars.
- () Actor James Van Der Beek wrote a tweet criticizing her performance.
- () All One Direction members seemed quite bored with the show.
- () Miley danced with many different stuffed animals.
- () Some celebrities were shocked by Lady Gaga's opening number.
- () The language used throughout the video is formal.

2. Answer the following questions with a partner:

- a) How can you describe Miley's performance?
- b) Were all One Direction members pleased with it?
- c) How was Rihanna's overall reaction?
- d) What were Taylor Swift and Selena Gomez doing?

3. MTV Video Music Awards (VMA) is famous for its shocking moments. What is your opinion about Miley's behavior? Would you consider it acceptable?

- Now talk to a partner about this and other memorable celebrity moments pictured on the next page. Justify your ideas.

LANGUAGE BOOSTER

To **express your opinion**, you may use:

In my opinion...

To my mind...

Personally, I think...

Generally speaking, I think...

As far as I'm concerned...

Agreeing

I agree with you.

That's true.

You're absolutely right.

Disagreeing

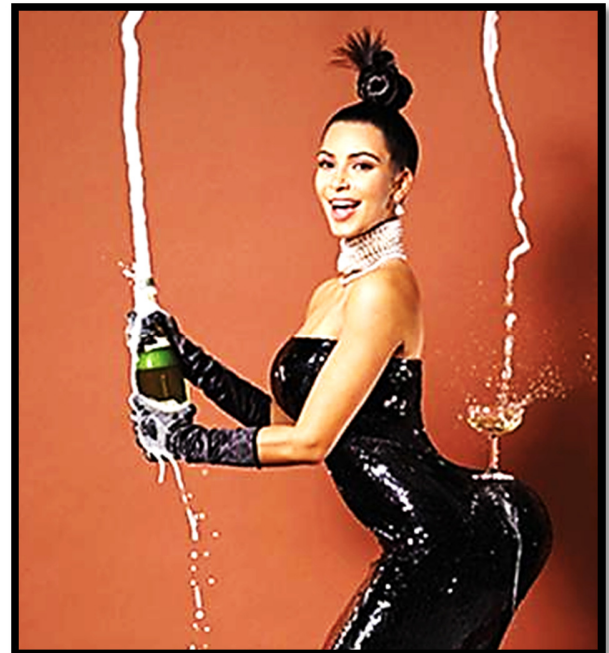
I respectfully disagree.

Not necessarily.

Nonsense!

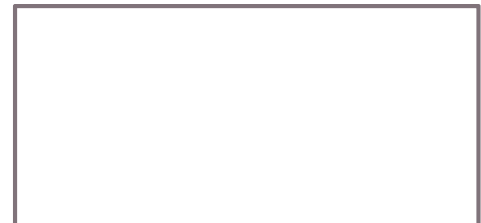


Lady Gaga's meat dress – VMA 2010



Kim Kardashian's glass pose – Paper Magazine 2014

Justin Bieber attacks paparazzi in London - 2013



Add your own

Speaking

1. You are going to debate the following topic in small groups.

"Within the music and popular media industry, there are boundaries that must be followed and respected"

GROUP A: You are going to defend the celebrities' right to perform and behave as they feel like.

GROUP B: You believe that shocking, controversial performances should be avoided, hence they tend to be quite disrespectful.

Prepare at least four arguments and give examples. Then, each side tries to argue against each other's points.

Writing / Biography

Biography

noun

/baɪˈɒɡrəˌfi/ (PLURAL **biographies**)

B1 the story of a person's life written by another person

Source: Cambridge Online Dictionary (<http://dictionary.cambridge.org/>)

A biography is simply the story of a life. Biographies can be just a few sentences long, or they can fill an entire book—or two.

- Very short biographies tell the basic facts of someone's life and importance.
- Longer biographies include that basic information of course, with a lot more detail, but they also tell a good story.

Biographies analyze and interpret the events in a person's life. They try to find connections, explain the meaning of unexpected actions or mysteries, and make arguments about the significance of the person's accomplishments or life activities. (...)

To write a biography you should:

1. Select a person you are interested in.
2. Find out the basic facts of the person's life. Start with the encyclopedia and almanac.
3. Think about what else you would like to know about the person, and what parts of life that you want to write most about.

Source: Homework Center (<http://www.infoplease.com/homework/wsbiography.html>). Adapted.

1. You have been asked to write a biography about a singer or movie celebrity in your country for an entertainment magazine. You should write from 120 to 150 words.
 - Write in the third person.
 - Mention the person's most important accomplishments, if applicable.
 - Check Liam Payne's biography in this unit as a reference.

Speaking

1. Work in pairs and role-play the situation below:



Student A
 You're a famous actor/actress and you are about to be interviewed for a TV talk show. Be prepared to answer questions related to your personal/professional life.

Student B
 You run a popular TV talk show. Today you've arranged to interview a famous celebrity. You know that this will be a great interview if you ask him/her the right questions.

2. Did you know? Many celebrities do try to make the world a better place by supporting a cause. Look at the list below:






- [Children](#) 636 charities, 2335 celebrities
- [Education](#) 298 charities, 1150 celebrities
- [Poverty](#) 206 charities, 1369 celebrities
- [Cancer](#) 187 charities, 1223 celebrities
- [Environment](#) 181 charities, 798 celebrities
- [Animals](#) 148 charities, 796 celebrities
- [AIDS & HIV](#) 147 charities, 1354 celebrities
- [Women rights](#) 146 charities, 672 celebrities



Top causes »

- AIDS & HIV
- Animals
- At-Risk/Disadvantaged
- Youths
- Cancer
- Children
- Education
- Environment
- Health
- Human Rights
- Miscellaneous
- Poverty
- Women

Top celebrities for this cause 1354

-  Elton John
-  Annie Lennox
-  Bill Clinton
-  Nelson Mandela
-  Bono

Are you ready to do some research?

Gather information about a celebrity that supports (or supported) an important cause. Mention things like:

- The story of this person
- What this person is doing to make a positive difference in the world
- Why he/she decided to fight for it

You may find some information on <https://www.looktothestars.org>

Share your findings with the group

Language Awareness: The /r/ sound

1. These words were taken from the previous listening activity. Listen and repeat them, using an online dictionary to help you. Suggestion: (<http://www.macmillandictionary.com>).

Word	British English Pronunciation	American English Pronunciation
British	/ˈbrɪtɪʃ/	/ˈbrɪrɪʃ/
Popularity	/ˌpɒpjʊˈlærəti/	/ˌpɒpjʊˈlærəri/
Positive	/ˈpɒzətɪv/	/ˈpɒzərɪv/
Teddy	/ˈtedi/	/ˈteri/
Twitter	/ˈtwɪtə(r)/	/ˈtwɪrər/

Did you know?

In some dialects of English, especially North American English, the consonant sounds /t/ and /d/ within intervocalic position may surface as the sound /r/.

What other examples can you think of? Talk to your teacher and classmates.

2. Now it's your turn! Write a paragraph with as many words with the /r/ sound as you can. After that, challenge your partner to read it quickly.

Feedback Time

Can you...	Very well	Well	Not so much
Talk about your musical preference?			
Recognize and write sentences in the past?			
Express your opinion?			
Agree and disagree?			
Write a biography?			
Recognize the pronunciation of the /r/ sound?			

These people took trips to different places. Talk to your classmate and fill in the chart with the missing information.

Information Gap Activity 1



S
T
U
D
E
N
T
A

	Christopher	Claire	Leon	Jill
Place		London	New York	
Period of time		Ten days	A weekend	
Activities		<ul style="list-style-type: none"> Went sightseeing Visited parks and museums Met friends 	<ul style="list-style-type: none"> Went shopping Watched a musical Went ice skating Met his friends 	
Weather		Cloudy and rainy	Cloudy and snowy	



These people took trips to different places. Talk to your classmate and fill in the chart with the missing information.

Information Gap Activity 1



S
T
U
D
E
N
T
B

	Christopher	Claire	Leon	Jill
Place	Cairo			Rio de Janeiro
Period of time	Two weeks			A month
Activities	<ul style="list-style-type: none"> Went sightseeing Visited the pyramids Tried local food 			<ul style="list-style-type: none"> Went to the beach Sunbathed Took surf lessons Met her friends
Weather	Hot and windy			Hot and sunny

Wake up, geek culture

In this unit, you will:

- Talk about your favorite media
- Deepen your understanding of stereotypes
- Discuss possible scenarios for the future
- Work on adverb-adjective combinations
- Write a review

GETTING STARTED

1. It's time to geek up! Talk about these words with a partner and try to guess their meanings.



2. It's time to check your work. Follow your teacher's instruction and have fun!

Speaking

1. Let's interview each other!

Question	Name	Name
1. Are you into videogames? What kind?		
2. Do you know anyone who has learned English by playing them?		
3. What's the coolest videogame you've ever seen or played? Why do you think it's so cool?		
4. Besides videogames, do you enjoy any other geek media?		



Vocabulary

1. How well do you know about fantasy stuff? Go over this list and distribute them in the categories.

Dragon

Sphinx

Helmet

Battle axe

Sword

Elf

Dwarf

Bow

Orc

Dagger

Wizard

Phoenix

Ogre

Knight

Goblin

Warrior

Fairy

Shield

Staff

Witch

Archer

Ranger



RACE (what a character is, a lineage)	CLASS / JOB (what a character does for a living)	LEGENDARY CREATURES (Magical and unique beings)	WEAPONS AND ARMOR (what a character uses for protection)

2. Time to use your imagination! Use the words you learned to complete these sentences. Try to be as creative as you can.

- We were running away from the _____ when the _____ appeared and _____.
- When I looked back I saw _____.
- And then the _____ looked at me and said “_____”.
- Everybody was terrified because of the _____.

Listening

1. Look at the picture below. What do you think this game is about? Talk to a partner.



LIFE IS STRANGE

2. Listen to a video review of *Life is Strange* and summarize it to your partner. Take notes if necessary.

3. Now, listen again and check the correct sentences:

1) What kind of game is it?

- a) An episodic shooter
- b) An interactive adventure
- c) A role-playing game

2) What is the main character's occupation?

- a) She's a photography student
- b) She's a high-school student
- c) She's a private investigator

3) Max can be considered as:

- a) A heroine
- b) An emo teenager
- c) An indie girl

4) Max's main ability involves:

- a) Rewinding time
- b) Making people obey her wishes
- c) Controlling the emotions and feelings of others

5) Where did Max live before moving to her current city?

- a) Arcadia Bay
- b) Seattle
- c) Blackwell Academy

6) What happens at the end of each episode?

- a) You can watch the post-credits scene and save your progress
- b) You gain the ability to unlock special powers and use them in the next episode
- c) You can compare your choices with the ones made by other players

7) What is the aspect that differs *Life is Strange* from other *Telltale* games?

- a) *Life is Strange* provides a more realistic and dramatic experience
- b) The player has more control to explore the environment
- c) The graphics and design are more sophisticated and up-to-date

8) Which of these problems are mentioned by the reviewer? Check two.

- a) Weak narrative
- b) Awkward voice acting
- c) Poor gameplay mechanics
- d) Poor lip synchronization

Language awareness: Adverb-Adjective combination

1. Read the videogame reviews below. What can you notice about the highlighted words?

Insidegamer.nl	Source: metacritic.com (adapted)
83 Life is Strange - PC	Feb 3, 2015
Life is Strange needs a bit of time to get going, but the very nice atmosphere and fun dialogue make this introduction worth while. We do hope the lip sync will be better in the following episodes.	



Gamespot	
80 The Last of Us – Playstation 4	Jul 28, 2014
The Last of Us is a great action game that you should play if you haven't already. And if you have played it before, the improvements here aren't so dramatic as to make the game feel like a new experience, but it is definitely one worth revisiting.	



Gaming Nexus	
80 Donkey Kong Country: Tropical Freeze – Wii U	Feb 18, 2014
Donkey Kong Country Tropical Freeze is a master class in the art form of 2D platformers, but it's way too difficult for its own good.	



2. Choose the words from the chart and give your opinion about the topics you want by using an *adverb* and an *adjective*. For instance:

Student A: In my opinion, comic books are quite fascinating.
 Student B: I totally agree with you. I have a collection of...

Word cloud containing: CardGames, Selfie, Animes, ComicBooks, EasterEggs, TVseries, Instagram, RPG, Sci-fi, Xbox, Apple, Playstation, Facebook, D.C., Twitter, Nintendo, Marvel, Drones, Android, DLCs.

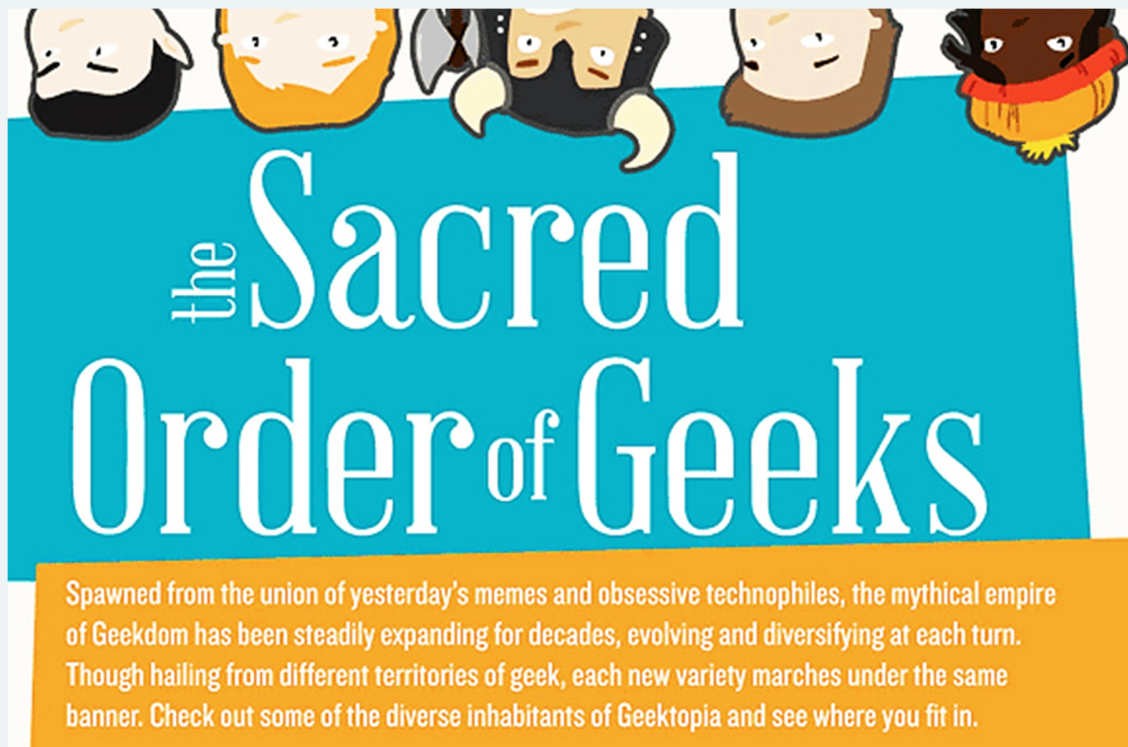
- Quite
- Rather
- Pretty
- Very
- Fairly
- So
- Kind of
- Really
- Way too
- Sort of

- Amazing
- Demanding
- Easy
- Useless
- Tiring
- Challenging
- Interesting
- Useful
- Boring
- Fascinating



Reading

1. How do you know if you are a geek? Read the text below and find out.



Apple fanboy Geek

Though unemployed, can be spotted wandering around the Apple Store helping customers
Doesn't technically know what a megahertz is, but waxes nostalgic for all 300 his bright-orange iBook boasted
Uses the word intuitive as often as possible

Cosplay Geek

Flashes battleaxe / cleavage in every photo
Will have you know that anime is more than just "tentacle porn"
Can be spotted downing Redbulls after pulling an all-nighter putting the finishing touches on a codpiece

Pop Culture Geek

Knew about Britney Spears' divorce before she even did
Has applied to The Real World for five consecutive years
Know the entire history of the Kardashian Dynasty

Sports Geek

Owns a baseball card collection more than any impressive 13-year old boy's
Though not physically able to play sports, destroys his alpha male counterpoints every fantasy season
Knows what beer pairs best with each professional sports league

Film Geek

Knew who Jim Jarmusch was before coffee and cigarettes
Won't permit the eating of food during screenings
Will tell anyone who'll listen that "3D is destroying film's artistry"

Music Geek

Knows the difference between math rock and mathcore
Scour online auctions for obscure 70s ambient electronica vinyls
Claims to possess a vial spit from Donald Fagen's saxophone

Gamer Geek

Shouts "+1 mana!" after every chugged Mountain Dew Code Red
Thinks Final Fantasy VII is the greatest story ever told
Plays DOA: Xtreme Beach Volleyball for the "physics engine"

Gadget Geek

Likes any device that can be described as "modular"
Brings a solar powered shower when camping
Subscribes to Popular Mechanics and shops at The Sharper Image

Comic Book Geek

Claims to have once touched a copy of Action Comics No. 1
Knows the entire history and mythology of the Marvel and D.C. Universes
Can accurately predict the outcome of any hypothetical battle between any two superheroes

Internet Geek

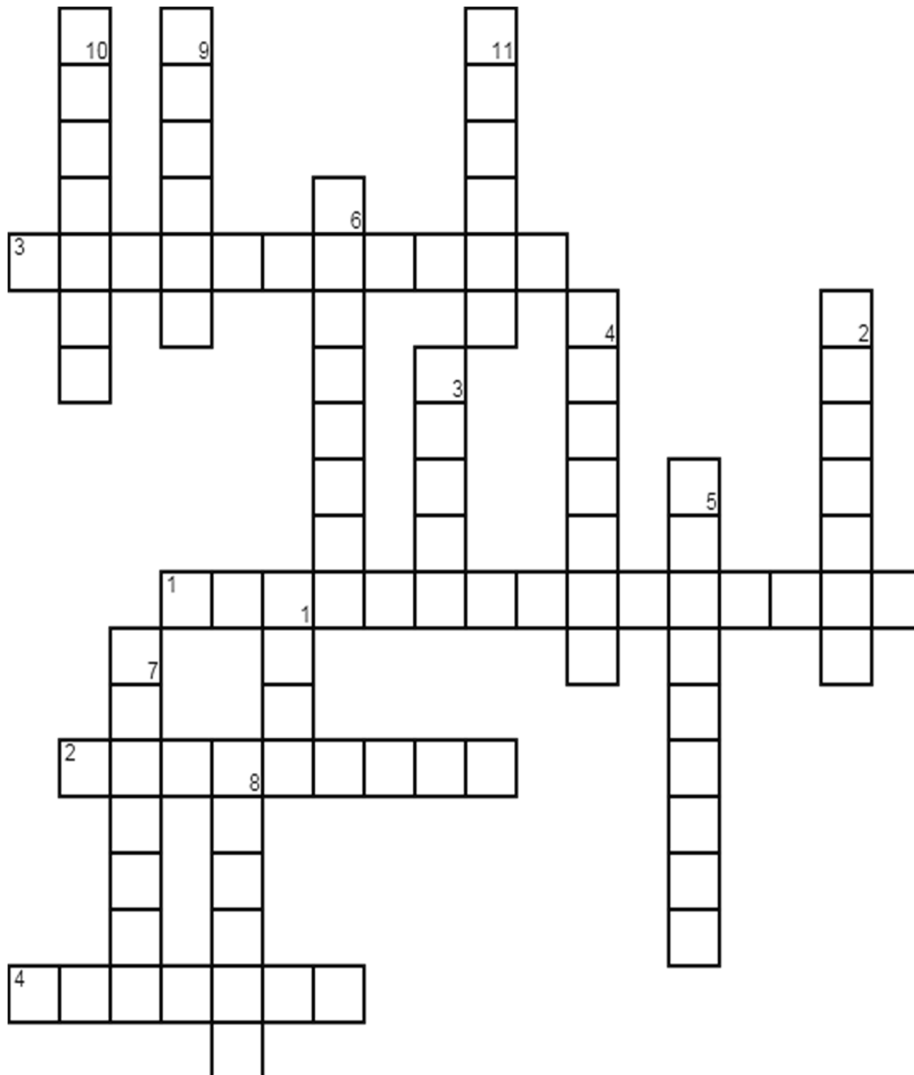
Identifies with either 4chan or Reddit, but never Digg
Takes an unhealthy amount of pride in discovering new content before anyone else
Reads infographics about geeks

Source: buzfeed.com (adapted)

2. Discuss with a partner:

Do you identify yourself as any of the geeks described in the text?
Do you agree with the descriptions? Why (not)?

3. Do the crossword puzzle below. Some words were taken from the text you've just read. Have fun!



Across

1. Fantasy drama television series created for HBO, based on a novel by George R. R. Martin.
2. Feeling both happy and sad when you think about things that happened in the past.
3. A way of showing and explaining information using pictures or diagrams.
4. Mobile operating system developed by Google.

Down

1. A kind of supernatural or magical power.
2. When a drink is consumed in large gulps without pausing.
3. A fictional videogame character that wears a red hat and has a mustache.
4. A succession of people from the same family.
5. A showing of a film.
6. A rhythmically complex and dissonant style of metalcore.
7. When something or someone is seen or noticed.
8. The main villain of Avengers - Infinity War.
9. The main character of "God of War" series.
10. American singer, songwriter, and actress. Famous for "Crazy in Love" and "Halo".
11. A photograph that you take of yourself, usually with a mobile phone.

Speaking

1. Geeks are not the only ones around. Take a look at these pictures. In which of these places do you think you would feel most comfortable? Why? Talk to your classmate and share your ideas.



2. Can you see anything that these groups have in common? If so, what?

3. Discuss these questions in small groups:

- Are you (or have you been) a member of a tribe? If not, would you consider joining one?
- Which tribes do you consider the most interesting? Why?
- What stereotypes are usually associated with each of these groups? (For instance, some people wrongly assume that all hippies are into recreational drugs)

4. Follow your teacher's instruction and play the IT'S OK TO... game

2. Are you optimistic about the future? Discuss your views with you classmate and remember to mention:

- the reasons for your optimism/pessimism
- things you think might disappear
- things you think might never change

3. In the previous listening, Jhonny Depp talked about the “mind-transfer device” from the movie *Transcendence*. He says:

“ ... That technology is very close. Probably within the next 30 or 40 years it will be possible.”

Do you agree with him?

4. Choose two of the topics from the list and try to imagine what they are going to be like 100 years from now. Prepare a two-minute presentation to be delivered to your group. Take notes on the box below.

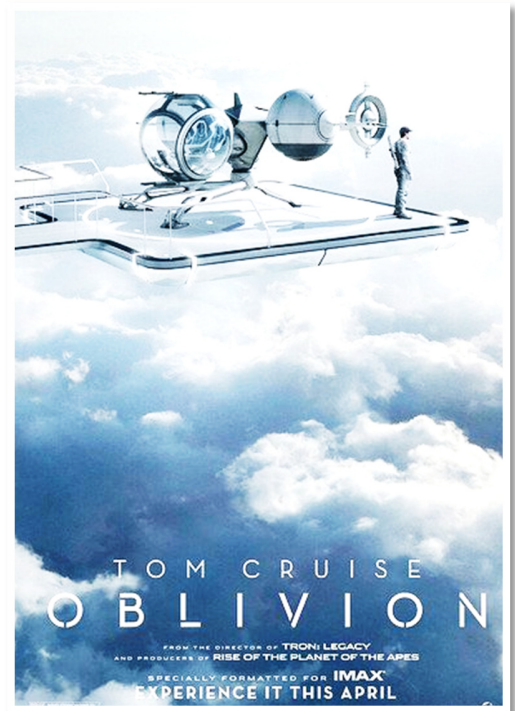
	Cars
	Cellphones
	Computers
	Housing
	Movies
	Music
	Religion
	Restaurants
	Schools
	Videogames

	Transportation
	Internet
	Medicine
	Space exploration
	Sports
	Fashion
	Dating
	Shopping
	Language learning

LANGUAGE BOOSTER

When talking about the future, you may use:

- By the time...
- In a hundred year’s time...
- ... will probably...
- ... will most certainly...
- In all likelihood...
- Chances are...
- There’s a good chance that...



4. Work in small groups and share your ideas.

Writing: A review

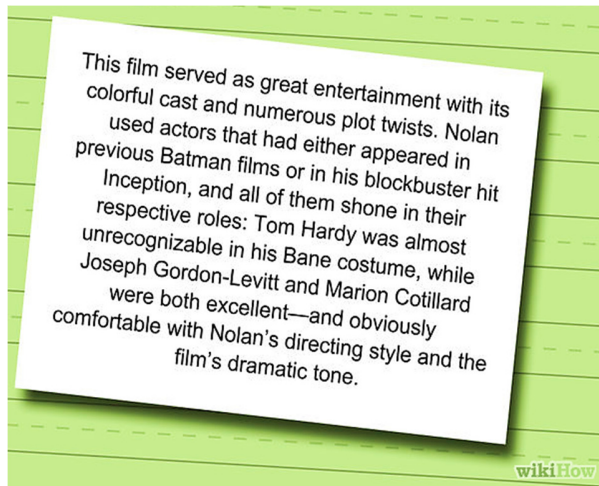
Review

Source: Cambridge Online Dictionary (<http://dictionary.cambridge.org/>)

/rɪˈvjuː/ noun

B1 a report in a newspaper, magazine, or programme that gives an opinion about a new book, film, etc.

1. Do you know how to write a movie review? Look at the sample and the instructions above:



Whether a movie is a rotten tomato or a brilliant work of art, if people are watching it, it's worth critiquing. A good movie review should entertain, persuade and inform, providing an original opinion without giving away too much of the plot.

Create an original thesis based on your analysis

- Does the film seem to have a message, or does it attempt to elicit a specific response or emotion from the audience? You could discuss whether or not it achieves its own goals.
- Does the film connect with you on a personal level? You could write a review stemming from your own feelings and weave in some personal stories to make it interesting for your readers.

Move into your analysis of the movie. Write several paragraphs discussing interesting elements of the movie that support your thesis. Discuss the acting, the direction, the cinematography, the setting, and so on, using clear, entertaining prose that keeps your readers engaged.

Use plenty of examples to back up your points. If you make a statement about the movie, back it up with a descriptive

example. Describe the way scenes look, the way a certain person acted, camera angles, and so on. You can quote dialogue to help you make your points as well. In this way you are giving your readers a feel for the movie and continuing to express your critique of the film at the same time.

Give it some personality. You could treat your review like a formal college essay, but it's more interesting if you make it your own. If your writing style is usually witty and funny, your review should be no exception. If you're serious and dramatic, that works, too. Let your language and writing style reflect your unique perspective and personality - it's much more entertaining for the reader.

Wrap up your review with a conclusion. It should tie back to your original thesis and provide some guidance as to whether the audience should go see the movie. Your conclusion should also be compelling or entertaining on its own, since it's the end of your piece of writing.

Source: [wikihow.com](http://www.wikihow.com) (adapted)


2. You have been invited to write a review for an entertainment geek magazine. You can write about a movie, a book, a videogame or a TV show. You should write from 120 to 150 words.

- You may check the review of [Life is Strange](#) presented in this unit as a reference.

Feedback Time


Can you...	Very well	Well	Not so much
Talk about your musical preference?			
Recognize and write sentences in the past?			
Express your opinion?			
Agree and disagree?			
Write a biography?			
Recognize the pronunciation of the /r/ sound?			

AWESOME YouTube FACTS & FIGURES



On average, there are
> 400 TWEETS
PER MINUTE
contain a YouTube link


THE LONGEST VIDEO ON YOUTUBE IS



571:01:41

571 hours, 1 minutes, and 41 seconds


The video is a slideshow of Jonathan Harchick's (the video's creator) trip to Chili in 2009



THERE ARE OVER
7,000 HOURS

of full-length movies and TV shows on YouTube

#1




FRIDAY
FRIDAY
FRIDAY

REBECCA BLACK'S
"FRIDAY"

3.1 MILLION DISLIKES

#2




JUSTIN BIEBER'S
"BABY"

> 2 MILLION DISLIKES


TODAY

there are **>40** YouTube
Downloaders known on
the market




The most reliable one is
4K VIDEO DOWNLOADER

**GOOGLE'S AUTO SPEECH
RECOGNITION TECHNOLOGY**



TRANSLATES
51 LANGUAGES
Including Captions

AUTOMATED CONTENT ID



which detects
duplicate content
to prevent copyright
infringements scans

>100 YEARS
OF VIDEO EVERY DAY

PROJECT

Work in small groups and discuss the questions below:

- How do you use Youtube?
- Do you have favorite channels?
- Have you ever created anything for it?

It's time to open your own Youtube channel! Follow your teacher's instructions and with a partner, choose one of the following options:

1) Record an informal video review

You and your partner can talk about a book you've read, a movie you've seen, a game you've played or any other media you like. Work together to edit and produce the video.

Here are some samples that you can use as a reference:

youtu.be/1WiUykhwYdo
youtu.be/m0IpkwHVYMY

2) Create a whiteboard animation

Set up something with a camera so it will not move (such as a tripod). Aim it at a whiteboard. Record and start drawing your own story. Use video editing tools to speed it up. You may add a song or a voiceover.

Here's a great blog post with the basics on how to create these videos:

bit.ly/1PuCB65

3) Record a playthrough

A playthrough is a video with a more relaxed and casual focus on the game that is being played. You and your partner may record yourselves playing anything while talking about it.

Here is a sample that you can use as a reference:

youtu.be/iLzbFMKzItk

Average time: 5 minutes.

Use your creativity and have fun! ³⁸

Unit 1

Getting Ready

Before the main task, go over each item on the “In this unit you will...” box and make sure students are aware of what will be covered in the unit. You may also explore the title of the unit and check their comprehension of the expression “keeping up with”.

1. Bring a couple of different kinds of songs to class (e.g. pop, classical, rock or even music from your community) or use the ones provided in the Teacher’s Pack > Songs for Unit 1. Tell students that you will play a few different types of songs. Ask them to reflect on what comes to their minds and what they feel as they listen to each one. Depending on the profile of your class, you may ask students to either write words or draw something on their books that express their reflection. Invite volunteers to share their stories and feelings, but be sure not to expose students who do not feel comfortable doing so.

2. When time is up, invite students to share their conclusions with the whole class.

3. Ask students to work individually this time. Provide slips of paper and tell them not to write their names on it. They should write information related to their musical preferences.

Write the following topics on the board if you feel the need:

- Kinds of music you like
- How music makes you feel
- Do you like going to concerts or singing competitions?
- Favorite songs now and in the past.
- How your musical preferences have changed.

Go through the instructions and set a time limit of about four minutes. Move around the room to check students’ performance. Retrieve the slips of paper, shuffle them and ask students to read and try to guess the original writer. Allow everyone to read one slip of paper. After that, take notes of any mistakes you need to point out and review afterwards.

Reading

1. Ask students who their favorite singers and bands are. Depending on the profile of the group, you may invite them to sing parts of their favorite songs and tell their classmates why those songs/singers/bands are meaningful to them.

Then, form pairs and ask students to answer the questions in number 1. Set a time limit of about two minutes and invite them to share their conclusions with the whole class.

2. Tell students that they are going to read a text about an incredible true story. Ask them to work individually and read the text in their books. Draw their attention to the “Learning Tip” box and set a time limit of about ten minutes. Move around the room to give help if needed. Then, ask them to put the sentences next to the brackets in chronological order, according to the information in the text.

Answers:

(3) At the age of 15, he took part in the 2008 edition of the talent program The X Factor.

(1) Liam Payne was born in Wolverhampton, England.

(4) On his second try, Liam reached the quarterfinals before being voted out.

- (5) One Direction was joined as they performed live on The X Factor final.
- (6) One Direction's first single was released.
- (2) Payne attended St. Peter's Collegiate School in Wolverhampton.

3. Form pairs and ask students to discuss what the highlighted words in the text mean. Set a time limit of about seven minutes. When time is up, check answers orally.

Answers:

Lad: (informal) A boy or young man

Notice: The fact of observing or paying attention to something

Runner: A person who runs competitively as a sport or hobby

Round: Each of a succession of stages in a competition

Single: A short record or CD featuring one main song or track

Hit: A successful venture, especially a film, pop record, or song

As a follow-up activity, ask students to write down two sentences using some of the words they have learned so far. Set a time limit of about four minutes and move around the room to give help if needed.

4. Ask students to fill in the blanks with the correct words in order to create the rule. When they are done, check their answers and make sure the concept of the past tense is clear.

5. a) Give students some time to analyze the timeline. After that, they should choose five facts about Nicki Minaj's life and write sentences using the past tense. If they are not able to, provide some sentences of your own. Wrap up by asking them to read at least one sentence to the group.

b) Ask students to complete the box in activity 5b and give them some time to do it. Provide some examples of your own and make sure students are comfortable with past constructions. Then, pair up students and ask them to exchange their books and read each other's questions.

6. Explore the image and the examples with the students and ask them to think about a famous celebrity. They should not tell anyone who this person is.

Form pairs and tell them to ask each other yes/no questions in order to discover the celebrity's identity. Come up with an example and demonstrate the task if necessary. Give them some time to carry out the task and ask them to report their choices to the whole group.

Before moving on to the next section, draw students' attention to the information-gap activity reminder.

Information-Gap Activity

1. Divide all students between "A" who must refer to the upper section of the page and "B" who must refer to the lower section. They should detach the page in the middle and keep only his/her part. Pair students up: one "Student A" with one "Student B" and draw their attention to the instructions and information in the box. They should make questions in the simple past in order to complete the missing information. Make sure they are comfortable with language constructions such as *when did...*, *what did...*, *where did...* etc. Set a time limit of about five minutes and move around the room providing any necessary help.

Considering that this is a more controlled activity, take notes of any mistakes you need to point out and review afterwards.

Listening

1. Ask students if they know anything about singer Miley Cyrus. Be careful not overextend this or the video will be pointless. After that, students should read the sentences and tick or cross the ones they think are true. Play the video and give them some time to do the task. After that, play the video again and ask them to check their answers in pairs.

Answers:

- Miley's performance on VMA got mixed reactions from Hollywood's stars.
- Actor James Van Der Beek wrote a tweet criticizing her performance.
- All One Direction members seemed quite bored with the show.
- Miley danced with many different stuffed animals.
- Some celebrities were shocked by Lady Gaga's opening number.
- The language used throughout the video is formal.

2. Pair up students and give them some time to discuss the questions. Different answers are possible.

Answers:

- a) Miley's performance was seen by many people as shocking and unnecessary.
- b) Actually, most of them felt very uneasy. Only Zayn Malik was laughing.
- c) By the look on her face, she didn't like it.
- d) They were dancing, singing along and enjoying the show.

3. Form pairs or groups of three and ask students to discuss the questions in their books. After that, draw their attention to the pictures on the next page and also to the *Language Booster* panel. Elicit more examples of each language function. Set a limit of about seven minutes for the discussion. Move around the room to check students' performance. Take notes of any mistakes you might wish to point out and review afterwards.

Speaking

1. Form two teams and invite students to role-play a debate. Tell students that one team will refer to the instructions in green and the other one will refer to the instructions in blue. Elicit the language that they may use in a debate, such as the one shown in the Language Tools panel previously. Try to write new expressions on the board, though. Set a time limit of about five minutes for preparation and about seven minutes for the debate itself. Decide what team will start first and ask them to take turns when voicing their opinion.

Writing

1. Bring to class an example of a biography and ask students if they are used to reading it. Draw their attention to the dictionary definition of a biography and allow five minutes for them to read the guidelines and instructions. Stress the most important aspects of the genre. Then assign this activity as a homework and collect students' writing the following class for correction.

Speaking

1. Divide all students between "A" who must refer to the blue box of the page and "B" who must refer to red box. Form pairs and tell students to act out the situation in their books. One of them is a famous actor and the other one is an invasive interviewer, who asks too many

personal questions. Thus, interviewees should be careful in their answers. Set a time limit of about five minutes and move around the room to check students' performance. Take notes of any mistakes you need to point out and review afterwards. When time is up, tell students to change roles. If there is enough time, invite students to act out the conversations for the class.

2. With the same pairs, tell students to discuss the following question. After that, ask students to work alone. Tell them that they should gather information about a celebrity that supports (or supported) an important cause for the world. Go through the aspects they have to mention and the website that they may use as a reference. This research should be assigned as a homework. Ask students to bring their findings the following class. Then invite students to talk about their research to the whole class.

Pronunciation

1. Books closed. Distribute a set of words containing the alveolar tap sound, such as *Saturday*, *city*, *ladder*, *atlantic*, *winter*, *leader* etc. Ask students if they can notice a pattern within these sounds. Then, ask them to open their books and read the words on the box.

Using an online dictionary, ask students to listen and repeat the pronunciation of each word and ask them to compare the way they pronounce those words with the dictionary form (the alveolar tap will probably not be pronounced in the latter).

2. Go over the information on the *Did you know?* box and after that, ask them to come up with as many words with the tap sound they can remember. Write the words on the board and make sure the alveolar tap is possible to be pronounced in them. Finally, they should write a paragraph with as many words with the /t/ sound as they can, like a tongue-twister. Allow five minutes for the production. After that, ask them to try to read each other's paragraphs as quickly as they can.

Feedback Time

1. Go over the communicative functions listed and encourage students to come up with the corresponding exponents. Ask them to rate their skills developments related to each one of them. They may refer to the specific language content in the unit. Remind them the importance of being honest with themselves. This is a powerful resource as long as they understand its purposes.

Unit 2

Getting Ready

Before the main task, go over each item on the "In this unit you will..." box and make sure students are aware of what will be covered in the unit. You may also explore the title and introduce some of the language students are going to deal with.

1. Form pairs and ask students to discuss what the words in the bubbles mean. Tell them that such words may be related to movies, cartoons, videogames and literature. Set a time limit of about seven minutes. When time is up, check answers orally.

Answers:

Fanfiction: Fiction that is written by a fan of, and featuring characters from, a particular TV series, film, etc.

Combo: A combination, typically of different attack movements

Manga: A style of Japanese comic books and graphic novels, typically aimed at adults as well as children

Easter Egg: An unexpected or undocumented feature in a piece of computer software or on a DVD, included as a joke or a bonus

RPG: A role-play videogame. The acting out of the part of a particular person or character

Final boss: (In computer gaming) a particularly tough enemy, usually appearing at the end of a section or level

Bug: An error in a computer program or system

Cheat: A non-standard method for creating an advantage beyond normal gameplay, usually to make the game easier.

Cosplay: The practice of dressing up as a character from a film, book, or video game, especially one from the Japanese genres of manga or anime.

Speaking

1. Form pairs and ask students to interview each other by asking the questions in number 1. Set a time limit of about two minutes and change pairs. After students have interviewed both classmates, invite them to share their partners' opinion with the whole class.

Vocabulary

1. Contextualize the activity by showing students pictures of sci-fi and fantasy media such as Game of Thrones, Final Fantasy, The Legend of Zelda, Terminator and League of Legends.

Also, draw their attention to the pictures on the page itself. Ask them to go over the words in pairs and distribute them in categories. When they are done, check their work with the whole class.

2. Give students some time to complete the sentences individually. Check the different versions of each sentence and read some of them to the group.

Answers: open.

Listening

1. Pair students up and tell them that you have played an amazing game for a couple of hours. Draw their attention to the picture and tell them to talk about their first impressions of the game.

2. Ask students to read the instructions. They should summarize the information of the video to their partners. Provide them a small sheet of paper to take notes. Allow about five minutes for this task.

3. Now tell students that they should read the questions and answer the correct alternative. Play the video one more time.

Answers:

1) An interactive adventure

2) She's a photography student

3) An indie girl

4) Rewinding time

5) Seattle

6) You can compare your choices with the ones made by other players

7) The player has more control to explore the environment

- 8) b) Awkward voice acting;
- d) Poor lip synchronization.

Language Awareness

1. Call students' attention to the fragments in the activity and ask them to identify what the highlighted items are (adverb-adjective combinations). Check if they have any problems with the vocabulary and proceed to the next activity.

2. Pair students up and ask them to begin the conversation using an adverb-adjective combination. Draw their attention to the pictures on the page and also to the two panels on the right side. Elicit more examples of each language function. Set a limit of about seven minutes for the discussion. Review language used to express opinion if necessary. Move around the room to check students' performance. Take notes of any mistakes you might wish to point out and review afterwards.

Reading

1. Ask students whether they identify themselves as geeks or members of any tribe. After that, tell them to work individually and take the quiz in their books. Set a time limit of about seven minutes and move around the room to provide help if needed.
2. Ask students if they identify themselves as any of the geeks described in the text and if they agree with the descriptions. Ask why or why not. This may be a good moment to introduce a discussion about stereotypes.
3. Form two teams and invite students to play the crossword puzzle game. Tell them to take turns and refer to the clues on the right in order to discover the word. Move around the room to give help if needed. Alternatively, you may read the down and across clues out loud and register each group's score on the board. Teams score a point for each correct answer given.

Answers:

Across

1. Game-of-Thrones
2. Nostalgic
3. Infographic
4. Android

Down

1. Mana
2. Chugged
3. Mario

4. Dynasty
5. Screening
6. Mathcore
7. Spotted
8. Thanos
9. Kratos
10. Beyoncé
11. Selfie

Speaking

1. Refer to the pictures on the page and ask students whether they know people from these tribes, if they are part of any tribe and in which situation they would feel more comfortable. Tell them to work with a partner and share their impressions. Allow about two minutes for this task.
2. Make a list on the board of all social groups and tribes that students can think of. Then, ask them if there is anything that these groups have in common. This may be a great opportunity to extend the topic about social prejudice and respect.

3. Organize students in small groups and give them some time to discuss the questions. Wrap up the activity by inviting the groups to report the highlights of their conversation.
4. Invite student's to play the "It's ok to..." game. In a cocktail format, each student should complete the sentence the way they want. The idea is to break paradigms and taboos. For instance: "Its ok to be gay, it's ok to watch cartoons, it's ok to like funk music".

Listening

1. Pair students up and tell them to talk about what they think the story of the movie is.
2. Ask students to read the instructions. They should match the vocabulary on the left with the definitions on the right. Set a time limit of about five minutes.

Answers:

2-4-8-7-6-1-5-3

3. Ask students to read the questions in the activity. Play the audio twice and check their answers with the whole group.

Speaking

1. Go over the instructions for the activity and give students some tips on what their speeches should be like. Present one yourself as a model if you think it will be useful. Give students some time to prepare their work. Walk around the class helping them with language and genre adequacy if needed. It is also possible to assign this preparation as a homework.

Students will take turns delivering their speeches. Whenever a student is finished, invite the class to comment on the student's predictions and give him/her some feedback.

It is a good idea to work on different aspects besides the actual language dealt with in this task. Thus, feel free to work on things like presentation techniques, discourse markers used to link ideas, tone of voice and so on.

Writing

1. Bring to class a review of a recent movie or TV show as an example. Ask students if they are used to reading reviews before watching something. Draw their attention to the dictionary definition of a review and allow five minutes for them to read the guidelines and instructions. Stress the most important aspects of the genre.

Then assign this activity as a homework and collect students' writing the following class for correction.

Feedback Time

1. Go over the communicative functions listed and encourage students to come up with the corresponding exponents. Ask them to rate their skills developments related to each one of them. They may refer to the specific language content in the unit. Remind them the importance of being honest with themselves. This is a powerful resource as long as they understand its purposes.

Project

1. Pre-teach the activity by eliciting some interesting information about YouTube found in the infograph on the right. Then, ask students how much they use Youtube, if they

have favorite channels and if they have ever created anything for it. Probably, most of the answers will be no. Tell them that now they have the chance. They should read the instructions and select one of the three options. Check if they have any doubts.

This activity should be assigned as a homework. Set a deadline of one or two weeks ahead. Once they are done, you may ask them to share the video's url with the group or you may display the videos in the school.

Appendix A

Scripts from the video *Miley Cyrus Twerks 2013 VMAS!*

Narrator: Miley Cyrus's raunchy teddy bear VMA performance gets mixed reactions from Hollywood's biggest stars at the show and on Twitter! What's up? You're watching ClevverMusic, guys. Thanks to Miley Cyrus' "We Can't Stop" performance at the 2013 Video Music Awards, we will never look at teddy bears the same again... or were they furries? Miley Cyrus grinding and twerking her way through the track and singing "Blurred Lines" with Robin Thicke made some celebrities in the audience a lil' uncomfortable and some were horrified. Take Drake for instance, he seemed to be bashful about the sexy show and looked down avoiding the twerk fest on stage. Best friends Taylor Swift and Selena Gomez sitting front row together seemed to enjoy the performance dancing and singing along! The camera also zoomed in on Rihanna and One Direction during the performance. 1D looks slightly bored and shocked all at the same time, with Zayn giggling a little. Rihanna right in front of the band looks as if she is about to fall asleep and is super unimpressed. Well, that's nothing Rihanna hasn't seen before. But the best reaction faces of the night award goes to the Smith Family. Willow Smith's jaw is dropped in awe and Jaden Smith is about to cry, however this reaction is not to Miley's performance but to Lady Gaga's opening number! If only the camera had panned to them during Miley's performance, we could only imagine what we would've seen. And celebs at home watching the VMAs sent out some shade via Twitter including Kelly Clarkson who tweeted "Just saw a couple performances from the VMA's last night. 2 words... #PitchyStrippers". Ouch. And actor James Van Der Beek has a tweet that folks are buzzing about online, he said "Things I learned watching the #2013VMAs: There's nothing you can do with a foam finger that you can't air on MTV." And who says MTV isn't educational? Guys, tell us your reactions to Miley's outrageous VMA performance? Personally, I had to rewatch it to believe that what I was seeing was real. I'm Misty Cyrus signing off, thank you so much for watching ClevverMusic.

Scripts from the video *Life is Strange - Episode 1 - Video Review*

Max: And no filter before I post this. Now please move. I've had a messed up day and I'm going to my room. Maybe I shouldn't have done that... Now I have to get to my room, then see Warren. Uh, hey, Victoria.

Victoria: What do you want, Max?

Max: I am sorry. That's an awesome cashmere coat.,,

Narrator: Like TellTale's Game of Thrones, the Walking Dead and even Back to the Future, Square Enix and DONTNOD Entertainment's Life is Strange is an episodic adventure that relies on story, character development and some sweet time-travel mechanics. Life is Strange revolve around Max Caulfield, an 18-year old photography student living in Arcadia Bay, Oregon. With her love for analog devices, playlist of indie songs no one has ever heard of, Max is your prototypical indie protagonist, but with a unique gift: Max can rewind time. The first episode does a really good job in setting up the atmosphere and in introducing the majority of the secondary characters as well as establishing Max as the protagonist. Max spent the last five years living in

Seattle, after her family relocated, leaving her best friend Chloe behind. Arcadia Bay and Blackwell Academy hide dark secrets, which will slowly unravel in the very first episode, including the disappearance of a young girl. Max discovers her time-altering abilities pretty early on the episode, thanks to a traumatic experience of witnessing a boy shooting someone in the girl's bathroom. She then realizes she is able to rewind time, but only to a certain degree, allowing her to change up her actions or answers depending on the situations. Whenever you make a story-altering decision, the game alerts you and gives you a heads up that you can still rewind time and change your answers, and therefore, change the outcome. These outcomes like TellTale games will affect storyline. Also like TellTale, at the end of the episode, you get a status screen, which compares your choices with the rest of the community. Where the game differs from TellTale games is the exploration. Here you have full control of Max in an explorable environment with full camera control. The only downside besides some stiff-looking animations was the lip-synching. Dontnod is a French developer, but the game was made in English, for English, so we have to assume it's just not good lip-synching. This issue holds us out of the game a little.

Max: Uh, yeah, I'm not sure I have one.

Professor: Given your selfie output, I'm sure you have about a thousand pics by now.

Max: It'll take a long time to find a good one.

Narrator: The lips aren't the only thing sinking. The voice acting is, at times, cringe-worthy. Max specifically. We know she's supposed to be this introvert, but some of her line delivery had a sucking in through our teeth.

Max: Even in pictures, the forest around here always looks mysterious.

Narrator: Chrysalis is a fantastic set about this ode. It doesn't reveal much except for a few tidbits that you know you'll be exploring in later episodes, and hooks you in with the time-rewind mechanic and some great atmosphere building. We will not be assigning Life is Strange's score until its final episode is released where we'll be reviewing the game as a whole. The lip-sync issue probably won't be fixed by later episodes, which is slightly unfortunate, but we can't wait to find out more about this strange, little adventure game. The six week wait will be tough. For the latest gaming news, reviews, tips, cheats, more walkthroughs, and, uh...For the latest gaming news, reviews, tips, cheats, walkthroughs and more, go to gamegone.com.

Max: Holy sh...

Scripts from the video *Johnny Depp discusses new sci-fi thriller "Transcendence"*

Danielle Nottingham: Johnny Depp plays doctor Will Caster, an artificial intelligence scientist who creates the ultimate super computer.

Will Caster: Its analytical power will be greater than the collective intelligence of every person born in the history of the world, I call it Transcendence.

Danielle Nottingham: When anti-technology extremists shoots and kills the doctor, his wife uploads his consciousness onto the computer, bringing his voice and thoughts back to life.

Will Caster: My mind has been set free.

Danielle Nottingham: But the doctor's desire for knowledge soon turns into an unstoppable need for power.

Will's wife: Where are you going?

Will Caster: Everywhere.

Danielle Nottingham: Depp says the technology the film deals with is not far-fetched.

Johnny Depp: This is all reality. This stuff, it's gonna be real in the next thirty years.

Danielle Nottingham: Have you ever thought about what you would do with that much power?

Johnny Depp: Well that's, that's the question, you know? And that's the ambiguity in the film, which I think is important. Does power change a person? Does power reveal a person?

Danielle Nottingham: Morgan Freeman plays a fellow scientist, who warns if Doctor Caster is not stopped, it will be the end of mankind.

Morgan Freeman: The idea of being an, a computer, as a living being...

(Laughs)

Danielle Nottingham: You're not interested in it?

Morgan Freeman: Not into, not at all.

Danielle Nottingham: The stars say transcendence is a cautionary tale, that warns of the possibility of taking technology too far. Danielle Nottingham, CBS News, Los Angeles.

Appendix B

Source of pictures (in order they show up)

Book cover:

Unit 1

Beyoncé & Jay Z:

http://i.dailymail.co.uk/i/pix/2013/06/01/article-2334526-1A1A4E74000005DC-244_634x418.jpg

One direction members:

<http://cbsnews2.cbsistatic.com/hub/i/r/2015/04/13/6005635d-9791-488c-9329-5526381bf731/thumbnail/620x350/c754c35b50e9ae033e7c84645e1989b4/975-x-696.jpg>

Valesca:

<http://veja.abril.com.br/blog/ricardo-setti/files/2014/04/valesca-popozuda.jpg>

Liam Payne:

http://i2.esmas.com/galerias/fotos/2014/04/21/83b0a5bb_71e8_e8aa_2c69_9ad90ce46cb1.jpg

Social network icons: <http://www.biography.com/people/liam-payne-21262019>

Nicki Minaj:

<http://thewomenofhiphop.com/wp-content/uploads/2013/09/20130906-163320.jpg>

Friends talking:

https://t2.ftcdn.net/jpg/00/20/98/35/240_F_20983562_oyue1a9HdaEDdUWQXrUVy3LjC4dy55Fj.jpg

Lady Gaga:

<http://images.foodworldnews.com/data/images/full/19795/lady-gaga-meat-dress.png?w=620>

Kim Kardashian:

[http://cdn.papermag.com/uploaded_images/kkcover1\(rgb\)watermark.jpg](http://cdn.papermag.com/uploaded_images/kkcover1(rgb)watermark.jpg)

Justin attacks paparazzi: <http://cdn-media.extratv.com/2013/03/08/justin2-340x440.jpg>

Ellen's show: <http://thefashion-court.com/wp-content/uploads/2012/11/robert-pattinson-in-mcq-taylor-lautner-in-varvatos-ellen-show.png>

Top celebrities and their causes: <https://www.looktothestars.org>

Airport: http://www.deepika.com/feature/bd_2015july08ja1.jpg

Unit 2

Link:

[http://vignette1.wikia.nocookie.net/zelda/images/3/31/Link_Sword_\(Hyrule_Warriors\).png/revision/latest?cb=20140808091819](http://vignette1.wikia.nocookie.net/zelda/images/3/31/Link_Sword_(Hyrule_Warriors).png/revision/latest?cb=20140808091819)

Yuna: <http://www.creativeuncut.com/>

Max: blagoicons.deviantart.com

Joel:

http://vignette3.wikia.nocookie.net/thelastofus/images/1/12/Joel_Render.png/revision/latest?cb=20120124155450

Donkey Kong: <http://fantendo.wikia.com>

Avengers: <http://www.elpuntocritico.com/images/flipbook/1301-1400/1304-20150428-WEB.pdf>

X-Men cosplayers: <http://twinfools.deviantart.com>

Christian pilgrims:

http://cdn1.pri.org/sites/default/files/styles/open_graph/public/migration/PriMigrationsDamanticWordpressAttachmentsImagesMigration/www.theworld.org/wp-content/uploads/pilgrims620.jpg

Hippies: <http://thesnapmom.com/wp-content/uploads/2014/10/hippies1.jpg>

Gay pride:

<http://cdn.thedailybeast.com/content/dailybeast/galleries/2013/06/30/celebrate-america-s-gay-pride-parades-photos/jcr:content/gallery/61bf5e0a-fbea-43f4-9743-d6548b5dfcd2/image.img.2560.1440.jpg/1372640040180.cached.jpg>

Cheerleaders: <http://sportspagemagazine.com>

Rock band:

<http://static1.squarespace.com/static/53f64885e4b061239b145b29/53f78e53e4b0f2dbc7fcb8fc/53f79349e4b08a510bc43933/1408734026421/10+Real+Friends.jpg?format=1500w>

Transcendence poster:

http://jumphawk.jovemnerd.com.br/wp-content/uploads/hr_Transcendence_4.jpg

Hunger Games:

<http://media2.fdncms.com/sfweekly/imager/the-denim-jumpsuit-continues-to-exist-in-t/u/zoom/2828183/9340959.0.jpg>

Minority Report: <http://p1cdn02.thewrap.com/images/2014/08/Minority-Report.jpeg>

Resident Evil Extinction:

<http://www.gothic.net/wp-content/uploads/2013/01/resident-evil-extinction-welcome-to-fantastic-las-vegas-650x365.jpg>

Oblivion poster:

<https://s-media-cache-ak0.pinimg.com/236x/41/cf/48/41cf48681ae04d194930328351c3121f.jpg>

Review: <http://www.wikihow.com/Write-a-Review>

Youtube infograph:

http://media.4kdownload.com/filer_public/ee/c8/eec8e8bc-5c1a-4715-b6ad-bcad014b0d0c/utube-1306.png

Source for the videos:

Miley Cyrus Twerks 2013 VMAS: <http://youtu.be/9T51XmTjef8>

Life is Strange - Episode 1 - Video Review: <https://youtu.be/h69lz7RVnu0>

Johnny Depp discusses new sci-fi thriller "Transcendence":

https://youtu.be/T5b_av7pkFA

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