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**TIME FOR LEARNING**  
**(Material didático para o ensino de Inglês)**

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Data de defesa: 15/02/2017

Belo Horizonte  
2017

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Trabalho de Conclusão de Curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da UFMG como um dos requisitos para a obtenção de título de especialista.

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## INTRODUCTION

Every day, more than ever, English is becoming the international language that brings people from all parts of the world together. In times of globalization, it is essential to know the *lingua franca* that makes communication possible in a world with so many different languages and cultures.

With hard work and dedication, you can also become a successful English speaker. The main goal of this material is to assist Brazilian students from High School, with fun and practical activities that will give them a solid foundation in English.

The students are going to read about topics that were carefully selected to meet their interests, but are also relevant to understand the world we live in. In every lesson, they will find new vocabulary, language structures and practices to make them more and more competent and confident to speak English. Learning a new language is quite a long road with no shortcuts, but the journey will pay off.

It is important to work with a material that promotes engagement, joy and hard work to conquer the final goal. I am with you to make sure that you have a good time while you learn.

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Have an awesome time of learning!

# UNIT 1

# HISTORY ROCKS!



**We need to know our past to understand our present and avoid future mistakes.**

# Lesson 1

## It was in my diary!



<https://goo.gl/gJVxex>



### LET'S START!

1. Answer the questions:

a) Some people write diaries. What are they for?

---

b) What do people write about?

---

c) Do you have a diary?

---

d) If you don't, would you like to have one?

---

e) Do you know someone who writes diaries?

---



# Reading

1. What do you know about Anne Frank? Answer these questions:

a) Who was Anne Frank? \_\_\_\_\_

b) Where was she from? \_\_\_\_\_

c) Why did she become famous? \_\_\_\_\_

2. Read Anne Frank's biography and check your answers from exercise 1.

3. Read the biography again and complete the sentences on the next page with the information from the text.



**"Paper is more patient than people"**

**Anne Frank**

Anne Frank was born in Frankfurt, Germany on June 12, 1929. Her father, Otto Frank, was a businessman while her mother, Edith, stayed home taking care of Anne and her older sister Margot.

The Franks were a typical German-Jewish family living in a quiet neighborhood near the outskirts of Frankfurt.

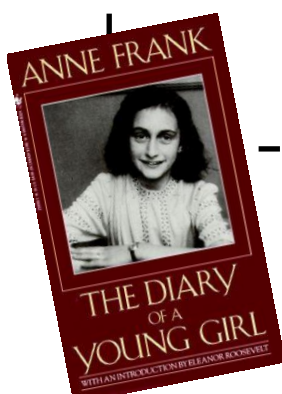
Anne was an outgoing child [...]. She got into more trouble than her father who liked to tell the girls stories and play games with them, while Margot was more like her shy mother.

[...] Anne had lots of friends. [...] Anne liked to read and dreamed of being a writer someday.

She named her diary "Kitty" after a friend of hers. Each entry into her diary began "Dear Kitty". Anne wrote about all sorts of things. [...] She wrote about her feelings, books she read, and the people around her.

Her diary was published in 1947 under the name The Secret Annex. Later it was renamed Anne Frank: Diary of a young girl.

Available at: [http://www.ducksters.com/biography/women\\_leaders/anne\\_frank.php](http://www.ducksters.com/biography/women_leaders/anne_frank.php)



## Glossary

Businessman: homem de negócios  
Jewish: judeu/judia  
Neighborhood: vizinhança  
Outskirts: redondezas  
Take care of: cuidar

- a) Anne Frank was from \_\_\_\_\_
- b) Anne Frank was born on \_\_\_\_\_
- c) Her parents' names were \_\_\_\_\_ and \_\_\_\_\_
- d) Anne Frank had an older sister named \_\_\_\_\_
- e) The first title of her diary was \_\_\_\_\_
- f) Her diary was published in \_\_\_\_\_

4. Read the biography again and write **T** (true) and **F** (false) in the sentences. Then correct the false ones:

a) (    ) Anne's mother was a businesswoman.

\_\_\_\_\_

b) (    ) Anne's personality was like her father's.

\_\_\_\_\_

c) (    ) Anne never wanted to be a writer.

\_\_\_\_\_

d) (    ) Anne named her diary "Diary of a young girl".

\_\_\_\_\_

e) (    ) In Anne's diary, you can read about the people around her, books she read and her feelings.

\_\_\_\_\_

5. Would you like to read Anne Frank's diary? Why? Why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# Language in use

1. Read the sentences from the biography of Anne Frank and complete them with **was** or **were**. Then answer the questions:

- a) Anne \_\_\_\_\_ born in Frankfurt, Germany.
- b) Anne \_\_\_\_\_ an outgoing child.
- c) The Franks \_\_\_\_\_ a typical German-Jewish family.

Are these sentences referring to the PRESENT or PAST?

\_\_\_\_\_

2. Complete the sentences with **was** or **were**:

- a) I \_\_\_\_\_ born in Rio de Janeiro in 2005.
- b) John Lennon and Paul McCartney \_\_\_\_\_ from Liverpool.
- c) David \_\_\_\_\_ at home last night.
- d) William Shakespeare and Beatrix Potter \_\_\_\_\_ famous writers.
- e) Tarsila do Amaral \_\_\_\_\_ a famous Brazilian painter.

**GRAMMAR SOS**

**Simple Past of verb to be (affirmative)**

- ✓ **was** and **were** are the Simple Past of the verb to be
- ✓ **was** is the past form of **am/is** and **were** the past of **are**
- ✓ we use **was** and **were** to talk about the state of things and people in the past.

**Examples:**

Michael Jackson **was** a pop star.

Cassettes **were** really popular in the 80's.

3. Listen to the song and fill in the gaps with **was** or **were**. Have fun!

### **When you were mine**

Prince

When you were mine  
I gave you all of my money  
Time after time  
You done me wrong  
It \_\_\_\_\_ just like a dream  
You let all my friends come over and meet  
And you \_\_\_\_\_ so strange  
You didn't have the decency To change the sheets



<https://goo.gl/20Fxqq>

Oh girl, when you were mine  
I used to let you wear all my clothes  
You \_\_\_\_\_ so fine (so fine)  
Maybe that's the reason  
That it hurt me so

**I know (I know)**  
**That you're going with another guy**  
**I don't care (don't care)**  
**Cuz I love u, baby, that's no lie**  
**I love you more than I did**  
**When you were mine**

When you were mine  
You \_\_\_\_\_ kinda sorta my best friend  
So I \_\_\_\_\_ blind (so blind)  
I let you fool around  
I never cared (didn't care)  
I never \_\_\_\_\_ the kind to make a fuss  
When he \_\_\_\_\_ there  
Sleeping in between the two of us

When you were mine  
You \_\_\_\_\_ all I ever wanted to do  
Now I spend my time  
Following him whenever he's with you

When you were mine, yeah, oh no  
Love you, baby  
Love you, baby  
When you were mine

**Lyrics from:** <https://www.vagalume.com.br/prince/when-you-were-mine.html>



**Video clip from:** <https://www.youtube.com/watch?v=OUX4UsifVnk>

# Listening

1. You are going to listen to a story about Anne Frank. Before you listen, match the words with their meanings:

- a) war ( ) a period of fighting between countries.
- b) soldier ( ) the practice of treating people differently.
- c) ethnicity ( ) a particular group.
- d) discrimination ( ) a type of prison where many people are kept during a war.
- e) Nazis ( ) a person who is in the military.
- f) concentration camps ( ) look for protection
- g) hide ( ) members of a German political party that controlled Germany from 1933 to 1945.

2. Let's watch a video about Anne Frank's life, after that, you are going to put your knowledge into practice:



Animation of Anne Frank, the graphic biography

 Available at: <https://www.youtube.com/watch?v=yLSvdEUA2wl>

3. Listen again and complete the sentences with Anne Frank's life's information:

- a) Anne was \_\_\_\_\_ years old when she got the diary as a birthday present.
- b) Anne and her family moved to \_\_\_\_\_ because her city was a dangerous place to live.
- c) People in the government didn't like Anne's family because they were \_\_\_\_\_.
- d) Anne and her family lived in a secret place for more than \_\_\_\_\_ years.
- e) In her diary, Anne writes about \_\_\_\_\_ in the annex.

## Speaking

1. Talk in pairs and answer the questions below. Then, be prepared to share your ideas with your classmates:

a) It is right to discriminate people because of their race and religion? Why?

---

---

---

b) Do you think Anne was a brave girl? Why?

---

---

---

### READING TIP

Would you like to read more about diaries? So, take a look at these two books:

- ✓ Zlata's Diary
- ✓ Diary of a Wimpy Kid

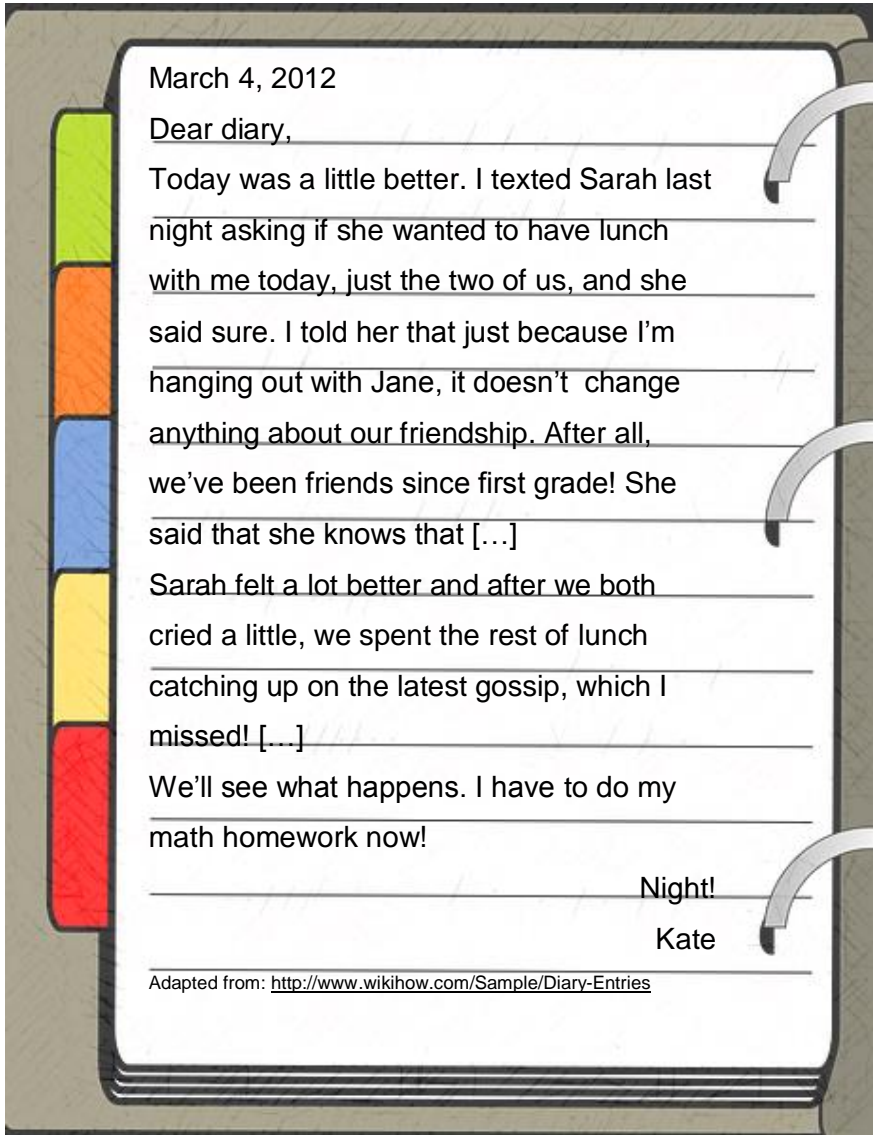
TIP

### LOG ON

If you want to learn more about the story of Anne Frank, access the official website of the Anne Frank organization in Amsterdam on: <http://www.annefrank.org/en/Anne-Frank/>

# Writing

1. Read the example of a diary entry and answer the questions



a) Who is writing the diary entry?

b) How does she start it?

c) How does she finish it?

d) What does she talk about?

2. Now it's your time! Write your own diary entry using the text in 1 as an example. Write about what happened during the day you are writing on.

---

---

---

---

---

---

---

---



# Test your progress

## Who \_\_\_\_\_ Mozart?

Mozart \_\_\_\_\_ born in Austria, where most of people speak German.

He \_\_\_\_\_ born in 1756 and [...] died in 1791.

## Why is Mozart famous?

Mozart wrote music. He \_\_\_\_\_ a composer, and one of the greatest musicians of all time. He \_\_\_\_\_ famous as a child because he could play and write music from the age of 4. He grew up to write some the most beautiful music ever heard.

Adapted from: [http://www.bbc.co.uk/schools/primaryhistory/famouspeople/wolfgang\\_amadeus\\_mozart/](http://www.bbc.co.uk/schools/primaryhistory/famouspeople/wolfgang_amadeus_mozart/)



<https://goo.gl/9nwK8T>

Read Mozart's biography and answer the questions.

1. The verb that correctly completes all the spaces in the text is:

- a) be
- b) was
- c) were
- d) been

2. What language do most people speak in Austria?

- a) Austrian
- b) Dutch
- c) English
- d) German

3. How old was Mozart when he died?

- a) 30
- b) 32
- c) 35
- d) 38

4. How old was Mozart when he started playing and writing music?

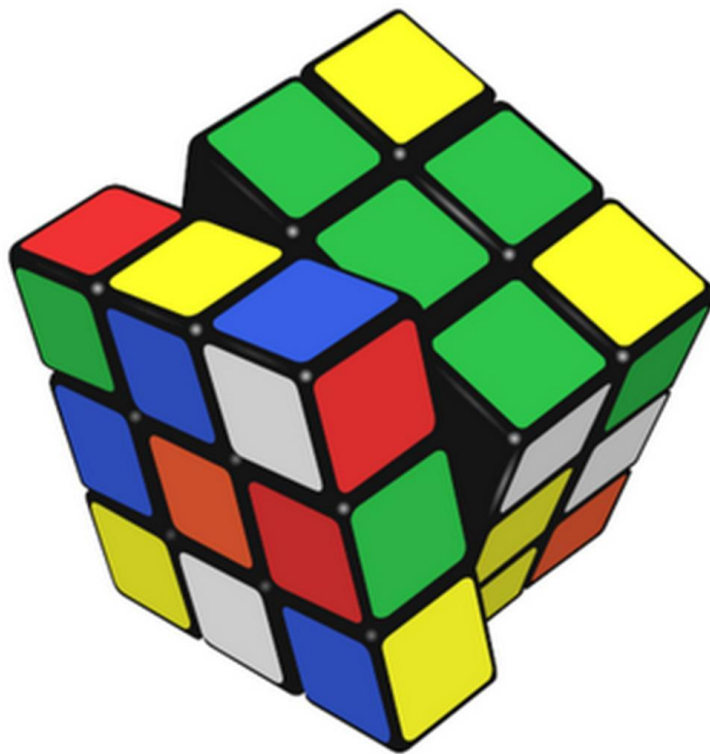
- a) 4
- b) 10
- c) 22
- d) 35

5. Mozart was a/an:

- a) author
- b) composer
- c) student
- d) writer



# UNIT 2



**ARE YOU READY TO TRAVEL IN TIME?**



## LET'S START!

Are you familiar with these devices? Match the pictures to the names:



1



2



3



4



5



6



7



8



9



10

( ) mimeograph

( ) typewriter

( ) VCR

( ) video game

( ) vinyl record

( ) camera

( ) walkman

( ) cassette tape

( ) cell phone

( ) beeper or pager



## iiiiit's chatting time!

Talk in pairs about the questions below:

- Which ones of these electronic devices have you ever seen or heard before?
- What were these devices used for?
- Which of these devices have a modern version nowadays?
- Which one of these devices has a multifunctional version today?





## Before reading the text

Answer the questions below. After that, you are going to present your ideas for the class.

1. What electronic device would you find more difficult to live without?
2. What are the benefits of this device in your life?



## Its' important to know!

### advertisement

Pronunciation: /əd'vɜːtɪz(ə)nt/ /əd'vɜːtɪz(ə)nt/

#### NOUN

- 1 A **notice** or **announcement** in a public **medium promoting** a product, service, or event or **publicizing** a job **vacancy**:  
'advertisements for **alcoholic drinks**'

<http://www.oxforddictionaries.com/definition/english/advertisement>



## Reading

1. Take a look at these advertisements of cell phones, and then, answer the questions:

Advertisement 1

**This is a Motorola cellular portable telephone.**

First in the market and first in use. It's the best-selling hand-held cellular portable on earth.

<https://goo.gl/ZUuiAW>

Advertisement 2



iPhone 6  
The most stunning iPhone you've ever seen.

<https://goo.gl/UebHYh>

a) Where do you usually find these kinds of texts?

---

b) What is the main purpose of this kind of texts?

---

c) What is the main difference between the advertisements?

---

d) Is the use of images in advertisements important? Why (not)?

---

---

---

## Listening

1. Let's watch a video about some kids testing an electronic device from the 80's. After that, answer some questions:



<https://www.youtube.com/watch?v=ht2GgDGzqS>

a) What was the first question about that old device?

---

b) The kids were trying to guess what that thing was. List three things that they thought it was:

---

---

c) Did they know how it works? Why/ why not?

---

---

d) How do you think it was possible for the kids to predict and finally discover how the cassette player works?

---

---

2. One of the girls said **“It’s weird”**, when she finally listens to the sound. What does that mean?

- a) It was amazing.
- b) It was awesome.
- c) It was strange.
- d) It was pretty good.



## iiiiit's chatting time!

Talk in pairs about the questions below. Then, be prepared to share your ideas with your classmates:

- a) Could you imagine living your life today as in the 80's?
- b) What are the good and bad points of living like past decades?



# Reading

## NEWS ONTARIO

### Family done year of living like it's 1986

FIRST POSTED: THURSDAY, MAY 01, 2014 03:57 PM EDT



Blair McMillan holds an old radio up like they did in the 80's on Tuesday August 27, 2013. (Craig Robertson/QMI Agency)

The thing is, Blair and his girlfriend Morgan, 27, are **pretending** it's 1986. And they're doing it because their kids – Trey, 5, and Denton, 2 – wouldn't look up from their parents' iPhones and iPads long enough to kick a ball around the backyard. That's why their house has **banned** any technology post-1986, the year the couple was born. No computers, no tablets, no smart phones, no fancy coffee machines, no Internet, no cable, and – from the point of view of many tech-dependent folks – no life. "We're parenting our kids the same way we were parented for a year just to see what it's like," Blair said. They do their banking in person instead of online. They develop rolls of film for \$0,20 each instead of Instagramming their sons' antics. They recently traveled across the United States using paper maps and entertaining their screaming kids with coloring books and stickers, passing car after car with TVs embedded in the headrests and content infants seated in the back. The plan is to continue living like it's 1986 until April 2014. The only exception to their downgraded lifestyle is their car, which remains a 2010 Kia minus a GPS.

<http://www.torontosun.com/2013/08/31/guelph-family-lives-like-its-1986>

#### VIDEO'S TIP

See McMillian's Family interview at

<http://www.torontosun.com/2013/08/31/guelph-family-lives-like-its-1986>



1. Read the sentences and write **T** (true) or **F** (false) according to the previous text:

- ( ) Their car is also from the 80's.
- ( ) Nowadays they are still living in the 80's life style.
- ( ) Instead of using GPS, they have experienced traveling using maps.
- ( ) Blair McMillian said that the mainly reason of this experience was his kids.

2. Read the text again and try to find a similar word that may substitute the words in bold:

a) Blair and his girlfriend Morgan, 27, are **pretending** it's 1986.

---

b) That's why their house has **banned** any technology post – 1986. [...]

---

3. Read the text and answer the questions below:

a) How long did McMillian's family live pretending in the 80's?

---

b) What was their purpose having an experience like that?

---

c) Today we are using the social media all the time, sharing moments and photographs. And the McMillian's, what did they do with their photos and memories of that time?

---



## Language in use


Read the text again and observe the sentence below:

“They recently **traveled** across the United States using paper maps” [...]

Is this sentence in the **PRESENT** or in the **PAST**? Why?

---

1. Let's take a look at some examples of old devices from the 80's. Underline the verbs of the sentences:



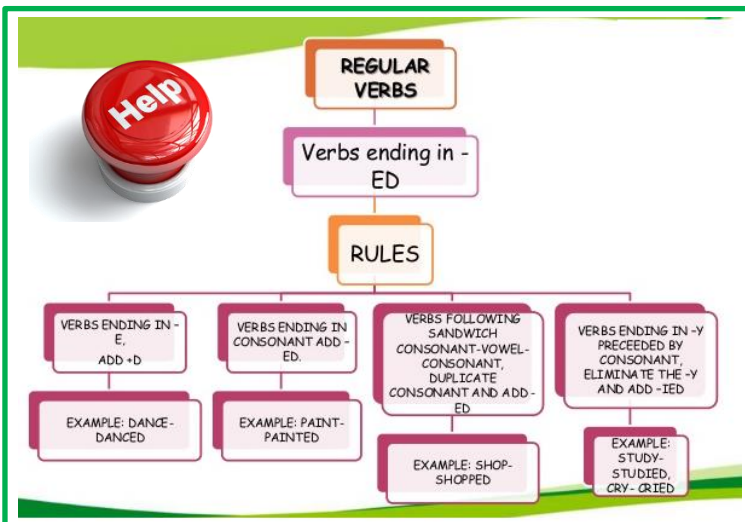
The Nintendo Entertainment System debuted in 1983. It popularized Super Mario Bros.

Floppy discs were the primary external storage tools of the 80's.

The Walkman revolutionized how people listen to music.

Introduced in 1982, the Commodore 64 PC was an instant success.

Addapet from: <http://money.cnn.com/gallery/technology/2016/03/25/80s-tech/index.html>



<https://goo.gl/VWEY3s>

## TALKING ABOUT PAST EVENTS

Observing the verbs that you have underlined, you can say that the Simple Past of Regular verbs are formed by adding \_\_\_\_\_ at the end of the verbs, while was and were are Irregular Verbs.

2. Complete the sentences with the correct form of the verbs in parenthesis:

- The McMillian's \_\_\_\_\_ (use) maps to travel instead of GPS.
- Their kids \_\_\_\_\_ (study) using encyclopedias instead of websites.
- They \_\_\_\_\_ (plan) to live like in 1986 until April 2014.
- The McMillians \_\_\_\_\_ (develop) rolls of film for \$0,20 cents each.





# Pronunciation Tip

1. Now you have already known how to use the Simple Past of the Regular verbs. Let's learn more about the pronunciation of the – ED.

## Pronunciation of ED

The pronunciation of words ending in ED depends on the final consonant (sound). There are three ways to pronounce ED:

/ɪd/	/t/	/d/
T wanted D needed  <b>Voiced Sound</b> = uses the vocal cords and they produce a vibration or humming sound in the throat. <i>(Touch your throat to feel it)</i>	P helped K looked SH washed CH watched GH laughed TH breathed SS kissed C danced X fixed  <b>VOICELESS</b>	L called N cleaned R offered G damaged V loved S used W followed Y enjoyed Z amazed  <b>VOICED</b>

<https://goo.gl/nf6XSf>

2. Do you remember the McMillan's family? Let's classify some verbs that appeared in the reading section, according to the –ED pronunciation rules.

ban	travel	use	like
plan	live	introduce	study

-ED PRONUNCIATION		
/t/	/d/	/ɪd/

### VIDEO'S TIP

Watch a video about the pronunciation of the –ED of the Regular Verbs.

<https://www.youtube.com/watch?v=j32SurxnE4s>



# Speaking

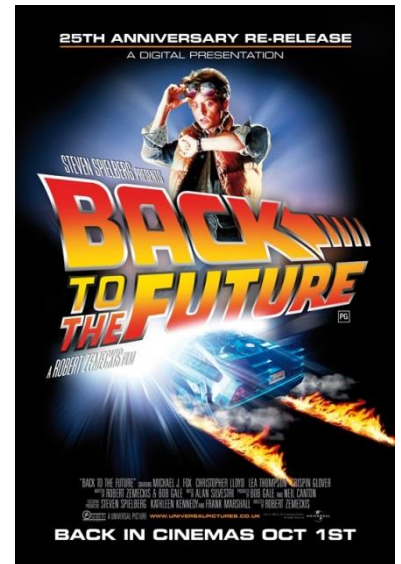
One of the most famous movies of the 80's was *Back to the Future* of Steven Spielberg. Read the movie review and watch the trailer, after that, work in pairs. You are going to create questions about the movie for your peer. Do not forget to take notes of all questions and answers, and then, share them with us. Use sentences with the Simple Past tense.



★★★★☆ | Roger Ebert

July 3, 1985 |

One of the things all teenagers believe is that their parents were never teenagers. Their parents were, perhaps, children once. They are undeniably adults now, but how could they have ever been teenagers, and yet not understand their own children? This vi [missing text] teenagers by being one. But "Back to the Future" is even more hopeful: It argues that you can travel back in time to the years when your parents were teenagers, and straighten them out right at the moment when they needed help the most.



Read more in: <http://www.rogerebert.com/reviews/back-to-the-future-1985>



Watch the trailer of the movie on <https://www.youtube.com/watch?v=qvsgGtivCgs>



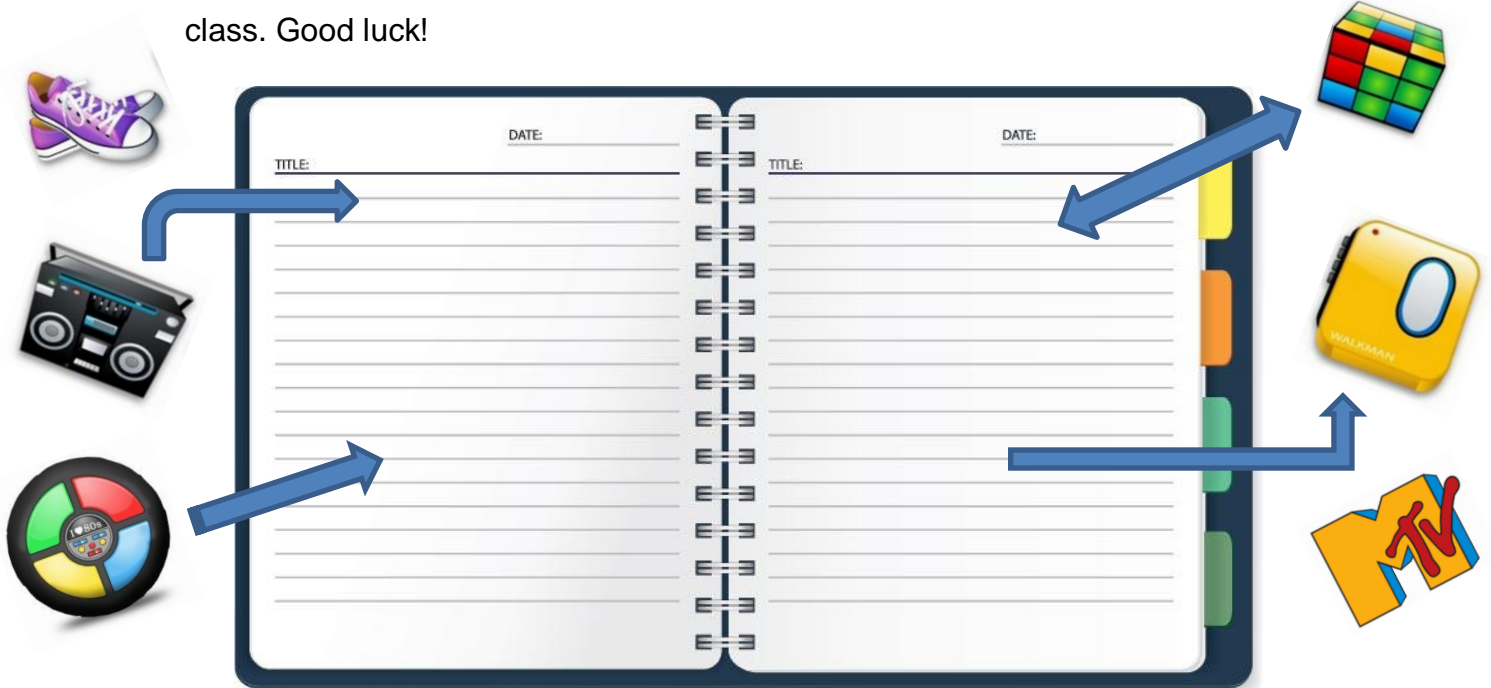


# Writing

1. In this unit you had the opportunity to learn a little bit about the 80's. Do you know anyone that was born in that decade?

You are going to interview someone that was born in the 80's. It can be a member of your family or a friend, sharing his/her experiences with technology, music, movies and life style. Then, compare it to your life nowadays.

You can use videos, audios and photographs to present your results for the class. Good luck!



## WATCH OUT!



Don't forget to use the Simple Past in your text!

## IT'S YOUR TURN!

2. In pair or trios, you are going to choose an electronic device and create an original advertisement. It can be old or modern. You are free to make a creative presentation. All the students are going to evaluate:

- ✓ Creativity;
- ✓ Originality;
- ✓ And functionality.

## TEST YOUR PROGRESS

Can you...

Talk about old electronic devices?

Talk about advertisements?

Use the Simple Past of Regular verbs?

Use the rules of -ED pronunciation?

## LOG ON

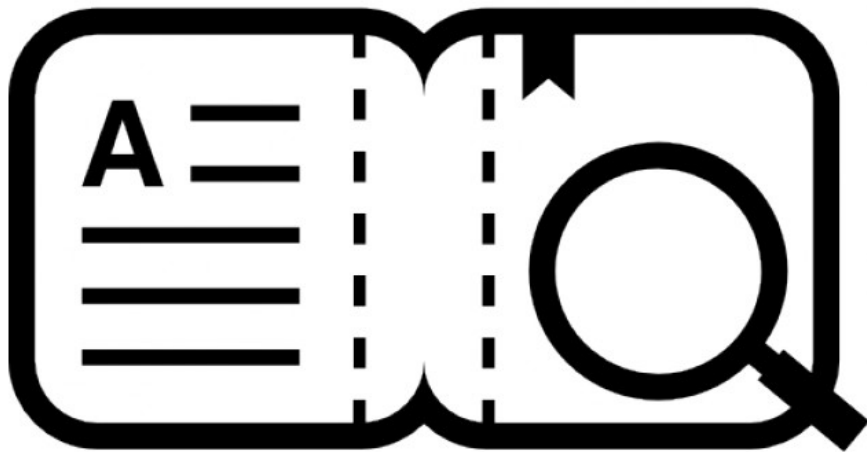


Would you like to know how to create an advertisement? Check in

<https://www.targetpublic.com/11-simple-tips-creating-effective-ad/>

# TEACHER'S GUIDE

## UNIT 1



# UNIT 1

## It was in my diary!

We need to know our past to understand our present and avoid future mistakes. For this reason studying history is so important and fascinating.

### Let's start

This section is a warm up to introduce the student to the subject. The questions are going to test the previous knowledge about the diary genre. The students will read a diary and discuss about an excerpt of Anne Frank's biography.

Nowadays, with the technology's advance, the use of cell phones, computers and tablets, the habit of writing is being more and more different. Maybe the diaries have been replaced by the blogs on the Internet. Lead this discussion with your students and verify their opinions. Ask them why a person would write a diary, and if, today, this habit is still common between teenagers.

As this is an open activity, answers may vary.

### Reading

In this section, the students will read an excerpt of Anne Frank's biography. Anne Frank was a Jewish girl who has to go into hiding during World War Two to escape from the Nazis. Together with seven others she hides in the secret annex at Prinsengracht 263 in Amsterdam. After more than two years in hiding they are discovered and deported to concentration camps. Anne's father, Otto Frank, is the only one of the eight people to survive. After her death, Anne became world famous because of the diary she wrote while in hiding.

Read more about Anne Frank's life on <http://www.annefrank.org/en/Anne-Frank> . The students probably did not study about the World War II and the Holocaust, for this reason, the text is an excerpt of Anne's biography that provides information only about her life, family and her diary. Conduct the discussions naturally and in a relaxed manner.

### Answer key

1.

- a) She was a young girl.
- b) She was from Germany.
- c) Because she wrote a famous diary.

3.

- a) Frankfurt (Germany)
- b) July 12, 1929
- c) Otto/ Edith
- d) Margot
- e) Kitty
- f) 1947

- 4.
- a) (F) She stayed at home taking care of her sister.
  - b) (T)
  - c) (F) She dreamed about being a writer someday.
  - d) (F) She named her diary "Kitty".
  - e) (T)

5. There are no wrong answers. They should share their opinion about writing diaries nowadays.

### **Language in Use**

The students will find in this section examples of sentences removed from the biography. By now, they should know that we are studying the past tense of the verbs. In this section, they are going to study the Simple Past of the verb to be, only the affirmative form. Ask them, based on the text, how to form the Simple past instead of giving the answers. Finally, they can infer the correct form of the verbs because they are reading a biography, and it tells us the story of someone that does not exist anymore. In this section we have the topic *Grammar SOS* that is a simple clue to how we use the simple past of the verb to be.

### **Answer key**

- 1.
- a) was
  - b) was
  - c) were
- PAST
- 2.
- a) was
  - b) were
  - c) was
  - d) were
  - e) was
3. was/were/were/were/was/was/was/were

### **Listening**

Before watching the video, tell them if they have ever watched some videos or movies about the World War II, ask them to share the information with their classmates. Here are some examples of movies that explore this theme: "The Boy in the striped Pajamas", "The book thief", "Valkyrie", etc. In exercise 1, the students are going to activate their previous knowledge about some words of the video and their meanings. You will show the video two times. Play the video once to correct

exercise 1 and review their impressions about it. Play once more and ask them to complete the sentences with information about the video.

### Transcript

August 4<sup>th</sup> 1944, in a house of Prinsengracht in Amsterdam, eight people in hiding are arrested. One of them is Anne Frank. Anne Frank is born in 1929 in Germany. Her parents are Otto Frank and Edith, and she has one sister Margot. The Frank family is Jewish. The economic crisis is causing a lot of social unrest in Germany, resulting in the rise of Adolf Hitler's Nazi party. In 1933 the Nazis come into power, and discrimination against the Jewish increases. Otto and Edith worried about the rise of the Nazi party and they decide to move to Netherlands. Margot and Anne also arrived in Amsterdam. In Amsterdam, Anne attends in Montessori school, her two best friends were Sanne and Hanelli. But then, in May 1940, the German army invades The Netherlands. The Nazis occupy a large part of Europe, and start to discriminate against Jews everywhere. Anne and Margot have to switch to separate Jewish schools. One restriction is followed by another. For her 13<sup>th</sup> birthday Anne receives a diary. This diary will become very important to her. Suddenly, on the 5<sup>th</sup> of July 1942 a letter arrives ordering Margot to leave for a Nazi labor camp. Otto and Edith have made secret collaborations to go into a hiding. Where will we go into a hiding? Anne wonders. One of the first thing she packs is her diary. Wearing as many clothes as possible, the Frank family leaves their house. The hiding place is the annex of the office of Anne's father. Otto and Anne tidy up the annex. Anne brightens up her room by sticking images to the wall. The people in hiding are helped by Victor Kugler, Johannes Kleiman, Miep Gies, and Bep Voskuijl, who all work on Otto's company. The Frank family is soon joined by three other people, Hermann and Auguste van Pels and their son Peter. Anne also welcomes Fritz Pfeffer. Fritz brings bad news. All those deportations! In her diary Anne writes about life in the annex, about the arguments, which can be fierce, particularly between her and her mother and also with Fritz, there are never-ending disagreements. Anne writes about nightmares and the fear of all in the annex to be discovered. In the second year of hiding, Anne and Peter fall in love. On the 4<sup>th</sup> of August something terrible happens, they have been betrayed. They are arrested.

Available at: <https://www.youtube.com/watch?v=yLSvdEUA2wI>

### Answer key

1.

A  
D  
C  
F  
B  
G  
E

3.

- a) 13
- b) Amsterdam
- c) Jewish
- d) 2
- e) life

## **Speaking**

The students will answer two questions about race and religion discrimination. After that, they will work in pairs. Ask them to discuss their ideas and share them with the class. It is possible that some student or someone they know has faced situations like that.

It is very important bringing for the classroom topics that takes part in our real life, picking up subjects that make students think, and of which they could give their opinion.

As this is an open activity, answers may vary.

## **Writing**

This activity is to wrap up the unit and practice writing. Read and explain what a diary is, ask them if they have ever written a diary, so they should write one.

In activity 1, they will read an example of a diary entry. Clarify doubts regarding unfamiliar vocabulary, then, give them five minutes to answer the questions in exercise 1. After that, ask them to brainstorm what they are going to write in their diaries. Help them with the new vocabulary. Try to work writing as a process (planning, writing, review, rewriting and editing), and not only as a product. Explain for the students what the requirements to produce a text are: what to write, for whom, the purpose, the genre, etc.

They may write about what happened during the day, including for example, what they did at school, at home; about their family and friends, etc.

### **Answer key**

1.

a) Kate

b) She starts it with the date and the expression “dear diary”.

c) She finishes it with good night and her signature.

d) She talks about what she did on that day and about her problems with Sarah.

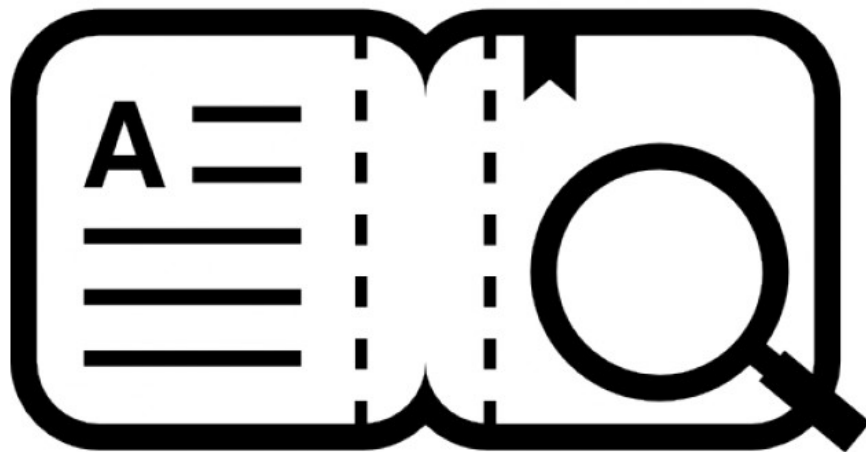
2. The students will write a diary entry.

## **Test your progress**

In this section, the students will read another biography, but this time is about Mozart. These activities will test their abilities in using the Simple Past of the verb to be.

# TEACHER'S GUIDE

## UNIT 2



# UNIT 2

## Are you ready to travel in time?

This unit will provide students with a trip back in time. Besides knowing electronic devices that they probably have never heard of before, they will also know the culture, habits and styles of the most original decade of all times, the 80's.

### Let's start

This question is a warm up to introduce the students to the subject. This first activity will test their previous knowledge about old electronic devices and their use.

Ask them questions, in order to try to find the names of those devices, and if nowadays, they were replaced by their modern versions. Correct it orally.

Next, in *It's Chatting time*, the students will work in pairs to discuss some questions about the old electronic devices, their use and functions. After that, they will share their opinion with the classroom. Teacher, in this activity, the students can improve their speaking. As this is an open activity, the answers may vary.

### Reading

This first section of reading will explore the textual genre advertisements. Make sure that the students have already seen this content and do a brief review.

In *Before Reading the text*, the students will answer two questions about the benefits of electronic devices nowadays and each one is more difficult to live without. Then, they are going to get engaged in a debate about these topics.

The topic, old electronic devices, has been explored since the beginning of the unit, now it is time for the students to see that it can be also discussed through advertisements.

Students should be able to answer the main differences between old and modern advertisements.

### Answer key

- a) We usually find these kinds of texts on newspapers, magazines, Internet, radio, TV, etc.
- b) The main purpose of this kind of text is persuading audience of readers, viewers or listeners to take action on products. Teacher, answers may vary.
- c) The time when they were published.
- d) Answers may vary. Yes, it is. Because they are important to grab the audience's attention and to comprehend the advertisements better.



## Listening

This video is about a funny and interesting situation in that today's kids are giving the 80's tech a try.

Before showing the video, ask them if they have ever tried some old devices. It was easy or difficult to use? Which are the benefits of these new versions of electronic devices? They should give their opinion and discuss it with the classroom.

Play the video and ask them to do the activity, allow them time to answer the questions, after that, correct it orally. Teacher, you can show your students other videos about kids experiencing the 80's electronic devices on <http://edition.cnn.com/videos/tv/2016/05/03/series-eighties-kids-vs-atari.cnn-creative-marketing>.

### Answer key

1.

a) What's this?

b) They thought that it could be a scanner, a typewriter, a video recorder, a phone, even a machine that controls minds.

c) No, they did not. All of them showed certain strangeness when receiving it.

d) Teacher, answers may vary. Guide them to perceive that some functions are still the same, such as the input for headphones. So, this helps the kids to predict the function of the device.

2.

c)

## Reading

Have you ever imagined living your life today as in the 80's? Without technology, wearing different clothes, watching old TV programs and using encyclopedias instead of Google's searches?

In *liiiiit's chatting time*, you will guide this discussion. The students should answer the questions in pairs, then, they will share their opinion with the whole class.

Teacher, in this second section of Reading, you and your students will know a true story of a family that pretended to live in the 80's. The McMillian's family's main purpose was providing a healthy childhood for their children, free of cell phones, tablets, Internet and any kind of technology.

Read more and watch videos about McMillian's family on: <http://www.torontosun.com/2013/08/31/guelph-family-lives-like-its-1986>.

## Answer key

1.

F

F

T

T

2.

a) Living like in 1986.

b) Prohibited.

3.

a) Until April 2014.

b) The main purpose is providing a healthy and technology-free childhood for their children.

c) They used to develop rolls of films for \$0, 20 each instead of Instagramming their son's antics.

## **Language in Use**

This unit is giving us a trip to the 80's. By now, the students should know that we are studying the past tense, observing the underlined verb of a sentence from the *Reading*.

Students should be able to comprehend the grammar in an inductive way.

Explain the use of the Simple Past of Regular Verbs using the examples of the activity number 1, after that, use the board to explore the –ED rules.

The students should be able to come up with the structure of the sentences. Then, explore, using videos, the different pronunciations of the –ED.

### **Teaching tip**

#### **Pronunciation of -ED**

<https://www.youtube.com/watch?v=OW2inSIXr5g>

[https://www.youtube.com/watch?v=U29mBp\\_3hQ8](https://www.youtube.com/watch?v=U29mBp_3hQ8)

<https://www.youtube.com/watch?v=A7hi-ipU2n0>

## **Answer key**

1.  
Popularized  
Were  
Revolutionized  
Was

Talking About Past Events -ED
----------------------------------

2.  
a) used  
b) studied  
c) planned  
d) developed

## **Pronunciation Tip**

2.

/t/	/d/	/ld/
danced	admired	visited
worked	listened	ended
relaxed	cried	

## **Speaking**

Now, it is time to talk about movies of the 80's!

Ask them to make a research about some famous movies of the 80's, but they must read the movie review and watch the trailer of *Back to the Future*. After that, they will work in pairs. Ask them to create questions, like a quiz, to their peers.

Encourage them to use the Simple Past in some sentences. They should take notes of the questions and answers, then, share with the whole class what they thought was interesting about this kind of activity.

## **Writing**

This activity is to wrap up the unit and practice writing. This activity is divided in two sections.

First: the students will interview someone who was born in the 80's, a friend or a member of their family, sharing his/her experiences with technology, music, movies, life style and customs of that time. Then they should compare what they found to their lives nowadays.

Second: they should prepare a presentation for the class, sharing all the results of the interview. Teacher, give them some tips for presentations like Power Point, videos, photographs, etc. This kind of activity provides students a real time trip, with real stories, putting into practice the content learned in the unit.

### **Test your progress**

In this section you will guide them in an informal discussion, reviewing and verifying all the contents learned:

- ✓ old electronic devices;
- ✓ advertisements
- ✓ Simple Past or Regular verbs and –ED rules
- ✓ -ED pronunciation

## RATIONALE

*Time for Learning* was conceived bearing in mind the students' needs when learning English as a Foreign Language (EFL). In addition to that, after learning the many advantages of raising students' autonomy in their own learning process, it is my belief that students should actively participate in the whole process. Thus, the present work also aimed at accomplishing such task.

In an attempt to promote communication and interaction in the classroom, the Communicative Language Teaching (CLT) has been significantly important in the units created. It has led the way to real communication in English among learners.

Hence, the two units I have developed may hopefully shed light on how CLT premises can be used in English teaching. By investigating actual language use both in and out of the classroom and all the teaching theories learned during this teacher's training course, I was able to elaborate the present work. As stated in the introduction to this paper, the units are aimed at Elementary School students in Brazil, therefore, they must invite students to learn through interaction, and in a fun way. That is why all the choices concerning what would be practiced in each section were made considering the fact that "[...] in communication, the speaker has a choice of what they will say and how they will say it. (LARSEN-FREEMAN, 2000, p. 129)".

Nowadays, there has been a lot of attention to English teaching in Elementary schools. One of the main reasons for that is the fact that in a globalized world English has become its *Lingua Franca*. In recent years, the term 'English as a lingua franca' (ELF) has emerged as a way of referring to communication in English between speakers with different first languages. Since roughly only one out of every four users of English in the world is a native speaker of the language (CRYSTAL, 2003), most ELF interactions take place among 'non-native' speakers of English. Although this does not preclude the participation of English native speakers in ELF interaction, what is distinctive about ELF is that, in most cases, it is 'a 'contact language' between people who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication' (FIRTH, 1996, p. 240).

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. Therefore, all the

activities were designed for communication purposes. The idea behind the activities is to provide students with the tools they need to learn and use English in every context of their lives. With the emphasis on communication, there is also the implication that spoken exchanges should be authentic and meaningful to the learners.

Hence, the first section *Let's Start!* provides students with the opportunity to express their thoughts and ideas by answering the given questions. They are supposed to answer them according to their own experiences and/or background knowledge. By having the teacher as a facilitator, they can negotiate meaning in order to make themselves understood and understand others, even when their knowledge of the target language is incomplete (LARSEN-FREEMAN, 2000).

The *Reading* section is supposed to lead students towards reading comprehension by following the three usual reading stages: pre-reading, while and post-reading tasks. To facilitate students' comprehension of the text, a glossary comprised of the new vocabulary translated to Portuguese is given attached to the end of the text. In addition to that, the activities lead the learner to be aware of the parameters that determine the genre of the text. Another element considered in this section is making the connection between the facts exposed in the text and students' life experiences.

The grammar topics are presented in the *Language in use* section. In order to provide students with a meaningful communicative context that doesn't exclude form-focused instruction (NASSAJI & FOTOS, 2011), the activities first expose students to the language - so they can notice and understand the items that are being used. Then, there is an attempt of using the language themselves in "safe" practice ways and in more demanding contexts (SCRIVENER, 2005). By doing this, the teacher will be teaching grammar in an inductive way, which is exactly how I teach my students. The inductive instruction is a much more student-centered approach and makes use of a strategy known as 'noticing'.

Along with this, there is an *S.O.S* grammar table. The goal of this feature is to provide students with some more examples and input on how grammar is supposed to work over the studied topic.

It has become public knowledge that grammar instruction should not be central, but it depicts a major role in language teaching and learning as posed by Nassaji and Fotos (2011, preface):

[...] In addition, there is ample empirical evidence that teaching approaches that focus primarily on meaning with no focus on grammar are inadequate (Harley & Swain, 1984; Lapkin, Hart, & Swain, 1991; Swain, 1985). Third, recent SLA research has demonstrated that instructed language learning has major effects on both the rate and the ultimate level of L2 acquisition. In particular, research has shown that form-focused instruction is especially effective when it is incorporated into a meaningful communicative context.

To teach learners forms, meanings and functions, and to consolidate what they have just learned, students are given a task that is a song. The goal of this section is to practice the grammar topics exemplified in the lyrics.

In accordance to all other receptive skills tasks, the materials found in the **Listening** section are also authentic. That means students are given the opportunity to listen to language as it is used in real-life. Therefore, the activities developed for this section teach learners strategies to improve their listening comprehension, by examining genre features, listening strategies, listening for the main idea and/or listening for specific purposes. This section also brings the three usual stages for listening comprehension: pre, while and post-listening activities.

The **Speaking** section brings engaging activities. In the units, the speaking tasks are expected to promote a discussion in class over the topic assigned. During this practice, students should express themselves and exchange viewpoints by using the language they have just learned. It is also an opportunity to reflect over the facts and opinions presented in the discussions. Other important items featuring in this section are the **Reading Tip** and **Log On**. They give students some relevant tips and information so they can have a better outcome when performing the task.

The activities found in the **Writing** section were carefully designed in order to promote the maximum use of all the vocabulary and grammar topics previously taught in the referred unit. Before actually writing their own texts, students are required to analyze the parts of a sample text by answering some key questions about it. These questions are presumed to lead students towards the parts of the text itself, so they can write their texts.

In conjunction to all that, there are some other significant features in the units, such as: **iiiiit's chatting time!**, **Pronunciation Tip** and **Test Your Progress**. They also give students more input and support to perform the tasks assigned.

In order to give teachers everything they need to use this material, the teacher's guide brings compelling information regarding to the purpose of each exercise, their answers and the idea behind them.

In this way, by promoting interaction in the classroom, I hope to give students the tools they need to communicate and express themselves in English in the real world.



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## **WEBSITES CONSULTED**

### **UNIT 1**

<https://goo.gl/8K01nn>

<https://goo.gl/gJVxex>

<https://goo.gl/HwgXzb>

<https://goo.gl/cbOvTm>

<https://goo.gl/AQYCDz>

<https://goo.gl/bjm5jg>

<https://goo.gl/vhnfd5>

<https://goo.gl/20Fxqq>

<https://www.vagalume.com.br/prince/when-you-were-mine.html>

<https://www.youtube.com/watch?v=OUX4UsifVnk>

<https://goo.gl/jpo6VU>

<https://www.youtube.com/watch?v=yLSvdEUA2wI>

<https://goo.gl/RqziyW>

<https://goo.gl/2JrgU5>

<https://goo.gl/m1Ux3Y>

<http://www.wikihow.com/Sample/Diary-Entries>

<https://goo.gl/IV0vg4>

[http://www.bbc.co.uk/schools/primaryhistory/famouspeople/wolfgang\\_amadeus\\_mozart/](http://www.bbc.co.uk/schools/primaryhistory/famouspeople/wolfgang_amadeus_mozart/)

<https://goo.gl/9nwK8T>

### **UNIT 2**

<https://goo.gl/aKHUpR>

<https://goo.gl/dHV3rz>

<https://goo.gl/HwgXzb>  
<https://goo.gl/V9SwRJ>  
<https://goo.gl/b7iVtv>  
<https://goo.gl/tPHprv>  
<https://goo.gl/QCLcSD>  
<https://goo.gl/Hnglwi>  
<https://goo.gl/P8babg>  
<https://goo.gl/4AmIF1>  
<https://goo.gl/A38uGZ>  
<https://goo.gl/Ef6Rmi>  
<https://goo.gl/16807y>  
<https://goo.gl/bHEEIk>  
<https://goo.gl/HkGGM8>  
<https://goo.gl/63FZmw>  
<http://www.oxforddictionaries.com/definition/english/advertisement>  
<https://goo.gl/ZUuiAW>  
<https://goo.gl/UebHYh>  
<https://www.youtube.com/watch?v=ht2GgDGzqSM>  
<http://www.torontosun.com/2013/08/31/guelph-family-lives-like-its-1986>  
<http://www.torontosun.com/2013/08/31/guelph-family-lives-like-its-1986>  
<https://goo.gl/dZU4aD>  
<https://goo.gl/JV7KQs>  
<http://money.cnn.com/gallery/technology/2016/03/25/80s-tech/index.html>  
<https://goo.gl/vWEY3s>  
<https://goo.gl/3EfZK0>  
<https://goo.gl/nf6XSf>

<https://www.youtube.com/watch?v=j32SurxnE4s>

<http://www.rogerebert.com/reviews/back-to-the-future-1985>

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

<https://goo.gl/Uog9Hq>

<https://www.targetpublic.com/11-simple-tips-creating-effective-ad/>