

**UNIVERSIDADE FEDERAL DE MINAS GERAIS
FACULDADE DE LETRAS**

**DEVELOPING AWARENESS IN A GLOBAL W.W.WORLD: Second
Language Acquisition in a Public Educational System.**

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Especialização em Ensino de Inglês

**BELO HORIZONTE
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Trabalho de Conclusão do Curso de Especialização em Ensino de Inglês apresentado ao Curso de Especialização da Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito parcial à obtenção do título de Especialista em Ensino de Inglês

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2011

To my students.

I would like to thank my Professors for sharing their knowledge and for their guidance. I also would like to thank Andréia Barros and Luciana Maia for their ideas and support.

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Rationale

There are great challenges faced by teachers and learners from public school concerning the acquisition of a second language. The resources at disposal are not enough to implement an authentic environment for the development of the learning process and worse yet; the students are not well acquainted with the target language. They come from an educational system that did not implement valuable intercultural communicative competencies which are essential for learning efficiently a foreign language. According to Gee (2005),

[...] 'communicate information' is not the principal function of language, but to support the performance of social activities and social identities and to support human affiliation within cultures, social groups, and institutions.

So, when people interact among themselves through speaking or writing, they produce text which is any instance of language, in any medium, that makes sense to someone who knows the language (HALLIDAY AND HASAN, 1976).

Developed for being applied at public school to students aged 16 to 18 attending secondary level, this work follows primarily, the guidance of The Parâmetros Curriculares Nacionais – Ensino Médio (PCNEM) which is a book of codes and procedures used as guideline for the public teaching system. According to PCNs and its specialists it is important to provide the practical objectives of the second language teaching which are – understanding, speaking, reading and writing. However, besides these elementary competencies the PCNEM also outlines the necessity of promoting an education capable of giving to students necessary tools to become critical citizens with a high level of awareness.

Torna-se, pois fundamental, conferir ao ensino escolar de línguas estrangeiras um caráter que além de capacitar o aluno a compreender e a produzir enunciados corretos no novo idioma propicie ao aprendiz a possibilidade de atingir um nível de competência linguística capaz de permitir-lhe o acesso a informações de vários tipos ao mesmo tempo em que contribua para a sua formação geral enquanto cidadão. (PCNEM, 1999)

Another function of secondary school is to promote an education that qualifies the student to become a member of the job market, a space that is getting smaller and more competitive day by day. Consequently, developing linguistic competencies in a foreign language, especially English, is extremely important once the globalization process has turned the world into a very small village. According to Jonas Stier (2006), “the world of today is different; global conditions are local concerns and local actions have global repercussions.” Also, according to the European Union the future labor force should be educated with adequate intercultural competencies seeking to attend the needs of the “contemporary global village” (STIER, 2006). Therefore, being a citizen in this global village makes the knowledge of cultural diversity, as well as the development of a conscious perception about oneself and the others, crucial.

Elaborated for helping students to achieve an awareness of themselves and the world they belong to, this work sees as possible the acquisition of a second language inside the borders of public educational system. However, this will be achieved if the students get themselves motivated by relevant themes fostering their personal and professional development. Breen (2001, p.122) says that “classroom-based instruction influences and interacts with learning” (...) and the teacher might be able to “exploit the social reality of the classroom as a resource for the teaching of language”. Thus the students have to be engaged in activities that allow them to become more independent and thirsty for knowledge, and the teacher is, in the first instance, the compass showing the way to succeed in such a job. This study program intends to provide the students with a perception of their role in the self-awareness process. For this reason, the approach used in this work is the Communicative Language Teaching. According to Larsen-Freeman (2000) this approach is aimed to:

[...] broadly apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.

Yet, the Communicative Language Teaching is also considered Learner-centered method since “it is principally concerned with language use and learner needs” (Kumaravadivelu, 2003, p.26). The students will be offered opportunities to practice preselected, pre-sequenced grammatical structures as well as communicative

functions through meaning-focused activities. This is possible through the intense use of content-based, task-based, and learning strategy training techniques. Therefore, along with the development of communicative skills, this work is concerned with the social responsibility that will motivate students to become citizens of the global world, agreeing with Ellis, (1997, p.3) who says: “communication has expanded beyond local speech communities and people have to learn a second language in order to obtain not only pleasing pastime but also education or securing employment.”

Designed to enhance the promotion of this awareness the units provide a favorable environment for the development of critical literacy. Critical Literacy, according to the article – A brief introduction to Critical Literacy in English Language Education, “is an educational practice that focuses on the relationship between language and worldviews, social practice, power, identity, citizenship, intercultural relations and global/local issues” (ELTECS, 2006). The themes proposed are related to real life and by thinking carefully about the ideas presented on them the students will be able to reach an opinion of their own since Critical Literacy will encourage them to explore, create and negotiate meaning and to think for themselves. Working with critical literacy makes the students go beyond their traditional beliefs and see their surroundings and the world through new eyes. The approach used to get the students actively engaged on this task is the constant and careful questioning of the voices present in the texts, making them understand the purpose of the texts avoiding any manipulation. As a result of this reflection the students will be aware of the political and social role they will stage in life.

Another approach present in the units is the constant use of internet as source of information. Prensky (2001) in his article “Digital Natives, Digital Immigrants”, states that “our students have changed radically. Today’s students are no longer the people our educational system was designed to teach.” And it is true, the advent of the internet has changed the way mankind sees the world. The average age attending the classes is the one considered digital native. These students were born in a universe of electronic devices and being connected to the Internet is something that should be natural for them. For this reason, the activities are intended to foster the development of the ability to locate, organize, understand, evaluate and analyze data

found online, providing a new methodological approach in order to instigate their interest; consequently this will give them the opportunity to access and develop their cognitive and critical thinking. As Nunan (1993) points out, “the things we know about the world assist us in the interpretation of discourse.” Moreover, proposing activities connected with the World Wide Web will help integrating them to the job market, since digitally literate people are likely to face more social and professional opportunities.

The four skills are presented in each unit and are combined with each other in order to make the learning process more effective and meaningful. As stated by Brown (2001, p. 247), “the importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language.” For this reason, this skill requires from the learner careful attention in order to extract meaning from contexts. Thus the listening approach is provided with authentic material found online. There are videos, songs and podcasts which are designed to develop students’ aural comprehension and accuracy. This will help learners to be able to cope with meaning-focused input. Primarily, the activities induce them to recognize the main idea and then, specific information. The listening also affords a rich brainstorm procedure which is valuable for tackling the other skills. This way they will get motivated and engaged in successful listening, making the learning process more relevant and useful.

When the activities concerning the speaking skill were developed, it was mainly thought that conversation may occur in a wide range of environments and purposes. Thus they can be formal or informal, transactional or interactional. Being casual, the interaction might happen in a friendly and relaxed way; on the other hand, if it is formal, it happens with a certain deal of stiffness. For this reason, the speaker should be mindful that “each of these different purposes implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs, the participants involved and their specific roles and relationships, and the kind of activity the speakers are involved in” (RICHARDS AND RENANDYA, 2002). Moreover, Richards and Renandya (2002) also state that this is not a simple task if considered the accuracy intended and the nature of what appears to be involved. For this reason, the speaking process is proposed to be done during the whole class.

This allows the students to develop the oral abilities through debating and arguing about the themes and topics in each unit. Also, the aural accuracy is improved during this process. The speaking procedure enables the students to formulate ideas and opinions. As a result they will convey their thoughts in order to make themselves understood. Consequently, there will be a development in the communicative process.

One of the most important steps during the development of these units is the reading process. The written word is present in almost every aspect of our daily life, for this reason it is essential to propose a wide source of genres and strategies needed to create a meaningful input. The reading approach proposed in the units of this work considers that the reading ability will be developed in association with the other skills – writing, listening and speaking once they are interactive and integrated. The main process for dealing with the reading is the so called “interactive reading” that combines top-down and bottom-up processing. Nuttall (1996) says that:

In practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says.

Thus, in order to facilitate the reading process, predicting, drawing inferences, skimming for main ideas and scanning for specific information are strategies developed in the activities. Moreover, to help students achieve a deeper understanding of the texts given, the vocabulary's analysis is something widely proposed in each unit.

Also, the reading of the “world” makes relevant the development of a distinct perception of genres which are seen as communicative devices with the power for organizing and stabilizing social interaction, as stated by Marcuschi (2007),

Os gêneros contribuem para ordenar e estabilizar as atividades comunicativas do dia a dia. São entidades sócio-discursivas e formas de ação social incontornáveis em qualquer situação do dia-a-dia.

For this reason, students should increase the capacity of recognizing as many genres as possible. However, there is a vast variety of genres, and this makes it impossible to tackle all of them in such a short work. Furthermore genres are changeable and they do not behave in a static pattern, also stated by Marcuschi (2007). In this way, regarding genres, the main objective of this work is arising students' awareness about them. Written, spoken and audio-visual productions such as advertisement, bill of rights, website articles, resume, timeline article, board game and lyrics were used to cope with this task.

Among all abilities presented in this work, the writing process is considered the most difficult one. In the field of writing, Brown (2000) arises challenging questions such as: "What is it about writing that blocks so many people, even in their own native language?" or even better, "Why don't people learn to write 'naturally', as they learn to talk?" Considering that the development of this ability is difficult even in the mother tongue, the teachers should put a lot of effort to answer the following question: "How can we teach second language learners of English how to write?" also stated by Brown (2000). Intending to make this task a little easier, the writing process in the units includes some brainstorming sessions as well as discussions in groups or pairs in order to provide the writing performance with useful insight. These activities guide the students on how to organize their ideas coherently; they also provide some discourse makers and rhetorical conventions to write a text cohesively. Also, appropriate grammar rules are supplied. The main goal of the written production is to enable the students to become creators of language by combining the content and message, considering, in this process-making, their own individual intrinsic motives. The activities proposed help the students to write down their main ideas in order to transform them into written production afterward. There are many performances proposed by the activities such as: controlled performance, where the students are guided through written production in order to learn, reinforce or test grammatical concepts; there are also display-writing-techniques where the students give short answers to a variety of exercises and, finally, the personal real writing where they can really convey personal ideas and thoughts.

Considering the grammar aspect, this work agrees with Brown (2000) who says: "Without the structure that organizational constraints impose on our communicative

attempts, our language would simply be chaotic.” The fact is, for being considerate literate the student should develop an awareness of the grammatical connections present in both, spoken and written discourse, in order to make sense of what is being given as information. Moreover, as said before, the major concern of this work is to induce the students to develop a perception of themselves and the world. For this reason the grammatical approach relies on inductive activities. By doing so, the students will have the opportunity of inferring the rules or generalizations themselves. As stated by Larsen-Freeman (2000), “by using such an approach one is nurturing within the students a learning process through which they can arrive at their own generalizations. Besides, “in the learner is linguistic behavior that conforms to the rules, not knowledge of the rules themselves.” (LARSEN-FREEMAN, 2000) Yet, in order to achieve a communicative competence, the approach on grammar adopted here is concerned about three constructs, which are: first, the formal rules that are applied into sentences structures such as word order, verb systems, phrases, etc.; second, the semantics which are cohesion, coherence and meaning of words used in the texts and the written production; and finally, the pragmatics which is the awareness of the voice present in the discourses and the message being spread, the target audience and public, the environment in which the discourse takes place and so on. One of the concerns presented was to propose activities that could foster second language acquisition based upon social context environment, using classroom situation to enhance and facilitate the learning of this new language. This is done by awakening within the students the desire of learning as the key to access personal development with possibilities of real gain in life.

Referring to the use of vocabulary, McCarthy (1991) states that:

Vocabulary will still be the largest single element in tackling a new language for the learner and it would be irresponsible to suggest that it will take care of it itself in some ideal world where language teaching and learning are discourse-driven.

For this reason, this work provides a great deal of vocabulary presented in context. The vocabulary exploited in the units is meant for giving the students meaningful, controlled practice, allowing them to improve their text-creating and decoding abilities. Furthermore the vocabulary activities will provide them with a more varied context for using and practicing it. Many activities proposed in the units are done by reasserting its meaning by exploiting lexical relations, which are semantic

relationships present between words like the descriptions given in dictionaries. Through these activities the students will become aware that synonyms are good linguistic devices needed in creation of natural discourse. Another point covered in both units was the use of idiomatic expressions and multi-word verbs as a way of getting the students closer to a more informal-relaxed way of communication. According to McCarthy (1991),

Research by Moon 1987 suggests that writers and speakers use idiomatic phrases to organize their discourse and to signal evaluation, far more frequently than previous linguistic studies of idiomaticity have suggested.

Speakers and writers use these in informal situations to perform the same kind of organizing and signaling functions that the more formal vocabulary does in written argumentation.

Pronunciation awareness is offered via authentic material in order to get students more acquainted with stress, rhythm and intonation of the English language. Although some activities work on the pronunciation of isolated words and sentences, the main purpose is to present balance and accuracy through the listening of the whole spoken discourses. This will show that there is a rhythm or regularity which is a characteristic of the language. The awareness of alternation between strong and weak beat as well as the recognition of assimilations and elisions, where missed-out sounds occur, will put the students closer to a more natural conversational speech, and, consequently, they will develop a higher listening accuracy. This will help them to improve their pronunciation as well. As stated by McCarthy (1991 p.91) “traditionally, rhythm has been considered an important element in the teaching of spoken English.” He says that there is a variety in degrees present in long stretches of speech “such as broadcast talks, fluent reading aloud, speeches and monologues, as well as some ordinary conversation.” Furthermore there is also the concept that “English is a stress-timed language which makes approaches to the teaching of rhythm deeply rooted in theoretical and applied linguistics” (MCCARTHY,1991. p.92). Thus, the activities have the main purpose of allowing the students to develop a clear, comprehensible pronunciation through the listening of rhythmic-balanced authentic data.

The assessment proposed in this work is mainly centered on formal measurements of language acquisition in order to provide valuable feedback for the teacher and the students as well. However, observing and analyzing students' development within classes while activities are being performed also enables an assessment that shows their improvement. So, for this reason, the units propose discussions in pairs and groups, brainstorming, predicting and drawing inferences, etc. These discussions are formative, and evaluate students in the process of forming their competence and skills. For formal assessment, a booklet is proposed at the end of each unit with activities covering the main aspects previously presented. Intended to measure and summarize the student's development, this assessment function is summative. In short, the activities proposed in both units are designed to tackle performance-based assessment once they involve oral and written production, open-ended responses, group performance, etc. This way, students are assessed as they perform actual or simulated real world-tasks. (BROWN, 2003).

In summary, the purpose of this work is to provide students with useful tools to help them to develop self-awareness and good communicative skills. The final expectation is that they will become citizens more concerned with their well-being, their environment and finally, the whole world.

UNIT I – HUMAN RIGHTS

Function: Talking about Universal Human Rights

Public: Public State School

Level: Secondary (3rd grade)

Class time: 02 hours

Discourse Development:

Reading:

- What are The Human Rights? **Genre:** Website Article
- Human Rights – Article 2. **Genre:** Bill of Rights
- A look at the Background of Human Rights. **Genre:** Timeline
- Get up, stand up by Bob Marley. **Genre:** Pop Song/Lyrics
- Human Rights History: **Genre:** Timeline/board game

Grammar Focus: Passive voice

Vocabulary: Human Rights

Warm up

Work with a peer and answer the following questions.

Do you know these people? What do they have in common???



<http://peixepoa.blogspot.com/2010/11/rato-e-gato.html> accessed on July 24th, 2011



http://www.alfasites.com.br/didi/d0704/slow_2004.htm accessed on July 24th, 2011



<http://www.hunf.com.br/direitos-humanos-para-humanos/> accessed on July 24th, 2011



<http://www.morreuhoje.com.br/sem-categoria/martin-luther-king/> accessed on July 24th, 2011



http://3gutemblog.blogspot.com/2011/05/gandhi_07.ht accessed on July 24th.

READ THE TEXT BELOW AND FIND OUT WHAT IT IS ABOUT...

**WHAT ARE HUMAN RIGHTS?
HUMAN RIGHTS DEFINED**



While some dictionaries define the word right as “a privilege,” when used in the context of “human rights,” we are talking about something more basic.

Every person is entitled to certain fundamental rights, simply by the fact of being human. These are called “human rights” rather than a privilege (which can be taken away at someone’s whim).

They are “rights” because they are things you are allowed to be, to do or to have. These rights are there for your protection against people who might want to harm or hurt you. They are also there to help us get along with each other and live in peace.

Many people know something about their rights. Generally they know they have the right to food and a safe place to stay. They know they have a right to be paid for the work they do. But there are many other rights.

When human rights are not well known by people, abuses such as discrimination, intolerance, injustice, oppression and slavery can arise.

Born out of the atrocities and enormous loss of life during World War II, the United Nations Universal Declaration of Human Rights was signed in 1948 to provide a common understanding of what everyone’s rights are. It forms the basis for a world built on freedom, justice and peace.

Adapted from <http://www.youthforhumanrights.org/what-are-human-rights.html>
[Accessed on July 24th, 2011](#)

Picture 1 available at <http://www.bhamcropwalk.org/HR%20NOTEBOOK.htm> accessed on July 24th, 2011

I - Answer the following questions according to the text:

1. What are the human rights?
2. When were they born?
3. Who created them?
4. What kind of document is it?
5. How many articles were created?
6. Are they known by people in general?

II – Go back to the text and find a word or expression meaning:

- a. to give someone the right to do or have something:
- b. to remove something:
- c. a sudden wish or idea, especially one that cannot be reasonably explained:
- d. behave in a kind/pleasant way towards: _

III – Complete the sentences below with the most appropriate word from de box.

oppression – privilege – discrimination – protection – slavery

- a) New legislation still does not offer adequate _____ for many endangered species.
- b) Healthcare should be a right, not a _____.
- c) Until 1986 most companies would not even allow women to take the examinations, but such _____ is now disappearing.
- d) Every human being has the right to freedom from _____.
- e) Millions of Africans were sold into _____.

GRAMMAR FOCUS

Read the sentence below and answer the questions. Work with a partner.

“...the United Nations Universal Declaration of Human Rights **was signed** in 1948 to provide a common understanding of what everyone’s rights are.”

“People have a right **to be paid** for the work they do.”

- a. Which is the auxiliary verb? _____
- b. In which form are the main verbs? _____
- c. In which voice are the verb forms? Check below.
 Active voice Passive voice

PASSIVE VOICE

Structure

- When “A” does something to “B”, there are often two ways to talk about it. If we want “A” (the doer) to be the subject, we use an active verb: **built, speak, is repairing**. If we want “B” (the 'receiver' of the action) to be the subject, we use: **was built, is spoken, is being repaired, will be changed**.
- The object of an active verb corresponds to the subject of a passive verb.
Active: *They signed the Human Rights in 1948.*
Passive: *The Human rights were signed in 1948.*
- We normally make passive forms of a verb by using tenses of the auxiliary **be** followed by the past participle (=pp) of the verb.
These **are called** “human rights”. (call/ pp. called)
These **are understood** as “human rights”.(understand/ pp. understood)
- We form negatives and questions in the same way as in active sentences.
*Human rights **are not** well known by people.*
***Are** Human rights well known people?*

- In passive sentence, when we want to say who or what did the action, we use **by**:
“... were ordered **by** the young lady.” “...was discriminated **by** the players.”

When do we use the passive?

- We use the passive both in speech and writing, but it is more common in writing. We see it especially in textbooks and reports. We use it to describe activities in industry, science and technology, and also for official rules.
- Generally, the person doing the action is often not important, or it is difficult to say who it is.
- The passive is often used in news reports.

PRACTICE MAKES PERFECT

I – Underline in the text the occurrence of passive.

II – Change the sentences below into passive.

A. Some dictionaries define the word right as “a privilege”.

B. Many people know something about their rights.

C. The United Nations Universal Declaration of Human Rights forms the basis for a world built on freedom, justice and peace.



LISTENING

Listen to the audio of the Human Rights Bill – Art. 2.
Number the rights according to the audio.

UNITED NATIONS UNIVERSAL DECLARATION OF HUMAN RIGHTS

picture 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as _____, _____, _____, _____, _____, _____, _____, _____, _____.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

- () sex,
- () religion,
- () political or other opinion,
- () language,
- () national or social origin,
- () property,
- () birth or other status
- () race,
- () colour.

Adapted from <http://www.un.org/en/documents/udhr/> accessed on July 24th, 2011.

Glossary

Set forth : (formal) to present something or make it known
sovereignty: the power of a country to control its own government

Picture 2 available at <http://www.codinghorror.com/blog/2006/08/the-programmers-bill-of-rights.html> accessed on November 5th, 2011

WRITING: Discuss with a classmate the following statement:

***“BEAUTY IS NOTHING
WITHOUT BRAINS.”***

Do you agree with it? Do you think that the video seen is a good one? Make a short comment stating your point of view and post it at the contact-us- section of Mercedes-Benz at: http://www2.mercedes-benz.co.uk/content/unitedkingdom/mpc/mpc_unitedkingdom_website/en/home_mpc/passengercars.flash.skipintro.html.

Be aware of some rules, and remember to be polite:

- | | |
|---|---------------------------------------|
| Rule #1 -- Determine Your Motivation | Rule #6 -- Make One Point per Comment |
| Rule #2 -- Provide Context | Rule #7 -- Keep it Short |
| Rule #3 -- Be Respectful | Rule #8 -- Link Carefully |
| Rule #4 -- Make a Point | Rule #9 -- Proofread |
| Rule #5 -- Know What You're Talking About | Rule #10 -- Be always kind and polite |

SOME USEFUL EXPRESSIONS

I like/don't like this video because...
I like this video but I also think that...
In my opinion...
I don't think...

TIPS FOR FREE

- **Would (ALSO 'd)** is a modal auxiliary verb commonly used in polite offers and requests with the verbs like, love and prefer.
“Would you like to say something?”
“Yes, please. I'd like to say that...”

FURTHER READING: Go online and work out “How to write a comment.”

<http://grammar.quickanddirtytips.com/how-to-write-a-blog-comment.aspx>
http://www.kolleg.kubiss.de/cms/Faecher/Englisch/How_to_s/How_to_write_a_comment.pdf
<http://www.successcircuit.com/articles/how-to-write-a-comment/>
<http://www.bankersonline.com/aml/commentletter.html>

IDIOM WITH “RIGHT”.

Choose the correct meaning of the sayings and expressions below

- ***Two wrongs don't make a right.***

() said to emphasize that it is not acceptable to do something bad to someone just because they did something bad to you first.

() even if you are wrong you should keep trying until you make things right.



picture 3

- ***The customer is always right.***

() said about the customers who are always right.

() said to emphasize that in business, it is very important not to disagree with a customer or make them angry.

- ***in the right place at the right time***

() said when someone is in the best position or place to take advantage of an opportunity.

() said when someone chooses the best place ever.

TIME TO TALK!!!

Make them your own!

- Have you ever been given some advice which meant: “*Two wrongs don't make a right.*” If so, when was it? Who said that and why?
- Do you agree with the saying: “*The customer is always right.*” Why?
- Do you recall any situation in which you were praised for being “*in the right place at the right time?*” If so, when was it?

Sing!!! PRONUNCIATION

Get Up, Stand Up _ Bob Marley

ACTIVITIES

1. Listen to the song and do the activities proposed.

Get up, stand up: stand up for your **rights!** (3X)
 Get up, stand up: don't **give** up the **fight!**

Preacherman, don't tell me,
 Heaven **is** under the earth.
 I know you don't know
 What **life** is really worth.
 It's not all that **glitters** is gold;
 'Alf the story has never been told:
 So now you see the light, eh!
 Stand up for your rights. Come on!

Most people **think**,
 Great God **will** come from the **skies**,
 Take away **everything**
 And make everybody feel **high**.
 But **if** you know what life is worth,
 You will look for yours on earth:
 And now you see the light,
 You stand up for your rights. Jah!

We **sick** an' **tired** of-a your **ism-skism** game -
 Dyin' 'n' goin' to heaven in-a Jesus' name, Lord.
 We know when we understand:
Almighty God is a **living** man.
 You can fool some people sometimes,
 But you can't fool all the people all the **time**.
 So now we see the light (What you gonna do?),
 We gonna stand up for our rights! (Yeah, yeah, yeah!)
 So you better:

Adapted from <http://www.youtube.com/watch?v=BiPwCMIghhQ>
 accessed on October 14th, 2011

PROVERB: a short sentence, etc., usually known by many people, stating something commonly experienced or giving advice

- A) Go back to the lyrics and find out a well-known proverb. Discuss it with your peers... How is it related to the song? Why does the writer use this proverb in the song?

QUOTATION: a phrase or short piece of writing taken from a longer work of literature, poetry, etc. or what someone else has said.

- B) **“You can fool some people sometimes, but you can't fool all the people all the time.”** In your opinion what does it mean? Share your thoughts with your classmates and teacher.
- C) Go online and find out who else said this famous quotation.



DID YOU KNOW??? Bob Marley and his group, the Wailers, won audiences for reggae all over the world, and influenced countless other musicians. Phrases such as **“get up, stand up, stand up for your rights”** became anthems for his many admirers.

Adapted from http://topics.nytimes.com/top/reference/timestopics/people/m/bob_marley/index.html?scp=1-spot&sq=Bob%20Marley&st=cse
 accessed on October 14th, 2011

For those who want to find out more about this singer and his legacy to the world, go online and visit the official website at <http://www.bobmarley.com/> accessed on October 14th, 2011

Now, figure it out how to solve the puzzle below. From **START** to **FINISH**, you can only go through the words that have the sound /a/. You can move horizontally or vertically.

START

RIGHTS	FIGHT	GIVE	IS	GLITTERS
THINK	I	WILL	EVERYTHING	IF
SICK	LIFE	LIVING	TIED	ALMIGHTY
ISM-SKISM-GAME	LIGHT	SKIES	HIGH	SOMETIMES

FINISH

HUMAN RIGHTS HISTORY!

RACE THROUGH TIME AND LEARN ABOUT THE DEVELOPMENT OF HUMAN RIGHTS!

HOW TO PLAY

1. YOU WILL NEED A DICE AND SOME PLAYING COUNTERS - WHY NOT DRAW AND CUT OUT A SMALL PICTURE OF YOURSELF?
2. TAKE TURNS TO THROW THE DICE AND MOVE AROUND THE BOARD.
3. IF YOU LAND ON A SPECIAL HUMAN RIGHTS SQUARE READ THE TEXT OUT LOUD AND TAKE ANOTHER TURN!
4. TO COMPLETE THE RACE YOU MUST ROLL THE EXACT NUMBER TO LAND ON THE LAST BIG YELLOW SQUARE.
5. HAVE FUN!

THE MISTS OF TIME
START HERE!

3000 BC THE PERSIAN EMPIRE THE EMPEROR OF PERSIA CREATES THE FIRST WRITTEN LEGAL CODE. IT PROMISES TO "MAKE JUSTICE REIGN IN THE KINGDOM ...AND PROMOTE THE GOOD OF THE PEOPLE."

2200 BC MOSES, JEWISH LEADER AND PROPHET, RECEIVES AND PREACHES THE TEN COMMANDMENTS AT MOUNT SINAI.

1300 BC EGYPT

1100 BC BUDDHA PREACHES MORALITY, REVERENCE FOR LIFE, NON-VIOLENCE AND RIGHT CONDUCT.

C. 600 BC INDIA

575 BC THE ANCIENT GREEKS USE WORDS FOR "FREEDOM OF SPEECH" (ISOGORIA) AND FOR "EQUALITY BEFORE THE LAW" (ISONOMIA).

550 BC CONFUCIUS OF CHINA A PHILOSOPHER TRAVELS AROUND CHINA TRYING TO STOP RULERS FROM STARTING WARS.

300 BC KING JOHN OF ENGLAND SIGNS THE MAGNA CARTA. IT GIVES RIGHTS MAINLY TO FEUDAL BARONS. IT ALSO SAYS THAT NO FREEMAN SHOULD BE IMPRISONED OR EXILED UNLESS THE LAW ALLOWS IT.

1215 AD ENGLAND

500 AD SAUDI ARABIA MUHAMMAD IBN ABDULLAH, FOUNDER OF ISLAM, PREACHES THAT THE ONE TRUE GOD, ALLAH, IS COMPASSIONATE, JUST AND PEACEFUL. HIS TEACHINGS ARE RECORDED IN THE HOLY QU'AN.

1000 AD JESUS CHRIST PREACHES EQUALITY, TOLERANCE, FORGIVENESS AND LOVE AMONG PEOPLE.

0 AD PALESTINE

1789 USA AND FRANCE THE AMERICAN CONSTITUTION PROTECTS FREEDOM OF SPEECH, RELIGION AND PEACEFUL GATHERINGS. IN THE SAME YEAR IN FRANCE THE NATIONAL ASSEMBLY PASSES THE DECLARATION OF THE RIGHTS OF MAN AND THE CITIZEN. IT SAYS THAT "MEN ARE BORN FREE AND REMAIN FREE AND EQUAL IN RIGHTS."

1800s GERMANY IN 1848 KARL MARK PUBLISHES THE COMMUNIST MANIFESTO. HE CALLS FOR A SOCIETY WHERE THERE ARE NO SOCIAL CLASSES.

1800s USA FOLLOWING THE AMERICAN CIVIL WAR, SLAVERY IS ABOLISHED.

1893 NEW ZEALAND NEW ZEALAND BECOMES THE FIRST COUNTRY IN THE WORLD TO GRANT WOMEN THE VOTE.

1916 - 1945 INDIA GANDHI PREACHES NON-VIOLENCE AND CAMPAIGNS FOR EQUALITY AND UNDERSTANDING BETWEEN THE DIFFERENT PEOPLES OF INDIA.

1915 AFTER WORLD WAR 2 THE UNITED NATIONS DECIDE TO REPEAL THE FINAL DECLARATION OF HUMAN RIGHTS FOLLOWING WHICH IS ACCEPTED BY THE UN IN 1948.

1945

1949 SOUTH AFRICA SOUTH AFRICA HOLDS ITS FIRST FREE ELECTION FOLLOWING THE ABOLITION OF APARTHEID. THIS MEANS NON-WHITE PEOPLE ARE GIVEN THE SAME RIGHTS AS WHITE PEOPLE. IT'S THE FIRST COUNTRY TO GUARANTEE THE RIGHTS OF ALL ITS PEOPLE.

1950 AD

1951 THE UNITED NATIONS ADOPTS THE CONVENTION ON THE RIGHTS OF THE CHILD.

1961 AMNESTY INTERNATIONAL FOUNDED.

2003 IRAN SHIRIN EBADI WINS THE NOBEL PEACE PRIZE IN RECOGNITION OF HER WORK FOR WOMEN AND CHILDREN'S RIGHTS.

2005 AD

WELL DONE!
YOU'VE MADE IT BACK TO THE PRESENT DAY!
NOW YOU CAN HAVE A LOOK AT THE MAP TO SEE ALL THE COUNTRIES YOU VISITED ON YOUR JOURNEY!

BOOKLET

Suggested activities for further practice and evaluation

I - Fill in the blanks with one suitable word from the box:

whim /wɪm/	taken away /'teɪ.k ə n. ə. weɪ/	discriminated /dɪ'skrɪm.ɪ.n.eɪtɪd/
entitles /ɪn'taɪ.tlɪz/	sovereignty /'sɒv.rɪn.ti/	get along with /get ə 'lɒŋ wɪð /

- A. *She felt she had been _____ against because of her age.*
B. *Politicians were alarmed over the potential loss of national _____.*
C. *My duties seem to change daily at the _____ of the boss.*
D. *Every individual has rights which must never be _____.*
E. *I don't really _____ my sister's husband*
F. *Being unemployed _____ you to free medical treatment.*
-

II - Match the words from column "A" with its concepts in column "B"

- | | | | |
|---|------------------------------------|-----|--|
| A | injustice
/ɪn'dʒʌs.tɪs/ | () | the claim which a person or animal has to be treated in a fair, morally acceptable or legal way, or to have the things that are necessary for life |
| B | comment
/'kɒm.ent/ | () | showing politeness or honour to someone or something |
| C | Privilege
/'prɪv. ə lɪdʒ/ | () | (an example of) a situation in which there is no fairness and justice |
| D | respectful
/rɪ'spek t .f ə l/ | () | something that you say or write that expresses your opinion |
| E | right
/raɪt/ | () | the condition or right of being able or allowed to do, say, think, etc. whatever you want to, without being controlled or limited |
| F | discriminate
/dɪ'skrɪm.ɪ.n.eɪt/ | () | an advantage that only one person or group of people has, usually because of their position or because they are rich |
| G | freedom
/'friː.dəm/ | () | when people are governed in an unfair and cruel way and prevented from having opportunities and freedom |
| H | oppression
/ə'pref. ə n/ | () | to treat a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, religion, sex, etc. |

III - In the sentences below connect the right end to make everyday expressions with right.

- | | |
|--|------------------------|
| 1. The customer ... () | a. at the right time. |
| 2. Two wrongs ... () | b. don't make a right. |
| 3. Fortunately Simon was in the right place... () | c. is always right. |

A LOOK AT THE BACKGROUND OF HUMAN RIGHTS

1215: The Magna Carta—gave people new rights and made the king subject to the law.

1628: The Petition of Right—set out the rights of the people.

1776: The United States Declaration of Independence—proclaimed the right to life, liberty and the pursuit of happiness.

1789: The Declaration of the Rights of Man and of the Citizen—a document of France, stating that all citizens are equal under the law.

1948: The Universal Declaration of Human Rights—the first document listing the 30 rights to which everyone is entitled.

Adapted from: <http://www.youthforhumanrights.org/what-are-human-rights/background-of-human-rights.html>
accessed on July 24th, 2011

Glossary:

set out: to start an activity with a particular aim
state: to say or write something, especially clearly and carefully

IV - Use the timeline above and write an article indicating the trajectory of the Creation of Human Rights. Use passive voice whenever possible. To make a cohesive text use expressions like: *then, after that, in, at the time, next, afterwards, later.*

TEACHER'S GUIDE

UNIT I: WHAT ARE THE HUMAN RIGHTS?

This unit is intended to provide the students with critical thought about the Human Rights, and raise the awareness of "What the Human Rights are".

WARM UP

Play the Hangman game to introduce the main vocabulary needed for the understanding of the video one and two. Video one is an advertisement done by Mercedes-Benz to sell its products. Although it is a very funny one, this commercial is full of prejudice against blond women and "society beauty pattern", which is politically incorrect.

Transcripts for video one:

Blond Girl: "Hello, I'd like to order French fries, a burger and a milkshake."

Library attendant: "This is a library."

Blond Girl (WHISPERING): "I'd like to order French fries, a burger and a milkshake."

"BEAUTY IS NOTHING WITHOUT BRAINS"

The following vocabulary is suggested to be played with the hangman game. This will provide the accuracy needed for the listening and understanding of the video. Provide the words or sentence concept as tips. For instance: _ _ _ _ _ a five letters word used to greet people. (HELLO) If possible transcribe some of the phonetic symbols /hel'əʊ/. The hangman game is also useful for working the pronunciation of the alphabet.

HELLO	BURGER	DISCRIMINATE
I'D LIKE TO ORDER	MILKSHAKE	BEAUTY
FRENCH FRIES	LIBRARY	BRAIN

Word definition and phonetic transcription for **HANGMAN GAME**

, French ' fries
/frentʃ fraɪz /

long thin pieces of fried potato

milkshake
/ˈmɪlk.ʃeɪk/

a drink made of milk and usually ice cream and a flavour such as fruit or chocolate, mixed quickly together until it is full of bubbles

Library /ˈlaɪ.brər.i/	a building, room or organization which has a collection, especially of books, for people to read or borrow usually without payment
right /raɪt/	the claim which a person or animal has to be treated in a fair, morally acceptable or legal way, or to have the things that are necessary for life
discriminate /dɪˈskrɪm.ɪ.neɪt/	to treat a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, religion, sex, etc
burger /ˈbɜː.ɡə r /	meat or other food pressed into a round, flat shape and fried
Would (ALSO 'd) STRONG FORM /wʊd/ , WEAK FORM /wəd/ , /əd/	<i>modal verb</i> used as a more polite form in requests and offers
order /ˈɔː.də r /	a request to make, supply or deliver food or goods

Now that the students know the vocabulary play video one. The video can be played twice if it is necessary for them to understand better. Give them 5 minutes to talk freely about the video. Ask some useful guideline questions.

- ✓ How did you like it?
- ✓ Is it funny?
- ✓ What is it about?
- ✓ If you had a lot of money would you buy any product from this company?
- ✓ Do you think that this “ad” (short for advertisement) damage any Human Right?

After this discussion play the second video.

Once again allow 5 minutes so the students can talk about the video. Now it is expected that they will be able to contrast the two videos pointing up the prejudicial and discriminative discourse presented in the first one. It is also important to check if they understood that the second video is a law article.

Now, ask the students to take a look at the pictures and see if they recognize any of the people showed. Ask them to answer the question proposed. Expected answer: [They are all people who promoted Human Right.](#)

Pre-reading

At this point, motivate the students to predict the subject of the text by asking: What are the human rights? When, why and how were they born? Who created them? What kind of document is it? How many articles are there? Do people know them? (Predicting and creating hypothesis)

Now ask the students to read the text quickly in order to have the main idea of it (top down strategy).

WHAT ARE HUMAN RIGHTS? HUMAN RIGHTS DEFINED

After reading

I - Answer the following questions according to the text: (some questions are not presented directly in the text)

1. What are the human rights? *Certain fundamental rights that are entitled to every person.*
2. When and how were they born out? *They were born out of the atrocities and enormous loss of life during the World War II. The Declaration was signed in 1948.*
3. They were created by whom? *They were created by United Nations.*
4. What kind of document is it? *It is a Bill of Rights/ it is a civil law.*
5. How many articles were created? *Many (30 articles)*
6. Are they known by people in general? *No, they aren't. In general, only some people know all the Human Rights.*

II – Go back to the text and find a word or expression meaning:

- a. to give someone the right to do or have something: Every person is entitled to
- b. to remove something: be taken away
- c. a sudden wish or idea, especially one that cannot be reasonably explained: whim
- d. behave in a kind/pleasant way towards: get along with

III – Complete the sentences below with the most appropriate word from the box.

- a) New legislation still does not offer adequate protection for many endangered species.
- b) Healthcare should be a right, not a privilege.

- c) Until 1986 most companies would not even allow women to take the examinations, but such **discrimination** is now disappearing.
- d) Every human being has the right to freedom from **oppression**.
- e) Millions of Africans were sold into **slavery**.

GRAMMAR FOCUS

- a. Which is the auxiliary verb? **to be**
- b. In which form are the main verbs? **past participle**
- c. In which voice are the verb forms? Check below.

Active voice

Passive voice

I – Underline in the text the occurrence of passive.

- when used in the context
- Every person is entitled to certain fundamental rights,
- These are called “human rights”
- can be taken away
- things you are allowed to be, to do or to have.
- have a right to be paid for
- are not well known by people,
- Born out of the atrocities
- the United Nations Universal Declaration of Human Rights was signed in 1948

II – Change the sentences below into passive.

A. Some dictionaries define the word right as “a privilege”.

The word right is defined as “privilege” by some dictionaries.

B. Many people know something about their rights.

Something about their rights is known by many people.

C. the United Nations Universal Declaration of Human Rights forms the basis for a world built on freedom, justice and peace.

The basis for a world built on freedom, justice and peace is formed by the United Nations Universal Declaration of Human Rights.

LISTENING

UNITED NATIONS UNIVERSAL DECLARATION OF HUMAN RIGHTS

Before playing the audio, talk about the article two and call students attention to its main idea. Help with the vocabulary. Then, play the audio. Start at 3:45 min. Ask the students to put the rights in the same order as the audio. Play twice. This activity is important for providing useful vocabulary and meaningful insight for the written production. This task also helps to improve listening accuracy.

(3) sex, (5) religion, (6) political or other opinion, (4) language,
(7) national or social origin, (8) property, (9) birth or other status,
(1) race, (2) colour.

WRITING:

Ask the students to discuss the statement below in pairs. After a minute start a class discussion in order to stimulate them to share their thoughts and ideas. This brainstorm session will help them with the written production.

“BEAUTY IS NOTHING WITHOUT BRAINS.”

Make it clear that when writing a comment, article, essay, etc. some rules must be observed. Discuss these rules with them.

‘SOME USEFUL EXPRESSIONS’ AND ‘TIPS FOR FREE’

Give some prompts to help the students to write politely. Explain that when conveying our thoughts and ideas we must be respectful of others point of view.

FURTHER READING:

Ask the students to go online and visit the sites suggested in order to improve their written skills

IDIOM WITH “RIGHT”.

Idiomatic expressions are closely related to everyday English. Tell the students that they should master these expressions if they want to get closer to native spoken English. Ask them to think of any idiom from their own language. Give some examples yourself. *“O cliente tem sempre razão”*; *“Estar no lugar certo na hora exata”*; *“Dar tapa de luvas”*; *“Olho por olho, dente por dente”*; Discuss the moral/ethical value spread by the so called ‘Proverbs’. [Personal comments](#)

- *“Two wrongs don't make a right.”* said to emphasize that it is not acceptable to do something bad to someone just because they did something bad to you first.
- *The customer is always right.* Said to emphasize that in business, it is very important not to disagree with a customer or make them angry.
- *in the right place at the right time* said when someone is in the best position or place to take advantage of an opportunity.

TIME TO TALK!!! This activity is proposed to encourage the students to use the new language in a meaningful interaction with their peers.

- Make them your own! [Personal answers](#)

SING

Before playing the song spend some time talking about the composer and his influence on the world of music. See how many students already know Bob Marley. Play the song and ask the students to pay special attention to the words in bold. They will need them to solve the puzzle proposed. [/ai/- rights, fight, I, life, light, skies, high, tired, almighty, sometimes]

PROVERB

Explain to the students that proverbs are widely used in many cultures. Ask them to come up with some of their own. Ask: How do these proverbs relate to the song? Why are they used? [Personal answers.](#)

- “It’s not all that glitters is gold.”
- “Half the story has never been told.”

QUOTATION

Discuss about the quotation presented. Ask them to infer its meaning. Encourage them to convey their thoughts. Explain the meaning of the word utopia which is - (the idea of) a perfect society in which everyone works well with each other and is happy.

This quotation was also spoken by Abraham Lincoln - the 16th President of the United States. It expresses a utopian vision that the truth sooner or later will surface and people will be aware of their rights and duties. Ask: What do this quotation mean in the song? [Personal answer](#)

HUMAN RIGHT HISTORY BOARD GAME

It is a pedagogical board game intended to motivate students to learn in a relaxed environment. Through this game, they will see the trajectory of Human Rights while interacting with peers. The activity is also proposed to rise students awareness concerning changes – historical, social, global, etc. which do not happen overnight.

HOW TO PLAY

1. You will need a dice and some playing counters – Why not draw and cut out a small picture of yourself.
2. Take turns to throw the dice and move around the board.
3. If you land on a special Human Rights square read the text out loud and take another turn!
4. To complete the race you must roll the exact number to land on the last big, yellow square.
5. Have fun!

Give the students the set of SPECIAL HUMAN RIGHTS cards and the rules for the game. Help them with the game.

HOW TO PLAY

1. You will need a dice and some playing counters – Why not draw and cut out a small picture of yourself.
2. Take turns to throw the dice and move around the board.
3. If you land on a special Human Rights square read the text out loud and take another turn!
4. To complete the race you must roll the exact number to land on the last big, yellow square.
5. Have fun!

2200 BC THE PERSIAN EMPIRE:

The emperor of Persia creates the first written legal code. It promises to “make justice reign in the kingdom ... and promote the good of the people”.

01

1300 BC EGYPT:

Moses, Jewish leader and prophet, receives and preaches the Ten Commandments at Mont Sinai.

02

C. 600 BC INDIA:

Buddha preaches morality, reverence for life, non-violence and right conduct.

03

C. 500 BC GREECE:

The ancient Greeks use words for “freedom of speech” (isogoria) and for “equality before the law” (isonomia)

04

C. 400 BC CHINA:

Mozi, a philosopher travels around China trying to stop rulers from starting war.

05

Jesus Christ preaches equality, tolerance, forgiveness and love among people.

06

0 (ZERO) A.D. PALESTINE.

500 AD SAUDI ARABA:

Muhammad IBN Abdullah, Founder of Islam, preaches that the one true God, Allah, is compassionate, just and peaceful. His teachings are recorded in the Holy Qu´ran.

07

1215 AD ENGLAND:

King John of England signs the Magna Carta. It gives rights mainly to feudal barons. It also says that no freeman should be imprisoned or exiled unless the law allows it.

08

1789 USA and FRANCE:

The American Constitution protects freedom of speech, religion and peaceful gatherings. In the same year in France the National Assembly passes the Declaration of the Rights of Man and the Citizen. It says that: “Men are born free and remain free and equal in rights.”

09

<p>1800s GERMANY:</p> <p>In 1848 Karl Marx publishes the Communist Manifest. He calls for a society where there are no social classes.</p> <p style="text-align: right;">10</p>	<p>1800s USA:</p> <p>Following the American Civil War, slavery is abolished.</p> <p style="text-align: right;">11</p>	<p>1893 NEW ZEALAND:</p> <p>New Zealand becomes the first country in the world to grant women the vote.</p> <p style="text-align: right;">12</p>
<p>1916 – 1945 INDIA:</p> <p>Gandhi preaches non-violence and campaigns for equality and understanding between the different peoples of India.</p> <p style="text-align: right;">13</p>	<p>1945: AFTER WORLD WAR 2 (1939-1945):</p> <p>The United Nations is created “to reaffirm... the dignity and worth of the human person. The Universal Declaration of Human Rights follows and is accepted by the UN in 1948.</p> <p style="text-align: right;">14</p>	<p>1961:</p> <p>Amnesty international founded</p> <p style="text-align: right;">15</p>
<p>1989:</p> <p>The United Nations adopts the convention on the rights of the child.</p> <p style="text-align: right;">16</p>	<p>1994 SOUTH AFRICA:</p> <p>South Africa holds its first free elections following the abolition of apartheid, which treated non-white people as second class citizens. Its new Constitution guarantees the Human Rights of all its people.</p> <p style="text-align: right;">17</p>	<p>2003 IRAN:</p> <p>Shirin Ebadi wins the Nobel Prize in recognition of her work for women and children’s rights.</p> <p style="text-align: right;">18</p>
		<p style="text-align: center;">Well Done!</p> <p>You’ve made it back to the present day! Now you can have a look at the map to see all the countries you visited on your journey.</p>

BOOKLET

Suggested activities for further practice and evaluation

Activities one and two deal with part of the vocabulary presented in the lesson. Activity one also provides a few phonetic symbols. Tell the students to deduce the correct word or expression needed by understanding the meaning of the whole sentence. In activity two, the main focus is on the concepts of the words.

I - Fill in the blanks with one suitable word from the box:

- G. She felt she had been [*discriminated*] against because of her age.
H. Politicians were alarmed over the potential loss of national [*sovereignty*].
I. My duties seem to change daily at the [*whim*] of the boss.
J. Every individual has rights which must never be [*taken away*].
K. I don't really [*get along with*] my sister's husband
L. Being unemployed [*entitles*] you to free medical treatment.

II - Match the words from column "A" with its concept in column "B"

- | | | | |
|---|-----------------------------------|-------|--|
| A | injustice
/ɪnˈdʒʌstɪs/ | (E) | the claim which a person or animal has to be treated in a fair, morally acceptable or legal way, or to have the things that are necessary for life |
| B | comment
/ˈkɒm.ənt/ | (D) | showing politeness or honour to someone or something |
| C | Privilege
/ˈprɪv. ə l.ɪdʒ/ | (A) | (an example of) a situation in which there is no fairness and <u>justice</u> |
| D | respectful
/rɪˈspek t .f ə l/ | (B) | something that you say or write that expresses your opinion |
| E | right
/raɪt/ | (G) | the condition or right of being able or allowed to do, say, think, etc. whatever you want to, without being controlled or limited |
| F | discriminate
/dɪˈskrɪm.ɪ.neɪt/ | (C) | an advantage that only one person or group of people has, usually because of their position or because they are rich |
| G | freedom
/ˈfriː.dəm/ | (H) | when people are governed in an unfair and cruel way and prevented from having opportunities and freedom |
| H | oppression
/əˈpreʃ. ə n/ | (F) | to treat a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, religion, sex, etc. |

The following activity presents expressions using the word “right”. One of them is a proverb. A proverb is usually known by many people, stating something commonly experienced or giving advice, it is present in almost every culture and states a moral value. The other is an idiomatic expression used to say that “being on the right side of the law” is what is expected from people living in communities. And the last one is a command instigating people to fight for their rights.

III - In the sentences below connect the right end to make everyday expressions with right.

1. *The customer* **C** *a. at the right time.*
2. *Two wrongs ...* **B** *b. don't make a right.*
3. *Fortunately Simon was in the right place ...* **A** *c. is always right.*

The aim of the following activity is to provide a timeline on the Human Rights creation in order to guide the student to write a short article. Ask the students to use the grammar focus learnt from the unit. Give some adverbs of time for helping them to write a cohesive text. Some possible adverbs: *then, after that, in, at the time, next, afterwards, later.*

A LOOK AT THE BACKGROUND OF HUMAN RIGHTS

People new rights were given by The Magna Carta and the king was made subject to the law in 1215. After that, in 1628 the rights of the people were set out by The Petition of Right. Then in 1776 the right to life, liberty and the pursuit of happiness were proclaimed by The United States Declaration of independence. In 1789 was written The Declaration of the Rights of Man and of the Citizen by France, stating that all citizens are equal under the law. And finally, in 1948 was publicized The Universal Declaration of Human Rights, the first document listing the 30 rights to which everyone is entitled.

UNIT II – JOB MARKET

MAIN THEME

Job Market

DISCOURSE DEVELOPMENT

Reading:

- What are my chances of getting a job? **Genre:** Website Article
- How to make a resume. **Genre:** Resume
- Handy Man by James Taylor. **Genre:** Pop Song/Lyrics
- Occupation: **Genre:** Dictionary Definitions

Strategies: Predicting, Skimming, scanning, reading for specific details

LANGUAGE DEVELOPMENT:

Vocabulary: idiomatic expressions, multi-word verbs, collocations

Listening: the use of phonetic symbols; a video on “How to make a resume”; a song (pop)

Speaking: speculating about something; Role play - Occupation

Writing: a sample personal resume

GRAMMAR FOCUS

Imperative

USAGE

Many students attending secondary level at public schools are already engaged in the job market. Thus it is important to motivate them to develop an awareness of the countless job opportunities. By doing so it is expected that they will see academic life as an important tool for providing them with better opportunities in life.

UNIT II – JOB MARKET

Function: Talking about Job Market

Public: Public State School

Level: Secondary (3rd grade)

Class time: 02 hours

Discourse Development:

Reading:

- What are my chances of getting a job? **Genre:** Website Article
- How to make a resume. **Genre:** Resume
- Handy Man by James Taylor. **Genre:** Pop Song/Lyrics
- Occupation: **Genre:** Dictionary Definitions

Grammar Focus: Imperative

Vocabulary: Job Market

LESSON 1

Warm up

Discuss the following questions:

1. What do you know about Brazil's job market?
2. Do you think that Brazil employs foreign workers?
3. Have you ever been to a job interview? If yes, how was it like?
4. What is it necessary to succeed in a job interview?
5. How to get yourself prepared to go into a job interview?



picture 4

I – Read the article below

Brazil: Job market

What are my chances of getting a job?

Brazil is one of the fastest growing economies in the world. Foreign investment has led to an increase in the hire of foreign workers, which according Forbes, rose by 30% in 2010.

Oil and gas companies are particularly big recruiters and in other sectors the acquisition of new equipment and technology from abroad means professionals with the relevant specialized experience are in demand. Prospects for graduates without experience are more limited though and it is advisable to seek an employment posting in Brazil by joining an international company with offices there.



to

Adapted from http://www.prospects.ac.uk/brazil_job_market.htm accessed on August 29th, 2011.

II – Exploring the text

1. True or False? Correct the false statements according to the text.
 - A. Brazil's economy is growing fast.
 - B. Brazil does not employ foreign workers.
 - C. According to Forbes, foreign investment in Brazil rose by 30% in 2010.
 - D. The acquisition of new equipment and technology does not demand specialized professionals.

2. In your opinion, the article above was primarily addressed to which citizens? Why?

3. What is the position of the article concerning Brazilian workforce?

FURTHER PRACTICE :

Have you ever heard about Forbes publications? Go online at <http://www.forbes.com/> and find out about them. Are they reliable? Why?

VOCABULARY:

BE AWARE: JOB OR WORK?

A. Read the sentences below and decide which one of the concepts offered best fits with the words “**JOB**” and “**WORK**” and then complete the blanks.

1. *I need to improve the efficiency of my **work**.*
2. *Peter has just found a new **job**.*

- _____ is a countable noun and refers to a particular piece of work or the regular work that someone does to earn money.
- To talk about the activity that someone does in their job, don't say 'job', say _____



BreakingNews.com
picture 2



picture 3

B. Fill in the gaps with the most suitable word:

- A. *You need to have agile fingers to do this kind of _____.*
- B. *I've applied for an office _____ I saw advertised in the paper.*
- C. *We've finished decorating upstairs but the downstairs still needs some _____.*
- D. *The company plans to shut down four factories and cut 10 000 _____.*

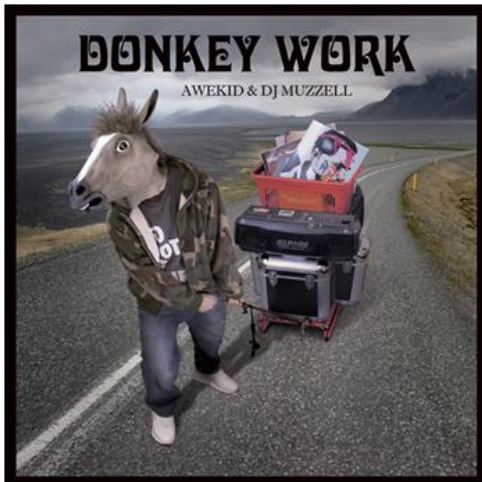
IDIOM

- If someone does a '**good job**' he/she does something well; on the other hand, if it is a '**bad job**' is because it was done badly.

You've done a good job - thank you Sam.



picture 4



picture 5

- When someone does the '**donkey work**' it is because he/she has done the hard, boring part of a job

Why should I do all the donkey work while you sit around doing nothing?

TIME TO TALK!!!

Make them your own!

- Have you ever been praised by someone for having done a good job? If yes, when was it?
- Have you ever been blamed for a bad job? If so, how did you feel?
- How do you feel when you have to do the 'donkey work'?

LESSON 2

Discuss the following questions with a peer and then share your answers with the whole class.

-
1. Are you **out of work**?
 2. What would you do for the job you like most?
 3. How will you impress the HR team?
 4. What is the difference between you and other candidates?
 5. When applying for a job, how do you promote yourself?
 6. Do you know what is a CV or a resume?
-



picture 6

I – If you *come across* a job ad and you believe that you're just the '**person for the job**', then it's time to '**work yourself up to**' making a resume that will impress any prospective employer. Read the article below and '**work out**' how to make your resume shine.

How to Make a Resume

- Understand the purpose of a [resume](#). This will help you to identify what is really important to focus on when putting yours together.
- Make it easy to read. The manner of presentation will impact how easy it is to read the resume.
- Choose a style you'll use. Don't make it overly stiff or overly casual; try to find a good medium.
- Decide on the positioning of the content. A resume can be chronological (placed in date order) or [functional](#) (focused on specific professional skills).
- Make a master list. Make a list of all the jobs you have ever had. Don't leave out anything, even short stints, internships, or work experience opportunities.
- Consider the resume content carefully. Keep your resume to 1 to 2 pages in length at the most.
- Tailor your resume. Using your master list as a prompt be prepared to trim out any irrelevant information, and rework the relevance of remaining information that you're including.
- Know what to watch out for. Don't make demands; don't inflate your achievements and abilities; don't over-qualify yourself for the position.
- Make your resume interesting.
- Focus on your best accomplishments, and write in a way that a reader will think: "I want to find out more about how this person did that!"
- Proofread and revise. Do not overemphasize this step. Get your resume proofread several times. Have someone else proofread it.

Adapted from <http://www.wikihow.com/Make-a-Resume> accessed on October 26th, 2011.

Working out the text

1. Go back to the article and find out words or expressions meaning:

A. To prepare a piece of work by collecting several ideas and suggestions and organizing them: _____

B. Severe and difficult: _____

C. The ideas that are contained in a piece of writing, a speech or a film:

D. To not include someone or something _____

E. A fixed or limited period of time spent doing a particular job or activity:

F. Maximum: _____

G. To reduce the amount or size of something: _____

H. To be careful to notice something important: _____

I. To find and correct mistakes before the final copies are printed:

2. In the sentence “putting yours together” the underlined word refers to:

GRAMMAR FOCUS

The sentences below were taken from “How to make a Résumé”. Look at them and answer the questions that follow.

“Understand the purpose of a résumé.”

“Make it easy to read.”

“Don’t make demands.”

- a. The highlighted verbs above are in the
- ... simple present
 - ... imperative
 - ... present perfect
- b. The imperative form was used to...
- ... provide suggestions and instructions about “How to make a résumé.”
 - ... warn students about the necessity of writing a résumé.

FORM AND USE

- Imperatives are used, for example, to tell or ask people to do things, to make suggestions, to give advice or instructions, to encourage and offer, and to express wishes for people's welfare.
- Affirmative imperatives have the same form as the infinitive without *to*; negative imperatives are constructed with *do not (don't)*.
- word order with ***always*** and ***never***:
Always and *never* come before imperatives.

Always use good taste when developing a resume.
Never make a resume too long.

Practice: Put the words below in the correct order to make imperatives:

A. demands don't make

B. job advertisement the use

C. list accomplishments in terms of your experience

D. keep neat and well organized the format

E. provide names of references never on your resume

F. triple check everything always written

WRITING: Look at these common interview questions and write down positive replies. Practice saying them out aloud with a partner. Pretend you are being interviewed for a job position. Remember to change roles – interview/be interviewed. This will help you to write a good résumé and succeed in a job interview.

BACKGROUND AND INTERESTS

1. Tell me about your family.
2. Do you do any sport?
3. How do you spend your spare time?



picture 7

EDUCATION

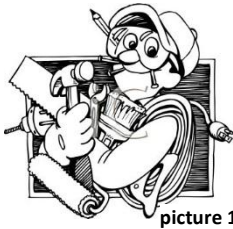
1. What school did you attend?
2. How have your education and training prepared you for the job?
3. How did you do in school?
4. What are your educational goals for the future?

ATTITUDE TOWARDS WORK

1. How important is work to you, on a scale of 1 to 10? Why?
2. Why did you apply for this job?
3. You haven't got much experience at ... Do you think this would be a disadvantage in this job?
4. What could you offer our organization?

PERSONALITY

1. How would your friends describe you?
2. What are your strengths and weaknesses?
3. What would you like to achieve in the next five days?
4. How do you work in a team?



picture 1

Sing!!! PRONUNCIATION

HANDY MAN - JAMES TAYLOR

1. Listen to the song and do the activities proposed.

Hey girls **gather** round
 Listen to what I'm puttin' down
 Hey baby I'm you handyman.
 I'm not **the** kind to use a pencil or rule
 I'm handy **with** love and I'm no fool
 I fix broken hearts I know **that** I truly can
 If your broken heart should need repair
then I am **the** man to see
 I whisper sweet **things** you tell all your friends

They'll come runnin' to me....
 Here is **the** main **thing** **that** I want to say
 I'm busy twenty four hours a day
 I fix broken hearts, I know **that** I truly can

Come a come a come a come a come come
 Yeah..... yeah yeah
 Come a come a come a come a come come

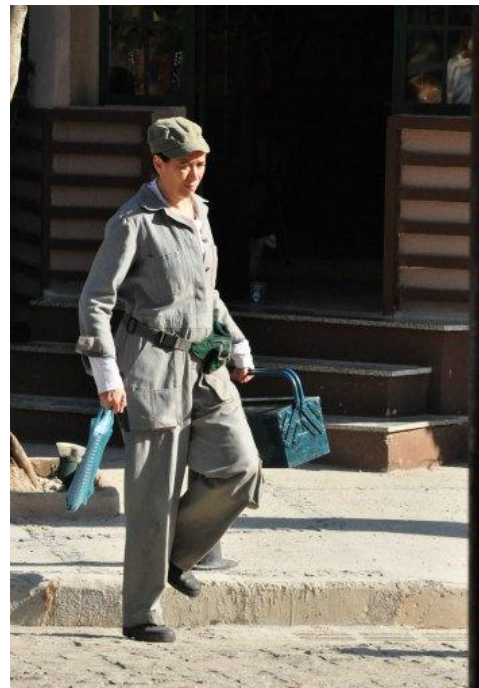
2. Which words have the same sound? Write them in the correct column. After that, put them in their correct spot in the lyric.

**gather; with;
 that; then; thing(S);
 the; they**

ð

θ

_____	_____
_____	_____
_____	_____
_____	_____



available at <http://entretenimento.r7.com/famosos-e-tv/fotos/veja-quem-sao-as-mulheres-cabra-macho-das-novelas-20110908.html> accessed on Oct 28th, 2011.

3. TABOOS AND ISSUES

Regard Lilian Cabral's character – Criselda, in the Brazilian prime time soap opera "Fina Estampa", in which she plays a "handywoman" also known as "Pereirão". Discuss the following questions with a partner and share your opinions with your classmates and teacher:

I – Do you think that there are any jobs which women should not be allowed to do? Consider these:

- | | | |
|-------------------|-------------------|----------------|
| pilot | taxi/truck driver | mechanic |
| president | priest | security guard |
| sanitation worker | plumber | miner |

II – Think of three reasons why an employer might not employ a woman to work as a miner. Are any of these good reasons?

III - Can you think of any jobs which a woman would be better at than a man?

GLOSSARY

- **handyman** /'hæ.n.di.mæn/
 a man who is skilled at repairing and making things inside or outside the house and who does this in his own home or as a job
- **miner** /'maɪ.nə r /
 a person who works in a mine
a coal miner

PRACTICE MAKES PERFECT.

ROLE PLAY – OCCUPATIONS (CONVERSATION STRATEGY)

Read the conversation below and act it out.

A: So, what do you do? (What's your job?)

B: I'm a movie director. How about you?

A: I'm a big bad wolf.

B: A big bad wolf?

A: Yes. That's right.

B: And what does a big bad wolf do?

A: Well, usually I scare people. But in fairy tales I also eat up grannies and little pigs.

B: Oh! Really, it sounds exciting!

[good/interesting/strange/dangerous/
funny/scary, etc.]

A: Yes, it is. **Actually** I love it.

OR

No. It's not. **Actually** I don't like it very much.



Available at

http://www.hagencartoons.com/cartoons_381_385.html
accessed on October 10th, 2011

MEANING AND USE:

Actually means 'really' or 'in fact'. It is used to make things clearer, more precise or more definite.

*I've got a new job. **Actually**, they've made me sales manager.*

*Do you like your new job? ~ Very much, **actually**.*

Sound is a link verb. It is followed by adjectives, not adverbs. It is used to express an opinion about what has been said or written.

*You're kidding! Working as a mortician **sounds** scary.*

BOOKLET

Suggested activities for further practice and evaluation



I - Put the article below in the most suitable order. One is already done for you.

- () Give a brief summary of what you did in each position.
- () Write your name in bold at the top of the page followed by your address, phone numbers and e-mail address.
- () Look closely at the description of the job you are applying for and adjust what you've written to emphasize your most relevant skills and experience.
- () Be sure to spell check your work and ask a friend to look it over before you print it out.
- () When your résumé is letter perfect print it out on special paper of your choice.
- () List your work history starting with your most recent position.
- () List your education including the school you graduated from and the degree you were in there.
- (1) Want to get yourself from a bad situation and into a better one? A solid résumé is a first step. You will need a computer and a printer.
- () After your education list any personal information like hobbies, interests and skills.
- () Always offer to make references available upon request at the end of your résumé.

II – Put the sentences below in the correct order.

1. an objective line you're looking for use to describe what kind of job

2. your job titles if they are impressive in bold leave

3. leave out always stupid stuff the

4. the most relevant skills include always for the job you're applying for

5. inflate your achievements don't and abilities

6. don't for the position yourself over-qualify

III - JOB OR WORK? Fill in the gaps with the correct word.

- a. She took a _____ as a waitress.
 - b. Taking care of a baby is hard _____.
 - c. His brother's just lost his _____.
 - d. She's planning to return to _____ once the children start school.
 - e. There is plenty of _____ to be done in the garden.
 - f. I'm thinking of applying for a new _____.
-

IV - Match the column "A" according to column "B". Choose the best definition to explain the idiom or other expression in bold in these sentences.

- A. He certainly **knows his job**. () I'm doing what I am paid to do
 - B. I'm **only doing my job**. () did you do it without help from others
 - C. He's been **out of a job** for six months now. () a man/woman who has all the skills for a particular piece of work
 - D. She's never had a **steady job**. () Unemployed
 - E. What **line of work** are you in? () without a job
 - F. She had been **out of work** for a year. () a job that is not going to end suddenly
 - G. Is this **all your own work?** () what type of work do you do
 - H. He's very shy, but **he's** slowly **working himself up** to letting her know what he feels about her. () is very good at his job
 - I. I think Alex is just the **woman for the job**. () to understand something or to find the answer to something by thinking about it
 - J. There will be a full investigation to **work out** what caused the accident. () to gradually prepare yourself for something difficult
-

V – Read the job opportunity ad, choose what to apply for and write a sample Resume.

JOB OPPORTUNITY IN CANADA

A Renowned Business Group Of Canada Operating In Human Resource Management Requires The Following Staff For Its Clients In Emergent Basis.

- INFORMATION TECHNOLOGY
- BUSINESS & FINANCE
- ENGINEERING (Mechanical, Electrical, & Construction)
- TOURISM & HOSPITALITY MANAGEMENT
- INFORMATION SYSTEM & TECHNOLOGY
- WEB & MULTI MEDIA DEVELOPMENT
- NET WORKING
- SKILLED WORKERS

QUALIFICATION: Diploma in related field or 750 hours working experience in related field.

APPLY: Please send C.V with latest photo on jobs.pallumber@yahoo.ca

Available at <http://www.pak-jobs-it.com/18745-daily-jiang-newspaper-jobs-dated-31-07-2011/job-opportunities-in-canada/> accessed on September 18th, 2011.

PERSONAL DATA

OBJECTIVE

EXPERIENCE

EDUCATION

TECHNICAL SKILLS

PERSONAL INTERESTS

TEACHER'S GUIDE

UNIT II – JOB MARKET

This unit is intended to raise students' awareness about job market and its countless opportunities. In this phase many students from public educational system face the need for engaging in their professional life.

So it is important that they start to develop a critical sense about the possibilities that they will have ahead, their real potential and the tools necessary to achieve a good position in the job market.

LESSON 1

Warm up

Discuss the following questions in order to access students' background and their knowledge about the current job market.

6. What do you know about Brazil's job market?
7. Do you think that Brazil employs foreign workers?
8. Have you ever been to a job interview? If yes, how was it like?
9. What is it necessary to succeed in a job interview?
10. How to get yourself prepared to go into a job interview?

Ask the students to give a brief look at the page and predict what will be the main subject focused in the activity. At this point they should create a hypothesis about the content of the text.

Now it is time for the reading. Ask them to go through the text for the main idea (Top down process). After the reading, come back to their hypothesis and check out whether they were right or not. Discuss the text with them in order to access their understand of it. Ask them to read the text again and do the follow-up activities (Bottom-up). Check out their answers.

Brazil: Job market

What are my chances of getting a job?

II – Exploring the text

1. True or False? Correct the false statements according to the text.

- E. Brazil's economy is growing fast. (T)
- F. Brazil does not employ foreign workers. (F) Brazil employs foreign workers.
- G. According to Forbes, foreign investment in Brazil rose by 30% in 2010. (F) The hire of foreign works rose by 30% in 2010 according to Forbes.
- H. The acquisition of new equipment and technology does not demand specialized professionals. (F) The acquisition of new equipment and technology means professionals with the relevant specialized experience are demanded.

2. In your opinion, primarily the article above was addressed to which citizens? Why? Expected answer: In the first instance the article was written to British citizen because the site address domain is UK (United Kingdom).

3. What is the position of the article concerning Brazilian workforce? Brazil job market does not supply enough specialized workforce.

FURTHER PRACTICE :

Ask the students to go online and visit **FORBES** homepage in order to get acquainted with its publications. Ask: Are they reliable? Why?

BE AWARE: JOB OR WORK?

The section “Be aware” intends to clarify some confusing words that may be a problem for second language learners. Ask them to see if there are any parallels between the target language and their own. Draw their attention to this peculiarity which concerns any language.

- **JOB** is a countable noun and refers to a particular piece of work or the regular work that someone does to earn money.
- To talk about the activity that someone does in their job, don't say 'job', say **WORK**

A. Fill in the gaps with the most suitable word:

- A. You need to have agile fingers to do this kind of **work**.
- B. I've applied for an office **job** saw advertised in the paper.
- C. We've finished decorating upstairs but the downstairs still needs some **work**.
- D. The company plans to shut down four factories and cut 10 000 **job**.

IDIOM

Idiomatic expressions are closely related to everyday English. Tell the students that they should master these expressions if they want to get closer to native spoken English. Ask them to think of any idiom from their own language. Give some examples yourself. *“Mais vale um pássaro na mão que dois voando.” - “Antes só do que mal acompanhado.” - “O seguro morreu de velho.” - “Cão que ladra não morde.” - “Diga-me com quem andas e te direi quem és.”* Discuss the moral/ethical value spread by the so called ‘Proverbs’. [Personal comments](#)

TIME TO TALK!!!

This activity is proposed to encourage the students to use the new language in a meaningful interaction with their peers.

- Make them your own! [Personal answers](#)

LESSON 2

Warm up!

In order to introduce the subject of the second lesson play the video “How to write a résumé”. Before playing the video work out some expressions for getting the students acquainted with the vocabulary and lesson theme. Propose a discussion related to the following guideline questions. This can be done first in pairs and then with the whole class. After the discussion play the video. Explain that HR stands for Human Resources which is the department in a company that deals with employing and training people.

-
1. Are you **out of work**?
 2. What would you do for the job you like most?
 3. How will you impress the **HR** team?
 4. What is the difference between you and other candidates?
 5. When applying for a job, how do you promote yourself?
 6. Do you know what is a CV or a résumé?
-

SCRIPT: How to write a résumé

- Want to get yourself out of a bad situation and into a better one? A solid résumé is a first step. You will need a computer and a printer.
- Step 1: Write your name in bold at the top of the page followed by your address, phone numbers and e-mail address. Then, center the whole thing. They also help to make your heading slight bigger than the rest of your résumé. So, it stands out of the top of the page.
- Step 2: List your work history starting with your most recent position. Include the place of employment, the date you were employed there and the type of job you performed. If it's your job titles that are impressive, leave them in bold; if the places you worked are more impressive than what you actually did there, bold them instead.
- Step 3: give a brief summary of what you did in each position.
- Step 4: Look closely at the description of the job you are applying for and adjust what you've written to emphasize your most relevant skills and experience. If you're not applying for a specific job use an objective line to describe what kind of job you're looking for and why you want it.
- Step 5: Leave at least three spaces between job summations so your résumé is easy to read even if that means shorten some sections.
- Step 6: When you're done listing former jobs, list your education including the school you graduated from and the degree you were in there.
- Step 7: After your education list any personal information like hobbies, interests and skills that pertain the job you're seeking. But leave out the stupid stuff. If you're applying for a job as mortician, nobody cares if you can jungle. The most relevant skills to include are proficiency in a foreign language and knowledge of specific computer application applied for.
- Step 8: Always offer to make references available upon request at the end of your résumé, it is classic and if you actually have them, it's even better.
- Step 9: Be sure to spell check your work and ask a friend to look it over before you print it out.
- Step 10: When your résumé is letter perfect print it out on special paper of your choice. Did you know on average for 200 résumés reviewed, only one interview is granted.

Ask the students to read the guideline sentence and figure out the meaning of the expressions in bold. Help them to understand the expressions by giving examples. Let them to work in pairs.

'person for the job'; **'work yourself up to'**; **'work out'**

How to Make a Résumé

Working out the text

- A. To prepare a piece of work by collecting several ideas and suggestions and organizing them: **(put yours together)**.
 - B. Severe and difficult: **(stiff)**
 - C. The ideas that are contained in a piece of writing, a speech or a film: **(content)**
 - D. To not include someone or something **(leave out)**
 - E. A fixed or limited period of time spent doing a particular job or activity: **(short stint)**
 - F. Maximum: **(at the most)**
 - G. To reduce the amount or size of something: **(trim out)**
 - H. To be careful to notice something important: **(to watch out for)**
 - I. To find and correct mistakes before the final copies are printed: **(proofread)**
1. In the sentence “*putting yours together*” the underlined word refers to: **(résumé)**

GRAMMAR FOCUS

- a. The highlighted verbs above are in the
 - ... simple present
 - ... imperative
 - ... present perfect
- b. The imperative form was used to...
 - ... provide suggestions and instructions about “How to make a résumé.”
 - ... warn students about the necessity of writing a résumé.

Practice: Put the words below in the correct order to make imperatives:

- A. Don't make demands.
- B. Use the job advertisement.
- C. List your experience in terms of accomplishments.
- D. Keep the format neat and well organized.
- E. Never provide names or references on your résumé.
- F. Always triple check everything written.

WRITING:

In the “**WRITING**” section the students are supposed to work by themselves and give personal information in order to get prepared to write their own résumé. This also will help them to *work themselves up to* applying for a job interview in the future. Ask students to use the guideline questions to interview each other. This will also improve listening and speaking accuracy.

JUST FOR FUN!!!

If time allows play the video “Funny job interview video comedy” also available at <http://www.youtube.com/watch?v=5KV2rxpQ Js> . It’s a funny video with the main purpose of entertainment.

TRANSCRIPT: “FUNNY JOB INTERVIEW VIDEO COMEDY”

Interviewer: Well, Greg! Your CV is certainly impressive...but, ah... **I’m afraid** you’re no quite right for us.

Greg: Ok. Fine. **Thank you for considering** me for the job.

Interviewer: And that’s exactly what I was hoping you’d say. We need a cool-headed man like you in our team, Greg; that was a test and you passed. **Welcome on board!**

Greg: Oh! Thank you. So, I’ve got the **job?**

Interviewer: No, of course not. We don’t employ gullible fools. That was the test, Greg. And you failed. Good bye.

Greg: All right, then.

Interviewer: Greg... that’s the nonchalant attitude we’ve been looking for... you’ve passed the test.

Greg: Have I really?

Interviewer: No! that was the test. You’re questioning me... No one questions me. Now, would’ve you mind? Greg..., you’ve passed the walking-away test. **Come on. Sit down.**

Greg: So, I’ve got the job!?

Interviewer: Yes, you have.

Greg: Definitely?

Interviewer: Definitely. Oh, Greg... welcome to the company. Sorry about all test, can get a bit confused, can’t it?

Greg: Well... a bit yes.

Interviewer: No. You’re too easily confused. You failed the test. Oh... **I had such high hopes for you.**

Greg: This is ridiculous...

Interviewer: Congratulations! This is ridiculous... you’ve passed the test.

Greg: Oh, for God sake. Take your job!

Interviewer: Greg... This is the real final-final test. If you can hear me in your mind then you’ve had passed. Really! **Come back in...** come back in. No! You failed the test.

The “**SING**” section presents the pronunciation of “**th**” and its phonetic symbols. Demonstrate how to make the sound /θ/ [**th**ree – sou**th** – bo**th** – **th**anks] and the sound /ð/ [to**th**er – o**th**er – fa**th**er – wea**th**er].

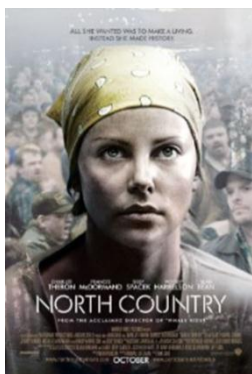
Go online and use <http://dictionary.cambridge.org/dictionary/british/> for showing the sound.

Play the song and ask the students to recognize the words given in the activity [gather; with; that; then; thing; the; they]. Ask them to complete the lyrics by putting the words in their correct spots.

The activity “**TABOOS AND ISSUES**” cover a topic which is controversial and maybe difficult to cope with. So it is important to propose a reflective moment in order to get the students aware of some stereotypes they may be creating in their lives. In the real world they will face many situations that will be beyond their decision-making process. Therefore, they have to accept other people’s personal choices and be respectful of their fellowships’ point of view.

SUGGESTED EXTRA-ACTIVITY: A good film which deals with polemic questions and may be helpful for providing valuable insights is North Country (2005).

It is a fictionalized account of the first major successful sexual harassment case in the United States -- Jenson vs. Eveleth Mines, where a woman who endured a range of abuse while working as a miner filed and won the landmark 1984 lawsuit. Adapted from <http://www.imdb.com/title/tt0395972/> accessed on November 4th, 2011.



Director:

[Niki Caro](#)

Writers:

[Michael Seitzman](#) (screenplay), [Clara Bingham](#)(book), [and 1 more credit](#) »

Stars:

[Charlize Theron](#), [Jeremy Renner](#) and [Frances McDormand](#)

The **ROLE-PLAY** activity is proposed to guide the students through simple, interactional acting game in order to stimulate students’ communication. The vocabulary is related to jobs and activities and presents dictionary definitions.

The structure of the dialogue is meant to be interactional, and it is suggested to be done in a friendly and relaxed way.

The section **MEANING AND USE** is to clarify some peculiarities of the target language in order to give the conversation a natural spoken atmosphere.

ROLE PLAY - OCCUPATIONS

Type of activity

- Whole class; matching

Function practiced

- Describing jobs

Structure:

- What do you do? What's your job?

Topic area

- Jobs

Essential vocabulary

- student, plumber, housekeeper, secretary; mechanic; waiter, waitress, priest, miner, security guard, firefighter, computer programmer, teacher, journalist, hairdresser, gardener, carpenter, baker, president.

How to play

- Divide the class into two groups. Group "A" and "B"
- Give each student from group "A" and "B" the JOB CARDS and the ACTION CARDS. The JOB CARDS must be given in pairs. So that there will be two of the same job among the students.
- Ask the students to work out the ACTION CARDS. Tell them to keep the JOB CARD in secret.
- Help the students with the dialogue and vocabulary.
- Tell them that somewhere in the class there is someone with the same job as each of them. The object of the job is to find the person with the same job.
- To do this, they will have to stand up and move around the class playing the ACTION CARDS. Each time they must finish the conversation they have started.
- When they find the other who has the same job, they may sit down together, and wait until their peers finish the role play.
- When all students have finished playing, you can ask them to exchange the ACTION CARDS in order to be the other player. So, student "A" will now play "B" and vice versa.

Demonstration

- Demonstrate how to do this by taking a picture card yourself and going up to one of the students. Choose someone with a different job, and when you finish the whole conversation shake your head and say: "No, It's not the same job. You're not a"

<p style="text-align: center;">THE PRESIDENT</p> <p>the person who has the highest political position in a country which is a <u>republic</u> and who, in some of these countries, is the leader of the government</p> <p>Picture available at http://www.dumilustrador.blogspot.com/</p>	<p style="text-align: center;">A CARPENTER</p> <p>a person whose job is making and repairing wooden objects and structures</p> <p>Picture available at http://liberty92.wordpress.com/category/dear-diary/club-ss-thoughts/</p>	<p style="text-align: center;">A BAKER</p> <p>a person whose job is to make bread and cakes for sale, or to sell bread and cakes</p> <p>Picture available at http://easypeasylearning.blogspot.com/2011/02/ted-milkman-and-john-baker-game.html</p>
<p style="text-align: center;">A JOURNALIST</p> <p>a person who writes news stories or articles for a newspaper or magazine or broadcasts them on radio or television</p> <p><i>a freelance political journalist</i></p> <p>Picture available at http://sozacaricaturas.blogspot.com/</p>	<p style="text-align: center;">A GARDENER</p> <p>someone who works in a garden, growing and taking care of plants</p> <p><i>I'm not much of a gardener</i></p> <p>Picture available at http://dir.coolclips.com/Nature/Gardening and Landscaping/Waterimg_Cans/gardener - cartoon_peop2456.html</p>	<p style="text-align: center;">A HAIRDRESSER</p> <p>a person who cuts people's hair and puts it into a style, usually working in a special shop, called a hairdresser's</p> <p><i>I'm going to change my hairdresser.</i></p> <p>Picture available at http://www.offthemark.com/cartoons/hair+dresser/</p>
<p style="text-align: center;">A FIREFIGHTER</p> <p>a person whose job is to stop fires from burning</p> <p>Picture available at http://dir.coolclips.com/Services/Fire_Protection/Firemen/Cartoon_fireman_cart0650.html</p>	<p style="text-align: center;">A COMPUTER PROGRAMMER</p> <p>a person whose job is to produce computer programs</p> <p>Picture available at http://www.clipartguide.com/pages/0511-0701-3118-0930.html</p>	<p style="text-align: center;">A TEACHER</p> <p>someone whose job is to teach in a school or college</p> <p>Picture available at http://wellsway6thform.wikispaces.com/Teacher+Support</p>



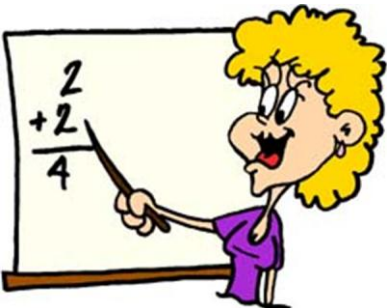
off the mark.com by Mark Parisi



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<p align="center">A PRIEST</p> <p>a person, usually a man, who has been trained to perform religious duties in the Christian Church, especially the Roman Catholic Church, or a person with particular duties in some other religions</p> <p>Picture available at http://www.bradfitzpatrick.com/store/products/Cartoon_Priest_Clipart_Graphics-411-71441</p>	<p align="center">A MINER</p> <p>a person who works in a mine taking out coal, gold, diamonds, etc <i>a coal miner</i></p> <p>Picture available at http://tr.toonpool.com/cartoons/miner_29770</p>	<p align="center">A SECURITY GUARD</p> <p>someone whose job involves preventing people going into places without permission, taking and bringing large amounts of money, or protecting goods from being stolen</p> <p>Picture available at http://stilllovelyheart.blogspot.com/2010/12/alahai-security-guard.html</p>
<p align="center">A WAITER/ A WAITRESS</p> <p>a person whose job is to bring the food to customers at their tables in a restaurant</p> <p>Picture available at http://www.dreamstime.com/stock-photography-waiter-cartoon-image16194012</p>	<p align="center">A MECHANIC</p> <p>someone whose job is repairing the engines of vehicles and other machines</p> <p>Picture available at http://www.trucktrend.com/features/advice/163_0610_expert_advice/photo_01.html</p>	<p align="center">A SECRETARY</p> <p>someone who works in an office, writing letters, making telephone calls and arranging meetings for a person or for an organization</p> <p>Picture available at http://www.clipartguide.com/pages/0511-0810-2000-1417.html</p>
<p align="center">A STUDENT</p> <p>a person who is learning at a college or university, or sometimes at a school</p> <p>Picture available at http://www.picturesof.net/pages/100624-144428-023053.html</p>	<p align="center">A PLUMBER</p> <p>a person whose job is to supply and connect, or repair water pipes, baths, toilets, etc</p> <p>Picture available at http://www.plumbing-information.com/plumber-cartoon.html</p>	<p align="center">A HOUSEKEEPER</p> <p>a person, especially a woman, whose job is to organize another person's house and deal with cooking, cleaning, etc.</p> <p>Picture available at http://www.clipartguide.com/pages/0511-1001-1122-5769.html</p>



A: So, what do you do? (What's your job?)

B: I'm a/an How about you?

A: I'm a/an _____.

(plumber, doctor, secretary)

B: A/an [plumber/ doctor/ secretary]?

A: Yes. That's right.

B: And what does a/an [plumber, doctor, secretary] do?

A: A/an _____ is someone who

B: Oh! Really. It sounds _____

[good/interesting/strange/dangerous/ funny, boring, etc.]

A: Yes, it is. Actually I love it.

OR

No. It's not. Actually I don't like it very

A

A: So, what do you do? (What's your job?)

B: I'm a/an How about you?

A: I'm a/an _____.

(plumber, doctor, secretary)

B: A/an [plumber/ doctor/ secretary]?

A: Yes. That's right.

B: And what does a/an [plumber, doctor, secretary] do?

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A: So, what do you do? (What's your job?)

B: I'm a/an How about you?

A: I'm a/an _____.

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B: A/an [plumber/ doctor/ secretary]?

A: Yes. That's right.

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A: Yes. That's right.

B: And what does a/an [plumber, doctor, secretary] do?

A: A/an _____ is someone who

B: Oh! Really. It sounds _____

[good/interesting/strange/dangerous/ funny, boring, etc.]

A: Yes, it is. Actually I love it.

OR

No. It's not. Actually I don't like it very much.

B

BOOKLET

Suggested activities for further practice and evaluation

For this activity play the video “How to make a résumé” once again. This will help students recall the text sequence.

- (4) Give a brief summary of what you did in each position.
- (2) Write your name in bold at the top of the page followed by your address, phone numbers and e-mail address.
- (5) Look closely at the description of the job you are applying for and adjust what you’ve written to emphasize your most relevant skills and experience.
- (9) Be sure to spell check your work and ask a friend to look it over before you print it out.
- (10) When your résumé is letter perfect print it out on special paper of your choice.
- (3) List your work history starting with your most recent position.
- (6) List your education including the school you graduated from and the degree you were in there.
- (1) Want to get yourself from a bad situation and into a better one? A solid résumé is a first step. You will need a computer and a printer.
- (7) After your education list any personal information like hobbies, interests and skills.
- (8) Always offer to make references available upon request at the end of your résumé.

II – Put the sentences below in the correct order.

1. Use an objective line to describe what kind of job you’re looking for.
2. Leave your job titles in bold if they are impressive.
3. Always leave out the stupid stuff
4. Always include the most relevant skills for the job you’re applying for.
5. Don’t inflate your achievements and abilities.
6. Don’t over-qualify yourself for the position.

III - JOB OR WORK?

- g. She took a **[JOB]** as a waitress.
- h. Taking care of a baby is hard **[WORK]**.
- i. His brother's just lost his **[JOB]**.
- j. She's planning to return to **[WORK]** once the children start school.
- k. There is plenty of **[WORK]** to be done in the garden.
- l. I'm thinking of applying for a new **[JOB]**.

IV – Match the column

- | | | |
|---|-------|---|
| K. He certainly knows his job . | (B) | I'm doing what I am paid to do |
| L. I'm only doing my job . | (G) | did you do it without help from others |
| M. He's been out of a job for six months now. | (I) | a man/woman who has all the skills for a particular piece of work |
| N. She's never had a steady job . | (C) | Unemployed |
| O. What line of work are you in? | (F) | without a job |
| P. She had been out of work for a year. | (D) | a job that is not going to end suddenly |
| Q. Is this all your own work ? | (E) | what type of work do you do |
| R. He's very shy, but he's slowly working himself up to letting her know what he feels about her. | (A) | is very good at his job |
| S. I think Alex is just the woman for the job . | (J) | to understand something or to find the answer to something by thinking about it |
| T. There will be a full investigation to work out what caused the accident. | (H) | to gradually prepare yourself for something difficult |

V – Read the job opportunity ad, choose what to apply for and write a sample résumé.

Personal writing

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