

Universidade Federal de Minas Gerais

Trabalho de conclusão de
Curso de Especialização em Ensino de Inglês:

Connect Your Teaching to Students' Learning

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Data de aprovação: 12/12/2014

Belo Horizonte

2014

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Connect Your Teaching to Students' Learning

Trabalho de conclusão de curso apresentado no curso de especialização em ensino de inglês da Faculdade de Letras da UFMG, como requisito para a obtenção do título de Especialista em Ensino de Língua Inglesa.

Belo Horizonte

2014

Agradecimentos

A todos que contribuíram para a conclusão deste trabalho.

Aos meus pais e ao meu irmão, por todo o suporte nesta caminhada.

À minha esposa, por toda a parceria e companhia.

Aos meus colegas do CEI por toda ajuda e aprendizado durante o curso.

Aos professores do CEI, por ampliarem a minha visão como professor.

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Introduction

Technology, such as computers, video games and the internet, have always drawn my attention since I was teenager. Although I am from the generation in which these pieces of technology were evolving and were a far cry from what they are today, they played a big role in my life. They were part of my reality in many ways: if I needed to interact with friends, I could use the old chat programs or send an email. If any information was necessary, I could use the first search engines available in late nineties and early 2000s. If I wanted to play a game, I could use my pc or a video game console. All the content was in English. I guess one of the reasons why I was fascinated by the language is the fact that it was the “ vehicle” through which I could obtain information about the topics I loved and still like very much or play the video games I liked. Thus, I felt motivated to learn English, because I saw some sense and purpose in learning the language. It was the only way I could understand a world that was surrounding me, and was part of my reality. In a nutshell, I felt motivated to do so, as it was meaningful to me.

As a student of English, I remember my teacher made an enormous effort to make his teaching tangible and meaningful by approaching technology, such as internet, games and computers in our class. Thus, I felt excited and engaged in every activity. It is probably because I felt that what I was learning made sense through the use technology in my classes, since it was closer to my reality. I felt that my teacher was really trying to understand our group reality to motivate us to learn. This shows how meaningful content helped and facilitated my learning of English

I remember that, after becoming a teacher, I noticed that students felt motivated to talk about what is close to them, what is in their daily lives. They were eager to talk about every subject that had meaning in their lives or was tangible to them. Being influenced by my English teacher in his attempts to get closer to my reality, I tried to apply this “principle” with my students. I thought to myself: ‘What is something that students nowadays feel motivated, are eager to talk and is part of their realities?’ . The answer could not have been more obvious: The internet and social networking websites were two possibilities that made students more engaged and motivated to participate in class. Whenever I approached it in class, they would talk about their favorite websites and how they used them, as well as talking about latest posts from their social networking websites. I believe that if one is able to reach students through something from their reality, they would see

the sense of studying a certain topic in English, and that is why I decided to approach the world of internet and social networking websites and photo sharing.

Therefore, I truly think that a teacher has to try to connect and understand their students' reality. By that I do not mean to be one of them, but to try to be as close to them, so that they feel that the teachers understands

them and is able to bring them actively to the classroom through something that creates a spark or triggers their curiosity towards learning.

Connect your teaching to students learning was designed to make students more engaged in this complex process of learning English. It is aimed at teenagers and young adults from 12 to 20 years old in the pre-intermediate level in language courses or regular schools. The first unit deals with the internet and the online photo-sharing world. In this unit, students have the opportunity to talk in English about subjects they already have contact on a daily basis, such as online photo sharing and taking selfies. In the second unit, the world of internet and social networking websites is approached. Here, students are going to talk about their favorite websites and will be able to express in English their habits as users of this valuable tool, which is the internet.

Both units are meant to be used in the communicative approach. The topics motivate students to improve their communication skills in a more integrated way. Each unit contains an introduction to the topic; a listening section, a pronunciation section, a vocabulary section, a speaking section, reading section, a grammar section and a writing section. There is also a section at the end of the unit that shows some facts related to the topic approached in the unit. This section is called **DID YOU KNOW?**.

Besides the units, there is a cd with the videos used in the units and in the test booklet. This material has no commercial purposes and was conceived as the final work for Curso de Especialização em Inglês . It cannot be commercialized or reproduced without the previous consent from the author.



Unit 1

Photos and social networking websites

GETTING INTO ACTION

Here are some famous social networking and online photo sharing websites nowadays:



- Do you like social networking and online photo sharing websites? Why? Why not?
- Which of the ones above is your favorite?

- Which of these can you use to save your photos?
- Which of these can you use to upload your photos and share with friends?
- Number from 1 to 6 from your favorite to your least favorite site to post your photos

VOCABULARY SPOT

1-Look at the words below. Match the images that best describe them.

a) Appear- b) failure-c) avoid-d) backup- e)safekeeping-f)upload



()

()

()

()

()

()

2- The following crossword puzzle has definitions for the words from the previous exercise. Complete it and check if your answers match the correct pictures from exercise 1.

		1		2				
3								
					4			
		5						

Across

- 3. to be or come in sight
- 5. a state of inability to perform a normal function

Down

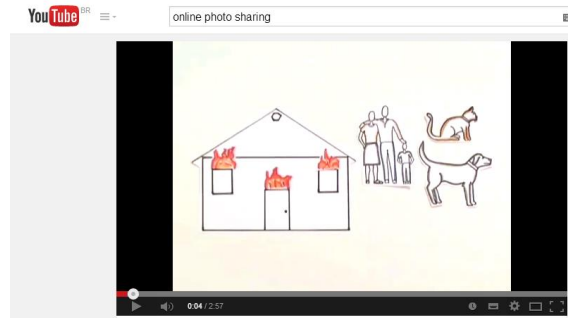
- 1. to move or copy (a file, program, etc.) from a computer or device to a usually larger computer or computer network
- 2. the act or process of preserving in safety

3. to stay away from (someone or something)
4. a copy of computer data (as a file or the contents of a hard drive);
also : the act or an instance of making a backup

WORKING EARS



- 1- You are going to watch a video about photo online sharing. Go to <https://www.youtube.com/watch?v=St4hTFH2kcQ> . After watching the video, put the facts into the correct order:



- () Flickr, Photobucket and Webshots help you save your photos and make them social.
- () You can upload your photos to websites such as Flickr, Photobucket and Webshots.
- () A computer failure can destroy thousands of memories.
- () There's an old way and a new way of uploading your photos.
- () Photos can be public or private.
- () You can use a tag to describe your photo.
- () Photos appear on computers and phones nowadays.

- 2- Watch the video again. Answer these questions and discuss them in pairs:

a) How can you avoid losing your photos?

b) What is the "old way" of seeing photos? How about the "new way"?

c) What are tags? How can they help us?

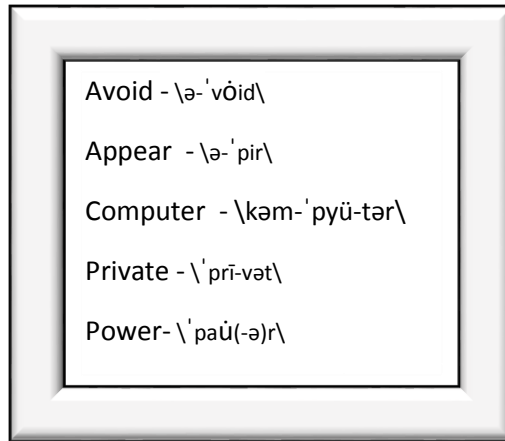
d) What are private and public photos? Which do you prefer? Why?

Pair work- Which of the three websites do you use the most? Share your ideas with a partner.



CHECK OUT THIS SOUND!

1-The following words appear in the video you have watched. Go to <http://www.merriam-webster.com/> and listen to them.



All these words contain a sound called *Schwa*, represented by the symbol /ə/ in the transcriptions. It is a very common sound in spoken English. Schwa occurs in two different circumstances:

- in an unstressed syllable of a multi-syllable word
- as a reduced vowel sound in a function word

<http://www.pronuncian.com/Lessons/default.aspx?Lesson=34>

2-Let's practice. Listen to these words on <http://www.merriam-webster.com/> and repeat them .After, check if they have the *Schwa* sound or not :

Schwa sound?

- | | |
|------------|----------------|
| a) Center | () YES () NO |
| b) Allow | () YES () NO |
| c) Cat | () YES () NO |
| d) Class | () YES () NO |
| e) Teacher | () YES () NO |

SPEAKING



Some people are outgoing and like to keep their photos public. Others like to keep them private. How about you? Answer the following questions in pairs.

- Do you share your pictures online? Why? Why not?
- What kind of pictures do you like to post online?
- How often do you update your photo album online?
- Do you think people sometimes overexpose themselves on the internet? Why? Why not?
- What are some advantages for posting photos online? And the disadvantages?

Useful Expressions

Agreeing

I agree with you.

I think so too.

I think so too.

You're right.

That's right.

Useful Expressions

Expressing your opinion:

In my opinion _____

I think _____

From my point of view _____

As far as I'm concerned _____

Useful Expressions

Disagreeing

I disagree.

I don't think so.

I see it in a different way.

Not necessarily.

I'm not so sure about that.

Useful Expressions

Asking for an opinion

What do you think?

How do you feel about that?

What's your opinion about that?

How about you?

SHARPENING YOUR READING SKILLS



Getting ready to read:

- 1- Look at the celebrities below. They are all taking a 'selfie'. What is it? Who, besides famous people, takes it? Why? Where do you see them? Have you ever taken one? Ask a partner.



Ashton Kutcher (Actor)



Barack Obama (USA president)



Neymar (soccer player)



Pope Francis

2-Now, read these selfie captions:

Lee Hsien Loong @leehsienloong 15 Nov
 Backstage with @NajibRazak, waiting to join our Commonwealth colleagues for the Opening Ceremony. - LHL #CHOGM
pic.twitter.com/jXCWDzZ1R1



1,232 RETWEETS 578 FAVORITES

3:19 PM - 15 Nov 13 · Details Flag media

⌵ Collapse ↩ Reply ↻ Retweet ★ Favorite ⋮ More

Lee Loong and Najib Razak

Julie Snark @JulieSnark Seguir

Selfie eating a cheeseburger.
pic.twitter.com/dNa0v2cXXz



33 RETWEETS 140 CURTIAM

Julie Snark's Dog

Vocabulary tip:

“hommies”:

Shortened version of homeboy, homeboy being your close friend

Vocabulary tip:

“chilling”:

relaxing doing nothing special



speeeeeeed_of_white 1 semana atrás Chillin with my hommies

dayadaye, u_yawen, dare_nowhere and 8,120 others like this.

guigohc l00ool

walterkarina_vzla Hello @speeeeeeed of white how do you feel after been a popular dude.?

javiyl Too much greatness in one bench.

speeeeeeed_of_white Thanks everyone! And great @walterkarina_vzla

marmereg ☺☺

kwonkwangsik 그냥 대박이네 ~ ♡ ♡ ♡

husain9256 والتعجب وروح

pathsfound Handsome!!!

Leave a comment...

Tom White

Vocabulary tip:
 "Hanging out":
to spend a lot of time in a place or with someone



A group of women



Bill Gates and Bill Clinton



Paul McCartney retweeting Tom White's selfie

3-Look at the box below. It contains actions that the people and the dog in the photos above are doing. Match the actions to the correct person from the pictures:

Eating fast food – visiting a power plant- waiting backstage- spending some time with his friends- relaxing with his "hommies"- having fun while talking

Ex: The dog is eating fast food.

- a) Paul McCartney is _____
- b) Tom White is _____
- c) Bill Clinton and Bill Gates are _____
- d) The group of women are _____
- e) The two men in picture 1 are _____

4-In your opinion, where are the people in the photos above? Write sentences relating the people in the pictures to the place where they are.

Ex: The dog is in the park.

- a) _____
- b) _____
- c) _____

- d) _____
- e) _____

5-Look at the sentences below. Write **T** for true and **F** for false:

a) The two men in picture 1 are having vacation. ()

b) The women are hugging each other. ()

c) The dog is playing with a ball. ()

d) Paul McCartney is sitting at a bench.()

e) Bill Gates is wearing glasses.()

6- By reading the selfie captions and looking at the pictures, who do you think is having the best time? Why? Discuss it in pairs.

HOW LANGUAGE WORKS



1-Look at this sentence taken from the photos above:

“Just hanging out with my friends. “

1- We can say that this statement expresses:

- A. Something that happened in the past.
- B. An action happening right now.
- C. An everyday habit.

2-We can use the _____ to express _____.

- a) Present simple/ a habit.
- b) Present continuous/ an action happening at the moment of the speech.
- c) Past simple/ a finished action in the past.

SUMARIZING:

Use the _____ tense to talk about an action that is happening at the moment of the speech.

Let's revise the structure of the present continuous tense! Go to [Grammar spot](#) on page 20

3-Now, in pairs, write what the people are doing.



What about you?

4-It is time to practice the negative and interrogative forms. In pairs, look at your peer selfies or other photos you have on your cell phones. Ask each other 4 questions about what your peer is doing at the moment in the photo. Remember to ask yes-NO questions and wh-questions.

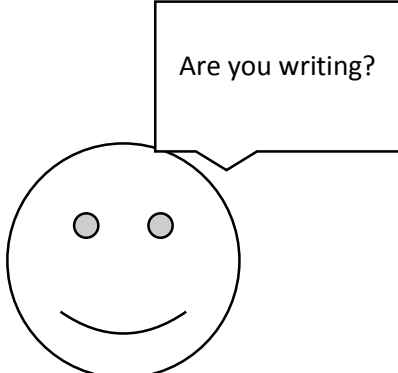
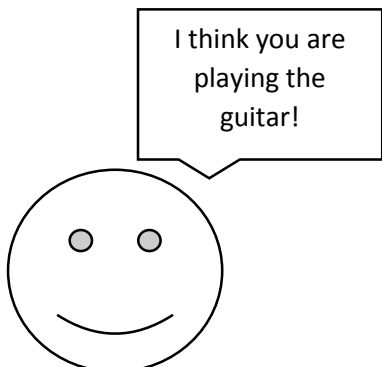
Are you waiting for a friend?

Yes, I am!
No, I'm not!

What are you doing?

I'm shopping at the mall.

3- Let's play a game! Think about an action, mime it and make your classmates guess what you are doing.



IN WORDS



You saw some examples of people who took selfies and wrote something below the pictures. This content below the photos are called captions.

- In your opinion, what is a caption?
- Are they short or long?
- Do you normally write captions when you take a photo? What do you write?

You can see that captions are normally short. According to the Merriam-Webster dictionary, a *caption* is a sentence or group of words that is written on or next to a picture to explain what is being shown

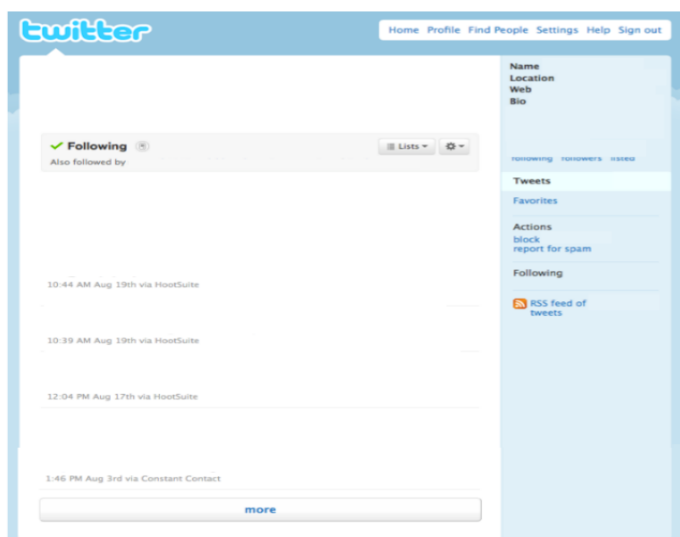
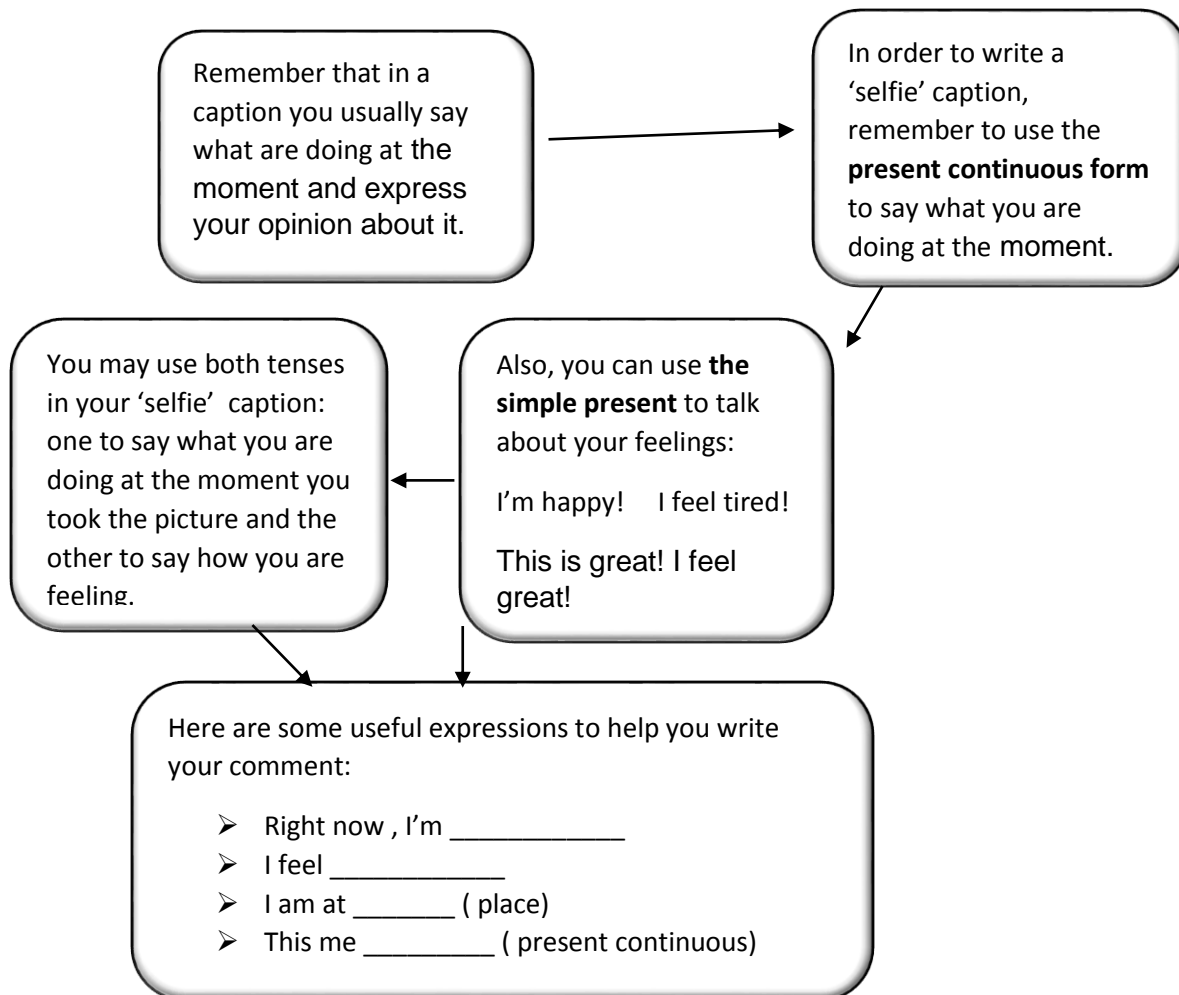
- 1- Think about where people are and what they are doing when they take selfies. Write your ideas below. Share them with a partner. **WHEN DO YOU THINK PEOPLE TAKE SELFIES**

TURN THIS INTO QUESTIONS

A large rounded rectangular box containing ten horizontal lines for writing.

2-Now that you know what a caption is, you are going to take a 'selfie' and make a caption for it. Think about a reason you would take a 'selfie'. Write your ideas in the space below. Think about what you are doing. Write sentences using the present continuous. Share your ideas with a partner.

TIPS ON HOW TO MAKE A PHOTO CAPTION:



3-Take three selfies in different situations of your life and write what you are doing or how you are feeling that day. Post them on the class Facebook and Instagram profile. We are going to choose the craziest, the funniest, the most creative, the coolest and the most beautiful pictures!

DID YOU KNOW ?

- Facebook revealed in a white paper that its users have uploaded more than **250 billion photos**, and are uploading **350 million** new photos each day. To put that into perspective, it would mean that each of Facebook's 1.15 billion users have uploaded an average of 217 photos apiece.
- Yes, one of the startling bits from KPCB analyst Mary Meeker's annual Internet Trends report states that all internet-connected citizens share over 1.8 billion photos each day.
- In 2013, selfie was elected the word of the year according the Oxford dictionary.
- Celebrities, such as the singer Taylor Swift have reported that selfies are replacing autographs when they meet fans.
- According to a survey made by a project called Selfie City, there are differences in the way people take selfies: Russians tend to look more serious while taking selfies, whereas Brazilians look happier and smile more.
- Moreover, people who take selfies are generally younger. The average age is 23 years old.

GRAMMAR REFERENCE

MAKING THE
PRESENT
CONTINUOUS:

AFFIRMATIVE

➤ Look at these affirmative sentences about the text:

- Paul McCartney is **sitting** on a bench.
- Bill Gates and Bill Clinton are **talking**.

➤ What is added in the end of each **boldfaced** verbs?

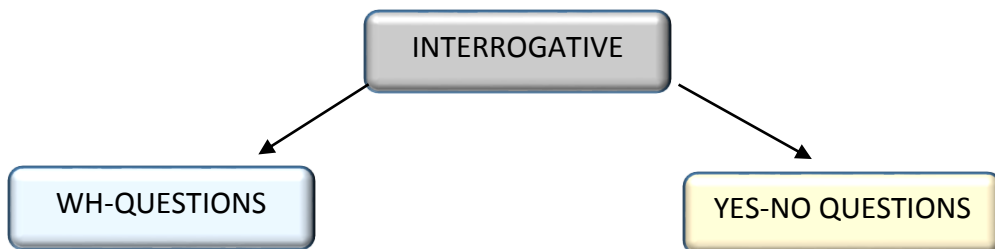
➤ What auxiliary verb comes before the main verb?

NEGATIVE

➤ Look at the words in **boldface** in the following negative sentences:

- I am **not** (**'m not**) studying.
- She is **not** (**isn't**) sleeping.
- We are not (**aren't**) eating.

➤ What is added to form the negative form?



What **are you** doing?
 Where **is she** going?
 Who **is he** talking to now?

Are you studying?
Are they playing?
Is she dancing?

- Look at the words in boldface in both wh-questions and yes/no-questions. Does the auxiliary verb (verb to be) come before or after the subject (you, she, he, they, Bárbara in the examples)?

- How do you answer the yes-no questions above?

The spelling of present continuous:

Do- **doing**

Run- **running (+n)**

Have-**having (- e)**

- Look at the spelling box above. What are the differences in the spelling of the words?

Teacher's guide Unit 1

Unit overview: This first unit approaches the world of online photo sharing. The subject is covered in all the four skills. Each section is linked to one another by the theme of the unit. The listening section has a video that explains about the theme of the unit. For grammar, students are going to review the present continuous tense, but in a more informal way, as it can be seen in the selfie captions in the reading section. This is the genre approached in the unit and, by the end of it; students will be able to make their selfie captions in English. Therefore, the writing section uses the caption as a writing genre. Finally, a good way to motivate students to write is by creating a blog or a Facebook page for students to post their pictures through the semester and have the chance of practicing writing more often.

GETTING INTO ACTION

Learning objectives: Prepare students for the topic in the unit (online photo sharing and social networking websites).

- Books closed. Show students some photos on social networking websites of your own or that you have prepared. Write on the board the word “pic”. Tell students that this word means ‘photo’ in informal English and it is how English speakers refer to photographs in general. Ask them what websites are used to post pictures online. Have a group discussion with students and, if time allows, visit some of the websites they suggest.
- Books open. Direct students attention to the social networking websites images. Go over the questions. Allow some time for students to rank the social networking websites according to their preferences. Ask the group about their opinions.

Useful tip: Show students some social networking website where they can take pictures, so that they can better understand the topic.

Answers: Answers may vary according to students’ opinions.

VOCABULARY SPOT

Learning objectives: Learn vocabulary related to online photo sharing and prepare students for the video they are going to watch.

- Tell students that the words in exercise 1 are helpful for understanding the video.
- Explain the task. Go over the sentences from the crossword, so that students understand them. Have them work in pairs.
- Elicit answers from the students and explain possible vocabulary doubts.

Answers:



(b)



(d)



(a)



(e)



(f)



(c)

Crossword puzzle:

Across:

3. appear

5. failure

Down :

1. upload

2. safekeeping

3. avoid

4. backup

WORKING EARS

Learning objective: Practice listening for general and specific information. Learn about online photo sharing websites.

- Set the scene: Explain that students are going to watch a video about online photo sharing.
- Make clear that they should try to understand the general idea of the video in this first time.
- Remember students that the words from the previous section can help them understand the video.
- Direct students' attention to exercise 1. Explain to them that they have to put the sentences in the order they appear in the video. Allow them some time to read the sentences. Play the video. Then, correct it and elicit answers from students.

Answers:

(8) (3) (2) (4) (7) (5) (1)

- Tell students that they are going to watch the video one more time to answer the questions. Clear out any doubts. Play the video again. Discuss the questions as a group and elicit answers from students.

Answers:

- a) You can avoid this by keeping your photos backed-up on the internet.
- b) You use a photo album do share your photos. You can upload and share your photos online.
- c) Tags are words that describe the photos. It can help us find photos in the future.
- d) You do not share your photos if they are private. You share your photos when they are public.

Answers may vary for the second part of the question (Which do you prefer? Why?)

Important note! In case students find the video a little difficult , it should be played three times or more (one for general comprehension, one for exercise 1 and another for exercise 2)

Post-listening- Have students discuss the questions in pairs.

CHECK OUT THIS SOUND!

Learning objectives: Learn about the 'schwa' sound , recognize it and practice its pronunciation in different words.

- Tell students that they are going to practice a very important sound in English.
- Go to the website www.merriam-webster.com , so that students listen to the pronunciation of the words from the box. Play each of them twice. Ask students to repeat them as a group.
- Explain what the 'schwa' sound is and emphasize its importance in English. You may give examples of situations in which they appear and give examples of what are unstressed syllables and reduced vowel sounds in a function word.

Tip: Ask students to think of examples of their own after the explanation. You can also write a set of words on the board and have students guess which ones have a 'schwa' sound after playing the audio from the online dictionary

Go over exercise 2. Tell them that they are going to practice the use of *schwa* and recognize the sounds. Play the audio twice and elicit answers from students.

Tip: You can ask students to pronounce the words from the exercise, so that they have some extra practice on the *schwa* sound.

IT'S TIME TO TALK!

Learning objectives: Allow students to talk about the theme of the unit and learn expressions for expressing their opinions in a discussion. Learn about speaking functions (agreeing, disagreeing). Raise awareness on student's critical thinking about exposition on the internet.

- Go over the questions. Tell students about the useful expressions and tell them to use them while speaking. The teacher could model the activity by expressing his/her opinion with the function boxes in the activity.
- Give some time for students to discuss the questions and help students who have difficulties to express themselves. You may have students do the activity in pairs or small groups, depending on how many students you have.
- Use the last questions to approach students' critical thinking on the exposition on internet. Listen to their opinions and check whether they think people expose themselves on the internet too much or not.
Optional speaking activity: Write the words "public" and "private" on the board. Ask students if they prefer to have their photos one way or another. You can write the names of students who prefer to keep their photos private and the ones who like to keep their photos public. Ask them why they prefer one or another.

SHARPENING YOUR READING SKILLS!

Learning objectives: Practice reading skills (skimming, scanning, non-verbal information). Learn about selfie captions as a genre. Review the use of present continuous. Revise the present continuous tense and learn about its use in informal contexts.

- Go over the instructions in the pre-reading activity. Have students look at the photos and discuss the questions in pairs and, after some time, discuss them as a group.
Suggestion: Show some funny selfies of your own, so that students feel that you are personally involved in the subject.
- Direct students' attention to the selfies. Remind them that there is some text below in each photo. Have students read them.
- Ask students if there is any word they do not understand, besides the ones from the vocabulary tip.
- Ask students to do exercise 2 individually. Correct it as a group.

Answers:

(4) (5) (6) (2) (1) (3)

- In order to explore the visual elements of the text and use them as a way of producing language, ask students to write down in exercise 3 where they think the people are. Help students with vocabulary, in case they do not know words that identify the place where the people are in the pictures.

Answers may vary in this exercise.

- Have students do exercise 4. Remind them that they have to justify the wrong answers by saying what the people are actually doing.

Answers:

- 1- (F) The two men are working.
- 2- (F) The women are looking at the camera and smiling.
- 3- (F) The dog is eating a burger.
- 4- (T)
- 5- (T)

- Go over the instructions in exercise 5. Give students some time to discuss their opinions and have them share their thoughts in small groups.

HOW LANGUAGE WORKS

Learning objectives: Review the present continuous tense in its three forms. Learn about the present continuous form in informal contexts.

- Direct students attention to the sentence in the box. Ask them if they think it is formal or informal (students at this level might be able to notice such difference, as they have already studied present continuous before).
- Ask students: Is the sentence expressing something that is happening at the moment they took the photo? In case they say yes, proceed to exercise one. If they say no, show students more examples from the text, so that they understand it better.

Tip: You could also say sentences about what is happening at the moment of the lesson: *'We're studying English'* or *'I'm teaching right now'*.

Answer to number 1: B

- Ask students if they remember the name of the tense that refers to an action in progress now. In case they do not remember, write on the board 'simple present tense' and 'present continuous tense' and ask them which would be the name of the tense in this case. Then, have them do exercise 2 and the "Summarizing" box.
- Go to the grammar spot in the end of the unit.

Grammar spot

- Direct students attention to the MAKING THE PRESENT CONTINUOUS box. Explain to them that the present continuous tense is formed by the verb to be plus the -ING form.
- Elicit some examples from students about their lives. Have them say what their best friends are doing or the people in their family are doing.
- Go over the two first questions
Answer: ING Answer: verb to be
- Go over the negative form examples.
- Have students answer the question about negative forms.

Answer: verb to be + not

- Go over the interrogative forms.
- Have students answer the questions about interrogative forms and yes-no questions.

Answers: Before the subject

The verb to be should be used

- Direct students attention to the spelling box, where they can revise the rules for the use of ING in different verbs.
- Have students answer the question that follows the box.

Answer: In words ending in CVC(consonant-vowel-consonant) , the last consonant is doubled./ In words ending in E, take the E and add ING.

- Compare the examples in the grammar spot with the ones in the text. Tell students that the verb to be is sometimes omitted in spoken English.
- Go back to the How Language Works section.
- Have students do exercise 3. Explain to them that they have to write what the people in the photos are doing. Help them with vocabulary, if needed. Correct the exercise as a group.

Answers:

a) They are watching tv.

d) He is eating a hamburger.

b) She is singing.

e) They are talking.

c) He is playing the guitar.

f) Students answers.

- Direct students to exercise 4. Explain that they are going to do mimics and have the other students guess what the person is doing. You can start by doing some mimics yourself and have students guess the actions. Tell them that they have to say : " you are _____".
- Optional approach: you could have a competition among students by asking them to write down what their peers are doing. The one who gets the most answers correct is the winner.
- In order to practice both interrogative and negative forms, have students do number 5. Ask them to pick up their cell phones and show each other their selfies or any other pictures they might have. Do it yourself to model the activity: show some photos of your own and have students ask what you are doing.

IN WORDS

Learning objectives: Learn about the genre caption in Selfies. Use the present continuous to describe photos.

- Go back to the text all tell students that the content below the photos are called captions. Ask the questions from the IN WORDS section orally and discuss them with students.

Answers:

In your opinion, what is a caption? *ANSWERS WILL VARY*

Are they short or long? *They are short.*

Do you normally write captions when you take a photo? What do you write? *ANSWERS WILL VARY.*

- Go back to the IN WORDS section and read the concept of captions with students.
- Pre-writing- Have students brainstorm where people usually take selfies and what they are doing when they take this kind of photo. If needed, give them some ideas about places and actions.
- Have students brainstorm ideas for a selfie. Help them with some ideas if necessary. Have them share their ideas in pairs.
- Go over the tips on how to write a selfie caption and clear out any doubts.
- Read the instructions for number 5. Remember to create an Instagram or Facebook page where students will post their answers.
- After doing the activity, remind students to post their photos online and vote for the funniest, the coolest and the craziest selfie in the next class.

DID YOU KNOW ?

Learning objectives: Provide students an additional contextualization about facts related to the topic they have studied in the unit.

- Have students read the facts in the section. Clear out any vocabulary doubts.
- Have a group discussion and ask students which fact have drawn their attention the most. Compare the facts with what happens in Brazil and in students' realities.

UNIT 2

TECHNOLOGIES: THE WORLD OF INTERNET

GETTING INTO ACTION

Here are some of the most accessed websites of 2014:



facebook



amazon

Source: <http://www.ebizmba.com/articles/most-popular-websites>

- What do you use the internet for?
- Which of the websites above do you like?
- What are they used for?
- What is your favorite website on the internet?

WORKING EARS



Adults and teenagers use the internet in different ways. Here are some activities that people do online. Check the ones that you normally do.

- Use Facebook
- Do research
- Chat
- Find information about games
- Use twitter
- Shop
- Do school works

1- You are going to watch a video about how teenagers in England use the internet. Go to https://www.youtube.com/watch?v=XHqQ5GjK_jM. Answer the following question after watching it for the first time:



- Do the people in the video use similar social networking websites? How about the internet? Do they use it for the same purpose?

2-This video is made up of three questions: a)What sort of social networking websites do you go on?
B) What do you use them for? and 3- What do you use the internet for?

Answer the following questions about the two first questions above:

a) What social networking websites do the people in the video normally use?

b) What is one reason the following people use social networking websites?

Josie: _____

Munia: _____

Mathew: _____

Leon: _____

3- Watch the video again and answer the questions and answer true or false for what the people use the internet. Write **T** for true and **F** for false. Correct the false sentences.

a) Florence uses Wikipedia to find answers about what she is researching. ()

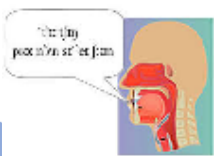
b) Joel uses the internet for his job tasks. ()

c) Will surfs the net to try to find good prices. ()

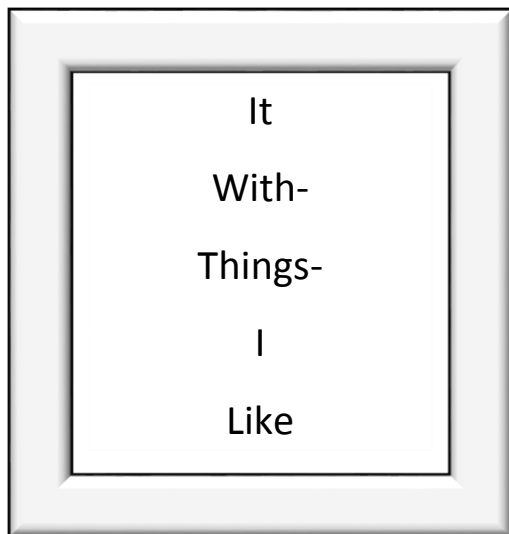
d) Nathan is interested in finding information about news. ()

Are the websites mentioned by the people in the video popular in Brazil? If not, which ones are popular here?

PRONUNCIATION



1-The words below come from the video you watched. Go to <http://www.merriam-webster.com/>.



a) Is the letter I pronounced the same way? _____

The letter I has a different pronunciation, depending on the word. It can be either /i/ or /ai/, according to the examples above. It is important that, with practice, you learn the correct pronunciation of these words one by one.

2- Look at the following words in the box. What is the correct sound for I? Write them in the correct group. Then listen and check your answers:

mittens- mint-big- site- since-item-light-icon

I	ai
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Can you think of more examples of the words above?

IT'S TIME TO TALK!



As we have seen in the video, different people use the internet for different purposes. Discuss the following questions in pairs:

- What are good websites for doing research?
- How often do you use the internet to watch videos? Do you upload your own videos on YouTube?
- Where can you buy online? Is there any website you recommend?
- How long do you spend online?
- What website do you spend most of your time on?
- Do you think you spend too much time online?
- What are the main risks of using the internet for long periods of time?

Speaking tips:

Saying what you like:

I like _____.

_____ is a good website for doing research.

I love _____.

_____ is great for _____.

Making recommendations:

A great/good/ nice website to shop online is _____.

I also recommend _____.

I think _____ is great.

You should go to _____.

I suggest you visit _____.

Talking about dislikes:

I don't like _____ ,
because _____.

_____ is terrible/bad/awful/boring.

_____ is so-so, because _____

I don't use _____.

Expressing your opinion:

In my opinion _____

I think _____

From my point of view _____

As far as I'm concerned _____

VOCABULARY SPOT

1- Find the following words in the wordsearch:

Kept at- research- Raise- Craft -Mentor -Stuff -Unclustered -overwhelmed

G	E	G	C	B	U	E	A	G	R	F
I	Q	T	W	K	E	P	T	A	T	I
D	E	M	L	E	H	W	R	E	V	O
M	W	H	Z	N	U	G	F	A	Z	W
F	G	J	R	O	T	N	E	M	D	Y
D	W	W	R	E	Y	R	A	I	S	E
U	C	I	M	V	K	W	L	V	J	U
F	T	S	I	S	S	S	T	U	F	F
U	N	C	L	U	S	T	E	R	E	D
O	Y	H	C	R	A	E	S	E	R	E
X	P	V	Z	T	F	A	R	C	U	Z

2- Match them with their meaning.

- A group of pile of things that are specifically described: _____
- To bring to maturity _____
- To stay or continue in: _____
- Not clustered (a group of things or persons close together): _____
- A wise and trusted counselor or teacher _____
- The activity of getting information about a subject: _____
- Give too much of something to; inundate: _____
- An activity that involves making something in a skillful way by using your hands: _____

SHARPENING YOUR READING SKILLS



Getting ready to read!

1- Here are some things one can do online. Number than from your favorite 1 to your least favorite 6

- | | |
|--------------------------|--------------------|
| () shop | () apply for jobs |
| () look for information | () find addresses |
| () chat | () reading the ne |

2-Look at the Facebook page below. People are discussing what they do online. Read the text and answer the question: What are three most visited websites according to the people?

[Cadastre se](#)

What do you do online?

10 de junho de 2009 às 12:50

Please share your thoughts with us - leave your answers in the comments below.

1. What attracts you to a website?
2. What keeps you there?
3. What sites do you visit every day? (be specific)

**Mercel Leonor Tabladillo LaVilla** Friendship...looking for ideas to be a better mommy, wife and friend. Website's are awesome to see....like restaurants, I like to see pictures and the type of food they serve and especially if its family friendly type of restaurant. As a mommy, I like to plan ahead for vacations....I always turn to the websites that we are visiting! It's just a great tool!
10 de junho de 2009 às 13:08

**Becky Franz Neu** 1. I'm attracted by things that interest me, like if I'm shopping for something in particular etc.
2. I'm kept at a website if it has what I'm looking for with lots of pictures and interactive tools
3.I visit facebook and foxnews every day
10 de junho de 2009 às 13:23

**Lori Medalis** What do I do online? I love making new friends, looking for old ones , reconnecting but most of all I love helping others by sharing my at home Business with other Mommies so they can stay at home and raise their babies just like I have been able to. ... [Ver mais](#)
10 de junho de 2009 às 13:47

**Danielle Harding** If I Google a website trying to find information I'll continue to go back to it if it's easy to use. There are many times on mops.org that I get frustrated that I can't find things. It's hard to navigate.
10 de junho de 2009 às 13:52

**Stacie Rockhill** Usually I go to a website looking for specific info for example an idea for a Sunday school lesson, a birthday party cake or craft or to find an answer to a question like what foods can my lactose intolerant child eat and where can I find a recipe. The... [Ver mais](#)

 **Donna Stewart Danley** Something New and updated often. I don't have a reason to re-visit a website if it's not updated often.
I also like interactive. I too visit facebook daily. Something similar to that would be great.. so we could interact with one another. I am a Mentor and visit the leaders site alot. It would also be nice to see the same for the leaders site.
10 de junho de 2009 às 13:59

 **Kathryn Aldrich Neu** go on facebook, whatelse
10 de junho de 2009 às 15:08

 **Annie Kilbride** if the website is updated often
10 de junho de 2009 às 15:16

 **Rachel Theresa Laney** I go on Ebay , Facebook , Google , and yahoo everyday . Love being social !
10 de junho de 2009 às 17:05

 **Tricia Rafanan Briggs** I check the news. Research stuff. Talk to my friends and family. And of course, shop.
10 de junho de 2009 às 17:08

 **Marta Montalvo-Kao** Nowadays I research potential employers, I apply for jobs and I network. That takes hours...
10 de junho de 2009 às 17:55

 **Rachel Hayes** Mostly school, however it is the easiest way to talk to my family since they live 1,900 + miles away!
10 de junho de 2009 às 19:05

 **Peter N Lisa Bahrenburg** email....homeschool stuff....games....did I say email? 😊
10 de junho de 2009 às 20:45

 **Catherine Oehlman** I tend to be attracted to sites with uncluttered pages, easy navigation, short articles, and nice photos! I'm turned off by too much advertising and I don't like to feel overwhelmed by size of a site. Useful downloads grab my attention too.
What do I do online? Blog, email, twitter, shop, network... what DON'T I do online?! LOL
10 de junho de 2009 às 22:45

Adapted from <https://www.facebook.com/notes/mops-international/what-do-you-do-online/109885726345>

2- Find in the text someone who:

a) Sometimes gets frustrated because he or she cannot find things online:

b) Loves making new friends: _____

c) Uses Facebook: _____

d) Likes so to see pictures of restaurants and the food they serve:

e) Applies for jobs: _____

f) Talks to her family: _____

g) Shops: _____

3- Are the habits of the people in the text similar to yours? Why/Why not? Discuss it pairs.

HOW LANGUAGE WORKS



1- Look at these sentences:

"I visit Facebook and Foxnews every day"

"... I like to see pictures and the type of food they serve..."

"I check the news."

Facebook has about 1.23 billion users.

2- We can say that these statements express:

- a) An action in the past.
- b) Something happening right now.
- c) A habit or a general truth

3- We can use the _____ to express _____.

- d) Present simple/ a habit or general truths
- e) Present continuous/ an action happening at the moment of the speech.
- f) Past simple/ a finished action in the past.

SUMARIZING:

Use the _____ tense to talk about an action that represents a habit or general truths.

Let's revise the structure of the simple present tense! Go to [Grammar spot](#) on page 41

Look at these internet facts and see more examples of the simple present for general truths:

6% of the world population has an internet addiction.

Only 16.6% of the world's population use the internet.

4- Now find four more examples of the simple present tense in the text:

a) _____

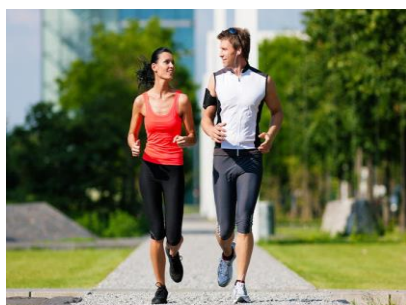
b) _____

c) _____

d) _____

5- Take a look at the pictures and write what the people normally do on their weekends:

go shopping — go jogging- do homework- see a movie- visit her grandmother



6- Now make a list about the things you do and do not do on the weekend. Interview a partner and write he or she does and doesn't do on the weekend:

What I do on weekends	What I don't do	What my peer does on weekends	What my peer doesn't do

IN WORDS

1- The people in the text posted their opinions and ideas on a social Networking websites. The content from the text you have read is called post. In your opinion:

- What is a post?
- Do you often post content online? Where? Share your opinions with a partner.

2- Take a look at this definition of post:

According to the Merriam-Webster dictionary, a post is something (as a message) that is published online.

Source: www.merriam-webster.com

3-You are going to write your own posts. Use the post page below to answer the questions you have seen in the video:

- What social networking websites apart from Facebook do you go on ?
- What do you use them for?
- What you use the internet for?

Tips on how to write an online post:

Remember that in this type of post you are talking about your online habits

In order to write a post, remember to use the **simple present tense to talk about what you normally do.**

You can also explain why you visit certain pages, as the people did on the video you have seen in this unit.

Also, you can use **frequency adverbs to talk about these habits**

Normally, usually, often, Sometimes, rarely or never

Write your ideas for your posts here:

The image shows three identical, empty Facebook post templates stacked vertically. Each template consists of a large white text input area at the top, a small circular icon on the left, a privacy dropdown menu in the center (set to 'Public'), and a blue 'Post' button on the right. The entire set of templates is enclosed in a thick black border.

4-Now, go online and write your posts in our Facebook group. You may use your cell phone or do it from your desktop.

DID YOU KNOW ?

- According to a piece of news from the website business news daily, Americans spend 23 hours per week online , texting.
- Google sites are the most visited website per month with 1,100,000,000 unique visitors, followed by Youtube (1,000,000,000) and Facebook (900,000,000)
- People spend almost 1,000 hours year online, according to figures from the Oxford Internet Survey. For the average Facebook user, more than 70 hours of that is spent on the social networking site. Combining TV, computer, smartphone and tablet use, we spend an average nine hours a day staring at screens.
- According to a survey conducted in Brazil, people from the age of 16 to 25 spend about 4 hours online every day during the week and on weekends.
- Brazilians follow the international trend and the most accessed website of 2014 is Google. However, Facebook is the second most visited in the country.

Grammar Reference

Simple present tense:

AFFIRMATIVE

These two sentences were taken from the text:

- “I visit Facebook and Fox news every day”.
- “I like to see pictures”

➤ Look at these examples using he and she:

- Beck Franz visits Facebook and Fox News every day
- Tricia Biggs checks the news.

➤ What is added in the end of the verbs in the sentences? _____

➤ Now, take a look two more examples:

-ES:

- Mata Kao research**es** potential employers
- Kathryn Neu go**es** on Facebook.
- What is added in the end of the verbs above? Is different the ones presented before?

➤ Finally, here is another example:

- IES:

- Marta Kao appl**ies** for jobs.

➤ What is added in the end of the verb? Why?

For he/she/it , add _____, _____ and _____ to the verb.

NEGATIVE

- Take look at this sentence from the text
- “ I don’t have a reason to revisit a website.... “
- Which word shows that the sentence is in the negative form? Is it more formal or informal?

Use the auxiliary _____ + _____ to form the negative in I/You/We/They

- Donna Danley doesn’t have a reason to revisit a website.
- Which word indicates that the sentence is in the negative form? Is it similar or different from the form above? Is it formal or informal?

Use the auxiliary _____ + _____ to form the negative for HF/SHF/IT

INTERROGATIVE

WH-QUESTIONS

- These are questions from the text:
- “What sites **do** you visit every day?”
- “What **do** I do online?”
- Look at the word in bold “do”. This is called the auxiliary verb. What tense is the question by looking at the verb?

For I/you/we/day, use the auxiliary verb ____ in wh-questions to indicate that the tense is in the _____ tense.

- Now, take a look at this question about the text:
 - What websites **does** Rachel Laney visit?
- _____

- Look at the word in bold “does”. It is also an auxiliary verb. Is it similar or different from the auxiliary verb from the previous questions? How is it different?

For he/she/it, use the auxiliary verb ____ in wh-questions to indicate that the tense is _____.

YES-NO QUESTIONS

- Do you visit Ebay?

Yes, I do./No, I don't.

- Do Donna Danley and Katherine Neu visit Facebook?

Yes, they do./No, they don't.

- Does Donnay Danley go to Ebay?

Yes, she does/No, she doesn't.

- Where is the auxiliary verb for this type of question?

- Look at the short answers below each question. What is the difference in the auxiliary verb for I/YOU/WE/THEY and HE/SHE/IT?

Unit 2 Teacher's Guide

Unit overview: This unit approaches the world of internet and how people use it in their lives. As the internet is considerably present in students' lives, this topic would be really relevant to them. Students are going to practice listening in a video in British English, which is an opportunity for them to have contact with another variant of the language. In the pronunciation section, students are going to revise two different sounds of the letter 'l' in English. The aim is to make students more aware of such difference, so that they do not mispronounce words in this case. Moreover, they are going to review the use of simple present in its three forms. As the unit is about internet habits, students are going to revise this tense in the reading section in a contextualized way. As for vocabulary, students are going to learn words that can help them understand the reading section. Finally, students are going to learn about the genre post, which is present in their lives as internet users.

GETTING INTO ACTION

Learning objectives: Prepare students for the topic of the unit.

- Books closed. Open your internet browser and ask students: 'What is the first thing you do when you go online?'. Discuss this question as a group.
- Books opened. Direct students' attention to the images of social networking websites.
- Go over the questions with students and discuss them as a group. Allow 4 or 5 minutes for the discussion. Have students share their answers to the whole group.

WORKING EARS

Learning objectives: Practice listening for general and specific information. Foster contact with another variety of English (British English).

- Pre-listening question: Tell students that adults and teenagers tend to use the internet in different ways. Ask them what websites teenagers would prefer to visit. Make a list of the websites on the board.
- Tell students that they are going to watch a video about British students' preferences about the internet. Go over the question and tell them not to worry about the details. Explain that, in this first time, they are going to understand the general idea of the video. Play the video once and have students share their answers orally.
- Direct students attention to the fact that the video is divided by 3 questions. Read the instructions and give students some time to read the questions for the first two questions.
- Play the video again and allow 4 minutes for students to write their answers. Correct them as a group.

Answers:

a) Facebook, Tumblr and Twitter.

b) Josie: To meet up with her friends/ To see what people are doing.

Munia: To keep up to date.

Mathew: To see information about people/To keep in touch with his friends.

Leon: To change the profile pictures from where he has been.

- Direct students' attention to the next exercise. Tell them that they are going to focus on the second part of the video. Play the video and allow students some time to write down their answers.

Answers:

a) T

b) F/ He uses it to do research and find things related to college.

c) T

d) F/ He uses the internet to find information about games and how to do things.

- Post-listening: ask the question to students and have them compare the preferences of British teenage students to the Brazilian ones.

CHECK OUT THIS SOUND!

Learning objectives: Raise students' awareness about two different ways of pronouncing the sound of the letter I in English.

- The sound of I can be tricky in some words in English. Even though Brazilians generally do not have difficulty in pronouncing these sounds, knowing the pronunciation for some words and practicing them can be helpful for students to memorize them. Words such as 'mint', 'since' or 'mittens' may be mispronounced and students can learn their correct pronunciation is through practice.
- Tell students that the words in the box are in the video. Ask them to pronounce them.
- Tell students that the letter I can be pronounced as /I/ or /Ai/ and that we, confuse the pronunciation in some words.
- Have students put the words in the column that has the sound of I .
- Have students go to the website and check their answers.

Extra activity: In case you have a group of young teenagers who need some movement, the teacher could make two big cards; one with the sound I and the other with the sound AI. The teacher shows a word and users have to run to the correct card. After that, the teacher corrects their answers by pronouncing the word. The student who gets the biggest number of words right wins the game.

IT'S TIME TO TALK!

Learning objectives: Practice the vocabulary and content about the world of the internet. Allow students to discuss their points of view about internet habits. Develop criticism about over-use of the internet. Practice structures to show one's opinion on a topic.

- Go over the questions. Clarify any doubt that may exist. Tell students that they are going to discuss the questions in pairs.
- Before proceeding to the activity, direct students' attention to the boxes with speaking tips. You can have students ask some of the questions to you, so that you use of the structures to model the activity.
- Have students discuss the questions in pairs. Allow 2 or 3 minutes. Discuss the students' answers as a group.

VOCABULARY SPOT

Learning objectives: Prepare students for the reading activity with vocabulary that facilitate their text comprehension.

- Tell students that the words in the box are from the text they are going to read. Have them do the word search.

Tip : You could make this word search activity a competition and the student who is able to find all the words first wins.

- Have students match the words with their meaning. Tell them to use the sentences as a way of helping them.
- Correct the exercise as a group and clear out any doubts about the words. Reinforce the fact that the words are in the text and are going to help students understand it.

Optional tip: you could have students use the words to talk about situations from their lives.

Answers: a) stuff b) raise c) kept at d) unclustered e) Mentor f) research g) overwhelmed h) craft

SHARPENING YOUR READING SKILLS

Learning objectives: Practice reading for general and specific information .

- Direct students to exercise 1. Give them 2 or three minutes to do the task. Have students compare their answers in pairs.

- Have students read the instructions for exercise 2. This exercise approaches reading for general information. Tell students not to worry about the details. Make them aware that, this time, they are going to read the text to grasp the general idea of the reading and answer the proposed question.
- Give students 5 minutes to read the text and discuss the question orally.
- Exercise 3 focuses on reading for specific information. Go over the instructions and have students do it.

Answers:

- a) Danielle Harding
- b) Lori Medalis
- c) Kathryn Aldrich Neu and Rachel Laney
- d) Mercel Lavilla
- e) Marta Kao
- f) Rachel Hayes
- g) Tricia Briggs

HOW LANGUAGE WORKS

Learning objectives: Review the simple present tense in its three forms: negative, affirmative, interrogative, and review the use of the simple present tense for habits or general truths.

- Direct students' attention to the sentences taken from the text. Have them do question 1.

Answer: Letter C

- Ask students: 'What is something you do every day?' and 'what do you do in your free time?'. Have a small talk with students about these questions. After that, point the fact that what they said express their habits, which is the use of the simple present tense in this case.
- Direct students' attention to the box with internet facts at the left bottom of the page. Elicit more examples of the simple present for general truths from students to check if they understand such use.
- Have students do question 2.

Answer: Simple present/ habits

- Have students find examples from the text. Allow two or three minutes for this activity.

Grammar spot

This section is a type of grammar reference about the structure of the simple present tense. It aims at reviewing the interrogative, negative and affirmative forms of this tense.

- Go over the affirmative forms using the first person I. Then, go over the forms in the third person. Have students answer the question.

Answer: the letter S

- Go over the following examples and have students answer the other question.

Answer: ES / yes, it is different from the form above.

- Approach the fact that these verbs end in O and CH and present the rule that verbs ending in CH, SH, X,O add an ES in the end.
- Go over the other example. Have students answer the question.

Answer: IES.

- Write the word study or apply on the board. Ask students: ‘What is the last letter of this word?’ And “ Before Y, is it a vowel or consonant?”. Explain that IES is added after words that end in Y preceded by a consonant.
- Additional tip: As a way of contrasting this rule write the word play on the board and have students concluded that it is not necessary to add IES, as such word ends in Y preceded by a vowel.
- Go over the examples for the negative form. Have students answer the question and remind them about the degree of formality between don’t and do not in written and spoken English.

Answer: NOT/ informal

Do + not

- Focus students’ attention to the third person form. Have them answer the questions.

Answers:

Does + not/ it is different. Does is used instead of do. It is more informal in the sentence.

Does + not

- Have students read about the negative form and answer the questions.

Answer: the simple present tense

Do/ present simple

- Have students answer the question about the use of DOES.

Answers:DOES/ simple present

- Remind students that in he/she/it the verb does not change, as the auxiliary verb contains the ES. This happens in the negative and in the interrogative forms.
- Have students answer the questions about Yes-no questions.

Answer: In the beginning of the sentence.

DO is used for I/YOU/WE/THEY and DOES is used for HE/SHE/IT.

- Go back to the HOW LANGUAGE WORKS section and focus students attention on the exercises.

- Have students look at the pictures and tell what people normally do in exercise 4. Remind them of the use of S/ES/IES for HE/SHE/IT.

Answers:

a) She goes shopping.

b) They go jogging.

c) He does his homework.

d) They see a movie.

e) She visits her grandmother.

- Have students do exercise 5. First, give them some time to write what they do and what they don't do on weekends. Then, have them ask each other 'What do you do on weekends?'. Allow some minutes for students to interview their peers. Remind them to take notes about their peers.
- After students have finished the pair activity, elicit some answers from them and write them on the board.
- Tell students to pay attention to their peers' answers. Then, play a type of memory game. Tell students that you are going to ask questions about someone in the class, for example, 'Does Paul go to the movies on weekends?'. Students are going to give short answers (yes,he/she does or no, he/she doesn't). Then, have one student ask the person who got the question to see who gets the answer right: 'Paul, do you go to the movies on weekends?'. Proceed the same way for some rounds and have different students ask their peers about one student in the class ('Does Paul go out?') or ask a student directly ('Paul, do you go out on weekends?'). You can turn this into a game and give points for each right answer and the student who gets the most points wins. This is a fun way of practicing yes-no questions in this section.

IN WORDS

Learning objectives: Practice the use of the simple present tense through writing. Learn how to write the genre post.

- **Books closed.** Tell students that the text they have read are called posts. Ask them first question in the book ' What is a post?' and write students' answers on the board. Discuss the other questions as a group.

Answers: a) Students answers. b) They are normally short. c) Answers will vary.

- **Books open.** Go over the definition of post. If possible, show students internet posts from different websites, so that they have a clear picture of this genre.
- Explain to students that they are going to write their own posts. In order to do so, you should create a Facebook group for the class. Tell students that this group can be used for the rest of semester to discuss classroom related topics as well as practice English.
- **Tip:** To make students motivated to participate in the group, you could approach topics that would interest them. Moreover, you could give a prize to the student that contributes the most with posts.

- Have students answer the questions proposed in the exercise. Go over the tips on how to write a post and clear out any doubts.
- Have students write their answers and post them online.

DID YOU KNOW ?

Learning objectives: Provide students an additional contextualization about facts related to the topic they have studied in the unit.

- Have students read the facts in the section. Clear out any vocabulary doubts.
- Have a group discussion and ask students which fact have drawn their attention the most. Compare the facts with what happens in Brazil and in students' realities.

Name: _____ Date: ___/___/___

Teacher: _____ Grade: _____ Mark: _____

Unit 1 Test Booklet

1- Find the following words in the word search and put them into the correct sentence:

H	F	H	R	D	X	K	L	N	V	P
H	T	G	W	V	V	U	L	O	H	L
G	N	I	P	E	E	K	E	F	A	S
T	E	U	P	L	O	A	D	A	Y	K
V	E	R	X	N	R	U	E	L	O	J
N	P	Q	U	W	P	U	K	C	A	B
B	Q	K	X	L	Q	A	B	N	H	N
C	I	B	N	S	I	C	W	Z	Y	M
R	A	E	P	P	A	A	H	Y	L	F
Q	B	J	E	A	C	V	F	R	Y	Y
Q	I	Q	D	I	O	V	A	C	O	Z

appear

avoid

backup

failure

safekeeping

upload

- You can _____ your files with this hard disk. It's important for not losing them.
 - You should _____ suspect websites. You might get a virus.
 - David likes to _____ videos on his page.
 - Saving your files on programs such as I cloud or SkyDrive helps you _____ them.
 - Many error messages _____ on my screen after I installed this program.
- 2- Look at this text about online photo sharing websites. Skim through it and write the best title for the text:

1-  Why sharing photos online?

2-  The best free online photo sharing websites

3- The history of online photo sharing



Sharing photos and images online with family and friends are one of the best ways to keep in touch, especially if you live far away from each other. There are hundreds of image hosts and photo sharing sites online, which can often make it hard to decide which one is best for you. This list will bring you one step closer to making a decision by spotlighting some of the top free photo sharing sites along with their premium services, prices, and features. Feel free to suggest others that may not be listed in the comments.



Flickr is Yahoo's photo sharing community and is family oriented; it encourages users to stay in touch with their family and friends by allowing you to specify a person as "family" or "friend". You can also create and join groups, which is a great way to share and discover pictures related to your interests. There are numerous ways to upload your pictures and it's easy to organize your photos into albums. You can also create different types of media with your photos such as photo books, cards, calendars and more. If you need more features and space beyond the free version then you can upgrade to a **pro account** for only \$24.95/year.



SmugMug has 3 account types: standard \$39.95/year; power \$59.95 year; pro \$149.95/year. If you want to try it out first, they offer a 14-day free trial (no credit card required). With SmugMug you create professional, customizable galleries for your photos. There are many theme types to choose from; there's something for everyone. There are numerous upload options to choose from. SmugMug has no annoying ads or spam and offers an unlimited amount of storage for you to work with.



SnapFish is brought to you by HP and, provides unlimited photo storage and photo prints with the ability to receive prints by mail or in-store pickup. You can customize your photos by adding designs. There's a large category of items that you can create from your photos such as: calendars, clothing, frames, jewelry, ornaments, posters, stationary and more. Sharing is also a snap; you can share by email, on your blog or any social network. You can also create private groups and "snapshows", which are also great for sharing.



Phanfare gives you unlimited storage for photos and HD videos. You can also create full screen video slideshows with music, cards, invitations, calendars and other merchandise. When you sign up you'll get your own website to share with your family and friends; your URL will be "http://username.phanfare.com". Password protection is optional but, you can choose to password protect your website if you desire; this is great for those who want or need total privacy. You can also easily transfer your photos and videos directly to your Facebook account, or transfer photos directly to your Flickr account. There's also a full contact manager and email invite tool that will let you import your address book from Outlook, Yahoo Mail, Hotmail, and Gmail. Sharing with your family and friends has never been easier.

Phanfare is not free but they are offering a 14-day free trial (no credit card required). You can get a Premium account for \$49.99/year or a Pro account for \$99.99/year.



SeeHere lets you upload and share images in jpg, gif and png format only. Their upload client makes it quick and easy to upload multiple files at once to create web albums; there's no limit to the number of albums that you can create. Storage for your images is free as long as you make at least one purchase per year. If you want to track how many image views, downloads or orders you receive on your shared photos, you can find out with their built in statistics. SeeHere albums are also great for friend and family collaboration; if you enable photo uploads for your album(s), visitors can add photos directly to your album(s). In addition, if you enable photo downloads for your album(s), visitors can download images within your album(s). Lastly, enabling purchases for your images will let visitors purchase products (cards, books, posters, etc) with your images.

(adapted from <http://tomuse.com/top-10-best-free-online-photo-sharing-services>)

3-Now, match the website with its features according to the text:

- | | |
|-------------|--|
| a) Flickr | <input type="checkbox"/> This website is very good if you want or need total privacy. |
| b) SmugMug | <input type="checkbox"/> You can add designs to your photos. |
| c) SnapFish | <input type="checkbox"/> Storage is free as long as you make one purchase per year |
| d) Phanfare | <input type="checkbox"/> It encourages users to stay in touch with family and friends. |
| e) Seehere | <input type="checkbox"/> This website has no annoying ads or spam |

4-Which Website seems to be the best in your opinion? Why?

5-The sentences about the images below are incorrect. Write what is really happening according to the example:

Example:



He is playing videogames.

He's not playing videogames. He's watching tv.



a) He is talking on the phone.



b) She's reading a magazine.



c) They are singing.



d) He's playing sports.



e) She's waiting for the bus.

5- Unscramble the sentences to form questions and answer them:

a) doing what you are?

b) is friend best doing what now?

c) you are tv watching?

d) parents are your working?

e) are where they now going?

7-Watch this video about a selfie app on <http://www.youtube.com/watch?v=ZNyC-ZcJVae>. Answer the questions below:



a) What does the App do?

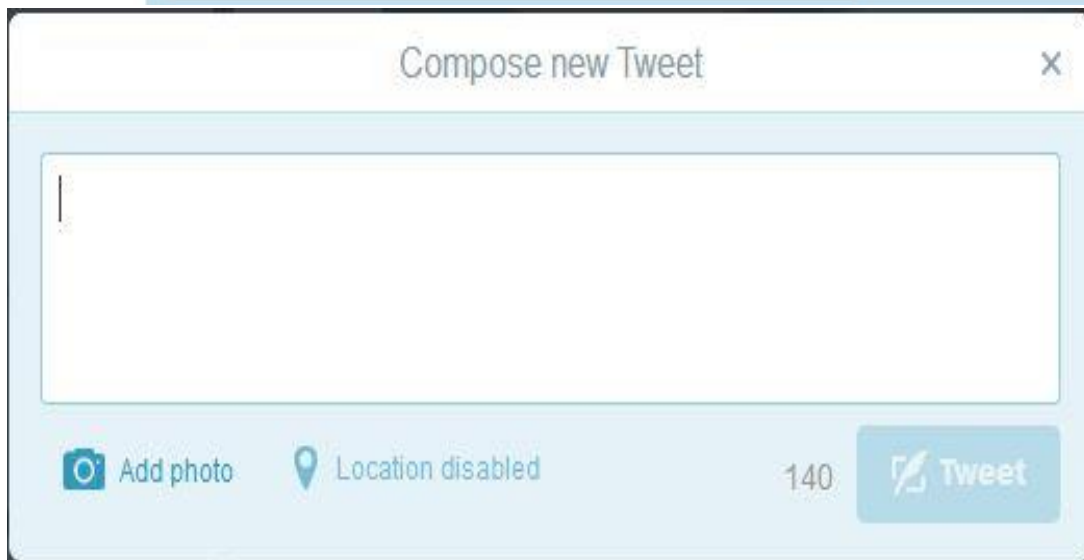
b) Do you have to pay for it?

c) How can you activate the camera?




d) What does the remote photo-taking device do?

e) How much does it cost?

8-You have received the tweet below from you American friend. Answer it by telling him what you, the people in your family and friends are doing now.



SELF-ASSESSMENT

Content in this unit	 I understand this content well	 I still have some questions	 I have to work harder on this content.
Pronunciation of the 'schwa' sound			
Vocabulary: internet words (online photo sharing websites)			
Present continuous: Interrogative, negative and affirmative			
What is a photo caption?			
Write a photo caption			
Express my opinion about online photo sharing websites and how we use it			
What are online photo sharing websites?			

Test booklet Answer Key

- 1- a)backup
b)avoid
c)upload
d)safekeeping
e)failure

2- The best free online photo sharing websites

3-(D) (C) (E) (A) (B)

4-*Answers will vary*

5-a) He isn't talking on the phone. He's taking a selfie.

b) She isn't reading a magazine. She's reading a book.

c) They aren't singing. They are playing.

d) He isn't playing sports. He's playing video games.

e) She's not waiting for the bus. She's waiting for the train.

6-a) What are you doing?

b) What is your best friend doing now?

c) Are you watching tv?

d) Are your parents working?

e) Where are they going now?

7-a) It makes the camera capture the scene simultaneously, using the front and rear camera.

b) No, you don't. It's free.

c) You can activate it by raising your hand in front of the camera.

d) You can take pictures remotely.

e) It costs 25 dollars.

Name: _____ Date: __/__/__

Teacher: _____ Grade: _____ Mark: _____

Unit 2 test booklet

1-Match the website with the activities you can do on them.

- a) Google
- b) Yahoo
- c) Amazon
- d) Facebook
- e) Youtube
- f) Wikipedia

- () People usually upload and watch videos on this website.
- () You can shop on this website.
- () A social networking website where people chat and find information about friends.
- () On this website, you perform searches. It is called a search engine.
- () People go to this website to find articles about a huge variety of subjects.
- () You can find news, perform searches and log onto your email account on this website.

2- What do you know about how Brazilians use the internet? What are our favorite websites? How often do we stay online? Write your answers below:

3-Read the text below :

5 Surprising New Social Media Trends in Brazil

Recently, a study from Nielsen indicated that Brazilians are top users of social media in the world, ranking higher than markets like China, the United States and India. Given the strength of social media in the country and the strong ROI from social media campaigns in Brazil, we decided to highlight some unexpected trends we have spotted.

#1 Facebook Still Rules

On the surface, this doesn't sound surprising. However, with all of the recent stories pointing out that Facebook is losing popularity in Brazil and elsewhere, it makes sense to offer some statistical perspective. Experian Hitwise measured the social sites that were most accessed by Brazilians in December 2013. Nearly 68% of Brazilians went on Facebook, with the #2 site being YouTube, at 21%. So while there may be some fragmentation in social media use as Instagram and apps like WhatsApp draw Brazilian users, these figures suggest that there isn't a mass exodus from Facebook in Brazil. It may be an interesting headline to draw clicks, but it's not consistent with the data.

Besides overall usage, one of the interesting metrics in the Experian Hitwise data is time spent on these sites: Facebook had the highest, with an average of 17 minutes and 42 seconds per visit. Despite being fairly far behind in usage, YouTube was closer in time spent, with its average visit per user lasting 12 minutes and 57 seconds. Beyond Facebook and YouTube, other social sites take up a very small amount of user time in Brazil: less than 2% for Twitter and Ask.fm, and less than 1% for Instagram. Orkut, Badoo, Yahoo Answers, Google+ and Bate-papo UOL. Finally, the Experian Hitwise study indicated that Brazilians aged 25-34 are the largest demographic among the country's social media users (27%), with 18-24 year-olds in second place (23%) and 35-44 year-olds in third place (20%). Now, one recent study did show that teen use of Facebook in Brazil is down, but given these figures about the demographics of the user base, the decrease in teen use may not have a big impact on most advertisers.

#2 Only 36% of Brazilian companies have a social media presence

Between November 2012 and March 2013 the Centro de Estudos sobre as Tecnologias da Informação e da Comunicação (Cetic.br) looked at the social media usage of more than 6,400 Brazilian companies and found that just 36% had a presence on social media.

#3 Most social media professionals in Brazil are women aged 28-32 and favor using Facebook ads

A study from OpSocial, a social media management platform, surveyed social media professionals in Brazil and discovered the following:

- 63% are women, 37% are men
- 52% are aged 28 to 32, 25% are 23-27, 14% are 33-36 and only 5% are older than 37
- 34% studied advertising, 27% studied journalism and only 10% studied marketing
- The social site they use most frequently is Facebook (26%), followed by Twitter (22%), Instagram (13%), Google+ (8%) and LinkedIn (7%)

- The largest chunk of their paid social media campaigns go towards Facebook (31%), followed by sponsored posts (28%), Google ads (18%) and advertorials (8%), with less than 1% investing in sponsored tweets

#4 99% of LinkedIn users in Brazil use the site for reasons not related to job searching This figure is from a survey that LinkedIn did of its members in Brazil. The survey also found that:

- 80% of Brazilian users expect to use LinkedIn in 2014
- 2 out of 3 have undergraduate degrees and 1 in 4 has a graduate degree
- 60% say that using the site has made them more successful
- 43% say that LinkedIn is a trustworthy source for company information when they are considering making a purchase

#5 Brazilians are using social media to invest and to learn other languages

Social trading is a recent trend in which people join social networks to learn from and copy other investors. In Brazil, eToro is one of the more popular sites for social trading. Brazilians are also signing up for social sites in which they can learn new languages: Bussu has more than 3.5 million registered users in Brazil and Livemocha has 2 million.

<http://latinlink.usmediaconsulting.com/2014/02/5-surprising-new-social-media-trends-in-brazil/>

A) Scan the article and match the percentages with the information that is related to them:

- | | |
|------------------------------|---|
| a)68% | () percentage of users who expect to use LinkedIn in 2014 |
| b) 12 minutes and 57 seconds | () Percentage of women and men who use Facebook |
| c) 36% | () How long Brazilians spend on YouTube. |
| d) 63% and 37% | () percentage of companies that have a social media presence |
| e)80% | () Quantity of people who use Facebook in Brazil |

B) Answer the following questions about the text:

a) What are the most accessed websites in Brazil?

b) How long do people spend on Facebook per visit?

c) What's the average age for the biggest media users in Brazil?

d) What does the text say about most media professionals?

e) What else do people do when they use LinkedIn?

4- Correct the mistakes in the sentences below:

a) What do she do online?

b) I goes to school every day.

c) Do they likes American food?

d) He never use Facebook.

e) They doesn't watch TV in the morning.

5- Complete the sentences with the actions from the box:

Shop- use – research – talk – apply- visit -see

- a) Terry prefers to _____ online. It's cheaper and more convenient.
- b) Whenever Jane has a school assignment to do, she _____ on Wikipedia.
- c) Nowadays, many people _____ for jobs instead of sending a résumé.
- d) I _____ news websites to keep updated.
- e) Jane _____ Facebook every day. It is her favorite website.
- f) We always _____ the pictures of restaurants we want to go on their websites.

6- Write questions to the following answers:

a) _____

I use Facebook, I shop and chat.

b) _____

I visit **news** websites every day.

c) _____

Yes, she does. She has a Facebook account.

d) _____

No, I don't. I never shop online.

e) _____

I **use the internet** on weekends.

f) _____

He finds information for his schools assignments on Wikipedia.

7- Watch this video about the top 10 websites you should know about on . Mark true (T) or false (F) for the sentences below. Correct the false ones.



a) You can get a customized music channel on Pandora. ()

b) On Esty, you can sell the products you created online. ()

c) LinkedIn is used for finding a boyfriend or girlfriend. ()

d) You can watch your favorite sports on Hulu. ()

e) On meetup, you can find communities in one's area.

f) Ning allows you to look for friends. ()

g) On Zynga, one can play online games. ()

h) Basecamp is a great website for finding employees to your company ()

i) You have to pay monthly to use spreadshirt and hot prints ()

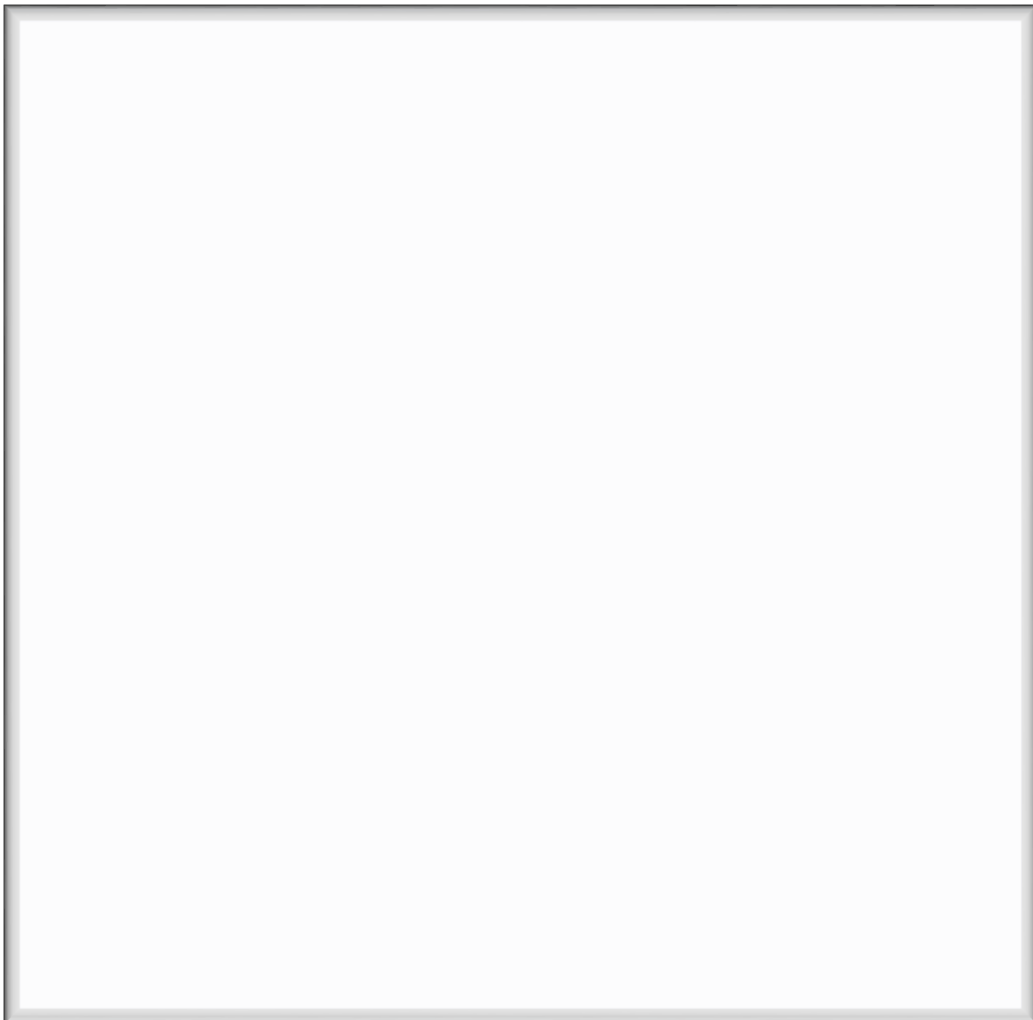
7- TopTen Reviews wants to know what you favorite websites are and what you do on them. Write a post to the website.

TOP TEN REVIEWS WANTS TO HEAR YOU!




WHAT ARE YOUR FAVORITE WEBSITES?

WHAT DO YOU DO ON THEM?

SEND YOU ANSWERS TO: CONTACT@TOPTENREVIEWS.COM

A large, empty rectangular box with a thin black border, intended for the user to write their response to the survey questions.

Self Assessment Unit 2

<p>My feelings about this unit</p>	 <p>I understand the content well</p>	 <p>I still have some questions</p>	 <p>I have to work harder on this content.</p>
<p>The differences in the sound of l: in English.</p>			
<p>Talk about what I do online.</p>			
<p>Simple present: Interrogative, negative and affirmative</p>			
<p>Write a post</p>			
<p>Vocabulary related to the In Words section and its use in the text.</p>			

Test Booklet Answer Key

1 – (E) (C) (D) (A) (F) (B)

2- Answers will vary.

3- – (E) (D) (B) (C) (A)

4- Answers:

- a) The most accessed websites in Brazil are Facebook and You tube.
- b) People normally spend 17 minutes and 42 seconds.
- c) 25 to 34 years old.
- d) Most social media professionals in Brazil are women aged 28-32 and favor using Facebook ads
- e) It is a trustworthy source for company information when making a purchase.

5-a) What does she do online?

b) I go to school every day.

c) Do they like American food.

d) He never uses Facebook.

e) They don't watch tv in the morning.

6- a) shop

b) researches

c)apply

d) visit

e) uses

f) see

7-a) What do you do online?

- b) What kind of website do you visit every day?
- c) Does she have a Facebook account?
- d) Do you shop online?
- e) What do you do on weekends.
- f) Where does he find information for his school assignments?

8- a) T

b) T

c) F

d) F

e) T

f) F

g) T

h) F

i) F

Rationale

The internet and its vast resources allowed information to be one or a few clicks away from people. As a result, communication considerably improved at a fast pace. The internet became a type of “entity” that is constantly present in our lives. Nowadays one can say we are practically immersed into this online world, as the web plays a big role in our lives. We use it as a fast and efficient means of communication. Taking into account the fact the internet is deeply present in our lives, **Connect your teaching to students’ learning** seeks to approach this world as a means to foster motivation, interest and meaningfulness to students. Since the topic has such a vast quantity of subjects that could be discussed, it was necessary to narrow down to two fields that could draw students’ attention. The chosen ones were online photo sharing and social networking websites and the world of internet, with its different types of websites. Through these units, students will have the chance of using something that is part of their lives as a means to learn English.

Connect your teaching to students’ learning has a communicative approach. A first characteristic of such approach to be mentioned here is meaningfulness. In order for students to be motivated to learn, they have to feel that what they are in contact is tangible and is part of their reality. As this material is aimed at teenagers and young adults, the theme of the units was used to make their learning meaningful. According to Richards (2006), people learn a language by “creating meaningful and purposeful interaction through language” (4). By using a theme that is part of students’ reality, they are more prone to see a purpose in what they are learning. The activities proposed in these two units create meaningfulness and foster interaction in each of the sections. Moreover, in communicative language teaching, contextualization is key to learning and, according to Richards & Rodgers (2001), it is a “basic premise”. Hence, the choice for a topic that revolves around many students’ lives to learn English. Hence, they have the opportunity to learn English within a context that has significance to them. Furthermore, Richards & Rodgers (2001) state that “intrinsic motivation will spring from an interest in what is being communicated by the language” (68). Thus, a meaningful topic is able to motivate students in learning English.

Another important feature in both units is the use of integrated skills. This way, students study the language in a way that approximates them to how it works in reality. The skills are not separated elements. They are intertwined and related in many ways. As Larsen-Freeman (1988) states about one of the reasons why skills should be integrated :“often one skill will reinforce another, we learn to speak, for example, in part by modelling what we hear, and we learn to write by examining what we read” (234). Therefore, students have the chance of practicing their speaking in a pre or post reading activity or practice their writing in the reading section. As it is shown further in this text, students have the chance to practice speaking in the listening section or listening in the speaking section. Therefore, the skills are tied and related, similarly to what happens in reality.

Furthermore, **Connect your teaching to students learning** focus on pair or group activities in some of the tasks in the sections. The reason for such procedure is related to an important aspect in communicative language teaching: a more active role on the part of the learner. According to Richards (2006), students “were expected to take on a greater degree of responsibility for their own learning”(5). Therefore, pair or group activities allow students to develop this bigger responsibility and participation in their learning process, instead of just receiving content passively. Larsen-Freeman (1988) also claims that “In groups, students can begin to face a sense of community and can learn from each other as well as the teacher. Cooperation, not competition, is encouraged”(97). In addition to it, they allow teachers to work more as a facilitator and monitor, as it is expected in the communicative approach. In other words, the teacher will guide students’ along their learning paths and will give them a chance to actively participate in this process.

The last general feature present in both units is authenticity. This element is more clearly visible in the listening and reading in both units. The use of authentic material gives learners more access to a more real language and can “captivate” students towards learning. Duda and Tyne (2010) approach Krashen (1982) by saying that “The “captivating” quality of authentic materials is important since learners who are stimulated by the input are more likely to be open to it, thus facilitating language acquisition (5)”. Moreover, according to Gilmore (as cited by Duda and Tyne 2010), “AMs are typically considered to be a rich source of target language input”(5). Briefly, students are more likely to be motivated to learn through content that is not artificially made for that purpose. Examples of authenticity can also be seen in the videos from both units: Unit 1 has a video which approaches a topic which is part of students’ reality: online photo sharing and unit 2 has a video in which real people are interviewed in the streets of England. In the reading section, both texts come from social networking websites. Unit 1 is a set of photos along with captions posted on Twitter from real users. Unit 2 is a Facebook group in which people discuss their internet habits. Therefore, authentic materials can bring students’ learning closer to how English functions in reality.

Regarding the sections of the units, each of them is composed of the following: **GETTING INTO ACTION, VOCABULARY SPOT , WORKING EARS, CHECK OUT THIS SOUND!,IT’S TIME TO TALK!, SHARPENING YOUR READING SKILLS! HOW LANGUAGE WORKS, ,IN WORDS, DID YOU KNOW? AND GRAMMAR REFERENCE.** Here is a description of each of these sections:

GETTING INTO ACTION: This section is an introduction to the content in each of the units. It aims at warming-up for the lesson as well as approaching the topic of the unit and relating it to students’ lives. In both units, there is a brief discussion about online photo sharing websites in unit 1 and social networking websites in unit 2. Students are asked to choose their favorite ones and explain their choices. Speaking is addressed in this section, because students talk about their preferences orally. In general, this section gives an overview of theme on which the unit is based and starts to lead students into its content.

VOCABULARY SPOT: This section provides students with useful vocabulary for one of the sections of the unit. Its aim is to pre-teach important words that appear in the following section to facilitate learners' performance in the section. In unit 1, this section comes before the working ears section. The reason for such arrangement is to prepare students for the video. It contains key words for the comprehension of the video. In unit 2, it comes before the **SHARPENING YOUR READING SKILLS!** section. The intent in this case is to prepare students for the reading with words from the text that might impede their comprehension of the text. As it can be seen, **VOCABULARY SPOT** is a section that may help students performance in a given section of the unit. According to Skehan (cited by Richards 2008) "Pre-task activities can aim to teach or mobilize, or make salient language which will be relevant to task performance" (p. 53). Thus, vocabulary spot gives students the vocabulary resources for better achieving their goals in the following section.

WORKING EARS: Listening is addressed in this section. In both units, students are first prepared for the listening activity through the previously cited pre-listening tasks. In unit 1, they have an initial discussion about the topic of the unit followed by useful vocabulary. In unit 2 , the pre listening activity is a list of actions in which students have contact with some of the activities that the people in the video do online. Richards (2008) states that "After having such preparation, they listen for general information in the first time. Next, students listen for specific information. Finally, the section in both units has a post listening activity in which they relate the content video to their lives". The first tasks in both units focus on checking students' general comprehension of the video. After they have grasped the basic idea of the video, there is a task which approaches specific parts of what they have listened as a way of practicing their listening for specific information. Moreover, both units have a post-listening section that checks students' comprehension about the video, related the content to their lives and practice speaking.

CHECK OUT THIS SOUND! : Both units approach two important topics regarding the English pronunciation: the 'schwa' sound and the alternation of the sound of the letter I in English. Unit 1 deals with the 'schwa' sound. Cristófaró (2006) suggests that the teaching of a foreign language should take the most common sound of that language into account. Since the 'schwa' is the most common sound in the English language, it has great importance to students' pronunciation. Students are given some input about what this sound is. Then, they are able to practice it in the exercises and start using their recent acquired knowledge about it in the speaking section, which follows the pronunciation in both units. In unit 2, the focus is on the fact that students may mispronounce the sound of I in English. They could say /sains/, instead of /sins/, for example. The objective of this section is to make students aware of the possibilities of pronunciation and how they should be careful about it , in order not to mispronounce some words in English in which this alternation /I/ and /ai/ takes place. The pronunciation section comes before the speaking section in both units. . According to Harmer (2001), "Pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but can also improve their speaking immeasurably" (183). This was

deliberately done, so as to allow students to practice what they have just learned in a practical way, instead of just repeating the words in the task.

IT'S TIME TO TALK: This section aims at discussing the theme of the unit as well as developing students' criticism towards the topic. The discussion in the speaking allows students to critically approach the topic of the unit. In unit 1, students discuss the over exposition on the internet through photos and its consequences. In addition, they have the opportunity to talk about their habits regarding online photo sharing. In unit 2, students discuss about the websites they like to visit online and the reasons why they go to a certain website. Once again, students are encouraged to have a critical attitude towards the use of internet, analyzing its pros and cons. Language functions are used in this section, such as giving opinions, asking for opinions, agreeing and disagreeing. Unit 2 has the same purpose, but students talk about their internet habits, similarity to what the teenagers in the listening section mentioned. In this case, expressing likes, dislikes, agreeing and disagreeing and expressing an opinion. Richards and Rodgers (2001) state that in the communicative approach "Dialogs, if used, center around communicative functions and are not normally memorized" (67). Hence, language functions help students to communicate using speech acts for a specific context. Brown (2000) mentions that "communication is a series of communicative acts (...) (...) which are used to systematically accomplish particular purposes" (250).. Therefore, the purpose of **IT'S TIME TO TALK!** is to have students practice their speaking in a meaningful and somewhat critical way, as it revolves around the topic of the unit and asks students to take a stand about the way people expose themselves and use the internet. In addition, the speaking section is related to what students saw in the video.

SHARPENING YOUR READING SKILLS : The purpose of this section is to develop students' reading skills. In both units, it works in integration with the other sections, since the themes in the texts are deeply related to the content of the whole unit. Unit 1 has photo captions posted on Twitter and Facebook. The goal here is to have students read for general and specific information. As it happens in the listening section, the first task of this section focuses on a more general comprehension of the text, followed by a task that is related to reading for specific information. Moreover, grammar is approached through this section as a way of making it more meaningful and contextualized. In unit 1, students have contact with the present continuous tense, which is in all the captions in the text. Unit 2 approaches the simple present tense through the content of the text, which is a Facebook page with a series of posts. Another important point is the existence of a pre-reading activity in each of the units, to prepare students for what they are going to read as well as a post reading activity, which allows students to discuss the topics from the texts, practice speaking and related the content of the reading to their lives. As in the writing section, genres are used as a means to make the reading purposeful to students. The genres are photo caption and post, which are considerably widely present in students' lives. Harmer (2000) states that one type of reading happens because there is an instrumental purpose in mind .He also claims that reading can be pleasant if the subject interests us and both instrumental and

pleasurable reading can appear together. Thus, the use of a genre that is present in students' lives is an attempt to provide both pleasant and instrumental reading. The fact that both genres can be found in the writing section, gives students the opportunity to relate reading to writing.

HOW LANGUAGE WORKS: Grammar in both units is addressed after the reading section. The reason for such procedure is to allow students to see it within a context. Unit 1 reading section contains the present continuous tense in its text. The photo captions are in such tense. Thus, learners are able to see how it works in a more realistic context. Unit 2 has a Facebook page in which users talk about their internet habits. The present simple tense is can be found in all the text, which shows students a context in which the tense is used. Both units approach tenses that were taught in the basic levels of English. Therefore, as they are designed for a pre-intermediate level, the grammar section is a review and reinforcement for further levels. In order not to overwhelm students with a lot of grammatical content in the unit, the grammar reference section was designed to approach the interrogative, negative and affirmative forms of the present continuous and the simple present. This resource can be found in the end of the unit and teachers are advised to use it after the basic explanation of the grammar topic for each unit. In this section, students revise the structure of the tenses approached in each of the units and they may clarify any doubts that may exist concerning the use of auxiliary verbs, the order in which they appear in a question, for example, and other specific feature of both tenses regarding their structure. In both units, the grammar approach is done inductively. According to Ke (2008), the significance of the approach “lies in the fact that it actively involves students in their English grammar learning process because they have to formulate grammatical rules by themselves and to check, test and revise these rules, rather than to memorize them without understanding why...” (1). Once again, students have a more active role the process of learning English, because the inductive approach gives them a bigger degree of participation in this section. Furthermore, students are able to relate what they revised in the grammar section with the final exercises in this unit. In these tasks, students look at each other selfies and photos and play a mime game in unit1. In unit 2, they talk about their lives in ,in order to create a meaningful use of grammar. As Pekoz (2008) states “ teachers should provide meaningful input through context and provide an opportunity to put grammar to use, and relate grammar instruction to real life situations” (5).

IN WORDS: Both writing sections in the units approach genres that would be useful to students. According to Paltridge (2004) , the use of genres has a focus “on teaching particular genres that students need control of in order to succeed in particular settings” (1). This material approaches two genres that students need to handle in their realities; the post and the caption. The first unit deals with the selfie and its caption. This genre is commonly used by students in their social networking profiles. In unit 1, they learn how to write a caption in English using the present continuous tense and in a more informal way by omitting the verb to be. Unit 2 deals with the genre post. This genre is also very relevant to students, because it can be found all over the internet and it is used by students when they write content on social networking websites. Once more, students

are going to use grammar meaningfully. They are going to use the simple present for habits in their posts. To make learning even more meaningful, both writing tasks will be posted online. Thus, students have the feeling that they are writing to someone who will read it, not the teacher. This could be a factor that would increase their motivation to do the task.

DID YOU KNOW? : As mentioned before in this rationale, contextualization is very important in communicative language teaching. The objective of this section is to give student additional information on the topic of both units. Students are presented with recent facts on the world of photo sharing and social networking websites. Some of the facts are related to the habits of users from English speaking countries. The reason for that is to allow students to discuss, compare and contrast the facts to their lives or the habits of Brazilian users. Richards (2006) citing Jacobs and Farrell (2003) mentions the fact that there is a focus “on the social nature of learning rather than on students as separate, decontextualized individuals” (24). Therefore, this final section wraps up both units showing a set of facts within a context and topic, so that students have and additional information about the topic of each unit. Finally, this is section is another opportunity to practice speaking in each of the units, because students can discuss some of the facts that draw their attention and give their opinion about them.

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