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ART AND TRASH

Belo Horizonte

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## Art and Trash

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## Abstract

This conclusion work is an experience of prepare three didactic units respecting the learning and teaching theories and the orientation of the Specialization course about how to collect texts, prepare and evaluate the contents and units. In this specific work we have prepared units with the following themes: Art and Trash; Relationship on the job and World Historical Leaders. Moreover, each unit includes a teacher's guide, a test booklet and in the end of the whole work a rationale with the theories used to construct this work. To develop the structure of the units and exercises we have based on the Communicative Approach and in the official documents: Referencial Curricular do Rio Grande do Sul and Parâmetros Curriculares Nacionais.

**Key-words:** Communicative Approach, Documents, Didactic Activities.

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## INTRODUCTION

The work presented is the application of some teaching and learning English theories. In this work the English language is considered as an additional language. The didactic units were conceived and organized taking into account the realities of public schools in Rio Grande do Sul, specifically in the city of Passo Fundo. The units are organized in current issues and they are divided in the unit (pre-reading, reading and post-reading), teacher's guide and the test booklet, in the end of the last unit we have the rationale, the theory part of this work. The first unit is based on the idea to be careful with the people and the environment. For this purpose, we have used the Vik Muniz Art actions with the people who live in a dump in the city of Rio de Janeiro. In the second unit, we work with the job interview issue, using a scene of the film *The Devil wears Prada*. In the third part, the history of some famous historical people is approached, trying to motivate the students to think about what the society has learned with those people. In the conclusion, we demonstrate some positive aspects with the units' applications in the public schools.

# Unit 1

## Art and Trash

“O Artista faz só metade da obra, o observador faz o resto.”

Vik Muniz



# Art and Trash

Let's think about the different ways that we can see something. Some people look at a cardboard box and see only a cardboard box, but others can see a jewelry box, for instance. In this unit we are going to discuss about creativity and how this way of thinking the things could affect our environment (nature and people).

**Level:** Intermediate

**Vocabulary:** Waste objects

**Grammar topics:** Simple Past, Present Perfect, Linking words

**Genre text:** Biography

## **Pre-reading activities (warm-up):**

- 1- Answer these questions, discussing them with a partner:
  - a) Do you like to watch soap operas?
  - b) Which one do you usually watch?
  - c) Do you remember any opening that was meaningful for you? Which one?

## Reading and Vocabulary

### Activity 1:

For our discussion, watch the following video and then answer some questions about it:



[http://imagens.fotoseimagens.etc.br/passione--abertura-2\\_6842\\_1920x1440.jpg](http://imagens.fotoseimagens.etc.br/passione--abertura-2_6842_1920x1440.jpg)

<http://www.youtube.com/watch?v=PpPzIIOuD2Y>

Answer the questions orally:

- 1- What's the name of the soap opera?
- 2- Where was the soap opera opening recorded? Choose one of the alternatives:
  - a) A garden
  - b) Trash dump
  - c) Land fill
  - d) Parking lot

3- In pairs, write in your notebook: What kind of things can you find in a trash dump?

**Activity 2:**

Now, in pairs, watch the video again and pay attention to the elements that are odd in the scenario. What are the different things we have there?

**Activity 3:**

1- Do you know who the creator of this opening is? Look at these pictures. Try to find some elements (pictures and the electronic addresses) that could help you:



[http://www.rodadamoda.com/uploads/imagens/blog-138-1\\_580.jpg](http://www.rodadamoda.com/uploads/imagens/blog-138-1_580.jpg)



<http://exame.abril.com.br/marketing/noticias/itau-lanca-1a-campanha-internacional-e-reforca-marca-no-exterior>



[http://colunistas.ig.com.br/vivimascaro/2010/07/30/vik-muniz-comanda-abertura-da-mostra-verso/vik\\_muniz/](http://colunistas.ig.com.br/vivimascaro/2010/07/30/vik-muniz-comanda-abertura-da-mostra-verso/vik_muniz/)

2- Where do you think the creator is from?

- a) USA
- b) Italy
- c) Argentina
- d) Brazil

3- What do you think his name is?

a) Hans Donner

b) Maurício de Souza

c) Vik Muniz

d) Steven Spielberg

4- Let's get to know more about this great artist. Discuss in pairs:

a) What do you know about biography?

b) What can we read in a biography? Discuss with a partner.

age

job

leisure activities

the address

place of born

## Activity 4:

- 1- Read the following biography of Vik Muniz.



The image shows a screenshot of the Creative Time website. On the left is a blue navigation menu with a cloud icon at the top. The menu items are: MAIN PAGE, ABOUT CLOUDS, CLOUDS AN ESSAY, VIK MUNIZ'S BIO, BENEFIT, CREDITS, CREATIVE TIME HOME, and MAILING LIST. The main content area features a photograph of Vik Muniz in a striped shirt, an orange 'CREATIVE TIME' logo, and the exhibition title 'Creative Time Presents VIK MUNIZ CLOUDS'. To the right of the photo is a biography of Vik Muniz. At the bottom of the page is contact information for Creative Time, Inc.

**CREATIVE TIME**

Creative Time Presents  
**VIK MUNIZ**  
CLOUDS

Vik Muniz was born in Sao Paulo, Brazil in 1961, but has lived and worked in New York since the late 1980's. He began his career as a sculptor, but gradually became more interested in photographic reproductions of his sculptures and eventually turned his attention exclusively to photography. In addition to *The Things Themselves: Pictures of Dust* at the Whitney Museum of American Art from January 27 through May 20, 2001, Muniz' work was recently included in several the following group shows: the Whitney's 2000 Biennial, *Media/Metaphor* at the Corcoran Gallery (opened December, 2000), Liverpool Biennial of Contemporary Art (1999) and *Museum as Muse: Artists Reflect* (1999) at the Museum of Modern Art in New York.

Creative Time, Inc. | 307 Seventh Avenue, Suite 1904 | New York, New York 10001 | (212) 206-6674 | (FAX) 255-8467  
Copyright© 2000 Creative Time, Inc. All rights reserved.

<http://www.creativetime.org/programs/archive/2001/clouds/muniz/bio.htm>

2- Read the biography scanning the following information:

- a) Write below three cognate words from the text.
- b) Describe what kind of information (age, place of born, job, family, and prizes) you and your partner could notice from the artist's biography.

## Grammar

Which structure was used to write the biography? Read the grammar explanation and write two examples from the text.

### Simple past

#### “Completed Action in the Past



Use the Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

Examples:

- I **saw** a movie yesterday.
- I **didn't see** a play yesterday.”

Adapted\*from: <http://www.englishpage.com/verbpage/simplepast.html>

Example: \_\_\_\_\_

Present perfect:

### “Unspecified Time Before Now



We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important. You **CANNOT** use the Present Perfect with specific time expressions such as: yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day, etc. We **CAN** use the Present Perfect with unpecific expressions such as: ever, never, once, many times, several times, before, so far, already, yet, etc.

Examples:

- I **have seen** that movie twenty times.
- I think I **have met** him once before.”

### TOPIC 1 Experience

You can use the Present Perfect to describe your experience. It is like saying, "I have the experience of..." You can also use this tense to say that you have never had a certain experience. The Present Perfect is **NOT** used to describe a specific event.

Examples:

- I **have been** to France.  
*THIS SENTENCE MEANS THAT YOU HAVE HAD THE EXPERIENCE OF BEING IN FRANCE. MAYBE YOU HAVE BEEN THERE ONCE, OR SEVERAL TIMES.*

Adapted\*from: <http://www.englishpage.com/verbpage/presentperfect.html>

Example: \_\_\_\_\_



Read about Linking Words:

## “Using linking words

Linking words or phrases help you to build a logical argument or thread in your assignment by linking one statement to another. An assignment without linking words reads like a series of unrelated statements with no flow.

Linking words can be used to

- link the flow of ideas in your writing (example: and)
- guide your reader towards the next stage of your argument (example: however)
- link paragraphs together.” (example: on the other hand)

Adapted from: <http://www.open.ac.uk/skillsforstudy/using-linking-words.php>

Now, find sentences with linking words in the text:

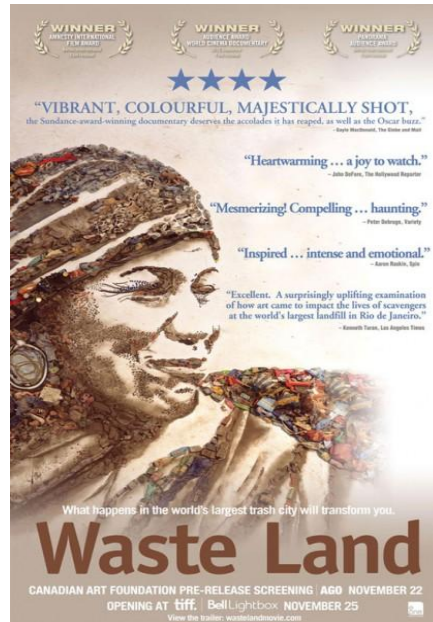
---

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## Listening

Watch the following trailer about a great Vik Muniz's documentary called "Waste Land".



<http://www.riomate.com/1841/news/2010/12/06/waste-land-the-movie>

<http://www.youtube.com/watch?v=pyRgqCd2F8>

Answer:

- 1- What's the name of the place where the documentary was recorded?
- 2- What was Vik Muniz's main goal with the documentary?
- 3- What is the name of the picture that has Tião dos Santos? What is the name of the original paint? Who has painted it?
- 4- What was the name of the book that Tião has read?

5- What is the meaning of transformation, according to the artist and the trailer?

### Pronunciation

Pay attention to these two words in *bold* in the chart. Circle the word with the same sound as (the words are from the reading part):

<b>Waste</b> /weɪst/ diphthong /eɪ/	<b>Land</b> /lænd/ vowel /æ/
Flower	Cool
Great	Heart
Bicycle	Trash
Doll	Fruit
Color	Turtle
what	Dust

## Post-Reading:

### Writing

Write a biography about your partner. Remember some tips:

“A **biography** is a detailed description or account of someone's life. More than a list of basic facts (education, work, relationships, and death), biography also portrays the subject's experience of those events. Unlike a profile or [curriculum vitae \(résumé\)](#), a biography presents the subject's life story, highlighting various aspects of his or her life, including intimate details of experience, and may include an analysis of the subject's personality.

Biographical works are usually non-fiction, but fiction can also be used to portray a person's life. One in-depth form of biographical coverage is called [legacy writing](#). Biographical works in diverse media—from literature to film—form the [genre](#) known as biography.”

Adapted from <http://en.wikipedia.org/wiki/Biography>

“**Basic details include:**

- Date and place of birth and death
- Family information
- Lifetime accomplishments
- Major events of life”

Adapted from <http://homeworktips.about.com/od/biography/a/bio.htm>

### *Speaking discussion time*

*Discuss with a partner, and then report your answers to the whole group.*

- 1- What do you think of the idea of making/creating art from trash?*
- 2- Do you think that you have to study to be a creator like Vik Muniz or you think that the person has to have the gift?*
- 3- Would you like to try to create something from trash? If yes, what would you like to create? If no, why not?*

## Check this out

There are many games for the students. In this site the games are about recycling actions such as: fun zone (games and activities), Activity zone (make use of rubbish), Infozone(things you need to know about rubbish), Teacher Zone ( suggestions for educators).



<http://www.recyclezone.org.uk/>

For the students to know more about the artist, in this site there is a presentation about Vik Muniz with basic information in Portuguese.

[http://www.youtube.com/watch?v=z1b\\_7GOoqtU&NR=1&feature=fvwp](http://www.youtube.com/watch?v=z1b_7GOoqtU&NR=1&feature=fvwp)

In these sites there are two interviews in the Jô Soares' Program. The first interview is with Vik Muniz and the second is with Tião dos Santos.

<http://www.youtube.com/watch?v=O7N3sEK2yoQ&feature=related>

<http://www.youtube.com/watch?v=6KcfzTf7iqk&feature=related>

## Teacher's Guide Unit 1

This unit was designed for intermediate-advanced students. The main aspect is to make students think about the subject: Art and Trash. The end of this unit the students should be able to report their opinions about creation with art and know more about the English language.

In the beginning of this unit the teacher should involve the students in the subject and challenge them to think about the process of transforming trash in art.

### Pre-Reading (warm up):

The warm up prepares the students to talk about the subject starting with their previous knowledge.

### Reading and Vocabulary:

#### Activity 1:

The first activity the teacher shows the video to the students and tries to make them think about the images and the materials used. The work with vocabulary related to recycled objects is the goal in this part. The teacher tries to explain the meaning of the words providing relations with the video. It's important if the teacher explains the differences between the words in the chart below.

The name of the soap opera is *Passione*.

**Landfill:** getting rid of large amounts of rubbish by burying it, or a place where rubbish is buried.

*Ninety per cent of American rubbish is dumped in landfill sites.*

**Junkyard:** a place to which people take large things such as old furniture or machines that they no longer want.

[Cambridge Advanced Learner's Dictionary](#).

**Trash dump** - a piece of land where waste materials are dumped  
[dumpsite](#), [garbage dump](#), [rubbish dump](#), [waste-yard](#), [wasteyard](#), [dump](#)



[kitchen midden](#), [kitchen midden](#), [midden](#) - (archeology) a mound of domestic refuse containing shells and animal bones marking the site of a prehistoric settlement

[garbage heap](#), [junk heap](#), [junk pile](#), [refuse heap](#), [rubbish heap](#),

[scrapheap](#), [trash heap](#), [trash pile](#) - an accumulation of refuse and discarded matter  
[toxic dumpsite](#), [toxic waste dump](#), [toxic waste site](#) - a location where toxic wastes can be or have been disposed of (often illegally)

[land site](#), [site](#) - the piece of land on which something is located (or is to be located);  
"a good site for the school"



Based on WordNet 3.0, Farlex clipart collection. © 2003-2008 Princeton University, Farlex Inc.

<http://www.thefreedictionary.com/trash+dump>

### **Activity 2:**

In this activity the students have to write words watched on the video. Pay attention to make students write a huge quantity of words in English. The teacher needs to make the students think about the odd objects and answer the question: Why are those objects there? What did the author mean using those objects?

### **Activity 3:**

The teacher shows the students some photos of Vik Muniz and explores the picture and the sources. With this activity the teacher can motivate a discussion about who that person is and some general facts about the artist.

Answers: He is from Brazil. His name is Vik Muniz.

In this part the teacher tries to make the students talk about what they know about biography and its constitution. The pairs of students try to realize what the major information that could be found in a biography is.

### **Activity 4:**

The students read the biography, explore the images and the source from the site and in pairs discuss and answer the questions proposed.

Answers suggested:

1- Gradually, photography, museum.

2- He began his career as a sculptor.

He worked in New York.

He lives in New York.

### **Grammar:**

The proposal is to make the students read the grammatical point and try to find in the text an example for each verb tense. The communicative functions are:

- to introduce oneself and other people using the biography genre and its grammar structures;
- to describe a person and his/her life style, occupation;
- to express intentions with his/her job.

Simple past example: He began his career as a sculptor.

Present perfect example: He has lived in New York.

The linking words are a very important instrument used to construct meaning in the text, so it is important for the students to study and analyze the words in a text context.

Example of sentences with linking words:

“Vik Muniz was born in São Paulo, Brazil in 1961, **but** has lived and worked in New York since the late 1980's.”

In the writing part the students practice the biography structure elaborating a new text about the classmate. The teacher is going to provide students vocabulary and structure during the task.

**Listening:**

The teacher is going to show the video and the students have to watch and listen to it, finding the answers to the questions. In the *listening* part the focus is on comprehension. The genre chosen for the unit is meaningful because it is authentic and interesting for the students (The Documentary Waste Land).

Answers:

- 1- Jardim Gramacho Rio de Janeiro.
- 2- The artist wanted to transform the people's lives through their work with trash.
- 3- Pictures of the waste. 'The death of Marat' by Jacques –Louis David.
- 4- The Prince written by Machiavelli.
- 5- To make different things respecting the environment and the people.

**Pronunciation:**

The teacher pronounces the two sounds and the words. The students should tick the word containing the right sound.

Answers: Great - Trash

**Post-Reading**

The teacher explains again about biography and conducts the students to write a biography about the partner. The students will show for the teacher what they have learned from the whole unit. It's important to let the students write freely than the teacher correct the texts or make in the class a peer correction (with a previous preparation).

**Speaking Discussion Time**

In this part students try to speak English using most of the new words and structures learned.

### **Teacher's extra resources:**

In this site, the teacher could find some extra materials for working on the e-board or with individual laptops.

[http://www.recyclenow.com/schools/primary\\_school\\_resources/busta/wordsearch.html](http://www.recyclenow.com/schools/primary_school_resources/busta/wordsearch.html)

In this site, you can watch a lecture by Vik Muniz, talking about the creation process in his life.

[http://www.ted.com/talks/vik\\_muniz\\_makes\\_art\\_with\\_wire\\_sugar.html](http://www.ted.com/talks/vik_muniz_makes_art_with_wire_sugar.html)

In this site, you have more information about linking words.

<http://www.english-at-home.com/grammar/linking-words/>

This site contains a video with the sounds and symbols of the sounds in English.

<http://www.englishmedialab.com/pronunciation/vowelvideo.html>

<http://weburbanist.com/2008/06/04/recycled-art-from-trash/>



*A morte de Marat* por Jacques-Louis David (1793)

[http://pt.wikipedia.org/wiki/Ficheiro:Death\\_of\\_Marat\\_by\\_David.jpg](http://pt.wikipedia.org/wiki/Ficheiro:Death_of_Marat_by_David.jpg)

The evaluation was made during the whole work above. With all those activities the teacher has a completed notion about what students know and what they have learned during the unit throughout the observation. The test is a moment for the student to think about what they have learned from the work.

## Test Booklet

### English Test

Read the following biography:

#### Romero Britto Biography

ROMERO BRITTO lived an extremely modest lifestyle while growing up amongst eight brothers and sisters in Recife Brazil. **However, his** innate creativity allowed Britto to fill his life with vibrant color and images of a beautiful world. His canvas was any scrap of newspaper or cardboard he could find. Britto has an inordinate passion to excel and prospered academically. Still, Britto artistic nature eventually led him to seek experiences outside the classroom.

ROMERO BRITTO traveled to Europe in 1983 to examine firsthand the Art of the masters. After exhibiting in a few galleries and private shows, Britto was encouraged to travel to the United States where Pop Art was flourishing. Britto moved to Miami and set up a studio open to the public. With an unshakable resolve and belief in his art, Britto spent the next few years exhibiting and attracting the attention of many. Then, in 1989, Absolut Vodka selected Britto to design an artwork with their famous logo. Britto participation added his name to a list of Artist, such as Warhol and Haring, also commissioned for the famed Vodka campaign. Britto studio in Miami Beach was quickly becoming known as the place for people for people of all ages and walks of life to meet and acquire a unique style of art.

ROMERO BRITTO today is represented in galleries and museums across five continents. Opening in Paris at the Carrousel du Louvre, Salon Nationale des Beaux-Arts in December 2008, Britto unveiled Journey to hundreds of guests. Other unique artistic endeavors have flourished. "Matisse channeling Picasso," wrote the New York Times when Britto created a living canvas performed by the Cirque du Soleil in celebration of Super Bowl XLI.

ROMERO BRITTO is an artistic activist for charitable organizations worldwide and most of all an artist who believes art is too important not to share. Britto donates to over 250 charitable organizations a year. He has met with Presidents, Ambassadors and dignitaries around the world facilitating programs through his art to promote literacy and peace. Not a silent activist, for four years, Britto has been an invited speaker at the World Economic Forum in Davos, Switzerland. Romero Britto was also named an inaugural founding benefactor of the Harvard International Negotiation

Program. Britto is committed to developing and supporting the powerful role art will continue to play in world issues.

Adapted from:

<http://www.britto.com/front/biography>

Questions:

- 1- Read the text and write below three cognate words from it.
- 2- Read the text and scan the following information:
  - ( ) age
  - ( ) job
  - ( ) leisure activities
  - ( ) the address
  - ( ) place of born
- 3- Explain the idea from the link word **HOWEVER** in the text, in bold.
- 4- What is the reference for the pronoun **HIS** in the text, in bold.
- 5- Locate and rewrite below a sentence from the text in the Past Tense. Then, write a new sentence using the same tense about you.
- 6- Look the picture below from the internet and describe it. Remember to write about colors, shapes and feelings that this masterpiece shows to us.



<http://www.essaseoutras.com.br/a-arte-pop-de-homero-brito-e-reconhecida-mundialmente-confira>

Answers:

- 1- Extremely, modest, vibrant, color.
- 2- Recife, Brazil; eight brothers; It's a painter.
- 3- The link word **However** makes the relation with two sentences one about the beginning of Britto's childhood and the other what allowed him to show the work for the world.
- 4- The pronoun **his** refers to the artist.
- 5- *Romero lived an extremely modest lifestyle (...).*
- 6- Description of the picture.

## Unit 2

# RELATIONSHIPS ON THE JOB

*"Você terá muito tempo pra mostrar que pode ser diferente. No primeiro dia (de emprego), mostre que você pode ser igual."*

Max Gehringer



# RELATIONSHIPS ON THE JOB

In this unit we are going to discuss about the relation between boss and employees. An important aspect of this relation starts with a job interview. What is the best behavior in a job interview? For this purpose we are going to discuss a film scene and a text about the topic. Be prepared!

**Level:** Advanced

**Vocabulary:** Describing adjectives

**Grammar topics:** Imperative and should (advice)

**Genre texts:** Job interview and Film

## Pre-Reading (warm-up):

1- Answer the following questions alone, than discuss with a partner about the answers given:

Questions	You	Your partner
1- Have you ever been in a job interview?		
2- When did the job interview happen? Where did it happen?		
3- How were you feeling?		

If don't, how do you think a job interview is?

---

---

## Reading and vocabulary:

### Activity 1:

Drawing the situation:



<http://jleberg.tumblr.com/post/365457022/o-diabo-veste-prada-the-devil-wears>

- 1- Have you ever seen the movie 'The devil wears Prada'?
- 2- Did you like it?
- 3- Could you mention the actors that participated in this film?
- 4- What's the film about? Choose the right answer:
  - a) It's about a young lawyer who starts to work in an important office.
  - b) It's about a young woman who is hired as a personal assistant to a powerful fashion magazine.
  - c) It's about a very rude and cruel boss.



<http://atraktiva.com/roupadamarca/marca-prada-inauguracao-da-primeira-megastore-em-portugal/>

5- What is Prada?

( ) It's a place. ( ) It's a famous last name. ( ) It's a trademark (brand)

**“Prada S.p.A.** (Italian pronunciation: [ˈpraːda]) is an **Italian** fashion label specializing in luxury goods for men and women (ready-to-wear, leather accessories, shoes, luggage and hats), founded by **Mario Prada.**”

Adapted from:

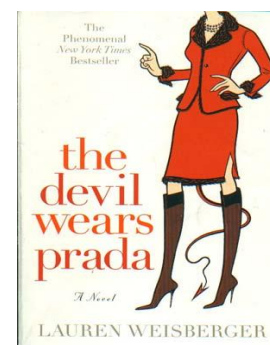
<http://en.wikipedia.org/wiki/Prada>

6- Underline the words that you think will be in the film:

nomination – father – costume – makeup – telephone – house – to wear – Prada – to promote – appointment – Human Resources – salary – assistant – fashion – editor – friends – magazine – job – trademark – employee – champagne – table – coin – history – kiss – song.

7- Did you know that this movie is based on a novel written by Lauren Weisberger in 2003? Match the characters with the corresponding description, in pairs.

- a) Andrea Sachs
- b) Miranda Priestly
- c) Emily Charlton
- d) Nigel



<http://www.audioeditions.com/products/The-Devil-Wears-Prada-Lauren-Weisberger-308668.aspx>

( ) "a very tall British man who in addition to serving as *Runway*'s creative director frequently appears on television as a fashion consultant and is thus one of the few stars of the magazine Andrea knows prior to working there."

( ) "the British-born editor-in-chief of *Runway*, a very chic and influential fashion magazine published by the Elias-Clark company. She is known for wearing a white Hermès scarf somewhere on her person every day and treating her subordinates in a manner that borders on emotional and psychological abuse."

( ) "a recent Brown University graduate, works as a junior personal assistant to a powerful and tyrannical fashion magazine editor. She is called Andy by her friends and family."

( ) "her coworker, Miranda's former junior assistant now her senior assistant, responsible for more business-related matters such as reconciling expense statements. She and Andrea should be friends, and sometimes are, but have a mixed relationship, as their differing responsibilities to their tyrannical superior create envy between them."

Adapted from:

[http://en.wikipedia.org/wiki/The\\_Devil\\_Wears\\_Prada\\_\(novel\)](http://en.wikipedia.org/wiki/The_Devil_Wears_Prada_(novel))

8- Match the Miranda's characteristics and Andrea's characteristics.

respectable – fashion – old-fashioned – shy – unattractive – bossy – intelligent – powerful – busy – indifferent – interested – easygoing – ambitious – hardworking



Anne Hathaway

<http://www.celebrity-sunglasses-finder.com/Anne-Hathaway-Sunglasses.html>



Miranda Priestly

<http://gargalhandopordentro.blogspot.com/p/cenas-marcantes.html>

### Activity 2:

Now watch the beginning of the film. Observe the differences between the behaviors of the characters and their speech style. Then answer the listening part.



<http://50anosdefilmes.com.br/2007/o-diabo-veste-prada-the-devil-wears-prada/>

### Listening:

Watch and listen to the following sentences from the film "The devil wears Prada". Who said these sentences? Put **M** for Miranda, **E** for Emily and **A** for Andrea.

- ( ) A million girls would kill for this.
- ( ) Who are you?
- ( ) Well, I am trying.
- ( ) I have an appointment with Emily Charlts.
- ( ) Who's Miranda?
- ( ) I'd love to be considered.
- ( ) She's on her way. Tell everyone.
- ( ) Great! Human Resources certainly have an odd sense of humor.
- ( ) You are replacing yourself.
- ( ) That's all.
- ( ) But she's hopeless and totally wrong for this.
- ( ) I came to New York to be a journalist, and sent letters out everywhere so...
- ( ) I asked for clean, athletic smiley. She sent dirty, tired and paunchy.
- ( ) Details of your incompetence do not interest me.
- ( ) I don't understand why it's so difficult to confirm appointments.
- ( ) Thank you for your time.

### Activity 3:

Watch the first scene again. Pay attention to the characters' behavior and answer:

1- What is the first job situation showed in the film?

- a) a job interview   b) a party   c) a business meeting

2- Talk to a partner and answer: How do you think a good relation between a boss and the employees should be?

---

---

3- Read the following "Job Interview Tips" for a well done job interview from the site *Bureau of Labor Statistics*.

#### "Job Interview Tips

An interview gives you the opportunity to showcase your qualifications to an employer, so it pays to be well prepared. The following information provides some helpful hints.

##### **Preparation:**

- **Learn** about the organization.
- **Have** a specific job or jobs in mind.
- **Review** your qualifications for the job.
- **Be** ready to briefly describe your experience, showing how it relates to the job.
- **Be** ready to answer broad questions, such as "Why should I hire you?" "Why do you want this job?" "What are your strengths and weaknesses?"
- **Practice** an interview with a friend or relative.

##### **Personal appearance:**

- **Be** well groomed.
- **Dress** appropriately.

- Do not chew gum or smoke.

**The interview:**

- **Be** early.
- **Learn** the name of your interviewer and greet him or her with a firm handshake.
- **Use** good manners with everyone you meet.
- **Relax** and **answer** each question concisely.
- **Use** proper English—avoid slang.
- **Be** cooperative and enthusiastic.
- **Use** body language to show interest—use eye contact and don't slouch.
- **Ask** questions about the position and the organization, but avoid questions whose answers can easily be found on the company Web site.
- Also **avoid** asking questions about salary and benefits unless a job offer is made.
- **Thank** the interviewer when you leave and shake hands.
- **Send** a short thank you note following the interview.

Adapted from:  
<http://www.bls.gov/oco/oco20045.htm>

4- Now talk to your partner and check which of those tips the character Andrea Sachs didn't respect in the scene of the film.

---

---

5- Discuss with all the class about the answers from the other groups. Do you agree or do you disagree with those tips?

---

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## Grammar

Return to the text "Job Interview Tips" and analyze the verbs in bold. In which tense are they and why? Could you and your partner add some more tips using this verb tense?

---

---

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### Activity 4:

Imagine you are a great Andrea's friend and your partner plays the Andrea's role. Give her some advice for a better job interview (after change the roles). Use the tips and the following structure:

I think that you should \_\_\_\_\_.

## Pronunciation:

Listen to the joke. Try to complete the chart sound. Put a word from the joke for each sound:

Sound	word
Factory /æ/	
Woman /ʌ/	

## English Joke - Factory Workers

"Two factory workers are talking.  
The woman says, "I can make the boss give me the day off."  
The man replies, "And how would you do that?"  
The woman says, "Just wait and see." She then hangs upside-down from the ceiling.  
The boss comes in and says, "What are you doing?"  
The woman replies, "I'm a light bulb."  
The boss then says, "You've been working so much that you've gone crazy. I think you need to take the day off."  
The man starts to follow her and the boss says, "Where are you going?"  
The man says, "I'm going home, too. I can't work in the dark."

---

This joke came from [Jokes for the ESL/EFL Classroom](http://www.manythings.org/jokes/9975.html) on The Internet TESL Journal's website (iteslj.org)."

<http://www.manythings.org/jokes/9975.html>

## Post-Reading:

### Writing:

Imagine you are applying for a job in a Fashion Magazine (or another place that you would like to work in). Write a Cover Letter. Firstly, read about this type of text and analyze a model, then write your own letter.

### Applying for a Job

After you have found some jobs that interest you, the next step is to apply for them. Many potential employers require complete resumes or application forms and cover letters. Later, you will probably need to go on interviews to meet with employers face to face.

(...)

**Cover letters.** When sending a resume, most people include a cover letter to introduce themselves to the prospective employer. Most cover letters are no more than three short paragraphs. Your cover letter should capture the employer's attention, follow a business letter format, and usually should include the following information:

- Name and address of the specific person to whom the letter is addressed.
- Reason for your interest in the company or position.
- Your main qualifications for the position.
- Request for an interview.
- Your home and work telephone numbers.

If you send a scannable resume, you should also include a scannable cover letter, which avoids graphics, fancy fonts, italics, and underlines.

As with your resume, it may be helpful to look for examples and common formats of cover letters on the Internet or in books at your local library or bookstore, but do not copy letters directly from other sources.

Adapted from:

<http://www.bls.gov/oco/oco20043.htm>

Cover Letter Model:

January 23<sup>rd</sup> 2007

Mr. John Doe  
Chief Pilot  
Alpha Airlines  
100 Airport Road  
Tyler, TX 73704

Dear John Doe:

I am writing to express my interest in the First Officer position posted on Alpha Airline's website.

I believe that my previous experiences flying the CRJ 200, and the domestic and international part 121 experience I gained at The Flying Airline, have prepared me for the First Officer position.

My qualifications include:

- Airline Transport Pilot
- 2,700 Total Time
- 1,200 Pilot-in-command
- 1,700 Multi-engine-airplane
- 1,500 CRJ 200
- Bachelor of Science in Professional Aviation

Aside from my flying qualifications, I pride myself in keeping a professional manner. I am detail oriented, work well with others, and know the importance of safety and customers coming first.

With Alpha Airlines expanding its fleet of CRJ 200s, I believe my previous flying experience, strong work ethic, and professional demeanor are inline with the skills you are seeking. I am confident that I can make a significant contribution to your airline. I look forward to the opportunity to interview with you soon.

Sincerely,

James Bloggs

Enclosure: Resume

[http://www.bestaviation.net/art\\_pilot\\_sample\\_cover\\_letter.asp](http://www.bestaviation.net/art_pilot_sample_cover_letter.asp)

### Speaking Discussion Time:

Answer the following questions with the whole class:

- 1- What do you think about brands?
- 2- Do you like to wear clothes with famous brands?
- 3- Do you think that people are what they wear?

### Check this out:

"O Império das Marcas" is a French documentary about how famous brands and ads affect us.

[http://tvescola.mec.gov.br/index.php?option=com\\_zoo&view=item&item\\_id=858](http://tvescola.mec.gov.br/index.php?option=com_zoo&view=item&item_id=858)

### Empire des marques (L')



*L'Empire des marques* is a point-of-view documentary which looks at brand names and their impact on ordinary citizens. The program focuses on several of the world's best-known and most distinctive brands, tracing their origins, history and, most notably, the evolution of the values they convey.

**DV Cam**  
**50 minutes**  
**Colour**

**Producers**  
Joanne Forgues  
Christiane Hamelin  
**Executive Producers**  
Denis Martel  
Bruno Gauthier  
**Director**  
Michel Pelletier  
**Scriptwriter and Narrator**  
Emmanuelle Garnaud

**Production**  
Locomotion Télévision inc.  
318, rue Sherbrooke Est  
Montreal, Quebec  
H2X 1E6  
☎(514) 840-8486  
☎(514) 840-8844  
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[www.locomotionfilms.com](http://www.locomotionfilms.com)

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📠(514) 844-4990

[mqc@the-mqc.com](mailto:mqc@the-mqc.com)

**With the support of**

Canadian Television Fund

<http://www.telefilm.gc.ca/en/catalogues/production/empire-des-marques>

## Teacher's Guide Unit 2

This unit was designed to discuss about relationships on the job, using the job interview as a good example of a real situation to work with teenagers and adults.

### **Pre-Reading (warm up):**

The students are going to discuss about their previous knowledge in relation to their life experience with job interviews. In this part the teacher could provide some more vocabulary concerning adjectives.

### **Reading and vocabulary:**

#### **Activity 1:**

Those personal questions could be answered in pairs, discussing about the film and the experience of each person. The personal questions were mixed with other questions about specific points in the film.

Answers:

Questions: 1-2-3 (personal)

3- Anne Hathaway – Meryl Streep

4- Letter b

5- It's a famous last name and it's a trademark (brand).

6- Underline words

7- d- b- a- c

8 – Match the characteristics.

## Activity 2:

### Listening

In this part, students are going to pay attention to the behaviors of the characters and what their speech is like. Afterward the students are going to listen to the dialogues and to match who said what in the scene.

Answers: E-M-E-A-A-A-E-E-A-M-E-A-M-M-M-M-A

#### **The devil wears Prada (Transcription)**

- Good luck
- Hi. Uh, I have an appointment with Emily Charlton?
- Andrea Sachs? – Yes
- Great. Human Resources certainly have an odd sense of humor.  
Follow me.
- Okay, so I was Miranda’s second assistant...but her first assistant recently got promoted, and so now I’m the first.
- Oh, and you’re replacing yourself. – Well, I am trying.
- Miranda sacked the last two girls after only a few weeks.
- We need to find someone who can survive here. Do you understand?
- Yeah. Of course. Who’s Miranda?
- Oh, my God. I pretend you did not just ask me that. She’s the editor in chief of Runway, not mention a legend. You work a year for her, and you can get a job at any magazine you want. A million girls would kill for this job.
- It sounds like a great opportunity. I’d love to be considered.
- Andrea, Runway is a fashion magazine... so interest in fashion is crucial.
- What makes you think I’m not interested in fashion?
- Oh, my God. No! No! No!
- What’s wrong?
- She’s on her way. Tell everyone!
- She’s not supposed to be here until 9:00.



- Her driver just text messaged. And her fac list ruptured a disk.
- God, these people! – Who’s that?
- That I can’t even talk about.
- All right everyone! Gird your loins! Did somebody eat an onion bagel?
- Sorry, Miranda.

Move it! Ooh!

- I don’t understand why it’s so difficult confirm an appointment.
- I know. I’m so sorry, Miranda! I actutually did confirm last night.
- Details of your incompetence not interest me.
- Tell Simone. I’m not going to approve that girl that she sent me for the Brazilian layout. I asked for clean, athletic, smiling. She sent me dirty, tired and punchy. And R. S. V. P. yes the Michael Kors party.

I want the driver to drop me off at 9:30 and pick me up at 9:45 sharp.

- 9:45 sharp.
- Call Natalie at Glorious Foods, tell her no for the 40<sup>th</sup> time.
- No, I don’t want dacquoise. I want tortes filled with warm rhubarb compote.
- Them call my ex-husband and remind him the parent – teacher conference is at Dalton tonight. Then call my husband, ask him to meet me for dinner at that place I went to with Massimo.
- Tell Richard I saw the pictures that he sent for that feature on the female parafairtroopers... and they’ve all so deeply unattractive.
- Is it impossible to find a lovely slender female paratrooter?
- No, - am I reaching for the stars here? Not really.
- Also, I need to see all the things that Nigel has pulled for Gwyneth’s second cover try.
- I wonder if she’s lost any of that weight yet. Who’s that?
- Nobody. Um, uh... Human Resources sent her up about the new assistant job, and I was pre-interviewing her. Bur she’s hopeless and totally wrong for it.
- Clearly I’m going to have to do that myself because the last two you sent me...were completely inadequate. So send her in. that’s all.

- Right.
- She wants to see you.
- Oh! She does!

Move!

- This is foul! Don't let her see it. Go! That's –
- Who are you?
- Uh. My name is Andy Sachs. I recently graduated from Northwestern University.
- And what are you doing here?
- Well, I think I could do a good job as your assistant. And, um- Yeah, I came to New York to be a journalist and sent letters out everywhere... and then finally got a call from Elias-Clarke... and met with Sherryup at Human Resources. Basically, it's this or Auto universe.
- So you don't read Runway?
- Uh, no.
- And before today, you had never heard of me.
- No.
- And you have no style or sense of fashion.
- Well, um. I think that depends on what you're-
- No, no. That's wasn't a question.
- Um. I was editor in chief the Daily Northwestern. I also won a national competition for college journalists... with my series on the janitor's union, which exposed the exploitation-
- That's all.
- Yeah. You know. Okay. You're right. I don't fit in here. I am not skinny or glamorous... And I don't know that much about fashion. But I'm smart. I learn fast and I will work hard.
- I got the exclusive on the Cavalli for Gwyneth... but the problem is, with that huge feathered headdress that she's wearing...
- She looks like she's working the main stage at the Golden Nugget.
- Thank you for you time.

- Who is that sad little person?
- Are we doing a before-and- after piece I don't know about?
- Brown and law, please? Thank you.
- - Andrea.
- Hmm?
- Wait. You got a job at fashion magazine.

Adapted from:

<http://docs.thinkfree.com/docs/view.php?dsn=852842>

### **Activity 3:**

The focus on this part is on the job interview manners. The students are going to do a detailed reading about this subject and to think about this important aspect for their lives.

The film is used to maintain the thinking about the topic (behavior). The scene allows the students to observe the situation and think about it.

Answer: letter a.

The text provides a meaningful knowledge about a job interview, giving the students some tips for their real life. In the sequence, the students are going to compare the tips to the situation in the film and talk about some mistake that Andrea has committed in her job interview.

### **Grammar**

In this topic the students are going to infer the grammar point: imperative and the teacher has to teach the negative form using do/does.

The communicative approaches developed in this unit are:

- to agree or disagree with the situation and with what has been said;
- to ask for and give some advice;

- to describe people's behaviors and personality;
- to express feelings and emotions;
- to report facts that have happened in an unknown past.

#### **Activity 4:**

This structure is going to be used by the students to practice the oral skill.

#### **Writing:**

The Cover Letter is an important genre type for the students future profession. They are going to read what this genre is like and follow the tips and model.

#### **Pronunciation:**

The sounds were chosen because the Brazilian students of English as a foreign language have some problems with the difference between those sounds.

#### **For more activities:**

Music:



<http://www.electraradio.com/en/Suddenly+I+See-KT+Tunstall-1713t.html>

<http://www.youtube.com/watch?v=9AEoUa0Hlso>

Activities and texts:



<http://todaoferta.uol.com.br/comprar/speak-up-revistas-varios-numeros-cd-audio-multimedia-D6JGBRZNC>

Speak up nº 235 Editora Peixes Ano XIX

[www.speakup.com.br](http://www.speakup.com.br)

## Test Booklet:

### English test

#### Text 1:

### Zara withdraws swastika handbags

**The fashion chain Zara has withdrawn a handbag from its stores after a customer pointed out that the design featured swastikas.**

Zara said the bag came from an external supplier and the symbol had not been visible when it was selected.

A customer who returned the bag to the shop when she noticed the symbol said staff had been "shocked" to see it.

As well as being the Nazi symbol, the swastika is also a religious symbol for Hindus and Buddhists.



Zara staff had not noticed the swastikas  
- Photo: Kent News

The customer, Rachel Hatton, said, "I was quite shocked - I took it back to the shop."

"Then obviously the shop assistants were quite shocked as well to find out this symbol was on there - it was not something that they'd noticed either straight away," she told BBC Radio 4's Today programme.

"Had the symbol been seen we would not have sourced that particular handbag," said Zara spokesperson Susan Suett.

"As a precaution we've obviously taken the decision to immediately withdraw the item from sale on being informed of this particular bit of information," she added.

Zara is owned by the Spanish company Inditex.  
<http://news.bbc.co.uk/2/hi/business/7002765.stm>

Read the text and answer the questions:

- 1- First, skim the text. What is the main topic covered in the text? What is the problem presented?

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- 2- What do you know about the Zara Store?

Scan the text and locate...

...which was the problem with the handbag? \_\_\_\_\_

...what was the reaction of the costumers? \_\_\_\_\_

...what is the other meaning of the symbol referred? \_\_\_\_\_

- 3- What is your opinion? Would you wear something with the swastika symbol?

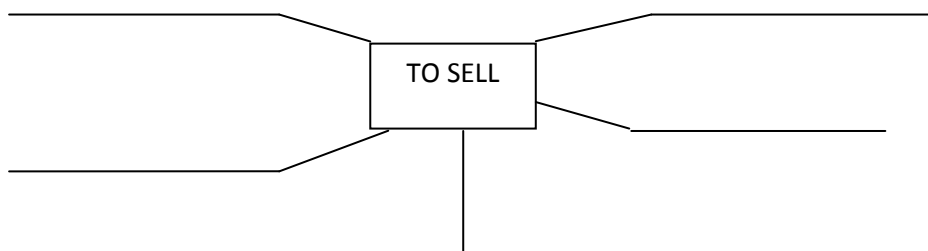
---

- 4- The pronoun its number (1) refers to \_\_\_\_\_

- 5- The pronoun it number (2) refers to \_\_\_\_\_

- 6- The pronoun it number (3) refers to \_\_\_\_\_

- 7- Complete the word map about TO SELL (to give something to someone else in return for money) with words (nouns) from the text:



**Grammar:**

1- Match the words with the correct meanings:

a) To notice	( ) A group of shops which belong to a single company, having the same appearance and selling similar goods.
b) Customer	( ) To take or move out or back or to remove.
c) To take something back	( ) To tell someone about some information, often because you believe they do not know it or have forgotten it.
d) To point something out	( ) A company, person, etc. that provides things that people want or need, especially over a long period of time.
e) Supplier	( ) A person who buys goods or a service.
f) To own	( ) To return something you have bought to a shop.
g) To find something out	( ) To get information about something because you want to know more about it, or to learn a fact or piece of information for the first time.
h) To withdraw	( ) To see or become conscious of something or someone.
i) Chain	( ) To have something that legally belongs to you.

Source: Cambridge Advanced Learner's Dictionary

2- Observe the sentence from the text and answer:

“The fashion chain Zara has withdrawn a handbag.”

a) Which is the verb tense in the sentence?



- b) What is the structure in this verb tense?
- c) Choose the best explanation for the verb tense written above:
- ( ) “The tense which you use to refer to events, actions and conditions which are happening all the time, or exist now.”
- ( ) “The tense which you use to refer to actions or events which have been completed or which have happened in a period of time up to now.”
- ( ) “The form of a verb used to describe an action which happened before the present time and is no longer happening.”
- ( ) “The tense which you use to refer to actions or events that are happening now or developing.”
- d) Transform the sentence: “**The fashion chain Zara has withdrawn a handbag**” into a completed action with a specific time (The form of a verb used to describe an action which happened before the present time and is no longer happening.). Make the adequate transformations where it is necessary in the sentence.

# Unit 3

## Historical World Leaders

“The future belongs to those who prepare for it  
today.”

Malcolm X *US black nationalist  
leader (1925 - 1965)*

# Historical World Leaders

In this unit we are going to study about the most important world leaders and discuss what are the mainly features that a leader should have. Were those people really important for the society? Were they examples to follow nowadays?

**Level:** High advanced

**Vocabulary:** Description and adjectives

**Grammar spot:** Simple past

**Genre texts:** Poster and Speech

## Post-Reading (Warm up):

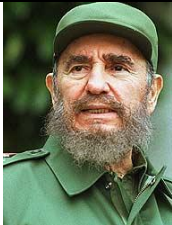
### Activity 1:

Discuss the following questions in groups of three.

- 1- Do you know about any world leader?
- 2- Were the world leaders: spiritual, political or social leaders? Or all together?
- 3- What ideas did they fight for?
- 4- Are you a follower of that person?
- 5- What were the main features of that great leader? Think about some characteristics.
- 6- Are you a leader? Why?

### Activity 2:

- 1- Each group is going to receive a set of cards with the following information: Picture of the Historical World Leader, Name, Country and Nationality. The group has to match the information with the right photo.

Photograph	Name	Country	Nationality
 <a href="http://pt.wikipedia.org/wiki/Mahatma_Gandhi">http://pt.wikipedia.org/wiki/Mahatma_Gandhi</a>	Mahatma Gandhi	India	Indian
 <a href="http://jyotiprema.wordpress.com/category/martin-luther-king-jr/">http://jyotiprema.wordpress.com/category/martin-luther-king-jr/</a>	Martin Luther King	The United States of America	American
 <a href="http://top10rankings.net/2011/02/23/top-10-greatest-inventors/ibella001p1/">http://top10rankings.net/2011/02/23/top-10-greatest-inventors/ibella001p1/</a>	Alexander Graham Bell	England	British
 <a href="http://www.passado.com.br/ntc/default.asp?Cod=121">http://www.passado.com.br/ntc/default.asp?Cod=121</a>	Fidel Castro	Cuba	Cuban
 <a href="http://www.comicbookreligion.com/?Nation=Spain">http://www.comicbookreligion.com/?Nation=Spain</a>	Christopher Columbus	Italy	Italian

### **Activity 3:**

1- Now choose five Historical World Leaders and research on the Internet about those people, answering the questions bellow. When you finish your job you will make a Power Point presentation about the personalities.

- a) Who were they?
- b) Where did they come from?
- c) What is their nationality?
- d) What did they make for their country or world?
- e) Find a written/spoken quotation that has been said by the people.

## Reading and vocabulary:

Based on all those presentations, the groups have to answer the following question:

What is a great leader like?

Intelligent	Tolerant	Charismatic	Communicative
Broad-minded	Strategist	Visionary	Convincing
Confident	Trustworthy	Honest	Reliable
Trustful	Enthusiastic	Motivator	Positive demeanor
Forward-looking	Competent	Inspiring	Hopeful
Optimistic	Courageous	Strict	Fair-minded

Talk with your partner: which of those features do you think is the most important?

---

---

Read the following text:

## Traits of a Good Leader

Compiled by the Santa Clara University and the Tom Peters Group:

- **Honest** — Display sincerity, integrity, and candor in all your actions. Deceptive behavior will not inspire trust.
- **Competent** — Base your actions on reason and moral principles. Do not make decisions based on childlike emotional desires or feelings.
- **Forward-looking** — Set goals and have a vision of the future. The vision must be owned throughout the organization. Effective leaders envision what they want and how to get it. They habitually pick priorities stemming from their basic values.
- **Inspiring** — Display confidence in all that you do. By showing endurance in mental, physical, and spiritual stamina, you will inspire others to reach for new heights. Take charge when necessary.
- **Intelligent** — Read, study, and seek challenging assignments.
- **Fair-minded** — Show fair treatment to all people. Prejudice is the enemy of justice. Display empathy by being sensitive to the feelings, values, interests, and well-being of others.
- **Broad-minded** — Seek out diversity.
- **Courageous** — Have the perseverance to accomplish a goal, regardless of the seemingly insurmountable obstacles. Display a confident calmness when under stress.
- **Straightforward** — Use sound judgment to make a good decisions at the right time.
- **Imaginative** — Make timely and appropriate changes in your thinking, plans, and methods. Show creativity by thinking of new and better goals, ideas, and solutions to problems. Be innovative!

Adapted from:

<http://www.nwlink.com/~donclark/leader/leadchr.html>

Discuss with your partner about the leadership features that you have. List them here.

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## Listening.

Sometimes the most important characteristic for a great leader is communication. A good speech, with motivated words makes the difference to convince people. Now we are going to watch a very important pronouncement performed on August 28, 1963. And it was notable in the North American History. This speech was reported by a great civil rights leader called Martin Luther King.



<http://www.drmartinlutherkingjr.com/ihaveadream.htm>

[http://www.youtube.com/watch?v=PbUtl\\_OvAJk](http://www.youtube.com/watch?v=PbUtl_OvAJk)



1- Watch and listen to the Martin Luther King's pronouncement. Pay attention to the intonation, the words emphasis and the structure repetition. Why did the speaker use those strategies?

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2- Now read a part of the speech. Read and discuss with a partner: what is the most special words in the pronouncement? Underline those special words.

## **I Have A Dream Speech (TEXT)**

First Posted: 01/17/11 02:29 PM Updated: 01/17/11 02:34 PM



Martin Luther King Jr. is celebrated today, Jan. 17, 2011, just two days after he would have turned 82 years old.

It's a great day to revisit the "I Have A Dream" speech he delivered in 1963 in Washington, D.C. Scroll down to read the text in full below.

Want to see MLK Jr. himself deliver the "I Have A Dream" speech? You can watch it [here](#).

### **Full text to the "I Have A Dream" speech:**

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check -- a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom

by drinking from the cup of bitterness and hatred.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

As we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied, as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "For Whites Only". We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an

oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring."

And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snowcapped Rockies of Colorado!

Let freedom ring from the curvaceous slopes of California!

But not only that; let freedom ring from Stone Mountain of Georgia!

Let freedom ring from Lookout Mountain of Tennessee!

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up

that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! free at last! thank God Almighty, we are free at last!"

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[http://www.huffingtonpost.com/2011/01/17/i-have-a-dream-speech-text\\_n\\_809993.html](http://www.huffingtonpost.com/2011/01/17/i-have-a-dream-speech-text_n_809993.html)

With your partner, try to answer the questions bellow about the speech structure.

1- Who did Martin Luther King write the speech for?

---

2- What is the speech about?

---

Let's learn more about pronouncement and speech, reading some tips about how to speak out loud.

### Diction Exercises: Tips & Tongue Twisters

- Always start slowly and carefully.
- Make sure the beginning and end of each word is crisp and avoid running the words together.
- Repeat the phrase, getting faster and faster while maintaining clarity. If you trip over words, stop and start again.
- As an additional exercise for improving your tongue's flexibility and agility add "[Mrs Tongue Does Her Housework](#)" to your practice session. These stretches will help enormously.

*Are you turning people's ears off through mispronunciation?*

Get them tuned in again. Mispronounced words and phrases create communication barriers.

Find out here [how to pronounce words properly.](#)

Adapted from:

<http://www.write-out-loud.com/dictionexercises.html>

## Pronunciation.

Listen to an explanation about the following sounds t/d, p/b, and k/g at the beginning of a word. Make some notes concerning sound differences about them.



<http://www.pronuncian.com/Podcast/Default.aspx?Episode=133>

Read the Tongue Twister below. Check the pronunciation with your teacher

*Betty bought a bit of butter, but she found the butter bitter, so  
Betty bought a bit of better butter to make the bitter butter better.*

<http://www.write-out-loud.com/dictionexercises.html>

## Grammar:

Read Luther King's speech again and try to find some examples of mechanisms of cohesion in the text such as: parallelism, reference and conjunctions.

## Parallelism

By [Richard Nordquist](#), About.com Guide

### Definition:

Similarity of structure in a pair or [series](#) of related words, phrases, or clauses. Also called [parallel structure](#).

By convention, items in a series appear in parallel grammatical form: a [noun](#) is listed with other nouns, an [-ing form](#) with other *-ing* forms, and so on. Failure to express such items in similar grammatical form is called *faulty parallelism*.



**Parallelism** in the advertising slogan for Sony PlayStation 2: "Live in your world. Play in ours."

Adapted from:

<http://grammar.about.com/od/pq/g/parallelismterm.htm>

## Conjunction

By [Richard Nordquist](#), About.com Guide

### Definition:

The [part of speech](#) (or [word class](#)) that serves to connect words, phrases, clauses, or sentences.

The common conjunctions--*and*, *but*, *for*, *or*, *nor*, *yet*, and *so*--join the elements of a [coordinate](#) structure.

A sentence style that employs many coordinate conjunctions is called [polysyndeton](#). A sentence style that omits conjunctions between words, phrases, or clauses is called [asyndeton](#).

In contrast to [coordinating conjunctions](#), which connect words, phrases, and clauses of equal rank, [subordinating conjunctions](#) connect clauses of unequal rank.

Adapted from:

<http://grammar.about.com/od/c/g/conjuncterm.htm>

## Reference

By [Richard Nordquist](#), About.com Guide

### Definition:

The relationship between a grammatical unit that refers to (or stands in for) another grammatical unit, usually a [pronoun](#) and a [noun](#).

*Ambiguous reference* occurs when a pronoun can refer to more than one [antecedent](#). *Remote reference* occurs when a pronoun is so far away from its antecedent that the relationship is unclear. *Vague reference* occurs when a pronoun refers to a word that is only implied, not stated.

Example: "As far as the laws of mathematics refer to reality, *they* are not certain; and as far as *they* are certain, *they* do not refer to reality."  
(Albert Einstein)

Adapted from.

<http://grammar.about.com/od/rs/g/referenceterm.htm>



# Post-Reading

## Writing:

Now, in pairs, create a motivational speech. Use the prompts below.

### How to Give a Motivational Speech

Speeches are important parts of life. Hundreds of years ago they were given as a form of [entertainment](#). Now, we sometimes have chances to motivate or inspire other by way of a speech. This is how to successfully accomplish this task.



One of the greatest motivational speakers of all time

### Instructions

### Things You'll Need

- Books/stories you can quote from
  - Pen
  - Paper
  - Computer and printer
1. When it comes to a motivational speech, it's important to remember what you are going to talk about. What is the occasion? Is it a [wedding](#)? Graduation? Religious event?
  2. Once you know what the occasion is, then identify a few things that would be appropriate to say. Some examples include congratulations, well-wishing, and gratitude. Just be sure what you say is uplifting; after all, this is supposed to be a motivational speech.
  3. Next, see what good stories and examples you can find that will support the things you want to say. Do you remember being in a similar situation before? Did someone once give you advice that helped you out in a similar way you are trying to help the audience out?
  4. Now, figure out the order of the things you want to say. Try and follow the ancient pattern developed by the Greeks- use humor and good taste to build up your ethos, or credibility, then use logic (logos) to get your message across in a coherent way, and then put emotional stories and phrases throughout and at the end of the speech (pathos).
  5. For ethos, try and come up with a funny story at the start so the audience is more likely to listen to what you are going to say. For logos, give specific advice and back it up with your experiences. And for pathos, try and put some emotion into the speech. Don't make it all about your history or famous people's actions; instead, talk about people who your audience can relate to, like a teacher or doctor or relative.
  6. Finally, always say that the audience or person being honored is capable of anything. This is the

root of motivation- knowing that you are able to do something. Reinforcing this notion will make you a very successful motivational speaker!

#### **Tips & Warnings**

- Don't go too long!
- Always be upbeat. You can acknowledge difficulties, but never make them seem insurmountable.
- Once again, don't go too long!
- Be sure to not give people false hope knowingly, or purposefully mislead them.

[Http://www.ehow.com/print/how\\_5060307\\_give-motivational-speech.html](http://www.ehow.com/print/how_5060307_give-motivational-speech.html)

#### **Speaking Discussion Time:**

Answer the following questions with the whole class:

- 1- What have you learned about the world leaders that you have researched?
- 2- Do you think that is important to learn how to speak in public?

#### **Check this out.**

How to write a speech.

<http://www.speeches.com/menu.aspx?a=510>

<http://www.thebestmanspeech.com/>

To know more about the historical situation in which Martin Luther King had been during his pronouncement in favor of Civil Rights.

<http://www.spartacus.schoolnet.co.uk/USAcivilrights.htm>

<http://www.infoplease.com/spot/civilrightstimeline1.html>

[http://www.historylearningsite.co.uk/1964\\_civil\\_rights\\_act.htm](http://www.historylearningsite.co.uk/1964_civil_rights_act.htm)

### **Teacher's Guide 3**

This unit was designed for intermediate-advanced students. In this unit we are going to get know who the most important world leaders were and discuss what are the mainly features that a leader should have. Were those people really important for the world? Were they examples to follow nowadays?

In the presentation of this unit the teacher should involve the students in the subject and challenge them to think about leadership.

#### **Pre-Reading (warm up):**

The warm up prepares the students to talk about the subject starting with the student's previous knowledge.

#### **Activity 1:**

Students talk each other about great leaders. Achieve their previous knowledge.

#### **Activity 2:**

In this activity students match the pictures with the information and test their knowledge about great leaders. Teacher could construct other game with different famous leaders, add or delete them from the chart.

#### **Activity 3:**

In this activity students are going to research information about the leaders and elaborate a power point presentation for colleagues. Teacher provides extra vocabulary and helps them with the sentences in English.

#### **Reading and Vocabulary:**

#### **Activity 4:**

The student in this activity could learn new words and describe what a great leader is like. The text provides more vocabulary and reading practice.

## Listening:

The teacher leads students to listen to the speech firstly and then provides the students a discussion time about the meaning. When students have the text they are going to discuss with a partner about the main words and its emphasis.

## Pronunciation:

The pronunciation part provides the students with the knowledge about how to pronounce beginning sounds in a word.

### t/d, p/b, and k/g at the beginning of a word

Puff (aspiration) practice day!

#### Transcripts

Hi again, and welcome back to Seattle Learning Academy's American English pronunciation podcast. My name is Mandy, and this is our 133rd episode.

Today I'm going to revisit stop sounds at the beginning of words. This topic seems so simple, yet it is hugely important when it comes to being understood.

First, let's review the concepts of stop sounds, and of voiced and unvoiced consonant sounds.

Stops are created when we stop the air before letting it out our mouth, and then release it quickly and without friction. English has six consonant stops: the *t sound* (*t sound*), *d sound* (*d sound*), *p sound* (*p sound*), *b sound* (*b sound*), *k sound* (*k sound*) and *g sound* (*g sound*).

The other very important point about stop sounds is that they occur in voiced and unvoiced pairs. At a broad level of description, a voiced sound uses our vocal cords during the sound's creation, and an unvoiced sound does not. To understand this better, place a few fingers against the front of your neck and say the *d sound* (*d sound*). You should feel a vibration against your fingers. Now say the *t sound* (*t sound*). Be careful to not add a vowel sound to the *t sound*. Don't say "tuh," just (*t sound*). Say them both again so you can feel the difference between the voiced and unvoiced sound: (*d sound, t sound*).

A voiced and unvoiced pair uses the same movement of the vocal tract to form both sounds of the pair. For instance, my tongue moves to the same place for the *t sound* and the *d sound* (*t sound, d sound*). Similarly, the lips have the same movement during the *p sound* and the *b sound* (*p sound, b sound*). This makes them a pair.

When we have a stop sound at the beginning of a word there is a difference between the voiced and unvoiced sounds that is actually more important than the voicing or not. This very important difference is how much of a puff of air is released with the sound. This puff is called the *aspiration*.

In English, we produce a much greater puff with the release of an unvoiced stop than with a voiced stop. This

causes trouble for speakers coming from languages where this isn't true such as French, Spanish, and Dutch.

The first clue that you might not be aspirating your unvoiced stops enough is that people sometimes misunderstand you when you say words that begin with the *t sound*, *p sound*, or *k sound*. This seems to especially happen with the *p sound*.

The way to check if you are aspirating enough is by putting your fingers right in front of your mouth, very close to your lips. When you say the unvoiced sounds you should feel a pretty big difference in the puff of air that hits your finger. For example, say the words *to* and *do*. You should feel much more air hit your fingers at the beginning of the word *tə* to, do; to, do.

Let's practice some minimal sets between unvoiced and voiced stop sounds at the beginning of words. There are very few minimal sets that include a word for every one of the six English stop sounds, so I'm going to say sets that include two of the three pairs. I'll say the unvoiced stop first, then the voiced counterpart, then another unvoiced stop, and then its counterpart. After I say all four words, I'll leave time for you to repeat after me.

If you are unsure if you are pronouncing these sounds correctly or not, keep your fingers in front of your lips. You want to feel a much greater puff of air at the beginning of the first word and third word than at the beginning of the second word and the fourth word.

Ready?

tie,	die,	pie,	buy
ton,	done,	pun,	bun
tuck,	duck,	puck,	buck
tear,	dare,	pear,	bear
post,	boast,	coast,	ghost
polled,	bold,	cold,	gold
tote, dote, coat, goat			

All of these minimal sets, and more, are in a new exercise we put up with the *Introduction to Stops* lesson on Pronuncian. While all of our lessons are free to everyone, only members and subscribers get access to the exercises. The financial support we receive from members is what allows us to keep creating free content like the lessons and these podcasts. Go to [www.pronuncian.com/join](http://www.pronuncian.com/join) for details.

Meanwhile, I have linked to the free *Introduction to Stops* lesson from this show's transcripts. You can find that by going to [www.pronuncian.com/podcast](http://www.pronuncian.com/podcast). Pronuncian is spelled p-r-o-n-u-n-c-i-a-n.

Let me remind you again that listening to an audio book while seeing the text in a physical book can really help you notice pronunciation details that are hard to catch in regular conversation. You can get a free audio book by signing up for a free 2-week trial of Audible.com. You get to keep your book even if you cancel your subscription before the trial is complete. Just go to [www.audiblepodcast.com/pronuncian](http://www.audiblepodcast.com/pronuncian). It's a great way to learn!

That's all for today everyone. This has been a Seattle Learning Academy digital publication. SLA is where the world comes to learn.

Thanks for listening.

Bye-bye.

<http://www.pronuncian.com/Podcast/Default.aspx?Episode=133>

### **Grammar:**

In this part the teacher explains about cohesion and coherence processes using the speech. The students are supposed to analyze the speech and understand the text construction.

The communicative functions are:

- to introduce oneself using the biography genre and its grammar structures;
- to report facts that happened in the past;
- to express preferences and opinion;
- to describe people's history;
- to agree or disagree.

### **Post-Reading:**

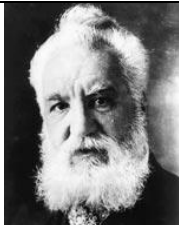
#### **Writing:**

Students are leading to construct a motivational speech practicing this genre.

#### **Speaking Discussion Time**

In this part students make an effort to speak in English using the most part of the new words learned and structures and their previous knowledge.

**Teachers extra resources:**

Photograph	Name	Country	Nationality
 <a href="http://pt.wikipedia.org/wiki/Mahatma_Gandhi">http://pt.wikipedia.org/wiki/Mahatma_Gandhi</a>	Mahatma Gandhi	India	Indian
 <a href="http://jyotiprema.wordpress.com/category/martin-luther-king-jr/">http://jyotiprema.wordpress.com/category/martin-luther-king-jr/</a>	Martin Luther King	The United States of America	American
 <a href="http://top10rankings.net/2011/02/23/top-10-greatest-inventors/ibella001p1/">http://top10rankings.net/2011/02/23/top-10-greatest-inventors/ibella001p1/</a>	Alexander Graham Bell	England	British
 <a href="http://www.passado.com.br/ntc/default.asp?Cod=121">http://www.passado.com.br/ntc/default.asp?Cod=121</a>	Fidel Castro	Cuba	Cuban
 <a href="http://www.comicbookreligion.com/?Nation=Spain">http://www.comicbookreligion.com/?Nation=Spain</a>	Christopher Columbus	Italy	Italian

## Test Booklet:

### English Test

#### Martin Luther King Day

**Celebrate on: Third Monday in January**

*"We will not resort to violence.  
We will not degrade ourselves with hatred.  
Love will not be returned with hate."  
--Dr. Martin Luther King, Jr.*



Martin Luther King, Jr., making his "I have a dream" speech  
(National Park Service Photograph)

The Reverend Dr. Martin Luther King, Jr. was a black clergyman who is ranked among the greatest of black Americans because of his crusade to win full civil rights for his people. Preaching nonviolence, much in the same way as had Mahatma Gandhi of India, Martin Luther King, Jr. spoke and campaigned tirelessly to rid the United States of traditions and laws that forced on black Americans the status of second-class citizens. Among these laws were those in some states which required black people to take back seats in buses or which obstructed voting by blacks.

In the late 1950s and early 1960s, African Americans, led by Dr. Martin Luther King, Jr., used boycotts, marches, and other forms of nonviolent protest to demand equal treatment under the law and an end to racial prejudice. A high point of this civil rights movement came on August 28, 1963, when more than 200,000 people of all races gathered in front of the Lincoln Memorial in Washington, D.C., to hear King say: "I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveholders will be able to sit down together at the table of brotherhood....I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character." (Read and listen to Dr. King's "[I Have a Dream](#)" speech)

Not long afterwards the U.S. Congress passed laws prohibiting discrimination in voting, education, employment, housing, and public accommodations.

The world was shocked when Dr. King was assassinated in 1968. Ever since, special



memorial services have marked his birthday on January 15. By vote of Congress, the third Monday of every January, beginning in 1986, is now a federal holiday in Dr. King's honor.

<http://www.usconsulate.org.hk/pas/kids/mlkd.htm>

Read the text and answer the questions:

- 1- First, skim the text. What is the main topic covered in the text? What is the problem presented?
- 2- Scan the text:
  - a) When is celebrated the Martin Luther King Day?
  - b) What was the main King's goal with his attitude? Which was the correct behavior to protest?
  - c) Rewrite one example for each point:

Reference:

Parallelism:

Conjunction:

## **Rationale**

The present units are based on Parâmetros Curriculares Nacionais (1998), on Referenciais Curriculares – Lições do Rio Grande (2009) and on the Communicative Approach (cf. RICHARDS and RODGERS, 2001; LIGHTBROWN, 1993; LOPES, 2005; WIDDOWSON, 2005).

In Parametros Curriculares Document (PCN), the teaching of a foreign language was based mainly on the reading skill. In the reading skill the teacher has an important role choosing authentic texts that are interesting and useful for English teaching purposes. The text and researches deal with steps named pre-reading, reading and post-reading, each step has a specific goal: in the pre-reading the student has his/her first contact with the subject and tries to infer, to draw some meanings and hypothesis; in the reading step the student uses all the knowledge about the subject in the text, making predictions about the meaning of the words and using his/her knowledge to understand the text; in the post-reading part the student has to put in practice what he/she has learned about the text, vocabulary and structure in the target language. The previous knowledge, the systemic knowledge and how the text is organized are the main guide for the planning preparation.

The Referencial Curricular – Lições do Rio Grande is a regional document, considered among teachers and professors a very complete guide because there are many examples of planning approaching all the skills and suggesting the best themes to work with each level and age. In this scheme, the teacher has a model and the suggestions to follow an accurate and coherent planning according to the last learning and teaching theories. Despite of what some theories have said about it, the English teaching needs to work with the four skills (reading, writing, listening and speaking) trying to develop them during the classes. A meaningful comprehension in this document is the treatment given for the new language, now an Additional Language, the perception that a language has an important role as an auxiliary in the identity construction and autonomy in the society. Another theoretical point is the Linguistic Education which prepares the student to read and to write different texts in society. The document encourages the students and teachers the sense of the additional language as a productive experience in their school life, beyond the socialization.

The Communicative Approach is within both the documents quoted above. Meaningfully, the most important aspects of that approach are the focus on the students and the processes of a global and intercultural literacy. There is a global learning process conception in the language teaching. The target language isn't only learned in its structures but all the implications of learning a language make a totality, including: culture identity and linguistic aspect (BOLOGNINI, 2008).

The Communicative Approach deals with a Communicative Language Teaching that, according to Richards and Rogers (2001, p. 155), aims to “make communicative competence the goal of language teaching and to develop procedures for the teaching of the four language skills that recognize the interdependence of the language and communication”. That way, the approach involves all the skills with the purpose to lead the students developing in the target language.

The work presented intends to follow the same approaches and methodologies. The units were thought based on the students in public schools, mainly on those which don't have a huge access to materials and it was also based on the teachers' dedication to the teaching and class preparation. All of the units could be adapted with specific students in all ages and knowledge levels and classes. All of the units take into consideration teachers' preparation, their knowledge and the goal to make the students get involved in learning the target language. With that purpose each step has been thought to develop and involve all of the skills. The focused subjects had had as base real classes and groups with real interests, some activities were applied in the groups.

There has been the attempt to reinforce the Critical Thinking throughout the unit subject. The Critical Thinking tends to make the students aware of their role in the society and to be citizens who do something for the local place and for themselves. The Critical Thinking is reflected in the subject matter in the genres. The themes portrait social problems such as what we could do to reduce the waste production or something more practical as how we should behave in a job interview, and how we should prepare a public speech. The entire topic came up to a Linguistic Education, that is, a systematic education (school education) and a non-systematic education (means of communication, work, family, social groups, etc.) (ROTH & MARCUZZO, 2008, p. 34).

## **Skills**

In this work the units were prepared thinking mainly on a specific class and its characteristics. The researches have shown that each person has a unique and different way of learning. Because of this the classes should be prepared thinking in the diversity in an English class.

The *reading* has an individual moment and a second moment with a partner or a group. Using the reading strategies - deduction and inferring, scanning and skimming, as well as the previous knowledge, nonverbal information (in a film, for instance), contextual clues, cognates, recognizing text types and use rhetorical patterns - the student should be prepared for the reading, and learn throughout the text. Remembering that reading couldn't be taught but learned the student has an important role in this process and the teacher conducts the reading process to comprehension (Nuttal, 2000).

In the *listening* part the focus is on the comprehension. The genres chosen for the units are meaningful and authentic provoking the interest of the students. They lead the students to practice the speaking/listening developing features of conversation. According to the Four Strands Model proposed by Nation and Newton (2009), the activities were planned observing a meaningful-focused input and a meaningful focused output; deliberate attention through direct vocabulary study (in pre activities) and developing fluency using the language previously known by the students through all the other skills.

In the *writing* each unit has a specific genre that has been produced in details. The student is requested to construct a text with the genre studied.

The *speaking* part is presented in each activity where the student has to ask or answer his or her partner something.

## **Grammar**

The grammar point is based on the texts structures and what could be emphasized on it to make meaning and help in the knowledge construction. We aim to organize the grammar part thinking of two ways of making students realize the construction of a sentence

practicing the grammar topic and/or leading throughout inductively meaning to the formulation of the canon grammar. The different genre contributes with this purpose because the grammar could be approached taking into consideration mainly the text structure and its communicative functions.

### **Vocabulary**

The vocabulary is taught according to what the student already knows from the texts around them such as: music, films, TV programs, interviews etc. And the most important is their previous knowledge.

### **Pronunciation**

Some words from the texts in the unit have been selected to be dealt with. Pronunciation, as well as the study of some English language sounds is going to be in focus during this procedure.

### **Genre**

The genre has a huge variety, depending on the students' level and the difficulty of the text chosen. In the presented units, we have tried to involve different genres focused on: description, narrative, instruction, explanation, definition, exemplification, classification, compare-and-contrast, cause-and-effect, discussion, argument, and problem-solution texts (PALTRIDGE, 2001).

### **Assessment**

The assessment is a process that could be made during the units. With all the activities proposed the teacher has a complete notion about what students know and what they have learned during the unit throughout the observation. The test in a moment for the student

to think about what they have learned from the work with the four skills and the grammar topics.

### **Units' Construction and Application**

The units were thinking deal with students in different linguistic, social and cultural levels. During the process, the sense of observation during the pedagogical practice has contributed with the elaboration of the activities. All units were applied in classes from August 2010 to July 2011 in different institutions with respective adaptations. The institutions where those units were applied: Centro de Idiomas Notre Dame – Rede de Educação Notre Dame, Universidade de Passo Fundo nos cursos de graduação em Letras e Secretariado Executivo Bilingue, Escola Estadual de Educação Básica Nicolau de Araújo Vergueiro nas turmas do 1º ano do Ensino Médio e na Escola Municipal de Ensino Fundamental Fredolino Chimango, na 8ª série. Different aspects could be observed during the application and my main goal was to motivate students to learn the English Language as a first step changing their minds that the English language is difficult or impossible to learn. As a second main goal was to approach actual subjects like the trash problem as an environmental problem in our society; the job interview and the historical leaders as examples and models which ideas should be followed by the students; and the last but not the least goal was to show that is possible to learn English in public schools with the right theories and adequate material and subject.

This work was very important for me and my work with the English language in the schools and the specialization course as a whole were outstanding because the professor's from UFMG and their respective subjects.

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