

Universidade Federal de Minas Gerais - UFMG
Faculdade de Letras - FALE
Curso de Especialização em Inglês – CEI

Bright

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Introduction

In the late 1970s and early 1980s, a Communicative Approach on language teaching was developed in order to enable students to truly communicate using the target language. The previous methods had students knowing to produce sentences accurately in a lesson, but they could not use the language when communicating genuinely outside of the classroom. In other words, the learners knew the grammar rules, but did not know how to apply these rules in a real conversation.

We, teachers, have to think a lot about what we are teaching our students. Are we teaching grammar rules purely, out of context, with no real communicative goals? Or are we teaching them how to communicate using the target language and its functions, such as asking for information, promising, inviting, negotiating meaning whenever the interlocutor is not understood or the speaker himself is not been comprehended? It is the main goal of these two units. The name of this textbook is BRIGHT! A bright person, book, object is “full of light or illumination”, is “smart”, “intelligent” and is what “emits and reflects light in large amounts”¹. This is how I see students in the learning process. I understand that if a student is provided with the elements that are necessary to learn a language: authentic and comprehensible input; opportunities to think about the rules of the language, to test hypothesis, to produce written and oral language, to communicate in a real and motivating situation, this learner can emit many flashes of light (language) and can show us, teachers, that this learner is bright.

The themes of the units are The American and Brazilian former and current presidents and Child labor around the world. Both themes are interesting and actual in our society, therefore, students will be able to talk, research, learn and interact focusing on topics which are real and close to their realities.

All units work with the four abilities, reading, writing, listening speaking. Also, pronunciation and grammar are approached. The assessments follow the same theme from the units. This work is also composed by a CD with the listening activities and the videos used in each unit. This CD also contains a digital version of the final work.

This is the mandatory final project for Curso de Especialização em Inglês (CEI) done as demand for the course conclusion.

¹ All definitions taken from <http://www.thefreedictionary.com/bright> - Accessed on June 16th, 2013

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Rationale

Introduction

The units presented in this textbook were designed based on the communicative approach which is, according to Canale and Swain (1980), organized on the basis of communicative functions that a given learner or group of learners needs to know and emphasizes the ways in which particular grammatical forms may be used to express these functions appropriately. In other words, the focus is to have students learning the target language to apply it outside the classroom and being able to communicate. Students will express their ideas, opinions and findings while learning to use language forms. The grammar and vocabulary taught to students will be taken from real contexts, real language (oral and written). Teacher will facilitate communication in the classroom and students will be communicators.

Students will produce language as much as they can in order to become good communicators.

Since the activities also aim at working on fluency, the teacher should not correct the students all the time while students are speaking, but simply note the error, which he (the teacher) will return to at a later point (Larsen-Freeman, 1986). Teacher should correct students only if the mistake is creating a misunderstanding in the conversation because the students should be given the opportunity to develop their fluency and to try to express their ideas clearly. Therefore, students might negotiate meaning in trying to make themselves understood and in understanding others, even if the knowledge in the target language is not complete (Larsen-Freeman, 1986).

The themes of the units were chosen based on the concept of critical literacy, which, according to Mattos and Valério (2010), helps students to think about the reality of the society they are inserted in; helps students to question about established ideas; to read the text in deeper ways and encourages students to become actively engaged in social practices. Also, this concept aims to help students to reflect critically on what is going on the world around them.

The units are divided into different sections and each section is going to be justified above. The following justifications apply to both units, since they have the same organization.

Starting up!

This first activity is called warm up. This first contact with the unit might not overload students with information; on the other hand, it should provide students with an overview on the main topic of the unit to make students informed. The aims of this section are to inform students on the theme of the unit in order to raise their schemata towards its subject; to develop students' interest and curiosity in the topic of the unit and to promote interaction and stimulate conversation among them. It is generally an oral activity based on questions and pictures suggested to help students to start the conversation and, from this point starting on, extra information might be added by students, personal experiences and etc. The teacher might ask linking questions related to what students are producing. Teacher should mediate this interaction without forgetting that the students should be the protagonists and be as comfortable and as willing and participate as possible.

Let's Read!

All texts used through these unities (both oral and written) are authentic texts. They were not created for classroom use but they might be used aiming at it. Since the Communicative Language Teaching has been adopted for the creation of this material, it is important to justify my choice of choosing authentic materials to work with. Larsen-Freeman (2000) advocates the use of language materials authentic to native speakers of the target language

“to overcome the typical problem that students cannot transfer what they learn in the classroom to the outside world and to expose students to natural language in a variety of situations”.

Therefore, I aim at connecting the classroom with real world. This way, when students reach real world, they will be able to understand whatever they face.

There are three parts at this section: Pre-Reading, Reading and Going Deeper. The pre-reading part prepares students for the reading itself. It activates students' previous knowledge on the topic of the text. The students have previously talked about the theme of the text during the warm up section; however, this brings more specific information. Now, teacher is going to prepare the students for the situation of the unit. Teacher might use the available pictures and format of the text to explore what it is about, where it was taken from to make the understanding of the text more efficient.

According to Nuttal (2005), all the resources in the text should be explored: sub-titles, figures, summaries, table of content, notes, symbols and abbreviations, references, etc. All these will prepare the students to receive the content of the text.

The reading section consists of reading and understanding it. It represents the decoding of the information and the reactions of the reader towards the text. In this work, I made use of scanning and skimming strategies. According to Nuttal (2005), by scanning, the reader search for specific piece of information in the text or to get an initial impression of it; on the other hand, by skimming the reader gets superficially informed about the text's matters. After reading the text and getting the gist of it, students are required to read the text again to answer to the questions in order to check their comprehension and understanding. The types of questions presented in these units follow 4 of the 5 horizons Marcuschi (1996) apud Dell'Isola (2005). The first is the lack of horizon, with questions in which the students just copy or repeat the information brought by the text. They are objective questions and it is based on the repetition of information. The second horizon approached in this work is the minimal horizon. It is a kind of repetition in which the readers paraphrase what they have read. This reader selects the most useful and important information for the task of comprehending the message of the test. Therefore, students are going to identify the information and explain them using their own words. The third horizon is the maximum horizon, which suggests that the reader make inferences while interpreting the message of the text. At this point, the reader might add to the information the text brings, the knowledge this reader already has constructed towards the topic. In other words, the reader's own knowledge is added to the knowledge provided by the text. The last horizon is the problematical horizon. Readers go beyond what is written in the text. At this point, the reader thinks critically about the message of the text.

These were the criteria used in this work to provide students with reading and comprehension activities on the main texts of the units.

Let's listen!

The listening activities, as mentioned before, bring an authentic text and it adds information on the topic of the unit. Although it is not easy to choose an authentic listening text to students since teachers may think the text would be very difficult for students' understanding, the use of this authentic material is necessary to prepare

students for real life situations. Nation (2001) states that “learners would need at least 95% coverage of the running words in the input in order to gain reasonable comprehension and to have reasonable success at guessing from the context”. Therefore, the text chosen by the teacher might not be very easy or very difficult. Students may feel comfortable and safe while listening to it and it might bring a pinch of challenge so that they will not only understand, but also learn from it.

They follow the same steps as the reading activity. There is a set of questions which activates previous knowledge on the topic and raise students' interests and curiosity on it; followed by a set of listening comprehension questions in order to help students decode, understand and construct meaning towards the input they are receiving. By the end of the section, there are questions to incite students' evaluation and addition of their personal knowledge on what they have listened.

Language Focus

Through these two units, grammar is approached in an inductive way, from examples to rules. It is a bottom-up approach in which students infer the rule or generalization from a set of examples. Also, teacher listens to students' observations on the models given before giving students the rule itself. Knowledge on the grammar focus is built. This happens because grammar knowledge is understood also as a tool to build meaning. In other words, not only the form is considered, but also the meaning and the use of the grammatical structure. According to Larsen-Freeman (1991), form means how the structure is formed; meaning means what the structure means, what it conveys while being used; and use means when and why the given structure is used. Therefore, these three aspects should be considered by the teacher while teaching grammar. To sum up, the form is important, however, the focus on grammar cannot be isolated from meaningful communication, because students will find meaningful communication when they get out of the classroom.

In the units, after being presented the grammar examples and constructed the rules with the teacher, students are required to produce real sentences based on the main topic on each unit.

Pronunciation Corner

Both units bring a pronunciation section with sounds that might be mispronounced if not taught. They are the **-ed** in the past regular verbs and the **-ous** = us (əs). To know a language also means to know how to pronounce its sounds. Therefore, the students need to receive the models on how to pronounce the sounds to produce them in a correct way in order to be understood by other people. Thinking about my own experience as an English teacher, I have noticed that these two sounds are difficult for Portuguese speakers to master. That is why I have chosen them to approach in this work.

Production time!

This is the writing time. The time when students are supposed to come up with written output based on everything they have learned. According to Seow (1991), the writing process has stages. These stages are neither sequential nor orderly. The steps suggested by Seow are the following and are the ones I have decided to suggest my students through the units I have designed. The first one is planning (pre-writing) in which the students are encouraged to prepare what they will write. It brings the idea of brainstorming using wh-questions about the topic of the activity. There is also a very well stated objective which might help students' focus. The second one is drafting in which students are going to write their text based on the information they have gathered during the pre-writing task.

The third step is responding. At this this stage, someone (the teacher or a classmate, by having a peer-editing activity) might read the composition and show the mistakes and the weak points in the text. A list of correction symbols are suggested in the textbook and these corrections might help the writer in the following step, which is revising. Students will revise their text (forth step) based on the feedback given in the previous step. Students reexamine their text in order to check if they succeed while communicating the meanings to the reader. While revising, the students might analyze their text to check if all grammar mistakes were corrected, and to evaluate their texts in terms of relevance, format and organization of ideas. After that, a final draft is going to be built. And students' texts will be finally published and shared to other classmates and other people.

Let's show it!

Some students have difficulties while speaking using the target language. That is the reason why this ability should be practiced in order to be developed and improved because this ability will be improved with the time.

The students are going to present the final results of their learning and research orally. Students are encouraged to use the structures, vocabulary and expressions they have learned in the units. By having a communicative goal, students will be engaged in a meaning-focused activity which will provide them with the opportunity to convey their meanings. This activity also aims to help students improving their fluency. According to Nation and Newton (2009), fluency is a skill and it involves making the best possible use of what is already known, this is the aim of these units. By using the known vocabulary, structures and previous experiences, students are required to produce oral texts. While listening to students' productions, teacher may get notes related to grammar mistakes students produce, helping students to acquire accuracy which is also important in the development of fluency.

Assessment

These units bring summative tests which bring information on what students have achieved within them. However, it is also a way to provide the teacher and the students with feedback on the students' strong points and weakness. So that the teacher could provide students with a revision of what was not assimilated by them.

Principles

Practicality: The tests are practical because they are short, easy to administer and to correct, since they have a clear and time-efficient grading system.

Reliability: The tests are clear and well organized. The instructions and answer keys are clear and objective.

Validity: The texts correspond exactly to what was taught and practiced in classroom.

Authenticity: The language provided for students is completely authentic since the texts (written and oral) are authentic. The items are contextualized and the topics are interesting for students' ages.

Washback: The effect of the tests will help students get aware of their weakness and give them a chance to go over what they have failed through teacher's help by providing them with extra activities in order for them to improve their learning.

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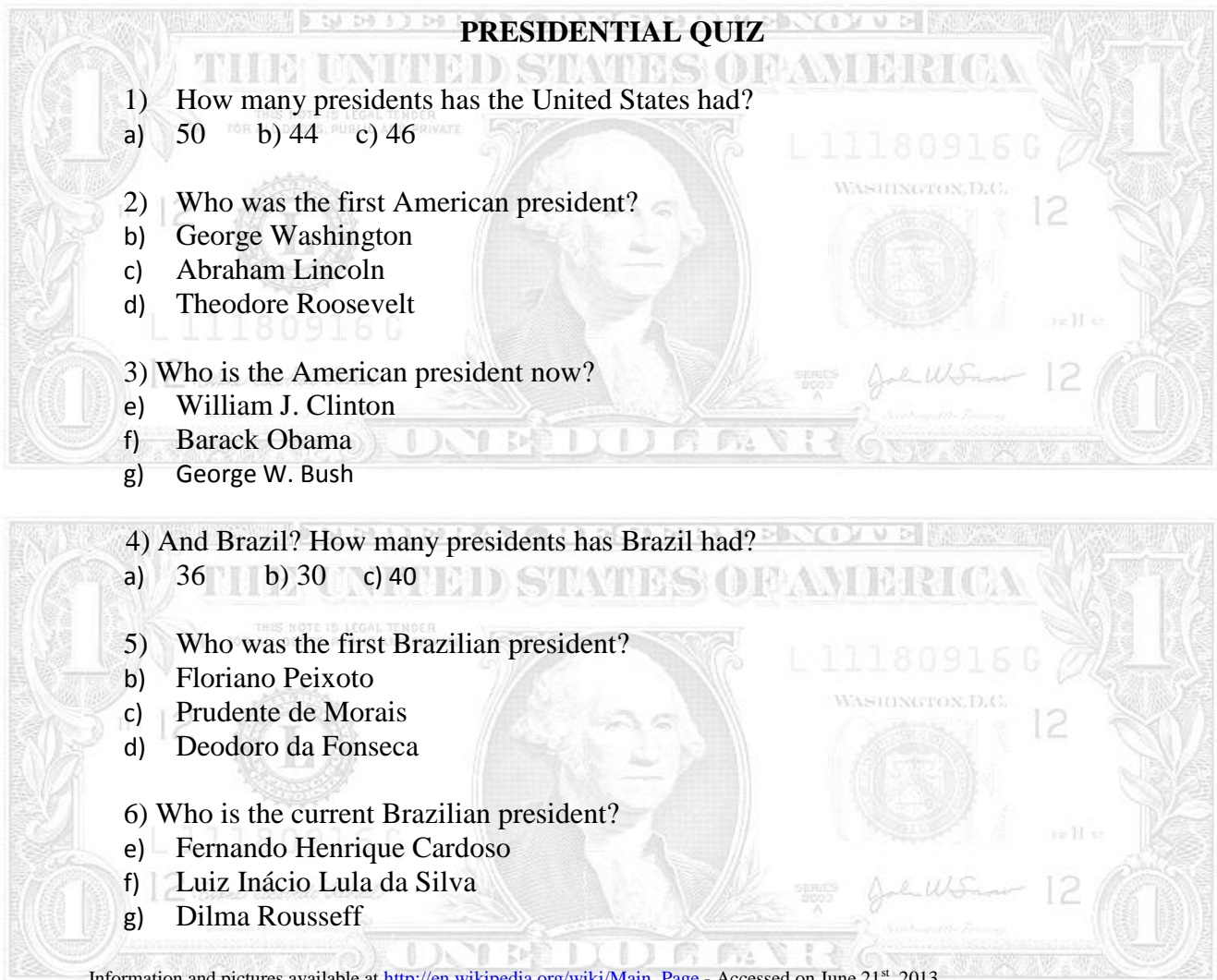
UNIT 1

BEFORE BEING A PRESIDENT

Starting up!

What do you know about American and Brazilian previous presidents?

Let's check! Answer with a classmate the following questions.



PRESIDENTIAL QUIZ

1) How many presidents has the United States had?
a) 50 b) 44 c) 46

2) Who was the first American president?
b) George Washington
c) Abraham Lincoln
d) Theodore Roosevelt

3) Who is the American president now?
e) William J. Clinton
f) Barack Obama
g) George W. Bush

4) And Brazil? How many presidents has Brazil had?
a) 36 b) 30 c) 40

5) Who was the first Brazilian president?
b) Floriano Peixoto
c) Prudente de Moraes
d) Deodoro da Fonseca

6) Who is the current Brazilian president?
e) Fernando Henrique Cardoso
f) Luiz Inácio Lula da Silva
g) Dilma Rousseff

Information and pictures available at http://en.wikipedia.org/wiki/Main_Page - Accessed on June 21st, 2013

Let's Read!

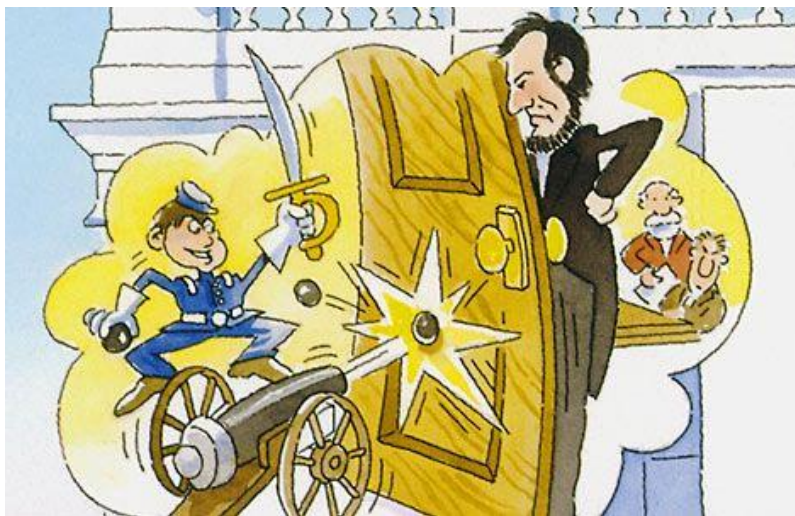
Before reading

- 1) What do you know about the current American president? Do you know anything funny or interesting about him? If so, share the information with the classmates.
- 2) And about the current Brazilian president?

Reading

- 1) Read the text once and discuss with a classmate the questions that follow it.

U.S. Presidential Fun Facts



Did you know that Andrew Johnson, the 17th President of the United States, was a tailor before he was President? Or that one of George Washington's favorite foods was ice cream? These are just two of the interesting facts about past U.S. Presidents *National Geographic Kids* has collected.

Many Presidents had unusual careers before entering the White House. Jimmy Carter, the 39th President, was a peanut farmer. Ronald Reagan, the 40th President, was a movie actor. And Abraham Lincoln, the 16th President, once worked cutting pieces for fences.

According to John Riley of the White House Historical Association, Harry Truman was a haberdasher. A haberdasher (HAB-er-dash-er) is someone who deals in men's clothing and accessories, particularly hats.

Once in the White House, each President made his mark in different ways. In fact, before Theodore Roosevelt, the 26th President, came to office, the White House wasn't even called the White House! People called the building the President's Palace, President's House, and the Executive Mansion. Roosevelt officially named it the White House in 1901.

There were many other interesting presidential firsts. James Polk, the 11th President, was the first President to have his photograph taken. Theodore Roosevelt was the first President to ride in a car while in office. His fifth cousin and the 32nd President, Franklin Delano Roosevelt, was the first to ride in an airplane.

What will be the next big presidential first? First to ride in a spaceship?

Fast Facts:

- At 6 feet, 4 inches (1.9 meters), Abraham Lincoln was the tallest U.S. President.
- William Henry Harrison, the ninth President, was the only President who studied to be a medical doctor.
- Millard Fillmore, the 13th President, was the first President to have a stepmother.
- James Garfield, the 20th President, was the first left-handed President.

Adapted from <http://kids.nationalgeographic.com/kids/stories/peopleplaces/georgewashingtonicecream/> - accessed on July 19th 2012

a) What is the text about?

b) What is the purpose of the text?

2) Read the text again and match the columns according to the information given.

U.S. Presidential Fun Facts - What did the US presidents do?

1 - Franklin Delano Roosevelt	() named the white House in 1901.
2 – Abraham Lincoln	() favorite food was ice cream.
3 – Andrew Johnson	() had a stepmother.
4- Ronald Reagan	() studied to be a medical doctor.
5- Jimmy Carter	() was a haberdasher.
6- William Henry Harrison	() worked cutting pieces for fences and was the tallest president.
7 – Theodore Roosevelt	() was the first presidents who had his photograph taken.
8 – George Washington	() was the first left-handed president.
9 – Harry Truman	() rode an airplane.

10 – Millard Fillmore	() was a movie actor.
11 – James Garfield	() was a peanut farmer.
12 – James Polk	() was a tailor.

Going Deeper!

a) The American president lives in The White House. Where does the Brazilian president live? _____

b) Why is the text called U.S. Presidential Fun Facts?

c) Do you know what job any Brazilian president had before becoming president?

d) Do you know any fun fact about Brazilian presidents? If yes, tell your classmates.

Language Focus – Simple Past

Study these sentences from the text:

One of George Washington's favorite foods was ice cream.

The White House wasn't even called the White House!

Many Presidents had uncommon careers before entering the White House.

People called the building the President's Palace, President's House, and the Executive Mansion.

Is the writer of the text talking about present, past or future events? How do you prove that?

These sentences refer to COMPLETED ACTIONS IN THE PAST. This grammar tense is called simple past.

Some time expressions used to talk about the past.

BEFORE	ONCE
LAST (SATURDAY, WEEK, MONTH, YEAR)	YESTERDAY
ONE / TWO / THREE... (DAY, WEEK, MONTH, YEAR) AGO	IN + PAST YEAR

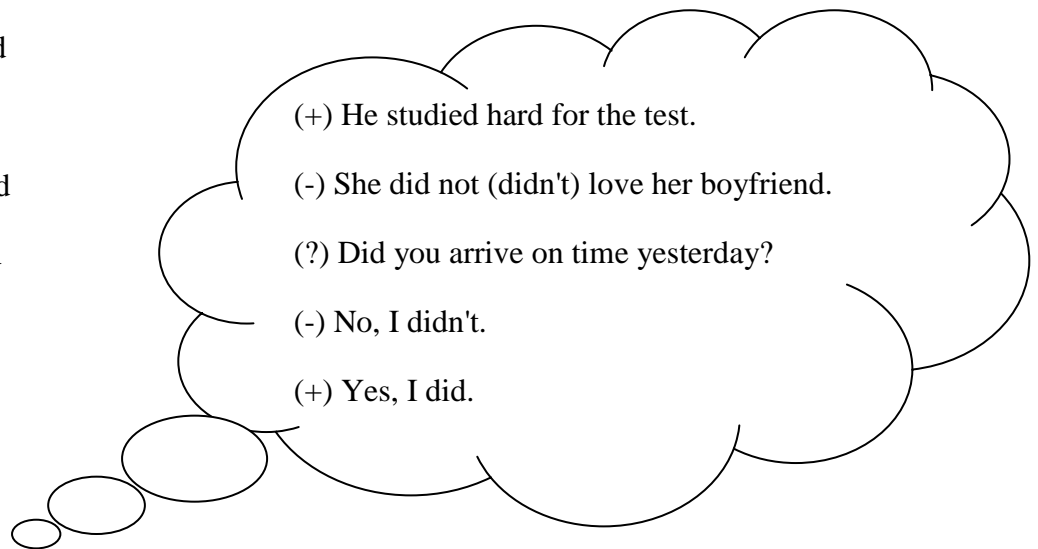
There are some verbs called **REGULAR VERBS**:

to arrive - arrived

to love = loved

to study = studied

to stop = stopped



There are also some verbs called **IRREGULAR VERBS**:

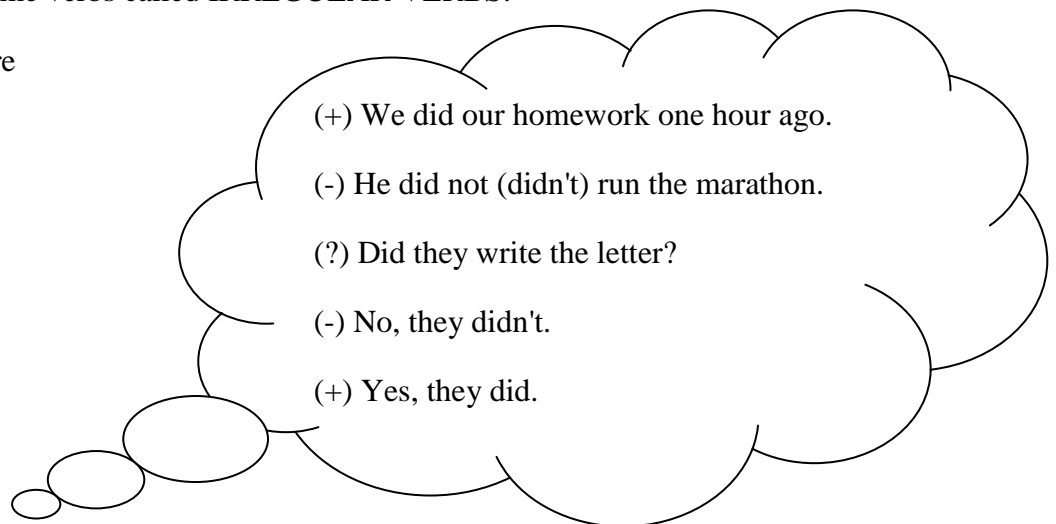
to be = was / were

to do = did

to have = had

to run = ran

to write: wrote



It's your turn!

1) Fill in the blanks using WAS or WERE.

Tancredo Neves _____ born on 1910. He _____ the president of Brazil from January 1985 to April 1985. He died on April 21, 1985.

George Harrison and John Lennon _____ part of "The Beatles". John Lennon _____ born in Ireland in 1940, but grew up in Liverpool. George Harrison _____ born in Liverpool in 1943. Lennon died in 1980 and Harrison died in 2002.

Ayrton Senna _____ Brazil`s greatest motor racing world champion. Millions of Brazilians _____ sad and shocked when he died in 1994. Adriane Galisteu, the TV star, _____ his girlfriend.

2) Complete the sentences about Dilma Rousseff's last weekend using the past tense of the verbs in the box.

COME – NOT PLAY – EAT – GO – NOT SPEND – BUY – SEE – HAVE –
NOT STUDY - DO

LAST WEEKEND

- a) Dilma _____ a lot of things.
- b) She _____ a CD.
- c) She _____ a lot of feijoada.
- d) She _____ a movie on TV.
- e) She _____ three hours on the Internet.
- f) Her uncle _____ for a visit.
- g) She _____ to her friend`s house.
- h) She _____ soccer with her best friend.
- i) She _____ for a test.
- j) She _____ a headache on Sunday night.

3) Read the sentences and ask questions using the words in parentheses.

a) Tancredo Neves died in 1985. (When)

b) President Lula was born in Pernambuco. (Where)

Let's listen!

Before listening!

Who was the first woman elected president in the Latin America's biggest country?

Available at <http://www.youtube.com/watch?v=43iLBogtxjU> – Accessed on June 21st, 2013.

Listening

1) Answer the questions below.

a) How old was Dilma Rousseff when she became the Brazil's president?

b) How many percent of votes did she have and how many votes did Jose Serra (her opponent) have?

c) Who helped her a lot in her campaign?

d) How did she feel by assuming such responsibility and legacy?

e) What happened with her in the early 1970's when she fought against Brazil's dictatorship? _____

Pronunciation Corner

-ED sound in the past regular verbs.

<i>/d/ - played</i>	<i>/t/ - helped</i>	<i>/id/ - visited</i>

Production Time!

Now that you have learned some facts about 12 American Presidents and about Brazil's current president: Dilma Rousseff, it is your turn to bring some facts about Brazil's ex-presidents.

1) Visit some websites which bring information about Brazil's previous presidents. Each student is supposed to research about one former president.

Luiz Inácio Lula da Silva	Fernando Henrique Cardoso	Itamar Franco
Fernando Collor	José Sarney	João Figueiredo
Ernesto Geisel	Emílio Médici	Costa e Silva
Castelo Branco	João Goulart	Jânio Quadros

2) Fill in this form about the president you are researching about:

Full name:	
Nickname:	
Date of birth and death (if he is dead):	
Place of birth:	
Information about his family (wife and children):	
Likes and dislikes:	

Important things he did:	
Fun Facts:	

Site to support your search:

- http://en.wikipedia.org/wiki/Main_Page

Let's show it!

1) In pairs:

Student A	Student B
<p>Ask questions about the president your classmate made a research about.</p> <p>After being informed about the other president, report your classmate's answers to the whole classroom.</p>	<p>Answer your classmate's questions about your research. Inform him/her about the president you made the research about.</p>

2) Switch roles.

3) Let's write!

After having your chart completed and sharing the collected information with the whole group, write a 80-word text about the president you are researching. To post on the BLOG created by the class containing information about Brazil's previous presidents.

Hand it in to your teacher before posting on the website.

Blog: BR Presidential Fun Facts

Assessment – Unit 1

STUDENTS' TEST

Read the text below:

U.S. Presidential Pets: Then and Now



President Bush's dogs often play on the White House lawn, but did you know that he also has cows and a cat? These animals are part of a long history of U.S. presidential pets—from horses and owls to snakes and elephants.

President Bush's dogs include two Scottish terriers named Barney and Miss Beazley. He also used to have an English springer spaniel named Spotty. His cat is named India. India, nicknamed "Willie," has lived with the Bush family for more than ten years!

Pat Finnegan, a U.S. National Park Service expert who works at the White House, said that the pets "are very friendly, and the dogs are out on the grounds daily."

Past Presidents brought many interesting animals to the White House, Finnegan said. The wife of John Quincy Adams, the sixth President, had silkworms. Herbert Hoover, the 31st President, had an opossum. And Calvin Coolidge, the 30th President, had a raccoon named Rebecca who walked on a leash!

Theodore Roosevelt, the 26th President, was famous for his many pets. His six kids had snakes, dogs, cats, a badger, birds, guinea pigs, and more.

When Roosevelt's son Archie got the measles, Quentin, another of Roosevelt's sons, thought a visit from the family pony might cheer Archie up. So Quentin put the animal on the White House elevator and brought him to Archie's upstairs room.

Quentin's animal adventures didn't end there. Once he borrowed many snakes from a pet store. Running to show his father, Quentin interrupted an important meeting and dropped the snakes all over his father's desk!

During World War I, Woodrow Wilson, the 28th President, kept a herd of sheep on the White House lawn.






Some of the more unusual U.S. presidential pets have been gifts from other world leaders. According to Finnegan, James Buchanan, the 15th President, received a herd of elephants from the King of Siam (now called Thailand). The Sultan of Oman gave Martin Van Buren, the eighth President, a pair of tigers.





But even the more typical pets have had an unusual time at the White House. Warren Harding, the 29th President, and his family had a birthday party for their dog Laddie Boy. According to Finnegan, they invited other dogs and served a dog biscuit cake.

What's next? A White House zoo?

Adapted from <http://kids.nationalgeographic.com/kids/stories/animalsnature/uspresidentialpets/> - Accessed on July 21st, 2012

Vocabulary:

<p>Lawn:</p> 	<p>. Scottish terriers:</p> 
<p>English springer spaniel:</p> 	<p>Grounds: Surfaces on earth. Silkworms: the larva source of silk.</p>
<p>Opossum:</p> 	<p>Raccoon:</p> 

<p>Leash:</p> 	<p>Badger:</p> 
<p>Guinea pig:</p> 	<p>Pony:</p> 
<p>Herd: many animals of the same species.</p>	

Definitions from <http://www.thefreedictionary.com/>

1) Read the text below and match the columns according to the information given.

1 – James Buchanan	() had six snakes, dogs, cats, a badger, birds, guinea pigs, a pony and more.
2 – Herbert Hoover	() had a herd of sheep.
3 - Bush	() had silkworms.
4 – Theodore Roosevelt	() had dogs, cows and a cat.
5 – Woodrow Wilson	() had a herd of elephants.
6 – Calvin Collidge	() had an opossum.
7 – Martin Van Buren	() had a raccoon.
8 – John Quincy Adams' wife	() had a pair of tigers.

2) Answer the question.

a) Some of the Presidents' pets were gifts from someone else. What were they and who gave them to which president?

3) Listen to the video about more fun facts about US ex-presidents and match the columns according to the information you hear.

Available at <http://www.youtube.com/watch?v=-djrRRV07UM> – Accessed on June 23rd, 2013

1 – George Washington	() first president who served more than two terms.
2 - William Howard Taft	() had 15 children.
3 - Franklin D. Roosevelt	() was a speed reader. He could read 2.000 words in a minute.
4 – James Garfield	() punished hundreds of slaves throughout his life time.
5 – John Tyler	() had horrible dental problems.
6 – Thomas Jefferson	() could write with both hands at the same time and in different languages.
7 – Richard Nixon	() was the last president who had facial hair – he had a mustache.
8 – Jimmy Carter	() first and only president to resign from office.

4) Complete the sentences about Abraham Lincoln using the words from the box in the appropriate form.

to join	to be (2x)	to move	to be born	to die	to become
		to practice	to go		

a) Abraham Lincoln _____ in Hardin (now Larue) County, Ky., on Feb. 12, 1809.

b) His family _____ to Indiana and then to Illinois.

c) In 1834, he _____ to the Illinois legislature as a Whig and _____ the party's floor leader.

d) For the next 20 years he _____ law in Springfield.

e) In 1855, he _____ a candidate for senator and the next year he _____ the new Republican Party.

f) Lincoln _____ shot by the actor John Wilkes Booth at Ford's Theater, Washington, on April 14, 1865. He _____ the next morning.

Information available at <http://www.factmonster.com/ipka/A0760601.html> - Accessed on June 23rd, 2013

5) Read this text about Prince William:

PRINCE WILLIAM

Prince William is a member of the Royal family.

He isn't American, he is English.

He lives in London at Buckingham Palace.

He is twenty-nine years old.

He is tall and thin.

He has short blond hair and blue eyes.

He likes pasta, hamburgers, chocolate, and fruit salad.

He doesn't like watching TV.

His favorite sports are skiing, soccer, hockey, rafting, boat racing on the river Thames and swimming.



Suppose you are a person living 80 years ahead and Prince William is already dead. Read the sentences above and, using the simple past, describe Prince William's life for people in the future.

Teacher's guide

UNIT 1 BEFORE BEING A PRESIDENT

LANGUAGE FOCUS: Simple Past and Past Expressions

THEME: Curiosities about Presidents

AUDIENCE: Teenagers and adults: B2 or 7th grade students

Starting up!

This unit was developed to basic adult students either in a language course or in a regular context (EJA students, for example).

This activity aims to raise students' schemata towards the main topic of the unit. The unit brings fun in interesting facts about previous US presidents. The final goal of the unit is to build a blog with fun and interesting facts about Brazilian presidents. This way, students will be able to know a little bit not only about American history, but also about Brazilian history. This would be an interdisciplinary topic since we mix English with History. Students will learn History through English.

The first activity is a quiz in which students are going to check their knowledge on American and Brazilian presidents. At this point, the teacher should not assess students, but only check what they know or not about the topic and teach them. The teacher asks the students to answer the quiz in pairs. When correcting it, the teacher should listen to the students' answers explaining why they are wrong (if they answer the questions in a wrong way).

PRESIDENTIAL QUIZ

- 1) How many presidents has the United States had? **Answer:** 44
- 2) Who was the first American president? **Answer:** George Washington = 1st president / Abraham Lincoln = 16th president / Theodore Roosevelt = 26th president.
- 3) Who is the current American president? **Answer:** Barack Obama = 44th / William J. Clinton = 42nd president / George W. Bush = 43rd president.
- 4) And Brazil? How many presidents has Brazil had? **Answer:** 36
- 5) Who was the first Brazilian president? **Answer:** Deodoro da Fonseca = 1st president / Floriano Peixoto = 2nd president / Prudente de Moraes = 3rd president.

6) Who is the current Brazilian president? **Answer:** Dilma Rousseff = 36th president / Fernando Henrique Cardoso = 34th president / Luiz Inácio Lula da Silva = 35th president.

Information and pictures available at http://en.wikipedia.org/wiki/Main_Page - Accessed on June 21st, 2013

Let's read!

Before reading

This before reading section aims to have students thinking more about the topic of the text which is fun facts about American Presidents.

The teacher should ask students the questions and let them give their opinions and telling anything they know about the current American and Brazilian presidents. Teacher should ask linking questions whenever it is necessary, for example: where did you read this?

1) What do you know about the current American president? Do you know anything funny or interesting about him? If so, share the information with the classmates.

Possible answers: The answers may vary.

2) And about the current Brazilian president?

Possible answers: The answers may vary.

Reading

1) Read the text once and discuss with a classmate the questions that follow it.

During this activity, students are required to read the text once in order to have the main gist of the text and to look for the main ideas of the text.

Teacher asks students to read the text once and answer the questions that follow the text. When they finish, teacher should correct the activity and ask students to do question 3. However, for question 3, students are required to read the text for the second time.

a) What is the text about?

Answer: The text brings fun facts and information about 12 previous American presidents when they lived in the White House. The jobs they had before being presidents and some curiosities about them.

b) What is the purpose of the text?

Answer: It is to inform students about some historical facts concerning the USA.

2) Read the text again and match the columns according to the information given.

In activity number two, students are required to read the text for the second time in order to learn specific information about it. Students are going to read the text in order to look for specific information. This specific information brings the main idea of the text: the facts and curiosities about former American presidents.

Teacher asks students to read the text for the second time and to answer to question 2. In this activity, students will match the columns according to each president and the fact the text brings about him. Now, students will start learning a lot about American presidents. After reading the text for the second time and matching the columns, teacher should correct the activity showing in the text the information about each president.

U.S. Presidential Fun Facts - What did the US presidents do?

1 - Franklin Delano Roosevelt	(7) named the white House in 1901.
2 – Abraham Lincoln	(8) favorite food was ice cream.
3 – Andrew Johnson	(10) had a stepmother.
4- Ronald Reagan	(6) studied to be a medical doctor.
5- Jimmy Carter	(9) was a haberdasher.
6- William Henry Harrison	(2) worked cutting pieces for fences and was the tallest president.
7 – Theodore Roosevelt	(12) was the first presidents who had his photograph taken.
8 – George Washington	(11) was the first left-handed president.

9 – Harry Truman	(1) rode an airplane.
10 – Millard Fillmore	(4) was a movie actor.
11 – James Garfield	(5) was a peanut farmer.
12 – James Polk	(3) was a tailor.

Going Deeper!

This activity aims to have students speculating about the text and use the knowledge they know to talk about Brazilian context. Also, it is important to let them know that if they do not have any information about Brazilian context, it is time for them to learn. The teacher tells students that if they do not have any information about the questions below, by the end of this unit, for sure, they will have.

Ask students to sit in groups of 4 students. Ask students to read the questions below and write their answers.

a) The American president lives in The White House. Where does the Brazilian president live?

Answer: Palácio da Alvorada

b) Why is the text called U.S. Presidential Fun Facts?

Answer: Answers may vary.

c) Do you know what job any Brazilian president had before becoming president?

Answer: Answers may vary.

d) Do you know any fun fact about Brazilian presidents? If yes, tell your classmates.

Answer: Answers may vary.

Language Focus – Simple Past

At this point, teacher should start calling students' attention to the fact that the text informs us about past events. Therefore, it should use verbs in the past test and past expressions.

The teacher should provide students with more sentences in the simple past and explain the positive, negative and interrogative forms. The teacher should also explain and give examples of regular and irregular forms.

By examples, the teacher should ask the students questions in order to have them think about the grammar topic which is the simple past.

The teacher should write on the board the examples, so that, the students should visualize better by having teacher showing and explaining all process for them.

Grammar is going to be introduced and taught to students in an inductive way: from examples and uses to the rule itself. With teacher`s help, students are going to infer the rule of the simple past – from the examples and questions.

It is your turn!

The teacher now provides students with some grammar activities in order to consolidate the new structure just presented.

The teacher asks students to do the activities. The students do the activities by themselves and after that, the teacher correct them in the group, solving questions and problems that might appear. If the teacher is behind schedule, s/he can assign the activities to be done at home and correct in the following class.

1) Fill in the blanks using WAS or WERE.

Tancredo Neves <u>was</u> born on 1910. He <u>was</u> the president of Brazil from January 1985 to April 1985. He died on April 21, 1985.
George Harrison and John Lennon <u>were</u> part of “The Beatles”. John Lennon <u>was</u> born in Ireland in 1940, but grew up in Liverpool. George Harrison <u>was</u> born in Liverpool in 1943. Lennon died in 1980 and Harrison died in 2002.
Ayrton Senna <u>was</u> Brazil's greatest motor racing world champion. Millions of Brazilians <u>were</u> sad and shocked when he died in 1994. Adriane Galisteu, the TV star, <u>was</u> his girlfriend.

2) Complete the sentences about Dilma Rouseff`s last weekend using the past tense of the verbs in the box.

COME – NOT PLAY – EAT – GO – NOT SPEND – BUY – SEE – HAVE – NOT STUDY - DO

LAST WEEKEND

- a) Dilma DID a lot of things.
- b) She BOUGHT a CD.
- c) She ATE a lot of feijoada.
- d) She SAW a movie on TV.
- e) She DIDN`T SPEND three hours on the Internet.
- f) Her uncle CAME for a visit.
- g) She WENT to her friend`s house.
- h) She DIDN`T PLAY soccer with her best friend.
- i) She DIDN`T STUDY for a test.
- j) She HAD a headache on Sunday night.

3) Read the sentences and ask questions using the words in parentheses.

a) Tancredo Neves died in 1985. (When)

Answer: When did Tancredo Neves die?

b) President Lula was born in Pernambuco. (Where)

Answer: Where was president Lula born?

Let's listen!

To activate students' previous knowledge on the topic, teacher might ask the following question:

Before listening!

Who was the first woman elected president in the Latin America's biggest country?

Answer: Dilma Rousseff.

Available at <http://www.youtube.com/watch?v=43iLBogtxjU> – Accessed on June 21st, 2013.

The students now will listen to a text presenting the first female president in Brazil – since we have been presenting some presidential facts. Now, we are starting to change our focus to Brazil (the country in which we live), because their final production

is related to curiosities about Brazilian presidents. Therefore, our focus starts to change. Students are going to understand the main idea of the text which are interesting facts about our president and her life before being Brazil's president.

The students should listen to the text and answer the following questions which are listening comprehension questions about the text. After listening to the text and answering the questions, the teacher should correct them and inform students why they committed the mistakes, in case there is any mistake.

Listening (track 1)

1) Answer the questions below.

a) How old was Dilma Rousseff when she became Brazil's president?

Answer: Dilma was 62 years old.

b) How many percent of votes did she have and how many votes did Jose Serra (her opponent) have?

Answer: Dilma had nearly 56% / Serra had less than 45%

c) Who helped her a lot in her campaign?

Answer: Lula did.

d) How did she feel by assuming such responsibility and legacy?

Answer: She was happy.

e) What happened with her in the early 1970's when she fought against Brazil's dictatorship?

Answer: She was jailed and tortured.

Transcription – Track 1

Track 1 - Woman to Be Brazil's Next Leader (audio only)

Supporters of Dilma Rousseff have been celebrating in Brazil. The 62-year-old carrier civil servant will be the country's next president. The first woman to hold the office in Latin American's biggest nation. According to Brazil's electoral court, Rousseff won Sunday's runoff easily. Picking up nearly 56% of the votes, to less than 45% for her rival José Serra. Rousseff said she was happy with her win. "It is a huge joy to be here today. Millions of Brazilians trusted me in a mission, perhaps the most important

to my life. It is beyond me, it is how our democracy has become, because for the first time ever, a woman will lead in Brazil”.

Rousseff's victory was thanks to the whole hearted backing of the enormously popular outgoing president: Luíz Inácio Lula da Silva, who campaigned with her tirelessly. She said it would be a challenge to succeed him, but she felt confident she could own his legacy. “The joy I feel of my victory is main good with feelings about his departure. I know that a leader like Lula will never be away from his people, away from us”.

Dilma Rousseff had been jailed and tortured in the early 1970s for fighting against Brazil's dictatorship. She was an energy minister and chief of staff under Silva, but Rousseff has never held elective office before, although she is known as demanding and skilled manager. Still her supporters say they are confident. She will keep the country moving in the right direction.

Pronunciation corner

-ED sound in the past regular verbs.

In this section, students are invited to go through a really important aspect of English pronunciation, the final –ED of regular past verbs.

The teacher should tell students that the –ED we write in the end of regular verbs to form the past are pronounced in three different ways. The teacher can provide students with examples. After listening to the text again and trying to get the pronunciation of the regular verbs, the teacher shows students the three regular verbs presented in the oral test and tell students how they are pronounced.

<i>/d/ - played</i>	<i>/t/ - helped</i>	<i>/ɪd/ - visited</i>
<i>jailed</i>		<i>trusted</i>
<i>tortured</i>		

The teacher should explain and give examples of verbs ending with –ED. The verbs ending with a voiceless sound: ask, watch, help, surf; have the –ed pronounced as /t/. The verbs ending with a voiced sound: rain, play, travel, arrive; have the –ed

pronounced as /d/. Verbs ending with /t/ and /d/ have the –ed pronounced as /id/: visited.

Production time!

Now that you have learned some facts about 12 American Presidents and about Brazil's current president: Dilma Rousseff, it is your turn to bring some facts about Brazil's ex-presidents.

IT IS PRODUCTION TIME!!!

- 1) Visit some websites which bring information about Brazil's ex-presidents. Each student is supposed to research about one ex-president.

The teacher chooses one president to each student. No president name can be given to more than one student, otherwise, we will not have information gap.

Luiz Inácio Lula da Silva	Fernando Henrique Cardoso	Itamar Franco
Fernando Collor	José Sarney	João Figueiredo
Ernesto Geisel	Emílio Médici	Costa e Silva
Castelo Branco	João Goulart	Jânio Quadros

- 2) Fill in this form about the president you are researching about:

Here students are provided with the opportunity to research about Brazilian presidents.

Students, at home, will research about a president and fill in the chart with information they found. This chart is to guide students' research. This way, they will not get lost in the information they find on the Internet and they will know exactly what to look for.

Full name:	
Nickname:	
Date of birth and death (if he is dead):	
Place of birth:	

Information about his family (wife and children):	
Likes and dislikes:	
Important things he did:	
Fun Facts:	

Site to support your search:

- http://en.wikipedia.org/wiki/Main_Page

Let's show it!

To improve their oral ability even more, the students will share the collected information with other student and after that, with the whole group/classroom.

In pairs:

Student A	Student B
<p>Ask questions about the president your classmate made a research about.</p> <p>After being informed about the other president, report your classmate's answers to the whole classroom.</p>	<p>Answer your classmate's questions about your research. Inform him/her about the president you made the research about.</p>

2) Switch roles.

3) Writing

After having your chart completed and sharing the collected information with the whole group, write a 100-word text about the president you are researching. To post on the BLOG created by the class containing information about Brazil's ex-presidents.

Hand it in to your teacher before posting on the website.

Now, students will transform the information they found in a text, because the pieces of information they have are presented in topics (in the chart of activity 2). The students are supposed to write texts presenting information and fun facts about Brazilian presidents.

The students should hand in the text for the teacher to correct. After the correction, students will write the second draft of their text. Students should write this second draft on the computer, so that, teacher will be able to include it on the blog created to contain information and fun facts about Brazilian presidents. On this blog, people in general will learn a lot about our ex-presidents and also, they will improve their English.

Assessment – Unit 1

STUDENTS' TEST

Answer Key

1) Read the text below and match the columns according to the information given.

1 – James Buchanan	(4) had six snakes, dogs, cats, a badger, birds, guinea pigs, a pony and more.
2 – Herbert Hoover	(5) had a herd of sheep.
3 - Bush	(8) had silkworms.
4 – Theodore Roosevelt	(3) had dogs, cows and a cat.
5 – Woodrow Wilson	(1) had a herd of elephants.
6 – Calvin Collidge	(2) had an opossum..
7 – Martin Van Buren	(6) had a raccoon.
8 – John Quincy Adams`wife	(7) had a pair of tigers.

2) Answer the question.

a) Some of the Presidents` pets were gifts from someone else. What were they and who gave them to which president?

Answer: James Buchanan, the 15th President, received a herd of elephants from the King of Siam (now called Thailand). The Sultan of Oman gave Martin Van Buren, the eighth President, a pair of tigers.

3) Listen to the video about more fun facts about US ex-presidents and match the columns according to the information you hear. (**Track 2**)

1 – George Washington	(3) first president who served more than two terms.
2 - William Howard Taft	(5) had 15 children.
3 - Franklin D. Roosevelt	(8) was a speed reader. He could read 2.000 words in a minute.
4 – James Garfield	(6) punished hundreds of slaves throughout his life time.
5 – John Tyler	(1) had horrible dental problems.
6 – Thomas Jefferson	(4) could write with both hands at the same time and in different languages.
7 – Richard Nixon	(2) was the last president who had facial hair – he had a mustache.
8 – Jimmy Carter	(7) first and only president to resign from office.

Available at <http://www.youtube.com/watch?v=-djwRRV07UM> – Accessed on June 23rd, 2013

NOTE 1: The teacher should tell students that since this video was posted on the Internet in 2007, there is a piece of outdated information. It says that Franklin Roosevelt was the only president to serve more than 2 turms. However, the current American president Barack Obama is a president who is in the office for the second time.

NOTE 2: It would be interesting if students see the video because it is very funny and it will help students understand the situations.

Transcription – Track 2

Track 2 - Amazing President Facts (video)

George Washington, the first president had horrible dental problems. He often had his dentures made from a portion of ivory and human's teeth.

William Howard Taft was the last president to have facial hair. He had a mustache.

Franklin Roosevelt was the only president to serve more than 2 turms.

James Garfield could write with both hands at the same time. In different languages.

John Tyler, the 10th president has 15 children.

Thomas Jefferson actually punished hundreds of slaves throughout his life time.

Richard Nixon was the first and only president who resigned from office.

Jimmy Carter was a speed reader. He could read over 2.000 words a minute.

4) Complete the sentences about Abraham Lincoln using the words from the box in the appropriate form.

Answer: a) was born
b) moved
c) went / became
d) practiced
e) was / joined
f) was / died

5) Read this text about Prince William:

Answer:

Prince William was a member of the Royal family.

He wasn't American, he was English.

He lives in London at Buckingham Palace.

He was twenty-nine years old.

He was tall and thin.

He had short blond hair and blue eyes.

He likes pasta, hamburgers, chocolate, and fruit salad.

He didn't like watching TV.

His favorite sports were skiing, soccer, hockey, rafting, boat racing on the river Thames and swimming.

UNIT 2
CHILDREN AROUND THE WORLD

Starting up!

Look at the pictures.

a)



Available at
<http://theaidworker.com/?p=110>
Assessed on June 19th, 2013

b)



Available at
<http://vidaequilibrio.com.br/moc-hila-adequada-evita-possiveis-traumas-a-saude-da-crianca>
Assessed on June 19th, 2013

c)



Available at
<http://sobralnews.com.br/novo/ceara-e-o-15o-no-ranking-nacional-do-trabalho-infantil/>
Assessed on June 19th, 2013

d)



Available at <http://marialuciacass.blogspot.com.br/2010/07/o-que-fazer-brasil-com-o-nosso-brasil.html>

Assessed on June 19th, 2013

In Pairs

- a) Describe each picture.
- b) Compare the pictures and talk about:
 - The similarities and differences;
 - Your impressions on each picture;
 - How they may be feeling;
 - The reason why they are doing these activities.
- c) Open the discussion and share your results with the group.

Let's read!

Before reading

- 1) In your opinion, should children work? Explain.

Reading

- 1) Take a look at the picture that illustrates the text, read it once and write a title to it.



Available at <http://www.whichcountry.co/top-ten-child-labor-countries-in-the-world/>

Assessed on June 20th, 2013.

It is work that children should not be doing because they are too young to work, or – if they are old enough to work – because it is dangerous or otherwise unsuitable for them. Not all work done by children should be classified as child labour. Children's or adolescents' participation in work that does not affect their health and personal development or interfere with their education, is generally regarded as being something positive. Whether or not particular forms of "work" can be called "child labour" depends on the child's age, the type and hours of work performed and the conditions under which it is performed, as set out in the ILO Conventions.

There are many forms of child labour worldwide. Children are engaged in agricultural labour, in mining, in manufacturing, in domestic service, types of construction, scavenging and begging on the streets. Others are trapped in forms of slavery in armed conflicts, forced labour and debt bondage (to pay off debts incurred by parents and grandparents) as well as in commercial sexual exploitation and illicit activities, such as drug trafficking and organized begging and in many other forms of labour. Many of these are "worst forms" of child labour as they are especially harmful, morally reprehensible, and they violate the child's freedom and human rights. Child labour tends to be concentrated in the informal sector of the economy. For some work, children receive no payment, only food and a place to sleep. Children in informal sector work receive no payment if they are injured or become ill, and can seek no protection if they are maltreated by their employer.

Child labour is a complex problem and numerous factors influence whether children work or not. Poverty emerges as the most compelling reason why children work. Poor households spend the bulk of their income on food and the income provided by working children is often critical to their survival. However, poverty is not the only factor in child labour and cannot justify all types of employment and servitude. Countries may be equally poor and yet have relatively high or relatively low levels of child labour.

Childhood is a critical time for safe and healthy human development. Because children are still growing they have special characteristics and needs, in terms of physical, cognitive (thought/learning) and behavioural development and growth, that must be taken into consideration. Child labourers are at a high risk of illness, injury and even death due to a wide variety of machinery, biological, physical, chemical, ergonomic, welfare/hygiene and psychosocial hazards, as well as from long hours of work and poor living conditions. The work hazards and risks that affect adult workers can affect child labourers even more strongly. For example, physical strain, especially when combined with repetitive movements, on growing bones and joints can cause stunting, spinal injury and other life long deformation and disabilities. Children often also suffer psychological damage from working and living in an environment where they are denigrated, harassed or experience violence and abuse. In addition, child labour has a profound effect on a child's future. Denied the right to a quality education, as adults they have little chance of obtaining a decent job and escaping the cycle of poverty and exploitation.

**HAVE YOU NOTICED?
LABOUR OR LABOR?**

Both words have the same meaning, the difference is that:
LABOUR: British variation.

LABOR: American variation.

BRITISH	AMERICAN
biscuit	cookie
car park	parking lot
holiday	vacation
mad	crazy, insane

Available at <http://www.englishclub.com/vocabulary/british-american.htm>
and <http://grammarist.com/spelling/labor-labour/> - Assessed on June 18th, 2013

2) Read the text for the second time and answer the questions that follow.

a) Write your own definition for CHILD LABOUR.

Child labour is _____

b) What kind of works should not be classified as being something negative?

c) And the works that should be considered negative?

d) Are the children well paid and treated by their employers? Explain.

e) What are the risks a child is taking for working being too young to start working?

Going deeper!

- 1) In your opinion, why do these children have to work?
- 2) Read the poster below based on Children's Rights and think:

Have children's rights been respected according to the text about children's labor you have just read? If so, which rights do you think are being violated or disrespected and explain why.



Available at <http://rafienglish.blogspot.com.br/>
Accessed on June 15th, 2013.

Let's listen!

Audio available at:

http://www.ilo.org/global/about-the-ilo/multimedia/audio/WCMS_215773/lang--en/index.htm - Accessed on June 15th, 2013.

Before listening

You have just read a text explaining what child labor is and its consequences on a child's life. And what about domestic work?

- 1) What is domestic work for you?
- 2) Is it okay if a child works doing the household chores in his/her house? Why (not)?
- 3) If so, what chores should be done by the children and at what age they should start working or helping?

Listening

- 1) Listen the text once and match the columns.

a) More than 15,5 million children under 18	() are aged between 5 and 14.
b) Of those, 10,5 million	() are involved in domestic work.
c) 6,5 million of these children	() are working under the illegal age and in hazardous and in some cases slavery conditions.

- 2) Listen the text again and answer the questions bellow.

- a) What happens to those children when they become child laborers?

- b) What are the forms of child labor that are mentioned in the text?

- c) According to the text, “the hidden nature of this situation makes it hard to identify and protect these children”. Explain what the hidden nature is.

After listening

Have you seen or heard about any child being exploited and working at the wrong age? If so, share your experience with the classmates. Where is this child from? Where does he/she work? What kind of work does this child do? Is he or she happy doing it?

Language Focus

Pay attention to the sentences extracted from the text you have just listened.

- a) They **are isolated** from their own families.
- b) They **are hidden** from the public eye by the nature where they are working.
- c) In many countries, child domestic labor **is not recognized** as child labor (...)
- d) (...) child labor **should be prohibited**.

Answer the questions:

a) What is more important in the sentences above, the people who perform the action or the action itself?

b) What can you say about the expressions in bold? How are they formed?

This is the **PASSIVE VOICE**. Passive voice is used when the focus is on the action. Who or what is performing the action is not important or not known.

Ex: My bike was stolen. (The focus is on the fact that my bike was stolen. I do not know who did it.)

FORM: subject + verb to be (conjugated) + past participle.

Ex: A letter **was written**. Houses **are built**.

It is your turn!

1) Make up sentences in the passive voice. Use the verbs from the box and the expressions bellow.

link	produce	make	break
------	---------	------	-------

a) rocks / 6 or 7 year-old children

b) carpets, clothes, soccer balls, bricks and fireworks / children

c) footwear / in India and the Philippines

d) child trafficking / to work in domestic service

Available at http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/what_is_child_labor.html – Accessed on June 15th, 2013

2) Now, transform the sentences you have just created into sentences in the active voice.

a) _____

b) _____

c) _____

d) _____

Pronunciation Corner

Listen to the text again and pay attention to the pronunciation of **ous** sound in the word:

hazardous

ous = us (əs)

Like in fabulous, populous and gorgeous.

Now, find in the text 2 words which finishes with the sound you have just studied.

Production time!

Throughout this unit, we have learned that besides having children working when they should have been going to school or having a decent and not troubled childhood, we see that they work in very poor and dangerous conditions.

Make a research on the Internet and answer the following questions creating an email to the president of Brazil, Dilma Rouseff, informing her about the situation and convincing her to start a campaign to raise Brazilian's awareness on the topic.

You are going to inform the president about the problem, but for doing so, you should provide her with some information. Answer the questions:

- 1) What is child labor?
- 2) Why is it harmful to children's lives?
- 3) What should children have been doing instead of working?
- 4) What are the reasons that force a child to work?
- 5) Do we have children working in Brazil? If so, where they work, what they do and the conditions offered to these children.
- 6) Give at least three preventive actions the government might create in order to prevent and/or abolish this practice.

Sites to support your search:

- http://en.wikipedia.org/wiki/Child_labour
- <http://www.un.org/en/globalissues/briefingpapers/childlabour/>
- http://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_215170/lang--en/index.htm
- <http://www.refworld.org/docid/4aba3eed8.html>

The screenshot shows a web interface for creating a new email template. The title is "E-mail Template New". Under the "Details" tab, there are several input fields: "Type *" is set to "Company / Account Template", "Language" is a dropdown menu set to "English", "Title *" is an empty text box, "Description" is a large text area, and "Subject *" is another empty text box. Below the "Subject" field is a rich text editor toolbar with icons for cut, copy, paste, bold, italic, underline, bulleted list, numbered list, link, unlink, and font color. The main content area of the rich text editor is currently empty.

NOTE: Before sending your email to our president, have a classmate correcting it in order to check if you have committed mistakes. When your classmate gives it back, re-write it if necessary and give it to your teacher.

Let's show it!

Poster and oral presentation

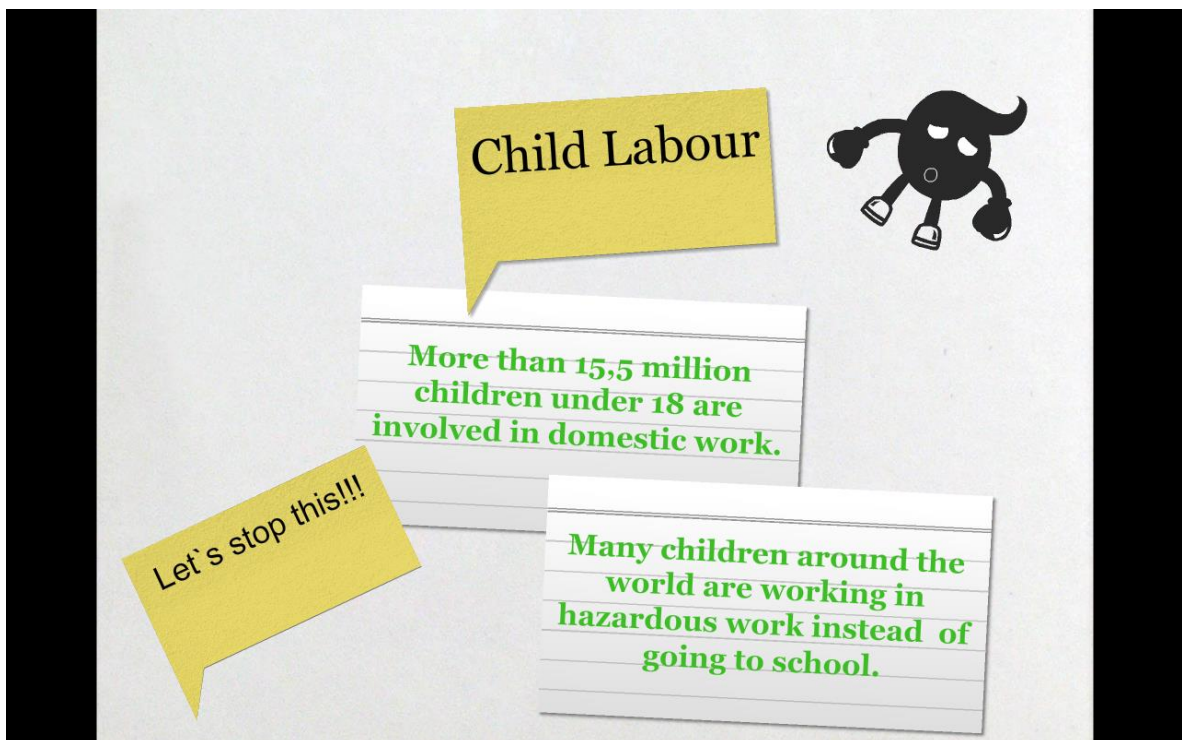
In pairs and based on the information you have gathered, prepare a poster to the campaign in order to inform the other students in your school and all Brazilians about the situation of child labor in Brazil.

You can do your poster online at www.glogster.com

Prepare the poster to present to your class and school.

Suggestions:

- What child labor is.
- Are there children working in Brazil?
- Working X Studying



<http://arianateacher.edu.glogster.com/child-labour>

Assessment – Unit 2

STUDENTS' TEST

See and listen the video about Pharady's family and life.

Available at <https://www.youtube.com/watch?v=BcI4I3arrHI> – Accessed on June 24th, 2013

1) Choose the best alternative.

- 1) In the morning, who does she take water to?
 - a) To her boss
 - b) To her neighbors
 - c) To her parents

- 2) How heavy is the tank when it is full?
 - a) 480 pounds
 - b) 430 pounds
 - c) 450 pounds

- 3) Where does she work in the afternoon?
 - a) Doing the household chores
 - b) In a cement factory
 - c) In a brick factory

- 4) Pharady's father died...
 - a) 5 years ago
 - b) 6 years ago
 - c) 3 years ago

- 5) What is Pharady's dream?
 - a) To move out.
 - b) To buy a new house.
 - c) To become teacher.

- 6) How many hours does she work a day?
 - a) 12 hours
 - b) 10 hours
 - c) 14 hours

2) What is your opinion about the information brought by the video you have just watched:

“The average child in North America spends over 7 hours a day in free time, playing and watching TV. However, millions of children are forced into child labour because they have no other choice. Worldwide, there are an estimated 200 million child laborers. Some 126 million of this children work in hazardous conditions”.

3) Fill in the blanks completing another text about child labor. You might choose active or passive voice of the verbs in parenthesis.

Child labour _____ (employ) to varying extents through most of history. Before 1940, numerous children aged 5–14 _____ (work) in Europe, the United States and various colonies of European powers. These children worked in agriculture, home-based assembly operations, factories, mining and in services such as newsies. Some worked night shifts lasting 12 hours. With the rise of household income, availability of schools and passage of child labour laws, the incidence rates of child labour _____ (fall).

In developing countries, with high poverty and poor schooling opportunities, child labour _____ (be) still prevalent. In 2010, sub-saharan Africa _____ (have) the highest incidence rates of child labour, with several African nations witnessing over 50 percent of children aged 5–14 working. Worldwide agriculture _____ (be) the largest employer of child labour. Vast majority of child labour _____ (find) in rural settings and informal urban economy; children _____ (employ) by their parents, rather than factories. Poverty and lack of schools _____ (consider) as the primary cause of child labour.

The incidence of child labour in the world _____ (decrease) from 25% to 10% between 1960 and 2003, according to the World Bank.

Available at http://en.wikipedia.org/wiki/Child_labour - Accessed on June 22nd, 2013

4) After reading the text answer the questions bellow.

a) Where did children work before 1940?

b) What did these children do?

c) Why did the number of child laborers fall?

d) Why is child labor still prevalent?

e) Where are the most part of these children working?

f) What percentage has the incidence of child labor decreased according to the World Bank?

5) Consider the information in the text you have just read and in the whole unit you have studied. Write an email to Pharady telling her what you have learned and how she could change her life and realize the biggest dream of her life.

The image shows a software interface for creating a new email template. The window title is "E-mail Template" and the subtitle is "New". A "Details" tab is active. The form includes the following fields and controls:

- Type ***: A dropdown menu currently showing "Company / Account Template".
- Language**: A dropdown menu currently showing "English".
- Title ***: An empty text input field.
- Description**: A large, empty text area with vertical scrollbars.
- Subject ***: An empty text input field.

Below the form fields is a rich text editor toolbar with icons for Cut, Copy, Paste, Bold (B), Italic (I), Underline (U), Bulleted List, Numbered List, Indent, Outdent, Text Color, Background Color, and Font Color. The main text area of the editor is currently empty.

Teacher's guide

UNIT 2 CHILDREN AROUND THE WORLD

LANGUAGE FOCUS: Passive Voice

THEME: Child labor around the world

AUDIENCE: Teenagers and adults: Basic 4 – Pre Intermediate Students

This unit was developed to pre intermediate adult students either in a language course or in a regular context (EJA students, for example).

The aim of this unit is not only to teach and practice the grammar focus, which is passive voice, but also to raise students' awareness on a serious and authentic problem which is child's labor around the world. There are more than 15,5 million children working around the world under the age of 18 and most of them work in poor and hazardous conditions instead of going to school or having a decent and not troubled childhood.

Starting up!

This is the warm up section. The teacher should involve students in a pair and then group discussion based on the pictures representing children in different situations.

Picture A: The first picture portrays a young boy carrying a load of sugar cane. He is at around 9 years old. He does not seem to be happy, but tired and he is used to the situation.

Picture B: This second picture brings a happier situation. It is a child on the right place: at school and doing what is right: studying. He seems happy and comfortable at school. He is carrying a backpack, not a heavy load on his back.

Picture C: The third picture shows a boy selling candies at the traffic lights. While the cars are stopped, he tries to sell little bags of candies. He is wearing no T-shirt and he is thin.

Picture D: The child in picture d is holding a big weapon. He does not look happy, on the other way around, he seems angry and convinced to do whatever is necessary to be done. As the other boys, he is very young, specially to be already able to use a weapon.

The teacher asks students to pair themselves. After that, students are supposed to open their books and look at the four pictures. After analyzing each picture, students should answer the questions orally on their books about the pictures. The pairs are going to talk for at about 5 minutes. Teacher should walk around to monitor the activity while students are speaking. Mistakes should be corrected at this point only if they lead to misunderstanding.

To finish the activity, the teacher should open the discussion to the whole group and each pair might contribute to the discussion bringing what they have discussed previously.

The teacher might ask extra questions, such as:

Where are they?

How are they?

What are they doing?

What are they carrying?

How old are they?

What were they supposed to be doing?

The group discussion may last 15 minutes.

Let's read!

Before reading

Teacher should ask students the question and listen to students' opinions and experiences about it. This activity should be a whole class discussion.

Reading

Now, students are going to read the text about child's labor.

For activity number one, students will take a look at the picture, the text, read the text once and choose, according to what they have seen and read, a suitable title for it. The real title for the text is: **What is child's labour?** Therefore, all answers related to this referent can be accepted by the teacher. The text explains what child's labor is, the forms of child's labors, where these kids work, what they do, some possible reasons for it and the effects of early work in a child's life.

Teacher should solve all vocabulary problems students might have. Suggestions of online dictionaries:

- <http://www.wordreference.com/>
- <http://www.thefreedictionary.com/>
- <http://dictionary.cambridge.org/>

1) Take a look at the picture that illustrates the text, read it once and write a title to it.

Possible answers: What is child's labor? / Child's labor and its effects.

The balloon that follows brings some variations of American and British English. Since the text brings the British variation, it is important to call students' attention on the topic. There are more examples of these variations and the teacher should read the table with students.

2) Read the text for the second time and answer the questions that follow.

a) Write your own definition for CHILD LABOUR.

Possible answer: Child labor is the work that children should not be doing because they are too young to do so. This work is dangerous and unsuitable for them. Also, these children should be studying instead of working.

b) What kind of works should not be classified as being something negative?

Possible answer: Work that does not affect their health and personal development or interfere with their education. But it depends on the child's age, the type of work and hours of work performed and the conditions under which it is performed.

c) And the works that should be considered negative?

Possible answer: Children that are engaged in agricultural labor, in mining, in manufacturing, in domestic service, types of construction, scavenging and begging on the streets. Children working in armed conflicts, forced labor and to pay off debts incurred by parents and grandparents, sexual exploitation and illicit activities, such as drug trafficking and organized begging.

d) Are the children well paid and treated by their employers? Explain.

Possible answer: No. For some work, children receive no payment, only food and a place to sleep. Children in informal sector work receive no payment if they are injured or become ill, and can seek no protection if they are maltreated by their employer.

e) What are the risks a child is taking for working being too young to start working?

Possible answer: Since children are still growing they have special characteristics and needs, in terms of physical, cognitive (thought/learning) and behavioral development and growth, that must be taken into consideration. Child laborers are at a high risk of illness, injury and even death due to a wide variety of machinery, biological, physical, chemical, ergonomic, welfare/hygiene and psychosocial hazards, as well as from long hours of work and poor living conditions. For example, physical strain, especially when combined with repetitive movements, on growing bones and joints can cause stunting, spinal injury and other life long deformation and disabilities. Children often also suffer psychological damage from working and living in an environment where they are denigrated, harassed or experience violence and abuse. In addition, child labor has a profound effect on a child's future due to the fact that this child will not have the possibility to study, when they become adults, they have little chance of obtaining a decent job and escaping the cycle of poverty and exploitation.

Going deeper!

At this section, the students will be required to think deeply about the text and create their hypothesis, give their opinions and think critically about the theme of the text.

1) In your opinion, why do these children have to work?

Possible answer: Answers may vary.

2) Read the poster below based on Children's Rights and think:

Have children's rights been respected according to the text about children's labor you have just read? If so, which rights do you think are being violated or disrespected and explain why.

Possible answer: Answers may vary.

Let's listen!

Before listening

For this part of the activity, the teacher should ask students the questions suggested on the book and add linking question whenever necessary. The teacher should tell students they are going to listen to a text which complements the information on child's labor they have just learned on the previous text.

1) What is domestic work for you?

Possible answer: Answers may vary.

2) Is it okay if a child works doing the household chores in his/her house? Why (not)?

Possible answer: Answers may vary.

3) If so, what chores should be done by the children and at what age they should start working or helping?

Possible answer: Answers may vary.

Listening

1) Listen the text once and match the columns. **(Track 3)**

The students are required to listen to the text twice. They should match the columns after listening to the text for the first time.

a) More than 15,5 million children under 18	(c) are aged between 5 and 14.
b) Of those, 10,5 million	(a) are involved in domestic work.
c) 6,5 million of these children	(b) are working under the illegal age and in hazardous and in some cases slavery conditions.

2) After listening to the text for the second time, the students should answer the following questions.

a) What happens to those children when they become child laborers?

Possible answer: They are isolated from their own families and hidden from the public eye by their employers.

b) What are the forms of child labor that are mentioned in the text?

Possible answer: Children work long hours in hazardous conditions handling toxic and chemicals, using dangerous tools or carrying heavy loads.

c) According to the text, “the hidden nature of this situation makes it hard to identify and protect these children”. Explain what the hidden nature is.

Possible answer: The blood relationship between the family and the employers makes the situation difficult to be solved.

After listening

To sum up, the students will now bring their personal experiences on the topic of the text.

Have you seen or heard about any child being exploited and working at the wrong age? If so, share your experience with the classmates. Where is this child from? Where does he/she work? What kind of work does this child do? Is he or she happy doing it?

Possible answer: Answers may vary.

Transcription – Track 3

Track 3 (audio only)

Audio available at:

http://www.ilo.org/global/about-the-ilo/multimedia/audio/WCMS_215773/lang--en/index.htm - Accessed on June 15th, 2013.

More than 15,5 million children under the age of 18 are involved in domestic work. Of those, 10,5 million are estimated to be in child labor, which means that they are either under the illegal age or that they are working in hazardous and in some cases slavery-like conditions. 6.5 million of those child laborers are aged between 5 and 14 according an ILO Report launch to mark the world day against child labor. Constance Thomas, who heads the ILO’S International Program on the elimination of child labor says: the situation is a serious violation of child rights.

“We know that they are vulnerable to physical, psychological and sexual violence and abuse. They are isolated from their own families. They are hidden from the public eye by the nature where they are working, and they can become in a state of high dependence on the family or the people in whose house sold their working. We have evidences that some do and are becoming commercially sexually exploited”.

They often work long hours and in hazardous conditions such as handling toxic, chemicals, using dangerous tool or carrying heavy loads. The hidden nature of this situation makes it hard to identify and protect them. In many countries, child domestic work is not recognized as child labor because of the blood relationship with the employing family.

Challenging such attitudes is an essential step towards eliminating this form of child labor. “Awareness raising in advocacy is one of the best means of action that can be undertaken. That domestic work is work and the children working in domestic work constitutes child labor and should be prohibited”.

The reports called for consulted action at national and international levels to eliminate child labor in domestic work. Patrick Mezort at the ILO in Geneva.

Language focus

Now, it is time to talk about grammar. There are some structures from the oral text that teacher is going to call students' attention on them:

- a) They **are isolated** from their own families.
- b) They **are hidden** from the public eye by the nature where they are working.
- c) In many countries, child domestic labor **is not recognized** as child labor (...)
- d) (...) child labor **should be prohibited**.

Through the following questions, the students will think about the new verbal tense presented to them in an inductive way (from examples to rules).

a) What is more important in the sentences above, the people who perform the action or the action itself?

Answer: the action itself.

b) What can you say about the expressions in bold? How are they formed?

Answer: There is always the verb to be (conjugated) and the past participle of the main verb. The fourth sentence has a modal verb (should), therefore, it appears in the expression.

The teacher might provide students with more examples on sentences in the passive voice being changed for active voice and explain its meaning and uses.

The teacher should tell students that the passive voice is to emphasize the action, not the doer of the action. Also, sometimes, the doer is not even mentioned because it is not important or because the speaker does not know it.

It is your turn!

Now, after being presented the grammar examples and constructed the rules with the teacher, the students are required to produce real sentences based on the main topic on the unit.

1) Make up sentences. Use the verbs from the box and the expressions bellow.

a) rocks / 6 or 7 year-old children

Answer: Rocks **are broken** by 6 or 7 year-old children.

b) carpets, clothes, soccer balls, bricks and fireworks / children

Answer: Carpets, clothes, soccer balls, bricks and fireworks are produced by children.

c) footwear / in India and the Philippines

Answer: Footwear is made in India and the Philippines.

d) child trafficking / to work in domestic service

Answer: Child trafficking is linked to work in domestic service.

Available at http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/what_is_child_labor.html – Accessed on June 15th, 2013

2) Now, transform the sentences you have just created into sentences in the active voice.

a) rocks / 6 or 7 year-old children

Answer: 6 or 7 year-old children break rocks.

b) carpets, clothes, soccer balls, bricks and fireworks / children

Answer: Children produce carpets, clothes, soccer balls, bricks and fireworks.

c) footwear / in India and the Philippines

Answer: India and the Philippines make footwear.

d) child trafficking / to work in domestic service

Answer: Work in domestic service links to child trafficking.

Pronunciation Corner

The teacher plays the audio again and the students will pay attention on the sound **ous** of **hazardous**. The teacher should provide students with more examples, such as **fabulous**, **populous** and **gorgeous**. In order to practice the sound, later on, students might recognize the two other words that have the same sound.

They ate: serious and dangerous.

Production time!

The students are going to make a research about Brazil's situation on the topic of child's labor and the task is to create an email to Brazil's president informing her about the situation.

The students' production will be guided by a set of questions to be used as a brainstorm to prepare their text. Since a writing activity might be a process, the steps are stated to students:

1- Read about the topic throughout the unit.
2- Make a research and answer some questions bringing the problem to our reality (Brazil).
3- Write the email to the president.
4- Each student should read at least one composition of a classmate and write his/her comments on it – before sending it to the president.

This peer-editing might be done both in classroom or at home. However, the teacher might be sure the student will receive his/her composition back in order to rewrite it.

The students might use the list above to correct classmate's mistakes. Classmates should indicate the mistakes and the students might correct the composition based on the suggestions made by the classmate.

Correction symbols for written work

SYMBOL	TYPE OF ERROR	EXAMPLE
SP	Spelling	See you <u>tomorow</u> .
Wo	Word order	I <u>always am</u> late.
P	Punctuation	I love movies ___ but I hate thrillers.
Ww	Wrong word	It's a <u>loss</u> of time.
We	Wrong expression	I have <u>26 years old</u> .
Wf	Wrong form	They <u>was</u> late.
Wt	Wrong tense	I <u>am studying</u> English for 10 years.
V	Something is missing	She is ___ dentist.
#	Quantity	Mary has <u>many book</u> .
X	Omit this	You must <u>to</u> study harder.
??	Unclear meaning	
Bw/e	There is a better word or expression	She is <u>going out of</u> her house.
R	Rewrite	
Pl	Portuguese like	

Table suggested by professor Adriana Tenuta in the discipline teaching of reading and writing in 2011.

Let's show it!

Poster and oral presentation

The students are going to create a poster to present the situation to the whole school and all Brazilians. They are supposed to gather all the information they have got.

Each pair of students is going to create a poster to inform the school situation the problem like a campaign to inform Brazilians about the situation.

The students can create their poster online at www.glogster.com (there is a model in the textbook).

After finishing the posters, the students might promote an exhibition in which the posters will be available for all the students in the school. The teacher can promote an exhibition day when the students visit each poster and the pair which has created the poster is there available order to present it to the classmates (in English).

The teacher walks around during the presentations and corrects only the oral mistakes that cause misunderstanding because the focus here is to improve students' fluency.

The teacher can create a blog in order to have the posters available online.

Assessment – Unit 2

STUDENTS' TEST

Answer Key

See and listen the video about Pharady`s family and life. (**Track 4**)

NOTE: For this activity, it is interesting that students watch the video because it is very touching and it will also help students understand the situation.

Available at <https://www.youtube.com/watch?v=BcI4I3arrHI> – Accessed on June 24th, 2013

Transcription – Track 4

Track 4 - World Vision Child Labour (video)

The average child in North America spends over 7 hours a day in free time, playing and watching TV.

However, millions of children are forced into child labor because they have no other choice.

Early every morning, Pharady pulls a car to town rolling water for neighbors. When it is full, the tank weighs about 450 pounds. After doing morning chores, the hardest part of the day begins. Instead of going to school, she goes to work, in a brick factory, all day long. It is hard, tedious work, often in temperatures above 35 degrees. Each family gets paid by the numbers of bricks they load. Pharady's mom is getting older and weaker so, she needs Pharady and her sister to help.

“I wish I could go to school, but I need to make money to buy food for my family”.

When Pharady's father got very sick 5 year ago, he eventually passed away and she was left with the mouth of dad and she was left with the mouth of dad and 4 girls to raise. So, they came to the brick factory 3 years ago and Pharady went to work to help them so.

“I do not know what to do, I just want my daughter to be able to go to school and to be educated, so, she does not have to work in the brick factory like me”.

Pharady dreams of becoming a teacher. But if she cannot go to school, that is impossible.

“I am afraid that I will not be able to earn lots money. I work from 6 in the morning until 6 at night but we still do not have enough food.”

It is hard to believe the weight of worry on this tiny girl's shoulders.

Worldwide, there are an estimated 200 million child laborers. Some 126 million of this children work in hazardous conditions.

1) Choose the best alternative.

1)	B
2)	C
3)	C
4)	A
5)	C
6)	A

2) What is your opinion about the information brought by the video you have just watched.

Possible answer: The answer may vary because the students are going to give their opinions. Teacher should evaluate the ideas and grammar mistakes, such as misspelled words, grammar mistakes and punctuation mistakes.

3) Fill in the blanks completing another text about child labor. You might choose active or passive voice of the verbs in parenthesis.

Answers:

Child labour was employed (employ) to varying extents through most of history. Before 1940, numerous children aged 5–14 worked (work) in Europe, the United States and various colonies of European powers. These children worked in agriculture, home-based assembly operations, factories, mining and in services such as newsies. Some worked night shifts lasting 12 hours. With the rise of household income, availability of schools and passage of child labour laws, the incidence rates of child labour fell (fall).

In developing countries, with high poverty and poor schooling opportunities, child labour is (be) still prevalent. In 2010, sub-saharan Africa had (have) the highest incidence rates of child labour, with several African nations witnessing over 50 percent of children aged 5–14 working. Worldwide agriculture is (be) the largest employer of child labour. Vast majority of child labour is found (find) in rural settings and informal urban economy; children are employed (employ) by their parents, rather than

factories. Poverty and lack of schools are considered (consider) as the primary cause of child labour.

The incidence of child labour in the world decreased (decrease) from 25% to 10% between 1960 and 2003, according to the World Bank.

Available at http://en.wikipedia.org/wiki/Child_labour - Accessed on June 22nd, 2013

4) After reading the text answer the questions bellow.

a) Where did children work before 1940?

Answer: In Europe, the USA and various colonies of European Powers.

b) What did these children do?

Answer: They worked in agriculture, home-based assembly operations, factories, mining and in services such as newsies.

c) Why did the number of child laborers fall?

Answer: Because of the rise of household income, availability of schools and passage of child labors laws.

d) Why is child labor still prevalent?

Answer: Because of high poverty and poor schooling opportunities.

e) Where are the most part of these children working?

Answer: In rural settings and informal urban economy.

f) What percentage has the incidence of child labor decreased according to the World Bank?

Answer: 15%

5) Consider the information in the text you have just read and in the whole unit you have studied. Write an email to Pharady telling her what you have learned and how she could change her life and realize the biggest dream of her life.

Possible answer: Answers may vary because again, students are going to show their knowledge and opinion on the topic.