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**MY WORLD, MY OPINIONS.**

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## **MY WORLD, MY OPINIONS**

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**Belo Horizonte  
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**Aos meus pais,  
que dedicam suas vidas aos meus sonhos.**

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## INTRODUCTION

In February 2009 I had the opportunity to travel abroad for the first time in my life through an exchange program called Au Pair. I was excited and scared because I had never been away from my family before. I was determined to make the best out of it and I knew it would be a great chance to accomplish international work experience. I found out about this program through one of my teachers at college and afterwards I started researching more about it online. I got very well-informed and convinced this exchange program would be the best choice to improve my English skills, to travel around and to learn more about different cultures. Many people haven't heard about this exchange program and how traditional it is. Most of the people also don't know it is for both girls and boys. It was definitely a life-changing experience and with that in mind I had the inspiration of my first unit, *Beyond borders* from this teaching material. The second unit, *It's all about money*, was inspired by Jessie J's song "Price Tag". I think money and happiness are very disputable topics to discuss and it definitely instigates questioning and thinking.

The two units from this teaching material cover all four abilities of the language through communicative tasks. The topics chosen are developed in order to be authentic and meaningful, giving students the chance to express their opinion both orally and written. It also takes into consideration the written text genre. The materials chosen also require students to read, listen, to infer from it and to practice grammar points their meanings and use. The assessments follow the same themes from the units. This work is also composed by a CD with the listening activities and the videos used in each unit.

The target audience who will work with this material are intermediate students from private language institutes whose age range from 15 to 50 years old who can read and interpret well.

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## Unit 1

# Beyond borders

### WARM-UP



- Do you like travelling? How can we get information about the places we want to travel to?
- Do you know what an exchange program is? If yes, which one(s) have you heard about?  
Name some.
- Would you like to live abroad for a year?

## READING

Read the text below about an exchange program and check if your guesses were right.



Adapted from:  
<http://j1visa.state.gov/programs/au-pair-1>.  
Accessed on July 22<sup>nd</sup>, 2013.

### Au Pair Program

Through the Au Pair program, participants and host families take part in a mutually rewarding, intercultural opportunity. Participants can continue their education while experiencing everyday life with an American family, and hosts receive reliable and responsible childcare from individuals who become part of the

family.

### **Au Pairs must be:**

- Proficient in spoken English;
- A secondary school graduate or equivalent;
- Between 18-and-26-years-old.
- Capable of fully participating in the program as evidenced by the satisfactory completion of a physical.
- Personally interviewed, in English, by an organizational representative.
- Successful in passing a background investigation that includes verification of school, non-family related personal and employment references, a criminal background check or its recognized equivalent and a personality profile.

### **Host families are required to:**

- Pay up to \$500 toward the cost of the au pair's required academic course work;
- Provide an appropriate suitable private room and three meals a day for the au pair;
- Be U.S. citizens or legal permanent residents fluent in spoken English;
- Pay a weekly minimum stipend based on the program option selected;
- Give the au pair one complete weekend off each month (Friday evening to Monday morning);



- Facilitate the care provider's requirement to enroll in and attend an accredited post-secondary institution to fulfill her [Educational Component](#) requirement;
- Provide a minimum of two weeks paid vacation for each 12 month exchange term
- Include the au pair whenever possible in family meals, outings, holidays and other events;

**Sponsors are required to:**

- Screen and select both host families and au pairs as program participants according to selection criteria stated in the regulations;
- Provide au pairs with training in child development and child safety prior to their placement with a host family;
- Provide au pairs with specific orientation and program information prior to departure from their home countries for the United States.

**Sponsors must ensure the following:**

Eligibility

Childcare Experience

Work hours

Financial Compensation

Adapted from <http://j1visa.state.gov/programs/au-pair> – Accessed on July 22, 2013.

**1) Write true or false and correct the wrong statements:**

- a) Au pairs have to go to the doctor to do a checkup before they start the program.
- b) As soon as the au pairs get to the US they can meet their host families.
- c) Au pairs are required to pay for their own study costs.
- d) The sponsors are the responsible ones to ensure that the families are following the requirements set by the government concerning the au pair benefits, eligibility, work hours and financial compensation.
- e) The host families must be American citizens or legal permanent residents in the U.S.

## WRITING



The screenshot shows the Universal Au Pairs website interface. At the top, there are navigation links: Home, For Families, Find A Job, Our Fees, and Guide to Using this Site. Below the navigation, there is a 'Non Member/Not logged in' section with a 'Forgot Your Login?' link. A 'Find A Job Menu' is visible on the left, listing various categories like Search Families, Au Pair Membership, Nanny, Au Pair, Housekeeper, Babysitter, etc. The main content area is titled 'Dear Family Letter' and contains a letter from Sofia Barnard. The letter text is reproduced in the following block. There is also a small cartoon illustration of a girl with red hair sitting at a desk writing.

Adapted from: [http://www.universalaupairs.com/au\\_pair/](http://www.universalaupairs.com/au_pair/) 1. Accessed on July 22<sup>nd</sup>, 2013.

Take a look at the “Dear host family” letter below and answer the following questions:

Dear Host Family

- (1) My name is Sofia and I am 20 years old. (2) I live in Paris in France and I am studying journalism.
- (3) I have long brown hair and green eyes.
- (4) I would like to be an au pair to improve my English to help me find a good job when I finish my studies. I would also like to travel to the UK to learn about its culture and people.
- (5) I have had some babysitting experience of looking after a two year old boy called Jacques. I see him once a week and his parents have provided me with a good reference. He is a lovely little boy. I have to read him a story and put him to bed when his parents go out. (6) I shall miss him when I come to the UK as an au pair but I am sure that I will also love your children as well.
- (7) When I am not studying I like to go swimming and play tennis. I also like singing and listening to music.
- (8) When I finish my studies in journalism I hope that I will be able to find work with a newspaper or magazine publishers.
- (9) I love international cuisine: Italian, Chinese, Brazilian, but I am allergic to sea food.
- (10) My parents both work. My father is a farmer and my mother is a chemist. My sister is 13 and she is still at school.
- (11) I passed my driving test in July and would be happy to drive in the UK after some practice.

If you would like to know any more information about me please feel free to make contact with me.

Yours

Sofia Barnard

Adapted from: [http://www.universalaupairs.com/au\\_pair/dear\\_family\\_letter.html](http://www.universalaupairs.com/au_pair/dear_family_letter.html) - Accessed on July 22, 2013.

- a) What's the purpose of this letter?
- b) Is the language in the letter formal, informal or neutral? Justify your answer using parts of the text as examples.
- c) Why do you think this was the choice of language?
- d) What can be found in this letter? Number the topics below with the information from the letter:
- ( ) Who you are
  - ( ) What you are like.
  - ( ) Where are you from and what you are currently doing.
  - ( ) Something about your background *etc* (including your parents, brothers and sisters, especially if they are younger than you.
  - ( ) Something about your past work experience.
  - ( ) Something about your hobbies/interests
  - ( ) What your plans are for the future.
  - ( ) Something about your love of children.
  - ( ) Food habits
  - ( ) Why would you like to be an au pair
  - ( ) Driving skill

## USEFUL LANGUAGE

### Beginnings:

Dear + name

Sorry for not writing earlier but...

Thank you for your letter

### Endings:

That's all for now.

Hope to hear from you soon.

Looking forward to hearing from you.

P.S I enclose a photo....

Now imagine you are going to write a letter for your future host family. Plan what you are going to say. Check the letter for mistakes (grammar, punctuation, spelling, capitalization)

TURN UP THE VOLUME!



### Pre-listening

- Discuss the pros and cons of the Au Pair program.
- Do you think this exchange program suits both male and female genres? Why or why not?

### Listening

Now watch the video and answer the following questions:



**Host an International Au Pair With InterExchange Au Pair USA!**  
de [InterExchangeAuPair](#) • 11 meses atrás • 1.222 visualizações  
Is your family looking for child care options besides daycare, babysitters and nannies? For full-time, in-home support, consider ...

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

- 1) What are the main advantages of hiring an au pair?
- 2) What are the main characteristics of this exchange program?
- 3) What is the main profile of an American family who joins this program?

**Practice time!**

**Language Awareness**



**Watch with great attention this video and answer the questions below:**



**How To Look For An Au Pair**  
 de [videojuggparenting](#) • 2 anos atrás • 57 visualizações  
 Watch **How To Look For An Au Pair** from the pioneers of how to videos. This instructional video will give you helpful instructions to ...

<http://www.youtube.com/watch?v=tBFzP4ckE8M>

**1) Take a look at the examples below taken from the video and do the following activity:**

- ( ) “She can be someone quite fun for the kids.”
- ( ) “She has to come over to your country, to learn a new language and culture.”
- ( ) “They should not be relied on for full time childcare.”
- ( ) “(...) everything that you might need to know.”

**Match the functions below with the structures above used to express them:**

- a) Strong necessity.
- b) Suggestion.
- c) Possibility.

**LANGUAGE CORNER**

<p><b><u>Affirmative</u></b> I, You, We, They ..... have He, she, it ..... has</p>	<p><b><u>Negative</u></b> I, You, We, They + don't have He, she, it + doesn't have</p>	<p><b><u>Interrogative</u></b> Do (I, You, We, They) have.....? Does (He, She, It) have.....?</p>
<p><b><u>Affirmative</u></b> Subject + should, might, can.....</p>	<p><b><u>Negative</u></b> Subject +should, might, can +not</p>	<p><b><u>Interrogative</u></b> Should, might, can + subject .....</p>

3) Practice what you have just learned by completing the sentences with the appropriate verbs.

a) Juliana/ keep the playroom neat every day. (Suggestion)

---

b) Paul/ take the kids out to a playground when it's sunny. (Possibility)

---

c) Joe/ enroll in an academic course to fulfill the Education Component required. (Obligatory)

---

d) Au pairs/ travel on their vacation. (Possibility)

---

**SPEAKING**

=>Take a look at this video made by a foreign man who wants to be an au pair.



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

*Let's get the party started!*

Au Pair Abroad is an international agency which selects men and women who intend to work as an au pair in the US and Europe. The agency is promoting a contest and the best two candidates will get a chance to be an au pair abroad with the full costs covered.

You are going to prepare a video to apply for this program. Make sure you follow the guidelines with the most important information you should talk about as presented earlier in this chapter on the writing activity and you can take the video suggested here as an example.

**Before you apply, find some mistakes concerning pronunciation. Which words did he not pronounce right?**

---

**Underline and correct some mistakes about grammar:**

“It’s a great opportunity to meet new peoples.”

“In my free time I like to hang out with my friends and family, travelling, reading a book.”

“I’m very excited to be an au pair and to be part of your family and care your childrens.”

“ Thank you for being seeing my video (...)”

Try to find an example concerning word order in the video.

Example: I am a person not very organized. (wrong)

I am a not a very organized person. (correct)

**Besides some mistakes concerning pronunciation or grammar structures, do you think Douglas succeed in communicating his message? Why or why not?**

---

## Lights on!

Student A

You are an interviewer. Watch the applicant video and discuss with him/her the main topics proposed and ask for further information.

Student B

You are an applicant. Present your video for the interviewer and answer his/her questions. Try to convince him/her why you are the best candidate to be an au pair abroad.

Exchange roles.

## Pronunciation TIP: Word stress

Learning objective: Identify stress in words.



In English, we do not say each syllable with the same force or strength. We emphasize one syllable, called the stressed one. The others might be unstressed or have a secondary stress. The combination of all is important for the English rhythm.

Native speakers of English listen for the stressed syllables, not the weak syllables. If you use word stress in your speech, you will instantly and automatically improve your pronunciation **and your comprehension**.

Visit <http://www.macmillandictionary.com> search for the words below, listen and repeat to how they are pronounced.



Notice the stress on the first or last syllable. The symbol / ' / is used to represent the stressed syllable of a multi-syllable word.

**P**arent - /'peərənt/

Ninete**en** - /,naɪn'ti:ɪn/

**C**ulture - /'kʌltʃə(r)/

**A**ble - /'eɪb(ə)l/

**D**iapers - /'daɪəpə(r)/

## Unit 1- Beyond borders

Teacher's Guide

Level: Intermediate students (young adults and adults)

### Warm-Up

Learning objective: Preview the topic and talk about exchange programs.

To introduce the topic, hand nine flash cards to the students and ask them to come up with ideas in trios or in pairs (depending on the number of students in class).

Students are asked to say what the pictures represent: travelling, living abroad, culture awareness, children, exchange programs, au pair. Some students might have never heard the term au pair. If your students' don't come up with this term yet, they will find out later on the reading section of the book.

#### **au pair**

[oh pair] Show IPA

#### *noun*

1. a person, usually a young foreign visitor, employed to take care of children, do housework, etc., in exchange for room and board: *We sent the children to the beach with the au pair.*

<http://dictionary.reference.com/browse/au+pair?s=t>

After it the students are suppose to open their books and discuss the questions presented as a whole class activity.

### Reading

Learning objective: Read and discuss about the rules and steps to be an au pair.

Pre-teach any unfamiliar vocabulary

**Rewarding – beneficial**

**Stipend – regular**

**Eligibility – having the necessary qualities**

Go over the instructions. Have students read the article and answer the questions.

1- a) True.

b) False. Sponsors are required to provide au pairs with training in child development and child safety prior to their placement with a host family.

c) False. Host families are required to pay up \$500 toward the cost of the au pair's required academic course work.

d) True

e) True

### **Writing**

Learning objective: This section combines a lesson on genre with an opportunity for students to write and experience how genre changes a situation. Students first share what they know about letters. Then, by examining the letter proposed, students realize how genres have flexibility and can be used in different situations. Next, they practice by writing a letters to tell their story—following the steps they have recently learned so that they can see the effect of genre choice. Call student's attention to the Useful language boards to give them extra support to develop the activity proposed. Finally, students make final revisions to their letter-stories.

a) To inform the host families about the background of the future au pairs.

b) Neutral.

c) Suggested answer: Too informal language might scare the future host families who expect some formality but too formal might be not necessary as the host families the au pairs are young adults.

d) (1) who you are (2) where are you from and what you are currently doing.

(3) What you are like (10) something about your background

- (5) Something about your past work experience
- (7) Something about your hobbies/interests
- (8) What your plans are for the future.
- (6) Something about your love of children
- (9) Food habits
- (4) Why would you like to be an au pair?
- (11) Driving skills.

## **Listening**

Learning objectives: Develop skills in listening to get the message of long conversations and instructional videos.

Pre-Listening: Before students listen to a video taken from YouTube, have them discuss the two questions proposed in advance in pairs or trios, depending on the number of students you have in class. After it, ask the groups to report to the class their ideas.

Listening: Tell students that they are about to watch the video. Have them read the questions before they can start listening. Remind them the importance to not worry about every single word but to try to get the message as a whole.

Tip: Writing down key words can be a good strategy for getting this task done.

- 1) Possible answers:
- Hiring someone from another country who can teach the kids about a new culture and language;
  - The Au Pair lives and work at the family's house so he/she really gets to know about their routine, personality and what the family needs;
  - The costs are lower than hiring a nanny comparing the level of care they get from the au pairs all the time;
  - They can experience a lot of family time;

2) It's a non-profit culture exchange program; it builds the bridge between international young people who want to have an experience abroad and love kids and American families who want someone reliable at home watching their children; there's a local coordinator who will give support to both host families and au pairs;

3) Busy hard-working couples who need to be out of their homes for many hours a day and have more than one child to be taken care of but don't want different people coming in and out from their houses all the time.

### **Practice Time! Language Awareness**

Learning Objective: To introduce a new grammar topic in a meaningful way.

Students are going to watch a new video about how to look for an au pair. The video will naturally introduce the grammar topic proposed to be studied ahead.

1) C, A, B, C

2) Have students check the Language corner. They just show some practical hints. You can point out that we can use **have to** expression in **all tenses**. "Have to" is often grouped with modal auxiliary verbs for convenience.

3)

a) Juliana should keep the playroom neat every day.

b) Paula can take the kids out to a playground when it's sunny.

c) Joe has to enroll in an academic course to fulfill the Educational Component required.

d) Au Pairs might travel on their vacation.

### **Speaking**

Learning objective: Video-record a presentation of them to try an Au Pair contest.

- Go over the instructions;
- Have students watch the video first;

- Direct student’s attention to the sentences taken from the video and ask them to do the activity proposed, while they do it, you might go around the classroom and provide help as needed;
- Give students some time to make their video;
- Finally, have students work in pairs and perform the role-play proposed.

Grammar mistakes:

- “It’s a great opportunity to meet new **peoples.**”
- Correct: people
  
- “In my free time I like to hang out with my friends and family, travelling, reading a book.”
- Correct: to travel and to read books.
  
- “ I’m very excited to be an au pair and to be part of your family and **care your childrens.**”
- Correct: to take care of your children.
  
- “Thank you **for being seeing** my video(…)”
- Correct: for watching
  
- Word order:
- In the video: “I am a person very responsible.” **WRONG**
- Correct: I’m a very responsible person.

Suggested answer: Douglas succeeded in communicating his message because he could express his ideas in a coherent way.

**Pronunciation:**

Direct students attention to the box. Point out that the symbol / ‘ / on the on the phonetic translator of the words indicates where the stress is and they can find it on dictionaries like the one presented in this unit.

## IT'S ALL ABOUT THE MONEY

### Warm - Up

Take a look at the pictures below. What do you see? Do you agree with Will Smith and Oscar Wilde?

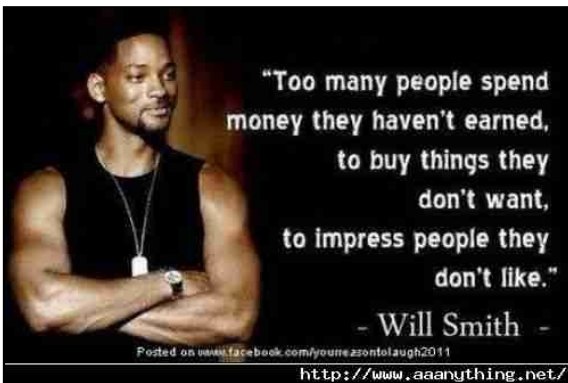
W  
A  
R  
M  
U  
P



1. I want a job.

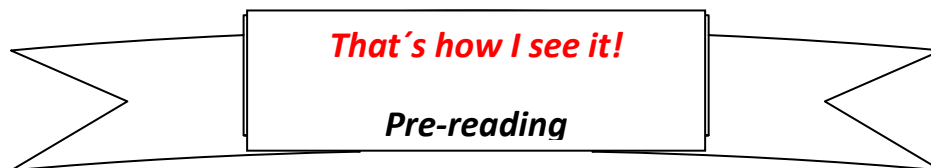
2. I don't want a job.

3. I want money.



"Too many people spend money they haven't earned, to buy things they don't want, to impress people they don't like."  
- Will Smith -  
Posted on www.facebook.com/youreazontolaugh2011  
<http://www.aanything.net/>

**Nowadays people know the price of everything and the value of nothing.**  
OSCAR WILDE



Write true (T) or false (F) according to what you believe and then share your opinion with your classmates. After that read the text and check if you were right or wrong according to the article. Some sentences might not be mentioned in the text.

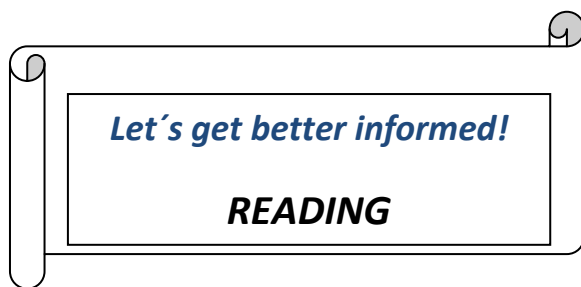
( ) It's easy to identify a rich or poor person according to how they dress up.

( ) The best things in life are expensive.

( ) Poor people normally talk a lot and very loud while rich people are very polite and talk just the necessary.

( ) Rich people are more sociable than poor people because they join much more important social events in society.

( ) Poor children have less chance to be successful in life than rich children.



### Money and its effects on life, behavior and happiness



An associate professor of psychology at SMU's School of Social Sciences, Scollon first asked her **audience** to list a couple of mundane, everyday things that made them feel happy. "Ice-cream," someone said. "Facebook!", "Long showers", "Catching a bus just in the nick of time," others chimed. It is not difficult to imagine that people might be willing to give up some of these simple pleasures in exchange for money, or that for enough money, people might be willing to do things that they would not otherwise do – things that may be **ignoble**, unkind, or **downright evil**, Scollon noted. "[The common belief] is that people will do all kinds of wrong in order to have more money, from the stories on Wall Street to the people who put melamine in the milk powder; people who cheat, steal and lie just to get more money." What is *evil*, however, is a judgment best reserved for the morally divine.

Materialism, defined as valuing money more than other things (e.g. friendship), often leads people to be less happy; and this is the prevalent conclusion across most studies, she added.



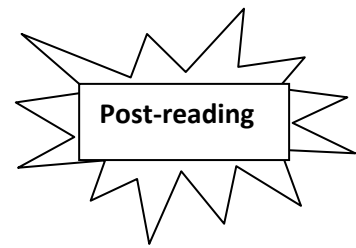
"They have worse mental health and they are more depressed. They have worse social relationships. They have lower social productivity, so they are less likely to participate at social events and civic organizations. They have lower attitudes towards marriage and children. They have less concern for the environment; they might be more wasteful and less inclined to recycle. They are more Machiavellian in their outlook; more **narcissistic**. They have less empathy and are less likely to cooperate."

Why are rich kids more prone to social problems? Easy access to money and a lack of parental supervision are perhaps the more obvious contributing factors. However, many of these adolescents also face extraordinary pressures owing to their **inherited** social status. "They come from affluent families and they face a lot of pressure not just to get into university, but to get into one of the top universities. They aren't just expected to play sports or engage in extracurricular activities; they are expected to be captain, to excel. So as a result, they often have over-scheduled lives, and they go from one scheduled activity to the other; that **wrecks** their ability to form naturally occurring friendships that just happens when you hang out with people," Scollon explained.

Some studies have shown that people derive longer-term satisfaction when they **splurge on** experiences, rather than on accumulating possessions. Other studies have shown that people derive greater joys when they spend on others, rather than on themselves. Here, Scollon spoke of a study in which participants first filled out a survey to measure their own happiness levels, following which they were then given either \$5 or \$20. Some participants were instructed to spend on themselves and some were told to spend on other people.

What the researchers found was that spending on self-led to no increase in happiness, regardless of whether participants received \$5 or \$20. However, participants who were told to spend on others registered an increase in happiness. "And it didn't matter if they spent \$5 or \$20 on others. The increase in happiness was the same," Scollon reported. What this tells us is that spending money on others can lead to happiness for the spender – and the amount of money spent is not a significant factor. So to increase happiness, the trick is to simply spend some amount on other people, she concluded

Abridged from <http://www.smu.edu.sg/perspectives/2012/06/26/money-and-its-effects-life-behaviour-and-happiness#.UiIx9jasj0s> Date of access: September 4th, 2013.



**1-Match the highlighted words from the text with their definition below.**

\_\_\_\_\_ to receive money, property, or possessions from someone after the person has died.

\_\_\_\_\_ the people, considered as a group, who watch or listen to a performance, movie, public event, etc., either together in one place or separately.

\_\_\_\_\_ you spend a lot of money on it.

\_\_\_\_\_ morally bad and making you feel ashamed

\_\_\_\_\_ actually or completely cruel

\_\_\_\_\_ to destroy or badly damage something

\_\_\_\_\_ someone who has too much admiration for themselves

**2- What's the best summary for each paragraph of the article?**

Paragraph 1	Born with responsibilities
Paragraph 2	Sharing happiness
Paragraph 3	Money changing minds
Paragraph 4	Richer but less social concerned
Paragraph 5	Valuable experiences



Attitudes about money differ from person to person. In trios discuss the questions below and then report them to class. Think about examples you can use to support your point of view.

- Do you think children should receive money from their parents to spend as they like?  
At what age should they receive it? How much should they receive?
- Do you agree with these sentences? Justify.

“Be a giver, not a taker.” Unknown author

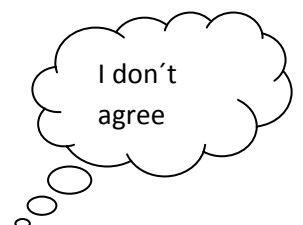
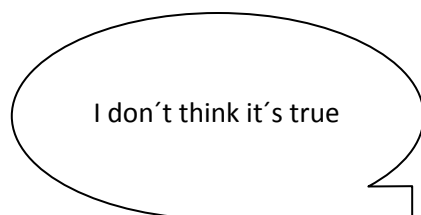
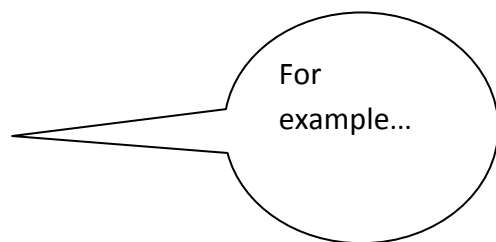
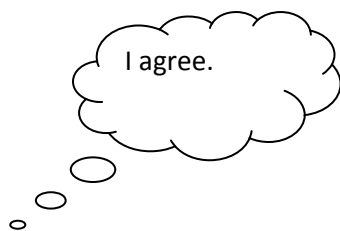
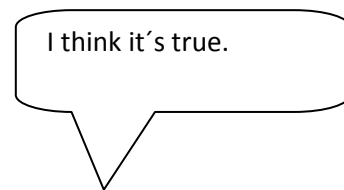
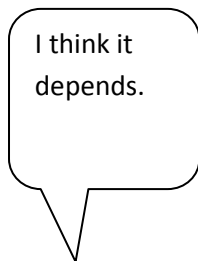
“Invest in making memories.”

“Spending time with children is more important than spending money on children.”

Anthony Douglas Williams

Take a look at this rewards chart that some parents like to use with their children. Do you think it works most of the times? If not, why?

Talk about your own experiences or about people you know.



# Money Matters for Children: Tip #1

**Rewards Chart for \_\_\_\_\_**

**Name:** \_\_\_\_\_

on board with earnings

on board with savings

**Weekly chores:**

Monday: \_\_\_\_\_

Tuesday: \_\_\_\_\_

Wednesday: \_\_\_\_\_

Thursday: \_\_\_\_\_

Friday: \_\_\_\_\_

Saturday: \_\_\_\_\_

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Meal Prep/Dishes	Family	Dad	Mom	child	child	child	Mom
Get up on Time							
Personal Prayer							
Family Prayer							
Family Scripture							
Shower & Brush Teeth							
Pick up Bedroom							
Make Bed							
School on Time							
Homework - in on time							
Do something extra Kind							
Big Hug for mom							
Healthy Snack							
Chores (25 minutes)							
Exercise/run break							
Homework							
Help with Meal/Dishes							
Piano Practice							
Gratitude Journal							
Personal Prayers							
Personal Scripture							
Bed on Time (8-10 hrs sleep)							
Saturday Projects							
<b>Total</b>							

**Weekly Goal:** \_\_\_\_\_

Room Assignments:

Living Room: \_\_\_\_\_

Family Room: \_\_\_\_\_

Kitchen: \_\_\_\_\_

Bathroom: \_\_\_\_\_

Garage: \_\_\_\_\_

**Total Points:**

**Money Due:**

**Date Paid:**

**Great Grades:**

is simple treasures

## Reward Chart



### Pre-listening

Imagine you are with a friend talking about how money can change someone's personality. Read the words from the chart choose some and make three sentences with them.

Price tag sales shades heels smile have good time pay love money forget  
getting tired obsessed happiness enjoy cash back life fight everybody

Now watch the video clip of the song and discuss in class if your sentences have to do with the video clip. What is it about?



#### Jessie J - Price Tag ft. B.o.B.

de JessieJVEVO · 2 anos atrás · 286.537.112 visualizações

The Platinum edition of 'Who You Are' is out now on iTunes: <http://bit.ly/JJpni> and HMV <http://bit.ly/JJpnmhv> Music video by Jessie ...

### LISTENING

1) Listen to the song and complete the missing sentences from the lyrics below.

<http://www.youtube.com/watch?v=qMxX-QOV9tI>

**Price Tag (feat.B.o.B) - Jessie J.**



Okay

Coconut man

Moonhead

And Me

(Are) you ready?

Seems like everybody's got a price

I wonder how they sleep at night

When the sale comes first

And the truth comes second

Just \_\_\_\_\_ and

\_\_\_\_\_

Why is everybody so serious

Acting so damn mysterious

You got your shades on your eyes

And your heels so high

That you can't even have a good

Time

Everybody \_\_\_\_\_ (yeah)

Everybody \_\_\_\_\_ (ha)

Can you feel that (yeah)

Well pay them with love tonight

Chorus:

It's not about the money, money, money

We don't need your money, money, money

We just wanna make the world dance

Forget about the price tag

Ain't about the (ha) Cha-Ching Cha-Ching

Aint about the (yeah) Ba-Bling Ba-Bling

Wanna make the world dance

Forget about the price tag

(Okay)

We need to take it back in time

when music made us all unite

And it wasn't low blows and video hoes

Am I the only one getting... tired?

Why is everybody so obsessed

Money can't buy us happiness

If we all slow down and enjoy right now

Guarantee we'll be feelin'

All right

Everybody look to their left (yeah)

Everybody look to their right (ha)

Can you feel that (yeah)

Well pay them with love tonight

It's not about the money, money, money

We don't need your money, money, money

We just wanna make the world dance

Forget about the price tag

Ain't about the (ha) Cha-Ching Cha-Ching

Ain't about the (yeah) Ba-Bling Ba-Bling

Wanna make the world dance

Forget about the price tag

(B.o.B.)

Yeah yeah

Well, \_\_\_\_\_

And \_\_\_\_\_

Just \_\_\_\_\_

And you can keep the cars

\_\_\_\_\_

And all I

Yes all I need are keys and guitars  
And guess what, in 30 seconds I'm leaving  
to mars  
Yes we leaving across these undefinable  
odds  
Its like this man, you can't put a price on  
life  
We do this for the love so we fight and  
sacrifice every night  
So we ain'tgon' stumble and fall never  
Waiting to see, a sign of defeat uh uh  
So we gon' keep everyone moving their  
feet  
So bring back the beat and then everyone  
sing  
It's not about  
  
Chorus:  
It's not about the money, money, money  
We don't need your money, money, money

We just wanna make the world dance  
Forget about the price tag  
  
Ain't about the (ha) Cha-Ching Cha-Ching  
Aint about the (yeah) Ba-Bling Ba-Bling  
Wanna make the world dance  
Forget about the price tag  
  
Chorus:  
It's not about the money, money, money  
We don't need your money, money, money  
We just wanna make the world dance  
Forget about the price tag  
  
Ain't about the (ha) Cha-Ching Cha-Ching  
Ain't about the (yeah) Ba-Bling Ba-Bling  
Wanna make the world dance  
Forget about the price tag  
  
Yeah yeah, oo-oooh  
Forget about the price tag

2) Read these sentences taken from the song to confirm your hypothesis and talk to a partner.

*Why is everybody so serious*  
*Acting so damn mysterious*  
*You got your shades on your eyes*  
*And your heels so high*  
*That you can't even have a good*  
*Time*

What does the author mean by those sentences? Check the most appropriate one.

- ( ) People are getting more concerned about fashion.
- ( ) People are so concerned about their appearance that they forget to enjoy their time.

( ) People are getting more serious and naturally more mysterious concerning their lives.

**We need to take it back in time  
when music made us all unite  
And it wasn't low blows and video hoes  
Am I the only one getting... tired?**

( ) Nowadays most of the songs and video clips are over the top.

( ) In the past singers were more natural and their songs were much better.

( ) People are tired of music.

**Post- listening – Language Awareness**

1) Analyze the missing sentences you completed in the song.

Do you know what verb tense is being used?

Can you tell when and how to use this verb tense?

Complete the sentences:

a) To form imperative affirmative we use the \_\_\_\_\_ of the verb.

“*Stop for a minute*”

“*Smile*”

How can you turn these sentences into negative?

b) To form the imperative negative we use \_\_\_\_\_ + the \_\_\_\_\_ of the verb.

2) Complete the sentences with an imperative form either affirmative or negative:

Ex: *Be quiet!* I need to concentrate on my studies.

\_\_\_\_\_. Cigarettes are very harmful to your health.

\_\_\_\_\_. You can't swim.

\_\_\_\_\_. I need you here for a moment.

\_\_\_\_\_. I like to watch movies in the dark.



Write two sentences with strong suggestions, using the imperative, to people who just think about money:

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Write two sentences using the imperative to give instruction or directions:

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You are going to write a recipe with ingredients for a better world. Think of your community, country, and neighborhood and use the imperative form. Your recipe can include themes such as people's lifestyle, health, entertainment, education, etc.

Take a look at this form as an example.

- a) What's the purpose of a recipe?
- b) Where can you find a recipe? What kinds of recipe can you make?
- c) What kind of language is it used?

## Recipe Scaffold

**Title:** \_\_\_\_\_

(every word begins with a capital letter)

### List of Ingredients:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Method

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

**Serving Size:** \_\_\_\_\_

## **Unit 2 – It's all about the money**

Teacher's guide

Level: Intermediate students (young adults and adults)

### **Warm-Up**

Learning objective: Preview the topic and to talk about money issues in general.

To introduce the topic, students are asked to focus on the pictures presented and to speak out what they represent for them. The pictures all cover issues related to money. The first one is a picture of the world and many dollar bills; students might say it's related to the American way of life, imperialism, capitalism, etc. The second one is about money and jobs, it raises issues like: Do people choose their occupation taking into consideration what they like to do/ a passion or what gives them more money? Do these people end up frustrated employees? The other two pictures are about two famous people's speech: Will Smith and Oscar Wilde. Ask your students to read them and make comments whether they agree or no and why.

### **Pre-reading – That's how I see it!**

Learning objective: To get students started about the issues covered in the article by getting their opinion first.

At this activity have students working individually and writing true or false according to their opinion. You can open up later as a class discussion for 3-5 minutes but students will be asked to read the article and check what specialists say about the issues proposed.

### **Reading – Let's get better informed**

Learning objective: Read and infer from the article whether your guesses were right or wrong from the previous activity.

Have students read the text individually and silently. Give them 3-5 minutes to do so.

Post-Reading – Have students do the activities proposed. They might need to refer back to the text by skimming it.

Vocabulary

1 – Inherit – audience – splurge on – ignoble – downright evil – wrecks – narcissistic

2 – Paragraph 1 Money changing minds paragraph 2 Richer but less social concerned  
paragraph 3 Born with responsibilities paragraph 4 Valuable experiences 5 Sharing happiness

### **Speaking**

Learning objective: To engage students in a polemic topic; to check their understanding and background knowledge and how they express their opinion orally.

Have students read the instructions. Ask them to follow the steps proposed by the activity and to discuss in trios the questions and sentences proposed.

Clarify any misunderstanding. Point out the balloons as useful language to help them to give their opinions and monitor students during the activity.

### **Listen Up!**

Learning objective: Develop skills in listening and to infer from the meaning of a song.

#### *Before Listening*

Have students do the sentences proposed. Open task.

After it play the video clip of the song.

Extra idea: You might want to play the video clip at first without its audio, so students can focus on the images and how the story is developed through the scenes. After it, as a class discussion, ask students what the video is about and if it has to do with the sentences they wrote with the given words.

#### *Listening*

Focus on the task and the questions.

1) Stop for a minute    Smile    Look to their left    Look to their right    Keep the price tag

Take the cash back give me six strings    Leave me the garage

2) (X) People are so concerned about their appearance that they forget to enjoy their time.

(X) Nowadays most of the songs and video clips are over the top.

### *After Listening – Language Awareness*

*Learning objective:* Through listening and reading the song from the previous task, students will notice and infer from its lyric a grammar point.

1) Have students analyze the missing sentences from the songs that they have already completed and to infer from its meaning the grammar point chosen.

-Imperative

- To express strong suggestion, to give instruction, directions.

a) Base form of the verb

b) Do not (don't) + the base form of the verb.

2) Possible answers: Stop smoking. Don't jump. Come here. Turn the lights off.

### **Writing**

Learning objective: Write a recipe having in mind its genre and critical purpose.

Have students go through the form presented as an example on how to organize a recipe.

a) To explain how to make something using a list of ingredients, quantities and a description of actions to be taken.

b) Written- wide range of written media *e.g. books, magazines, brochures etc* .Cooking recipes are the most common ones.

c) Neutral words relating to the subject matter, capital letters and full stops, list format (numbered steps).

## **Test Booklet Answer Key**

### **Unit 1**

1 – Open answer.

2 – a) Yes, they are. It's important to make sure they understand the expectations and the program guidelines as set by the US State department.

b) Every member of the future host family, as well as the local coordinator (LCC).

c) Yes, because the State department requires it, the interview is conducted every year.

d) It takes an hour but it might go a little longer. They ask questions regarding the family needs and what they are looking for in an au pair. They also go through the Department State regulations, general household rules, cultural awareness and preferences.

3 – a) Au Pairs b) Nannies c) Au Pairs d) Nannies

### **Unit 2**

1- a) Inherit b) save c) borrow d) waste e) can't afford f) cost g) invest h) earn

i) owe j) donate

2- a – dollar b – pounds c – peso d – euro e – renminbi f – rand

3 – a) The main idea is that money can buy happiness but just up to a certain point according to years of scientific researches. On the other side, fortune cookie is a crisp cookie with a fortune, piece of paper with words of wisdom or a vague prophecy that would say “money can't buy happiness.”

b) The golden triangle means three elements: a great income, a meaningful personal relationship and a rewarding hobby.

c) The Easterlin paradox is a proposal by economist Richard Easterlin that says a rise in the average income of a country does not lead to a rise in its happiness.

d) Open answer.

e) Uncle Scrooge is a comic book starring Scrooge McDuck, the richest duck in the world and his nephew Donald Duck. He mentions him because of his unlimited fortune.

4 – a) 1 – spend 2 – create 3 – keep 4 - keep 5 – beware 6 – resist 7 – use 8 – shop

9 – pay 10 – use 11 – exchange 12 – stay 13 – conserve 14 – get 15 – get 16 – gamble

b) Open answer.

5 – a) Parents nowadays compete to be Parent of the Year, that means, they want to give their children the most expensive things available.

b) No it's not. Parents nowadays understand that good parenthood means spending a lot of money with their children.

c) Possible answer: According to the article a “bad parent” is someone who can't afford to spend a lot of money in order to give the children the best possible future.

6 – Open answer.

## Unit 1 – TEST

### **Beyond borders**

#### **Writing and Language awareness**

1 – Imagine you won the au pair’s contest and you are going to create your own blog to help future au pair candidates to get ready to this experience, select documents, video-record their presentation etc. On your first online post you are suppose to give the au pairs suggestions, talk about possibility and necessity.

*Extra help:* Feel free to check online blog’s to get an idea how to get started.

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#### **Listening**

2 - Now you are going to watch a video. Answer the question according to the information presented on it.



#### **What does a Host Family Interview entail?**

de **Cultural Care Au Pair (USA)** · 3 años atrás · 2.459 visualizações

According to U.S. Department of State regulations, every **host family** must complete an in-home **interview** with their Local ...

HD

<http://www.youtube.com/watch?v=C9FERJIF9d8>



a) Au Pairs go through many interviews during the matching process. Are the families interviewed too? Why is that important or not?

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b) Who must be present during the host family interview?

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c) If the family extends the program, do they need to be interviewed again?

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d) How long does a typical interview take? What kind of questions do they ask?

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## Reading


3 – Read the comparison chart below and answer the questions:

### Au Pairs x Nannies

Curious as to the difference between an au pair and a nanny? You're not alone. While at the end of the day, either option will provide quality child care, the differences are substantial. Choosing the option that is best for your family is a difficult one. Here's a look at how au pairs and nannies compare to one another.

Home • Become a Host Family • About Us

#### Au Pairs vs. Nannies



SOUTH AFRICAN AU PAIR, SANDRA

Curious as to the difference between an au pair and a nanny? You're not alone. While at the end of the day, either option will provide quality child care, the differences are substantial. Choosing the option that is best for your family is a difficult one. Here's a look at how au pairs and nannies compare to one another.

	Au Pairs	Nannies	Advantage
<b>Cost</b>	Average <b>weekly cost of \$356</b> , regardless of area or size of family.	Average weekly cost of \$750 depending on the area of the country; also dependent on number of children.	Au pairs
<b>Schedule/Flexibility</b>	Schedule created by host family. <b>85 hours</b> to utilize each week based on family's needs. Lives in-home so available immediately for sick days, emergencies, etc.	Must operate within the framework of their service or agency; limited due to vacations, personal commitments, etc.	Au pairs
<b>Training</b>	Every au pair has at least 200 hours of recent child care experience. Upon arrival in the U.S., au pairs obtain an intensive <b>four-day orientation program</b> .	Most agencies require a certain level of training, but no set of standards or requirements exist across the board throughout the U.S.	Au pairs
<b>Non-Child Related Duties</b>	An au pair can assist with <b>household duties pertaining to the children</b> (laundry, meals, cleaning) but are not expected to perform everyday domestic-care duties.	A nanny is able to incorporate such chores as cooking, family dinners and picking up the dry cleaning into their services.	Nannies

	AuPairs	Nannies
<b>Cost</b>	Average <u>weekly cost of \$356</u> , regardless of area or size of family.	Average weekly cost of \$750 depending on the area of the country; also dependent on number of children.

<b>Schedule/ Flexibility</b>	Schedule created by host family; <u>45 hours</u> to utilize each week based on family's needs. Lives in-home so available immediately for sick days, emergencies, etc.	Must operate within the framework of their service or agency; limited due to vacations, personal commitments, etc.
<b>Training</b>	Every au pair has at least 200 hours of recent child care experience. Upon arrival in the U.S., au pairs attend an intensive <u>four-day orientation program</u> .	Most agencies require a certain level of training, but no set of standards or requirements exist across the board throughout the U.S.
<b>Non-Child Related Duties</b>	An au pair can assist with <u>household duties pertaining to the children</u> (laundry, meals, cleaning) but are not expected to perform everyday domestic-care duties.	A nanny is able to incorporate such chores as cooking family dinners and picking up the dry cleaning into their services.
<b>Support</b>	<u>Support of experienced au pair provider</u> , 24/7 emergency assistance and year-round support from a local counselor whose main priority is assisting you throughout the year.	In most cases there are no support resources for a nanny.
<b>Selection and Search</b>	<u>Largest online database of qualified au pairs</u> ; preferences form allows families to set characteristics and criteria of candidates	Families can place ads for nannies or utilize nanny services including online databases. Limited variety of applicantstochoosefrom.

	they'd like to see; au pairs found by self-search option or by suggestions from agency.	
<b>Educational/ Cultural Stimulation</b>	It is an au pair's responsibility to help their host children with homework. Children also receive a global education during most formative years learning about au pair's culture; <u>many parents also utilize their au pair for language immersion.</u>	Majority are either not qualified and/or not required to assist with children's schoolwork.

Abridged from: <http://www.aupairinamerica.com/compare.asp> Date of access: October, 2013.

a) According to the chart above, which one would best suit the needs of a large family with 4-5 children?

\_\_\_\_\_

b) Which one would best suit a family that needs childcare plus house chores?

\_\_\_\_\_

c) Which one would best suit a family that needs educational support?

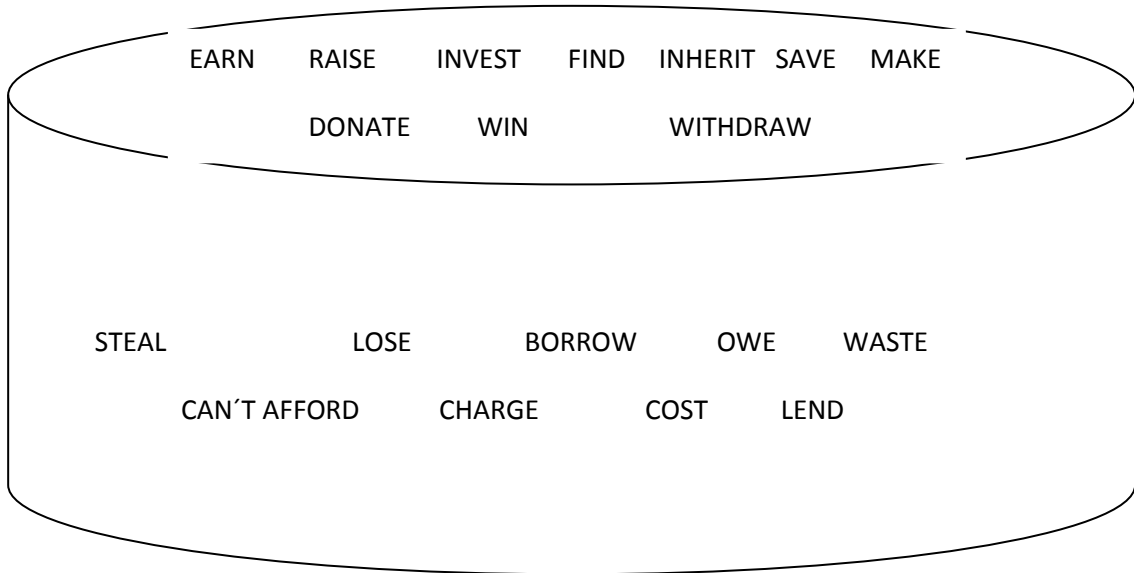
\_\_\_\_\_

d) Which one would best suit a family who preserve a lot their privacy and costumes?

\_\_\_\_\_

## Unit 2 – TEST

### **It's all about the money**



### **Vocabulary**

1 - Match the words with the correct definition:

- a) When my grandfather dies I will \_\_\_\_\_ his country house.
- b) In order to buy the house of your dreams, you have to \_\_\_\_\_ money every month.
- c) I will ask my sister to give me \$ 50 until next week. I will \_\_\_\_\_ \$ 50 from her.
- d) I often spend money on unnecessary things. I often \_\_\_\_\_ money.
- e) I don't have enough money to buy an apartment. I \_\_\_\_\_ to buy an apartment.
- f) That computer \_\_\_\_\_ \$ 800. It's definitely a good deal.
- g) My father is considering to \_\_\_\_\_ some money and buy some shares.
- h) I work in a restaurant. They pay me \$ 1000 a month. I \_\_\_\_\_ \$ 1000 a month.
- i) Beto gave me \$ 35. I haven't paid it back yet. I \_\_\_\_\_ Beto \$ 35.
- j) They are very social concern. They \_\_\_\_\_ money to an organization which helps poor people.

2- Currencies of the world. Match the picture to its correct name.



Euro



Pounds



Renminbi



Rands




Peso



Dollar

## Listening

3 - Watch the video on <http://www.youtube.com/watch?v=v3SyhTIGl38> and answer the questions proposed.



**Can Money Really Buy Happiness?**  
 de DNews • 2 meses atrás • 32.448 visualizações  
 "Can't Buy Me Love," but what about **happiness**? Is there an ideal amount of **money** that a person **can** earn to live a perfectly ...  
 HD  
 2:49

a) What's the main idea of the video? Why is there a reference to fortune cookies?

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b) What does the golden triangle team mean?

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c) What is The Easterlin Paradox about?

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d) According to the data released by the Skandia International there is a happiness magical number across the thirteen different countries they surveyed and the Europeans needed the least to be content. Why is that in your opinion?

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e) The video presenter declares he just wanted to swim in gold like Uncle Scrooge. Who is Uncle Scrooge and why did he mention him?

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## Grammar awareness

4- Read the text below and do the activity proposed.

## Money Management: Handling Money Wisely



The screenshot shows a website header with the title "Student Success" and the slogan "Get Through - Do Well!". Below the header is a navigation menu with links for "Home", "Freshman Year", "Your Finances 3", and "Money Management". A sidebar on the left lists "Student Tools" (Weekly Study Tips, Power Google, Weekly Update), "Freshman Year", "Sophomore Year", "Junior Year", "Senior Experience", "Post-Graduation", "Research Center", "Sound Advice", and "New York Times". The main content area is titled "Handling Money Wisely" and contains the following text:

**Money Management: Handling Money Wisely**

Money, like your daily time, is a resource to manage. Financial planning

- **Setting goals.**
- **Developing a strategy to reach these goals.**
- **Living within your means.**
- **Planning.**
- **Taking charge of your financial responsibilities.**

Follow these tips:

1. **Spend less than you make.**
2. **Create a budget.**  
Create a long-range budget for a year or more, one for the school year.
3. **Keep paperwork.**  
Keep receipts, bills, cancelled checks, and credit card statements to help you put together an accurate budget.
4. **Keep a tax file.**

Money, like your daily time, is a resource to manage. Financial planning involves:

- Setting goals.
- Developing a strategy to reach these goals.
- Living within your means.
- Planning.
- Taking charge of your financial responsibilities.

Follow these tips:

1. \_\_\_\_\_ less than you make.
2. \_\_\_\_\_ a budget.
3. \_\_\_\_\_ paper work.
4. \_\_\_\_\_ a tax file.
5. \_\_\_\_\_ of credit card debt.
6. \_\_\_\_\_ wasteful habits.
7. \_\_\_\_\_ the power of compound interest.
8. \_\_\_\_\_ wisely.
9. \_\_\_\_\_ cash.
10. \_\_\_\_\_ critical thinking when considering an expensive purchase.
11. \_\_\_\_\_ room and board for work.
12. \_\_\_\_\_ healthy.
13. \_\_\_\_\_ energy.
14. \_\_\_\_\_ a job.
15. \_\_\_\_\_ help if you're in financial trouble.
16. Don't \_\_\_\_\_.

Adapted from:

[http://highered.mcgraw-hill.com/sites/0079876543/student\\_view0/freshman\\_year-999/your\\_finances3/money\\_management.html](http://highered.mcgraw-hill.com/sites/0079876543/student_view0/freshman_year-999/your_finances3/money_management.html). Accessed on October 20th, 2013.

a) Complete the tips above with the appropriate imperative form of the verbs:

Stay   get (2x)   gamble   beware   keep (2x)   create   spend   resist   pay   use (2x) exchange   conserve   shop
--

b) Write down your own examples on how to put in practice each tips below.

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### Reading comprehension



5 – Read the article below and answer the questions:

#### **8 reasons parenting is more expensive**

Parents are spending more on their children than ever before. But it's not just because prices are higher.

[By Deborah Dunham, LearnVest](#)

Costly kids

Every parent I know is struggling with the whopping costs of raising kids now.

Not only are we grappling with the obvious -- food, clothing and child care (when did teenagers start charging \$15 an hour to babysit?) -- we're also in competition to be Parent of the Year, whether that means the most expensive strollers, private dance lessons or birthday parties.

Let's start with the basics: The current cost of raising a child is nearly \$235,000 from birth to age 17 (add an additional \$22,000 to \$43,000 a year for public or private college). If that seems like a lot, it is. The Wall Street Journal says that number is closer to \$900,000 when



you factor in college and foregone wages for staying home to raise our children; others argue that it's over \$1 million.

Child-rearing really has gotten pricier. It's not your imagination. But it's not all inflation's fault.

"The cost that is actually required to raise a child has only gone up slightly, but the amount that people are spending has gone up significantly," says Bryan Caplan, a professor of economics at George Mason University and the author of "Selfish Reasons to Have More Kids: Why Being a Great Parent is Less Work and More Fun Than You Think." Caplan says that parents today feel they must do more and more (translation: spend more and more) to give their kids the best possible future. After all, no one wants to be labeled a "bad parent."

As a result, the mom market has become a \$1.7 trillion industry, and the funny thing is, our kids are no better off today than they were 50 years ago, says Caplan. So maybe a wake-up call about this small fortune we're spending is in order. Click ahead for a look at the leading ways that parenting is (sometimes unnecessarily) robbing our wallets, along with what you can do about it.

Available at <http://money.msn.com/family-money/8-reasons-parenting-is-more-expensive> -Accessed on October 23rd, 2013

- a) Why are parents spending more money on their child nowadays? Is it all because of the inflation?

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- b) Is parenting better nowadays compared to 50 years ago?

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- c) If you had to explain what a "bad parent" is to a friend who has not read the article, how would you do it?

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## **Writing**

**6-** How important is money for you? Think about everything we have discussed previously in this unit and write a paragraph with your own impressions, give examples.

## **RATIONALE**

I have been working with English as Second language for seven years now and the more we study the more we become familiar with the language and its particularities. Also, we can develop new techniques and innovate, always trying to achieve the best way to teach and learn the language. Human beings are well-known to be very curious and, in this sense, creativity can be an important element in the teaching-learning process.

Language plays a central role in life. Through language people socialize, interact, express feelings and communicate their ideas and values. Learning a language involves more than just mastering the structure and vocabulary of a given language - it develops communicative and social skills while broadening horizons. Learning a language is a way to grow as a person.

Canale and Swain (1983) argued that the communicative competence could be described in at least four competences: linguistic or grammatical competence; sociolinguistic competence; discourse competence and strategic competence. Having this in mind, it is important to use all competences when teaching so that students will perform all four skills more naturally. In the work herein proposed, it was chosen one main theme for each unit and all the activities and assessment proposed are integrated to the other sections assuming that the previous activities will give students a great apparatus of sources.

Intermediate students from private language institutes were selected as the target audience. According to Harmer (2007) this is the level where the students have achieved a lot but still need to be encouraged by their teachers to succeed in the learning process and to understand that there's still a lot to conquer. They get the impression that they are not learning so fast anymore, and that's the reason why tasks must be challenging and teachers need to help students to analyze the language more thoroughly. This is called the plateau effect. The themes chosen to be worked with through these two units were thought to be a way to help students' first impression about a key issue, then to get them in contact with authentic materials through texts or articles, audios and videos. Authentic material brings learners into

direct contact with reality. Cook (1981) states that using authentic materials simply means taking examples of language produced by native speakers for a real purpose of its own rather than producing language and designing texts for the classroom. According to Cook (1981) “(...) the most important is the students' motivation and interest. One of the powerful reasons for learning a new language is to get closer to its speakers, to understand them better and take part in their lives, in other words the integrative motivation. Authentic materials utilise this motivation very strongly by their ordinariness and flavour of everyday life; they seem exotic and exciting, the very stuff of strange foreign life. “

The units “Beyond borders” and “It’s all about the money” were developed to generate a sense of freedom, happiness and culture awareness among students and also to teach them how to use the structures presented in contextualized, integrated and meaningful way. The premise underlying the development of the units is that learning a given language means learning how to communicate effectively in that language. The lessons are student-centered and teachers play the role of mediators, helping learners communicate in English and motivating them to work. Harmer (2007) pointed out that one of the main keys of motivation among students is the desire to achieve some goals. There are two main types of motivation: extrinsic, when it comes from the outside to the classroom and intrinsic, that is generated by what happens inside the classroom. Harmer(2007) states that the main difficulty it is to sustain students’ motivation in every day classes. To do so, the teachers need to be creative on their daily practice and to excite students’ curiosity and will to learn and to stay interest in the subject.

With Communicative Language Teaching, students often interact with each other through pair work or group work. As Richards (2006) discussed, learners now engage in cooperative rather than individualist approach and they take more responsibility of their own learning. As a result, all four skills are developed simultaneously. Students have to listen to their peers in order to communicate with them, working on both their listening and speaking skills at the same time, in a natural way. The teachers become now facilitators or monitors rather than role models.

I started the first unit, *Beyond borders*, trying to raise awareness of the students about what the topic we would work with could be about. I chose to bring to the class flash cards with pictures and ask them to come up with ideas in trios. Harmer(2007) mentions that groupwork and pairwork have many advantages and one of them is to foster students to work

in a collaborative way. After they come up with few ideas, each trio will report to the class their ideas and I would come up with more questions to instigate them to communicate more. They will check their guesses on the reading section. On the second unit, *It's all about the money*, I didn't use flashcards but pictures on the book to discuss whether they agree or no with two sentences from two celebrities expressing what they think about the value of money for people in general nowadays. There's also the disputable topic whether people work for pleasure or for money.

The reading sections on both units are presented as a way to boost language learning. On the first text students will read an authentic text that is composed by topics and this also makes it easier for them to follow. After reading they will check their understanding doing a true or false exercise which will make them reflect upon what they have read and elicit a clear understanding of the ideas. On the second unit students will scan an authentic article and they are suppose to infer from it the meaning of some key words and they will also skim the article to get the main idea of each paragraph. Harmer (2007) shared some important reading principles: "encourage students to read as often and as much as possible; students need to be engaged with what they are reading; encourage students to respond to the content of a text, not just concentrate on its construction; prediction is a major factor in reading; match the task to the topic when using intensive reading texts; good teachers exploit reading texts to the full."

The writing section is supposed to foment ideas and opinions from the students and to make them communicate effectively in written form. On the first unit I presented a letter and elicited questions to raise awareness about the genre worked and its main characteristics. The useful language presented is a key to help them vary the language they will use. It's important that we teach students the process so they will focus better on the composition itself. On the second unit students will write the outcome of everything they've learned through the unit, mainly the new grammar topic they've had contact with through the listening topic and language awareness. It's presented a form and some questions are asked concerning the genre chosen. Harmer (2007) suggested that in order to engage our students to write in an enthusiastic and successful way we must consider genre, the writing process and building the writing habit.

The Listening section is authentic and contextualized. Through listening videos and songs students can check their understanding, discuss in class the main points highlighted and

share their own ideas. According to Ur (2012) “The main goal of teaching listening is to enable our students eventually to cope with the natural listening situations that they are most likely to encounter in real life.” Listening helps students’ pronunciation and it is also a way to give them a boost to speak better when they can hear well.

The Grammar section is worked inductively, i.e. students work out rules for themselves. Inductive grammar teaching involves the students to develop ideas of their own and increase motivation. This is done, for instance, when students work out different rules for forming and using English. It can also help clear up misconceptions they have and make clear to the teacher what the preconceptions they have about grammar’s *modus operandi*. Swan (1994) mentioned some principles for presenting grammar rules in the classroom such as “provide students with examples of the target feature in meaningful contexts before explaining; both say and write examples of the target form; teach both form and meaning (...)”

The Speaking section of the first unit was prepared to be the outcome of everything the students have been learning through the unit. First of all they are supposed to watch a video of a male au pair who wants to apply for the Au Pair program. In the video grammar, pronunciation and word-order were pointed out as mistakes that students should correct with the purpose of raising awareness concerning reviewing and checking their work before they present the final version of it. Having this in mind, a situation was created where they are going to video-record their presentation using elements and structures worked through the unit, and after this, interact in pairs with others students to discuss their work and present new ideas.

Harmer (2007) stated that “giving students a role, allows them to “hide being” the character they are playing, and this can sometimes allow them to express themselves more freely than they would if they were voicing their own opinions or feelings.” On the second unit students are suppose to work in pairs or trios and to share their ideas about the topic proposed and after all report them as a class activity. The activity also presents some useful language to help students to get engaged in a conversation. Group or pair work usually lower the inhibitions of students and help them to get more confident before they expand their thinking to a larger group.

To sum up, this teaching material was based on teaching English in the communicative approach, in which I tried to get students in contact with the target language in different contexts and within different purposes, to help them to vary the language according to the setting and the participants, to engage them in understanding and producing different text genres and to use strategies to communicate effectively. Both units cover lively topics which foster students to interact with their peers and to grow as good listeners, speakers, writers and readers.

“Tell me and I forget, teach me and I may remember, involve me and I learn.”  
— Benjamin Franklin

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