

UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras - FALE

Curso de Especialização em Ensino de Inglês – CEI

Teaching English to Teenagers:

You are as beautiful as your dreams are

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Teaching English to Teenagers:

You are as beautiful as your dreams are

Trabalho apresentado ao curso de Especialização em Ensino de Língua Inglesa da Faculdade de Letras – UFMG como requisito parcial para a obtenção do título de Especialista em ensino de Língua Inglesa.

Elizabeth de Camargo Carvalho

Belo Horizonte

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INTRODUCTION

“A different language is a different vision of life.”

-*Federico Fellini*

I started studying English when I was 11 years old and I just fell in love for it, not only for the opportunity to learn something different, but for the possibility to understand and be understood, to be able to communicate and become a part of the world. When you learn another language, you assume another identity; you transmit culture aspects and have a different vision of life. That is why I became an English teacher, to share with my students this love for languages and to show how amazing this different vision of life is.

This is a required final paper for the conclusion of the Teaching English Specialization Course – CEI. *Teaching English to teenagers: you are as beautiful as your dreams are* is divided in two independent units. The units were developed with authentic materials to provide meaningful and contextualized activities promoting interaction among students and opportunities for them to think, form and express their opinions and ideas in a critical sense.

The material includes two units: *Everyone is beautiful* and *Don't stop dreaming*, teacher's guides with explanation of each exercise and the answers, suggestions and extra activities, tests booklet with the answer keys. This material also includes a CD with the songs and videos used in the units.

The units were developed to be used in language schools with pre-intermediate students among 14 and 16 years old due to the main topics they bring: beauty and dreams.

Everyone is beautiful. This unit aims to create awareness about the topic beauty. Most teenagers tend to judge people by their appearance and they can be very mean but what is beautiful? What is not? Who says something is beautiful or not? The unit proposes discussion and research about this issue to inform and clarify that actually everyone is beautiful in their own way and what is important is the way you feel inside. It brings different genres such as comic strips, story, quotation and poster, all genres are authentic and used in meaningful activities, and the unit also has activities to provide the development and improvement of the four language skills.

Don't stop dreaming. This unit aims to focus on students dreams, as the unit is for teenagers; it is the time when they start thinking about the future, which profession they will choose or if it is worth following their dreams. The unit proposes that following a dream is not easy, you have to work hard, plan what you will have to do, but in the end it will be worth. It brings different genres such as blog post, blog comments, and inspirational speeches and videos, all genres are authentic and used in meaningful activities, and the unit also has activities to provide the development and improvement of the four language skills.

This material was developed within an academic objective, thus, it cannot be used for sales or any other profitable goals. Therefore, this material can only be used with the previous authorization of the author.

UNIT 1:

EVERYONE IS BEAUTIFUL.

Beautiful.

EducationWall

Definition:





A person who is reading this.

Remembering Fairy Tales

- ❖ What do you remember about Fairy tales?
- ❖ What was your favorite Fairy tale?



1) Match the message of each Fairy Tale with the right character:

a. Ariel		() It is not about beauty, it is about what is within.
b. Belle		() Don't stay out of curfew.
c. Cinderella		() Don't accept food from strangers.
d. Snow White		() Be yourself.

2) Think about the following questions. In pairs, discuss about them:

- What do Fairy Tales have in common?
- What is the idea of beauty in Fairy Tales characters? What do they look like?
- Are they similar with real life? Why? Why not?
- How would a modern fairy tale be?

**Would you like to remember your favorite Fairy Tales?
Visit these websites!**

Hans Christian Andersen -Fairy Tales and Stories

<http://hca.gilead.org.il/>

Grimm's Fairy Tales

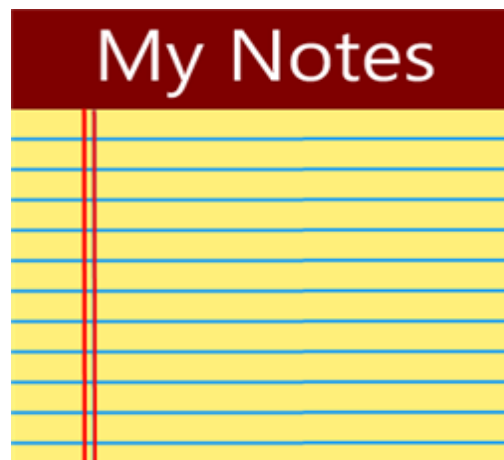
<http://www.cs.cmu.edu/~spok/grimtmp/>

Short Stories

<http://www.eastoftheweb.com/short-stories/childrenindex.html>

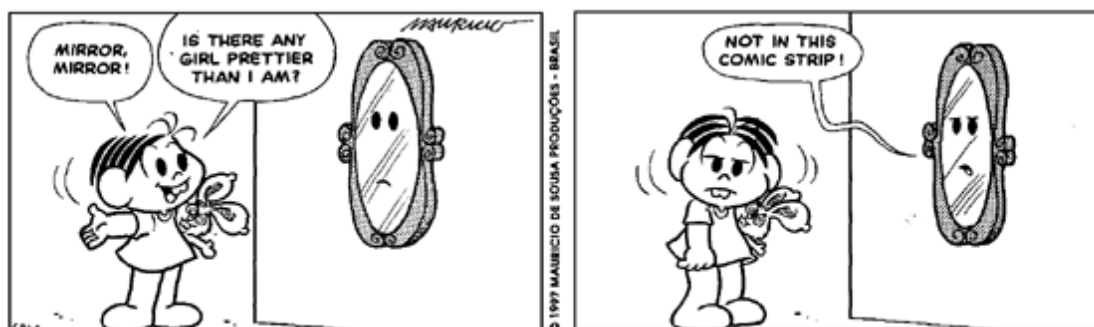
Getting started!

1) What do you know about Monica's Gang? Write it down.



2) Read the comics and answer the questions:

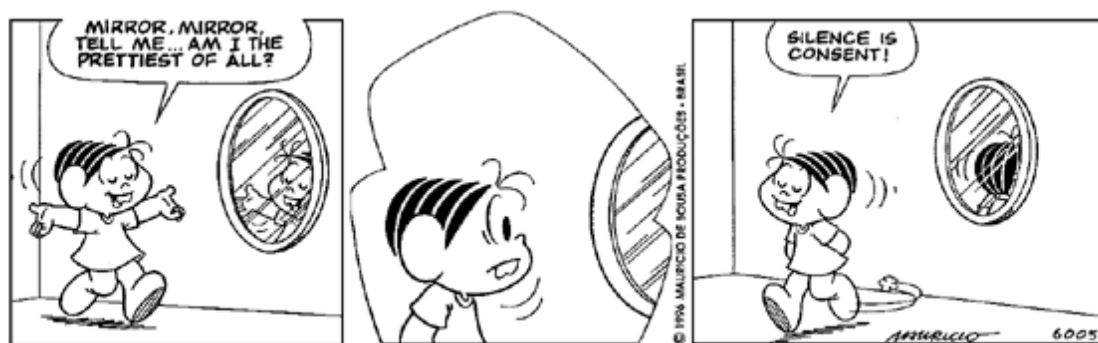
Comic strip 1:



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6841

Comic strip 2:



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6005

a) Where can we find comic strips?

b) Who would be interested in reading this kind of text?

c) Monica makes a question to a mirror because she wants to know if

() she is the prettiest girl in the comic strip.

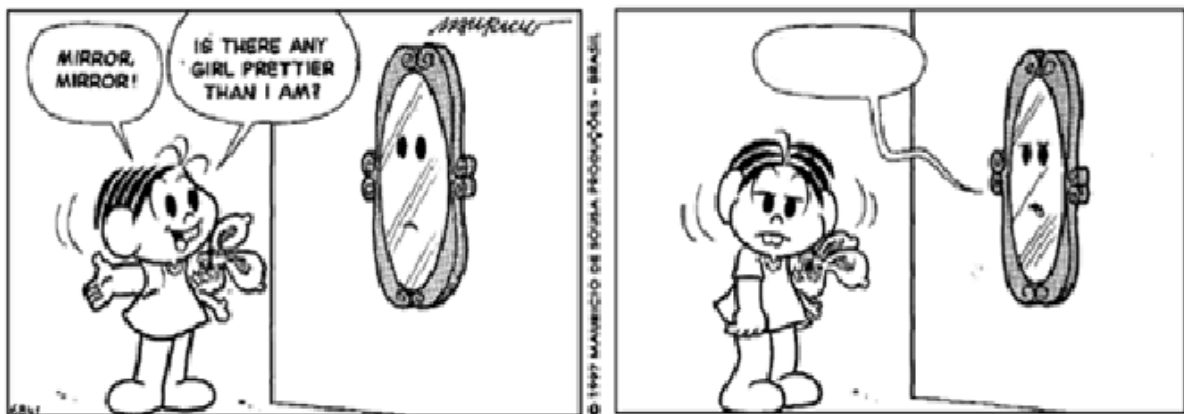
() the mirror can talk to her in the comic strip.

() there is another girl in the comic strip.

d) In your opinion, why is beauty so important for Monica?

e) Do you think that the silent is a good answer? Why?

3) Imagine you are the mirror and write an answer for Monica.



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Let's read more!

1) Think about these questions and discuss with your teacher and classmates:

- ❖ Do you take care of your appearance? Why? Why not?
- ❖ Is appearance important? Why?
- ❖ Do women use a lot of cosmetic products? And what about men?
- ❖ What comes to your mind when you think about the excessive use of cosmetic products to improve appearance? Write your ideas below.



2) Now you are going to read a text, extracted from *Six Fairy Tales for the Modern Woman*, with a contemporary view of Fairy Tales. After you read it, choose a title:

VI.

Once upon a time a young girl grew up reading magazines about beauty products and consequently felt very self-conscious about her acne. She tried a bunch of treatments that had varying degrees of success, and never left the house without a full face of makeup. She started using anti-aging products when she was 20, thinking that prevention would work better than a cure. But when she turned 30 she still had acne that she had hoped to outgrow, but somehow it just didn't seem to matter as much. She would sometimes run errands without any makeup at all. And despite the preventative care she had tried to do in her early twenties, she started developing some wrinkles on her forehead in her late twenties. But again, somehow, it just didn't seem to bother her as much as the prospect had when she was younger. When she was in her forties her skin had continued to wrinkle, but she cared even less, and was pleased to see that the wrinkles around her eyes made it look like she smiled a lot, which made her smile more, and she cared even less, and she only wore makeup when she wanted to, and never felt obligated to do so. When she was 80 her skin was thinner and delicate, but reminded her of really beautiful tissue paper, and she was happier, and felt more confident as a person than she ever had.

The End.

Don't worry about understanding all the words from the text.

Excerpt from *Six Fairy Tales for the Modern Woman* available at: <http://thehairpin.com/2013/06/six-fairy-tales-for-the-modern-woman>

3) Read the text again and answer the following questions.

a) What type of text is this?

b) Where can you find a text like this?

c) What might be the audience for this text? Why?

d) The character starts using beauty products because she

() developed wrinkles in her forehead

() felt more confident as a person.

() was self-conscious about her acne.

e) In her early twenties she started

() developing some wrinkles.

() using anti-aging products.

() trying a bunch of treatments.

f) When she was 80 her skin was

() full of makeup.

() still had acne.

() thin and delicate.

g) How did she feel when she became old?

- 4) Complete the chart with the attitudes that the character had during her youth and then after she turned 30.

Youth	After 30

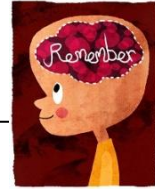
- 5) Match the following words with their definitions according to Cambridge dictionaries online.

a. Self-conscious	() to grow too large for something.
b. Outgrow	() a small line in the skin, or a small fold in cloth.
c. Despite	() the flat part of the face, above the eyes and below the hair.
d. Wrinkles	() nervous or uncomfortable because you know what people think about you or your actions.
e. Forehead	() without being influenced or prevented by.

(<http://dictionary.cambridge.org/us>).



Focus on Language!



Reviewing Simple Past Tense:

In general, the **Past Tense** is used to talk about something that started and finished at a definite time in the past.

From: <http://www.grammar.cl/english/past-tense.htm>

1) Look at these extracts from the text:

[...] she smiled a lot [...]

She tried a bunch of treatments that had varying degrees of success [...]

*The Day I Stopped Wearing Make-Up**

[...] when she turned 30 she still had acne [...]

a) The underlined words express an action that

() happens in the past.

() happens frequently.

() is going to happen.

What helped you to get this conclusion?

b) Can you find other verbs in the text that express the same action?

c) Look at the extracts and write which verb from the sentences we can apply to each case.

(_____) We add **-d** if the verb finishes in **-e**.

(_____) We add **-ed** if the verb finishes in consonant.

(_____) We double the final consonant and add **-ed** if the verb finishes in **consonant + vowel + consonant**.

(_____) We replace **-y** for **-i** and add **-ed** if the verb finishes in **consonant + y**.

*Sentence extracted from <http://thepinkyfiles.blogspot.com.br/2009/08/day-i-stopped-wearing-make-up.html>

2) Write F for the statements that describe a finished action in the past and P for the ones that describe an action in the present.

- a) () The girl likes to read magazines about beauty products.
- b) () She tried a bunch of treatments.
- c) () When she turned 30 she still had acne.
- d) () She developed some wrinkles in her late twenties.
- e) () The wrinkles make the girl looks like a person who smiles a lot.

3) Change the sentences using Simple Past.

- a) She starts using anti-aging products.

- b) She cares less.

- c) She smiles a lot.

- d) It reminds her of really beautiful tissue paper.

4) The following sentences are excerpts from the story Beauty and the Beast. Complete the sentences with the correct verb in its Simple Past form.

agree – ask – decide – live – try – want
--

- a) Once upon a time there _____ a wealthy merchant and his three daughters.
- b) The father was to go to a far-off place and he _____ his daughters what they _____ on his return.
- c) The merchant, on his way back, had to cross through the deep forest. It was dark and the merchant _____ to find a place to sleep.
- d) The Beast _____ to let him go only if he promised to send Beauty to this castle.
- e) The merchant _____ and ran back home.

➤ If you want to read the whole story, you can read it at the end of this unit.



Sounds right!

The regular verbs in the Past Tense end in **–ed**. Now, it is time to learn how to pronounce this end right.

Listen to the following verbs and notice the different pronunciation in the end of each one.

Wanted /ˈwʌn.tɪd/

Fixed /fɪkst/

Used /juzd/

The pronunciation of words ending in ED depends on the final consonant (sound). There are three ways to pronounce ED:

/ɪd/	/t/	/d/
<div>T wanted D needed</div>	<div>P helped K looked SH washed CH watched GH laughed TH breathed SS kissed C danced X fixed</div>	<div>L called N cleaned R offered G damaged V loved S used W followed Y enjoyed Z amazed</div>
Voiced Sound = uses the vocal cords and they produce a vibration or humming sound in the throat. <i>(Touch your throat to feel it)</i>	VOICELESS	VOICED

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl



But what are Voiceless and Voiced consonants?

A **voiced** consonant (or sound) means that it uses the vocal cords and they produce a vibration or humming sound in the throat when they are said. Put your finger on your throat and then pronounce the letter L. You will notice a slight vibration in your neck / throat. That is because it is a **voiced** sound.

A **voicedless** sound (sometimes called unvoiced sound) is when there is no vibration in your throat and the sound comes from the mouth area. Pronounce the letter P. You will notice how it comes from your mouth (in fact near your lips at the front of your mouth). The P sound doesn't come from your throat.

From: <http://www.grammar.cl/english/pronunciation-ed.htm>

Now, let's practice!

- 1) The following words are written in the past tense. Divide each one according to its pronunciation.

smiled – stopped – turned – started – reminded – worked - talked	
/id/	
/t/	
/d/	

- 2) Choose the correct final sound to each word.

a) Asked

() /d/

() /id/

() /t/

b) Lived

() /d/

() /id/

() /t/

c) Tried

() /d/

() /id/

() /t/

d) Wanted

() /d/

() /id/

() /t/

e) Decided

() /d/

() /id/

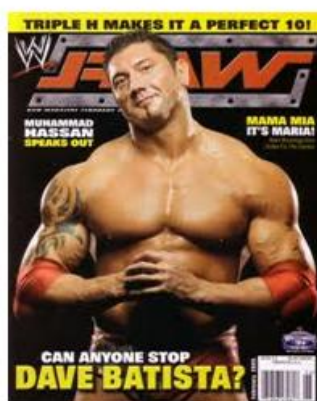
() /t/

Talking about beauty!



Work in pairs

- 1) Take a look at these magazine covers and discuss the following questions with a partner. Write down your answers.



- ❖ What physical elements catch your attention when you look at the magazine covers? Describe the men, telling which are the differences or similarities among the men in the covers.

- ❖ Do you think men are worried about being handsome? Why? Why not?

- 2) Choose one of the magazine covers that you think it is closer to your conception of beauty considering what you have already studied. In pairs, tell your classmates which cover did you choose and explain why.

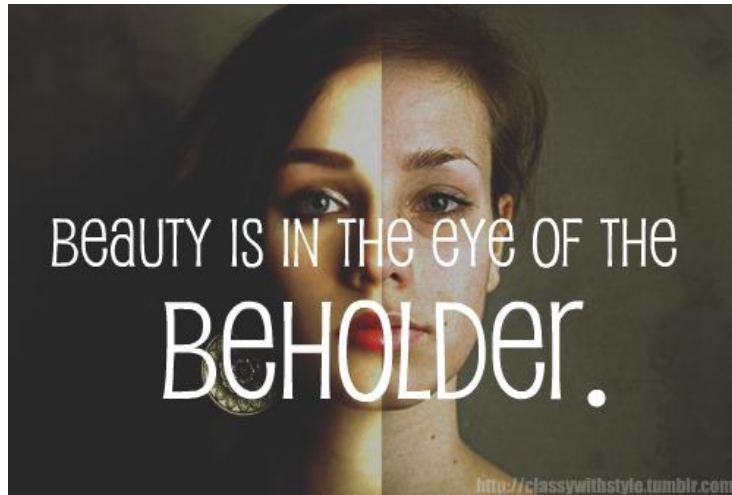


<p style="text-align: center;">Student!</p> <p style="text-align: center;">Look at these expressions to help you.</p>		
Agreement / Addition	Opposition	Conclusion
<p>In the first place...</p> <p>In addition...</p> <p>Again...</p> <p>Like</p> <p>As</p> <p>Too</p>	<p>In contrast...</p> <p>Different from...</p> <p>Of course...but</p> <p>Besides</p> <p>Instead</p> <p>Otherwise</p>	<p>After all...</p> <p>In conclusion...</p> <p>Obviously...</p> <p>Definitely...</p> <p>In a word...</p>

- 3) Now you know how to talk about appearances and express your ideas, go to the internet and search for an image that represents beauty for you.
- 4) Bring the image to class, show to your classmates explaining why you chose this image and which all the beauty elements you see in it are.

Is beauty in the eye of the beholder?

1) Look at the following quote.



Have you ever heard or read this famous quote? It means that people have different points of view about what is beautiful. Do you agree with the quote? Why?

2) Now, let's read some quotations about beauty. After you read them answer the following questions.



"What you do, the way you think, makes you beautiful."

— Scott Westerfeld, *Uglies*

Source: <http://www.goodreads.com/quotes/tag/beauty>



"There is no definition of beauty, but when you can see someone's spirit coming through, something unexplainable, that's beautiful to me."

— Liv Tyler.

From: http://www.brainyquote.com/quotes/topics/topic_beauty.html#UdvLhmRWRLPf4A5O.99

- a) Are the quotes talking about physical beauty or inner beauty? Explain with sentences from the quotes.

- b) What is the main idea of all the quotations?

- c) Does your conception of beauty matches with one of the quotes above? What is similar? What is different?

- 3) Based on your conception of beauty and the quotes you read, create your own quotation about beauty.



Quotes are things people have said about certain topic.

Take a look if you are paying attention in the following elements while you are writting your quote:

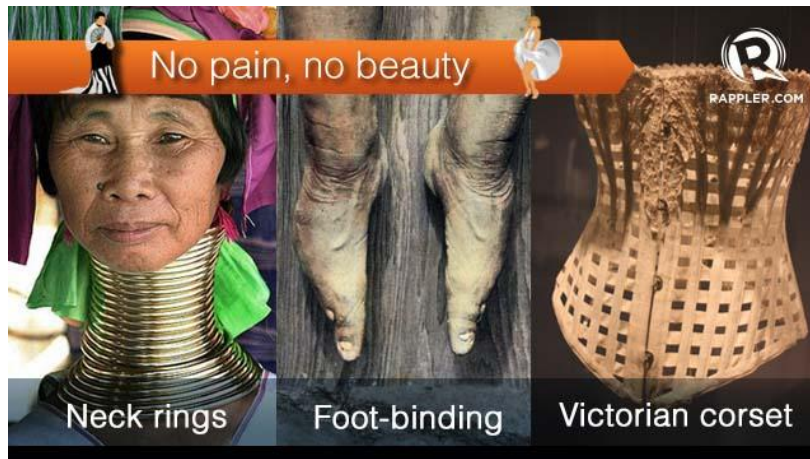
- Is it coherent?
- Is the punctuation used properly?
- Are the words spelled correct?
- Is the verb tense used correctly?



It's your turn!

- ❖ Now that you have already learned about beauty concepts, do you think everybody has the same idea of beauty? Why?
- ❖ Do you know any country with a different concept of beauty? Which one?

1) Look at the image.



- ❖ Is there any beauty element from your country in these images?
- ❖ Where do you think they are from? Try to guess which of the following countries have each element of beauty.

China - Philippines - Western countries

- ❖ Do you agree with the sentence “No pain, no beauty”? Why? Why not?



Work in pairs:

- 2) Choose a country which has a different concept of beauty and create a poster expressing this concept.

➡ You should create your poster using the website <http://padlet.com/> in order to share with your classmates.

Here it is an example of a poster that you can follow:



From: <http://www.glogster.com/ariadna69/beauty-concepts-in-different-cultures/g-6kf5vbiv7o6vna4p37igmvb>

Keep in mind!

An effective poster is ...



Focused Focused on a single message.

Graphic Lets graphs and images tell the story; uses text sparingly.

Ordered Keeps the sequence well-ordered and obvious.

Source: <http://www.ncsu.edu/project/posters/>

Check it out!

Check if your poster has the following features.

- ☐ It is focused.
- ☐ It is well-ordered.
- ☐ The words are spelled correctly.
- ☐ It has punctuation.
- ☐ The sentences are connected to the images.



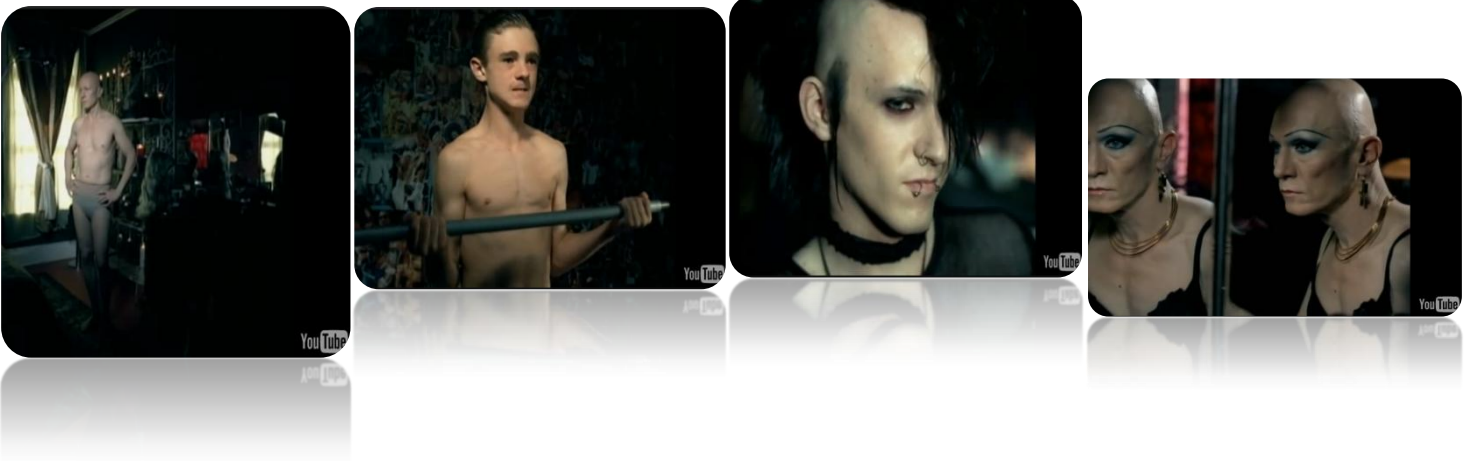
It's time to listen!

1) You are going to listen to the song *Beautiful* by Christina Aguilera. While you listen to it put the following sentences in the correct order.

- () Every day is so wonderful
- () Full of beautiful mistakes
- () To all your friends, you're delirious
- () We are beautiful, in every single way
- () Words can't bring me down



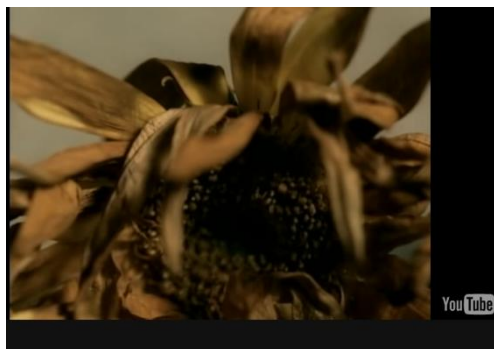
2) Based on the following images, what do you think the song is about? Why?



3) Now, let's watch the music video. Pay attention in the scenes and the lyrics, then, complete the following sentence.

The message of the song is ...

4) Listen to the song again now with the lyrics and circle the right word.



From: <http://letras.mus.br/christina-aguilera/64334/traducao.html#legenda>

Beautiful

Don't look at **me/we**
Every day is so wonderful
And suddenly, it's **card/hard** to breathe
Now and then, I get insecure
From all the **gain/pain**, I'm so ashamed

I am beautiful, no **adder/matter** what they say
Words can't bring me down
I am beautiful, in every **shingle/single** way
Yes, words can't bring me down
So/sow, don't you bring me down today

To **all/awl** your friends, you're delirious
So consumed in all your doom
Timing/Trying hard to fill the emptiness
The pieces gone, left the puzzle undone
Is that the **way/whay** it is?

You are beautiful, no **adder/matter** what they say
Words can't bring you down
You are beautiful, in every **shingle/single** way
Yes, words can't bring you down
So/sow, don't you bring me down today

No matter what we do
(No matter what we do)
No matter what we say
(No matter what we say)
We're the song inside the tune
Full of beautiful mistakes
And everywhere we go
(And everywhere we go)
The sun will always shine
(Sun will always shine)

But tomorrow we might awake
On the other side

'Cause we are beautiful, no **adder/matter** what they say
Yes, words won't bring us down
We are beautiful, in every **shingle/single** way
Yes, words can't bring us down
So/sow, don't you bring me down today

Don't you bring me down today
Don't you bring me down today

5) Complete the definitions with the words from the box.

ashamed – beautiful – insecure – wonderful

- a. _____ people have little confidence and are uncertain about their own abilities or if other people really like them.
- b. _____ people feel guilty or embarrassed about something they have done or a quality in their character.
- c. _____ people who are very attractive.
- d. _____ is when people or things are extremely good.
-

Checklist



I can talk about Fairy Tales	
I can talk about beauty and physical appearance	
I can use the regular verbs	
I know the –ed sound pronunciation	
I know how to write a quote	
I know how to create a poster	

Beauty and the Beast

Once upon a time there lived a wealthy merchant and his three daughters.

One day, the father was to go to a far-off place and he asked his daughters what they wanted on his return. The first and the second daughter asked for lovely dresses. But the third daughter, whose name was Beauty, said, "Father, I only need a rose plucked by your hand." The merchant, on his way back, had to cross through the deep forest. It was dark and the merchant tried to find a place to sleep. He suddenly found a huge castle and went inside to find nobody. There was a huge table with delicious food and he ate it all. Then the merchant went into the bedroom and slept on a soft and fluffy bed. The next day, too, the merchant did not find anyone in the castle. He saw a beautiful rose bush growing in the lawn and remembered Beauty's gift. He plucked a red rose from the bush.

Suddenly, a ferocious looking beast sprang out of the bush. He was wearing fine silk clothes and roared, "I gave you food and a bed to sleep in! And now, you are stealing my roses!" The merchant was frightened and told the Beast about Beauty's gift. The Beast decided to let him go only if he promised to send Beauty to this castle. The merchant agreed and ran back home. He cried and told his daughters about the Beast. But Beauty loved her father a lot and agreed to go stay with the Beast.

The Beast treated Beauty with a lot of kindness. He was never rude to her. He let her stay in the biggest room and let her roam in the beautiful garden. Beauty would sit near the fireplace and sew while the Beast kept her company. At first, Beauty was afraid of the Beast but slowly, she began to like him.

One day, the Beast asked Beauty to marry him, but she refused. She was still afraid of his fearful-looking face. The Beast still treated her kindly and with a lot of love. Beauty missed her father a lot. The Beast gave her a magic mirror and said, "Look at the mirror and you can see your family. Now you won't feel lonely anymore.

One day, Beauty looked in the mirror and saw that father was very ill and dying. She went to the Beast and pleaded and cried, "Please let me go home! I only want to see my father before he dies!" But the Beast roared, "No! You promised you would never leave this castle!" Saying this, he stormed out of the room. But after some time, he came to Beauty and said, "You may go to stay with your father for seven days. But you must promise to return after that." Beauty was very happy and agreed. Then she left and went to stay with her father. Her father, on seeing Beauty, felt very happy and soon

recovered. Beauty stayed with her family for seven days and more. She forgot the Beast and his castle. But one night, she had a terrible nightmare in which she saw the Beast was very ill and about to die. He was crying, “Beauty, please come back!”

Beauty woke up and went back to the castle because she did not mean to hurt the Beast. She cried and said, “Please don’t die, Beast! I will live with you forever!” The Beast miraculously changed into a handsome prince. He said, “I was under a curse all these years and could only be relieved when someone fell in love with me. I am now cured of the curse because you truly love me.” And then, Beauty and the Beast were married and together they lived happily ever after.

From: <http://shortstoriesshort.com/story/beauty-and-the-beast/>

Teacher's Guide

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”

- Nelson Mandela

Dear teacher.

This is a guide for you teach the unit **Everyone is beautiful**.

The unit was thought to be taught in 4 classes of 1h30min, but you may feel free to expand this time if you have the opportunity. This unit consists in sections in which students will be able to develop reading, listening, writing and speaking skills through meaningful activities and they also will have the opportunity to express their opinions as critical thinkers.

Remember you are a facilitator in the teaching/learning process, thus you may avoid give the answers, let them get their own conclusions, this will help them evolve as students in the proccess of learning a second language and critical thinkers.

All the answers you have in this guide are possible answers, students can answer something different and it can be correct if it makes sense in the context of the discussion or exercises. You can also check the extra activities in this guide that can help you in some topics during the unit.

Teacher, it is also important that in the beginning of the class you ask your students what they have learned in the previous class, so they connect the subject of the present class with what they had already learned and they can notice the progress they have been achiving.

Opening page

Ask your students to read the definition of beauty and pay attention to their reactions, and then ask what they think about it and if they agree with the definition.

Remembering Fairy Tales

This section is the warm up of the unit. The purpose is to introduce the topic of fairy tales and draw students' attention to the relation between beauty and fairy tales and what we can relate in real life.

Verify if your students remember about Fairy Tales asking the first two questions before the exercise 1. You can read the questions and make a class discussion or you can ask students to discuss in pairs and then share with the class.

Possible answers:

1)

- a. Ariel - Be yourself.
- b. Belle - It is not about beauty, it is about what is within.
- c. Cinderella - Don't stay out of curfew.
- d. Snow White - Don't accept food from strangers.



2)

Monitor the students if they are talking about the subject and help them put their ideas through if necessary.

Possible answers:

- Princesses and princes; someone mean trying to ruin someone's life.
- The princesses are always beautiful, they are slim, and their hair and skin are always pretty. The princes are really good looking and very courageous.
- No, they aren't. Because people work and don't have to wait for someone rescue them and have a happy ending. Also, not everybody is slim and has a perfect skin and that doesn't mean they can't be loved.
- Personal answer.

Getting started!

In this section, students will read a comic strip based on a very famous Fairy Tale. The purpose is to show students a different genre involving a Fairy Tale.



Possible answers:

Ask your students to answer the question about Monica's gang individually, give them some minutes and then, ask them to share their notes with the class.

Teacher!

If you want to learn more about Mauricio de Sousa and Monica's Gang check these following websites:

Monica's Gang

http://en.wikipedia.org/wiki/Monica's_Gang

<http://turmadamonica.uol.com.br/ingles/index.htm>

Maurício de Sousa

<http://www.imdb.com/name/nm0211725/bio>

http://en.wikipedia.org/wiki/Maur%C3%ADcio_de_Sousa

*Check it
Out!*

1)

Personal answer.

2)

Draw students' attention to the genre and its source. Ask them to read the comics in silence and then, answer the questions that follow the comics.

- a) Internet, magazine, newspaper, comic books.
- b) People who like comic strips and Fairy Tales.
- c) (x) she is the prettiest girl in the comic strip.
- d) Personal answer.
- e) Personal answer.

3) Personal answer.

Correct the exercise 2 and ask students to read their answers to Monica. If there is any mistake correct it, but praise the students for their effort.

Let's read more!

In this section students will read a text with a contemporary view of a Fairy Tale involving mainly the topic of beauty, which is always present in the Fairy Tales, but this one shows a different perspective.



Possible answers:

1)

Give students some time to think about the questions individually and then, ask them to discuss with the class. Start the discussion guiding students to share what they think about the topic discussed in the questions.

The answers are personal, but we have suggestions for you talk to your students and see if they agree with them or not.

- ❖ It is important to take care of our appearance in order to feel good about ourselves.
- ❖ Most women use some kind of cosmetic product and men are starting as well, but they still use fewer products than women.
- ❖ People can become addict to this kind of products in the sense of not feeling pretty if they do not use any of them. Cosmetic products are supposed to improve your real beauty and not make you hide it.

Draw students' attention to the text and its source. Ask them to read the text in silence and as soon as you realize they finished reading ask if they have doubts, if they have some clarify them and ask students to do the activities that follow the text.

2)

Personal answer.

3)

- a. It is a narrative text.
- b. In the internet, books and newspapers.

- c. People who like Fairy Tales and stories about beauty, because that's what the text is all about.
- d. (x) was self-conscious about her acne.
- e. (x) using anti-aging products.
- f. (x) thin and delicate.
- g. She was happy and felt more confident as a person

4)

Youth	After 30
Read beauty magazines.	Sometimes, she ran errands without any makeup at all.
Treatments to acne problems.	Started develop some wrinkles.
She never left home without make up.	She smiled more.
She started to use anti-aging products.	

5)

a. Self-conscious	(b) to grow too large for something.
b. Outgrow	(d) a small line in the skin, or a small fold in cloth.
c. Despite	(e) the flat part of the face, above the eyes and below the hair.
d. Wrinkles	(a) nervous or uncomfortable because you know what people think about you or your actions.
e. Forehead	(c) without being influenced or prevented by.

Correct the exercises and ask if students still have doubts which they want to clarify.



Focus on Language!

In this section students will review the Simple Past and learn regular verbs. The purpose of this section is to enable students to use and pronounce correctly the regular verbs.

They have already learned the Past of Be, so start asking your students if they remember the Simple Past, then read the box with the review and ask if some student could give an example in a sentence.



Possible answers:

Ask them to read the sentences from the text and say they are supposed to do the exercise 1 on their own.

1)

a) (x) happens in the past.

Because the narrative is indicating that the action has already happened and the verb is not in its infinitive form.

d) Tried, started, turned, hoped, continued, cared, smiled and reminded.

e)

(smiled)

(turned)

(stopped)

(tried)

Correct the exercise and clarify students' doubts. Explain that not all verbs are regular, there are also the irregular verbs which have different forms and they will study in another opportunity.

After this, ask to students do the rest of the exercises individually.

2)

a) (P) The girl likes to read magazines about beauty products.

b) (F) She tried a bunch of treatments.

c) (F) When she turned 30 she still had acne.

d) (F) She developed some wrinkles in her late twenties.

e) (P) The wrinkles make the girl looks like a person who smiles a lot.

3)

- a) She started using anti-aging products.
- b) She cared less.
- c) She smiled a lot.
- d) It reminded her of really beautiful tissue paper.

4)

- a) Lived
- b) Asked – wanted
- c) Tried
- d) Decided
- e) Agreed

As soon as you realize students are finishing the exercises ask them to compare their answers with a classmate. After this, correct the exercises and clarify students' doubts.

Motivate your students to read the whole story of Beauty and the Beast thus, they can improve their reading skills and expand their vocabulary.



Sounds right!

In this section the purpose is enabling students to understand the different pronunciations of the final sound –ed and pronounce them right.

Read the introduction sentence of the section and play the audio to them listen to the verbs. The audio is from Cambridge Dictionaries Online. Ask them if they can notice the different pronunciations, play it again and ask them to repeat the verbs.

Explain that the pronunciation depends on the sound of the final consonant. Ask them to read the chart one first time in silence and then aloud. Draw their attention to when the pronunciation is not correct.

The chart CHECK IT OUT is an explanation about the voiced and voiceless consonants. Ask one of the students to read it aloud, ask if they have doubts and clarify them.

Teacher!

Here you are some websites you can visit if you have doubts or don't feel comfortable talking about pronunciation.

UIOWA:

<http://www.uiowa.edu/~acadtech/phonetics/>

CAMBRIDGE DICTIONARIES

<http://dictionary.cambridge.org/help/phonetics.html>

CAMBRIDGE ENGLISH ONLINE

http://cambridgeenglishonline.com/Phonetics_Focus/

IPA – THE INTERNATIONAL PHONETIC ASSOCIATION

<https://www.langsci.ucl.ac.uk/ipa/>

*Check it
Out!*

Now, let's practice!

1)

/id/	Started – reminded
/t/	Stop – worked - talked
/d/	Smiled – turned

2)

(x) /t/

(x) /d/

(x) /d/

(x) /id/

(x) /id/










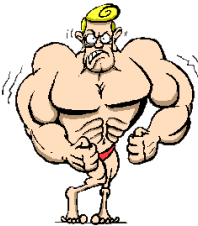
Talking about beauty!

In this section students will be able to talk about male beauty patterns expressing their opinions about what they think is beautiful.

Before you start the activity with the magazine covers play with students this memory game. Thus, they can review the vocabulary about physical appearance.

The game consists in turning down all the cards and tries to find their matches; each image has its correspondent word meaning in another card. Which player has one chance to find the correct card, if he-she doesn't find, it's his-her partner turn. In the end of the game, wins who got more pairs of cards.

Here it is the photocopyable cards.

	LONG HAIR		MUSTACHE
	BLUE EYES		SHORT HAIR
	BEARD		TATTOO
	OVERWEIGHT		HIGHLIGHTS
	BALD		MUSCULAR

After students have played the game, draw students' attention to exercise 1. Ask them to answer the questions in pairs. Monitor and help them to express their ideas if necessary.

As soon as you realize they are finishing ask the pairs to share their conclusions about the answers.

1)

Possible answers:

- ❖ Personal answer. Suggested answer: Different body shapes, haircuts, tattoos, how they keep their mustaches or beards. Each one has a different style.
- ❖ Personal answer. Suggested answer: Nowadays, there are more men worried about look handsome.

2)

Ask students to do the next activity in which they have to talk about one magazine cover. Motivate them to use the expressions given in the chart. Let them organize their ideas and ask to them explain what cover they chose and why. Encourage the other students to participate saying if they agree with the choices or not and saying why. This way they can practice the vocabulary in the chart.

3)

Take the students to the lab and let them search for other picture, stipulate a time for them to search. Then, let them show their pictures and talk about them.

Teacher!

*Check it
Out!*

If you don't have a lab at your school, you can assign this task to students do at home and bring the image to present in class.

*** Assess this activity with the Speaking Rubric in the end of this unit.**

Is beauty in the eye of the beholder?

In this section students will learn about quotations and they will have the opportunity to create one, in which they will have to write about their concepts of

beauty. The purpose of this unit is developing their critical thinking about inner beauty and improves students' writing skills.



Possible answers:

Ask students to read the quote and answer the question individually.

1)

Personal answer.

Then, ask them to share their answer with the classmates.

Then, ask students to read the quotations and answer the questions in pairs.

Check it Out!

Teacher!

Students can form pairs in a different and creative way. Check the article 10 creative ways to form groups available at <http://www.flipitconsulting.com/wp-content/uploads/2011/09/10-Creative-Ways-to-Form-Groups.pdf>.

Here you have a very good idea extracted from this article:

Idea #6

Bring a children's puzzle to class. Give each student one piece of the puzzle as they arrive to class. Their task is to find the person/people whose puzzle piece connects to theirs, and they form a pair or a group.

2)

a) They are talking about inner beauty.

“When you can see someone's spirit coming through, that's beautiful.”

“What you do, the way you think, makes you beautiful.”

b) The main idea of the quotations is that your attitudes and your character are the elements which make you a beautiful person.

c) Personal answer.

Correct the questions and motivate students to share their opinions about the concepts of beauty.

3)

Request your students to create a quotation about their concepts about beauty. Draw students' attention to the chart that explains what a quote is and the chart with elements to use in order to write a good quote.

They should do the activity in a separate sheet of paper to hand in. If it is possible, after you correct the quotes, the students can display their quotes in the classroom or in the school's aisle.

✱ **Assess this activity with the Writing a Quote Rubric in the end of this unit.**



It's your turn!

In this section students will have the opportunity to learn about the concept of beauty in different cultures through research. The purpose of this section is to develop students' writing skills and also awareness that people don't have the same idea of beauty and that it is ok, because there are many concepts of beauty over the cultures.

Start asking students what they have learned so far and write on the board their answers. This way, students can realize the progress that they have been through. Then, direct students' attention to the questions about concept of beauty. Read the questions aloud and let students express their ideas and opinions.



Possible answers:

- ❖ No, they don't. Because as we studied beauty depends of each person, and it is more related with the person's attitudes and character than physical beauty
- ❖ Personal answer.

Teacher!

Be prepared!

Check these websites to learn more about beauty in different cultures.

Beauty ideals around the world

<http://www.allvoices.com/contributed-news/3798150-beauty-ideals-around-the-world>

Beauty in different cultures

<http://paulford.com/beauty-in-different-cultures/>

Check it Out!

Direct students' attention to the image and see how they react, then ask for them to discuss in small groups the questions that follow the image. Remember you can use one of the ideas of the article *10 creative ways to form groups*.

1)



Possible answers:

- ❖ No, there isn't.
- ❖ **Western countries:** Victorian corset

The waists of women in Victorian Europe got unnatural treatment. Stiff, molded corsets fortified by curved steel were worn to achieve the ideal hour-glass figure. The tightness of these corsets caused some women to suffer from respiratory complications and the malfunction of some internal organs. In many ways, the corset represented the repressive, strict and structured European society during those times.

Source: <http://www.thebeautybiz.com/87/article/history/beauty-through-ages-victorians>

China: Foot-binding

A tradition of binding the feet of young girls to prevent further growth took root in China. The “lotus” shape of bound feet was considered highly attractive by Chinese men. They made women appear dainty and feminine. The practice originated among upperclass court dancers in the Song dynasty but spread to all classes.

Source: <http://www.npr.org/templates/story/story.php?storyId=8966942>

Philippines: Neck rings

Wearing neck rings was a practice among women in tribes in Burma, Africa, Thailand and the Philippines. The weight of the rings pushed down the collarbone and ribs to elongate the neck. A long neck was considered the epitome of beauty. The rings were also a sign of wealth and status. In Africa, only married women were allowed to wear neck rings.

Source: <http://asiapacific.anu.edu.au/newmandala/2007/05/16/bound-by-tradition/>

- ❖ Personal answer.

As soon as the discussion is finished, ask the groups to share their ideas and motivate others groups giving their opinions, saying if they agree or not and expressing their ideas.

Explain to your students that they will have an activity in which it will be necessary a research. They will have to choose a country with a different concept of beauty and create a poster expressing this concept.

Draw students' attention to the fact they must produce the poster using the Padlet in order to everybody has access to all posters.

Teacher!

If your students don't know Padlet, you can show them one of the following tutorials of how to use it.

Padlet Tutorial

<https://www.youtube.com/watch?v=bt6orv2QfZw>

How to use Padlet

<https://www.youtube.com/watch?v=UuzciL8qCYM>

*Check it
Out!*

If there is a lab in the school you work take the students there and guide them while they produce the poster, if this is not your case, ask students to do at home and stipulate a deadline to them post the poster on padlet.

Teacher!

The students are supposed to do this activity in pairs, so here there is another idea to form pairs. Enjoy it!

Idea #4

Make index cards ahead of time. On each pair of cards, write a famous pair that serves as a way for participants to form pairs. For example, write "peanut butter" on one card and "jelly" on the other. Other ideas: "spaghetti and meatballs" or "Romeo and Juliet" or "October" and "Halloween". You can choose topics that relate to your topic such as "addition and subtraction" or you may also want to write definitions on one set of cards and vocabulary words on the other. In order for participants to form a pair, they must first be able to correctly identify the word and its definition.

*Check it
Out!*

<http://www.flipitconsulting.com/wp-content/uploads/2011/09/10-Creative-Ways-to-Form-Groups.pdf>

Show students the example of a poster in order to help them to create their own. Draw students' attention to the charts in which they can learn the elements of an effective poster and topics they need check when they finish their posters.

*** Assess this activity with the Writing a Quote Rubric in the end of this unit.**

It's time to listen!

This is the last section of the unit. The purpose is to improve students' listening skills. Besides, it concludes with the message which has been discussed during the entire unit.

Direct students' attention to the images and ask them to answer the question individually.



Possible answers:

- 1)
 - (1) Every day is so wonderful
 - (4) Full of beautiful mistakes
 - (3) To all your friends, you're delirious
 - (5) We are beautiful, in every single way
 - (2) Words can't bring me down



Correct the exercise asking for students read the sentences in the correct order.

- 2)

The song talks about beauty and the different ways we can be beautiful, because the images show different people and consequently different types of beauty.

Correct the question asking each student to read his/her answer. Make comments if you think is relevant.

Explain to your students that now you are going to watch the music video and they have to complete the sentence in the exercise. Draw students' attention to the scenes in the clip.

3)

The message of the song is ... you are beautiful the way you are and other people can't let you down when they say you are not beautiful.

Ask your students what they understood as a message and check if the others understand the same thing. Ask what their opinions about the video and let them express their opinions.

Explain to your students that you are going to listen to the song again, but now they will have the lyric, and there are some words very similar in the writing and the pronunciation and their task is circle the correct ones.

1)

Beautiful

Don't look at me/~~we~~
Every day is so wonderful
And suddenly, it's ~~card~~/hard to breathe
Now and then, I get insecure
From all the gain/~~pain~~, I'm so ashamed

I am beautiful, no ~~adder~~/matter what they say
Words can't bring me down
I am beautiful, in every ~~shingle~~/single way
Yes, words can't bring me down
So/~~sow~~, don't you bring me down today

To all/~~awl~~ your friends, you're delirious
So consumed in all your doom
Timing/Trying hard to fill the emptiness
The pieces gone, left the puzzle undone
Is that the way/~~why~~ it is?

You are beautiful, no ~~adder~~/matter what they say
Words can't bring you down
You are beautiful, in every ~~shingle~~/single way
Yes, words can't bring you down
So/~~sow~~, don't you bring me down today

No matter what we do
(No matter what we do)
No matter what we say
(No matter what we say)
We're the song inside the tune
Full of beautiful mistakes
And everywhere we go
(And everywhere we go)
The sun will always shine
(Sun will always shine)
But tomorrow we might awake
On the other side

'Cause we are beautiful, no **adder/matter** what they say

Yes, words won't bring us down

We are beautiful, in every **shingle/single** way

Yes, words can't bring us down

So/sow, don't you bring me down today

Don't you bring me down today

Don't you bring me down today

Correct the exercise asking students which were the words they circulated. Ask if they know the meaning of the words, if they have doubts ask them to visit the Cambridge Dictionaries Online (<http://dictionary.cambridge.org/us>) and look for the definition of the words.

Start the next exercise explaining students they will have to complete the sentences with the right adjective. Draw students' attention to the importance of knowing the definition of the words and not their translation.

2)

- a. insecure
- b. ashamed
- c. beautiful
- d. wonderful

Motivate your students to do the checklist, so they can realize what they have learned in the unit and see what they still can improve.

SPEAKING RUBRIC

Criteria	3 Excellent	2 Great	1 Good
Fluency	Speaks fluently avoiding hesitations.	Speaks fluently with some hesitation.	Speaks with too much hesitation raising difficulties of comprehension.
Pronunciation	Speaks clearly articulated words. Appropriate pronunciation and intonation of the words.	Speaks articulated words. Appropriate pronunciation of the words.	Speaks with errors of pronounce.
Vocabulary	Uses rich and varied vocabulary.	Uses simple and repetitive vocabulary.	Uses complex and inaccessible vocabulary.
Accuracy	Speaks accurate, uses the correct word order and the correct tenses in the sentences.	Uses the correct word order and correct tenses in the sentences.	Uses most structures incorrect.
Body Language	Speaks comfortably in front of the audience. Maintain eye contact with the audience and captures their attention.	Speaks comfortably in front of the audience and maintains eye contact.	Speaks uncomfortably in front of the audience and avoid eye contact.

<http://busyteacher.org/4836-how-to-evaluate-speaking.html>

WRITING A QUOTE RUBRIC

Criteria	3 Excellent	2 Great	1 Good
Grammar	Uses the verb tense correctly in all sentences.	Uses the verb tense correctly in some sentences.	Uses the verb tense correctly inconsistently.
Spelling	Spells most of words correctly.	Spells some words correctly.	Spells few words correctly.
Punctuation	Uses punctuation properly.	Uses punctuation sometimes.	Does not use punctuation.
Organization	Writes sentences that are connected to the ideas.	Writes sentences that are eventually disconnected to the ideas.	Writes sentences that are disconnected.
Vocabulary Word Choice	Uses rich and varied vocabulary.	Uses simple and repetitive vocabulary.	Uses complex and inaccessible vocabulary.

Adapted from: Rubrics for Advertisement Project available at
<http://www.docstoc.com/docs/54731592/Rubrics-for-Advertisement-Project>

WRITING A POSTER RUBRIC

Criteria	3 Excellent	2 Great	1 Good
Grammar	Uses the verb tense correctly in all sentences.	Uses the verb tense correctly in some sentences.	Uses the verb tense correctly inconsistently.
Spelling	Spells most of words correctly.	Spells some words correctly.	Spells few words correctly.
Punctuation	Uses punctuation properly.	Uses punctuation sometimes.	Does not use punctuation.
Organization	Writes sentences that are connected to images and/or other ideas. It is focused and keeps the sequence.	Writes sentences that are eventually disconnected to images and/or ideas. It is focused.	Writes sentences that are disconnected. It is confused.
Vocabulary Word Choice	Uses rich and varied vocabulary. Chooses proper advertising vocabulary.	Uses simple and repetitive vocabulary. Chooses proper advertising vocabulary.	Uses complex and inaccessible vocabulary.

Adapted from: Rubrics for Advertisement Project available at
<http://www.docstoc.com/docs/54731592/Rubrics-for-Advertisement-Project>

TEST BOOKLET – EVERYONE IS BEAUTIFUL

Instructions:

Before the test:

- Inform students about all topics included in the test.
- Motivate students to study for the test, making reviews or organizing systematically the topics.
- Give some extra activities in order they study at home or in groups

During the test:

- Read all the commands to your students and make sure they understand what they have to do.
- Play the video 5 times – one time to students only listen to it, three times to them to check the profession and places and answer the questions and one more time to them check their answers.
- Duration of the test: 1h30min. Remind your students about the time they have to accomplish the test in order to them can answer all the questions.

After the test:

- Give students feedback in the questions they did well or not.
- Encourage your students ask about the questions they did not understand.
- Explain they have to pay more attention in the next tests in the topics they were weak.

Adapted from: Principles of Language Assessment

Student's name: _____

Group: _____ Date: _____ Grade: _____

ASSESSMENT

- 1) You are going to listen to a song which is a mashup of the songs *Unpretty* and *I feel pretty*. Listen to the song and complete with the following adjectives.

beautiful – bright – different – happy – long - old - pretty

I Feel Pretty/Unpretty Glee

I wish could tie you up in my shoes
Make you feel unpretty too
I was told I was _____
But what does that mean to you
Look into the mirror who's inside
there
The one with the _____ hair
Same _____ me again today
(yeah)

My outsides look cool
My insides are blue
Everytime I think I'm through
It's because of you
I've tried _____ ways
But it's all the same
At the end of the day
I have myself to blame
I'm just trippin'

You can buy your hair if it won't
grow
You can fix your nose if he says so
You can buy all the make up
That M.A.C. can make
But if you can't look inside you
Find out who am I too
Be in the position to make me feel
So damn unpretty

I feel _____
Oh, so pretty
I feel pretty and witty and
_____!

And I pity
Any girl who isn't me tonight

Oh oh oh oh oh
Oh oh oh oh oh (oh)
Tonight!
Oh oh oh oh oh
Oh oh oh oh oh (oh)
I feel pretty

You can buy your hair if it won't
grow
You can fix your nose if he says so
You can buy all the make up
That M.A.C. can make
But if you can't look inside you
Find out who am I too
Be in the position to make me feel
So damn unpretty

I feel pretty
But unpretty

From: <http://letras.mus.br/glee/1877995/#rad>

2) Answer the questions about the song.

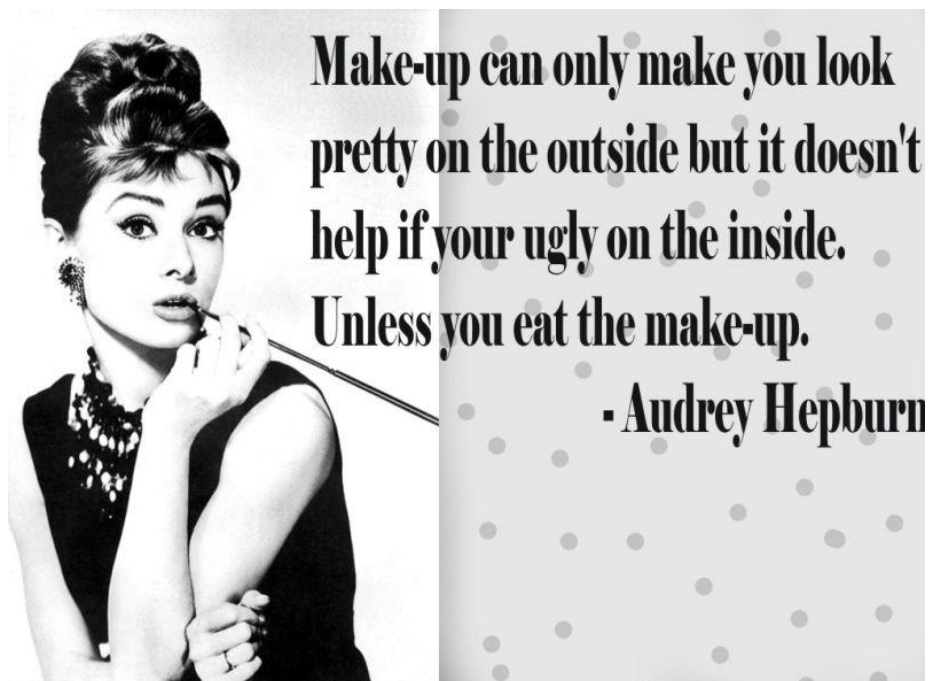
a) How does the girl feel in the song?

b) According to the song, what can you do to feel prettier on the outside?

c) Will the answer in letter b help if you do not feel pretty inside?

d) What is the message of the song?

3) Look at the following quotation.



From: <http://www.imagesbuddy.com/img/beauty-quotes/page/3/>

a) Explain the quote with your own words.

b) Now write your own quote comparing inner beauty with outer beauty.
Remember what we learned about quotes during classes.

4) Match the adjectives from the lyrics with the right definition.

a. Beautiful	() not the same.
b. Bright	() being a distance between two points that is more than average or usual, or being of a particular length
c. Different	() pleasant to look at, or (esp. of girls or women or things connected with them) attractive or charming in a delicate way
d. Happy	() using words in an amusing and intelligent way; full of wit
e. Long	() having an attractive quality that gives pleasure to those who experience it or think about it
f. Old	() full of light, or shining.
g. Pretty	() feeling, showing, or causing pleasure or satisfaction
h. Witty	() have lived or existed for a long time in comparison to others of the same kind.

5) Complete the Snow White's short story with the correct verbs from the box in their past forms.

die - live - name – order - reply – want
--

Once upon a time there _____ a lovely princess with fair skin and blue eyes.
She was so fair that she was _____ Snow White. Her mother _____ when

Snow White was a baby and her father married again. This queen was very pretty but she was also very cruel.

The wicked stepmother _____ to be the most beautiful lady in the kingdom and she would often ask her magic mirror, "Mirror! Mirror on the wall! Who is the fairest of them all?" And the magic mirror would say, "You are, Your Majesty!" But one day, the mirror _____, "Snow White is the fairest of them all!"

She _____ her huntsman to take Snow White to the forest and kill her.

From: <http://shortstoriesshort.com/story/snow-white/>

6) Read the sentences about Snow White's short story. Write F for the statements that describe a finished action in the past and P for the ones that describe an action in the present.

- a) () Snow White has a fair skin and blue eyes.
- b) () Snow White's stepmother looked pretty in the outside, but inside she was cruel.
- c) () The wicked stepmother always asked a question to the mirror.
- d) () The mirror answered all the queen's questions.
- e) () Snow White is the beautiful lady in the kingdom.

TEST BOOKLET – Answer key

1)

I Feel Pretty/Unpretty Glee

I wish could tie you up in my shoes
Make you feel unpretty too
I was told I was **beautiful**
But what does that mean to you
Look into the mirror who's inside
there
The one with the **long** hair
Same **old** me again today (yeah)

My outsides look cool
My insides are blue
Everytime I think I'm through
It's because of you
I've tried **different** ways
But it's all the same
At the end of the day
I have myself to blame
I'm just trippin'

You can buy your hair if it won't
grow
You can fix your nose if he says so
You can buy all the make up
That M.A.C. can make
But if you can't look inside you
Find out who am I too
Be in the position to make me feel
So damn unpretty

I feel **pretty**
Oh, so pretty
I feel pretty and witty and **bright!**

And I pity
Any girl who isn't me tonight

Oh oh oh oh oh
Oh oh oh oh oh (oh)
Tonight!
Oh oh oh oh oh
Oh oh oh oh oh (oh)
I feel pretty

You can buy your hair if it won't
grow
You can fix your nose if he says so
You can buy all the make up
That M.A.C. can make
But if you can't look inside you
Find out who am I too
Be in the position to make me feel
So damn unpretty

I feel pretty
But unpretty

From: <http://letras.mus.br/glee/1877995/#radi>

2)

- a) She feels pretty and unpretty at the same time.
- b) “You can buy your hair if it won't grow, you can fix your nose if he says so, you can buy all the make up that M.A.C. can make.”
- c) No, it will not.
- d) The message is that you can do whatever is possible to feel pretty on the outside, but if you do not feel good about whom you are inside you will still feel ugly.

3)

- a) If your attitudes and your character do not make you feel a beautiful person, so the make-up will not help.
- b) Personal answer.

4)

a. Beautiful	(c) not the same.
b. Bright	(e) being a distance between two points that is more than average or usual, or being of a particular length
c. Different	(g) pleasant to look at, or (esp. of girls or women or things connected with them)attractive or charming in a delicate way.
d. Happy	(h) using words in an amusing and intelligent way; full of wit
e. Long	(a) having an attractive quality that gives pleasure to those who experience it or think about it
f. Old	(b) full of light, or shining.
g. Pretty	(d) feeling, showing, or causing pleasure or satisfaction
h. Witty	(f) have lived or existed for a long time in comparison to others of the same kind.

5)

Once upon a time there **lived** a lovely princess with fair skin and blue eyes. She was so fair that she was **named** Snow White. Her mother **died** when Snow White was a baby and her father married again. This queen was very pretty but she was also very cruel.

The wicked stepmother **wanted** to be the most beautiful lady in the kingdom and she would often ask her magic mirror, “Mirror! Mirror on the wall! Who is the fairest of them all?” And the magic mirror would say, “You are, Your Majesty!” But one day, the mirror **replied**, “Snow White is the fairest of them all!”

She **ordered** her huntsman to take Snow White to the forest and kill her.

From: <http://shortstoriesshort.com/story/snow-white/>

6)

- a) (P) Snow White has a fair skin and blue eyes.
- b) (F) Snow White's stepmother looked pretty in the outside, but inside she was cruel.
- c) (F) The wicked stepmother always asked a question to the mirror.
- d) (F) The mirror answered all the queen's questions.
- e) (P) Snow White is the beautiful lady in the kingdom.

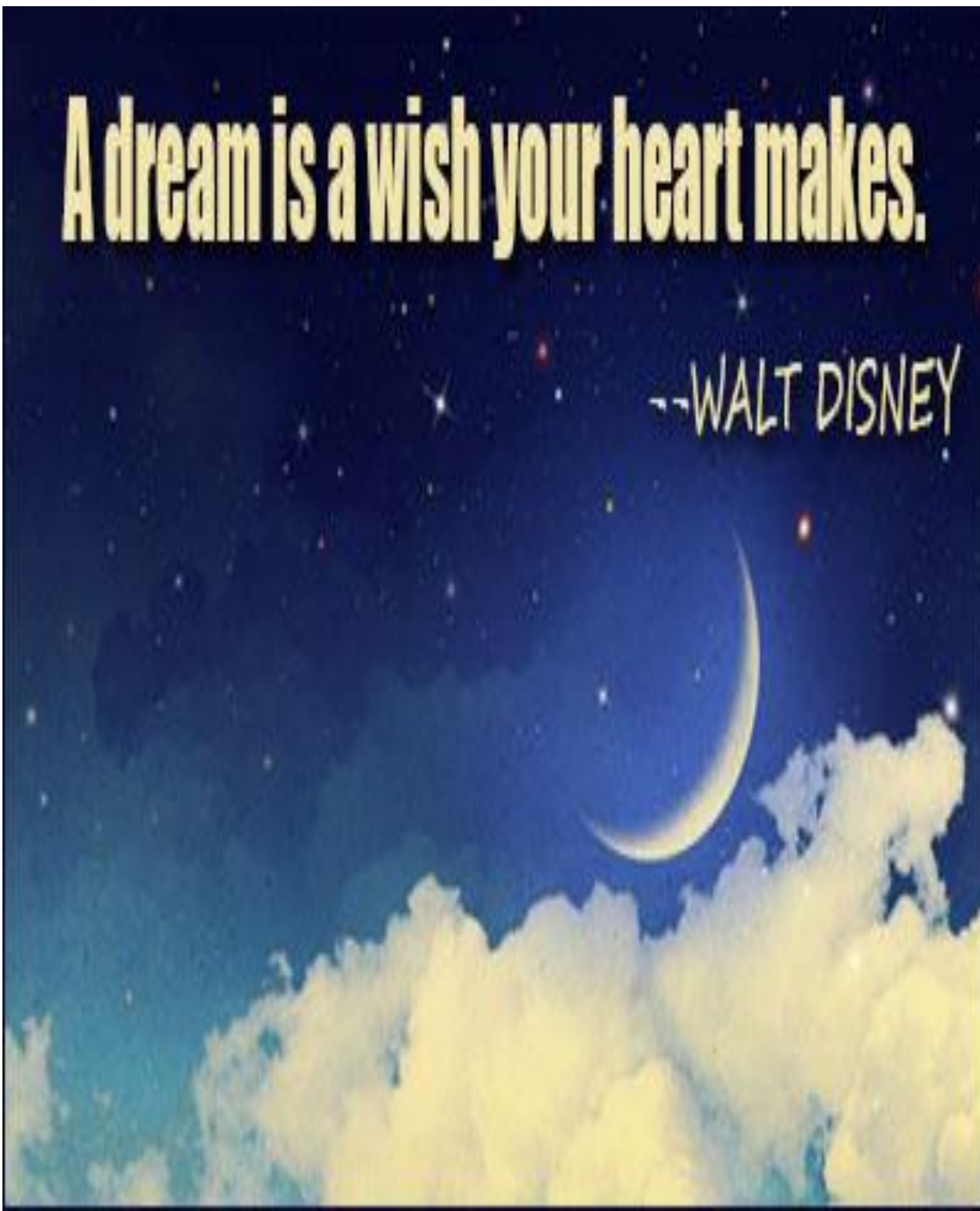
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UNIT 2: DON'T STOP DREAMING.

A dream is a wish your heart makes.

--WALT DISNEY

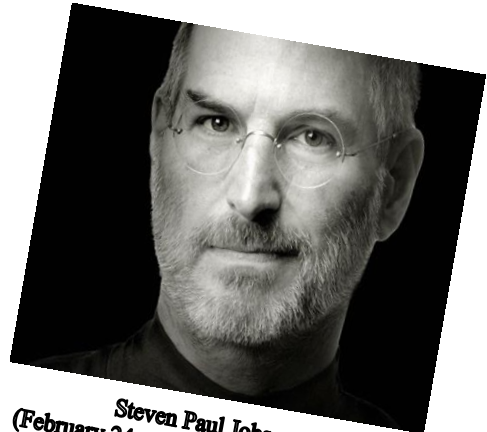


Talking about dreams!

1) Look at the following images.



Walter Elias Disney
(December 5, 1901 – December 15, 1966)



Steven Paul Jobs
(February 24, 1955 – October 5, 2011)



Martin Luther King, Jr.
(January 15, 1929 – April 4, 1968)

Have you ever heard about any of these people? What do you know about them?

2) Complete the short biographies with the name of the people above according to what you think their jobs were.

- a) _____: He was an American entrepreneur, marketer and inventor, the co-founder, chairman, and CEO of Apple Inc.
- b) _____: He was an American pastor, activist, humanitarian, and leader in the African-American Civil Rights Movement.
- c) _____: Founder of Walt Disney World, also he was an American business magnate, animator, cartoonist, producer, director, screenwriter, philanthropist, and voice actor.

3) What do these people have in common?

4) Can you guess what these people said about dreams?

	"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."
	"All our dreams can come true, if we have the courage to pursue them."
	"Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love."

**Would you like to know about this people?
So, take a look at these websites.**

Martin Luther King Jr.

http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html

Steve Jobs

<http://allaboutstevejobs.com/bio/bio.php>

Walt Disney

http://www.justdisney.com/walt_disney/biography/w_bio_short.html

Choosing a career

1) Have you already chosen the career you want to follow? Not, yet!?! So, take a look at the following jobs and match the images with the correct profession.

a)



b)



c)



d)



e)



f)



g)



h)



() Accountant

() Architect

() Cook

() Engineer

() Firefighter

() Scientist

() Lawyer

() Waiter

2) Complete the definitions with the right profession.

- A _____ is a person who gives advice to people about the law and speak for them in court
- A _____ is a person who prepares food for eating.
- A _____ is a person whose job is to serve meals to people in a restaurant.
- An _____ is a person who keeps or examines the records of money received, paid, and owed by a company or person.
- A _____ is someone whose job is to stop fires and to save people and property from being harmed.
- An _____ is a person trained to design and build machines, structures and other things, including bridges, roads, vehicles, and buildings.
- An _____ is a person who designs new buildings and is responsible for how they are built.
- A _____ is a person expert in science.

Follow your dreams

1) In pairs, read the following quotation.

“The future belongs to those who believe in the beauty of their dreams.”

Eleanor Roosevelt

From: http://www.brainyquote.com/quotes/topics/topic_dreams.html#PgkugWyoMG7oqe2L.99

2) Do you agree with the quotation? Why?

3) What do people need in order to achieve their dreams?

4) The following text is an excerpt with 5 reasons to start following your dreams of a blogpost named *15 reasons to start following your dream today*. Read the text and then, complete the reasons with the correct headline.

Life will become beautiful.	You will become an inspiration to those around you.
You will become courageous.	You'll experience things you never could have imagined.
You will realize the incredible things you are capable of doing.	

15 reasons to start following your dream today

By Izmael Arkin

1. _____

I've taken Japanese tea lessons with fifty-year-old woman. I'm learning a new language. I eat foods that I never knew existed.

The pursuit of a dream will give you experiences you never thought possible.

2. _____

At some point your dream will mean so much to you that you will stop at nothing. When the dream overtakes you, no matter what your fears are you will not allow it to stop you.

You will stare your fears in the face. You will become a courageous person.

3. _____

By doing what I want to do instead of what others want from me, I have been able to inspire others to follow their dreams.

Focus on your dreams, not what others want you to do, and you will do the same.

4. _____

When you step forward to pursue your dream, you will face challenges you never could have anticipated. You will allow nothing to stop you. You will shock yourself at your ability to plow through any situation.

5. _____

As you realize your own potential, you will realize the potential in others. You will start to recognize the beauty that life, you, and others have to offer.

Excerpted from: <http://tinybuddha.com/blog/15-reasons-follow-dreams-today/>

5) Read the text again and answer the following questions:

a) What type of text is this?

b) We can you find a text like this

() at a book.

() at a magazine.

() on the internet.

c) What might be the audience for this text? Why?

d) You become more courageous when

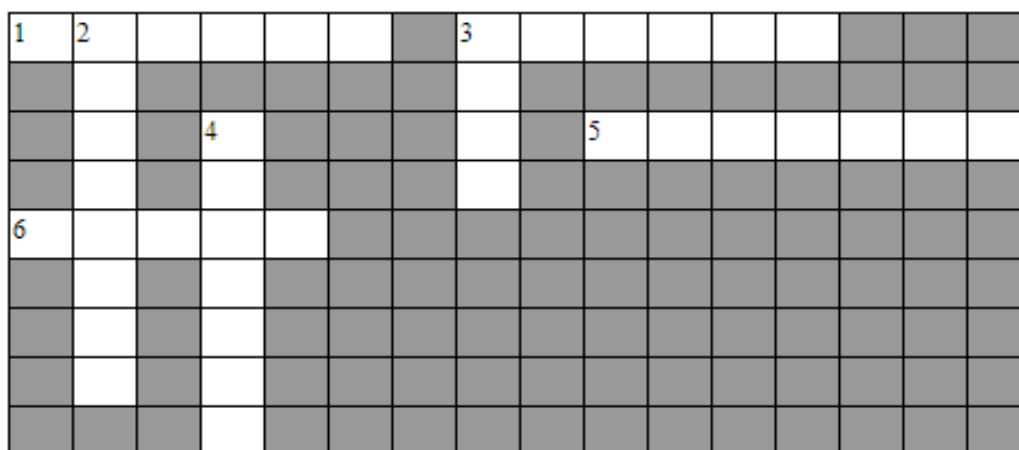
() face new challenges.

() fears don't stop you.

() experience new things.

- e) When you pursue your dream you will
- () allow nothing to stop you.
 - () do what others want from you.
 - () learn a new language.
- f) According to the text, when do we have to start following our dreams? Have you started yet? If don't, when do you plan to start?
- _____
- _____

6) Complete the crossword with the underlined words from the text. The definitons are help you out.



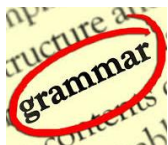
ACROSS

1. verb; to move along after someone or something, or to move along a route or path.
3. verb; the act of following or searching for someone or something, in order to catch or attack the person or thing.
5. adverb; rather than; as an alternative.
6. verb; to look directly at someone or something for a long time.

DOWN

2. verb; to go beyond something by being a greater amount or degree, or to come from behind and move in front of.
3. noun; a large farming tool with blades that dig into the earth, or a large, curved blade fixed to the front of a vehicle that moves snow or sand.
4. adjective; directed toward the front or in the direction you are facing, or directed toward the future.

<http://www.crosswordpuzzlegames.com/cgi-crosswordpuzzlegames/create>



Focus on language!

1) Look at these extracts from the text:

[...]You will become a courageous person. [...]

[...]You will allow nothing to stop you. [...]

[...]no matter what your fears are you will not allow it to stop you.[...]

a) The underlined words contribute to the understanding of the sentence because they show

- () finished situations.
- () continuous situations.
- () future situations.

b) What helped you get this conclusion?

c) Can you find other examples of sentences in the text?

d) If we change the sentence “*You will become a courageous person*” for “*You become a courageous person*”. What would be the difference?

e) Look at the sentence [...] *You will become an inspiration* [...]. What if, this sentence was a question, how would you organize the words to make a question?

f) What helped you to get this conclusion?

Let's take a look!!

When to use WILL:

We use **WILL** in the following circumstances:

1. For things that we decide to do now.

- I'll call a taxi for you.
- I think we'll go right now. (I just decided this right now)

2. When we think or believe something about the future.

- The President will not be re-elected at the next election.
- I think it will rain later so take an umbrella with you.

3. To make an offer, a promise or a threat.

- If you say anything I will kill you!
- I'll have it ready by tomorrow.

From: http://www.grammar.cl/Notes/Future_Will.htm

2) Read the following sentences and match them with the right circumstance:

- “-I decided to start following my dream today!”
- “-I will help you.”
- I promise I will help you achieve your dreams.
- I think I will achieve my dream soon.

		
Things that we decide to do now.	Beliefs about the future.	An offer, a promise or a threat.
		

3) Unscramble the words to make correct sentences.

a) will a give dream you The experiences of pursuit.

b) face stare will your in fears the You.

c) become will You a person courageous.

d) challenges You face will.

4) Change the sentences in the exercise 3 into questions.

a) _____

b) _____

c) _____

d) _____

5) Read the sixth reason from *15 reasons to start following your dream today*. In this reason the future tense is missing. Rewrite the sentences writing *will* where you think is necessary.

You like yourself more.

You feel excited and energized by the life you are choosing to live. You feel proud of what you are doing. And you like yourself more for it.

6) Think of one reason for you start following your dream today and one reason not to start and write them down.

Sounds right!

- 1) Listen to the pronunciation of the following words and repeat them.

Thing

This

Can you notice the difference between the pronunciations?

TH can be pronounced in two different ways. Now check the phonetic symbols for these words.

Thing /θɪŋ/

This /ðɪs/

Now, can you notice the difference?

- 2) Look at the following words taken from the text *15 reasons to start following your dream today*.

With – thought –
nothing – the – others –
their - through

Organize these words in the right column. Use an online dictionary to listen to the pronunciation of each word.

/θ/	/ð/

- 3) Check your answers with a classmate and repeat the words.

Writing comments

Did You Know?

Blogs (short for Web Logs) are a form of online information sharing. A blog is often set up to allow a group of people to share their thoughts on a subject. One person creates a main post, and others comment it. In addition, you can use a blog to create an online diary of everyday life.

From: http://documentation.ektron.com/cms400/v802/mobile_help/Advanced/Content/Managing%20Content/Blogs/Blogs_intro.htm

1) Talk to a partner about the following questions:

- ❖ Do you read blogs? If so, which ones?
- ❖ Have you ever posted a comment in a blog? What was it about?
- ❖ Which other social medias can we leave a comment?
- ❖ Do you think there is a right way to comment in a blog?



2) Check these following tips about how to write a good blog comment.

How to write great blog comment

- Add something to the conversation.
- Don't over-promote yourself.
- You can disagree, without being disagreeable.
- Ask questions.
- Know why you are commenting.

From: <http://www.mackcollier.com/how-to-write-great-blog-comments/>

3) Read the following comments from the blog post *15 reasons to start following your dream today* and check if the people followed the tips above.



Sarah Y · 8 months ago

This post is awesome! You truly describe what it feels like to be depressed, loss and burned out, something which I was struggling few months back. Thank you for the handy reasons to follow our dreams out there! Guess it is never too late after all.

1 ^ | v · Reply · Share ›

- () Add something to the conversation.
- () Don't over-promote yourself.
- () You can disagree, without being disagreeable.
- () Ask questions.
- () Know why you are commenting.



Rebecca · 8 months ago

This is so close to home on a big issue I am working on lately. I've struggled for years with feeling "stuck", but wanting to be something so much more and do something so much different (career wise) than I'm doing.

How do you get over the fear? Mostly, the fear of not having money to pay bills stops me. I have large student loan debts. How do I switch careers, or make a big change, when it might mean being financially unstable?! That terrifies me.

I know I need to take a leap though - change my path. This is an inspiring post and so timely for me!

^ | v · Reply · Share ›

- () Add something to the conversation.
- () Don't over-promote yourself.
- () You can disagree, without being disagreeable.
- () Ask questions.
- () Know why you are commenting.

4) Now you have already learned how to write a good comment, you need to write your own comment in the blog post *15 reasons to start following your dream today*. You can also answer other's people comments. The website you need access is <http://tinybuddha.com/blog/15-reasons-follow-dreams-today/>

<p align="center">Student!</p> <p align="center">You can use some of these expressions to write your comment.</p>		
Stating an opinion	Asking for an opinion	Expressing agreement
<p>In my opinion...</p> <p>The way I see it...</p> <p>As far as I'm concerned...</p> <p>If you ask me...</p>	<p>What's your idea?</p> <p>How do you feel about that?</p> <p>What do you think?</p> <p>Do you agree?</p>	<p>I agree with you 100 percent.</p> <p>I couldn't agree with you more.</p> <p>That's so true.</p> <p>You're absolutely right.</p> <p>That's exactly how I feel.</p> <p>You have a point there.</p>
Expressing disagreement		Settling an argument
<p>I don't think so.</p> <p>I'm afraid I disagree.</p> <p>I totally disagree.</p> <p>I'd say the exact opposite.</p> <p>Not necessarily.</p> <p>That's not always true.</p> <p>No, I'm not so sure about that.</p>		<p>Let's just move on, shall we?</p> <p>Let's drop it.</p> <p>I think we're going to have to agree to disagree.</p>

From: <http://www.englishclub.com/speaking/agreeing-disagreeing-expressions.htm>

- 5) Now, share with your classmates what is your opinion about the text *15 reasons to start following your dream today* and what you wrote in your comment.

Inspirational speeches

1) Read the following questions and discuss with your teacher and classmates.

- ❖ Do you watch movies? What is your favorite movie?
- ❖ Do you think movies have a message to transmit to the audience?
- ❖ Can you remember a movie you watched that had some kind of life message? Which was it?



2) The following are the names of well known movies. Can you guess what was said about them? Match and check your guesses.



The pursuit of happyness



Dead Poets Society.



Rocky Balboa.



Freedom writers.

a) “_____ is an unexceptional film with exceptional performances.”

Kevin Crust of the *Los Angeles Times*

b) “_____ has an authentic approximation of the kind of teacher who not only instructs, but also changes his students' lives.”

Vincent Canby of the *New York Times*

c) “_____ isn't only about an amazingly dedicated young teacher who took on two extra jobs to buy supplies for her students; it's also, emphatically, about some extraordinary young people.”

Manohla Dargis of the *New York Times*

d) “_____ is implausible but entertaining and poignant.”

Rotten Tomatoes

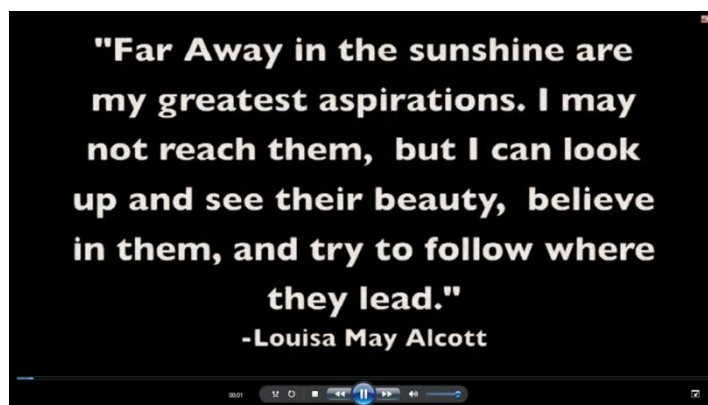
Student!

In the movies presented in the previous exercise, there are some inspirational speeches. Do you know what is it? So, check it out to learn what an inspirational speech is.

“An Inspirational speech is written to persuade, or convince the listeners, that they can succeed.”

From: <http://www.famous-speeches-and-speech-topics.info/speech-topics/inspirational-speech.htm>

- 5) You are going to watch the video *Follow your dreams – inspirational speeches*, which is a video with some inspirational speeches taken from different movies.



Don't worry if you can't understand everything you listen to in the first time you watch the video.

From: <https://www.youtube.com/watch?v=gRtV9QQL4Gk>

- 6) Have you ever watched any of these movies? Which ones?

- 7) Do you like these kinds of movie with inspirational speeches? Why?

- 8) Watch it again and complete the sentences.

- a) One day a _____ can within in their small own ways turn on a small light in a _____.
- b) You are gonna work _____ than you ever work before.
- c) How much you can take and keep moving _____.
- d) Who's got the right to _____ you?
- e) Seize the _____.
- f) That's the pursuit of _____.
- g) This is your _____.
- h) You are _____ every day.

- 9) Compare your answers with a partner, then watch the video again and check if you are correct.

10) Watch the video once more and answer the following questions.

a) What is the message of the video?

b) What do people ask all the time? It is not in the teacher guide.

c) According to the video, what other people don't know?

d) What does the person on the video mean when she says "This is your climb"?

e) What is the meaning of the expression "Seize the day"?

11) Look at the following sentences taken from the video.

"I'm not saying it's gonna be easy."

"You gotta a dream, you gotta protect it."

"You wanna something, go get it."

a) The underlined words are short forms when talking about future, obligation and desires. Can you match each sentence with what it is expressing?

FUTURE: _____

NECESSITY: _____

DESIRE: _____

b) These short forms are more used in

() informal conversations

() literary books

() movies

() reported texts

() songs

Student!



Here it is a study hint!

While watching a video or listening to a song try to take notes of what you understand. It can help you improving your listening skills.



Achiving my dreams

- 1) Read the comment that one person wrote about the blog post *15 reasons to start following your dream today* and the author's answer.



Tine Broen · 8 months ago

What if you are poor, and don't have the money to follow your dreams? What if you couldn't afford to go to Japan? And to take Ninja lessons? Life is not always about choices... Unfortunately... Life is set upon money... And for many people money can barely make life go around... and around... and around...



Izmael Arkin → Tine Broen · 8 months ago

Hi Tine.

Thank you for bringing this up as I'm sure so many other people feel similar. I agree with you (to some degree). Money is important.

I made the decision to follow my dream starting in October of 2009 and I started saving money on that day. I wasn't able to get to Japan until August of 2011... Why is that? Because I spent 22 months saving up the money to do it.

I will throw this your way, you are correct. Money matters. So, what are you going to do about it? Are you going to develop a plan to start saving so you can give yourself that opportunity? Are you going to start developing your skills so you are more valuable to the marketplace (so you can make more money)?

... or will you do nothing?

From: <http://tinybuddha.com/blog/15-reasons-follow-dreams-today/>

- 2) Tine leaves a comment arguing about an important issue: money. Which arguments does Tina use to defend her point of view? Transcript with sentences from the comment.
-
- 3) Izmael agrees with Tine about money being important. What did he do about his money problem?
-
- 4) Which are the ideas Izmael give to Tine in order to be able to following her dream?
-
- 5) Following a dream is not easy, “*you are going to work harder than you have ever worked before*”, because it needs preparation and a plan to show that is possible achieve it. So, in order to make your dream easier to achieve, make a video which you will title as *To achieve my dreams I will...* and expose which are your dreams and how you plan achieve them. After that, save it in a CD or flash drive and bring it to class to share with your classmates.

Follow these tips to produce a great video!

Check these websites about how to produce a video:

- <http://www.videomaker.com/article/9313-5-steps-to-great-video-production>
- <http://makingbettervideo.com/2011/08/10/8-steps-to-making-a-video/>

Keep in mind!

An effective video is...

- Simple
- Short and Sweet
- Inform, Educate and Entertain

From: <http://www.marketingprofs.com/video/2012/7728/five-key-elements-of-an-effective-online-video>



You can use some of these expressions while you talk about your dreams!

- Speaking for myself...
 - In my opinion...
 - Personally, I think...
 - I'd say that...
- I'd like to point out that...
 - I believe that...
 - What I mean is...
- Some people say that...
 - It is considered...
- It is generally accepted that...

From: <http://www.vocabulary.cl/Lists/Opinions.htm>

Checklist



I have my own reasons to follow my dreams.

I can express my ideas.

I can use the future – will.

I can pronounce the different ways of *th*.

I can write an appropriate comment.

I know what an inspirational speech is.

I know how produce a video.

Transcript: Follow your dreams – inspirational speeches

I have a dream, that one day a teenager can within their own small ways, turn on a small light, in a dark room.

I'm not saying it's gonna be easy, you are gonna work harder than you've ever worked before. But it ain't about how hard you hit, it's about how much you can get hit and keep moving forward, how much you can take it and keep moving forward.

You gotta a dream, you gotta protect it. In spite of problems, don't let somebody tell you, you can't do something, 'cause if you're willing to go through all the battling, you gotta go through to get where you want to get, who's gotta the right to stop you?

Now, if you know what you are worth, then go out and get what you worth. But I say to you what every warrior has known since the beginning of time: Our deepest fear is not that we are inadequate, our deepest fear is that we are powerful beyond measure. Seize the day. Leave no doubt. You want something, go get it, period.

But you are gonna let it be exactly who you are in here (touching his chest). That's the pursuit of happiness, and people ask me all the time: What if you lose? Understand that the battles are primarily won in the hearts of men.

I wanna tell you something that they don't know. They don't know your heart. And I tell you this, and any fight, it's the guy who is willing to die, who's gonna win that inch. You gotta lie that heart on the line, well then, let me see your hearts.

This is your climb. To rise from the ashes and grab glory. The only thing I'm asking you guys is to leave on the table what's right, and they will know, you are heroes every day. Believe me when I say, victory is waiting for you. Now, go out there and take it.

EXTRA READING

Choosing A Career



Not sure what career's right for you? It can be difficult to decide. Get advice here on picking the right one and how to go about getting it...

What do you want to be?

A fireman? A teacher? A doctor? A hairdresser? When you're young, these are the jobs people talk about. But what about marketing executive? Social anthropologist? Company director? Art historian? There are countless careers out there, just waiting to be snapped up by you. The world really is your oyster. Woot!

Absolutely no idea what career to go into?...

The buzz words here are Transferable Skills. Are you great at organising nights out? Then Event Management might be your thing. Do you love sport and know how to charm your teachers into forgiving late homework? Then doing PR (public relations) for a football club could be the way forward. Do you care about our planet? Perhaps you'll be an environmental scientist. Think about what you love and what you're good at: somewhere there will be a career that can use those skills.

How to get into your chosen career

Talk to your school or college's careers advisor, do a web search, find out what you need. Do you need a particular degree? If so, what A Levels will you need to do first? Is a particular vocational qualification (eg. NVQ) needed? Email a company within your particular career sector and ask if you can do work experience.

Can't. Stand. The. Pressure.

Try not to get stressed about your future, even if you have no idea what you want to do. Do vocational or academic qualifications in subjects you like, and the rest will follow. Most people only realise what career's right for them when they're in their 20s or even 30s.

From: http://www.bbc.co.uk/radio1/advice/factfile_az/career_choosing_a_career

Teacher's guide

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

— **Benjamin Franklin**

Dear teacher.

This is a guide for you to teach the unit **Don't stop dreaming**.

The unit was thought to be taught in 4 classes of 1h30min, but you may feel free to expand this time if you have the opportunity. This unit consists in sections in which students will be able to develop reading, listening, writing and speaking skills through meaningful activities and they also will have the opportunity to express their opinions as critical thinkers.

Remember you are a facilitator in the teaching/learning process, thus you may avoid giving the answers, let them get their own conclusions, this will help them evolve as students in the process of learning a second language and critical thinkers.

All the answers you have in this guide are possible answers, students can answer something different and it can be correct if makes sense in the context of the discussion or exercises. You can also check the extra activities in this guide that can help you in some topics during the unit.

Teacher, it is also important that in the beginning of the class you ask your students what they have learned in the previous class, so they connect the subject of the class with what they have already learned and they can notice the progress they have been achieving.

Opening page

Direct students' attention to the opening page of the unit. Ask one of the students to read the sentence. Ask them if they agree with the sentence and why and let them express their opinions about dreams.

Talking about dreams!

This section is the warm up of the unit. Direct students' attention to the images, read the questions and motivate your students answer and share the opinions they have about these people.

2)

- a) **Steve Jobs:** He was an American entrepreneur, marketer and inventor, the co-founder, chairman, and CEO of Apple Inc.
- b) **Martin Luther King Jr.:** He was an American pastor, activist, humanitarian, and leader in the African-American Civil Rights Movement.
- c) **Walt Disney:** Founder of Walt Disney World, also he was an American business magnate, animator, cartoonist, producer, director, screenwriter, philanthropist, and voice actor.

3)

They all fought to achieve their dreams.

4)

Possible answers:

Martin Luther King Jr.	"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."
Walt Disney	"All our dreams can come true, if we have the courage to pursue them."
Steve Jobs	"Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love."

Teacher!

*Check it
Out!*

Be prepared!

Check out these websites to learn more about Walt Disney, Steve Jobs and Martin Luther King.

http://www.justdisney.com/walt_disney/biography/w_bio_short.html

http://en.wikipedia.org/wiki/Walt_Disney

<http://allaboutstevejobs.com/bio/bio.php>

http://en.wikipedia.org/wiki/Steve_Jobs

http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html

http://en.wikipedia.org/wiki/Martin_Luther_King,_Jr.

Motivate your students to access the website to get more information about those people and also improve their vocabulary and reading skills.

Choosing a career

In this section students will revise the vocabulary related to profession. Thus, the teacher can start talking about career and consequently about following dreams. The purpose is to review and expand students' vocabulary.

Start asking students if they have already decided what profession they want to follow. Then, direct their attention to the activity about profession, give some minutes to them do the activity and correct orally.

Possible answers:

1)

a)



b)

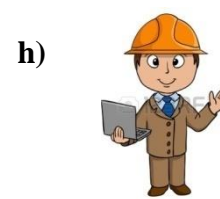
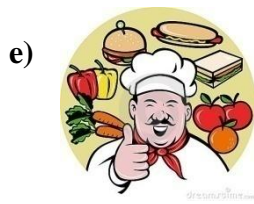


c)



d)





(f)Accountant
(g)Firefighter

(c)Architect
(d)Scientist

(e)Cook
(b)Lawyer

(h)Engineer
(a)Waiter


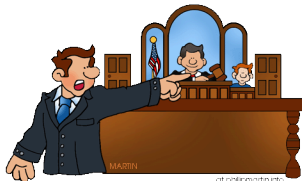
2)







- a) A **lawyer** is a person who gives advice to people about the law and speaks for them in court.
- b) A **cook** is a person who prepares food for eating.
- c) A **waiter** is a person whose job is to serve meals to people in a restaurant.
- d) An **accountant** is a person who keeps or examines the records of money received, paid, and owed by a company or person.
- e) A **firefighter** is someone whose job is to stop fires and to save people and property from being harmed.
- f) An **engineer** is a person trained to design and build machines, structures and other things, including bridges, roads, vehicles, and buildings.
- g) An **architect** is a person who designs new buildings and is responsible for how they are built.
- h) A **scientist** is a person who is expert in science.

EXTRA ACTIVITIES

Here there are some extra activities you can use with your students.

DOMINO

	LAWYER		COOK
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	ACCOUNTANT		FIREFIGHTER
	ARCHITECT		SCIENTIST
	ENGINEER		WAITER

CAREER APTITUDE TEST

Access the website: http://www.tcu.gov.on.ca/eng/quizzes/abilities_quiz.html and take the Career Aptitude quiz.

You can do this activity with your students during the class in the Lab, or if you don't have access to the Lab you can ask them to do at home and bring the results to class.

Follow your dreams

In this section students will read a blog post with reasons to start following their dream, the purpose is to develop reading strategies and improving their reading skill.

Start directing students' attention to the quote, ask them to read and answer the two first questions in pairs.

Possible answers:

- 1) Personal answer.
- 2) Personal answer.

The pairs should share their answers with the whole class, so they can compare their opinions.

Tell students they will read a blog post and they should do it in silence, then they have to choose the right title for each one of the reasons the text brings.

Possible answers:

- 3)
 1. You'll experience things you never could have imagined.
 2. You will become courageous.
 3. You will become an inspiration to those around you.
 4. You will realize the incredible things you are capable of doing.
 5. Life will become beautiful.

Correct the exercise asking the students to read each title they chose. Ask if they have doubts and if so, clarify them.

Then, ask them to answer the following questions, they should do this exercise individually.

As soon as you realize students are finishing ask them to compare their answers in pairs or trios. Give some minutes to students compare their answers and then correct the questions.

Possible answers:

- 4)
 - a) It's a blog post.
 - b) (x) On the internet.
 - c) People who like blogs and like reading about following dreams.
 - d) (x) fears don't stop you.
 - e) (x) allow nothing to stop you.
 - f) Today. Personal answer.

5)

1:

Follow

4: Forward

2: Overtake

5: Instead

3: Pursue (across)

6: Stare

3: Plow (down)



Focus on language!

In this section students will learn and practice the grammar topic: WILL. The purpose is to enable students to know when and how *will* is used.

Ask them to read the sentences extracted from the text and try to answer the questions. They can answer the questions in pairs, thus they can analyze and share their thoughts about the content.

Teacher!

For this activity you can use the Numbers Heads Together technique.

*Check it
Out!*

- Each student in a group of four gets a number 1, 2, 3 or 4.
- Students in each group put their heads together to answer the questions. They should be ready to supply support for their answers.
- The teacher calls a number from 1 to 4. The person with that number gives and explains their group's answer for a specific question.

Adapted from: Methodology in Language Teaching: An Anthology of Current Practice. Chapter 5:
Implementing Cooperative Learning. Jacobs and Hall

After the person answers, the other groups may comment, complement or disagree with the group's answers.

Possible answers:

1)

- a) (x) future situation.
- b) The fact that the idea expressed is about something that is going to happen.
- c) *The pursuit of a dream will give you experiences you never thought possible.*
You will become courageous.
At some point your dream will mean so much to you that you will stop at nothing.
No matter what your fears are you will not allow it to stop you
You will stare your fears in the face
You will become an inspiration to those around you.
You will realize the incredible things you are capable of doing.
You will face challenges you never could have anticipated.
You will allow nothing to stop you. You will shock yourself at your ability to plow through any situation.
- d) Yes, because it would express something in the present, that happens frequently and not that happens in the future.
- e) Will you become an inspiration?
- f) Because usually when we have a question, we have to invert the position of the auxiliary verb or modal or in this case will.

Correct the exercises asking students to read their answers. Draw students' attention to the negative form of will, which appears in the text as will not, explain them that we also can use the contraction form, which is **won't**.

Check it Out!

Teacher!

Draw students' attention to the interrogative form of will. If they have problems to understand, explain that they have to change the order putting WILL in front of the SUBJECT.

Look at the chart:

Affirmative	He	will	be	here tomorrow.
	<i>Subject</i>	<i>WILL</i>	<i>Verb</i>	
Question	Will	he	be	here tomorrow?
	<i>WILL</i>	<i>Subject</i>	<i>Verb</i>	

From: http://www.grammar.cl/Notes/Future_Will.htm

Draw students' attention to the chart explaining when to use *will*. Ask for some students to read it aloud. Check if they comprehended the chart, if they have doubts explain using some sentences from the previous text.

Request students to do the next exercise, in which they have to analyze three sentences and decide which one matches with the right use of *will*.

Possible answers:

2)

Things we decide to do now:

“-I decided to start following my dream today!”

“-I will help you.”

Beliefs about the future:

I think I will achieve my dream soon.

An offer, a promise or a threat:

I promise I will help you achieve your dreams.

Correct the exercise and ask if they still have doubts, if so clarify their questions.

Ask students to do the following exercises, they can do individually or in pairs.

Possible answers:

3)

- a) The pursuit of a dream will give you experiences.
- b) You will stare your fears in the face.
- c) You will become a courageous person.
- d) You will face challenges.

4)

- a) Will the pursuit of a dream give you experiences?
- b) Will you stare your fears in the face?
- c) Will you become a courageous person?
- d) Will you face challenges?

5)

You will like yourself more

You will feel excited and energized by the life you are choosing to live. You will feel proud of what you are doing. And you will like yourself more for it.

6)

Personal answer.

Sounds right!

In this section students will learn the different pronounce of *th*. The purpose is to develop awareness of these pronunciations and develop of the correct pronunciation.

1)

Draw students's attention to the words *thing* and *this*. Play the audio. Ask if they notice the difference.

Possible answer:

Th sound in *thing* is more similar with *F* and *Th* in *this* is more similar with *D*.

Ask students to check the phonetic symbols for these words and play the pronunciation again. Ask again for the difference.

Possible answer:

Th sound is represented for different symbols in the words *thing* and *this*.

2)

Ask students to access an online dictionary to check the pronunciation of the following words and write them in the right column. If they do not have an immediate access, you can access and play the words for them write in the correct column.

/θ/	/ð/
With	With
thought	the
nothing	others
through	their

Correct the answers and draw students attention to the pronunciation of the word with, which can be pronounced in both ways /wɪθ, wɪð/.

(http://dictionary.cambridge.org/us/dictionary/american-english/with_1?q=with)

Writing comments

In this section students will analyze comments written in a blog post and write their own comment. The purpose is to improve their writing skill and expand their vocabulary.

Ask students what a blog is, listen to their answers and then, read the definition. Request them to talk to a partner about the questions.

Possible answers:

1)

- ❖ Personal answer.
- ❖ Personal answer.
- ❖ Facebook, Twitter, Instagram, Youtube.
- ❖ Personal answer. Suggested answer: Yes, we have to make our comment comprehensible and coherent and also we have to be careful to not be rude.

2) Discuss the answers with the whole class and then direct their attention to the tips to write great blog comments. Choose some students to read the tips and ask them if they agree with the tips.

Mentor students to read the comments on the blog post *15 reasons to start following your dream today* and check which tips people followed when they wrote the comment.

Possible answers:

3)

Comment 1:

(x) Add something to the conversation.

- (x) Don't over-promote yourself.
- (x) Know why you are commenting.

Comment 2:

- (x) Add something to the conversation.
- (x) Don't over-promote yourself.
- (x) Ask questions.
- (x) Know why you are commenting.

Correct the exercise and ask if they have doubts. Then, explain they will have to leave their own comment on the blog post. Take students to the Lab and let them talk and participate. Motivate students to read the comments other people left and if they want they can also reply them.

Encourage your students to use some of the expressions the unit brings.

*** Assess this activity with classroom observation.**

Teacher: If you don't have a Lab, you can ask students to do this activity at home and print their comments to show to you in the next class.

After they left their comments ask them to share their opinions about the blog post and the comments in general.

Here there are some questions to guide you.

- Did you like the blog post?
- Are most comments negative or positive?
- Now you've learned how to right an appropriate comment, will you start leaving more comments in the social medias?

Inspirational speeches

In this section students will watch a video with some inspirational speeches taken from different movies. The purpose of this section is to improve their listening skills and also their comprehension about what they listen to.

Propose a group discussion about the following questions.

Possible answers:

1)

- ❖ Personal answer.
- ❖ Personal answer. Suggested answer: Yes, they do. There are many movies considered great because they transmit good messages about life, love, death, success, etc.
- ❖ Personal answer.

Teacher!

*Check it
Out!*

You can do this activity in a different way.

Ask a student to choose a classmate to ask one of the questions, the chosen classmate should answer and choose another classmate to answer the next question. But remember, all classmates have to make their comments expressing their opinions.

Direct students' attention to the movies images and ask them to try to guess what the critic said about each one of them. If you prefer, you can do this activity orally with the whole class.

Possible answers:

2)

- a) “ **The Pursuit of happiness** is an unexceptional film with exceptional performances.”

Kevin Crust of the *Los Angeles Times*

- b) “ **Dead Poets Society** has an authentic approximation of the kind of teacher who not only instructs, but also changes his students' lives.”

Vincent Canby New York Times

- c) “ **Freedom writers** isn't only about an amazingly dedicated young teacher who took on two extra jobs to buy supplies for her students; it's also, emphatically, about some extraordinary young people.”

Manohla Dargis New York Times

- d) “ **Rocky Balboa** is implausible but entertaining and poignant.”

Rotten Tomatoes

Draw students’ attention to the word happiness which is spelled incorrectly in the movie The Pursuit of Happyness.

Ask students to read the chart to learn the definition of inspirational speeches.

3)

Explain to your students that they will watch a video with some inspirational speeches taken from different movies. Clarify that they don’t have to worry about understanding all what they listen to in the first time.

Play the video and let them watch. Then, ask them to answer the two first questions.

Possible answers:

- 4) Personal answer.
- 5) Personal answer.

Request to students watch the video again and complete the sentences. Then, ask them to compare their answers with a classmate. Play the video once more and stop in each sentence, so students have time to write down the sentences they didn’t get before. Then, correct the exercise.

Possible answers:

6)

- a) One day a **teenager** can within in their small own ways turn on a small light in a **dark room**.
- b) You are gonna work **harder** than you ever work before.
- c) How much you can take and keep moving **foward**.
- d) Who’s got the right to **stop** you?
- e) Seize the **day**.
- f) That’s the pursuit of **happiness**.
- g) This is your **climb**.
- h) You are **heroes** every day.

7)

Play the video once more in order to answer the following questions. They can answer these questions in pairs.

Possible answers:

8)

- a) The message is showing people they can follow their dreams and be successful. It won't be easy, but it will be worth.
- b) They ask: What if you lose?
- c) They don't know our hearts.
- d) It means that is our journey, we have to fight for what we want in order to get it.
- e) It means to use an opportunity to do something that you want and not to worry about the future. (<http://idioms.thefreedictionary.com/seize+the+day>)

Ask students to look at the sentences from the video and answer the questions. They can do it in pairs. Remember to say that the full form of the words is: GONNA: GOING TO, GOTTA: HAVE GOT TO, WANNA: WANT TO.

Teacher: If you want to look for more information, you can access the website http://www.oneworldofenglish.com/english_grammar_reference/gonna_gotta_wanna.htm.

Possible answers:

9)

a)

FUTURE: I'm not saying it's gonna be easy.

NECESSITY: You gotta a dream, you gotta protect it.

DESIRE: You wanna something, go get it.

b)

- (x) informal conversations
- () literary books
- (x) movies
- () reported texts
- (x) songs

Ask your students to read the hint and tell them the importance of practice the listening at home.

Achiving my dreams

This is the last section of the unit and its purpose is to provide students an opportunity for them to improve their speaking skills talking about their dreams and creating a plan of how they will achieve them.

1)

Draw students' attention to the activity, explain they will have to read the comment that Tine Broen wrote on the blog post previous read and the author's answer.

You can remember the elements of a good comment and check, orally, with students if Tina followed the elements.

Ask students to answer the questions about the comments.

Possible answer:

2)Tina: Life is not always about choices. Life is set upon money.

3) He saved money for 22 months.

4) Develop a plan to start saving money. Start developing her skills to become more valuable to the marketplace.

Correct the questions asking students to read their answers.

Ask students about their dreams and how they plan achieve them, motivate them to express their ideas and then, explain that their next task is to produce a video talking about what their dreams are and what is their plan to achieve them. They must produce the video at home and bring it next class. Direct them to access the websites with tips about how to produce a good an effective video and also to use some of the expressions in the chart.

*** Assess this activity with the Speaking Rubric in the end of this unit.**

Motivate students to do the checklist in order to realize what they have learned in the unit and see what they still can improve.

SPEAKING RUBRIC

Criteria	3 Excellent	2 Great	1 Good
Fluency	Speaks fluently avoiding hesitations.	Speaks fluently with some hesitation.	Speaks with too much hesitation raising difficulties of comprehension.
Pronunciation	Speaks clearly articulated words. Appropriate pronunciation and intonation of the words.	Speaks articulated words. Appropriate pronunciation of the words.	Speaks with errors of pronounce.
Vocabulary	Uses rich and varied vocabulary.	Uses simple and repetitive vocabulary.	Uses complex and inaccessible vocabulary.
Accuracy	Speaks accurate, uses the correct word order and the correct tenses in the sentences.	Uses the correct word order and correct tenses in the sentences.	Uses most structures incorrect.
Body Language	Speaks comfortably in front of the audience. Maintain eye contact with the audience and captures their attention.	Speaks comfortably in front of the audience and maintains eye contact.	Speaks uncomfortably in front of the audience and avoid eye contact.

<http://busyteacher.org/4836-how-to-evaluate-speaking.html>

TEST BOOKLET – DON'T STOP DREAMING

Instructions:

Before the test:

- Inform students about all topics included in the test.
- Motivate students to study for the test, making reviews or organizing systematically the topics.
- Give some extra activities in order they study at home or in groups

During the test:

- Read all the commands to your students and make sure they understand what they have to do.
- Play the video 5 times – one time to students only listen to it, three times for them to check the profession and places and answer the questions and one more time to them check their answers.
- Duration of the test: 1h30min. Remind your students about the time they have to accomplish the test so they can answer all the questions.

After the test:

- Give students feedback in the questions they did well or not.
- Encourage your students and ask about the questions they did not understand.
- Explain they have to pay more attention in the next tests in the topics they were weak.

Adapted from: Principles of Language Assessment

Student's name: _____

Group: _____ Date: _____ Grade: _____

ASSESSMENT

1) Read the following text and answer the questions.

Do you feel you are following your dream?

 Mary Hladio

A man lay on his bed at the end of his life waiting to die. His dream came to pay his last respects and bid farewell to the man who had never used it.

As it entered the room the man looked down in shame.

"Why did you not realise me?" the dream asked.

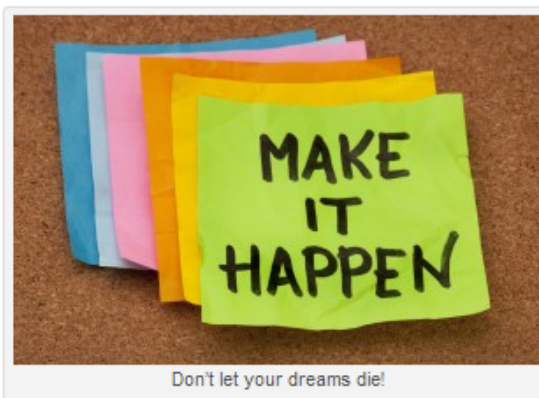
"Because I was afraid," the man said.

"Afraid of what," said the dream.

"I was afraid I would fail."

"But haven't you failed by not attempting to use me?"

"Yes I did, but I always thought there would be tomorrow."



"You Fool!" said the dream "Did it never occur to you that there was only ever today? the moment that you are in right now?"

Do you think that now that death is here that you can put it off until tomorrow?"

"No". said the man, a tear gently rolling down his cheek.

The dream was softer now, because it knew that there were two types of pain, the pain of discipline and the pain of regret, and while discipline weighs ounces, regret weighs pounds.

Then the dream leant forward to gently wipe away the tear and said, "You need only have taken the first step and I would have taken one to meet you, for the only thing that ever separated us was the belief in your mind that you couldn't have me".

Then they said goodbye and they both died.

From: <http://www.embercarriers.com/blog/2012/10/22/do-you-feel-you-are-following-your-dream%E2%80%8F/>

a) Where can you find a text like this?

b) What might be the audience for this text? Why?

c) The man never realize his dream because he

() was afraid.

() was dying.

() was waiting.

d) Which are the two types of pain?

e) According to the dream, what was the only thing that separated the man from him?

f) Which message can you take from this text?

2) Write a short description about what is your dream and how you plan achieve it.

3) Change the following sentences into the future. Remember to do the necessary verb and tenses changes.

a) The man lay on in his bed at the end of his life waiting to die.

b) The dream came to pay his last respects.

c) Now, the death is here can you put it off until tommorrow?

d) They both died.

4) Write F for the statements that describe a future situation and P for the ones that describe na action in the present.

a) () The dream asks the man why he didn't follow his dream.

b) () The man looks ashamed.

c) () The man won't put death off until tomorrow.

d) () The man and his dream will say goodbye and die.

5) You are going to watch a video named *Follow your dreams*, and in order to do the activities below, you need to follow somes steps.

1° - Watch the video.

2° - Check the profession and places.

3° - Answer the questions.

4° - Check your answers.

<u>Profession</u>	<u>Place</u>
() Accountant	() Australia
() Business man	() Canada
() Cook	() Indonesia
() Doctor	() London
() Firefighter	() Punta del Este
() King	() Thailand
() Teacher	() United States
() Waiter	() Venice

6) Answer the questions about the video.

a) There is a person who wanted to save dinosaurs. What profession did she want have?

b) What is the reason presented in the video for someone who wants to live in Australia?

c) Is it the same reason to live in Russia? Why?

d) There is a person in the video who would live in North Pole. Why would she live there?

7) Now, match the profession with its definition.

- | | |
|----------------|---|
| 1. Accountant | () a man who works in business, esp. one with a job in a company. |
| 2. Businessman | () a man who rules a country because he has been born into a family which by tradition or law has the right to rule. |
| 3. Cook | () a person who instructs or trains others, esp. in a school . |
| 4. Doctor | () a person who prepares food for eating. |
| 5. Firefighter | () a person with a medical degree whose job is to treat people who are all injured. |
| 6. King | () a person whose job is to serve meals to people in a restaurant. |
| 7. Teacher | () someone who keeps or examines the records of money received, paid, and owed by a company or person. |
| 8. Waiter | () someone whose job is to stop fires and to save people and property from being harmed. |

TEST BOOKLET – ANSWER KEY

1)

- a) On the internet, in newspapers, in books.
- b) People who like reading stories or need an inspiration moment.
- c) (x) was afraid.
- d) The pain of discipline and the pain of regret.
- e) It was the belief in the man's mind that he couldn't have the dream.
- f) Don't give up on your dreams and don't wait to tomorrow to start following them.

2) Personal answer.

3)

- a) The man will lay in his bed at the end of his life waiting to die.
- b) The dream will come to pay his last respects.
- c) Now, the death is here will you put it off until tomorrow?
- d) They will both die.

4)

- a) (P) The dream asks the man why he didn't follow his dream.
- b) (P) The man looks ashamed.
- c) (F) The man won't put death off until tomorrow.
- d) (F) The man and his dream will say goodbye and die.

5)

<u>Profession</u>	<u>Place</u>
(x) Accountant	(x) Australia
(x) Business man	() Canada
() Cook	(x) Indonesia
(x) Doctor	(x) London
() Firefighter	(x) Punta del Este
(x) King	() Thailand
(x) Teacher	(x) United States

() Waiter	(x) Venice
------------	--------------

6)

- a) She wanted be an inventor.
- b) Because of the sun and the beaches are great and you can surf all day.
- c) No, in Russia it would be because of the beautiful girls.
- d) Because it is always cold and you can even see the polar bear.

7)

- 1. Accountant (2) a man who works in business, esp. one with a job in a company.
- 2. Businessman (6) a man who rules a country because he has been born into a family which by tradition or law has the right to rule.
- 3. Cook (7) a person who instructs or trains others, esp. in a school .
- 4. Doctor (3) a person who prepares food for eating.
- 5. Firefighter (4) a person with a medical degree whose job is to treat people who are all injured.
- 6. King (8) a person whose job is to serve meals to people in a restaurant.
- 7. Teacher (1) someone who keeps or examines the records of money received, paid, and owed by a company or person.
- 8. Waiter (5) someone whose job is to stop fires and to save people and property from being harmed.

Listening transcription

When I was younger I wanted to be an inventor and invent a time machine so I could save all the dinosaurs.

I wanted to work with numbers and I wanted to be an accountant.

I wanted to be a businessman.

I want to be connected to all the people in the Earth.

If I could live anywhere in the world, it would be in Australia, the sun, the beaches are great, I can surf all day.

In the Russia, beautiful girls.

Venice, in Italy.

In the U.S

Punta Del Este.

When I was younger I wanted be a king.

A doctor, I used to see a lot of things on TV, that would help people.

I wanted to be a crime scene investigator.

A footballer like David Beckham.

When I was younger I wanted to be a teacher, these are all my students and this is me.

That's my dream.

I would live in Antarctica.

This says world famous, I would be everywhere.

North Pole because is cool enough I don't like sweating and hot weather and I can even look at the pole bear.

Indonesia.

Northern Ireland.

Malaysia because the sun is all year round.

I want to live everywhere in the world. I tried to draw something but it wasn't come out that truly.

London because of my family, where love is.

Images:

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Rationale

Teaching English to teenagers: you are as beautiful as your dreams are is the final project of an English specialisation course and it aims to teach English to pre-intermediate students between 15 and 17 years old in a language school. It presents communicative and interactional activities in which students learn through meaningful activities, have the opportunity to interact with the teacher and other students and also they can relate the topics with their daily life using their prior knowledge through contextualized activities once “language, whether is input or learner’s output, should emerge from the context which it occurs.”(Crafword, 2000, p. 84)

According to Parâmetros Curriculares Nacionais (2000) students need to learn all the competences in an integrated way, it is not valid to focus only in grammar, for example, communicative competent students are those who learned all the competences which are related to grammar aspects, social and cultural aspects, the necessary structures to develop a discourse and the strategies and procedures applied on language learning and teaching.

The units also contemplate the development of the four language skills (listening, speaking, reading and writing), and also aim to give students opportunities to become critical thinkers expressing their opinions about specific topics creating awareness that learning a second language is not about learn to know how to write and read, it is know how communicate in real situations, learn different cultures, learn how to act and have a position about a certain topic.

“Activities that involve real communications are essencial for language learning. Activities in which language is used for carrying out meaningful tasks promote learning. Language that is meaningful to the learner supports the learning process.”
(Richards-Rodgers, 2001, p. 223)

Based on these principles that are part of the communicative language learning are how the activities presented in this material were prepared.

Regarding to the different genres used in the units it was considered what Swales (2010 apud Mattos-Valério, 2010) said about texts

“o aprendiz deve ter a oportunidade de examinar textos que envolvam variados graus de planejamento, diversos níveis de formalidade (...), pois todas essas dimensões interagem entre si para caracterizar as situações das quais florescem os textos.”

It was also considered the importance of authenticity, once it is the input students need to get prepared for real communication situations (Mattos-Valério, 2010). Thus, all material in these units - texts, images, songs and videos - are authentic, found in different online sources.

The sections *Remembering Fairy Tales* and *Talking about dreams* were the warm ups of the units, students could have a preview about what subject the unit will approach and also activate students' prior knowledge about the subjects once in this sections is asked for things students have already seen in their real lives.

The reading sections bring comic strips and story in unit 1 and a blog post in unit 2, the activities promote comprehension of the text and help improve reading skills. The reading material is a great input for students, because they can improve their vocabulary and absorb grammar topics through an authentic way. In both units, before students start reading the texts is used a pre-reading strategy which is a brainstorming in order to activate students' prior knowledge to the content presented in the text.

The reading strategies used in these sections are skimming and scanning, in the first unit it is used in the text about a contemporary fairy tale, first of all students are supposed to read and look for the main ideas the text brings in order to choose a title for it and then, they have to look for specific information in order to answer the questions. In unit 2 is used skimming when students look for the main idea of each reason in order to match it with its title and scanning when they have to look for specific information in order to answer the questions.

The vocabulary activities aim to clarify the words students may not be familiar with in the texts, so they learn their definition and also increase their vocabulary. The units also bring extra activities to review vocabulary through games. The extra-readings in the end of units provide students “opportunities for the incidental learning of vocabulary” (Hunt and Beglar, 2002, p. 259) once they can improve their reading skills.

The writing sections *Is Beauty in the eye of beholder?*, *It's your turn* and *Writing comments* are activities which provide students opportunities to write something based on an authentic genre previously read in which the students know what they are writing

and why they are writing, all the writing activities are shared among students. In unit 1 students have to produce a poster and post it on the website Padlet, so they can share with others classmates through a technological tool which can increase their interest for the task, and in unit 2 they have to write a personal comment about the blog post read, so in both tasks they can write and receive a feedback about their writings.

It is worth to mention that the section *It is your turn* is an opportunity that students have to learn more about other cultures and make relations and reflect about their realities, besides, they can improve their reading and writing skills and they will be sharing what they have learned with others classmates, thus can occur an increase of learning through culture aspects.

The *Focus on Language* section is where students will learn the grammar topic of each unit, (regular verbs in unit 1 and the future tense with will in unit 2). The activities in these sections will allow students to generate their own ideas and explanations of how the grammar topic works. Thus, they will have to notice it, understand how it works and then, they can organize this knowledge. But, according to Bastone (1994) we cannot force students to notice the grammar, what we can do is guide them with contextualized and meaningful activities which will allow them to get the right conclusions. In the teacher's guide there is a suggestion to students answer the questions using a cooperative technique which aims "to encourage mutual helpfulness in the groups and the active participation of all members." (Jacobs-Hall, 2000, p. 52)

Speaking a language is sometimes very difficult because involves issues such as being comfortable with the language, self-confidence and the fear of making mistakes, therefore, pronunciation is a very important issue when learning a second language and learning to pronounce accurately is ideal, so the section *Sounds right* aims to show students the different pronunciations that some letters can have. In unit 1, it brings the difference between the final *-ed* in the regular verbs that sometimes are unnoticed and in unit 2, it brings the two different ways to pronounce *th*, which some students can think it is hard, but what we have to consider is that " (...) na Língua Inglesa, sabe-se que é muito difícil atribuir um determinado som específico a cada letra (...)" (OCEM, 2006, p. 99). So, thinking about it, students have the opportunity to also learn the phonetic symbols which represent the sounds and practice them to learn properly how to pronounce the words.

According to Nation and Newton (2008) "listening is the way of learning the language" because "it gives the learner information from which to build up the

knowledge necessary for using the language.” Students first need listen to and understand and then, they will be able to speak.

According to Field (2002) the pre-listening activities should “provide sufficient context and create motivation” for what students will hear, so the activities aim to activate students prior knowledge about the topic (unit 2), and try awaken their interest for the topics they will listen to. Field (2002) mentions the importance of authentic materials in the listening process, according to him authentic listening provides real-life experiences since it is not based on the level of students, but it is important tell students “not expect to understand everything”, so they can “find it motivating to discover that they can extract information from an ungraded passage.”

The listening process presented in the listening activities is the bottom-up process because students are supposed to solve the exercises going to the parts of listening to the whole, so first they have to understand some sentences for then use the top-down process using the prior knowledge about the content in those sentences to understand the message of the listening. As support listening students can compare their answers with classmates and then, negotiate their ideas and make the understanding easier.

The units bring two different genres for the listening sections, a song and a video. In unit 1 the listening section is a song which the message is to show that people are different and that doesn't make them less beautiful, so everyone is beautiful in its own way, students have tasks such as order the lyrics, and then based on what they understood from the lyric they are supposed to say what the message of the song is. In unit 2 the listening section is a video with inspirational speeches from movies explaining that it is worth fight for your dreams, students need listen to the video and make guesses using the sentence they understood to complete sentences from the video and then, they have to answer some comprehension questions. In both units students are supposed to listen to and comprehend the message. The listening activities can provide

“the motivation achieved by basing lessons on attractively informative content material; the exposure to a varied range of authentic speech; (...) and language used in context of real situations, which adds relevance and interest to the learning process (Shumin 2000, p. 209 apud Carrasquillo 1994, p. 140)”

The listening strategy used in the activity according to Field (2002) is the listening itself. “In real life, listening to a foreign language is a strategic activity. Nonnative listeners recognize only part of what they hear and have to make guesses which link these fragmented pieces of text.”

Considering the process of second language learning the speaking sections are about producing language, based on all the input received. According to Swain (1985 apud Nation-Newton, 2008) “adequate opportunities for productive use of language are critical for full language learning.” In unit 1 students have to consider what is talked about beauty and talk about what they personally think beauty is, and in unit 2 students have to consider what they have learned about following dreams to produce a video talking about their dreams.

The units also involve opinion exchange tasks, which according to Pica, Kanagy, and Falodun (1993 apud Richards-Rodgers, 2001) is a task when “learners engage in discussion and exchange ideas. They do not need to reach agreement.”

The activities want to take students to a reflexion about their lives and real situations in order to develop a critical awareness about specific topics, reflect not only about contents but create a critical view about the topics presented in the contents. It is possible through critical literacy which is a powerful tool of social transformation (Mattos, Valério, 2010) and promoting “o empoderamento do aprendiz, que é levado a apropriar-se de seu próprio processo educacional”(Mattos-Valério, 2010, p. 141).

According to Krashen’s Affective Filter Hypothesis, students will not learn if they have a “mental block” which is barrier students create when they are “unmotivated, lacking in confidence, or concerned with failure.” (1987, p. 52) So, it does not matter how input the students will be exposed, if they do not feel comfortable and confident learning will not happen. Thus, teacher must motivate students during classes for them to express themselves and also avoiding embarrass them correcting students in a rude way. The corrections should be made in order to aware the student about the mistakes, but also teachers can motivate students when they do something right increase their self-confidence.

Assessment is defined by Sommer (1998 apud Peñaflorida, 2002, p. 346) as “the process of finding out who the students are, what their abilities are, what they need to know, and how they perceive the learning will affect them.”

The assessments are made through rubrics – speaking and writing - and classroom observation – writing, in the end of the units there are suggested written tests

which involve the contents seeing during each unit. The tests can be very challenging for students and they, sometimes, get nervous when taking a test, so the test booklet brings instructions about how the teacher can help students before the test, how guide students during the test and after the test. These instructions were adapted from the chapter *Principles of Language Assessment* which defends the idea that a test should have the following criteras: practicality, reliability, validity, authenticity and washback.

The units aimed to engage teachers and students in the teaching/lerning process in order to give students the opporunity to learn not only the language, but the cultural aspects with it, and in the end have learned how to express themselves, their opinions and have a critical view about what happens around us.

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