

Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Ensino de Inglês

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TEACHING ENGLISH FOR INTERMEDIATE STUDENTS

Belo Horizonte

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Trabalho de Conclusão de Curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da UFMG, como um dos requisitos para a obtenção do título de especialista.

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CONTENTS

Introduction	3
Unit 1	4
Teacher's guide	16
Test Booklet	22
Answer Key Test Booklet	24
Unit 2	25
Teacher's guide	37
Test Booklet	42
Answer Key Test Booklet	45
Rationale	46
Bibliography	51
Websites consulted	52
Images	53
Appendices	54

INTRODUCTION

Teaching English for Intermediate Students is a mandatory final paper required for the conclusion of the Curso de Especialização em Inglês (CEI) and is divided in two thematic units which are environment and music. This choice was due to its necessity to increase public awareness about environmental problems and music was chosen because of its power to move us and stir our emotions.

The first unit, *My Planet, My Life*, aims at providing information about what the environment is and its issues in Brazil. Moreover, it deals with topics such as sustainability and food waste. Students are also expected to solve a problem related to the environment and a campaign is also suggested in order to complete this unit.

The second unit, *Music To My Ears*, intends to provide learners a different mood in the classroom since the theme is agreeable for everyone. As a warm up, there are some quotes relating music to life to introduce the theme and to provoke students in their opinions. Also, the unit goes into the advantages of music, idiomatic expressions, an interview, and of course, as expected, a song. For the wrap up, students are requested to post a video in a famous singer's website as well as write a biography of their favorite musician.

All units work with the four abilities and they were designed to be taught in a communicative approach. Its target public is teenage students from private language institutes in intermediate levels. Besides, this material is followed by a teacher's guide and a test booklet for each unit. This project has no commercial purposes and cannot be reproduced without the author's agreement.

Unit 1

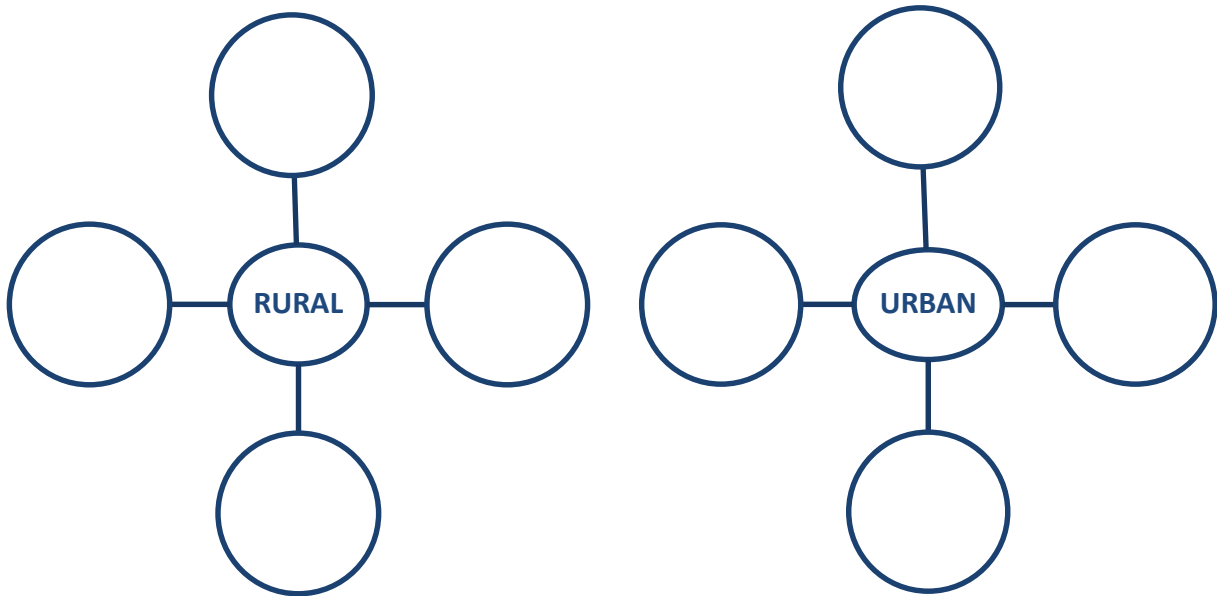


My Planet, My Life

Getting in the mood!

Rural Environment or Urban Environment? Which do you prefer?

1) Brainstorm the advantages and disadvantages of living in these two environments.



2) Using your own words, how can you define *The Environment*?

The environment!

The word environment has been around very often lately. It is used to talk about many things, and people in different fields use the word differently. But after all, what really is the environment?

1) Read the small article below defining what is the environment and confirm if your idea of it is in accordance with the article.

What Is the Environment?

The environment is something you are very familiar with. It's everything that makes up our surroundings and affects our ability to live on the earth—the air we breathe, the water that covers most of the earth's surface, the plants and animals around us, and much more.

In recent years, scientists have been carefully examining the ways that people affect the environment. They have found that we are causing air pollution, deforestation, acid rain, and other problems that are dangerous both to the earth and to ourselves. These days, when you hear people talk about “the environment”, they are often referring to the overall condition of our planet, or how healthy it is.

Source: www.factmonster.com/ipka/A0775267.html

Environmental Issues

Now that you've just had a clear idea of what environment is, we will go further. In the article it was mentioned that we are causing air pollution, deforestation, acid rain and other problems. Those problems are called environmental issues.



1) Some examples of them are presented here. Try to match each environment issue with its definition.

(1) Deforestation	() The process of getting rid of unwanted materials or substances
(2) Acid rain	() The presence in or introduction into the air of a substance which has harmful or poisonous effects
(3) Endangered species	() A species of animal or plant that is seriously at risk of extinction
(4) Air pollution	() Rainfall made sufficiently acidic by atmospheric pollution that it causes environmental harm, typically to forests and lakes
(5) Waste disposal	() The action of clearing a wide area of trees

2) The text below deals with some environmental issues that interest us, Brazilians, much. The environmental issues that you've learned in the previous exercise were taken from the text. You will read the text and put them back in the headings of the sections in order for them to make sense. You can also use an English-English dictionary to help you.

Brazil Environmental Issues

Brazil is a magnificent country with a diverse, complex geography. However, like every country in the world, it has its own set of environmental issues. These threaten different aspects of the natural abundance and are being addressed by a variety of organizations and initiatives. The main environmental issues faced by Brazil include:

Because Brazil is home to the world-renowned Amazon Rainforest and the basin it occupies, deforestation has become a major cause for concern in this area. Every minute, vast proportion of these forests, dubbed the "Lungs of the World" for the Oxygen that they produce, are being torn down for timber, development and agriculture. "When a tree is cut down, it releases the Carbon Dioxide (which it has been storing) as a greenhouse gas which increases the risk of climate change.

When the levels of Sulphur Dioxide or Nitrogen Oxide rise in the atmosphere, the result is rain and precipitation that is high in these gases, which are harmful to the soil and delicate ecosystems on which they settle. In fact, acid rain can kill freshwater fish as well as the plants and animals that depend on neutral or alkaline conditions in which to live. When an area is subject to ongoing acid rain, the natural pH (acidity level) of its soil and water changes, which limits the plants and animals that can thrive there.



ORE EXTRACTION IN THE AMAZON

Due to the fertile conditions of Brazil, it has always been the home of an array of animal and plant species. However, due to hunting, the destruction of habitat and the introduction of foreign, competitive species, Brazil's natural fauna has experienced a huge decline in numbers. At the moment, there are hundreds of species under threat of extinction. Some of them include the jaguar, sea turtle, spiny rice rat, bushy-tailed opossum, black-faced lion tamarin, Brazilian arboreal mouse, ring-tail monkey, Coimbra's titi monkey, golden-rumped lion tamarin, Northern Bahian blond titi monkey and northern miqui.

In Brazil it has increased, mainly as a result of the rapid urbanization and industrial development taking place in most of the city centers. As the population numbers boomed, cities were forced to expand with little regard for their environmental responsibility. This, in turn, meant that the infrastructure and so on was built using products and methods that release harmful pollution into the air. Many of the cities and towns are exploring alternatives to reduce their pollution production.

Like most major countries in the world, Brazil produces enormous amounts of solid waste, or garbage. This has to be taken away from occupied areas and destroyed or disposed of. However, such waste poisons the soil, air and water, creating the dilemma of what to do with it. Currently, Brazil produces more than 161 000 tons of solid waste every day. Almost two-thirds of Brazilian municipalities use landfills to dispose of such waste. As landfills become larger, natural areas have to be reduced and the soil in and around the landfills becomes toxic, or unable to sustain life. The solution includes the use of recycled and recyclable goods, as well as a major education campaign that assists with the responsible use and disposal of various items, both in the home and workplace.

Adapted from: www.brazil.org.za/environmental-issues.html#VMtCf54oqc

If you want to know more about Brazil Environmental Issues, here is a web site with more details:

<http://rainforests.mongabay.com/20brazil.htm>

3) Do you know any other environmental issue in Brazil?

4) Answer the questions according to the text. Go back to it whenever it's necessary.

a) Why do we have to worry about the Amazon?

4) Answer the questions according to your opinion:

a) Which of the environmental issues mentioned in the text do you consider the biggest problem in Brazil? Explain your answer.

Have you ever thought about it?

Do you consider food waste an environmental issue?

You are going to watch part of a lecture by Tristram Stuart titled *The Global Food Waste Scandal*. It draws our attention to the high amount of food we throw out every day and its consequences, calling for a more responsible use of global resources.



TED Ideas worth spreading

The global food waste scandal by Tristram Stuart

www.ted.com/talks/tristram_stuart_the_global_food_waste_scandal?language=en

(use the video from 6:09 to 9:20 minutes)

1) The Pie Chart represents the global food supply. Is it in accordance with the nine biscuits represented by the lecturer? () Yes () No



2) Answer T or F according to the lecture.

a – () Supermarkets take the position of big food wasters.

b– () Most of the people in the audience don't waste food at home.

c – () One single factory wastes 1,300 slices of bread in a single day.

d- () In 2007 people were going hungry as a result of a shortage of global food supplies.

3) After discussing with the class the food waste issue and watching the video, what actions can you take at home to avoid wasting food?

Grammar

**In the text we have a lot of forms using preposition and *ing* form.
Take a look at these examples:**



- * Environmental sustainability is **about making** responsible decisions.
- * ...but is concerned **with developing** processes...
- * This is a result of the amount of research going **into assessing** the impact that...

1) What have you noticed? Complete:

The prepositions in the examples are _____, _____ and _____.

The verbs after the prepositions are _____, _____ and _____.

So, we can conclude that the rule is: when we have a verb after preposition, the verb must be in the _____ form.

2) Now, write some examples by your own.

3) Complete the gaps in the text using the verbs given and apply the rule you've just learned. Use each verb just once.

TAKE HOME - BUY - DRIVE - CREATE - RECYCLE

The Three R's of the Environment: Reduce, Reuse, Recycle

Reduce

Reducing the amount of waste you produce is the best way to help the environment. There are lots of ways to do this. For example:

- Instead of _____ something you're not going to use very often, see if you can borrow it from someone you know.
- Cars use up energy and cause pollution. Some ways to reduce the environmental damage caused by cars include carpooling with friends, walking, taking the bus, or riding your bike instead of _____.

Reuse

Instead of throwing things away, try to find ways to use them again! For example:

- Bring cloth sacks to the store with you instead of _____ new paper or plastic bags. You can use these sacks again and again. You'll be saving some trees!
- Plastic containers and reusable lunch bags are great ways to take your lunch to school without _____ waste.

Recycle

- In addition to _____ the things you buy, you can help the environment by buying products that contain recycled materials. Many brands of paper towels, garbage bags, greeting cards, and toilet paper, to name a few examples, will tell you on their labels if they are made from recycled materials.

Adapted from <http://www.factmonster.com/ipka/A0775891.html>

Verb + Preposition

Some phrases in English combine a verb and a preposition. It's important to learn those phrases together, that is, do not try to learn the preposition alone. It's much better to learn the verb+preposition combination. Take a look at the examples:

* ...with particular *emphasis on* preserving the capability of the environment to support human life.

* ... but is *concerned with* developing processes that will lead to businesses becoming completely sustainable in the future.

* Businesses are *expected to* lead in the area of environmental sustainability...

1) The following questions focus on other verb+preposition forms. Answer them according to what you've learned so far.

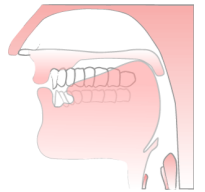
a) Do you agree with the text when it says that "*Businesses are expected to lead in the area of environmental sustainability as they are considered to be the biggest contributors*"? Explain your answer.

b) How can you explain environmental sustainability to someone using your own words? (*explain something to someone*)

c) What other verb+preposition combinations do you know?

Pronunciation **ɪŋ**

Words in English that ends in *ing*, the *g* sound is not pronounced. What you can hear at the end of *ing* is a nasal consonant. When you are producing nasal sounds the air is blocked from leaving the mouth, and is instead released out through the nose. The nasal sounds are voiced, that is, the vocal cords vibrate during the sound.



1) Below some examples. Try to pronounce the words and with the help of your teacher, confirm if you got the pronunciation correct.

preserving: /prɪ'zɜ:(r)vɪŋ/

king: /kɪŋ/

realizing: /'ri:əlaɪzɪŋ/

protecting: /prə'tektɪŋ/

sing: /sɪŋ/

nothing: /'nʌθɪŋ/

Play Time

Now it's time to have fun while you learn. The proposed game will work with your ability to solve problems, but not any kind of problem. They are problems related to environment and sustainability!

work hard.
↓
have fun.
↓
make a difference.

How to play: In teams of 2 or 3 players, you will choose a card among four in which a problem is presented. The team will have 20 minutes to think about strategies to solve the problem and then orally present its possible solution.

Here are some phrases to help you present your work:

- In order to solve the problem.... we thought about ...
- We have decided that the best solution for the problem is...
 - To solve this problem, we would /could...
- In our opinion, this type of problem should be solved by....



70% less energy is required to recycle paper compared with making it from raw materials. However, prices of recycled paper are still too high. What can the government and companies do to solve this problem?



More than one third of the food produced worldwide is wasted, most of it fresh produce, and often because it rots in the fridge. How could you design a fridge or reorganize the one you already have at home that would encourage people to change their behavior and reduce food waste?



The average mobile phone is only used 15 months before being replaced. Most of the cities do not have an appropriate place to discard these used phones, specially their batteries. What do you think that mobile phone companies can do to solve this issue?



Billions of single-use disposable water bottles are thrown away every year and in your neighborhood there are many of them on the streets. How can you work in your community to solve this problem?

What Can You Do?

You probably know a lot about the environment by now. Your next step is to show people that our planet is our life. You are going to write a campaign to mobilize your school about one of the issues you've discussed throughout this unit.



What must you know to write a campaign?

- Its goal is to guide and inform the population or community about a social problem and persuade them to collaborate.
 - Use the imperative form
 - The language is clear and objective
 - It has a title and a sensitized message

Get inspired and enjoy it!

Message from the author:

I'm pleased to welcome you to this unit My Future, My Life. It's important to offer students stimulating topics that increase their motivation for learning. I hope that students who use this unit will also learn interesting things about the world and about themselves, and I very much hope that you will enjoy it as well!

You can teach this unit in three, two hour classes. If you do not have that amount of time, you can set some activities as homework and teach in two, two hours classes. On the other hand, if you have extra time, at the end of this guide there is extra material (a movie) that you can explore with your students.

➤ Warm-up

Getting in the mood

This activity introduces the topic to be worked by brainstorming the advantages and disadvantages of living in a rural and in an urban environment. It can be done in pairs. Then, within the same pairs, ask students to write their definition for *the environment* using their own words.

➤ Reading

The environment

The small article is proposed to confirm (or not) students' answers from the previous exercise and it also introduces some environmental issues that will be discussed in the next activity. Ask students to read the article individually and monitor to help with vocabulary if necessary.

Environmental Issues

The first activity will focus on vocabulary (the environmental issues). Put students in pairs to do it. Elicit the class for more issues related to the environment and write them on the board so students can take notes.

🔑 1) 5-4-3-2-1

The text deals with some environmental issues mentioned in the previous exercise that may interest the students because it focuses on Brazil. Students work individually and after reading it they compare answers with a partner. Provide students English-English dictionaries.

🔑 2) *Deforestation – Acid Rain – Endangered Species – Air Pollution – Waste Disposal*

Allow some extra time for students to do activity 3 and 4 then check answers with the class.

🔑 3) *Answers may be: noise pollution, dog mess, litter, rubbish, noise from traffic, vandalism, food waste...*

4) *Because it occupies a large part of the country and deforestation has been a big problem to be solved there.*

Finally, as a post-reading activity, ask students to do exercise 4 using their own words.

🔑 4) a- *Answers may vary*

➤ Listening

Have you ever thought about it?

Start this activity playing devil's advocate. It's when you state things that do not necessarily represent your own opinion or beliefs, but you say them to provoke discussion and get students engaged in an interested way. You can say for example that you put in the trash bin all the food that is left in the pans after lunch because you don't like the taste of it when you heat it again for dinner. Get some arguments from the class and introduce the food waste issue. Then, play the video. Since it's a long lecture, you must start at 6:09 until 9:20 minutes. If necessary, play the video twice. Ask students to compare answers with a partner and then go through answers with the class.

Transcript – TedTalk (The global food waste scandal)

6:09 So I want you to imagine that these nine biscuits that I found in the bin represent the global food supply, okay? We start out with nine. That's what's in fields around the world every single year. The first biscuit we're going to lose before we even leave the farm. That's a problem primarily associated with developing work agriculture, whether it's a lack of infrastructure, refrigeration, pasteurization, grain stores, even basic fruit crates, which means that food goes to waste before it even leaves the fields. The next three biscuits are the foods that we decide to feed to livestock, the maize, the wheat and the soya. Unfortunately, our beasts are inefficient animals, and they turn two-thirds of that into feces and heat, so we've lost those two, and we've only kept this one in meat and dairy products. Two more we're going to throw away directly into bins. This is what most of us think of when we think of food waste, what ends up in the garbage, what ends up in supermarket bins, what ends up in restaurant bins. We've lost another two, and we've left ourselves with just four biscuits to feed on. That is not a superlatively efficient use of global resources, especially when you think of the billion hungry people that exist already in the world.

7:23 Having gone through the data, I then needed to demonstrate where that food ends up. Where does it end up? We're used to seeing the stuff on our plates, but what about all the stuff that goes missing in between?

7:34 Supermarkets are an easy place to start. This is the result of my hobby, which is unofficial bin inspections. (Laughter) Strange you might think, but if we could rely on corporations to tell us what they were doing in the back of their stores, we wouldn't need to go sneaking around the back, opening up bins and having a look at what's inside. But this is what you can see more or less on every street corner in Britain, in Europe, in North America. It represents a colossal waste of food, but what I discovered whilst I was writing my book was that this very evident abundance of waste was actually the tip of the iceberg. When you start going up the supply chain, you find where the real food waste is happening on a gargantuan scale.

8:19 Can I have a show of hands if you have a loaf of sliced bread in your house? Who lives in a household where that crust -- that slice at the first and last end of each loaf -- who lives in a household where it does get eaten? Okay, most people, not everyone, but most people, and this is, I'm glad to say, what I see across the world, and yet has anyone seen a supermarket or sandwich shop anywhere in the world that serves sandwiches with crusts on it? (Laughter) I certainly haven't. So I kept on thinking, where do those crusts go? (Laughter) This is the answer, unfortunately: 13,000 slices of fresh bread coming out of this one single factory every single day, day-fresh bread. In the same year that I visited this factory, I went to Pakistan, where people in 2008 were going hungry as a result of a squeeze on global food supplies. We contribute to that squeeze by depositing food in bins here in Britain and elsewhere in the world. We take food off the market shelves that hungry people depend on.

- ☞ 1) yes
2) a- T b-T c- T d-F

As a post-listening activity, tell students to think about situations at home that they consider food waste. Collect some ideas and write them on the board. Then ask students to give solutions to avoid the situations given, as for example, to create a composting area. You can also use the appendices 1 and 2 as a flashcard to help the students.

- ☞ *Answers may vary.*

➤ Grammar

This grammar activity will focus students on another use of the ing form. Tell students to look at the text again with emphasis on the words in bold. Emphasize the prepositions and write on the board more examples of them. Then, students should complete exercise 2 based on what they have noticed and finally come up with the rule.

🔑 1) *about, with, into.*
making, developing, assessing.
gerund.

Activity 2 will reinforce the rule. Ask students to come up with their own examples, individually. Go around the class monitoring to find some possible errors.

🔑 *Answers may vary*

For activity 3 write on the board “*the 3 R’s of the environment*” and ask if any of them know what the letter R stands for and then write the answer on the board. Tell them they are going to learn about these 3 R’s using one more time the rule they have just learned. They can work in pairs. A suggestion for confirming their answers is when students call out answers, don’t confirm yourself. Tell students that the class has the responsibility of saying if they agree or disagree, and if they think it’s wrong, discuss and decide which answer is correct. It’s a way of correcting answers in a more productive way. If you have extra time, ask students to give more examples of actions to reduce, reuse and recycle.

🔑 *Buying – driving – taking home – creating – recycling*

➤ Vocabulary

Verb+preposition

Tell students that these combinations all come from the text they’ve read and that learning them will make the learning process easier. The exercise focuses on the combinations: *agree with* (means you accept the point of someone/something) and *explain something to someone* (give details about something to someone so that it can be understood) that is presented in personal questions about what they have learned so far about the theme environment. Go around the class checking answers and then ask some students to share their answers with the class. For question C, you can present some other examples: *apologize for, believe in, based on, recover from, pay for, belong to, etc...*

8 → 1) a-b-c: Answers may vary.

(Encourage students to keep a journal of vocabulary words presented in this unit as well as in the whole syllabus. Recycle the words in other activities whenever possible. This will increase the possibility of new words becoming part of the student's active vocabulary.)

➤ **Pronunciation**

Tell students that words ending in the *ing* form the *g* is not pronounced and the words have nasal sounds, that is, the vocal cords vibrate during the sound. To demonstrate, ask students to put their hands on their throats while saying the words. Ask them to say the words in activity 1 loudly and correct the pronunciation if necessary. You can also divide the class in teams and ask each group to come up with three words ending in *ing* to the other team pronounce. Additionally, you can present to the class these interactive sites as extra tools for self-studies.

www.learnersdictionary.com/pronex/pronex.htm
www.cambridgeenglishonline.com/Phonetics_Focus/
www.bbc.co.uk/worldservice/learningenglish/grammar/pron/

➤ **Speaking**

Play Time

Give students a few minutes to think about what they have learned about environment and sustainability in this unit. After, explain how the game works. Divide the class in teams of 2 or 3 players. (One way of dividing groups is, alternatively, go round the class, giving a letter to each student. When all the students have a letter, tell them that the A's work together, the B's work together, and so on). Each team will choose a card among four in which a problem is presented. The team will have 20 minutes to think about strategies to solve the problem and then orally present to the class its possible solution. Read with them the phrases they can use to present their solution and check if they understand how to use them in the context proposed. Monitor the task and encourage everyone to communicate only in the target language. Also, help students to formulate what they want to say. After each team present their solution, ask the other team to comment and add extra points. This way, there will be a purpose for others to listen. After they finish the task, give feedback. Besides being beneficial, corrective feedback may also move students forward in their learning development. But be careful when doing this because some students may feel uncomfortable being corrected in front of others.

➤ Writing

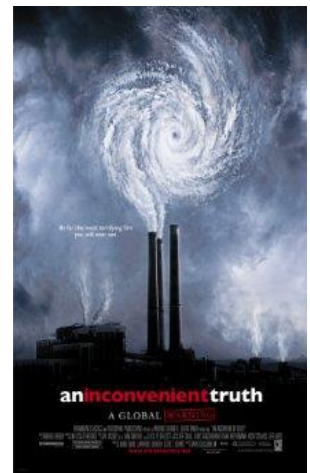
What can you do?

Show students some campaigns (see appendices 3, 4 and 5) and elicit questions about them. (e.g. Where do they take place? what are their purpose? Why are they important? Who has written them?, etc). Put them in pairs to talk about some other campaigns they have seen lately and get a few opinions from the class. (As students have a tendency to get together with the same partner, ask them to work with someone who they haven't worked before in this unit). After, tell them they are going to write a campaign to mobilize the school about the environmental issues they have talked about in this unit. They can choose only one issue to focus on. Make sure they understand what they must know to write a campaign. Allow them to work in pairs or groups of three and give 30 minutes to do the task.(Provide school supplies such as papers, crayons, magazine, scissors, glue, craft paper, etc) Go around the class monitoring their work. You can display the campaigns in the mural of the school.

➤ For further learning

If you have available time, you can watch the movie An Inconvenient Truth and explore it later doing a debate in class. It isa2006 documentary film directedby Davis Guggenheim about former United States Vice President Al Gore's campaign to educate citizens about global warming via a comprehensive slide show that, by his own estimate made in the film, he has given more than a thousand times. *An Inconvenient Truth* has been credited for raising international public awareness of climate change and reenergizing the environmental movement. The documentary has also been included in science curricula in schools around the world, which has spurred some controversy.

Source: http://en.wikipedia.org/wiki/An_Inconvenient_Truth



Test Booklet Unit 1

1) You are going to read an article about the Earth Day. Choose from the list a-d the best title for each paragraph 1-4.

- a) Why do we need an Earth Day?
- b) What can I do for Earth Day?
- c) When is Earth Day?
- d) What is Earth Day Network?

Earth Day

1 - _____

Earth Day is honored around the world on April 22, although larger events such as festivals and rallies are often organized for the weekends before or after April 22. Many communities also observe Earth Week or Earth Month, organizing a series of environmental activities throughout the month of April.

2 - _____

Because it works! Earth Day broadens the base of support for environmental programs, rekindles public commitment and builds community activism around the world through a broad range of events and activities. Earth Day is the largest civic event in the world, celebrated simultaneously around the globe by people of all backgrounds, faiths and nationalities. More than a billion people participate in our campaigns every year.

3 - _____

The possibilities for getting involved are endless! Volunteer. Go to a festival. Install solar panels on your roof. Organize an event in your community. Change a habit. Help launch a community garden. Communicate your priorities to your elected representatives. Do something nice for the Earth, have fun, meet new people, and make a difference. But you needn't wait for April 22! Earth Day is Every Day. To build a better future, we all must commit to protect our environment year-round.

4 - _____

Founded by the organizers of the first Earth Day in 1970, Earth Day Network (EDN) promotes year-round environmental citizenship and action, worldwide. Earth Day Network is a driving force, steering environmental awareness around the world. Through Earth Day Network, activists connect, interact and impact their communities, and create positive change in local, national, and global policies. EDN's international network reaches over 50,000 partners in 192 countries, while the domestic program assists over 30,000 educators, coordinating thousands of community development and environmental protection activities throughout the year.

Adapted from :<http://www.earthday.org/earth-day-history-movement>

2) Do you think Earth Day is a relevant event? Why?

3) Watch the video *Save Our World* from YouTube and then number the sentences in chronological order (1-7).



www.youtube.com/watch?v=bn8R_Xqj10

- () You can reduce the amount of waste you produce.
- () You can reuse items.
- () In recent years the world has been devastated by natural disasters.
- () If everybody takes action we can make the difference.
- () We can prevent climate changes if we all work together
- () There are some resources that have been used to produce renewable energy.
- () You can recycle things.

4) Below there are some words with their corresponding prepositions. Complete the sentences using the combinations and the gerund form of the verb in parentheses whenever it appears.

RESPONSIBLE FOR - INSIST ON - DREAM OF

- a) Parents have been _____ (have) a better planet for their kids.
- b) We are all _____ (reduce) the amount of waste we produce.
- c) People must _____ (save) the environment.

5) You've discussed a lot about the environment and its issues. Now, what have you done to save the environment? List 5 actions.

- 1- _____
- 2- _____
- 3- _____
- 4- _____
- 5- _____

Self- assessment

What have you learned from the unit *My Future, My Life?* Fill the lines below.

I feel confident about: _____

I need to spend some more time working on: _____

I didn't understand: _____

Answer Key Test Booklet Unit 1

- 1) 1 – c 2 – a 3 – b 4- d
- 2) Answers may vary.
- 3) 4 – 6 – 1 – 7 – 2 – 3 - 5
- 4) a) dreaming of having b) responsible for reducing c) insist on saving
- 5) Answers may vary.

Transcript (Activity3)

We live in a wonderful world full of life full-color the beauty. But in recent years the world has been devastated by hurricanes, earthquakes, floods and droughts. What does the future hold for the planet? The place we all call home... Climate change could destroy the world that we live in. Scientists predict that within fifty years many parts of our world would be under 20 centimeters of water.

We can prevent this if we all work together. There is still time for us to save our world. Solar panels, wind farms, underwater turbines have been used to produce renewable energy. These resources that can be used again and again, although there are still many more things that we could be doing; things that you and your family can do together. You can reduce the amount of waste you produce. This can be done by being more resourceful with the things that you use and buy. You and your family can recycle many items in your home. Just look at what you can reuse: jars, bottles, bags... Did you know that a hundred thousand tons of carrier bags are being thrown away every single year? This is the same weight of seventy thousand cars. You and your family can put a stop to this by simply using your bags rather than just throwing them away. Many items that you use can be recycled: cans, bottles, paper ... even electrical goods and food can be recycled. It is important we don't just throw these items away. Reused cans could easily become part of a new car and reused glass bottle could be made into new windows for your home. So make sure you use a recycle bin every time. There are many simple things that you and your family can do around your home. Plant a tree in your garden and watch it grow. Make compost with your leftover food and grow new food. When the weather is nice hang your clothes out to dry. All these things could not only save the environment, they can also save your family money. What we have right now is a chance to preserve our future. Tell your parents, the grandparents and your friends to do the small things that count. We must take it step by step to make sure that you have a future to grow up. Person by person, family by family, community by community. Together we can make a difference.

Unit 2



Music to my Ears

Getting In The Mood

Music is everywhere! It's considered essential in most people's lives. What about for you? Take a look at these quotes. Are there any that relate to your life? Which one do you agree most?

i can't go
a day
without
listening to
music

People are like
Music;
some speak the
truth and others
are just noise

GIRLFRFRPARIS / TUMBLR

Music is a means of giving
form to our inner feelings,
without attaching them to
events or objects in the
world.



QuoteHD.com

George Santayana
Spanish Philosopher
1863-1952



#2579

"MUSIC EXPRESSES THAT WHICH
CANNOT BE SAID AND WHAT IS
IMPOSSIBLE TO KEEP SILENT"

kushandwisdom.tumblr



Source: googleimages/musicquotes

Music And Its Advantages

Regardless of your taste in music, it's clear that tunes benefit our health. Music is capable of a number of benefits. Have you ever wondered how music affects our health?



1) Read the article and then choose the best answer for the questions.

How Music Benefits Our Health

1) Improves visual & verbal skills

Several studies have shown that music education at an early age stimulates the child's brain in a number of ways that helps to improve verbal skills, communication skills and visual skills.

A study that looked at 4 to 6 year olds who were subject to one month of musical training that included training in rhythm, pitch, melody, voice and basic musical concepts resulted in enhanced ability to understand words and explain their meaning.

A study using subjects that were 8 to 11 year olds found that those who were involved in extra-curricular music classes were developing higher verbal IQ's and their visual ability was greater than those who were not receiving the training.

2) Keeps an aging brain healthy

Research has shown that having musical training and listening to or playing music in old age can help keep the brain healthy especially as it ages. Since listening to music is like exercising the brain, one can expect the benefits of better memory and mental sharpness as they age.

Even people who have some form of brain damage can regain partial or full access to memories (depending on severity) by listening to music, as listening can help draw on old memories and neurological patterns due to the fact that the rhythm and sounds of music stay within the core of the mind for a long time.

3) Music Makes You Happier

As mentioned before, music has the power to do so much. It can make you feel happy, sad, excited or even pumped up. Listening to music that hits you in a special way causes your brain to release dopamine which is known as a feel good chemical. It causes us to feel emotions like happiness, excitement, joy, etc. Listening to music provides us with the same burst of happiness that we would get from eating a piece of chocolate, sex or certain drugs.

4) Heartbeat, Pulse Rate & Blood Pressure

Studies have shown that music strengthens the heart and improves the recovery time of patients who were suffering from heart disease.

Regardless of the genre of music, listening to your favorite music releases endorphins in the brain that help to improve vascular health. It has been seen that both men and women who listened to music soon after cardiac surgery were much less anxious and even reported having less pain as opposed to those who rested quietly.

5) Improves Sleep Quality

Some of the most common things to interfere with sleep are stress and anxiety (heart rates.) Since music has the ability to affect both in a positive way, research has found that listening to music at various times promotes better sleep patterns for people and even created more restful sleeps. In some cases music might even be able to be used to effectively treat insomnia.

6) Boosts Your Immune System & Reduces Pain

Research has shown that music is capable of reducing levels of the stress hormone cortisol, which is responsible for weakening the immune system, increasing risk of heart disease, interfering with learning and memory, lowering bone density, blood pressure, etc. Research found that by listening to just 50 minutes of uplifting music the levels of antibodies in the human body increases. While different types of music were not studied, it is important one listens to music they enjoy as personal preference of music does have an effect on overall physical effects.

7) Reduces Depression & Anxiety

Researchers from Drexel University found that cancer patients who either listened to music or worked with a music therapist experienced a reduction in anxiety, had better blood pressure levels and improved moods. Music can have positive effects on the psyche, mood, pain and quality of life as well.

Adapted from <http://www.collective-evolution.com/2014/03/13/seven-reasons-why-music-benefits-your-health/>

1) The term *enhanced* (line 4) as used in the text can be defined as:

- a)reduced
- b)improved
- c)decreased

2) Which of the following is a true statement?

- a) Music only benefits kids
- b)Music can have positive effects in all ages

c) Music improves your health if you are teenager

3) What are the chemicals that the brain releases when listening to music?

- a) dopamine and endorphin
- b) dopamine and adrenalin
- c) endorphin and norepinephrine

4) All these statements are true, except:

- a) Music can be used to treat anxiety, insomnia, heart disease as well as stress.
- b) Patients who worked with music therapy had better results on their treatments.
- c) Music will only benefit your health if you listen to a specific type of music.

5) Do you know anybody who has done music therapy? If so, how has the treatment worked for him/her?

Idiomatic Expressions

Music is an important part of culture and traditions, and there are many English idioms based on music. You will learn some of them!



FOR A SONG

FACE THE MUSIC

MUSIC TO MY EARS

RING A BELL

JAZZ SOMETHING UP

1) Complete the meanings with the expressions presented.

a) If something someone says is _____, it is exactly what you had wanted to hear.

b) If you have to _____, you have to accept the negative consequences of something you have done wrong.

- c) If you buy or sell something _____, it is very cheap.
- d) If something _____, it sounds familiar, but you don't remember the exact details.
- e) If you _____, you add something to try to improve it or make it more stylish.

2) Choose 3 idiomatic expressions and write your own sentences.

Let It Play

As mentioned before, music has the power to make us happier, that is, music and happiness are related.

In groups, discuss the questions.

How does music make you feel?

Do you believe that music speaks what people feel inside?

Is music a good way of getting messages across?



Pharrell Williams became very famous because of his song called HAPPY and people all over the world started to put videos on the internet of themselves singing the song. You are going to watch an interview made by Oprah Winfrey, a famous TV host, with the singer.



"Happy" Makes Pharrell Williams Cry 2:43

www.youtube.com/watch?v=IYFKnXu623s

1) Now answer the questions according to the interview.

a) When did Pharrell Williams put his video on the internet?

b) Why does Pharrell Williams cry when he watches the videos from people around the world?

2) In your opinion, why did the song become so famous?

3) Listen to the song and complete the gaps.

Happy - by Pharrell Williams

It might seem crazy what I'm about to _____
Sunshine she's here, you can take a break
I'm a hot air balloon that could go to space
With the air, like I don't care baby by the way

Because I'm happy
Clap along if you feel like a room without a _____
Because I'm happy
Clap along if you feel like happiness is the truth
Because I'm happy
Clap along if you know what happiness is to you
Because I'm happy
Clap along if you feel like that's what you _____ do

Here come bad news talking this and that
Yeah, well, gimme all you got and don't hold back
Yeah, well I should probably warn you I'll be just fine
Yeah, no offense to you don't waste your _____

Here's why
(Happy) bring me down
Can't nothing (happy) bring me down
My level's too high (happy) to bring me down
Can't _____ (happy) bring me down

I said
(Happy, happy, happy) bring me down
Can't nothing bring me down
My level's too high (happy) to bring me down
Can't nothing bring me down
I said

C'mon

www.youtube.com/watch?v=y6Sxv-sUYtM
www.vagalume.com.br/pharrell-williams/happy.html

4) What message do you think Pharrell Williams wanted to get through?

Connected Speech

Connected Speech are words that are created by combining words in order to make them shorter. It's more common in American English and people use them when speaking casually, for example, with friends. That means that we do not use them in formal speech and we almost never use them in writing. However it's very common in music to keep its melody.



Look at some examples.

“gimme all you got and don't hold back” (Pharrell Williams)

“nothing's gonna change my love for you” (Glenn Medeiros)

“If you wanna be my lover, you gotta get with my friends” (Spice Girls)

1) In pairs, match the abbreviation with the correct words.

- | | |
|----------|-----------------|
| a) gimme | () have got to |
| b) gonna | () give me |
| c) wanna | () going to |
| d) gotta | () want |

2) Complete the sentences using the contractions you've just learned.

- I _____ go home
- Can you _____ a hand?
- What are you _____ do?
- I _____ go now.

Word Stress

In English, we do not say each syllable with the same force or strength. This means that one part of a certain word is said louder and longer than other parts of the same word. You can learn that by practicing and by learning some rules.



Words that end in **SION, TION, IC** and **IAL**: stress the syllable before this ending.

Illusion, Solution, Unrealistic, Official

Words that end in **IALLY, ICAL, CY, TY**: stress is on the second syllable before this ending.

Officially, practical, democracy, loyalty

1) Circle the stress in the words.

television	Essentially	artificial	ability
satisfaction	fabric	agency	economical

Biography

What do you know about your favorite singer?

Have you ever considered writing a biography about this person?

A biography can contain almost anything about a person – what information you include is up to you. Most biographies are written in the third person and its basic structure includes an introduction, the body and the



conclusion. Moreover, it will contain basic facts like the time and places in which the person lived. Take a look at the example:

Mae Jemison: Space Star

Have you ever dreamed of flying freely through outer space, surrounded by a sea of stars? Mae Jemison fulfilled that dream. On September 12, 1992, aboard the spaceship Endeavour, she became the first African-American woman to blast into outer space. This wasn't the only time, however, that Jemison had reached for the stars and realized her dreams.

Jemison was born on October 17, 1956, in Decatur, Alabama, but she grew up in Chicago, Illinois. There weren't many well known African-American female role models while Jemison was growing up, but she didn't let that stop her from achieving her goals. She was especially interested in anthropology, archaeology and astronomy. Luckily, her parents encouraged those interests. That encouragement drove her to excel. She graduated from high school at 16! Then she earned degrees in chemical engineering and African-American studies at Stanford University. Later, she graduated from Cornell University's medical school. No challenge was too great for Jemison to take on.

Jemison's accomplishments did not end there. In 1981, she joined NASA's space program in Houston, Texas. And in 1988, Jemison realized her biggest dream: She finally became an astronaut! Just four years later, she was named science mission specialist (another NASA first) on an Endeavour flight.

Today, Jamison encourages young people—especially women and girls—to study the sciences. Her life example teaches us to follow our dreams, no matter how great.

1) Write a biography about your favorite singer. Find out as much as you can about that person. Then, follow the steps below to guide you on your writing.

How to write a biography:

0-Title: The title should include the name of the person you are writing about.

1-Paragraph 1: Introduction: Write an introduction that grabs the reader's attention and explains who you are writing about.

2 -Paragraph 2: Include the details that you think are most interesting and important.

3 - Paragraph 3: Provide information about the person's talents and accomplishments.

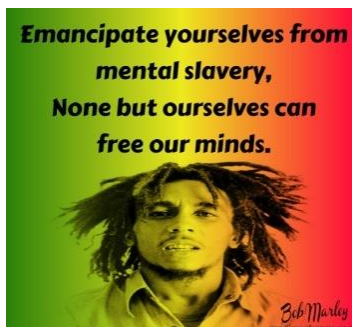
4 -Paragraph 4: Conclusion: Write a conclusion that includes your opinion about why it is important to learn about this person.

5-Revising and Editing: Carefully read each section of your paper. Make sure that what you wrote is clear and easy to understand. Check your spelling and punctuation too.

Adapted from: www.timeforkids.com/homework-helper/a-plus-papers/biography

#Share1love

Bob Marley's songs are known around the world. Decades after his passing, Marley's music remains widely acclaimed. He had huge social and political importance and his commitment to fighting oppression and spreading love was clearly seen on his lyrics. The quotes below were all taken from Marley's song. What message can you get from them? Discuss with a partner.



Bob Marley's engagement to unite the planet through acts of love and kindness continues by his family through a website which carries his name. There people post videos showing simple actions in which love is the most important issue. Check it out at www.bobmarley.com/share1love.

1) Record a speech showing how you #share1love with the world. What messages or actions of love do you think is important to get across? You will post it in the same website mentioned above and you can do it in pairs or individually and it must have at least one minute.

Message from the author:

I'm pleased to welcome you to this unit Music To My Ears. It's important to offer students stimulating topics that increase their motivation for learning. I hope that students who use this unit will also learn interesting things about music and about themselves, and I very much hope that you will enjoy it as well!

You can teach this unit in two, two hour classes. If you have extra time, at the end of this guide there is extra material (a movie) that you can explore with your students.

➤ Warm-up

Getting in the mood

This activity introduces the topic of music by looking at different quotes expressing feelings towards music. In small groups, students choose the one that most relates to their lives, and which ones they agree or do not agree with. Check if they understand the quote's ideas. Elicit students to add other quotes they might know and share some ideas and opinions with the whole class.

➤ Reading

Music and its advantages

Do the introductory question as a whole class and try to get some personal examples. Then, individually, ask them to read the article. Monitor to help with vocabulary if necessary. Since it's a long text allow extra time. Questions 1- 4 are reading comprehension and question 5 is a post-reading activity about music therapy. You can spend some time talking how music therapy works. *The therapy builds on traditional counseling practices by incorporating, depending on the patient's needs and interests, things like instrument playing, singing, and listening to music, helping to unleash creativity, reduce discomfort, and enhance the overall experience of being in the hospital. The emphasis is in musical experiences as a tool of self-expression and interaction. Music therapy can be divided to two main categories, receptive (music listening based) and active (music making). The latter refers to musical self-expression and interaction that often is spontaneous, free improvisation with instruments or voice. Contrary to common conception, music therapy does not presuppose musical skills or talent.* Source: <http://ithp.org/articles/musictherapy.html>

☛ 1) b 2) b 3) a 4)c 5) Answers may vary

➤ Vocabulary

Idiomatic Expressions

This activity will focus on the expressions based on music. Write the idiomatic expressions on the board and encourage students to guess their meanings. Then, tell students to do activity 1 and compare with a partner before you check answers.

☛ a) *music to my ears*
b) *face the music*
c) *for a song*
d) *rings a bell*
e) *jazz something up*

Activity 2 students come up with their own sentences to reinforce what they've just learned. They can do in pairs or individually. Monitor the exercise while they are doing it, so you don't need to waste time correcting it. There are times when your monitoring will inform you that an exercise was no real problem and that students can do the task without errors.

(Encourage students to keep a journal of vocabulary words presented in this unit as well as in the whole syllabus. Recycle the words in other activities whenever possible. This will increase the possibility of new words becoming part of the student's active vocabulary.)

➤ Listening

Let it play

As a pre-listening activity, students discuss in groups the questions proposed. Get some ideas from each group and compare them. Ask them to give examples of music that had messages successfully disseminated. After, ask them what they know about Pharrell Williams and Oprah Winfrey. Below is some information about them found at Wikipedia.org.

Pharrell Williams (born April 5, 1973), also known by his mononym Pharrell is an American singer-songwriter, rapper, record producer, and fashion designer. For further info go to: pharrellwilliams.com

Oprah Gail Winfrey (born January 29, 1954) is an American media proprietor, talk show host, actress, producer, and philanthropist. Winfrey is best known for her talk show The Oprah

Winfrey Show, which was the highest-rated program of its kind in history and was nationally syndicated from 1986 to 2011. Dubbed the "Queen of All Media", she has been ranked the richest African-American of the 20th century, the greatest black philanthropist in American history, and is currently (2012) North America's only black billionaire. For further info go to: www.oprah.com

Play the video for question 1 (a,b) and repeat it if necessary. Put students in pairs to do this activity and then ask them to compare the answers with other pair. For the post-listening activity (question 2), ask students to share their opinions with the whole class.

- 8 ←
- 1) a- November 21st
b- Because he thinks it is overwhelming to see that people have believed in him for so long that he could make it to that point. He got emotional seeing that people around the world put their own videos on the net singing his song
 - 2) Answers may vary.

Transcript - Happy Makes Pharrell Williams Cry

PW: ... nothing and the next thing you know you put on the video on November 21st and all of a sudden boom. I mean, when I say boom

OW: you mean the boom yeah

PW: and we were like what's happening? Okay, first of all, people are putting up their own video

OW: yes

PW: it was like no longer my song.

OW: I think I shall be taken...can we roll the tape of that when people started putting videos around the world of themselves getting.

Music plays...

OW: Slovakia, Portugal. just amazing...wow...ash makes me cry too, makes me cry too. you know, I was just thinking about your grandmother. I bet she didn't even imagine that. No, she didn't even imagine that. I know, I know, it's beautiful.

PW: Why I am crying?

OW: you know, it's being used for something that's greater than yourself. I get that.

PW: it's overwhelming because it's like I love what I do and I just appreciate the fact that, like, people have believed in me for so long that I can make it to this point to feel, to feel that. Sorry...

OW: I get it. I really get it. I so now get why it's so infectious because it came from such a clear space that the energy was absolutely uninterrupted by anything other than allowing it to flow from heart to heart and that's what happens when you see it.

In question 3 students will listen to the song discussed in the previous interview and fill the gaps in with the missing words. Play the music once and check for answers. Play the

music twice and encourage students to sing. To make it more fun you can divide the class in groups and vote on which sang better.

☞ 3) *say, roof, wanna, time, nothing*

Discuss question 4 as a whole class and encourage everybody to give opinions. After, allow some time so they can write their own answers.

☞ 4) *Answers may vary*

➤ Pronunciation

Connected Speech

Call students attention to the lyrics from the previous exercise. Explain them what connected speech is, presenting the examples given and elicit them to find some more in the lyrics. Highlight the importance to learn this topic. After, do activities 1 and 2 in pairs. Ask if they can remember other songs in which these informal contractions are used.

☞ 1) *d, a, b, c*
2) *a- wanna b- gimme c-gonna d- go*

Word Stress

Tell students that we do not pronounce the words with the same strength. Some syllables we say louder than others. Practice with them the examples given and focus on the rule. Elicit for more examples. In pairs, students do the activity. Tell them to check the answers with other pairs before you check with the class. Ask them to repeat the words after you for practice.

☞ *Television, satisf**ac**tion, **f**abric, **ar**tificial, **ess**entially, **eco**nomical, **ag**ency, **ab**ility*

➤ Writing

Biography

This activity will focus on the student's favorite singer. Elicit them to give information about their favorite singer and what a biography is and ask if they have ever read a bio. Present the students the steps they will take to write their bio. This task must be done individually and if you are short in time you can assess it as homework. Remind the importance to use the checklist to make the writing clear and organized. After the production, the texts must be revised. This revision should be done by the teacher, and

after that, the writer must have the chance to rewrite it. (See appendix 6 for correction code) You can put the biographies on the walls around the class and get the students to choose the one they think is the best. Another option is to make students switch their writing and discuss the information they did not know about each singer or the ones they think are more relevant.

➤ Speaking

#share1love

The objective of this activity is the oral production. First, ask students to give their opinions about the singer Bob Marley and his legacy. If they do not know much about him, provide some information (check at: www.biography.com/people/bob-marley-9399524 and www.youtube.com/watch?v=TZSHQGrmJaE). Elicit them to talk about his most popular song and then to talk about the quotes that had been taken from Marley's song. Tell students to do it in pairs. (As students have a tendency to get together with the same partner, put together a student who doesn't know much about Bob Marley with a student who knows about him). After that, students will produce a video to be posted on Bob Marley's official site and its intention is to get across a message of love, one of the main ideals of Bob Marley's journey. Ask students what idea of love they think would be interesting to share with the world. Give some suggestions and show some real examples from the website - www.bobmarley.com/share1love. This task can be done in pairs as well as individually. Students should plan their talks and then show it to the teacher before post it. This way the teacher can correct some structures and grammatical features. It is important to give feedback to the students. Corrective feedback plays an important role in the kind of scaffolding that teachers need to provide to the students to promote continuing growth.

➤ For further learning

If you have available time, you can watch the movie August Rush and explore it later doing a debate in class. The movie tells about the story of a charismatic young Irish guitarist and a sheltered young cellist who have a chance encounter one magical night above New York's Washington Square, but are soon torn apart, leaving behind an infant, August Rush, orphaned by circumstance. Now performing on the streets of New York and cared for by a mysterious stranger, August uses his remarkable musical talent to seek the parents from whom he was separated at birth.

Source: <http://www.imdb.com/title/tt0426931/plotsummary>



Test Booklet Unit 2

1) Read the text and answer the questions:

Hearing Loss and Headphones - Is Anyone Listening?

Today, 1 in 5 teens has some form of hearing loss - a rate about 30% higher than it was in the 1980s and 1990s - which many experts believe is due, in part, to the increased use of headphones. James E. Foy, an osteopathic pediatrician from Vallejo, Calif., explains what you can do to minimize the risk of hearing loss.

"Listening through headphones at a high volume for extended periods of time can result in lifelong hearing loss for children and teens," says Dr. Foy. "Even a mild hearing loss due to excessive noise could lead to developmental delays in speech and language."

So, how loud is too loud?

"Most MP3 players today can produce sounds up to 120 decibels, equivalent to a sound level at a rock concert. At that level, hearing loss can occur after only about an hour and 15 minutes," warns Dr. Foy.

"I stress to my patients and the parents of my patients that if you can't hear anything going on around you when listening to headphones, the decibel level is too high," he says.

Dr. Foy advises that people should not exceed 60% of maximum volume when listening through headphones.

Duration of exposure to noise is also a major factor. How long is too long?

"As a rule of thumb, you should only use MP3 devices at levels up to 60% of maximum volume for a total of 60 minutes a day," says Dr. Foy. "The louder the volume, the shorter your duration should be. At maximum volume, you should listen for only about five minutes a day."

Adapted from:

www.osteopathic.org/osteopathichealth/aboutyourhealth/healthconditionslibrary/generalhealth/Pages/headphone-safety.aspx

1) Cross out the options below that are not correct. (you can cross out one, two or three options).

I - Hearing loss is most common in:

- a) children b) teenagers c) adults d) elderly

II - Music is too loud and hearing loss can occur if it produces:

- a) 120 decibels b) 150 decibels c) 100 decibels d) 180 decibels

III - What statements are not correct?

- a) It's ok if you listen to music only in the morning.

- b) If the volume is too high you can listen to music only 60 min a day.
- c) If the music is too loud, you can listen to it less time.
- d) You can listen to music 1hour a day if the volume is 60% of its maximum.

2) Underline the most appropriate contraction:

- a) I´m not gonna/gotta go to the party tonight ´cause I don´t feel good today.
- b) You shouldn´t have taken my car without permission, so please, wanna/gimme my keys back.
- c) I don´t wanna/gonna spend my free time here. Let´s go somewhere else.
- d) You bought a BMW! You gimme/gotta be kidding me!

3) Complete the expressions with the words in the box and then match them with their meaning

face	jazz	ears
song	ring	

- a) music to my _____
- b) _____ something up
- c) for a _____
- d) _____ the music
- e) _____ a bell

- () to accept criticism or punishment for something that you have done
- () to make something more interesting or exciting
- () something you are pleased to hear about
- () very cheap
- () to sound familiar

4)Write two sentences using any of the expressions:

5) Listen to the interview with Alex, a student who has a job as college DJ, and then choose the best answer for the questions.

Alex Todd



Source: www.ello.org/english/0201/229-Alex-DJ.htm

I - What's is the name of the Radio Station that Alex works at?

- a) WWPP
- b) WNQP
- c) WMKP

II - Alex doesn't work as turntable DJ, that is, a person who plays spinning and rotating discs.

- a) True
- b) False

III - Alex likes to play:

- a) Electronic
- b) Classical
- c) All kinds of music

IV - The DJ knows a lot of bands because:

- a) He also plays in a band
- b) He holds concerts at the radio station
- c) He loves music

Self- assessment

What have you learned from the unit *Music To My Ears*? Fill the lines below.

I feel confident about: _____

I need to spend some more time working on: _____

I didn't understand: _____

Answer Key TestBooklet - Unit 2

- 1) I -a, c, d II - c III - a, b
- 2) a- gonna b- gimme c- wanna d- gotta
- 3) a- ears b- jazz c- song d- face e-ring
- d / b / a / c / e
- 4) Answers will vary
- 5) I - c II - a III - c IV - b

Transcript (Activity 4)

Todd: Alex, can you talk a little about working at a radio station?

Alex: Yeah, sure. The Radio station at my school is called WMKP. I'm actually a DJ. Well, not the turn table DJ per se, but a DJ that just plays music and talks on the air a lot, so I do that a lot and that's really fun because I can have guests over and I can play, I like all kinds of music, and where I am only people listen to certain types, so I like to sort of open their ears to many different kinds of music from, I don't know, electronic, to classical, to jazz, to whatever I feel like playing. And it's really a bunch of fun. You make a whole lot of friends and you meet bands too because we have, we hold concerts sometimes so, you know, maybe I'm working at the radio station. I'm part of the staff at the concerts and I meet a lot of bands. It's really a very, very, very, very, very fun.

RATIONALE

The purpose of this study is to provide teachers a material to help them in their practices of teaching English as a second language based on a communicative approach. In the communicative approach the teacher is the facilitator and the interaction takes place mostly between students. Hence why I resorted to activities that can be worked in groups, in pair as well as individually. All four skills are developed when teaching the units proposed and its main objective is to improve students' fluency.

Both units are designated to low intermediate students of private language institute, mainly teenagers, but it can also be worked with adults, since the topic is appropriate for both age-groups. If a student is low intermediate it means he/she is in the level B1, according to CAMBRIDGE ESOL (2011, p.8) , at this level a learner is supposed to be able to do in reading, listening, speaking and writing all the things described:

“Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.”

In order to make the study of English meaningful, the first unit of the present work explores a topic that is connected with students' life in a way that they can enhance their learning and besides that, there is a social purpose. This is the objective of critical literacy, in which the language can also be used as a tool for the student's reflections about his/her position in society, that is, a way to transform oneself and the community. As MATOS and VALERIO state (2010, p.154) “o ensino da língua torna-se, assim, um meio para atingir ambos os objetivos: o desenvolvimento da competência comunicativa do aprendiz e a formação do individuo cidadão”.

The environment is the topic presented in this first unit. The reason for choosing this topic is that students, besides increasing their awareness about environmental problems especially in underdeveloped countries such as Brazil, may face up to situations when environmental knowledge is needed. Studying about the environment will help students develop good habits, as for example, how to reuse, reduce and recycle. Moreover, it will address the challenges and make

students take responsible actions. It is important to make them believe that simple gestures will make a difference.

The second unit presents a more pleasant topic which is music. Most of the students use music to improve their English and it's also useful due to its spoken language. It is part of everybody's lives and it has a special power. It is widely believed that songs help to obtain and remember vocabulary because more words were acquired when they were sung rather than spoken. Furthermore, music is a great teaching tool to improve listening skills, thus it encourages learners' confidence in language. In addition, there are many songs that deal with topics as prejudice for example, adding to the language teaching, room for reflection and critical thinking, that is, a social purpose. So as to make the learning process more relaxing and enjoyable, a song which has made so much success around the world due to its positive message is proposed in the unit. Besides the song, as another listening activity, an interview is held by a famous American TV host with the singer of the song proposed.

In the units, listening and reading skills involve activities of three-part sequence consisting of pre, while and post. Unit 1 for example, the pre-listening activity requires prior knowledge and is expected from students that they come up with key vocabulary. The while-listening activity is a conference taken from the website TED. It focuses on comprehension through activities that require selective listening, in this unit specifically, it is an information transfer question and true or false. The post-listening activity demands students to give their own opinions, relating the topic discussed to their own lives.

The texts and audios used in this work were taken from the internet and they are all authentic materials. The authenticity provides exposure to real language, and can guide them toward the language they need for their particular context. It is of paramount importance to use these types of materials when teaching even though there is no total understanding. Therefore, in order to minimize this 'problem', pedagogical support is essential.

In this work input was also considered important. In the beginning of each section, that is, reading, listening, speaking and writing, the activities were proposed to engage students in a way that they could negotiate meaning through input. MYLES and MITCHELL (2004, p.106) agree

that “more questionable the input is, the better is its usefulness”, thus questions introducing the topics are often asked.

Grammar is also regarded as substantial although the rules are no longer so significant. In the first unit the topic of grammar explored was chosen due to its importance on the texts used. Yet, on the second unit it was chosen regarded to its necessity to understand better the songs. The activities are developed through a task-based approach. According to RICHARDS & RENANDYA (2002), this approach involves the use of tasks that engage learners in meaningful interaction and the learning of grammar is through task performance, not through grammar syllabus. Students must develop the ability to understand and produce language, therefore rules are observed subconsciously, in an inductive approach, that is, we give learners examples of the language in context, allowing them to process their knowledge and come up with the rule from the practical examples. It's a bottom-up process, therefore, the learning process goes from language to meaning and from examples to rules. It is an opportunity for learners to notice the grammar, that is, the linguistic form, while they are using the language. Moreover, the inductive grammar teaching forces students to rely on their own analysis of the language and focus on the use of the language without being held back by grammatical terminology and rules that can inhibit fluency.

Proper pronunciation is essential when learning English, so it is also explored in the units to encourage students with fluency and confidence. SILVA, PACHECO and OLIVEIRA (2007, p.81) state that “a familiaridade com os padrões sonoros da língua estrangeira oferecerá ao aprendiz a oportunidade de ter um desempenho significativamente mais acurado e uma comunicação mais eficaz.” The advantages of teaching pronunciation can be noticed in the early stages of learning because it helps students understand how to form sounds that are not found in their first language. So, pronunciation can't be underestimated by teachers. Furthermore, CRISTÓFARO-SILVA (p.78) claims that “o ensino de língua estrangeira deve levar em conta as categorias sonoras (e gramaticais) mais frequentes na língua estrangeiras”. For this reason, in the unit *My planet, My life*, the pronunciation of the *ing* form is explored due to its frequent use in the lesson.

In order to develop the student's speaking skills, the tasks proposed in unit 1 is a problem solving game in which the learners must come up with a solution to a problem related to the environment.

This type of task is known as *talk as transaction* and it refers to situations where the focus is on what is said or done, on the exchange of information. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other, that is, the main focus is on the message and not in the participants, as mentioned by RICHARDS (2008). The input necessary to accomplish this task has been presented throughout the unit.

Nevertheless, in unit 2, the speaking activity asks the students to produce a video giving a short speech spreading the message of love. This type of task on the other hand is known as *talk as performance*, and it refers to public talk. It tends to be in form of monolog rather than dialog. As its main features, RICHARDS (2008, p.28) points out: “focus on message and audience, organization and the importance of both form and accuracy.” He also states that “using an appropriate opening and closing, creating an effect on the audience as well as using correct pronunciation and grammar are some of the skills in using talk as performance.”

As a writing task, the genre explored in unit 1 is campaign. The main objective of a campaign is to persuade. Its intention is to clarify the population about a specific topic, as well as to convince them to mobilize and take action . Yet, in unit 2, biography is the genre to be worked on, and its intention is to inform the readers, facts about the life of someone. It is important when working with writing production to introduce to the students communicative aspects of the language. TENUTA and OLIVEIRA (2011 p.318) affirm that “O trabalho com gêneros textuais no ensino de uma língua estrangeira aumenta também a consciência linguística do aprendiz, permitindo seu engajamento e atuação social nas comunidades nas quais ele se insere.” Moreover, the authors comment that it is necessary to think about some considerations when proposing a written task, such as: who is going to write this, whom to - friends, teacher, audience, what genre is going to be written, why - what is the communicative purpose and what is it for – what is the goal to be achieved. So, the writing process involves generating ideas, planning and reviewing.

As a suggestion to assess the student’s work, at the end of the term, the teacher could write a report on their student’s performance either for the student or for the school. The report should register how well the student has done, focusing on their weaknesses and strengths as well as balancing between positive and negative feedback. Reports of this kind are important for future

improvement and progress. Furthermore, student's own assessment is also relevant, as proposed at the end of each test booklet.

This test booklet is an achievement test which is designed to measure learner's language and skill progress in relation to the syllabus they have studied. This test only works with the items which the students are familiar with, reinforcing the learning that has taken place. According to BROWN (2003,p. 48) "achievement test can also serve the diagnostic role of indicating what a student needs to continue to work on in the future, but the primary role of an achievement test is to determine whether course objectives have been met."

Attached to this project, a teachers' guide was made for each unit so as to provide the teachers support when teaching them. All the activities proposed in the units are well explained in the guide and it also has the answer key for the exercises as well as the listening activities' transcripts. Also, for further learning and if there is time available, a suggestion of a movie is given in each unit with the same theme to be explored. It is an opportunity for the teacher to work with extra material in his/her own way.

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Appendix 1



Source: www.somersetwaste.gov.uk/more/food/lfhw-community



Appendix 3



Source: http://www3.lancashire.gov.uk/corporate/news/press_releases/y/m/release.asp?id=201305&r=PR13/0235



Source: <https://www.pinterest.com/pin/304204149799537050/>

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Source: <http://www.nlm.nih.gov/exhibition/visualculture/air.html>



Source: <http://tiendatdaniel.com/2012/02/01/poster-anti-bullying-campaign-book-cover/>

Appendix 6

Writing Correction Code

Writing correction code - Try - Activities © BBC | British Council 2007

Writing correction code

Code	Use	Example
WW	Wrong word	<i>As our plane flew <u>on</u> the mountains we saw snow.</i>
WT	Wrong time	<i>As our plane flew over the mountains we <u>see</u> snow.</i>
WF	Wrong form	<i>As our plane flew over the mountains we <u>was seeing</u> snow.</i>
WO	Wrong order	<i>As our plane over the mountain <u>flew</u> we saw snow.</i>
SP	Spelling	<i>As our plane <u>flue</u> over the mountains we saw snow.</i>
P	Punctuation	<i>As our plane flew over the mountains; we saw snow.</i>
X	Extra word	<i>As our plane flew over <u>to</u> the mountains we saw snow.</i>
M	Missing word	<i>As our plane flew over the mountains <u>_</u> saw snow.</i>
R	Register	<i>As our plane flew over the mountains we <u>observed</u> snow.</i>
?	Not clear	<i>As our plane flew over the mountains we saw snow.</i>
!	Silly mistake!	<i>As our plane flew over the mountains we <u>seed</u> snow.</i>
RW	Try re-writing	<i><u>Our vehicle flies, we snow find, over mountains you saw it.</u></i>

