Universidade Federal de Minas Gerais - UFMG

Faculdade de Letras – FALE

Curso de Especialização em Ensino de Inglês - CEI

MATERIAL DIDATICO PARA O ENSINO DE INGLES: ALUNOS INTERMEDIÁRIOS E PRÉ-INTERMEDIÁRIOS DE ESCOLAS PUBLICAS E INSTITUTOS DE LINGUA.

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2014

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Trabalho de Conclusão de Curso apresentado junto a UFMG – FALE – CEI, como um dos requisitos para a obtenção do título de especialista.
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CONTENTS

INTRODUCTION

The objective of this teaching material is to contribute to English as a foreign language learning process, which approch is communicative, and its propouse is to get the students immersed in learning the target language in an useful and meaningul way. The authentic materials are presented along the units, so they can lead the language learning to a realistic perspective. The abilities involved along the sections of this diadactic material are listening, speaking, reading and writing, which are simultaneously connected, so the learners will not learn in isolation, but immersed in a whole context.

The diadactic material consists of two units, with diferent themes, target groups and levels. Also, there is a teacher's book for each unit with instructions, extra tips, games and key-answers. There is also a test booklet at the end of each unit and its key answers too, the purspose of this exercicing material is to develop and review the skills, vocabulary and gramar learnt so far along the unit. Furthermore, these two units were elaborated for young adults, the material is directed to private language institutes, and public schools, which levels are pre-intermidiate (Unit1) and intermediate (Unit2). The units are organized within these sections:

Let's get started: Here it is a warm up which gives directions to the students, leading them to reflect and rescue some background and knowledge that they aready know about the topic, this section prepares the students before the lesson plans and the purposed topic, in an interactive way.

Getting ready: In this part, the topic of the reading content is introduced to the learners. They may discuss and interact with each other in order to have a previous knowledge of what it is going to be about.

Reading: The reading texts are taken from athentic sources, specially throught internet, which tool is a great source nowadays, it makes part of people daily routines. The texts themselves also bring a variety of language, specially internet ones, and its target group is also involved for each topic.

Let's get to know more about the text: In this section, the student will develop his/her genre textual ability, they will understand and explore the genre of the text in a meaningful way.

Vocabulary activity: The activity propoused in this part helps the students to recognize and improve the vocabulary learnt, it can be assimilated throught meaningful exercises in contextualized forms.

Checking comprehension: The purpose of this part is to check the students comprehension about the text itself, the language and the meaning through the activities requested.

Grammar focus: The gramar is explained in a clear and contextualized way, the sentences are taken from the same reading authentic material, so students can see and

associate the language better. It also helps the learners to understand the rule without explicit it in a formal way, they have to reach at the point by consciousness raising.

Getting prepared: The activities are like a warm up, it is an opening to discussions and interactions with each other about the topic meantioned in the next section, which is called 'Let's listen'. Basically it is a listening introduction and preparation, the learners will activate their background knowledge and language as well.

Let's listen: It is a listening process, which students may improve some skills like, listening compheension for general meaning or specific statements. The material is authentic, taken from the internet as well. Once more, it is a kind of real source which immerses the learners to a realistic content.

Speaking activity: In this section the speaking skills are developed by the students through meaningful activities which are guided, it means that there are necessary instructions in order to follow and have a sucessful speaking.

Writing: The writing activity is connected to the habilities as well, for instance speaking or reading, because it depends on the topic and the text genre, so writing is a product of what the students have learnt so far, it is a chance and time to produce language and bring its meaning to reality in context.

Bellow, there are some brief descriptions of each unit content and aims:

Unit 1 – Hobbies and Interests: The theme of this unit is *Hobbies and Interests* and it was directed to teenagers and young adults, specially, between 17 to 25 years old from private institutes and high school education in public schools. The topic is very dynamic and also the exercises. These kind of students can share ideas and learn the target language talking about their interests, it also means that everything was presented and prepared according to their appropriated ages and interests.

The vocabulary is about hobbies and the grammar (like, love + ing) directs the use of the vocabulary learnt along the unit, how to express their likes and dislikes. The text is taken from a blog, (on the internet), it is a very useful tool, because they have to study the comments on it and also prepare a writing activity using technology sources too, like producing a poster which they share ideas in a glogster. Also the speaking activity is based on the listening section (informative video taken from youtube). All the skills are connected and the usage of authentic material is very present. The appropriated level is for pre-intermediate students.

Unit 2 – Watch out! Cybercrimes are everywhere: Meanwhile, the theme of this unit is *Watch out! Cybercrimes everywhere*, and it was directed to teenagers and young adults, specially, between 17 to 30 years old from private institutes and high school education in public schools. The topic is very dynamic and also the exercises. The students can discuss about the topic based on its information on reading and listening, through speaking and writing in the target language, the unit's objective is to make the students aware of what is a cybercrime and its effects and how to protect from its

dangers. The whole content was presented and prepared according to their appropriated ages as well.

The vocabulary is about computer crimes and the grammar is passive and active voice. The text is taken from a blog, on the internet, this type of text is authentic and it makes part of their reality, it can help them to be more aware of is crimes, so as they get involved with the text, they will be more prepared and lead to produce their writting activity using the technology too, like writing na e-mail which they are suppose to use forman and informal language to communicate. Also the speaking activity is based on all the skills they have learnt so far from the material, specially Reading which they have to prepar some presentations to present in public. Also, all the skills are connected and the usage of authentic material is very present. The appropriated level is for pre-intermediate students.

In case if there is no internet at the local, it is recomended to use the DVD attatched to this material in order to do the listening activities, so the students can watch the videos. Also, the texts taken from the internet are already pasted on the reading sections. This material has no commercial propouse and it can only be produced by the aid of the author authorization.

Interests & Hobbies

UNIT 1

Let's get started!

1-Interview your partner:

    A-Do you have any hobbies? What are they?
    B-How often do you practice them?

2-What do you prefer doing? Rank (number) the activities in sequence that you like most, then compare your answer with your classmate.

( ) Hanging out   ( ) Staying home ( ) Using a computer   ( ) Playing chess

( ) Dancing   ( ) Riding a bike   ( ) Listening to music ( ) Taking pictures

( ) Singing   ( ) Painting   ( ) Playing soccer   ( ) Travelling

Others:

_____

3- What activities do you prefer doing with family and friends? Write **FM** for family and **FR** for friends. (**FM**= Family / **FR**= Friends)

( ) Camping   ( ) Going to the beach   ( ) Going to the zoo

( ) Going to the cinema   ( ) Singing   ( ) Going for a walk

( ) Having a barbecue   ( ) Playing soccer   ( ) Go shopping

 4- Are there any activities you don't enjoy doing? What are they? Why?

_____
_____

5-What do you enjoy doing in the winter and in the summer? Link the season pictures to the activities, and then check the ones you like:

( )drinking hot chocolate

( )writing

( )playing volleyball   **(1)**

( )diving

( )swimming

( )going to the pool

( )going to the beach

(   )sleeping

(   )taking a shower

(2)

(   )having soup for dinner

(   )watching TV

(   )having ice cream

Getting ready!

Look at these pictures and discuss in pairs:

-What do you see in these pictures? What is happening?

-Tell the class what hobbies you love doing with your family or friends, and say when you practice them

-Do you share your hobbies on internet through facebook, blog or twitter? What do you think about people who share their hobbies on blogs and other websites?

Vocabulary Activity

1-Match the pictures with the hobbies you see:

Playing guitar   Writing   Hula   Hooping   Hanging out with friends
Taking pictures
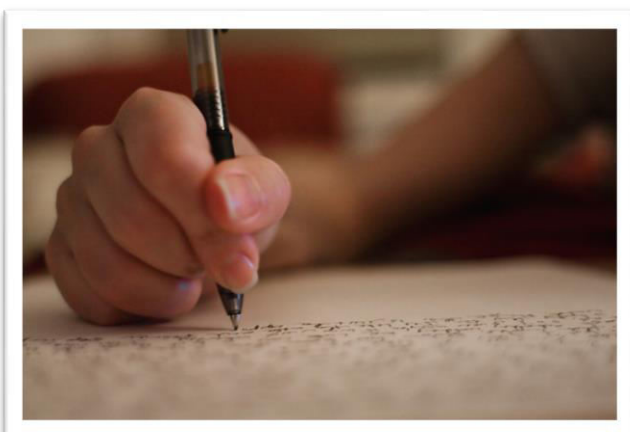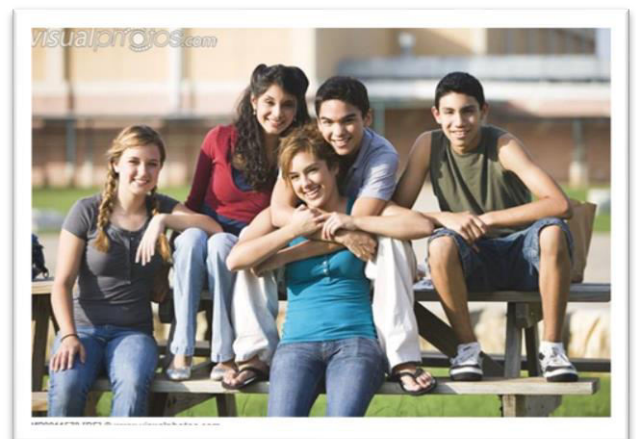
Reading

Read the comments taken from the SPD Website – Support and Resources for SPD Families - <http://spdsupport.org/forum/thread-389.html>. Some people are answering a question in this blog: "What activities do you enjoy doing?" Read the commentaries quickly and select the activities they mention.

SPD Support
Support and Resources for SPD Families

| Home | Forum | Articles | Chat | Resources | About Us |

Site Rules | Settings | My Profile | Gallery | Members | Donate | Quick Links >

Having trouble registering or logging in? Please e-mail us at webmaster@spdsupport.org.

SPD Support Forum / General Forums / Off Topic ▽ / What activities do you enjoy doing ?

User(s) browsing this thread: 1 Guest(s)

Pages (2): 1 | 2 | Next »

Author	Message

chasenDESTINY
Newbie

Posts: 13
Joined: Jul 2011

What activities do you enjoy doing ?

Do you have hobbies? Crafts? that you enjoy doing?

I USE to do crafts some, dont have as much time now-
I Really LOVE taking pictures
_____

You may not mean the world to everyone, but you MAY BE the WORLD to ONE 🙂

Dan
Administrator
★★

Posts: 221
Joined: Apr 2010

12-22-2011 11:20 PM

RE: What activities do you enjoy doing ?

- Writing
- Web coding/design
- Playing video games
- Watching the Simpsons and NHL hockey

I enjoy plenty of other things, but those are the ones I dedicate the most of my time to these days it seems.
_____

Hi, welcome to SPD Support! Have a free cyber hug! 🤗

🌐 WWW   🔍 FIND

kaworuchan
Whomp Wily!
⭐

Posts: 42
Joined: May 2010

RE: What activities do you enjoy doing ?   Post:

I love video gaming.

I love watching most genres of film.

I love reading manga and watching anime.

I love writing reviews of movies and anime.

I'll never be a professional critic, but I can write better than a lot of what those folks get paid for. The guys in my local newspaper, for example - they are guilty of really bad writing.

I also like working out at the YMCA, but only in the very early morning or early afternoon, when the place is close to being empty. Heh.

<http://spdsupport.org/forum/thread-389.html>

Let's get to know more about the text!

1-What kind of text is it?

(   ) Recipe   (   ) Commentaries   (   ) E-mail

(   ) Article   (   ) Letter   (   ) Biography

2-What is a commentary? Describe it with your own words. Where do you usually see them?

_____
_____

3-What are the linguistic features in a commentary? Take some examples from the text.

_____
_____

4-Why do we use these linguistic features in a commentary?

_____
_____

5-What is this text taken from?

(   ) A Newspaper   (   ) Internet Website   (   ) A gossip magazine

(   ) A Blog   (   ) A Scientific book   (   ) A magazine

13

Explain your answer:

_____

_____

6-What kind of language is used in the texts?   Give some examples to explain yourself.

( ) Formal   ( )Informal

_____

_____

Checking comprehension

1-Match the pictures to the paragraphs:

A)

B)

C)

Author	Message
chasenDESTINY Newbie Posts: 13 Joined: Jul 2011	**What activities do you enjoy doing ?** Do you have hobbies? Crafts? that you enjoy doing? I USE to do crafts some, dont have as much time now- I Really LOVE taking pictures ————————————————— You may not mean the world to everyone, but you MAY BE the WORLD to ONE 😊

1-(   )

Dan Administrator ⭐⭐ Posts: 221 Joined: Apr 2010 12-22-2011 11:20 PM	**RE: What activities do you enjoy doing ?** - Writing - Web coding/design - Playing video games - Watching the Simpsons and NHL hockey I enjoy plenty of other things, but those are the ones I dedicate the most of my time to these days it seems. ————————————————— Hi, welcome to SPD Support! Have a free cyber hug! 🤗 WWW FIND

2-(   )

ponyo11t Newbie Posts: 10 Joined: Oct 2012 10-03-2012 08:12 PM	**RE: What activities do you enjoy doing ?** Post: #10 I like photography, anime (can't watch it all the time though), studying languages (French, Russian, Japanese), watching a lot of TV (law and order: ci, tosh.0, daily show, colbert report, south park, bones, the mentalist, i could go on), jigsaw puzzles, certain video games, listening to music (especially basshunter, it's euphoric!!!), hula hooping which is great for SPD because of the rotating pressure around the waist, thinking and theorizing, crocheting in small doses, writing... But not with paper because I don't like fiberous stuff (wood, paper towels, some cloth, etc), and having fun and exhilarating debates!! I want to be more creative, but don't know of anything I can do a lot of the time. I can't type on my iPod a lot. >< FIND REPLY

3-(   )

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2)Check who enjoys doing these activities in the chart. Put a check (   )

Here is an example for you:

	Crafting	Taking pictures	Hula Hooping	Playing video game	Writing	Reading manga	Watching movies
ChasenDestiny							
Dan							
Kaworuchan							
Ponyo11t			✓				

3-Then, you have to write about what they enjoy doing (you may use enjoys/likes/loves, etc):

Example:

A-Ponnyo11t enjoys going to the park.

B-ChasenDestiny_____

C-Dan _____

D-Kaworuchan_____

E-Ponyo11t_____

Grammar focus

Take a look at the sentences taken from the commentaries:

"I *like studying* languages, *watching* a lot o TV"

"I *enjoy writing*, *web coding, playing* video games"

"I *really love taking* pictures"

"I *love reading* manga and *watching* anime"

<http://spdsupport.org/forum/thread-389.html>

Here are verbs which can be followed by *ing:*

attempt, begin, can't bear, continue, intend, like, dislike, love, hate, prefer, start, be (not) accustomed to.

1-We use the ing form when we want to:

express actions we like to do(   )

express actions we do not enjoy (   )

express agreement (   )

talk about the frequency we do things (   )

2-What's your opinion about these hobbies? Make up sentences with your own words, use the verbs (like, dislike, love, hate, etc.) for each item. Here's an example for you:

A-Go to school:

_____

B-Stay home:

_____

C-Travel:

_____

D-Eat vegetables:

_____

E- Study:

_____

Getting prepared!

1-What are the main entertainments of teens nowadays?

_____

_____

2-Interview your friend:

❖ How often do you usually enjoy:

	Always	Usually	Sometimes	Rarely	Never
Playing golf					
Swimming					
Dancing					
Playing soccer					
Cycling					

4-After, compare the results with your classmates and mention what activity was the most popular.

Let's listen!

Many interviews have been done with lots of young people from the United Kingdon, taken from Vox Pops International Website – Video Research and Communications Agency - which purpose is to find out the types of hobbies that the kids practice nowadays.

<https://www.youtube.com/watch?v=Qkxj2Rslljc>

1-Watch the video and check some hobbies you hear:

A-Sarah, 20

(   )playing bastekball   (   )dancing   (   )seeing galeries

B-Joe, 21

(   )playing football   (   )going to the gym   (   )playing cricket

C-Amy,19

(   )watching TV   (   )playing piano   (   )clarking

D- Onur, 21

(   )hanging out   (   )chatting   (   )playing football

E-Sahid, 32

(   )traveling   (   )seeing different places   (   )eating cake

F-Sainabou, 21

(   )go swimming   (   )dancing   (   )eating

G- Alice, 22

(   )playing tennis   (   )socializing   (   )joking

H-Joe, 20

(   )celebrating with friends   (   ) playing on Playstation diving   (   )diving

 I-Kidd, 18

(   )boxing   (   )going to the park   (   )going out

J-Ben, 22

(   )playing golf   (   )skateboarding   (   )riding a bike

K-Samuel, 18

(   )horseback riding   (   )playing basketball   (   )playing guitar

L-Tanaka, 19

(   )dancing salsa   (   )reading   (   )writing

M-Belau, 18

(   )playing volleyball   (   )playing football   (   )seeing friends

N-Chloe, 20

(   )making up   (   )socializing   (   )reading

O-George, 19

(   )listen to music   (   )riding a bike   (   ) chatting

P-Jesseny, 19

(   )shopping   (   )walking the dog   (   )eating

2- Think about some hobbies which Brazilian teens usually practice and compare them with the English ones, report your findings. Are they very different?

_____
_____
_____

Speaking Activity

As you have seen the video before taken from Vox Pops International Website – Video Research and Communications Agency – you have a duty now. It's your turn to organize an interview presentation. After, you must record it as you were on TV and post the video on youtube and share it on facebook! There will be a reporter and some interviewed participants. Here are some instructions:

Language instructions:

Reporter: This character must ask as many questions as he/she can to the participants' hobbies, for instance

-What are your hobbies?

-What do you enjoy doing on weekends?

-How often do you practice them?

-Why do you like this hobby?

-Can you describe more about this activity?

-Where can you practice it?

-What are the benefits of this activity?

Other questions: _____

Participants: Choose a country of your preference, pretend you are a person from this place, research the hobbies about it, you have to answer these questions (they can help you to reseach and present them).

-What are your hobbies? – I like/enjoy/y about going to the beach…

-What do you enjoy doing on weekends? – I enjoy staying home…

-How often do you practice them? – I practice it once a week/ I Always practice it…

-Why do you like this hobby? – I like It, because…

-Can you describe more about this activity? It is good for… You can play with… It's confortable/fun…

-Where can people practice it? People can practice it at home…

-What are the benefits of this activity? Having a good health/ Relaxing… are the benefits..

Writing

Based on the speaking interview, you have to create a virtual poster on the Glogster website http://edu.glogster.com/. The purpose is to share opinions and express your interests, so everybody can get to know you better, and you can get to know your classmates as well. Later on you must post it on facebook, so your classmates have to comment on it. Here are some questions as a guide for you to write on your poster:

What are your hobbies?

How often do you practice them?

Why do you like this/these hobbies?

Can you describe more about this activity?

Where can you practice it?
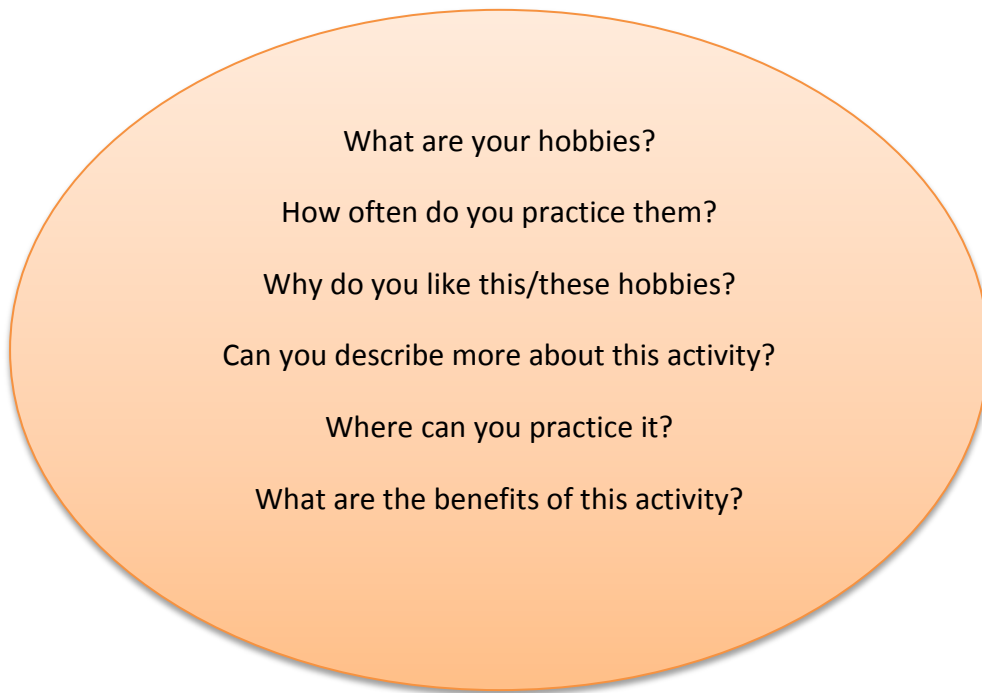
What are the benefits of this activity?

Before you do it, take a look at your teacher's poster on glog website in order to have an idea. You just have to register and follow the steps. Here is an example for you, just access the link: http://carolys.edu.glogster.com/new-glog/

If by chance there's no internet, then you have to create it handily, so you could paste on the walls of your school, and people will get to know more about you!

<http://carolys.edu.glogster.com/new-glog/>
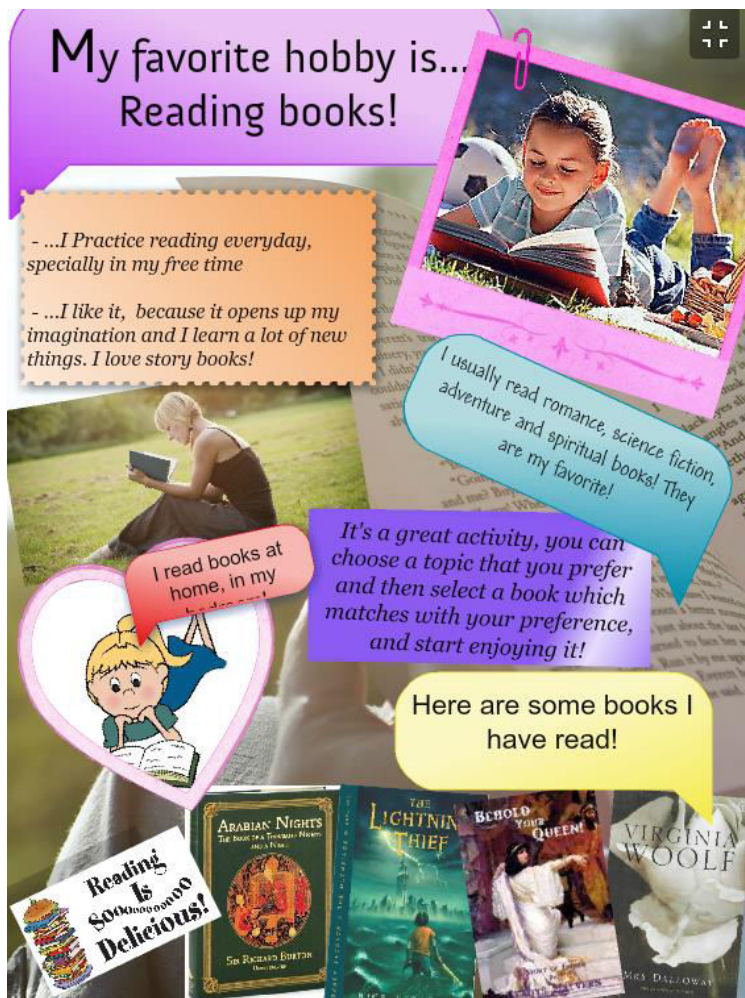
Now, It's your turn to do it! Make it as beautiful and interesting as possible, because your classmates will comment it on facebook!

Here are some useful language which should be included in your poster:

Useful Language:

My hobbies are ….

I practice them….

I like swimming, because…

This activity moves my body and It is very

I practice it in|at ….

The benefits are … That's the reason it is good for…
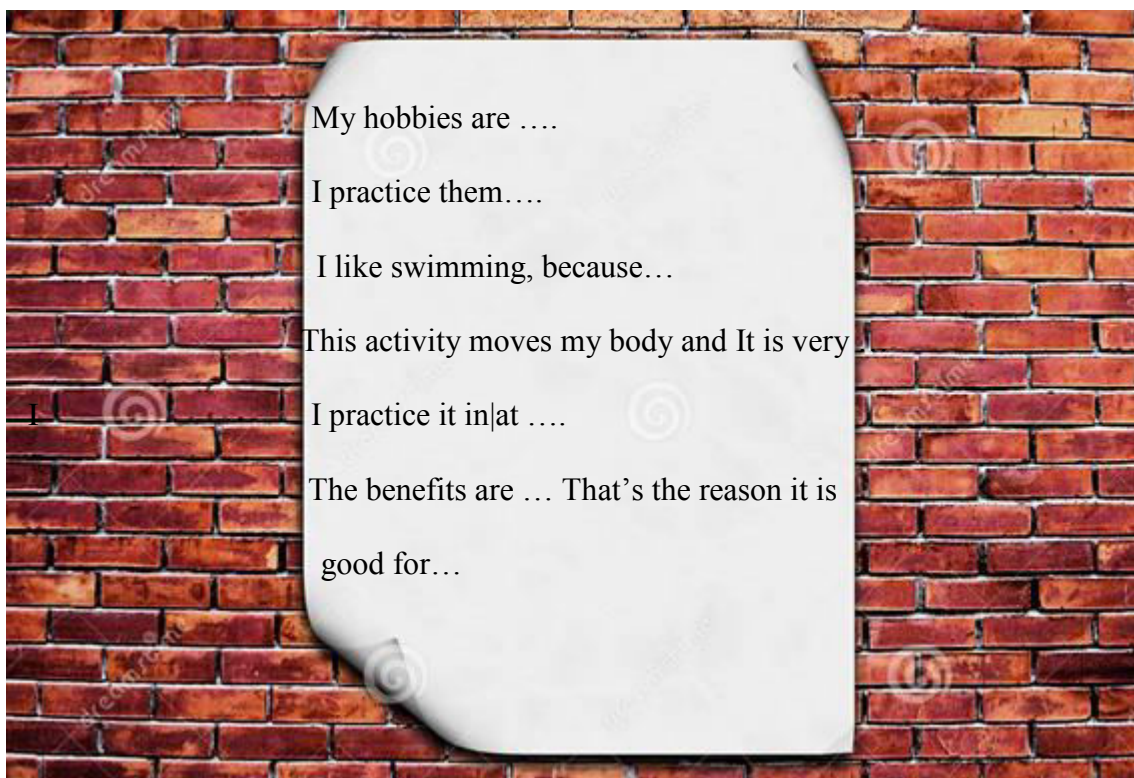
Here are some instructions of comments you should keep in mind while reading your friends' glogs, so you have to consider:

-The content

-The language (grammar)

-The layout

-If it is clear (if you can understand)

You also have to include:

-Your ideas/ opinions about the poster.

-Share your likes/dislikes.

Test Booklet

Hobbies and Interests

1-Watch the video about the top 5 strangest hobbies in the world: (https://www.youtube.com/watch?v=EqcgHyNeCa8) and answer the questions bellow:

<https://www.youtube.com/watch?v=EqcgHyNeCa8>

a)Put in order the top 5 strangest hobbies in the world. Be careful, not all the statements will be completed:

( )Crafting	( )Tape Art	( )Polishing Poo/Dirt
( )Navel Fluff collecting	( )Painting	( )Taking Pictures
( )Extreme Ironing	( )Train Spotting	( )Taking notes
( )Playing house games	( )Traveling by train	( )Playing football

2-Read the hobbies descriptions taken from a blog website. It is describing a list of hobbies which can inspire people, it shows a huge variety of activities: (http://www.buzzle.com/articles/list-of-hobbies-interests.html)

Hobbies Related to Sports and Adventure

Most people confine hobbies related to sports and adventure to men. I fail to agree. Adventure is something that every human seeks because it gives them a sense of thrill and achievement. There are various activities in this category, and each one is worth a try!

- Scuba diving
- River rafting
- Bungee jumping
- Skiing
- Trekking
- Ice skating
- Surfing
- Racing
- Gymnastics
- Hunting

© Buzzle.com
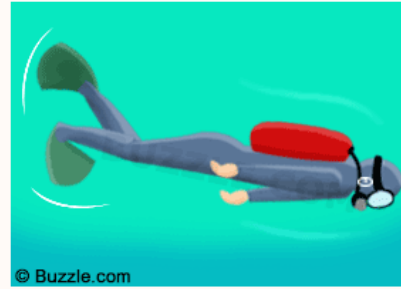
There is no better example of the passion one can have for a hobby than *Bethany Hamilton*, who turned her hobby into her career and became a professional surfer. The amazing part is that she continued surfing even after losing her complete left arm in a shark attack!

Creative Hobbies

Creativity, to me, is another form of a true blessing! The ability to think and create something beautiful is a true art. If you have the creative spark in you, then there is nothing that can stop you from exploring your inner potential. Below is a list of hobbies that you would love to do!

- Cook foods in disguise (dishes that look something but are something else)
- Painting
- Graffiti art
- Creative writing
- Dancing/choreography
- Singing/composing music
- Sculpting
- Model building
- Interior decorating
- Jewelry-making

© Buzzle.com

I would like to cite the example of television personality *Rachael Ray*, who is famous only because she loves to cook. Mind you, she has had no formal training, but in spite of that she happens to be an author of cookery books and hosts cookery shows. She also popularized the phrase *EVOO* - a short form of 'Extra Virgin Olive Oil', which was also added to *The Oxford American College Dictionary*.

Hobbies Related to Computers and Technology

Almost half of the population today is tech savvy, using technology-based applications for doing half of the routine work, be it sending and receiving e-mails, educating yourself on various topics through search engines, or socializing through Facebook, Twitter, or Skype. Some of the most popular hobbies are those associated with the virtual world. The following are some examples.

- Computer games
- Video gaming
- Social networking
- Keeping virtual pets
- Creating software
- Internet browsing
- Blogging
- Building computers and robots

© Buzzle.com

Mark Zuckerberg, one of the co-founders of *Facebook*, started writing software as a hobby. In his sophomore year at Harvard College, he created a notorious application known as *Facemash*, which was banned within days! Later, he launched Facebook from his dormitory room. The application spread slowly to other campuses, and is now a part of everybody's life. Facebook made Zuckerberg a billionaire when he was just 23 years old!

a) Answer true (**T**)or false (**F**)in the statements bellow, justify your answers:

1-Bethany Hamilton has lost her left arm while surfirng, because a shark had bit attacked her. After that, she got disapointed about surfing, it was her favorite hobby. (   )

_____

2-Rachel Ray, a famous cook who had a formal training to cook invented the 'Extra Virgin Olive Oil'. (   )

_____

3-Writing softwares and studying it were nice hobbies for Mark Zuckberg, since then, he created Facebook and became a millionare. (   )

_____

b)How about these hobbies? Put them in the correct column cathegory:

-Collecting coins	-Practing Meditation	-Participating in Marathons
-Practicing Yoga	-Recycling	-Exercising
-Collecting comic books	-Gardening	-Collecting seashells
-Martial Arts	-Animar care	-Organic farming

Collection Hobbies	Hobbies related to Nature	Health-related Hobbies

3-It's time to express what you enjoy doing or not! Write down your opinions about each hobby:

4-Who likes doing these activities? Your friends? Parents? Brother? Sister? Here is an example for you:

Swim: My brother loves swimming

Hang out: _____

Play football: _____

Travel: _____

Crafting: _____

Take pictures: _____

Write: _____

Teacher's guide

Unit 1 – Hobbies and Interests

Lesson Plan

The objective of this unit is to talk about the teenagers and young adults' hobbies, their interests and what they do in their free time, in order to do that, the use of the grammar is very important and it is contextualized all the unit long which students can express themselves through it. The vocabulary is also well organized which facilitates the language learning, students will use the new words along the unit as well, for instance, in reading, writing, speaking and writing. The material is totally authentic, including videos and texts taken from the internet, also the genre is very familiar to the students, so they can interact easily, since they are young, they use social network a lot, like a blog for example. The level of this didactic unit is for pre-intermediate learners.

Here is an outline for you:

Hobby Vocabulary

-Playing guitar

-Writing

-Hula Hooping

-Hanging out with friends

-Taking pictures

-Crafting

Grammar focus

-**love** play**ing**

-**hate** jogg**ing**

-**don't like** stay**ing** home

-**dislike** listen**ing** to music

-**enjoy** eat**ing**

Reading

- Basically a forum of discussions taken from the internet.

-Commentaries about some activities which young people like doing, sharing ideas.

Writing

-Create a poster in the glogster (on the internet) and post some comments on their friend's.

-Genre: Commentaries, poster, expressing opinion.

-Share opinions and interests.

<table>
<tr><td>

Listening

-Interview research about hobbies to young adults.

-The aim is to search the most popular hobbies for young adults nowadays.

</td><td>

Speaking

-Interview, talking about likes and dislikes.

-Interview research.

-The interview will be recorded in order to post on youtube website.

</td></tr>
</table>

❖ **Let's get started**: This section is a warm up, so try to extract the background knowledge and previous experiences of the students, talking about hobbies through the activities.

Ask students to answer the questions in pairs, so they could take more advantage of the exercise and also ask them to compare the answers with other students, so there is more interaction. Remember to change the students, let them work with different partners.

-Ice breaker: Ask students to stand up and walk around the class, as they do it put a song and suddenly stop it, when the music stops the students should get a pair and start interacting with the first question, give them a time and play it again, so they walk by and the music should be stopped again, at this time they have to get another partner and report what they have found out about the last peer and compare the answers. You can do it with the other questions until it is over.

Personal Answers

❖ **Getting ready!**: In this section, get students in different peers to do this reading warm up activity, after that ask them to tell the class about their findings.

-Tip: Have some pair cards in a bag and ask them to take one, but they should not look at the cards, later they have to find their correspondent (same) pair cards to do this warm up activity.

❖ **Vocabulary Activity**: In pairs, ask the students to fill in the columns with the right vocabuary, after completing it, ask each one to say the answer always showing the picture to the class, point to it.

Key Answer: Playing guitar, Hula Hooping, Taking pictures, hanging out with friends, writing.

-Game: Bring a bunch of hobby cards, (bring more options of hobbies) with separeted names of each activity. In groups, ask them to match the pictures with the right vocabulary. The group who finishes it first and correctly wins.

Personal Answers

❖ **Reading**: Ask if they already know what kind of text it is, and where is it taken from? Lead the students to focus on the first task which is asked: "Read the commentaries quickly and select the activities they mention." It means that the students should scan the text and give the information they could realize on it. After, they are suppose to tell the class the information collected. You can do it in a class as a whole.

Key Answer: doing crafts, taking pictures, writing, web coding, playing video game, watching the sympsons, video gaming, reading manga, watching films, studying languages, listening to music, jula hooping

Key Answer:

1-Commentary

2-Commentary is a genre which people express their opinions or share their likes, dislikes, their arguments. It is possible to see them on facebook, blogs, websites, etc.

3-I like, I love, I enjoy...

4-We use this features in order to express our likes/dislikes and interests, to express our ideas.

5-Internet website and blog, because of the layout and it is typed, there is the website adresson it.

6-Informal. Examples; 'Have a free cyber hug', and some other sentences taken from the commentaries. (Students should give some examples taken from it).

❖ **Let's get to know more about the text!:** The students are conducted to interact with the text again and their duty is to understand its genre and explore it. Ask them to do it individually, then correct it, before that don't forget to walk around the class and see if they need any help.
❖ **Checking comprehension**: Now, the learners will have text comprehension. The first exercise, they have to match the pictures with the right paragraph. Tell the students to compare their answers. After, correct it.

Key Answer: 1-B/ 2-C/3-A

In exercise 2 and 3, ask them to check the person who does those kind of activites and write about each one. They can do it individually and then have one by one to correct it on the board.

Key Answer:

	Crafting	Taking pictures	Hula Hooping	Playing video	Writing	Reading manga	Watching movies

			game			
ChasenDestiny	v	v				
Dan				v	v	
Kaworuchan			✔	v	v	v	v
Ponyo11t			✔				

E.g: A-Ponnyo11t enjoys hula hooping.

B-ChasenDestiny likes crafting and taking pictures

C-Dan enjoys playing video game and writing

D-Kaworuchan loves playing video game, writing, reading manga and watching movies.

❖ **Grammar Focus**: In this section the students will know how to use the grammar to express what they like/dislike doing. Point to the sentences on the book and emphasize that these sentences were taken from the commentaries on the blog/forum, so they can analyze what they have already seem.

After reading and observing the sentences, ask them to do exercise number 1, they should extract the meaning of the grammar and also explain the rule to the class, ask for volunteers. Keep on encouraging them to tell their classmates why we use the verb + ing form in the sentence. Orally, you can ask these questions bellow, so it will help them to raise the rules in a consciousness way. Remember; let your students talk about what they have realized so far about the grammar, do not explicit at first. Questions:

-Is the subject in these sentences moving?

-So, why do we have to use 'ing' form if there's no continuous movement?

-How about the use of 'ing' form in the third person? Is there anything different? What is it and Why?

After that, you can do exercise number 1 together with them. The, they should do the exercise number 2 in pairs. They have to interact in this exercise, model orally with one student, example:

"A:What do you think about going to school?

B: I love going to school or I don't enjoy going to school"

Highlight and also write the question on the board, asking for opinion: "*What do you think about….?*" It is important to emphasize the usage of many expressions and do not repeat the same over and over again, tell them to use *like, love, hate, I'm crazy about,*

etc. Write more expressions on the board and take their doubts about them. Here are some options:

Expressing likes:

I like…   I'm crazy about…

I love..   I'm mad about…

I adore…   I enjoy…

I'm keen on…

Expressing dislikes:

I don't like… I dislike…

I hate…   I abhor…

I can't bear… I can't stand…

I don't mind about… I don't care about…

Walk around the class to help them if they have any questions about the exercise.

-Game: Divide the class in two teams, everybody should think of a hobby, whether they like it or not. Each group should discuss each hobby they have chosen, it is important not to repeat them as well! When everything is ready, one by one should mime in front of the class the hobbies chosen and also make some facial expression, expressing if they enjoy doing that or not. So, the other group must guess and say what hobby it is and if they like/dislike. It is necessary to make a sentence using the third person rule. For example: "*Joanna hates playing basketball*", if by chance they speak the sentences wrongly, as the group again to repeat and try to correct it by themselves, until they get it right, lead them to the correct their mistake in a faster way. Crackle your fingers, make fast movements, clap your hands, and give them seconds, if they do not fix it quickly the point goes to the other group.

❖ **Getting prepared**: This is a listening warm up activity, so in trios let them answer the first question, later they have to present their ideas. In exercise 2, they should walk around the class and interview one classmate asking the frequency they do those activities requested.

Tip: You can use the tip mentioned on page 2, (teacher's guide)

In activity 2, they should compare the results with another classmate and then vote for the most popular hobby among them, like a hanking. You can write the points on the board to facilitate the score.

Personal Answers

❖ **Let's listen**: Here is the listening activity, explain that it is a video taken from Vox Pops International Website (Video Research and Communications Agency), and so it was researched about some young people's hobbies. Before starting the audio, go over the class and ask each one some questions in an interactive way: "What's your hobby?", "What do you do in your free time?", "What do you do on weekends?"

-Tip: You can bring a small ball to the class, throw it to each one and go asking these questions. If you prefer, let them having a turn to ask too.

Put the video once and let it play fully without interruption. Then, point to the next exercise and instruct them to check the hobbies they hear. They are supposed to listen for specific information. Play it twice.

Key Answer:

A-Seeing galeries

B-Playing football – Going to the gym

C-Clarking

D-Hanging out – Playing football

E-Traveling – Seeing different places

F-Dancing

G-Socializing

H-Celebrating with friends

I-Boxing – Going out

J-Skateboarding – Riding a bike

K-Playing basketball – Playing guitar

L-Reading - Writing

M-Playing football – Seeing friends

N-Socializing

O-Listening to music -Chatting

P-Shopping

In exercise number 2, in groups ask them to brainstorm some hobbies ideas, then they have to present to the class the differences and the similarities about their findings.

Personal Answers

- ❖ **Speaking Activity**: Tell the class that they are going to make an interview, just like the video they have seen. Divide them in groups of 3 or 5. One student will be the interviewer and the others the interviewees. Then, they have to record this video interview and post on www.youtube.com website. If they do not have an account, just open one with them. After everything is ready, then they must share it on *facebook* and the video which has more 'likes' is the winner. Focus on the language instructions of each role:

Reporter: This character must ask as many questions as he/she can to the participants' hobbies, for instance

-What are your hobbies?

-What do you enjoy doing on weekends?

-How often do you practice them?

-Why do you like this hobby?

-Can you describe more about this activity?

-Where can you practice it?

-What are the benefits of this activity?

Other questions: _____

Participants: Choose a country of your preference, pretend you are a person from this place, research the hobbies about it, you have to answer these questions (they can help you to reseach and present them).

-What are your hobbies? – I like/enjoy/y about going to the beach...

-What do you enjoy doing on weekends? – I enjoy staying home...

-How often do you practice them? – I practice it once a week/ I Always practice it...

-Why do you like this hobby? – I like It, because...

-Can you describe more about this activity? It is good for... You can play with... It's confortable/fun...

-Where can people practice it? People can practice it at home...

-What are the benefits of this activity? Having a good health/ Relaxing... are the benefits..

❖ **Writing**: In this section, the students are supposed to produce a writing activity through an online poster on the Glogster :< http://edu.glogster.com/> and then they should post it on *facebook*, so the others will write a comment, which they should give their opinions, their praises and share their ideas about their jobs.

Here are some ideas about what they should keep in mind while preparing their posters:

What are your hobbies?

How often do you practice them?

Why do you like this/these hobbies?

Can you describe more about this activity?

Where can you practice it?

What are the benefits of this activity?
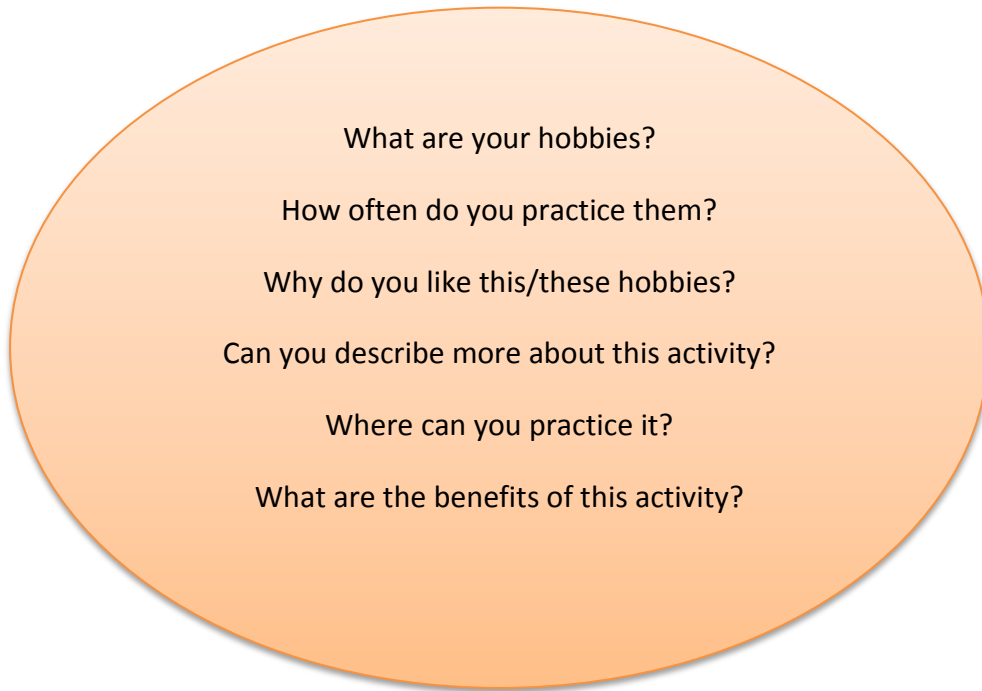
Also, instruct the students how to create a glog. In this website you will find the instructions:

<http://edu.glogster.com/?ref=com>

You may create your own Glog or simply use this sample as an example and show them:

http://carolys.edu.glogster.com/new-glog/

Now, they have a basic idea about what is a Glog and how to do it, and what has to be presented on it.

Point to the Useful Language section; explain that there are some kinds of appropriated language which can help them to write their online posters.

There are also some ideas of what to consider when writing an informal comment, it is important emphasizing the instructions for them. It is going to be useful since they will have to comment on their friend's Glogs. This activity is basically connected to the reading authentic material and the theme of the unit, as well as the other activities along it.

When it is ready, just ask them to post it on *facebook*, leave their commentaries and share with everybody.

If there is no internet, just ask them to make some paper posters and paste them on the wall, at the side of each poster, tell them to comment on their classmates' handwritten.

Test Booklet Key Answer

1-a)

(   )Crafting   (**5**)Tape Art   (**1**)Polishing Poo/Dirt

(**3**)Navel Fluff collecting   (   )Painting   (   )Taking Pictures

(**2**)Extreme Ironing   (**4**)Train Spotting   (   )Taking notes

(   )Playing house games   (   )Traveling by train   (   )Playing football

2-a) False – Besides she had lost her left arm, she still surfs, she loves surfing.

b) False – She hasn't created anything, she has had no training for cooking, because it was her hobby.

c) True

3-

Collecting Hobies	Hobbies related to Nature	Health related-Hobbies
-Collecting coins	-Recycling	Practing Meditation
-Collecting comic books	-Organic farming	-Exercising
-Collecting seashells	-Gardening	-Participating in
	-Animal care	Marathons
		-Practicing Yoga
		-Martial Arts

3- *Answers may vary, specially the verbs to express opinion, for instance: like, love, hate, etc.*

a)I *love* singing or I *don't like* singing

b) haing out

c)cooking

d)studying

e)hula hooping

d)traveling   ***4**- Answers may vary*

Unit 2

WATCH OUT!

CYBERCRIMES ARE EVERYWHERE!

Let's get started!

1-In pairs, ask these questions:

A)How often do you use the internet? (   )Always   (   )Sometimes   (   )Usually

b)How do you usually get in touch with your friends? (   )Cellphone/sms   (   )Facebook
(   )Emails   (   ) Others _____

C) Which websites or social networks do you usually surf the most? Why?

( )   ( )   ( )   ( )

Others: _____

Getting Prepared!

1-Do you think using the internet is dangerous? Why?

 -What are the advantages and disadvantages?

2-Look at this picture, and talk to the class about:

<http://www.d.umn.edu/itss/news/2014/images/phish.jpg>
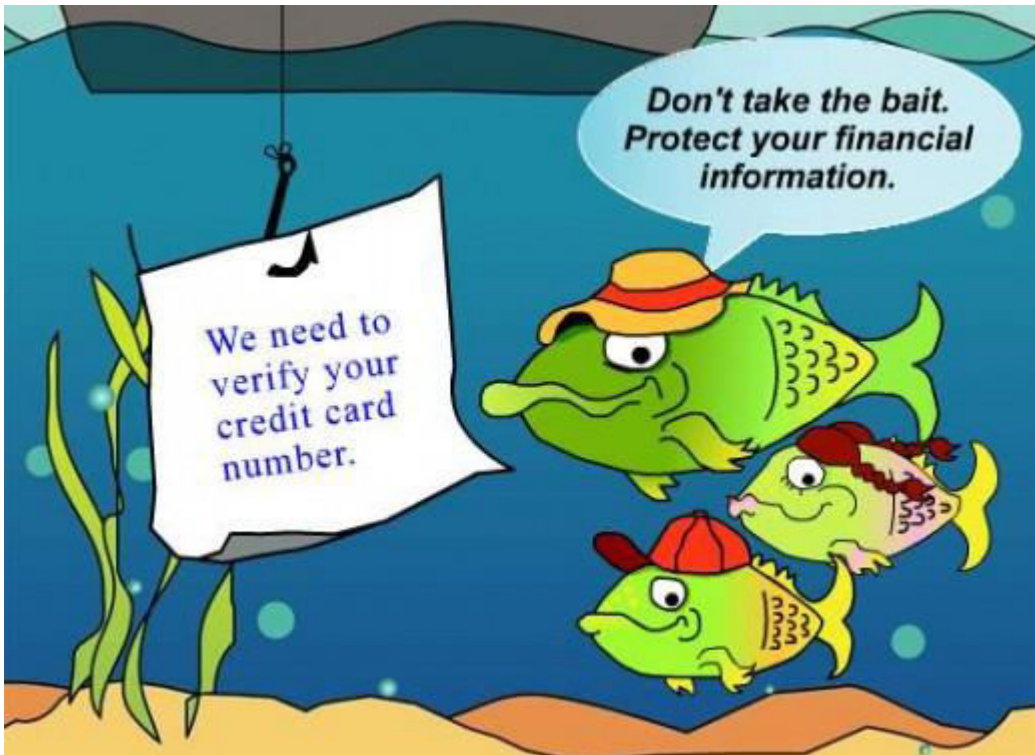
a)What is the meaning of the message on the picture.

b)A situation which can happen in real life according to the message of the picture.

3) Have you ever heard about Cybercrimes? What do you think it is? You can match more alternatives if you want

( ) Crimes against women   ( ) Crimes against animals

( ) Crimes throught the internet   ( ) Crimes throught computers

( ) Robbing houses and killing people   ( ) Assalts in banks

-After watching the video, come back to this exercise and check your answer.

Let's listen

Watch this video which talks about some dangers and crimes that happen on the internet. **While** you watch it, try to think about some advantages and disadvantages of using the internet. **After**, tell your findings to the class and compare with the ideas shown on the video as well:

<https://www.youtube.com/watch?v=R6swtAUKzws>
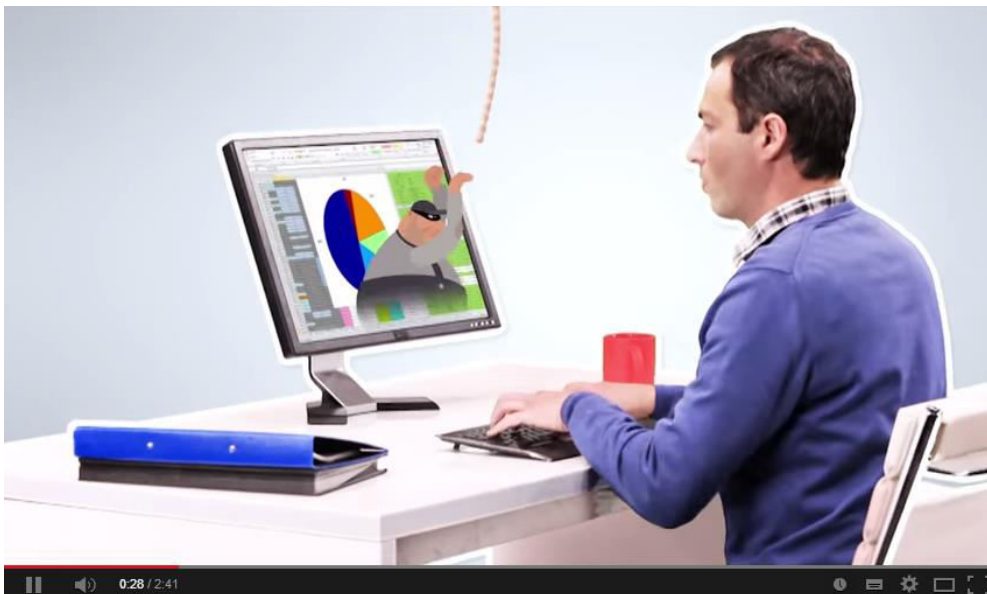
1-What's the idea this video want to transmit to people?

_____

_____

2-Answer if these statements are true (T) or false (F). Then, explain the reason it is false:

a) The internet provides a lot of oportunities for the population, but not for criminals.( )

_____

b)Criminals attack the computers, steal personal information and send false messages from banks. (   )

_____

c)Credit cards details can be used by criminals in order to hack somebody's account throught the owner access. (   )

_____

d)Cybercrimes are rare to happen, because there is a great security through the global network (   )

_____

e)Criminals can affect governments, businessess, and even personal computers. (   )

_____

3-Watch the video and check the words you listen. There will be more options to check in:

(   )Cybercrime victims   (   )Update anti-virus software   (   )Confidential info

(   )Virus circulation   (   )Policies   (   )Computer viruses

(   )Cyber criminality   (   )Politics   (   )Expect

4-After watching the video, point some secutiry methods which are necessery to keep in the computers safe.

_____
_____

Getting prepared!

1-In small groups answer this questions:

a)-How often do you check your email account? _____

b)-When you check your email, what kind of messages do you receive? Where do they come from? _____

c)-Have you ever received weird messages followed by some attached files? What is usually written on them? Try to remember as much as possible and write them down.

_____
_____
_____

Reading

1-After this discussion, read the text about the cybercriminal messages which usually come up in our email account, after you read the text think about some similar e-mail messages you have already received so far and share your finding to your classmates:

Malware attack disguised as email about blocked credit card

> Cybercriminals have spammed out emails which claim to be a warning that your credit card has been blocked, but in reality contain a malicious attachment designed to infect your computer.
>
> Be on your guard if you receive an unexpected email claiming that your credit card is blocked.

The dangerous emails use subject lines including

Your credit card is blocked
and

Your credit card has been blocked

A typical email looks like the following:

⊞ Your credit card is blocked
⊟ Subject: Your credit card is blocked
       From: "MASTERCARD SUPPORT 038" <delivery_80@mastercard.com>
        To:
      Date: 2011-08-15 09:02:37

Dear Customer,
Your credit card is blocked!

Your credit card was withdrawn $ 2706,55
Possibly illegal operation!

More information in the attached file.

Immediately contact your bank .
Best Regards, MASTERCARD .com Customer Services.

Here's another version:

Available at: < http://nakedsecurity.sophos.com/2011/08/15/malware-email-blocked-credit-card/>

Here's another example:

⊞ Your credit card has been blocked

⊟   Subject: Your credit card has been blocked
            From: "MC TEAM 971" <manager_71@mastercard.com>
            To:
            Date: 2011-08-15 09:02:28

Dear User,
Your credit card has been blocked!

With your credit card was removed $ 5598,70

Possibly illegal transaction!
More details in the attached file.

Instantly contact your bank .

Best Wishes, MASTERCARD Customer Services.

> Note that although the examples above refer to MasterCard, there are other versions which reference Visa, for instance.
>
> The filenames and sums of money mentioned can vary from email to email, as does the wording in the message body. Presumably this was done by the cybercriminals in an attempt to avoid detection by security products.
>
> Fortunately, the bad guys haven't succeeded - at least as far as Sophos is concerned.
>
> Sophos products intercept the malicious emails and the attachment as Mal/RarMal-C and Troj/Bredo-IZ, protecting your Windows computer from infection.
> If you receive an email claiming that your credit card has been blocked - treat it with suspicion.

> If you're concerned that the email might be true, contact your bank directly (ensuring that you use a trusted point of contact - rather than believe the phone number or website offered to you by a spammed-out email!)

Available at: <http://nakedsecurity.sophos.com/2011/08/15/malware-email-blocked-credit-card/>

Let's get to know more about the text

A-Look at this message:
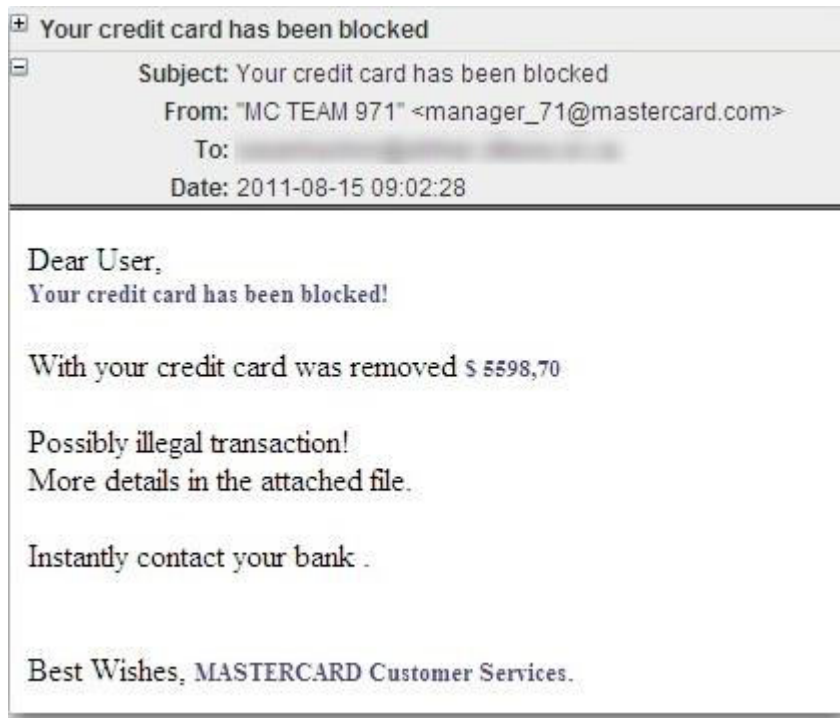
1-What kind of text is it? How do you know about it? Explain what you observed to support your answer.

_____
_____

2-What kind of language is used in the text? Give examples from it.

_____
_____

3-Which messages persuate people to open the attached file?

_____
_____

Checking Comprehension

1-Answer these questions, then compare with your partner:

a) When people receive these kind of messages in their emails, what should they do? Put the answers in order from **1 to 4:**

(   )Contact their bank directly   (   )Treat it with suspition

(   )Report to the police/denounce (   )Don't open the file

b)-How do you know this email has a false message? Check the correct alternative:

(   )Because of the suspicious message and the credid card details

(   )Because of the suspicious message and the company MASTERCARD

(   )Because of the suspicious message and the fake language in the e-mail

(   )Because of the person who wrote it and the ending of the e-mail

c)-Why haven't the bad guys been succeded so far?

_____

_____

d)-What may happen to the cybercriminals if people stand uo against them?

_____

_____

e)-What would you do if you were attacked by some computer crimes? How would you react?

_____

_____

Vocabulary Activity

1-Match the words to the corresponding pictures:

Cyber crimes – Withdrawn – Policies – Attachment file - Transaction - Cybercriminal
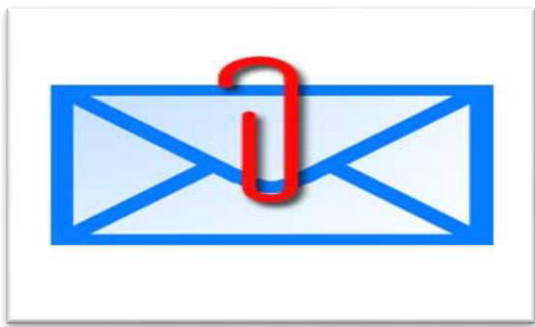
2-Match the similar words:

Withdrawn	Operation
Instantly	User
Best wishes	Immediatly
Customers	To retract
Transaction	Computer crimes
Cybercriminals	Best regards

Grammar Focus

❖ **Passive voice**

Take a look at these sentences taken from the text you had have studied:<http://nakedsecurity.sophos.com/2011/08/15/malware-email-blocked-credit-card/>

'Be on your guard if you receive an unexpected email claiming that your credit card is blocked.'

'Your credit card has been blocked'

'Your credit card was withdrawn'

'Your credit card was removed 5.589,90'

'Presumably this was done by the cybercriminals in an attempt to avoid detection by security products.'

'With your credid card was removed 5999,99'

Take a look at more examples taken from the News in this website:
http://www.whig.com/story/27553724/2014/12/04/man-shot-on-quincys-south-side

'Quincy police say they were called to a shooting at about 10 p.m'

'The victim was conscious when the police arrived on scene and was transported to Blessing Hospital.'

'Police say the victim was later taken to a hospital in St Louis'

'Dusch says they think the victim was involved in an altercation with the suspect.'

'UPDATE: Quincy police say Marcus Coleman was arrested and charged with the attempted murder of Derangle Riley.'

* Now try to understand their meanings and explain to the class what you have understood about passive voice and when to use it.

1-We use the passive voice when we want to:

Express actions that happened (   )

Express actions we usually do (   )

Affirm that the object suffered the action and it is the target of the sentence (   )

Affirm that the subject suffered in the action (   )

2-Highlight the passive subject and the passive agent in these sentences and later point which verb tense are they:

a)Your credit card has been blocked

_____

b) Presumably this was done by the cybercriminals in an attempt to avoid detection by security products.

_____

3-Now, transform these sentences in passive voice:

a)'Cybercriminals have spammed out e-mails'

_____

b)'Sophos products intercept the malicious emails'
_____

c)Cybercrimes have infected many softwares and computers.

_____

Pronunciation

/Id/   /t/   /d/ sounds –past participle verbs: ed

1-Acess the Cambridge dictionary online: http://dictionary.cambridge.org/ listen and repeat the ed sound words:

❖ **/Id/** sounds are likely if the verb ends in **t** or **d** consonants, example:

Sugges**t**: Suggest**ed**

Correc**t**: Correct**ed**   = **/Id/**

Pain**t**: Paint**ed**

Deci**d**e: Decid**ed**

❖ **/t/** sounds are likely if the verb ends in **f, s, p, k,** ∫ , t͡ʃ , θ , example:

Brie**f**: Brief**ed**

Pu**sh**: Push**ed**   = **/t/**

Force: Forced

Type: Typed   = /t/

Cook: Cooked

❖ **/d/** sounds are likely if the verb ends in v, z, b, g, l, r, m, n, ŋ, ʤ, ð, ʒ

Wave: Waved

Bath: Bathed

Aim: Aimed

Learn: Learned   = /d/

Open: Opened

Flag: Flagged

Close: Closed

Star: Stared

2-Put these words in the correct charts, listen to the sounds of the words in this dictionary: http://dictionary.cambridge.org/

Believed – Kissed - Filled – Liked – Joined - Dropped – Wanted – Melted – Ended

Started – Breathed - Aimed

/Id/				
/t/				
/d/				

Writing

You, your friends and your school principal have received this email message from VISA.COM:

ATTENTION: Your credit card is blocked!

From: "VISA SUPPORT 32" <support-858@visa.com>
To:
Date: 19/07/2011 12:32
Attachments: «
  id604575.bat

Dear Client,
WARNING: Your credit card has been blocked!
With your credit card was removed $ 970,5
Possibly illegal operation!
More information in the attached file.
Immediately contact your bank .
Best regards, VISA .COM.

  id604575.bat
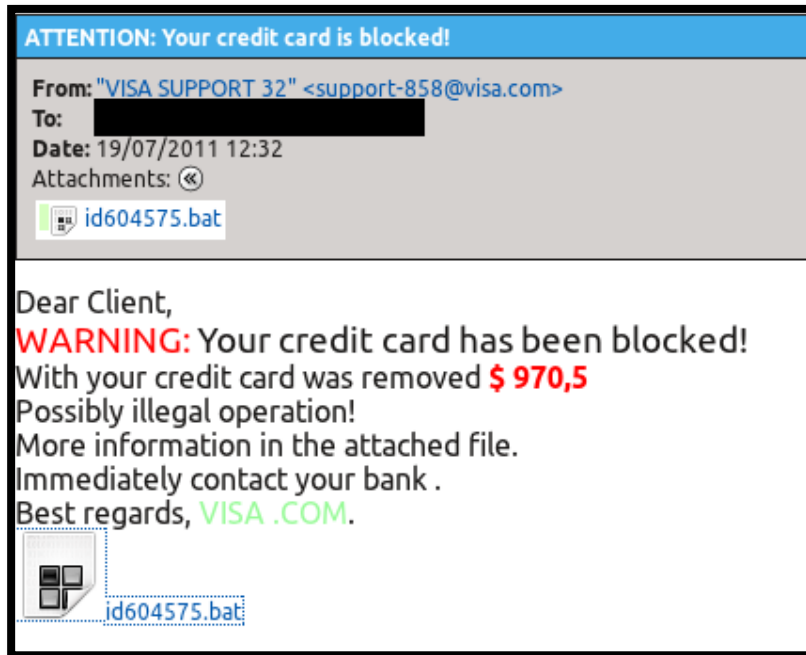
You already know it is dangerous! Thus, it is your turn to warn your friends about this fake message, because they might not know about its risk. Produce an email warning them, tell everything you know about this cybercrime, try to convince them not to open the attached file, use as much arguments as possible. Exchange e-mails through the internet.

Don't forget to use informal language, since you are talking to your friends, example:

Opening	Ending
Hi dude! What's up?	Kisses, Hugs, Xoxo
How's everything ? How are things?	See ya buddy! Keep in touch
Development	
Please, don't open it! It's a fake message because... It will mess up your computer...	

And also don't forget to use formal language, because you will inform your school principal too, examples:

Opening 1	Opening 2
Dear Mrs Santos	I'm writing you to inform that...
Dear Miss Santos	Mrs Santos, I inform you that...
Dear Mr Santos	I would like to warn you about... because...
Development	**Closing**

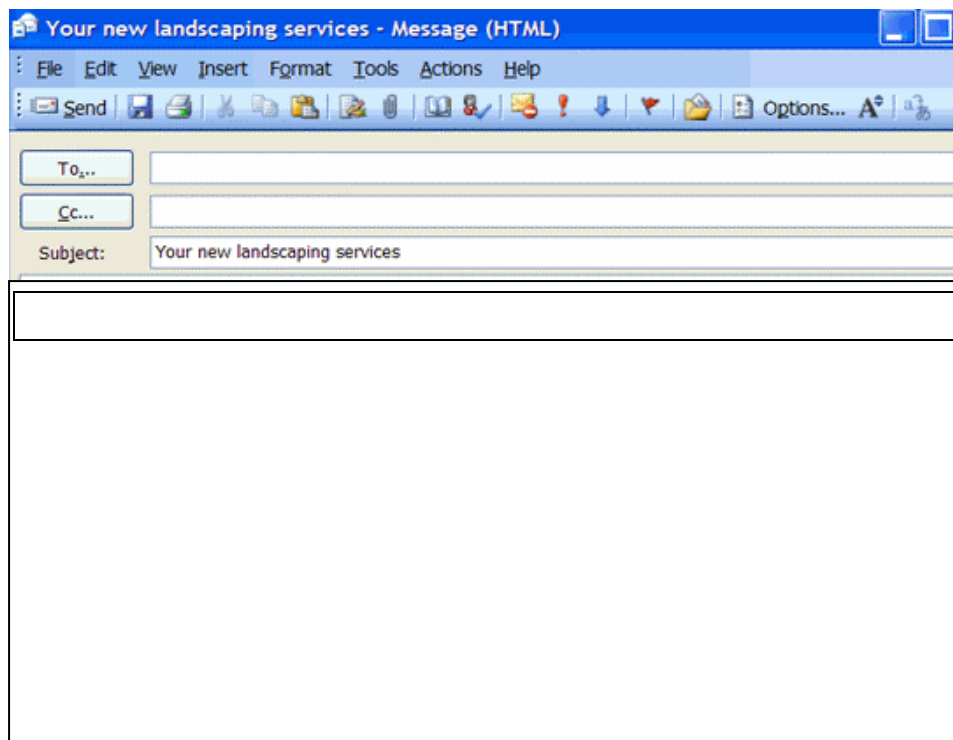|	
I have seen it in a web site and	
you shouldn't open it... because	Best Regards
It is a risk to open it... because	Best wishes
This message wich you received is ...	I look forward to seeing you

It is your turn!

Speaking activity

Now that you are already familiar with the topic, our school is organizing a fair, and the topic chossen for your class is "Cybercrimes: Be aware of it". In groups you are supposed to do a research by reading some articles in a blog <www.hubpages.com> which you have to prepare a presentation to the class in order to give more information about this crime and to warn your friends about it, so they can be aware of more descriptions and you can also give instructions in what should be done to prevent it.

Group number 1 will talk about: Types of cyber which must be avoided. Available in: http://utsavmtripathi.hubpages.com/hub/Types-of-cyber-crime-which-must-be-avoided#

Group number 2 will talk about: Cyber crimes, How to help authorities to stop it. Available in: http://lillygrillzit.hubpages.com/hub/Cyber-Crime-and-Why-You-Dont-Want-to-do-It-to-the-Wrong-Person

-Bellow are some tips for you to produce your speech, be aware of the instructions:

Remember to use the following tips in order to have a successful work:

1. Know your topic _ become an expert.
2. Visual aids (maps, photos, film clips, graphs, diagrams, and charts) can enhance a presentation.
3. Practice giving your presentation to yourself.
4. Begin your presentation by telling your audience what your topic is and what you will be covering.
5. Speak in a clear, audible voice.
6. Make frequent eye contact with the audience.
7. Never turn your back on the audience.
8. Add here strictly to your time limit. Organize your main points and rate of speech so that you speak for your fifteen minutes.
9. Be ready to answer questions by the audience.
10. Show some enthusiasm.

Adapted from <http://go.owu.edu/~dapeople/ggpresnt.html>

Test Booklet

Cybercrimes

1-Watch this video <https://www.youtube.com/watch?v=-tmySy8OfL4> about cybercrime and tick the correct information:

<https://www.youtube.com/watch?v=-tmySy8OfL4>
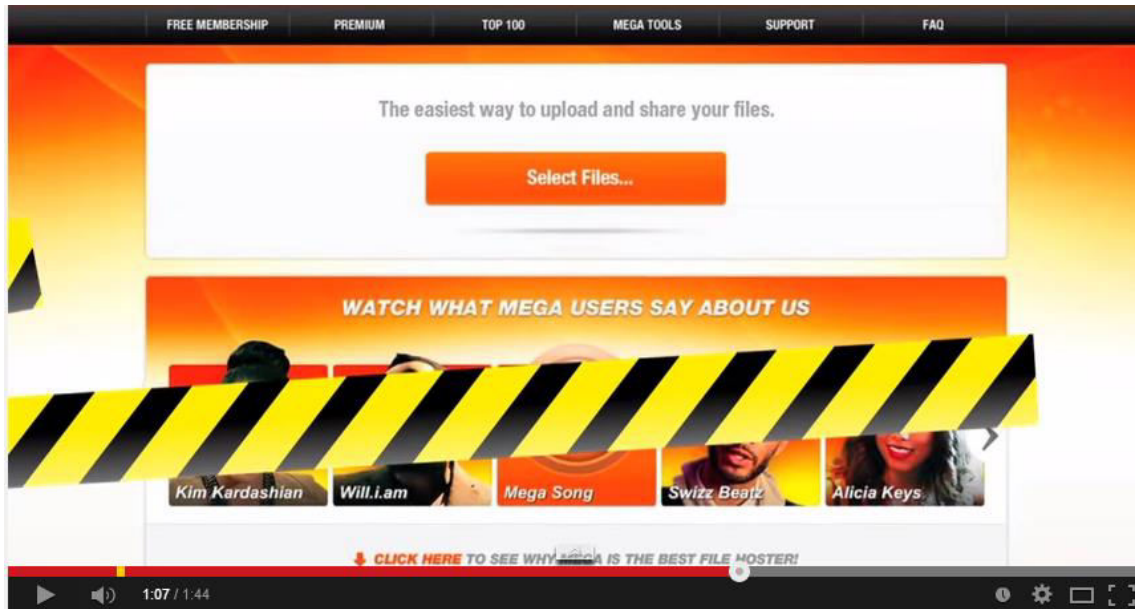
a)65% of internet users are:

(   )victmins of bullying on internet

(   )victimins of cybercrimes on internet

(   )robbed because of false credit cards

b)The number of cybercrimes nowadays is

(   ) bigger than drug traffic

 (   )smaller than drug traffic

(   )as egual as drud traffic

c)Cybercriminals can get:

(   )information about our security codes through fake anti virus links

(   )information about our credit card number through our bank

(   )information about our computer system through anti vírus

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2-Look at the table bellow, put these words in their right defiitions:

> Cyber crimes – Withdrawn – Policies – Attachment file - Transaction - Cybercriminal

a) To remove (money) from an account: _____

b) Crime committed by means of computers or the internet: _____

c)A plan or course of action, as of a government, political party, or business, intended to influence and determine decisions, actions,and other matters: _____

d) A computer document sent along with an email message: _____

e)An agreement, communication, or movement carried out between a buyer and a seller to exchange an asset for payment: _____

f)Refers to any crime that involves a computer and a network. The computer may have been used in the commission of acrime, or it may be the target: _____

3-Put these sentences in the correct order:

a)Identities/information/be/cybercriminals/individual/can/discovered

_____

b)Internet/have/false/throught/been/passports/created

_____

c) dollars/from/account/R$ 22,0000/were/month/an/stolen/online/last

_____

d) throught/cyberpirates/slip/internet/often/international/are/the

_____

4-Read this new published on this website: **<**http://www.theguardian.com/money/2014/oct/21/cybercrime-identity-theft-hacking-abuse-social-media-britons>

Cybercrime now becoming a serious problem for many Britons

Survey finds 51% victims of identity theft, hacking or abuse on social media, while losses from online fraud are £670m a year

Many Britons have been the victim of a cybercrime such as identity theft, hacking or abuse on social media, new research has found. UK losses from online fraud are now running at more than £670m a year, though with many cases going unreported, the true economic cost is likely to be significantly higher.

The data – which follows the outcry over private photos of celebrities published by hackers – was produced to coincide with Get Safe Online Week, which runs until 26 October and is aimed at raising awareness of internet security issues.

Just over half (51%) of the 2,075 people surveyed said they had been a victim of online crime, a category which includes internet-based fraud, ID theft, hacking and online abuse. Of those, 50% said they felt either very or extremely violated by their ordeal, according to Get Safe Online, an internet security awareness initiative that is a joint partnership between the government, the National Crime Agency, the telecoms regulator Ofcom, law enforcement bodies and a number of major companies including Barclays and PayPal.

However, fewer than a third (32%) of the cybercrime victims said they had reported the incident. Around half (47%) of those affected did not know who to report an online crime to, though a spokesman for the initiative said this figure was expected to fall as a result of the ongoing work of Action Fraud, the UK's national fraud reporting centre, and the "considerable government resources" now dedicated to fighting cybercrime.

If you think you have been a victim of cyber-enabled economic fraud (where you have lost money), report it to Action Fraud by calling 0300 123 20 40 or visiting actionfraud.police.uk. If you are a victim of online abuse or harassment, report it to your local police force. For general advice on how to stay safe online go to getsafeonline.org.

-Now, answer true or false, if the statement is false correct it:

a) Over 90% of the 2,075 people surveyed said they had been a victim of online crime

(   )_____

b) Those 10% said they felt violated according to Get Safe Online

(   )_____

c)If you think you are a victim of cybercrime just report to the police and the FBI

(   ) _____

d)Get Safe Online (GSO) is an internet security awareness that is a joint partnership between the government, the National Crime Agency, the telecoms regulator Ofcom, law enforcement bodies and a number of major companies including Barclays and PayPal.

(   ) _____

5-What do these numbers refer to in the text?

a)51% _____

b)£670m _____

c) 2,075 _____

d)32% _____

e)47% _____

f)0300 123 20 40 _____

Teacher's Guide

Lesson Plan

The objective of this unit is to talk about cybercrimes which happens a lot in the society all over the world. Its purpose is to warn the students about its dangers and how to prevent it as well. This unit target group is for young adults which level is intermediate. Also, the activities are very interactive and reflective, so they can make the learners think and learn the language through real athentic material, such as videos, texts taken from the internet, which their genres are also studied along the process. The grammar and vocabulary are contextualized, the consciouness raising process is activated into grammar, mainly by the learners. Reading, speaking, listening and writing abilities are involved and connected to each other, so the learner may learn through the context, not in isolation forms.

Here is an outline for you:

Vocabulary

-Cybercrimes

-Withdrawn Money

-Policies

-Attachment file

-Transaction

-Cybercriminals

Grammar focus

-Passive Voice

(Present, past and present

perfect)

Reading

- A text taken from a blog website.

-Reading cyber criminal e-mails.

-Reading comprehension and analysis of the genre.

Writing

-Writing e-mails to warn people about cybercrimes.

> **Listening**
>
> -A video talking about cybercime, its dangers and awareness.
>
> -General and specific information activities.

> **Speaking**
>
> -Study and present about the topic mentioned all over the unit
>
> -Group presentation
>
> -The purpose is to show diferente kinds of cybercrimes and how to avoid them.
>
> -Warn their classmates.

> **Pronunciation**
>
> -Past participle 'ed' sound
>
> -/t/ /d/ /id/

❖ **Let's get started**: This section is a warm up, so try to extract the background knowledge and previous experiences of the students, talking about internet social network through the activities. It is necessary to point firstly to the social media which they are used to get in touch with their friends, because it is parto f their real world, after doing the required activities you can introduce the topic of the unit.

The students should answer the questions in pairs, so they could interact through the exercise and also ask them to compare the answers with other students, so there will be more interactive. Remember to change the students' places, let them work with different partners.

Key Answer

-Personal Answers

❖ **Getting Prepared:** Point to the picture and ask what they see and discuss the required questions about it with the whole class, let them speak up about their opinions. In this section, you will lead them to a deeper talk, which the internet safety topic in general will be discussed. They may discuss the questions as a whole.

After doing exercise 3, listen to the video and come back to check the answers of it.

Key answers

1-Personal Answers

2-a) We have to watch out what is exposed on internet and pay attention to which website we access, it can be dangerous. Also it is important not to expose too much through it. It is necessary to pay attention to which website we access, it can be dangerous. Don't open everyfile you receive on your e-mails, accounts or websites. It can be very tricky.

b)Personal

3) Crimes through internet – Crimes throught computers

❖ **Let's listen**: Here is the listening activity, now that you have prepared your students to the topic, lead them to watch the video: <https://www.youtube.com/watch?v=R6swtAUKzws>. Keep in mind and emphasize the students meanwhile watching it, they have to think about some advantages and disadvantages of using the internet. Later, they have to tell their findings to the class.

Play the video for the first time, let them listen straight to the end, so they can check the exercise number *3* in the **Getting prepared** section. Later, play it again and let them do the exercises for specific information, they compare their answers with the other classmates. Then the teacher makes the full correction.

Key Answers

1-This video is explaining about cybercrimes and it is showing how to avoid them as well, its objective is to warn people about it.

2-a) False, The internet provides oportunities and facilities for everybody.

b) True

c) True

d) False, Cybercrimes often happen, so it is necessary internet security.

e)True

3) (x)Cybercrime victims   (x)Update anti-virus software   (x)Confidential info

(x)Virus circulation   (x)Policies   (x)Computer viruses

(x)Cyber criminality   (   )Politics   (   )Expect

4- Law reforcement, report to the local police, use security anti vírus, do not give credit card number or expose yourself, personal information through the internet, do not put private information or type the passwords everywhere and update the anti vírus software regularly.

❖ **Getting Prepared**: Separe the students in small groups, so they can answer the questions. Here the topic of the Reading will be introduced, it is an opportunity to get to know more about the presented contente, they will talk about their previous experiences as well.

Personal Answers

❖ **Reading**: In this section, after discussing the topic with the students in Getting Prepared part, point out they are supposed to think of some similar e-mail messages they have received so far, after reading it.

Personal Answers

❖ **Let's get to know more about the text**: Students may do this activity in pairs, after doing both questions, they should compare their answers. Correct the exercise as a whole class.

Key Answer:

1-*It is an informative e-mail. The kind of genre has its own format and structure.*

2- *Formal language is used. (Texts examples)*

3-*The language used to persuate people is: Your credict card has been blocked, More details in the attached file*

❖ **Checking comprehension**: These are some exercises about comprehension, put up the students in pairs. They should compare their answers with diferente partners, later on correct them.

Key Answers

1-a)*(3)Contact their bank directly   (1) Treat it with suspition*

   (4)Report to the police/denounce (2) Don't open the file

 b-*(v)Because of the suspicious message and the credid card details*

c-*Because Sophos products intercepted the malicious emails and the attachment as* [Mal/RarMal-C](#) *and Troj/Bredo-IZ, protecting the Windows computer from infection.*

d-The cybercrime may decrease, because the society is aware of it.

e- Personal

❖ **Vocabulary Activity**: Students should do these exercise in pairs, after doing it they are supposed to explain each vocabular for their partners (only in english):

Cyber crimes – Withdrawn – Policies – Attachment file - Transaction - Cybercriminal

Withdrawn

Attachment file

Transactional

Cybercrimes

Policies

Cybercriminal

2- Withdrawn - To retract

Instantly - Immediatly

Best wishes – Best Regards

Customers - User

Transaction - Operation

Cybercriminals – Computer crimes

❖ **Grammar focus:** In this section the students will know how to use the grammar to apply passive voice in their real lives. They will learn to say it in the third person in order to talk about others, for example, through contextualized sentences taken from real articles. Point to the sentences on the book and emphasize that these sentences were taken from website, blog, so they can analyze what they have already seem.

After reading and observing the sentences, ask them to do exercise number 1, they should extract the meaning of the grammar and also explain the rule to the class, ask for volunteers.. But do not explain the structure, let them come up with the rules. Orally, write this sentence on the board as an example, taken from the e-mail:

"Your credict card has been blocked"

Later, ask these questions bellow, so it will help them to raise the grammar rules in a consciousness raising way. Remember; let your students talk about what they have realized so far about the grammar, do not explicit at first. Questions:

-Is the passive subject in this sentence making the action? Where is it?

-So, why do we have to use 'has been'? What is its meaning?

-What is the active voice of it?

After that, you can do exercise number 1 together with them. Then, they should do the exercises number 2, 3 and 4 individually.

Walk around the class to help them if they have any questions about the exercises.

❖ **Pronunciation**: It is very important to watch out and emphasize these sounds to students,(/Id/ /t/ /d/) since it takes time to realize their diferences. Meanwhile, there are some diferences which is extremelly necessary to explain. So, point out each column and explain this rule:

/Id/ sounds are likely if the verb ends in **t** or **d** consonants, example:

Sugges**t**: Suggest**ed**

Correc**t**: Correct**ed**   **= /Id/**

Pain**t**: Paint**ed**

Deci**d**e: Decid**ed**

/t/ sounds are likely if the verb ends in **f, s, p, k,** ʃ , ʧ , θ , example:

Brie**f**: Brief**ed**

Pu**sh**: Push**ed**

For**c**e: Forc**ed**

Ty**p**e: Typ**ed**   = **/t/**

Coo**k**: Cook**ed**

/d/ sounds are likely if the verb ends in v, z, b, g, l, r, m, n, ŋ , ʤ , ð , ʒ

Wa**v**e: Wav**ed**

Ba**th**: Bath**ed**

Ai**m**: Aim**ed**

Lear**n**: Learn**ed**   = **/d/**

Ope**n**: Open**ed**

Fla**g**: Flagg**ed**

Clo**s**e: Clos**ed**

Sta**r**: Star**ed**

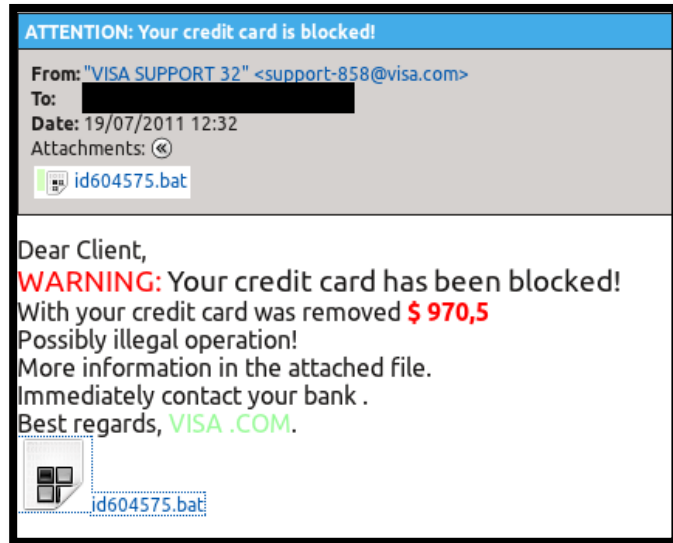In exercise 2, let them listen to the words propoused in the chart, here is the dictionary <http://dictionary.cambridge.org/> Play each one for 3 times

Key Answers:

/Id/	*Wanted*	*Melted*	*Ended*	*Started*
/t/	*Kissed*	*Liked*	*Dropped*	*Breathed*
/d/	*Believed*	*Filled*	*Joined*	*Aimed*

❖ **Writing:** Read the exercise instruction with your students, guide what they are supposed to do.

They have received this e-mail:

ATTENTION: Your credit card is blocked!

From: "VISA SUPPORT 32" <support-858@visa.com>
To:
Date: 19/07/2011 12:32
Attachments: ⊛
    id604575.bat

Dear Client,
WARNING: Your credit card has been blocked!
With your credit card was removed $ 970,5
Possibly illegal operation!
More information in the attached file.
Immediately contact your bank .
Best regards, VISA .COM.

    id604575.bat

Emphasize that it is a very dangerous message and they must write an e-mail to their friends in order to warn them, so it is necessary to convince the e-mail receivers not to open the attached file, they should use as much arguments as possible.

If possible, use the internet, ask if the students have their own personal account, if not instruct them to create their own, it can be done at google account web email <http://www.gmail.com/intl/pt-BR/mail/help/about.html>.

While writing the e-mail, it is important to think about the language, here are some expressions which they could use, read and explain each of them:

Opening	Ending
Hi dude! What's up?	Kisses, Hugs, Xoxo
How's everything ? How are things?	See ya buddy! Keep in touch
Development	
Please, don't open it! It's a fake message because... It will mess up your computer...	

And also don't forget to use formal language, because you will inform your school principal too, examples:

Opening 1	Opening 2
Dear Mrs Santos	I'm writing you to inform that...
Dear Miss Santos	Mrs Santos, I inform you that...
Dear Mr Santos	I would like to warn you about... because...

| Development	Closing
I have seen it in a web site and	
you shouldn't open it... because	Best Regards
It is a risk to open it... because	Best wishes
This message wich you received is ...	I look forward to seeing you

Later, they should exchange their classmates e-mail adresses, so they can send it to each other, using the internet. In case, there is no internet at the school, they may write on the chart mentioned in the activity:
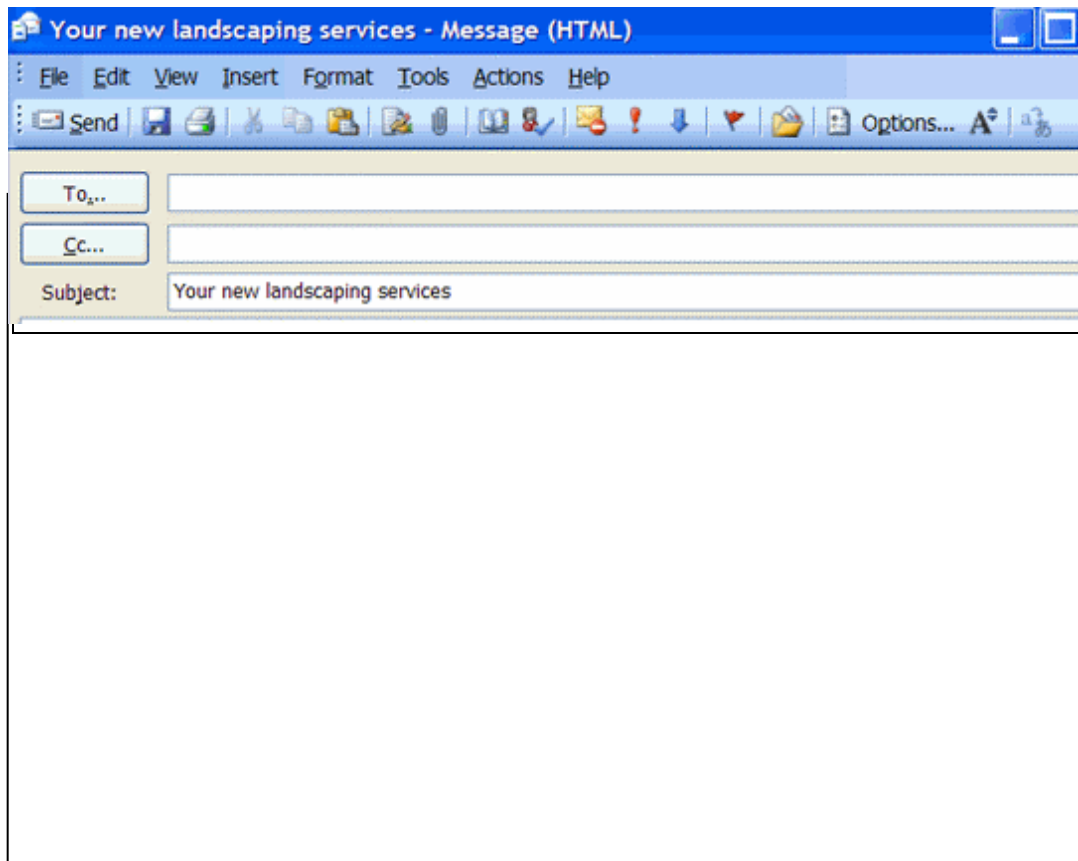
- ❖ **Speaking activity**: Students are supposed to practice oral skills in English and study the types of cybercrimes and how to keep safe from them, ir order to do that, separe the class in groups, so they can work as a team.

  The texts of the presentations are followed in these websites:

Text 1: <http://utsavmtripathi.hubpages.com/hub/Types-of-cyber-crime-which-must-be-avoided#>
Text 2 : <http://lillygrillzit.hubpages.com/hub/Cyber-Crime-and-Why-You-Dont-Want-to-do-It-to-the-Wrong-Person>

They are supposed to prepare a power point presentation which objective is to explain deeper some contentes about cybercrimes in order to keep the students aware of it.

Ask your students to read and prepare it, the presentation is based on the texts. They will later present it to all school students in a school fair.

 Arrange with them which group will be in charge of each kind of food from the different nationalities. It should be a fifteen-minute presentation.

You must read and explain each of the lecturing procedures such as posture, kind of speech and information.

Highlight the procedure they have to follow in order to have a good performance:

Remember to use the following tips in order to have a

successful work:

1. Know your topic _ become an expert.
2. Visual aids (maps, photos, film clips, graphs,
diagrams, and charts) can enhance a
presentation.
3. Practice giving your presentation to yourself.
4. Begin your presentation by telling your audience
what your topic is and what you will be covering.
5. Speak in a clear, audible voice.
6. Make frequent eye contact with the audience.
7. Never turn your back on the audience.
8. Add here strictly to your time limit. Organize your
main points and rate of speech so that you speak
for your fifteen minutes.
9. Be ready to answer questions by the audience.
10. Show some enthusiasm.

Adapted from <http://go.owu.edu/~dapeople/ggpresnt.html>

Test Booklet Key Answers

1- a) (x)victimins of cybercrimes on internet

b)(x) bigger than drug traffic

c) (x)information about our security codes through fake anti virus links

2- a) To withdraw

b) Cybercriminals

c)Policies

d) Attatchment file

e)Transaction

f)Cybercrimes

3-a) Identities and individual information can be discovered by cybercriminals

b)False passports have been created through the internet

c) R$ 22,0000 dollars were stolen from the bank last month

d) International Cyberpirates are often slip through the internet

4-a) (F) Over half (51%) of the 2,075 people surveyed said they had been a victim of online crime

b)(F) those, 50% said they felt either very or extremely violated by their ordeal, according to Get Safe Online Those 10% said they felt violated according to Get Safe Online.

c) (F) If you think you have been a victim of cyber-enabled economic fraud (where you have lost money), report it to Action Fraud by calling 0300 123 20 40 or visiting actionfraud.police.uk. If you are a victim of online abuse or harassment, report it to your local police force

d)(T)

5)a) 51% victims of identity theft

b)£670m losses from online fraud

c) 2,075 people surveyed

d) 32% cybercrime victims

e) 47% cybercrime victims   **f)**0300 123 20 40 police

Rationale

This English teaching material was elaborated based on real communication and the exchange of information which results in interaction between the classmates inside or outside the classroom. The activities along the units were elaborated according to the communication methodology approach which emphasizes focus on interaction rather than practicing it by themselves, with no socialization as characterized by Richards and Rodgers (2005), who mention:

> "An ideal situation for second learning would be one where the subject matter of language teaching was not grammar or functions or some other language based unit of organization, but contente, that is, subject matter from outside the domain of language. The language that is being taught could be used to present subject matter, and the students would learn the languages as a by-product of learning about ral world content."(p.204)

It means, according to the usage of this material, the students may learn throught real topics which the language is inserted, so they can directly use it in order to practice and really learn, for instance, the speaking exercises which are great oportunities to develop this ability in a real context. For instance, the speaking activities in unit 1 which the students have to interview their partners about their favorite hobbies are connected to this communicative concept, because they can exchange information and it is totally interactive. Another example of communicative approach throughout the material is the writing activity in unit 1, which they are supposed to prepare an online poster and comment on each other's through facebook, it is very interactive, so they can learn the language by practicing it.

Also, agreeing with to Richards and Rogers (2005), the learners should be involved with the activities in a real and meaningful way which the speaking, listening, reading and writing skills are connected by a certain topic, in other words, they should not learn in isolation. So, this explains the connection between these skills along both units, they are linked to each other which leads the students to a language learning process. For example, in unit 1 the speaking activiy (interview) is totally connected to the listening exercise which is also an interview, so the students should produce a video about its content, topic and even the grammar used throughout the unit.

According to LEFFA (1988), the material in communicative approcah should be authentic, there must have real situations, the contents also have to be taken from real sources, for example, the texts and the videos which are part of reading and listening exercises should not have a teaching purpose, but social. The author also mentions the importance of not using simplified and artificial texts, they should be avoided because they can interfeer the authenticity of the material. Therefore, the reading and listening contents from these units presented in the material are totally authentic, they are taken from real sources, mainly from internet which the society is immersed in. For example,

in unit 1 it is presented a video about a research, ir order to know more about the young adults hobbies and the video presented in unit 2 shows a warning about cybercrimes. The texts are taken from websites and blogs which students are familiarized by the topics.

The pre-activities presented in units 1 and 2 through the material are based on the students' background, previous knowledge, they can learn effectively while the teacher guides them in order to interact with a partner or in gropus in a determined pre-reading or pre-listening exercise, for example. Because, Rogers and Richards (2005) affirms that:

> "CBI (Content Based Instruction) seeks to build on students' knowledge and previous expereince. Students do not start out as blank altes, but are treated as bringing importante knowledge and understanding to the classroom. The starting point in presenting a theme-based lesson is therefore what the students already know about the content." (p. 211)

That is the reason it is important to activate the learners previous knowledge about the content being taught as they are being introduced to the topic, it can facilitate and immerse them in language learning. Thus, the pre-activities during the units are basically towards the students interests, background knowledge and reality, familiar topics are useful though, because they will get introduced and so they can discuss and learn more from it. For instance, in unit 1 they were exposed to share their likes and dislikes through interview interaction and interactive exercises that they should do in groups and pairs, while in unit 2 the pre activity directed them to a discussion among themselves about computers in order to get to know what the topic would be about, also there is a picture about some fish and a bait which the learners should discuss its meaning among themselves.

In communicative methodology, it is possible to notice some technology approach along this teaching material as well, because there are some activities which immerse the students in a real usage of language throught interent, mostly written exercises, for example, e-mails at unit 2, Facebook comments and online posters (Glog) at Unit 1. Paiva (2010) assumes that the internet nowadays has an extremely importance on learning, it offers oportunities to gather people as well as to work collaboratively. Besides that, there is another example in unit 2, the students must write some formal and informal e-mails to their friends and the principal.

And so, Braga and Murta (2012) also shares the same ideas, the authors emphazise the great importance to develop language learning through social media, including interactive websites, for example, facebook is mentioned as a useful tool in order to discuss points of views, and also it can also contribute to learning. Green and Bailey (2010) affirm that this network can be a constructive way to develop classes activities, it can envolve teachers and students as a whole in a single interactive learning process. All these technology resources are included in both units, as mentioned before,

commentaries on facebook, video recording, youtube and glogs are immersed in this material, so they can learn a language throught this useful source: technology.

The unit themes selected and developed in this teaching material has a purpose to help the learner to learn the language itself in real contents, besides that, they also can contribute to the students education as citizens and humans in the society, for instance, in unit 1 while talking about hobbies and interests, they are free to express their thoughts and share with others their likes and dislikes, also to get to know more about the other classmates and respect their opinions on diferent ideas.

Meanwhile, in unit 2, the theme cybercrime is very important, because the learners have oportunities to contribute to the society safety, discuss and to be aware of the topic in order to contribute to the society itself. This concept is based on 'Orientação Curriculares para o Ensino Médio' (2006), it is corroborated that foreign language teaching and learning can also add the learner's education in their respective citizenships while studying languages or any other subject in general.

In addition, Parâmetros Curriculares do Ensino Médio - PCN - points that the foreign language teaching can also approach the students to culture learning as well, its propouse is to integrate them not only into language itself, but into cultural aspects. So, it is valid to mention that the elaborated exercises and their respective themes in both units are very relevant to the language learning process, because they talk about social issues which involves cultural plurality as well, in other words, it can contribute to the learners education in society, specially in unit 2, whose theme is well discussed and broad throughout the Reading exercises which the students are exposed to comprehension about cybercrime and also the speaking which they have to elaborate a presentation in a school fair in order to warn their friends about its dangers. So, it is all involved throught society issues and awarness.

Due the cultural aspects as mentioned before which is presented in the material, in "Orientações Curricalares do Ensino Médio" (2006), it is affirmed that the disciplines offered in schools purpose a more critical reflection criteria, it means, they must enable the students the ability to have a critical view on what is being taught in order to become conscious citizens in the society. This concept is seem along the discussions in each unit and their respective themes, and so the students are motivated to participate the classes, to express their opinions and be aware of some social issues, thus they may have a critical view on what is being taught using the target language.

The grammar inserted in the exercises and the session 'Grammar focus' is focused on communication, and also in implicit forms, for instance as presented in Unit 2 which the passive voice is taught in a meaningful way without expliciting the forms, but sentences taken from real materials, it is immersed within interaction and real contexts. As Freeman (2001) implies that some researches have shown that students learn best when they focus on form within interaction: "However, they advise doing so by 'focusing on form' within based or commincative approach in order to avoid a return to analytic approaches in which decontextualized language forms were the object of study" (pag.

257), it is important not to point the grammar rules itself, without any context objective, otherwise it may become very superficial, as visualized the grammar is totally contextualized, they are sentences taken from real texts, for example, unit 1 the grammar is focused on the language from the commentaries and in unit 2 it i also taken from the blog, e-mails and some News as well, and both of the grammar sessions are dealt with interaction between the students, so they can use the langue itself. For example, a grammar exercise in unit 1 which they are supposed to use the language expressing their opinions about each hobby, and in the teacher's guide it is leading the students to ask their partners about each of them as well.

Freeman (2001) also points out "Grammatical structure not only have (morphosyntactic) form, they are also used to express meaning (semantics) in contexto-appropriate use (pragmatic)." (p. 252), so the grammar content is taken from reading authentic texts, it means that grammar is contextualized within reading and it plays na important role along the unit itself, the grammar is alrady part of the language learning, the learners may use it during all the activities, not only reading or grammar session exercises, it is a way to use language and practice within connected skills, reading, writing, speaking and listening, which the material offers more communicative exercises, for instance the listening and speaking in Unit 1, which the learners are supposed to interact talking about the topic and the information required, in the listening warm up there are questions that they make to each other about culture and and opinions and then the speaking is also part of the process, which they need to create an interview, just like the listening activity, it means that there is a conection between the skills.

On the other hand, some exercises in 'Grammar session' requires the learners attention to realize and explain the certain rules, the reason they should be used which they are asked to give some explanation, just like in unit 2 which is about passive voice and the examples are all taken from real materials (blogs and News), it means the rules are not explicit, but they are contextualized. These types of exercises are based on consciousness raising theory, which the learner should come up with the rule, in other words, it is not explicit, but on the contrary. It is exactly what Ellis (2002) emphasizes "Consciousness-raising facilitates the aquisition of language knowloadge needed for communication." (p.171), further, the authors explain that this grammar aquisition knowledge implies three processes: noticing, comparing and integrating. These components happen while students are trying to understand a grammar feature in order to acquire it, so it happens while the learner is introduced to observe the grammar, as mentioned about unit 2, which is about cybercrimine, they come up with the rules through contextualized samples taken from the News and the e-mails during the first exercise that requires the attention to the meaning of the grammar inside the sentences, it i salso well explicited in the teachers guide, which the teacher may lead the student into na effective learning using and thinking about the grammar as a language.

In Unit 2, for example, which the reading genre is a blog in order to warn about cybercrime, the comprehension activities and also the teacher's guide are conceptualized according to Freire (1970; 1976) quoted by Braga and Busnardo (1993)

"Eduacators in general became more open to idea that the learner was not a passive 'empty vessel' to be filled with textual information" (p.2) , it means that the students also participate in the learning process, like the learning procedure described in the teachers guide, which the professional may notice that the learners are not just filled with language knowloedge, but they are motivated to participate as well and work collaboratively, so both teachers and students construct the knowledge.

Along the reading sessions, for example in unit 1 whose comprehension activities are interactive about the commentary genre, and in unit 2 whose text is a blog and some e-mails, and the activities linked to the genre and comprehension, defenitely it is possible to recognize the interaction between the students and the texts being studied, as mentioned by Braga Busnardo (1993), "Reading is a selective process which involves a complex interaction between the reader's previous background knowledge and language." (p.3), it means the students often make the texts comprehension by interaction, so they can constructo the meanings from it, and since the athentic texts are taken from real sources, they become more interesting and more realistic, so the class can understand and interact better, besides that, it is necessary to highlight the usage of the students' background knowledge which may help them in the reading dynamic, so they can understand the idea of the texts, and this is what happen in the comprehension and genre reading activities in unit 1, for instance.

Meanwhile, in the writing session of this material, as Kroll (2011) focus: "Students produce written texts that are expected to exhibit increasingly advanced levels of proficiency as the student writers progress through a curriculum, and teachers must take choices about how various learning experiences will promote" (p 219), as soon as the students are engaged in their respective levels they may develop their written skills, acoording to age, topic, content of the language and the level itself, also the author caracterizes that some steps are discribed in written activities such as "Teacher planned lessons, presentation of writing assignments, student-written texts and feedback on writing." (p.219), so the written exercises propoused in the material have these characteristics, it is necessary to plan before, in addition giving feedback on students writing may help them to improve their writing skills.

Nation and Newton (2009) also affirm that listening is not just a passive skill in activities, but they are very interactive and active, which the learner also gives responses and interact with what is being listened to. Lynch and Meddelsohn (2002) agree with this information and they point that "Meanings are shaped by context and constructed by the listener through the act of interpreteing meaning rather than receiving it intact" (p 194). It still means that listening is an interactive process, therefore the activities proposed in this teaching material were elaborated in interaction, Units 1 and 2, which the students will interpret and get its meanings from listening as well, through specific or general information (Bottom-up and Top-down process) exercise types, which are present in both units as well. As in unit 2, there is na warm up, which the students should discuss about a Picture and give their opinions and share experiences and knowledges about cybercrime, later on they will watch the video and work on

specific information, checking the right information, and so the general comprehension i also required which is about the whole meaning of the video, along the way learners Interact exchanging the answers.

As an integration, listening and reading skills are connected to speaking and writting ones, so in some listening and reading activities it is important to highlight the bottom-up and top-down process which make part of the language learning process, they are also present in this material. According to Field (2003) "Bottom up processing involves perceiving and parsing the speech stream at increasingly larger levels" and so "Top-down processes envolve the listener in going from the whole" (p.326), these processes are involved in some specific and general information in listening and reading activities in both units from this material.

In order to develop the language and its speaking skills, it is necessary to achive these processes as mentioned by Nation and Newton (2009) "meaning focused input, meaning focused output, language focused learning and fluency development." (p. 2), the balance of this contribute to an effective foreign language learning, specially while doing speaking exercises, the authors also affirm "It is through these four stands that learners achieve the learning goals of a language course, namely fluente controlo f the sounds, spelling, vocabular, grammar and discourse features of the language, so that they can be used to communicate effectively." (p.2), in other words, all of these language features are important to communication skills and they are also connected along the exercises of this two units.

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