

Imagine in the Classroom (Unidade didática para o Ensino do Inglês).

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

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*Take a sad song and make it better
Lennon \ McCartney.*

CONTENTS

Introduction.....	4
Unit 1: Words of Wisdom	7
Unit 2: Imagine Peace.....	35
Teacher's guide and Answer key.....	58
Rationale.....	68
References.....	76

Introduction

(...) o novo momento na compreensão da vida social não é exclusivo de uma pessoa. A experiência que possibilita o discurso novo é social. Uma pessoa ou outra, porém, se antecipa na explicação da nova percepção da mesma realidade. Uma das tarefas fundamentais do educador progressista é, sensível à leitura e à releitura do grupo, provocá-lo, bem como estimular a generalização da nova forma de compreensão do contexto (FREIRE, 1996, p. 82-83)

“Imagine in the Classroom” is an innovative pedagogical resource, designed for intermediate level students of English from Public and Private schools. This material brings a combination of activities aimed at creating an inspiring and creative learning environment in which students are expected to interact with each other in English in a meaningful way. Communication, imagination, reflections and critical views are required throughout the work as a way of promoting and sharing different perspectives in the classroom.

Both units were inspired by the famous British band, *The Beatles*. Songs, biographical notes and ideals of the band were employed throughout the work as way of promoting a better understanding of the band, its historical context and its importance in the history of music and in the English culture. As a long-time fan of the band, I wished to make this homage to the band and share this passion with students of the English Language.

As an English teacher in public school in Brazil, I’ve been using *The Beatles* songs in my teaching routine. I’ve noticed that *The Beatles* songs have a universal appeal and are able to connect different generations.

I’ve decided to work with *The Beatles* theme because I’ve been in love with their songs ever since I was a little girl. By the way, I became an English teacher due to their great influence in my life. Their songs helped me improve my English skills. I am grateful to my 7th grade English teacher who introduced me to the magical world of English through *The Beatles* songs.

When I became an English teacher in 2005, I realized that The Beatles songs could be used as a tool of enhancing motivation in the classroom. Besides that, I believe that Beatles songs are able to “open” student’s minds to human issues. Some of the Beatles lyrics themes are peace, wisdom and love. Such themes/topics can lead to reflections and,

why not actions, in or out of the classroom. I share Paulo Freire's idea of education for citizenship in which "*people could take the initiative to act and transform their lives and their communities through a process of reflection and action*".

I strongly believe that the Beatles songs can inspire students to create positive actions in their social context. Themes such as *peace* and *wisdom* can be linked to the critical literacy theory, which encourages students to become actively engaged in social practices (Mattos, 2011). Two songs, "*Let it be*", from *The Beatles*, and "*Imagine*", from the ex-beatle, *John Lennon*, were used, as both songs have an emotional appeal which may lead the students to reflections about their realities. Teachers also have the opportunity to share their thoughts and views with their students. This sharing of experiences leads to change, which also increases the potential for improved performance and future learning (Mayer, 2002).

In 2011, I developed a project called "Peace" in *Prefeitura de Belo Horizonte* in partnership with ICBEU and US Embassy. The project took place in a public school in the city of Belo Horizonte, Brazil. For this project, I had the opportunity to win a prize, which was a trip to New Orleans in order to participate in a TESOL congress.

In 2014, I had another international experience, this time I was granted a 6 week-scholarship in Temple University, in Philadelphia, in order to improve my English skills. From that experience, I developed another project concerning the Peace topic. My participation in both projects gave me the excellent opportunity to think more deeply about global issues as well as how subjects such as Peace, Love, Wisdom and Hope could affect my students' reality.

The present work consists of two thematic units that intend to increase the interest of students for music and language learning, taking into account their age and their social environment. Both of them explore the four language skills: listening, writing, speaking and reading in an integrated way.

The main objective of this work is to offer learning situations in which students will be able to develop their communication skills and their abilities to use language effectively to interact with one another.

The themes, inspired by *The Beatles* songs, are the source of activities presented in multiple genres and used in different contexts, including web based environments such as YouTube. Listening, Reading, Speaking and Grammar aspects are inserted in a formative perspective. The sections provide texts of different genres connecting themes of the Beatles

songs that are relevant to the students' context. The types of activities vary in order to develop different skills (vocabulary, general idea or detailed understanding) and encourage the critical view of the students.

In addition, the units are connected with the idea of constructing citizenship principles and promoting the formation of critical individuals who will be able to act in their social context.

The activities are focused on the socio-interactionist view of language (Vygotsky, 1993) which takes into consideration the role language plays in historical, cultural and social context in which interactions take place.

In short, *"Imagine in the Classroom"* was developed with the idea that students of a foreign language can learn in a more effective, reflective and active way in the classroom.

I hope this material can inspire teachers to "whisper words of wisdom" and "live life in Peace" in and outside classroom.

"The Love you take is equal to the love you make."

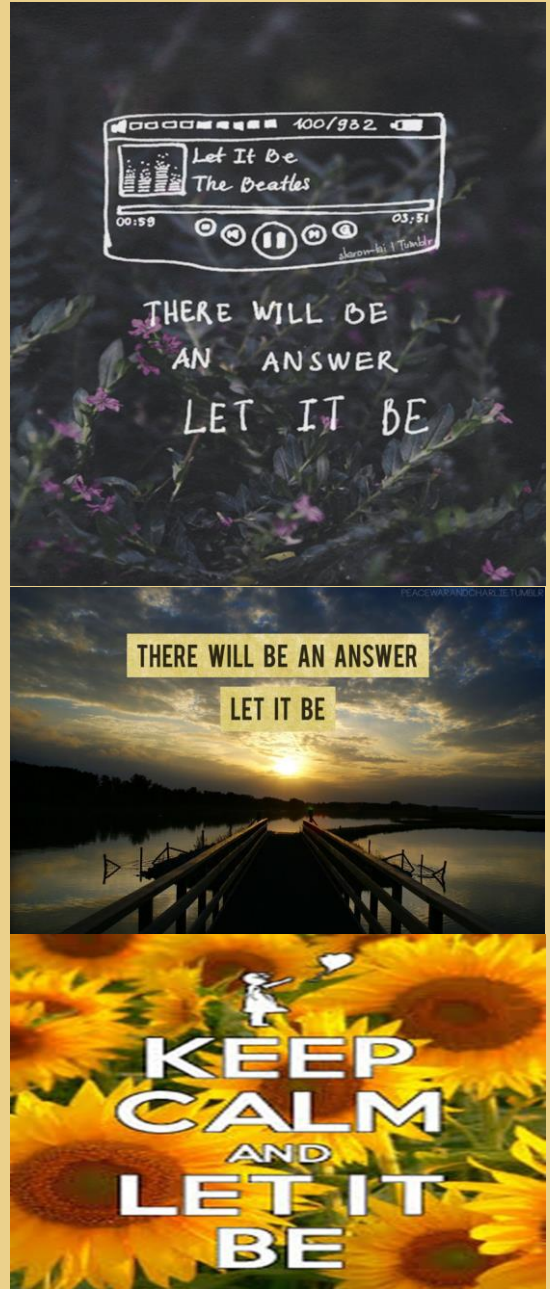
Paul McCartney.



Words of Wisdom



Unit





Warm-up



Unit 1: Words of Wisdom

1. Think about the questions below and discuss with your classmates: (Group of three):

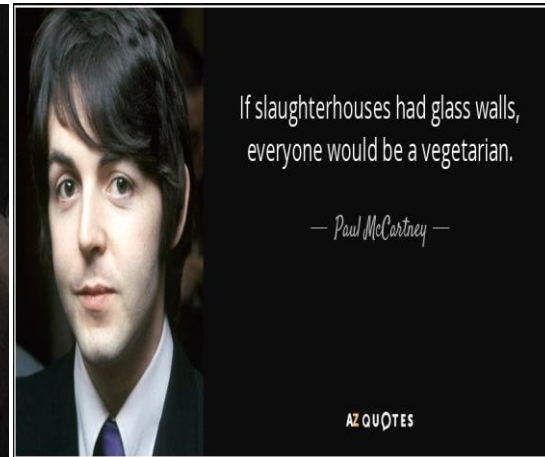
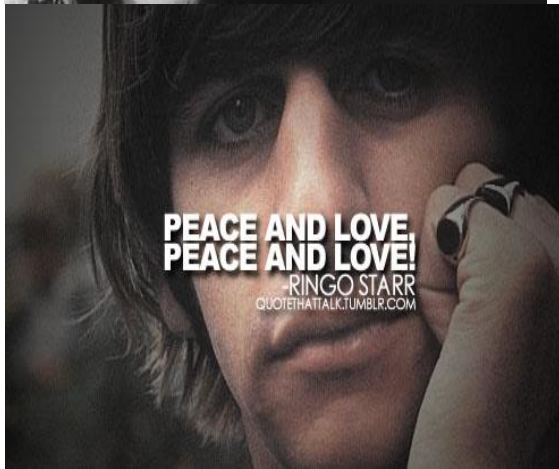
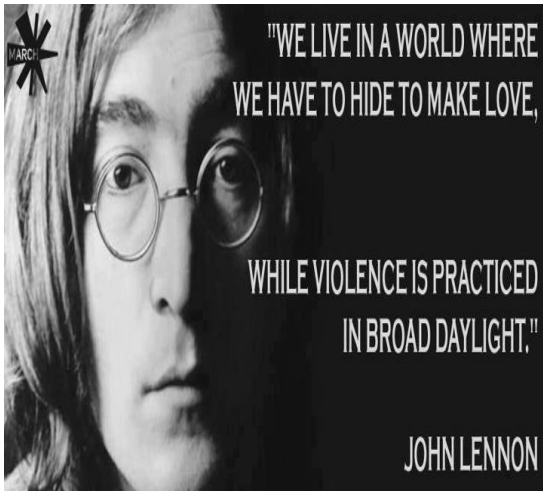
- What does the expression “words of wisdom” mean?
- Where can we usually find “Words of Wisdom”?
- Are there any people who have inspired you through their words? If so, who and why?
- Can you remember any famous inspirational quotation from songs in English that you wish you could have said?
- If so, share with your partners.

KNOWING MORE TO DO BETTER!

What is a quotation? A quotation is a pithy and profound statement that can be cited by a speaker or a writer to convey his ideas effectively. Acob M. Braude (1994:19)



2. Read some famous quotations from the famous members of the British band, The Beatles:



2. Now, talk to a partner and answer the questions.

a) What is each one of the quotations above about?

b) Which quote above **you wish** you had said?

c) Do you know any famous quote from one of the Beatles songs **you wish** you had written? If so, write it here:

d) George Harrison's quote, dating back to 1977, was recently posted (July, 2015) on twitter, a social network. Do you think this quote is still relevant nowadays? Explain.



Getting into the mood

1. Discuss in pairs then share with the class:

- a) Which qualities do you think a wise person has?
- b) How can a person achieve “wisdom”?
- c) Can you name any well-known person who you consider as wise?
- d) Rank from 1 (the most important) to 8 (less important) the characteristics that bring happiness to our lives. Compare with your classmates:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
wisdom,	intelligence,	optimism,	sociability,	kindness,	generosity,	humbleness,	honesty

- e) From the qualities above, which one **you wish** you could have?

2. In pairs, match the adjectives to their definitions. See the example one. Compare your answers with your partner.

1-Smart	A () inclined to associate with or be in the company of others.
2-Sociable	B () liberal in giving or sharing; unselfish.
3-Charitable	C () conforming to the recognized standard of propriety, good taste, modesty, etc., as in behavior or speech.
4-Trustworthy	D () having the power of discerning and judging properly as to what is true or right; possessing discernment, judgment, or discretion.
5-Wise	E () of a good or benevolent nature or disposition, as a person.
6-Hopeful	F () disposed to take a favorable view of events or conditions and to expect the most favorable outcome.
7-Kind	G () having good understanding or a high mental capacity; quick to comprehend, as persons or animals.

Definitions taken from the Cambridge online dictionary <http://dictionary.cambridge.org/pt/> and the dictionary



Listening to wisdom



1. You are going to watch a short video in which famous people talk about what *wisdom* means to them. Take notes while you watch it.



<https://www.youtube.com/watch?v=2Rjrw4ZNFnQ&feature=youtu.be>

- a) Watch the video once again. Write down any words or expressions that people used to describe wisdom. Compare your notes with your partner.

- b) What did the people say that you found interesting about wisdom?

- c) From the expressions mentioned in the video, which ones **you wish** you could have said?



2. Let's listen and just let it be!

a) Before listening, discuss these questions:

- What does the expression “let it be” mean?
- How words can affect us and people around us?
- Do you remember a time in your life when someone spoke *wise words of wisdom* to yourself?
- Do you wish you could talk again with this person?

b) Watch the video *Let it Be*, by The Beatles.



<https://www.youtube.com/watch?v=9VoRAZdc85I>

Now, answer que questions:

- What kind of connections do you see between the song *Let it be* and the video about wisdom?

- Who is with always with the singer in the bad times?

- What will be the answer?

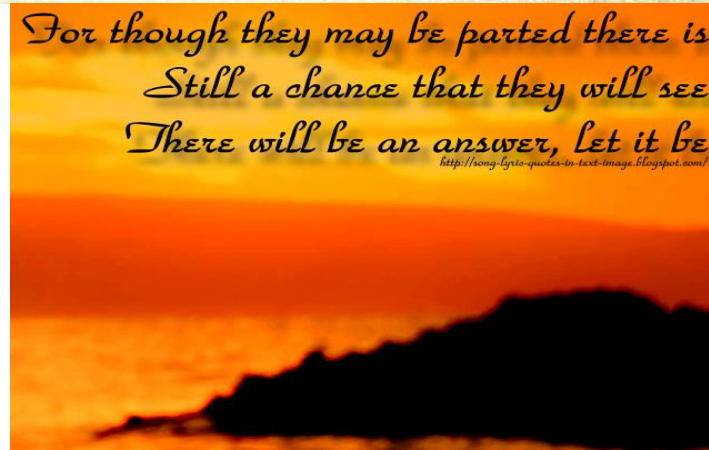
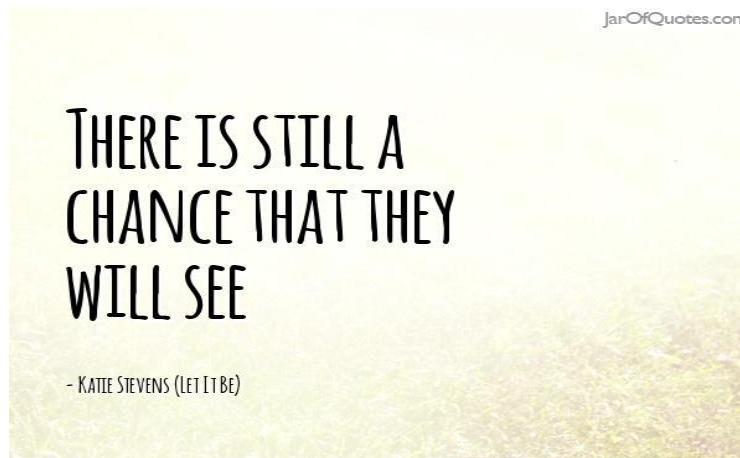
- When you face “Times of trouble” who usually helps you find a light? How?

c) Connect the sentences. See the example

- | | | |
|---|-------|--|
| 1- When I find myself in times of trouble | () | There is still a chance that they will see |
| 2- And in my hour of darkness | () | There is still a light that shines on me |
| 3- For though they may be parted | (1) | Mother Mary comes to me |
| 4- And when the night is cloudy | () | She is standing right in front of me |

d) Some Let it be Lyrics has been inspiration for many internet quotations, as the ones showed below. In pairs, circle the quotations you liked most and discuss with a friend:

- Which part from the song Let it be did you like most?
- Is there any part of the song **you wish** you could have written?



e) Listen to song again and fill in the blanks:

LET IT BE

The Beatles

When I find myself in times of trouble, Mother Mary comes to me
_____ words of wisdom, let it be
And in my hour _____ she is standing _____
_____ front of me
_____ words of wisdom, let it be
Let it be, let it be, let it be, let it be
Whisper _____ of wisdom, let it be

And when _____ hearted people
_____ the world agree
There will be _____, let it be
For _____ they may be parted, there is still _____ that they
will see
_____ be an answer, let it be
Let it be, let it be, let it be, let it be
There will be an answer, let it be
Let it be, let it be, let it be, let it be
_____ words of wisdom, let it be
Let it be, let it be, let it be, let it be
_____ words of wisdom, let it be

And when the night is _____ there is still _____ that
shines on me
_____ tomorrow, let it be
I wake up to the _____ music, Mother Mary comes _____

Speaking words of wisdom, let it be
Let it be, let it be, let it be, yeah, let it be
There will be an answer, let it be
Let it be, let it be, let it be, yeah,
let it be

f) Find in the song words that means:

Sadness: _____ Speak in a low voice: _____

Opportunity: _____ Intelligence: _____

Be Bright: _____ In a distressing position:

Going further in the text: Song facts

Read some song facts about *Let it be*.

Prepare four questions about the text and ask your partner. Check who got more answers right without consulting the text.

The Story Behind "Let It Be"

Paul McCartney was upset. He was one of the Beatles, a very popular band, and the band was breaking up. Paul didn't want the band to break up.

Paul thought back to the early 1960s, when the band was new. It was fun to write songs, it was fun to perform, and it was fun to be with the other Beatles. John, George, and Ringo were Paul's best friends.

But now it was 1969, and the Beatles weren't having fun anymore. They argued a lot about their music, and they argued a lot about money. When they weren't arguing, they didn't talk at all.

"How can I keep the band together?" Paul asked himself. He thought about the Beatles day and night.

One night Paul fell asleep and dreamed about his mother. Her name was Mary, and she died when Paul was 14 years old. She spoke to him in the dream. "Don't worry, Paul," she said. "It will be OK. Let it be."

When Paul woke up, he wrote a song about his mother's words of wisdom. He called the song "Let It Be."

Paul's dream gave him an idea for a new song. It also gave him a new way to think about the Beatles. He stopped trying to keep the band together. A short time later, the Beatles broke up forever.

After the Beatles broke up, Paul McCartney wrote and performed songs on his own. He was a success, and he was happy. His mother was right: Usually it's a good idea to keep trying. But sometimes it's best to just let it be.

Adaptated from <http://sandraheyersongs.com/stories/the-story-behind-let-it-be>

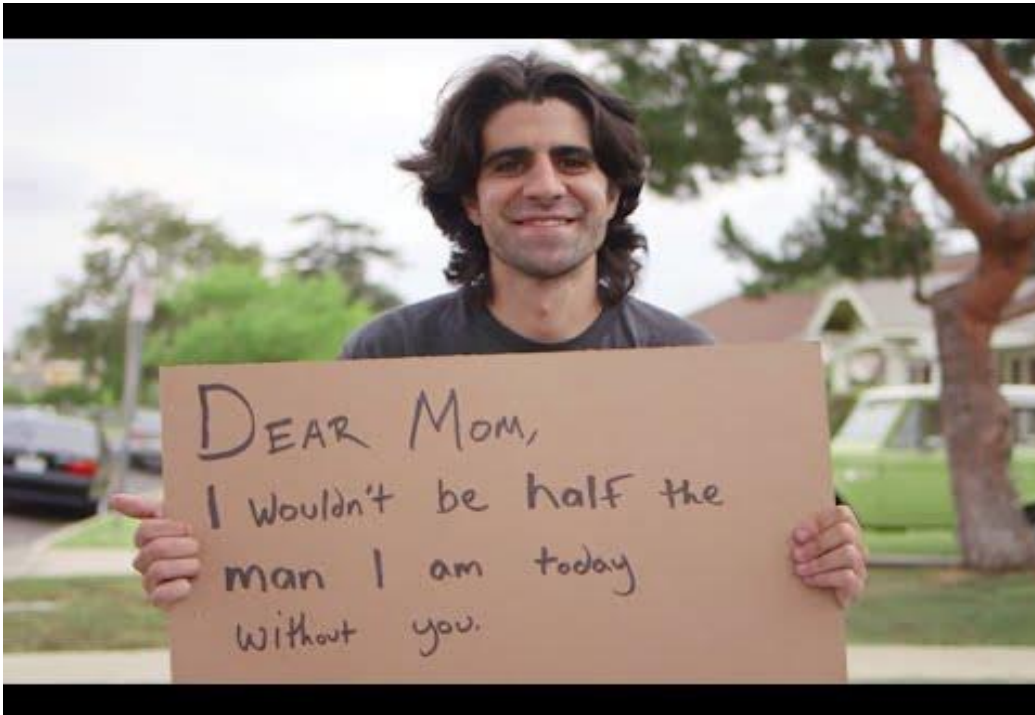


Reading corner

1. **Before reading**, in pairs, discuss:

- If you could, who would you wish to spend more time with?
- What kind of gentle words you wish you could have said to this person?
- What would you wish if you had a time machine?

2. Watch the video:



<https://www.youtube.com/watch?v=uRsI77c4q8I>

3. Discuss with your teacher and classmates in an open class debate:

- . Is there one thing you wish you could say to your mom?
- . Share with your whole class. Maybe you could write a poster similar to the ones from the video.
- . What kind of connections do you see between this video and the song let it be?

4. Now, read the text below:

PAUL MCCARTNEY: I WISH I COULD SPEND MORE TIME WITH MY MOTHER

SIR PAUL MCCARTNEY HAS SAID HE WOULD GO BACK AND SEE HIS MOTHER IF HE HAD A TIME MACHINE.



Paul McCartney said he was use a time machine to go back and see his mother who died when he was 14 Photo: REX FEATURES

8:55AM GMT 26 Feb 2013

When Sir Paul was just 14 his mother died of an embolism. Her loss later became a point of connection with John Lennon, whose mother, Julia, had died when he was 17.

As the family's primary wage earner, Mary's income as a midwife had enabled them to move into Forthlin Road in Allerton, where they lived until 1964.

Now in reply to a fan`s question - picked from over 10,000 submitted to his website in a new monthly feature - the ex-Beatle has revealed the depth of the heartache.

A fan from Brazil asked:"What would you wish if you had a time machine?" to which Sir Paul simply replied:"Go back and spend time with my mum. **I wish I could have said beautiful things to her**"

Previously Sir Paul has spoken movingly of how his mother inspired one of his greatest songs Let It Be - written when he was living hard in 1968 with the growing pressures of The Beatles about to implode.

"Then one night, somewhere between deep sleep and insomnia, I had the most comforting dream about my mother, who died when I was only 14. She had been a nurse, my mum, and very hardworking, because she wanted the best for us," said Sir Paul.

"We weren't a well-off family- we didn't have a car, we just about had a television - so both of my parents went out to work, and Mum contributed a good half to the family income.

"At night when she came home, she would cook, so we didn't have a lot of time with each other. But she was just a very comforting presence in my life. And when she died, one of the difficulties I had, as the years went by, was that I couldn't recall her face so easily. That's how it is for everyone, I think. As each day goes by, you just can't bring their face into your mind, you have to use photographs and reminders like that.

"So in this dream twelve years later, my mother appeared, and there was her face, completely clear, particularly her eyes, and she said to me very gently, very reassuringly: `Let it be.`"

"It was lovely. I woke up with a great feeling. It was really like she had visited me at this very difficult point in my life and gave me this message: Be gentle, don't fight things, just try and go with the flow and it will all work out.

"So, being a musician, I went right over to the piano and started writing a song: `When I find myself in times of trouble, Mother Mary comes to me`.....`Speaking words of wisdom, let it be.`"

"Not very long after the dream, I got together with Linda, (his first wife who died from breast cancer in 1998) which was the saving of me. And it was as if my mum had sent her, you could say.

"So those words are really very special to me, because not only did my mum come to me in a dream and reassure me with them at a very difficult time in my life - and sure enough, things did get better after that - but also, in putting them into a song, and recording it with the Beatles, it became a comforting, healing statement for other people too."

<http://www.telegraph.co.uk/culture/music/the-beatles/9896636/Paul-McCartney-I-wish-I-could-spend-more-time-with-my-mother.html>

5. After reading, answer these questions:

a) How old was Paul McCartney when his mom died?

b) What did the fan from Brazil ask about Paul wishes?

c) What kind of words of wisdom did his mom tell him?


d) Is the Let it be song special for Paul McCartney? Why?

e) What is the text headline?

f) Where do you think this text was published?

g) Which kind of beautiful things do you think Paul McCartney would like to say to his mom?


H) Now, give your opinion about the question that was asked to Paul. *What would you wish if you had a time machine?!* In an open class debate with your teachers and classmates share your answer.



Language Corner

Knowing more to do Better:

The expression *I wish I could have said* Indicates a regret about the past.



6. Pronunciation

"What would you **wish** if you had a time **machine**?"

- Take a look at the expressions in bold above. The words **wish** and **machine** have a similar sound in English.



Knowing more to do better!

Some English language learners have a hard time distinguishing the “sh” [ʃ] and “ch” [tʃ] sounds in English. The sounds are very similar, but they are definitely not the same to a native English speaker. To produce the “sh” [ʃ] and “ch” [tʃ] sounds,

Your lips round a bit, halfway into pucker

Your top and bottom teeth get close to each other

Adapted from <http://www.elementalenglish.com/sb-vs-ch-english-pronunciation/>

- In pairs circle the word that has the same phonetic transcription as in WISH.
As each day goes by, you just can't bring their face into your mind, you have to use photographs and reminders like that.
- Take a look in the words below. Look their meaning in the dictionary.

Practice the [ʃ] and “ch” [tʃ] sounds with a partner

. We suggest that your phrases use the wishes clauses.

Example: I wish I could teach mathematics.

I wish I could share my ideas.



7. Language Corner

g) See the example in bold in the text. Paul McCartney regrets about thing he could have said to his mom: **Paul McCartney: I wish I could spend more time with my mother**

❖ We can use wish clauses to express regrets. See below:

- I wish I could fly= I can't fly and I regret about that.
- Now, express regrets about the following situations. Compare your answers with your classmates.

a) You have no inspiration and you regret about that.

b) You didn't go to the Beatles concert and you regret about that.

c) You don't know the way back home and you regret about that.

d) You have no time to read books and you regret about that.

❖ Observe the clauses below:

- I don't like my work. I wish I could get a better job.

- **I don't like this place. I wish I lived in somewhere more interesting.**

- **Mary wishes she had listened to what her mother told her.**

Clauses adapted from <https://learnenglish.britishcouncil.org/en/english-grammar/verbs/wishes-and-hypotheses>

❖ **Now, try to find the rules! Match the correct option:**

a) Observe sentence a. What does it indicate?

1. Indicates a wish for the future
2. Indicates a possibility of something happening in the future
3. Indicates a regret about the past

b) Observe sentence b and check the correct option:

1. It's a question about the future
2. It's a wish for the present
3. It's a prediction about the future

c) Sentence C can be considered

1. A wish for the past
2. A prediction about the future
3. It's a question about the past



Let's speak more about wishes!

1. Before speaking, watch the video below, where Syrian children talk about their wishes for the year 2014. Read the subtitles in English.




<https://www.youtube.com/watch?v=6fjyFosJUFA>

2. Now talk to a friend:

- Do you think child all over the world have the same wishes?
- Do you know anything about the reality from Syrian children?
- Do you have similar wishes in your life?


Knowing more to do better!



What is an interview?

The term interview has been derived from the French word **entre voir** that means to glimpse or to see each other.

By definition it means a meeting for obtaining information by questioning a person or persons.



3. Interview three from your friends and make a similar video about the wishes from Brazilian children. Share the video with your class.



Let's write about wishes!



Before writing

1. **Clifford A. Pickover** made an international study on human desire. See the information below:

The Book of Wishes

An International Study of Human Desire

Clifford A. Pickover

People on our planet, ages 9 to 90,
describe in their own words
their most intimate wishes and dreams.



<http://sprott.physics.wisc.edu/pickover/wishbook.htm>

2. **Now read, some quotations below.**

- As you read, think about how wishes vary according to ages and gender. Are there signs of wisdom in their wishes? Explain.
- Circle the wishes that you found more interesting.
- Share with the class your own wishes.

The Wishes - Female

Ages Under 10

Jenna is a 9-year-old from Shrub Oak, New York. "I wish I was an angel. I wish all of the criminals were in jail."

Lauren F. is a 9-year-old from Cortland, New York. "I wish I had 112,000,000,000 dollars. I wish I was the most popular girl."

Ages 10-19

Dina R. is a 14-year-old from Rockville, Maryland. "I like mathematics, inexplicable things, and all your popular science and puzzle books. I wish I didn't have to take AP US History. I wish I could manipulate space and time at my will. Then I would make time move nonlinearly, because the sequential stream of time really annoys me."

Ages 20-29

J. R. S. is a 22-year-old pre-medical student from Oxford, Ohio. "I work as an emergency medical technician and am interested in theatre and music. About a year ago, a good friend of mine froze to death while on a trip to the French Alps. If I had a wish, I would go back in time and make sure that he does not go on such a trip. I would wish for his life back, and I would wish to take away the suffering that he experienced."

The Wishes - Male

Ben is a 9-year-old from Peekskill, New York. "I wish for my own jet-powered train, a personal body guard, peace, and I wish that everyone has enough money to buy a home."

Ages 10-19

Nathaniel C. is a 17-year-old from Alexandria, Virginia. "I am very much into Beat writing, especially Allen Ginsberg. I have one wish. I wish that people everywhere could stop thinking and acting according to the standards set for them by society and do what they want to do and think how they want to think."

J. T. is an 18-year-old college student from West Linn, Oregon who is majoring in Computer Science. "I wish I was rich. Then I could give to charities."

Jon D. is an 18-year-old from Alabama. "I wish for wisdom and knowledge. (And a couple million bucks wouldn't hurt.)"

Ages 20-29

Matt H. is a 21-year-old undergraduate student studying physics and biochemistry at the Florida State University. He resides in Tallahassee, Florida. "I wish that everyone in the world

acknowledges and appreciates the beauty and mystery of the universe like they did as children. This feeling has given me joy and wonder at being alive which I would love to pass on."

Patrick F. is a 22-year-old "technical support representative" for the WinWay corporation from Citrus Heights, California. "My hobbies include: spending time with my wife, snowboarding, mountainbiking, hanging out on the Internet, and reading fiction and nonfiction books. I wish for their to be an end to racism. I wish that all humans could see what amazing creatures we are and strive to reach their full potential. I wish I could move back to my hometown of Jacksonville, Florida.

3. Now, answer the questions:

- Do you think the wishes from American children are similar to the Brazilian children wishes?

- From the wishes mentioned in the text, is there anyone similar to a wish from yourself?

- Do you think the wishes mentioned in the text are possible wishes?

Now, with the help of a partner, make a profile from three of the persons mentioned in the text:

Name	Age	Wish

4. Writing production



In the speaking section you made and interview with your classmates. Now write the profile of these three friends. Make a similar structure as showed in the text about wishes.

We suggest the use of wishes clauses in your text and positive quotations that inspires your life.



Self-assessment

	I have learned about it	I have learned. But still have some questions about it.	I haven't learned it very well.
Examples of wish clauses			
Words of wisdom			
New words			

Self-Learning report:

<p>My Opinion</p> <p>Reading activities Speaking activities Listening activities Writing activities Songs</p>
--



Extra activities. Going forward.

In this section, we learned how to express *wishes* in English. Take a look at some examples of sentences below, then match them to the pictures

- 1) I wish we could protect all animals.
- 2) I wish we could stop the wars.
- 3) I wish we would be friends forever.
- 4) I wish we could have peace in the whole world.



Now think and answer: What kind of wishes do you have?



Extra reading

Read the text below and answer the questions that follow:

www.newsmax.com/JonFriedman/beatles-lennon-mccartney/2014/02

NEWSMAX TV HEALTH FINANCE WORLD

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Home | Jon Friedman

Tags: beatles | lennon | mccartney

The Beatles' Message: Peace and Love

By Jon Friedman | Monday, 10 Feb 2014 07:17 AM

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In the 1960s, it wasn't quite enough that musicians delivered brilliant lyrics and groundbreaking sounds. They also had to deliver a *message*. **I wish we could live this message nowadays!**

Bob Dylan galvanized young people to speak up for themselves. His best early songs championed civil rights and decried injustice. The Rolling Stones sparked feelings of rebellion. And The Beatles, the greatest band of the era and of all time, invariably promoted peace and love.

Yes, it now seems trite to repeat the title of the group's 1967 hit single, "All You Need Is Love." After all, the message corresponded to the raging Vietnam War. It somehow rings hollow today in the wake of global terrorism and violence in Iraq and Afghanistan, among other hot zones. But it is still the best message around.

The Beatles believed it. They have said over the years that they were proud that their songs brought people together and tried to promote positive feelings among the warring generations. When The Beatles recorded "She's Leaving Home," on "Sgt. Pepper's Lonely Hearts Club Band," they offered empathy for the heartbroken parents of the teenager who had packed up and split seemingly without a warning. They could easily have mocked the hapless mother and father in the song.

But instead, a lyrical shoulder to cry on. Countless families were being ripped apart during the tumultuous late 1960s, just ask in the song.

Remember, too, John Lennon's first big song as a solo star was "Give Peace A Chance," in 1969. It may have been a coincidence that he chose this title, but probably not. Lennon morphed from a pop star to a peace spokesman. He and his wife Yoko Ono later created "Happy Christmas (War Is Over)," and it has since become one of the most played and widely beloved holiday season songs.

The Beatles could have done anything they wanted, once they made it big. They could have sung about any theme and it would have become the gospel to their loyal followers. But they pointedly chose peace and love.

It was the best gesture they could have made with their global power.

Yeah! Yeah! Yeah!

Jon Friedman writes the Media Matrix blog for Indiewire.com. He is also the author of "Forget About Today: Bob Dylan's Genius for (Re)Invention, Shunning the Naysayers, and Creating a Personal Revolution."

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<http://www.newsmax.com/t/#!/newsmax/article/551836>



Reading comprehension

1. Each of the following aspects supports the text above, except:
 - a) subjectivity
 - b) informal language
 - c) statistics
 - d) historical references

2. The word “trite” in the sentence “Yes, it now seems trite to repeat the title of the group's 1967 hit single, "All You Need Is Love” can be replace by all the words bellow, except:

- a) familiar
- b) Common place
- c) Stale
- d) original

3. The word *morphed* in “Lennon morphed from a pop star to a peace spokesman” has the same meaning as:

- a) adapted
- b) transformed
- c) established
- d) regressed

4. Check T(true) of F (false), according to the text:

- () The Beatles is the greatest band of the 1960's and of all time.
- () The Beatles, Rolling Stones and Bob Dylan delivered the message of Love and Peace.
- () The Vietnam War influenced a lot The Beatles' work and attitude.
- () John Lennon and his wife, Yoko Ono, became very famous peacemakers.

Homework. Read the text again and answer the questions below:

a) What kind of messages the sixties had to deliver?

b) Why do you think the author said that “I wish I could live this message nowadays”?

c) Why "All we need is love" is still a great age around?

d) Why were The Beatles' proud of their songs?

e) To whom the song "She's Leaving Home," was addressed? Why the author praises *The Beatles* attitude in this song?

f) In your opinion, can music help to change the world? How?

g) Do you wish we had some of the ideals from the 60's?

h) Do you believe The Beatles's songs about love and peace helped to end the Vietnam war?

i) How did the Beatles bring people together? Do you know any group who is able to do that nowadays?

j) What kind of connections could you make about this text and the song *Let it be*? In other words, do you think the song *Let it be* helped to promote this kind of Peace and love feeling?

k) Do you wish you could live in this Beatles era? Why?



Let's have some fun!

Let it be word search

K L D Y I S E L U T W Z Z C V Y P C R C
D Y Z B Z X H B H I C L C G Q G C L D J
B T X I Y Q B S J V U H D S Y I Q A C X
H P W W G W A Z K K H W A J E L C P V G
U V E Z T H X J P S C N U N D K V N T R
Y A I O F I H I U B H Z W F C H K W L E
F P K U Y S B B S M Y L O S W E S U P H
H O W U K P R A W K E O R R E V L A U V
E H G L Y E O Z B W V S R E L L T U Z G
V T G T Q R H D I W Q E O W P R D A T A
U W P K H T B T C W T Y M S C V H D A C
X F P S X T J G H A W K O N R H T V M H
N H E A R T E D J Q L I T A F Y O K O A
E K Z N L Y E N G V P X S E C J N V Z N
K C X W U I O V J Z S Y N D M J K Y Q C
O Q E B A C D O P N J G O S O U F D E E
R T Q U V D E D G I Q J Q U J M F R D F
B L G L S H D Z J D K A U Q T O X U Z B
U G S W B B T R Z Z P T A N Q C F I S V
Y J A B U D P U Z H I G D T Y N J K C C

wisdom whisper broken hearted answer
chance tomorrow

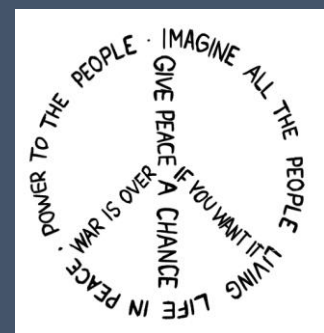
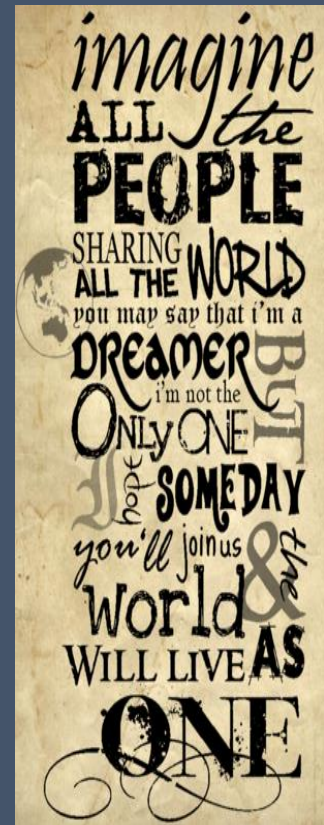
Word search created by Juliana Pena. Site: <https://wordsearchlabs.com/view/23953>. Access February 13th, 2016.



Imagine Peace



UNIT 2



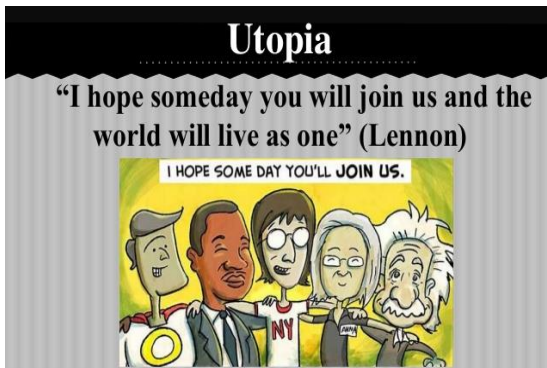


Warm-up



Unit 2: Imagine Peace

1. In groups, make a discussion about the images bellow:
 - . What do they represent?
 - . What kind of world do these pictures represent?
 - . Can you imagine how the world would be if everybody demanded Peace?
 - . Do you believe that Peace and Union among the nations is a utopia?
 - . What's the meaning behind the John Lennon's words: "I hope someday you will join us and world will live as one"?



2. Read the quotes below:



"We're all Christ and we're all Hitler. We are trying to make Christ's message contemporary. We want Christ to win. What would he have done if he had advertisements, T.V., records, films and newspapers? The miracle today is communication. So let's use it." -

John Lennon '69

[John Lennon \(1940 - 1980\)](#)

Discuss with a partner.

- Do you agree with John Lennon words? What would the world be like if everyone demanded Peace instead of televisions sets?
- What do you think John Lennon said that “we want Christ to win”?
- In your opinion, how the world would be like if Peace win over violence?
- When talking about Christ, do you think Lennon was talking about religion or about the historical message of Christ about Peace and Love?
- If John Lennon was alive in the internet era, what do you think he would have done to promote Peace?



Getting into the listening

1. Match the words and the expression below on the right to their definitions on the left.
Compare your answers with your partner's.

Sky ()	1- the place where good people go after they die.
Dreamer ()	2- Things which are yours, which you own
Greed ()	3- a person whose ideas or projects are considered audacious or highly speculative; visionary.
Possessions ()	4- the region of the clouds or the upper air; the upper atmosphere of the earth:
Heaven ()	the belief that all people should act with warmth and equality toward one another, regardless of differences in nationality, creed, ethnicity, etc.
Dreamer ()	6- A very strong wish to get more of something
Brotherhood ()	7- The feeling you have when you need to eat.

Definitions taken from the dictionary.com and the Cambridge online dictionary.

2. In pairs, discuss.

- ❖ Do you think we make this world a better place?
- What does a peaceful world mean to you?
- Who was John Lennon?
- Do you know the song *Imagine*?
- Do you consider yourself a dreamer?
- What would the world be like if everyone imagined Peace?
- What kind of world will it be if we all live life in peace?

3. Before listening the song, read some song facts about *Imagine*, a song by John Lennon.

Imagine, John Lennon's most famous song, was recently voted 'Britain's favorite song of all time'. It's an idealistic song about peace and the hope for a better world. 'Imagine all the people living life in peace'. The song was a big hit in 1971, and again in 1980 when Lennon was murdered in New York. It became a hit for a third time after the terrorist attacks of September 11th 2001.

But who really wrote the song? Until recently the answer to this question was always John Lennon. But on TV programme this week Lennon's wife, Yoko Ono, spoke for the first time about how she, in fact, helped to write the song.

Ono said that the idea and inspiration for *Imagine* came from some of her poems that John Lennon was reading at that time. The poems began with the word 'Imagine': 'Imagine a raindrop, Imagine a goldfish.' Ono said, 'When I was a child in Japan during the Second World War my brother and I were terribly hungry. I imagined delicious menus for him and he began to smile. If you think something is impossible, you can imagine it and make it happen.'

In an interview just before he died, Lennon admitted that Yoko deserved credit for *Imagine*. He said, 'A lot of it – the lyrics and the concept – came from her, from her book of poems, imagine this, imagine that.' Lennon said that he was 'too macho' to share the credit with her at the time.

Ono said that some of the song was written when they were flying across the Atlantic and the rest was written on the piano in their bedroom at their home in England. Ono said, 'The song speaks about John's dream for the world. It was something he really wanted to say.' *Imagine* became a popular song for peace activists everywhere.

In March 2002 the airport in his home town of Liverpool was re-named John Lennon Airport. A sign above the main entrance has a line from *Imagine*: 'Above us only sky'.

Available at: <http://www.zest-for-life.ru/staty/imagine.php>

4. In groups make a discussion:

- Yoko Ono said that "When I was a child in Japan during the Second World War my brother and I were terribly hungry. I imagined delicious menus for him and he began to smile. If you think something is impossible, you can imagine it and make it happen".
- Do you agree with Yoko's point of view? Do you think that we can imagine impossible things and make them happen?
- If had the power to make things happen, which things would you like to become reality in your local neighborhood? Make a list and share with your classmates.



Time for a song

5. Listen to the song in the link:

http://mp3clan.audio/mp3/john_lennon_imagine.html . While you are listening, fill in the gaps.

Imagine - John Lennon

Imagine _____

It's easy if you try

Above us only sky

Imagine all the people

Living for today

Imagine _____

It isn't hard to do

Nothing to kill or die for

And no _____ too

Imagine _____

You may say I'm _____

But I'm not the only one

I hope someday you'll _____

And the world will be _____

Imagine no possessions

I wonder if you can

No need for greed or hunger

A brotherhood of man

Imagine all the people

You may say _____

But I'm not the only one

I hope someday you'll _____ . And the world will _____

2. You are going to watch a video inspired by the John Lennon song *Imagine*. The video was based comic strip made by the artist Pablo Stanley.



Available at: <https://www.youtube.com/watch?v=04FjzBuxdO8>

3. After listening and watching, in groups of three or four, discuss:
- Pablo Stanley has used his illustration to create a visual representation of John Lennon's 1971 song, "Imagine". What do you think the artist chose a comic strip to represent the song?
 - The comic shows some legendary activists for change such as Albert Einstein, Mahatma Gandhi, Harvey Milk, and Martin Luther King, Jr. What do you know about them? Which of them was known as peacemakers?
 - What if there was just Peace Makers in the world instead of war-makers?
 - Do you think the world showed in the video is possible?
 - How would be our lives if the world showed in the video was possible?
 - Does the artist represent exactly the John Lennon's words in the song?
 - What was Lennon's vision of peace?
 - Do you know any other famous song about the Peace theme?

4. Now, share the answers with other groups and your teacher. Make an open class debate about them.



Knowing more to do better. What is a comic strip?

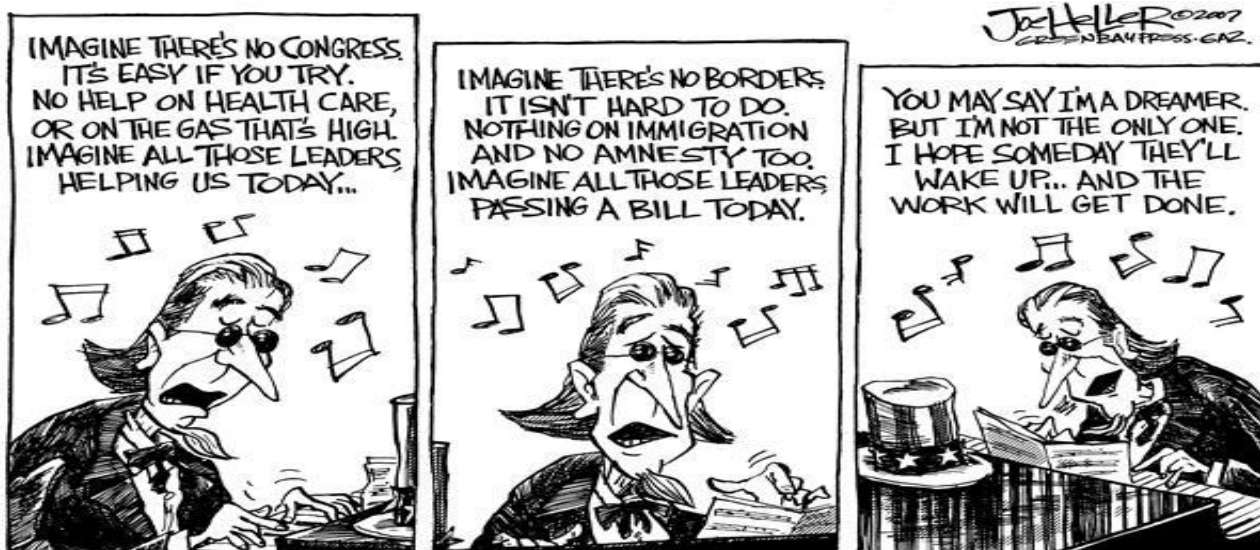
A comic strip is a sequence of drawings arranged in interrelated panels to display brief humor or form a narrative, often serialized, with text in balloons and captions. Traditionally, throughout the 20th century and into the 21st, these have been published in newspapers and magazines, with horizontal strips printed in black-and-white in daily newspapers, while Sunday newspapers offered longer sequences in special color comics sections. With the development of the internet, they began to appear online as web comics.

There were more than 200 different comic strips and

5. In pairs, share ideas about the song imagine.

Imagine...	How the world would be like if there was	How the world would be like if there wasn't
How the world would be like if we were		
living for today	Above us only sky	No hell below us
Living life in peace		
Sharing all the world		

6. In groups discuss the comic below. Share the ideas with your classmates in an open class debate.



- This comic was made in the context from United States for America. Do you think it could be idealized in the Brazilian context?
- What about if this comic was idealized in the Brazilian context? What kind of things would you insert?
- Do you think the *piece* “Imagine there’s no congress. It’s easy if you try. No help on health care or on the gas that’s high” is ironic? Why?
- In the Brazilian context, how would be health care and other social needs if all politicians really cared about people?

7. Pronunciation

- Take a look at the words below. They have similar sounds. We call this similar sounds minimal pairs. A minimal pair is a pair of words that vary by only a single sound, usually meaning sounds that may confuse English learners. Adapted from <https://www.englishclub.com/pronunciation/minimal-pairs.htm>
- Work in groups of three or four. You are going to receive the following cards. Try to match the pairs while listening the song. When listening the song, try to “grab” the corrected one. Choices are then checked against the lyrics.

Heaven Even anger hunger man mad



Let's speak!

1. **Before speaking.** Read the quotes below.



2. In groups of three or four think about more five “Imagines”:

Imagine there's no...

- A)
- B)
- C)
- D)
- E)

3. Share your imagines with your friends and give your opinion talking to a friend using conditionals. See the example below:

- If there was more understanding in the world, we'd all be more Peaceful people.
- If there wasn't any bullying in school, we'd all be living Peace in school

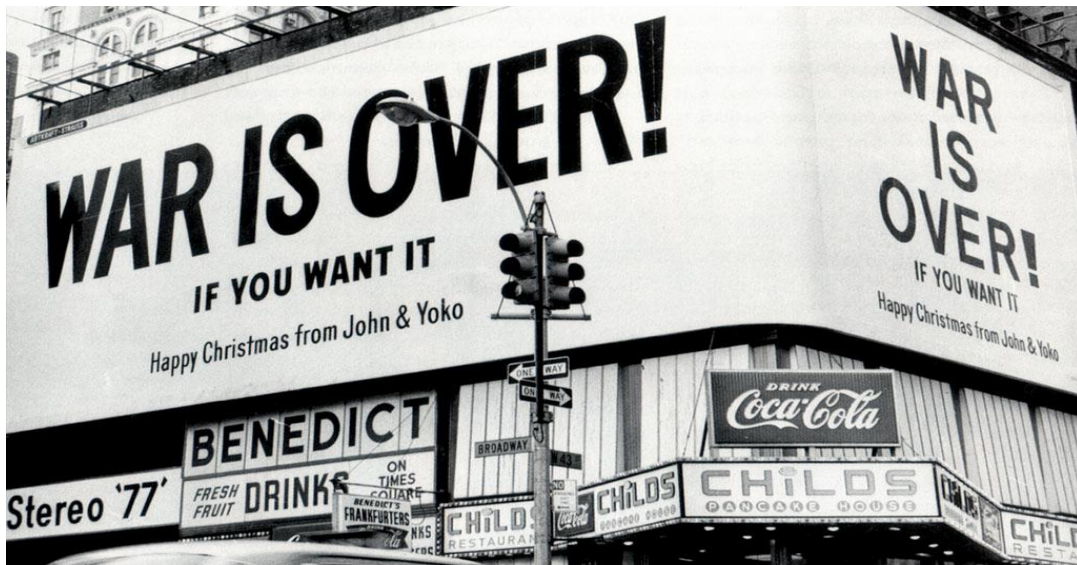
4. With your teachers and your classmates vote the best sentences.



Before reading

1. Discuss with a partner:

“*War is over if you want it*” was one of the biggest John Lennon’s campaigns against the Vietnam war. Do you think that if we want, it is possible to make peace instead of war?



2. What would happen if the John Lennon’s dream about a world without war was possible?
3. What kind of changes would happen in a society without war?



Reading

What if we ended war?



An Afghan girl stands amid the decimated Darul Aman Palace outside Kabul, Afghanistan, on Oct. 21, 2010.

Chris Hondros/[Getty Images](#)

If you **could push** a button and end war on planet Earth, **would you do** it? How **would** a global farewell to arms **change** the planet, and how **would we handle** the realized dream of [world peace](#)?

For starters, we have to decide exactly what we mean by "war." Philosophers and politicians have spent thousands of years wrestling with the term, but for the purposes of this article, we'll ignore such concepts as "the war on drugs" and "the war on poverty." Instead, we'll define it as a state of armed conflict between states or nations.

So let's say you push that magic button and war as we've defined it ceases to be a possibility. Is it time to stick flowers in our hair and dance in the street? What happens next?

For starters, the militaries of the world **wouldn't instantly** become obsolete. After all, such forces engage in a number of activities that aren't related directly to armed conflict with other countries, like border protection, disaster relief and response to civil unrest. But if a global end to war means an end to even the potential for armed conflict with other nations, then militaries **would swiftly** prove overstaffed, overfunded and oversupplied.

The world's combined military budget currently stands at more than \$2 trillion [source: [GlobalSecurity.org](#)]. In 2007, the United States spent the most of any nations, roughly \$741 billion a year, which was 5.2 percent of its gross domestic product [source: [GlobalSecurity.org](#)].

So on one hand, the end of war would allow highly militarized nations such as the U.S., China and India to tighten their spending belt or use the money to fund other causes.

But what about jobs? [Armies](#), after all, are made up of people. In 2010, the U.S. military employed more than 1.4 million active service members and 833,000 reservists [source: [Reich](#)]. At that time, another 1.6 million Americans worked in companies that support the military. Without wars or the potential for war, many of these people **would** have to fill other roles in society.

Then there's death to consider. According to a survey from the Institute for Health Metrics and Evaluation, approximately 378,000 war deaths occurred globally each year between 1985 and 1994. Of course, those years also saw the [global population](#) rise from an estimated 4.8 billion to 5.6 billion. Without war, individuals **would** still die from accidents, homicides, suicides at a normal rate, but it's easy to see how the end of war would at least marginally effect population levels around the world.

Plus, imagine all the free time we'd have.

Available at: <http://science.howstuffworks.com/science-vs-myth/what-if/what-if-end-war.htm>



Reading comprehension

1. Check the item that **DO NOT** fit this text:

- a) subjectivity
- b) informal language
- c) statistics
- d) historical references

6. The word obsolete **CANNOT** be replaced by:

- a) antiquated
- b) archaic
- c) out-of-date
- d) innovation

7. The word **wrestling** in “Philosophers and politicians have spent thousands of years **wrestling** with the term” has the same meaning as:

- a) fighting
- b) transforming
- c) establishing
- d) making

8. Check T(true) of F (false), according to the text:

- () .The text talks about a possibility about the future
- () The text talks about an unreal or improbable situation
- () The text talks about a situation that happened in the past.

9. The word “marginally” in “Without war, individuals would still die from accidents, homicides, suicides at a normal rate, but it's easy to see how the end of war would at least *marginally* effect population levels around the world” has the same meaning as:

- a) A lot
- b) considerably
- c) greatly
- d) hardly



10. Think about the text

Think about the text and discuss (groups of three or four)

- The text has the following question “If you **could push** a button and end war on planet Earth, **would you do it**”? discuss with a friend this question.
- Why kind of war the text mentions? What kind of war the text is ignoring?
- The text brings some things that would happen if war was over in the world:
- “Without war, individuals **would** still die from accidents, homicides, suicides at a normal rate, but it's easy to see how the end of war would at least marginally effect population levels around the world”.

- Based on this piece, could we conclude the war is the biggest cause of war nowadays?
- The text last phrase says that “*Plus, imagine all the free time we'd have*”. Why do you think we would have free time if war was over?



Focus on language

1. Talk to a friend and complete with your own words.

- If there are no countries or religion _____
- If you join us _____
- If there are no possessions, there will be _____
- If all these things happen, all people will _____

2. Look at the examples bellow of factual and future conditionals and complete the grammar rules.

Factual: If I make positive actions, I can spread Peace in the world.

Future: If they don't fight for Peace, they won't get good results.

Now, complete these grammar rules.

- In factual conditionals, use the _____ in both the main clause and the if- clause
- In future conditional sentences, use the _____ in the main clause; use the _____ in the if- clause.

3. Look at these examples of unreal conditionals.

If I had to make peace, I would try to be a good person.

If she knew how to promote peace in the world, she would help them.

If you commit bullying in your school, would you regret of it?

If you were John Lennon, what would you do?

If I was there, I'd know what to do. If you weren't my brother, I wouldn't tell you what happened.

- **Now, find the rule!**

1. In unreal conditionals, use the _____ form of a verb in the if- clause.
2. In unreal conditionals, use _____ for all persons—I, you, she, they, etc.—in the if- clause.
3. In unreal conditionals, use _____ with the base form of a verb in the main clause.



Writing moment

1. **Before writing, Take a look in the pictures from the following page and discuss these questions with your groups.**

- What is the cause for these problems?
- How could we stop these problems from happening?
- How could we construct peace to oppose these problems?
- What kind of world do you imagine without these problems?
- If John Lennon was alive, do you think he would be fighting against these problems?



Domestic Violence



Bullying



Poverty



Corruption



Terrorism



environment destruction



Violence against woman



Violence against children

2. John Lennon in imagine asks us to imagine things that should be in an ideal world.

“there's no heaven”

“no hell bellow us”

“there's no countries”

“and no religion too”

“no possessions”

John Lennon expressed his hope about the future, imagining things that would be in this ideal world:

“all the people living in peace”

“brotherhood of man”

“all the people sharing the world”

What about you? How your ideal world would be like if all these concepts were true?
What kind of solutions would you give to Promote Peace in the world?

3. Let's act with words!

Write a paragraph answering the question

What would happen if we had world Peace?

Share with your classmates in your school bulletin board.

4. Writing in the internet

Writing in the internet. Go to the internet in: www.glogster.com.edu and make your peace Poster. If you want, you can use some words inserted in John Lennon's Imagine song or give suggestions about how to promote Peace in your schools. Be Creative! After, you can share the poster with your class.



Self-assessment- Unit 2

	I have learned about it	I have learned. But still have some questions about it.	I haven't learned it very well.
Examples of Conditionals			
Words of Peace			
New words			

Self-Learning report:



Extra activities. Going forward.

Let's make a review?

1. Read the comic strip below, created by the artist Pablo Stalen that was inspired by the John Lennon's Imagine song.



<http://www.mid-day.com/articles/john-lennons-song-imagine-now-in-a-comic-strip/15342163>

2. Now, Answer the questions:

- a) During our classes we talked about comic strips, during the video about the Imagine song. What is a comic strip?

- b) What do you think inspired the author to create a comic strip about the song Imagine?

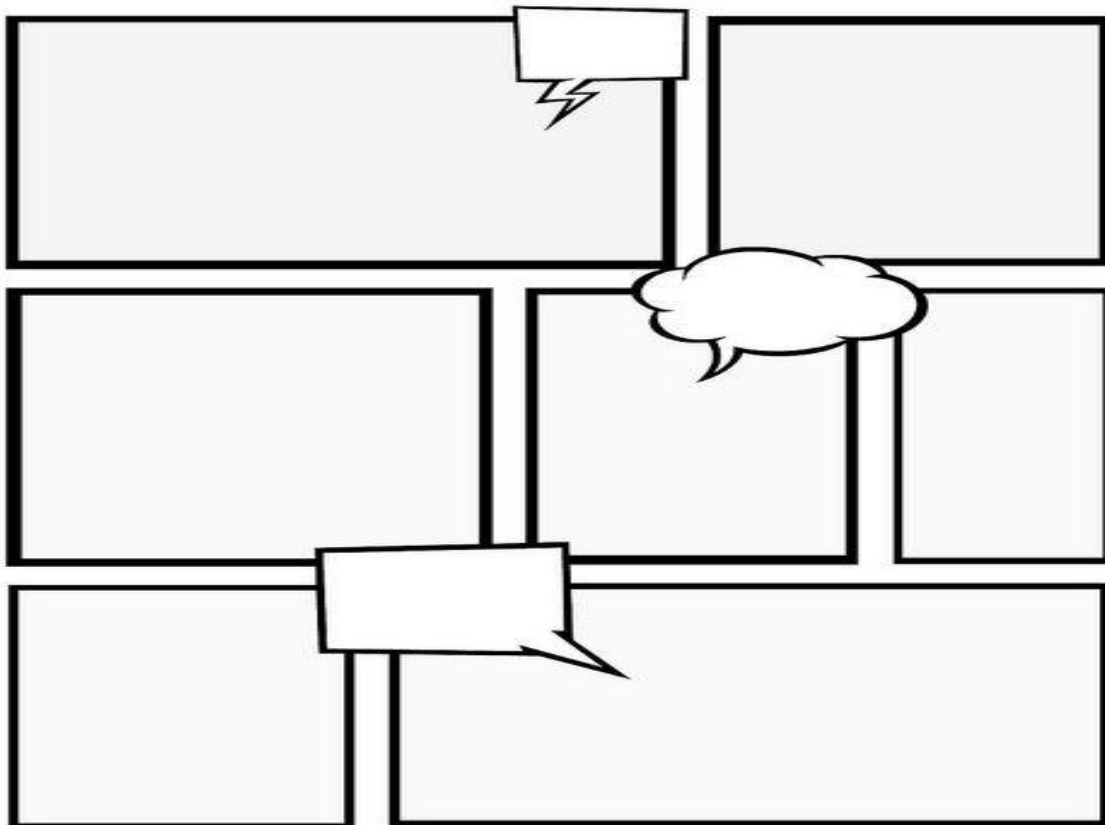
c) What kind of challenges do you think someone would have to create a comic about one of most famous songs in the world?

d) Do you believe the images inserted in the comic strips illustrates the meaning of the song?

e) How the world would like be if we followed the suggestions given by the song lyrics and these images?

Writing production

Make your own a comic strip about Peace. You may use the song Imagine as inspiration. Show it to the class.





Let's have some fun!

Imagine word search

H D B I X T N O K K D J F G P Z U L D W
J W T E Q I M M M U W C Y B L G N T Z P
U A F D O L X M M I D G P H H X K F B E
O M F E X U I A Q K X L T F U G C L U A
C T L V G E V B T Y D W Y K R N C I Q C
O A I D S R Q G K Q A X A J S Q G M H E
C L Y I E Q Q R U H I D D D Z I S E B R
S F R Z P E S T A M B B G A T M X J R S
N X W D B A Q X V P K H Z A B A K J O K
U D L E V M S X E K K D G G E G I I T N
F S Y W Q G A Y Z F A Y B F F I D U H T
I J I G M C G Y M C H T B U F N K T E Z
Y D R H S F J Q Q L I F R Y B E Y C R U
R F X I X S J E D I H A Z W J Z H N H F
X C W U K O H P X E C W I F H X O H O P
Y B C P O Z E A T S W S H L H D B A O R
E H E A V E N Q R N F M D E I D H I D C
O T F N M F K Q E Z U G Z K X S D I K R
I S Z U Q N F L V D N D R X N J M Q T U
K A M K V X D S R N A Y A D Z G T X R W

Heaven

Peace

Imagine

brotherhood

hunger

Word search created by Juliana Pena. Site: <https://wordsearchlabs.com/view/23953>. Access February 13th, 2016.



Unit 1- Teacher's guide and Answer key.

- **Page 08. Warm- up.** Students should discuss the questions about wisdom and quotations in group of three or four.

- Students should discuss the words of wisdom subject and how quotes have affected their daily routine. We suggest teachers to encourage the students to bring ideas. Use the board to write down possible examples of quotes the students may bring.

- **Page 09.** Ask the students to read the ex Beatles quotations. Ask the students to read aloud and make comments about each one of them in an open class debate. Ask them if they know anything about the Beatles and their words of wisdom. **Answer key. Personal answers.**

- **Page 09.** Students should read the Beatles quotations and answer the questions individually.

We suggest teachers to ask the students to read the ex Beatles quotations. Also, we suggest teachers to ask the students to read aloud and make comments about each one of these quotes in an open class debate. Ask them if they know anything about the Beatles and their words of wisdom.

- **Page 10. Pre listening. "Getting in the mood".**

1. Before listening, Students should discuss the questions about the wisdom meaning in pairs. Students will have an opportunity to think more profoundly about the quotation subject and analyze the Beatles sayings examples from previous page. We suggest that first, the teacher should ask the students to reflect, in pairs, about their qualities and the idea they have about wisdom and being a wise person.

- This section also deals with adjectives.

Ask the students to match the words and the expressions from the box carefully.

Answer Key: A.B.C.D. E. Personal answers.

2. In pairs, students should match the adjectives with the definitions.

Answer Key:

A. (2)
B. (7)
C. (4)
D. (5)
E (3)
F (6)
G. (1)

- **Page 11.** Students will

watch a short video in which

famous people talk about wisdom and after, they will discuss the video in groups. Students will be able to reflect more about the general topic-wisdom- and they will be able to exchange ideas about quotes in an interactive way.

Answer Key. Personal answers.

- **Page 12.**

A) The listening section brings the song Let it be. Before asking the students to listening the song, warm-up the discussion about the song and words of wisdom subject.

B) Ask the students to watch the video from Let it be song and answer the questions. Answer Key: Personal answers.

C) Ask the students to connect the sentences.

Answer Key:

(3) There is still a chance that they will see.

(4) There is still a light that shines on me.

(1) Mother Mary comes to me.

(2) She is standing right in front of me.

D) Ask the students to discuss the questions about the song *let it be*, in pairs.

- **Page 14.** Ask the students to listen the song let it be and fill the blanks.

E) **Answer Key:**

When I find myself in times of trouble

Mother mary **comes to me**

Speaking words of wisdom, let it be

And in my **hour of darkness**

She is standing **right in** front of me

Speaking **words** of wisdom, let it be

Let it be, let it be

Let it be, let it be

Whisper **words** of wisdom, let it be

And when the **broken hearted** people

Living in the world agree

There will be **an answer**, let it be

For **though** they may be parted

There is still **a chance** that they will see

There will be an answer, let it be

Let it be, let it be

Let it be, let it be

There will be an answer, let it be

Let it be, let it be

Let it be, let it be

Whisper words of wisdom, let it be

Let it be, let it be
Let it be, yeah let it be
There will be an answer, let it be

Let it be, let it be
Let it be, yeah let it be
There will be an answer, let it be

And when the night is **cloudy**
There is still **a light** that shines on me
Shine on until tomorrow, let it be

I wake up to **the sound** of music,
Mother mary **comes to me**
Speaking words of wisdom, let it be

Let it be, let it be,
Let it be, let it be,
There will be an answer, let it be

Let it be, let it be
Let it be, yeah let it be
Whisper words of wisdom, let it be

Link: <http://www.vagalume.com.br/the-beatles/let-it-be.html#ixzz405K08MXR>

F) Ask the students to find in the words in the song.

- Speak in a low voice: whisper
- Opportunity: chance
- Intelligence: wisdom
- Be Bright: shine
- In a distressing position: Broken Hearted

Song facts about Let it be: Ask the students to prepare four questions about the text and ask your partner. Check who got more answers right without consulting the text

Page 16. Before reading.

1. In pairs, before reading, in pairs, students make a discussion about the specific theme of the video and the idea of wishes: “If you had a time machine, what would you wish”?
2. Students watch the video. We suggest teachers to guide a debate that will begin with the question: “Is there one thing you wish you could have said your mom”?

Page 16. Reading

Ask the students to read the text about Paul McCartney and pay attention to the wish clauses inserted in the text.

Page 18. Students should answer the questions based on the text information.

Answer key:

- a) He was 14 years old.
- b) A fan from Brazil asked:” What would you wish if you had a time machine?” to which Sir Paul simply replied:” Go back and spend time with my mum. I wish I could have said beautiful things to her”
- c) Let it be.
- d) Personal answer.
- e) Paul McCartney: I wish I could spend more time with my mother
- f) Personal answer.
- g) Personal answer.
- h) Personal answer.

Page 20. Pronunciation.

. Ask the students to read the expressions and make comparisons between the sounds “sh” [ʃ] and “ch” [tʃ] sounds.

. Ask the students to circle the word that has the same phonetic transcription as the WISH word. Answer Key: EACH

.As the students to practice the “sh” [ʃ] and “ch” [tʃ] sounds with a partner, using I wish clauses.

Page 21. The Language corner brings examples of how to use the wish clauses to express regrets. After that, students should express regrets about some situations.

Answer Key:

- e) I wish I could have inspiration: I can’t have inspiration and I regret about that.
- f) I wish I could have gone to the Beatles concert. I didn’t go to the Beatles concert and I regret about that.
- g) I wish I could know the way back home. I don’t know the way back home and I regret about that.
- h) I wish I could have time to read book. I can’t read the books and I regret about that.

Page 22. The next page brings some grammar exercises where students should use the grammar aspect inductively. Students reflect about the wish clause and how it can be applied in different verbal tenses. Here, students try to infer if the sentences are focused in future, past or if they infer a wish for the past or a prediction for the future. In this way, students should reflect about the rules and find them reflecting about the context the phrases are inserted in.

Answer Key:

- 3) A) 1
- B) 2
- C) 1

Page 23. Speaking

1- The speaking section brings more wish clauses. Before speaking, students watch the video below, where Syrian children talk about their wishes for the year 2014. We suggest teachers to ask the students to read the subtitles in English.

2- After watching the video, students talk to a friend about the wishes from children all over the world.

3. Ask the students to Interview three from your friends and make a similar video about the wishes from Brazilian children. Share the video with your class.

Page 36. The writing section brings the book of wishes idea. Before reading, ask the students to think about how wishes vary according to ages and gender. Are there signs of wisdom in their wishes? Explain. Ask students to Circle the wishes that you found more interesting.

Students should Share with the class your own wishes.

After reading students ask the questions (Personal answers) and make the profile of three from their classmates, inserting information like “Name, age and wish”.

Page 27. The writing production tries to bring the same idea of book of wishes. Ask the students to write the profile of the three friends they had interviewed before, in the speaking section. Ask the students to make a similar structure as showed in the text about wishes. Teacher should tell the students to use in the text wishes clauses and positive quotations that inspires your life.

Page 29. The self-assessment the last step from the unit. Here, the students will be able to think about things they've learning with the song and their classmates, with the teacher tips. Students should also describe the process of self-learning.

Page 30. **Extra activities.** Teacher tell the students that this is a review about the unit. Answer Key: 4213

Page 31. Extra reading

The reading brings a text related to the Beatles message about Peace and Love. We suggest students to read individually and make de comprehension exercises. This section intends to improve student's vocabulary. Ask the students to make this section individually.

• Answer Key. Reading comprehension. Page 32, 33 and 34

1- C

2- A

3- B

4- True, false, false, true.

5- Possible answers:

A) In the 1960s, it wasn't quite enough that musicians delivered brilliant lyrics and groundbreaking sounds. They also had to deliver a *message*.

B) Personal answer

C) Personal answer.

D) The Beatles believed it. They have said over the years that they were proud that their songs brought people together and tried to promote positive feelings among the warring generations.

E) When The Beatles recorded "She's Leaving Home," on "Sgt. Pepper's Lonely Hearts Club Band," they offered empathy for the heartbroken parents of the teenager who had packed up and split seemingly without a warning. They could easily have mocked the hapless mother and father in the song. But instead, a lyrical shoulder to cry on. Countless families were being ripped apart during the tumultuous late 1960s, just ask in the song.

- F) Personal answer.
- G) Personal answer.
- H) Personal answer.
- I) Personal answer.
- J) Personal answer.
- K) Personal answer.

Page 35. Let it Be Wordsearch.

KLDYISELUTWZZCVYPCRC
DYZBZXHBHICLCGQGCLDJ
BTXIYQBSJVUHD SYIQACX
HPWWGWAZKKHWAJELCPVG
UVEZTHXJPSCNUNDKVNTR
YAIOFIHIUBHZWFCHKWLE
FPKUYSBBSMYL O S W E S U P H
HOWUKPRAWKEORREVL A U V
EHGLYE O Z B W V S R E L L T U Z G
VTGTQRHDIWQEOWPRDATA
UWPKHTBTCWTYMSCVHDAC
XFPSXTJGHAWKONRHTVMH
NHEARTEDJQLITAFYOKOA
EKZNL YENGV P X S E C J N V Z N
KCXWUIOVJZSYNDMJKYQC
OQEBACDOPNJGOSOUFDEE
RTQUVDEEDGIQJQUJMFRDF



Unit 2- Teacher's guide and Answer key.

Page 37- Warm up.

1- Ask the students to make a discussion about the images. Make an open class debate and ask the students why they feel when they see these images.

The warm-up tries to bring a more profound reflection about the concept of Peace and Union. Students should reflect about John Lennon's dream. In pairs students should make a debate and how these images are true nowadays.

We suggest the teacher to bring some extra images, specially images from situations of war and poverty in Africa. Ask the students to give suggestions about how to make John Lennon's dream possible nowadays.

2- Ask the students to read the John Lennon quotes and discuss with a partner the questions about the quotes. We suggest the teachers to pay attention more carefully in the use of if clauses.

Page 39. Getting into the listening

1. The getting into the song is a warm-up to the listening section. Ask the students to match the words and the expressions on the right to their definitions on the left. Here, students should compare their answers to their partner's. After that, in pairs, students should discuss some questions about Peace and the song imagine.

Answer Key: 1)

Sky	(4)
Dreamer	(3)
Greed	(6)
Possessions	(2)
Heaven	(1)
Hunger	(7)
Brotherhood	(5)

2. In pairs, ask the student to discuss the questions about the song imagine, always focusing on the If clauses aspect.

3. Ask the students to read the song facts about the song imagine.

4. Ask the students to make a debate in groups about the text. The questions try to bring the If clauses structure.

Page 41. The listening section brings the Lyrics from John Lennon song Imagine.

1. Ask the students to access the internet and listen the song in the link. While students listening, the should fill in the gaps.

Answer Key. **Imagine - John Lennon**

- There's no
- No hell bellow us
- Above us only sky
- Imagine all the people
- Living for today
- No possessions
- Religions
- all the people
- sharing all the world
- dreamer
- Join us
- as
- Imagine all the people
- Living life in peace
- I'm a dreamer
- Join us
- be as one

Page 42.

2. Ask the students to watch the video inspired by John Lennon's imagine. Warm-up a discussion asking the students if they know anything about a comic strip.
3. In groups of three or four ask the students to discuss the questions about the Pablo Stanley video. Answer Key: Personal answers.
4. Ask the students to share the answers with other groups. Here, we suggest the teacher to make an open class debate about the video questions and compare the video with the Imagine song lyrics.
5. Ask the students to share ideas about the song imagine using the structure of If clauses inserted in the box.
6. Ask the students to read the comic strip and answer the questions. Answer Key: Personal answers.
7. Ask the students to discuss the questions in groups and share the ideas with the whole class in an open class debate.
Pronunciation. Minimal pairs. Answer Key: Heaven-even, anger-hunger, man- mad.

Page 45. The speaking section brings some quotes where students will have to reflect about the idea inserted in the song imagine.

1. Students will have to think about other “Imagines” they have. Answer Key: A)B)C)D)E): Personal answers.
2. Ask the students to share their ideas with their classmates using if clauses.
3. Help the students to vote the best sentences. We suggest writing the sentences on the board.

Page 46. Before reading. Ask the students to discuss the “ war is over If want” John Lennon quote.

Page 47. Reading. Ask the students to read the text “What if ended war”.

Page 48. Reading comprehension. **Answer keys:**

- 1- B
- 2- D
- 3- A
- 4- False, true false
- 5- D

Page 49. Ask the students to discuss the questions about the text, in groups. Ask the students to pay attention in the if clauses structures.

Page 50. Focus on Language.

Answer key:

1. Personal answers
2. Ask the students to Look at the examples bellow of factual and future conditionals and complete the grammar rules.

Answer Key: In factual conditionals, use the (simple present tense / past tense / future) in both the main clause and the if- clause

In future conditional sentences, use the (simple present tense / past tense / future with will) in the main clause; use the (simple present tense / past tense / future with will) in the if- clause.

3. Ask the students to look at the examples of unreal conditionals and try to find the rule.

In unreal conditionals, use the (present / past / future) form of a verb in the if- clause. In unreal conditionals, use (are / was / were) for all persons—I, you, she, they, etc.— in the if- clause.

In unreal conditionals, use (be / will / would) with the base form of a verb in the main clause.

Writing Moment. Page 51.

a) Before writing, students should take a look in the pictures from the following page and discuss if the questions in groups of three or four. **Answer Key: Personal answers.** Ask the students to write a paragraph answering the question: **What would happen if we had world Peace?** Share with your classmates in your school bulletin board.

B) The writing in the internet moment is a time for have fun. Students should go to the internet glogster site and make a Poster about the Peace subject. We suggest that students use some words inserted in John Lennon's Imagine song or give suggestions about how to promote Peace in their school. Once again, students should share their work with their class.

- Page 55. The self-assessment is the last step from the unit. Here, the students will be able to think about things they've learning with the song and their classmates, with the teacher tips. Students should also describe the process of self-learning.

- Page 56. Extra activities.

- 1- Ask the students to read the comic about John Lennon's imagine song.

- 2- Personal answers: A)B)C)D)

3- Ask the students to create a comic book based on the song imagine. We suggest this activity as homework.

Page 57. Writing Moment

- b) Before writing, students should take a look in the pictures from the following page and discuss if the questions in groups of three or four. Personal answers.
- c) In a second Moment the teacher should write on the board the suggested John Lennon's image Lyrics.
- d) Students should reflect about the lyrics and write about their wishes about the ideal world they dream about. Students should write one or two paragraphs telling their hopes, wishes and dreams. After they should share with their classmates their writings.
- e) The writing in the internet moment is a time for have fun. Students should go to the internet glogster site and make a Poster about the Peace subject. We suggest that students use some words inserted in John Lennon's Imagine song or give suggestions about how to promote Peace in their school. Once again, students should share their work with their class.

- **Page 58. John Lennon crossword.**

H	D	B	I	X	T	N	O	K	K	D	J	F	G	P	Z	U	L	D	W
J	W	T	E	Q	I	M	M	U	W	C	Y	B	L	G	N	T	Z	P	
U	A	F	D	O	L	X	M	M	I	D	G	P	H	H	X	K	F	B	E
O	M	F	E	X	U	I	A	Q	K	X	L	T	F	U	G	C	L	U	A
C	T	L	V	G	E	V	B	T	Y	D	W	Y	K	R	N	C	I	Q	C
O	A	I	D	S	R	Q	G	K	Q	A	X	A	J	S	Q	G	M	H	E
C	L	Y	I	E	Q	Q	R	U	H	I	D	D	Z	I	S	E	B	R	
S	F	R	Z	P	E	S	T	A	M	B	B	G	A	T	M	X	J	R	S
N	X	W	D	B	A	Q	X	V	P	K	H	Z	A	B	A	K	J	O	K
U	D	L	E	V	M	S	X	E	K	K	D	G	G	E	G	I	I	T	N
F	S	Y	W	Q	G	A	Y	Z	F	A	Y	B	F	F	I	D	U	H	T
I	J	I	G	M	C	G	Y	M	C	H	T	B	U	F	N	K	T	E	Z
Y	D	R	H	S	F	J	Q	Q	L	I	F	R	Y	B	E	Y	C	R	U
R	F	X	I	X	S	J	E	D	I	H	A	Z	W	J	Z	H	N	H	F
X	C	W	U	K	O	H	P	X	E	C	W	I	F	H	X	O	H	O	P
Y	B	C	P	O	Z	E	A	T	S	W	S	H	L	H	D	B	A	O	R
E	H	E	A	V	E	N	Q	R	N	F	M	D	E	I	D	H	I	D	C
O	T	F	N	M	F	K	Q	E	Z	U	G	Z	K	X	S	D	I	K	R
I	S	Z	U	Q	N	F	L	V	D	N	D	R	X	N	J	M	Q	T	U
K	A	M	K	V	X	D	S	R	N	A	Y	A	D	Z	G	T	X	R	W

Rationale

In recent years, we've seen the growth of a critical pedagogy in language learning which aims at including some real-life and global issues in education. In a globalized world, the expansion of knowledge becomes a necessity. Besides helping students improve their language knowledge, foreign language teaching methods must also lead learners to explore their critical senses. Having contact with a second language that has another syntactic construction, and another way to interact thoughts, ideas through the construction of another representation of symbols and signs can represent cultural, intellectual, emotional and cognitive growth to students. (Dias, 2010)

This teaching material was developed for young adults learning English as a second language in an intermediate level. The idea is to deal with social matters and global issues such as peace and wisdom.

This material aims at making a contribution to educators by exploring language as a device to communication rather than just a mechanical exercise that doesn't allow students interact with each other. The activities lead to the beliefs that English teachers have a primary role to promote reflections about the real life contexts of their students and try to improve the reality from these students with positive actions. Both units recognize the importance of education for citizenship and culture of peace through themes presented by Beatles songs.

This work was also founded on the notion of language as a social practice, strongly grounded in the socio-cultural theory (or social-historical) developed by Vygotsky (1996) and socio-interactionist vision of Bronckard (2003) and the notion of genres Schwnewly and Dolz (2004) as important instruments for teaching and learning.

Working with genres also allows the involvement of students in interdisciplinary educational projects and meaningful tasks. The goal is that students learn to produce the foreign language (English language) in a spontaneous and natural way, using various resources for learning. Promote interaction among students, arousing, thus, the co-responsibility of the participants; it is essential for them to become active in the learning

process. These ideas are challenging the theory of Vygotsky (apud Lunt, 1994), in particular his work on the relationship between learning (education) and development on the role of mediation in the understanding and the essential role that the zone of proximal development occupies in understanding the cognitive aspect of a child as an individual. According to Vygotsky, education is the the heart of learning and plays a key role in development. (Dias, 2010).

The units' activities promote interaction in classroom by allowing students share their points of view in a communicative and effective manner. The content of the units was chosen having in mind activities that would impact language acquisition in a positive way.

This work was also inspired in the theories of Communicative Language Teaching that can be understood as a set of principles about the goals of language teaching; how learners learn a language; the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. (Richards, 2001).

On this perspective, the activities are focused on the context. The learner progresses through a variety of situations, learning the appropriate language to each situation, and gradually developing the skill to express his/her own needs and reactions in any new situations. (Dakin, 1992:3).

Besides that, we understand that the function of textbooks is to promote communicative competence in events that are connected with their social environment. In this way we agree with the view of Clement & Dorney (1994) that claims that "current language teaching methodologies aim at developing the learners' communicative competence by promoting classroom interaction between learners as they participate in communicative events" (Clement, Dornyei & Noels, 1994: 48).

The units were constructed in the idea of performance based assessments. In this way, students are encouraged to work in pairs and groups, rather than only hearing the teacher speaking. On this perspective, teacher acts just as a facilitator, giving students the opportunities to share their knowledge and experience. Student's performance becomes the goal. Because of the increased responsibility to participate, students are expected to gain confidence in using the target language in general. According to Larsen-Freeman (1986), "students are the managers of their own learning."

From this perspective, the role of teachers takes the dimension of a "mediator", a "guider". In addition, the connection between the teacher and the students can also be improved by a more relaxing and friendly classroom atmosphere.

In the book units, students are encouraged to deal different genres and also deal with technology and web based learning environments such as Wikipedia and You Tube. For Marchuschi (2005, 22), "genres are constituted as social discursive actions to act in the world and express the world, making it somehow". Bazerman (2006, pg19) claims that "Genres are not only textual forms, but also ways of life and action". He adds that "the social gender approach turns it into an agency tool."

In this way, we believe that genres are forms of life, ways of being, frames for social action and environments for learning. They are the places where the meaning is constructed. Therefore, we propose working with genres (oral and written) to match the theoretic-methodological proposal and achieve the objectives.

This definition of genre fits the communicative method whose objective is the establishment of free communication through conversation, reading, listening comprehension and writing. According to Gray (1990), "the communicative approach, also emphasizes meaning above structure, fluency above accuracy, and meaningful social interaction above grammatical accuracy".

We also have in mind the role of the inductive and formative aspect of learning. In contrast with the inductive method, inductive instruction makes use of student "noticing". Instead of explaining a given concept and following this explanation with examples, the teacher presents students with many examples showing how the concept is used. The intent is for students to "notice", by way of the examples, how the concept works.

As pointed before, this material emphasizes the promotion of social reflection in classroom by focusing on the idea of peace education and global issues. Through this way, students are given the chance to deal with the real-life concerns, which will encourage them to reflect upon ideas, discover solutions for their community's problems and then, hopefully, act in the society as agents of change.

Peace education is the process of acquiring values, knowledge and developing attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment. According to Bajaj (2008), one of the most important principles of peace education initiatives is that learners can develop a sense of possibility that enables them to become agents of social change.

Mattos (2014) highlights the importance of the education of the student-citizen:

Contemporary methodologies for ELT in Brazil are still trying to surface amongst the myriad of traditional practices that may be found all over the country. More recently, however, studies in New Literacies and Critical Literacy have brought

new possibilities to FL teaching, which aim at highlighting the importance of the education of the student-citizen. One of these possibilities is Critical Literacy. However, Critical Literacy is not a methodology per se, but a perspective (JANKS, 2013) or a point of view, a way to look at the world and to interpret it through diverse lens. Janks states that: Essentially, Critical Literacy is about enabling young people to read both the word and the world in relation to power, identity, difference and access to knowledge, skills, tools and resources. It is also about writing and rewriting the world [...] (p. 227)”.

Still according to Mattos (2014):

Critical Literacy perspectives consider criticality as reflexivity, that is, our capacity to reflect on “meaning-making processes and their impacts on the representations we make of ourselves and others” (p. 81). Menezes de Souza (2011) explains that this reflexivity means “not only to read, but also to read by reading ourselves, in other words, to be conscious all the time of how I am reading, how I am making meaning, and not to think that reading is a transparent process [...]” (p. 296).

Imagine in the Classroom aims at exploring the communicative approaches. In this perspective, texts will not be instruments for artificial learning grammatical structures. Grammar will always be contextualized in the student reality. The Beatles songs will try to bring reflections about the reality of students.

Traditionally, the teaching of English has been organized on the four skills: reading, speaking, listening and writing production. These skills, however, in the present work, do not occur in isolation in social practices. On the contrary, in the digital era we live in, writing, reading and listening are totally integrated skills. In this perspective our material also brings the idea of multi-literacies proposed by Cope and Kalantzis (2000) to elect the multiplicity of uses of language and skills involved in this new multimodal context that is more like a recreation complex process and negotiation of meanings.

Twenty-first century professionals should be aware of the new discursive theories, as well as the new genres that appear every day, such as the one that appear in the digital environment. We understand that, nowadays, teachers need to be constantly researching. Their actions should always be in a process to reflect what kind of discursive genres they should use in their classes in order to promote an effective use of English language.

In short, this material was built on the idea that giving students the opportunity to have contact with different genres and practicing their language skills in meaningful and critical way will make their learning more profitable to themselves as well as to society.

The Inspiration for Using *The Beatles* Themes

The Inspiration for using Beatles songs in English classes comes from the Universal appeal in their songs. Brno (2006), on his thesis on popular music as source for acquiring grammar, claims that:

The idea of using music in teaching languages is not new. Laroy (1993) mentions songs in connection with language teaching as early as in the Middle Ages. Music is considered a natural and effective vehicle for first and second language acquisition. A number of theorists assimilate music to a tool which fosters language retention and production in young learners and helps acquire vocabulary, grammar, improve spelling and pronunciation, and develop the linguistic skills of reading, writing, speaking and listening. Music in class also plays an irreplaceable role as an ideal means of motivation, as motivation is one of the most important factors in any learning. (Cranmer and Laroy, 1993). (...)

Concerning *The Beatles* choice for working, Brno (2006), states that “The Beatles have become a legend; Beatles songs are very tuneful and easy-to-remember; their lyrics are suitable for all levels of learners (texts vary from very plain and easy to very deep and philosophical ones); and finally, the texts are intelligible enough to encourage the learner’s self-confidence”.

A research by Kaplan International Colleges (Kaplan, 2013) revealed that “86% of ESL teachers play music during class to enhance lessons and help students improve their understanding of the English language. The Beatles were the most popular band used by ESL teachers with 40% stating that they used the songs of The Fab Four such as Hey Jude, Love Me Do and A Hard Day’s Night during lessons”. The study also claims that “The Beatles, whose influence on music and culture is still felt across the world today, were the most played band in English lessons beating other established artists such as Michael Jackson, Bob Marley and Elvis by a substantial margin. (...) (Kaplan, 2013).

Having as background the definition proposed by Marchuschi (2005, 22) that "genres are constituted as social discursive actions to act in the world and express the world, making it somehow," we propose working with genres (oral and written) to match the theoretic-methodological proposal and achieve the objectives.

Unit one has the wisdom theme. This unit has as initial support the song “Let it be”, from the Beatles, Written by John Lennon and Paul McCartney. Unit two has the Peace theme. This unit has as initial support the song Imagine, written by John Lennon. The Peace proposal may be useful for contexts of violence such as Brazilian public schools.

Learning English through Music

My teaching practice in public schools has assured myself that using songs is the best way to promote motivation in English classes. Keller (1983) defines motivation “as the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they exert in the expect”. In this way, I wish to improve my student’s attention to learning English connecting Beatles songs to their social context.

According to Brno (2007):

There are several means of improving the teaching effectiveness and of raising the interest and motivation of students. Recorded tapes, movies, songs, comics, newspapers and magazines are all familiar to teachers and students and they have proved to be, in most cases, very effective because they are strongly related to everyday life. Among these aids, pop songs are material that best reflect young people’s concerns as they often relate to important trends in modern society (Papa and Iantorno, 1993, 6).

The unit’s organization

Both units start with the *Warm up* section which brings the main idea of what will be worked throughout it. The warm up leads students to start the reflection on the context and their personal experiences.

After introducing the main theme through the warm-up, the students will have a pre-reading section. By matching some words related to the main theme the student can start to be connected with the vocabulary inserted in the reading lesson. The reading part will work with small and authentic texts. The students will have the chance to practice their comprehension about the texts and add more information on the last exercises which will give them the opportunity to express their own opinion.

The pre-listening section introduces the listening section. This section brings the first connection with the audio theme. Also, the students can make the first reflections about the main audio subjects made by group’s discussions.

The listening section will go more profoundly in the unit subject. The videos chosen for this part are related to the Unit theme and are related to Beatles themes. It is important to make it clear that we have tried to integrate all the activities with the song theme. In this way, all sections are interconnected.

Inductive grammar approach and listening

Traditionally, grammar has been the *sine qua non* of language teaching". (Stern, H.H., 1992:127). Foreign language students, whether they like it or not, must learn the grammar of the language if they want to use the language in practice properly. This learning may be approached deductively, (in which case students are given a grammatical rule with examples before they practise the use of a particular structure) or inductively (students see a number of examples of the rule in operation or discourse, practice its use, and then evolve a rule from these examples with the help of the teacher, or they see a number of examples, evolve a rule from these examples with the help of the teacher and then practise using the structure). In English language lessons, where the teacher introduces a song focusing on a grammatical issue, the second approach is often used. Students are firstly introduced the grammatical aspect and then the rule is evolved. Brno (2007).

In this way, as the author above mentions, in this work I tried to use the inductive approach in the grammatical aspect of this project. The activities are centered to the students who are expected to infer the rule or generalization from a set of examples; where teacher can choose whether or not to give an explicit rule and stimulate students' thinking.

The grammar sections from *Imagine in the Classroom* brings the view of authors such as Richard and Rodgers (2001) who says that grammar has to be connected to a communicative objective. Therefore, the grammar section was developed not only to deal with the formal rules but also to reflect grammar as part of our real life context.

In this perspective, the goal is to achieve a match between grammar and communication. It is not helpful to think of grammar as a set of meaningless, decontextualized, statistic structures.

The writing section asks the students to develop materials that will have a social effect, *i.e* the writing skill must be a significant production. On this perspective, the students will feel motivated to present their point of views. The challenge we presented here was to teach the writing skill together with encouraging our students to write in a reflective and autonomous way in order to improve their sense of citizenship. In this perspective the focus is to develop the writing skill though different genres in a contextualized way, always considering the student's age, interests and proficiency level. (Mattos, 2011).

The reading activities were also founded on Paulo Freire's beliefs that "reading the world means trying to understand what authors are trying to understand to convey in their messages and how they are communicating those messages. However, again, we focus on critical literacy where students use their power to construct understanding, where students understand that there are many ways of thinking about any topic; where students seek to

understand the motivation they author had for writing the text and students become active users of the information in texts to develop independent perspectives. (Mattos 2011)

The units have also speaking activities that intends to improve student's communication. Here, the language learner is provided with a meaningful context for real language use. Tasks are organized around on *The Beatles* song theme, to ground the student in the context. The test taker knows what role she/he is to play, and with whom to interact. Each task is designed so that the next task logically follows, allowing students to build on the information they've already given. (Reed, 2010)

In short, this work focused on interactive activities, from multiple genres, where students are expected to deal with topics and genres that are personally important and relevant to their real life. These units share Paulo Freire beliefs in education for citizenship, which according Mattos (2014) is that "literacy should be viewed from a critical stance.

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imagine

*You... you really say I'm a dreamer,
but I'm not the only one...*

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