



UFMG

Curso de Especialização em Ensino de Inglês

Trabalho de Conclusão de Curso



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Curso de Especialização em Ensino de Inglês

Lesson1: "I enjoy watching movies!"

Lesson 2: Are you a serial junkie?

Lesson 3: I love music!

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Lesson 1:

"I enjoy watching movies!"

- Discussing movies
- Use verbs followed by a gerund or infinitive
- Preposition + verb-ing
- Movie reviews
- Stress in compound nouns Intonation

Level: Intermediate

Public: Teenagers and adults on Language courses

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"I enjoy watching movies!"

Time to learn...

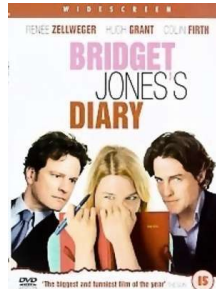


What kinds of movies do you know? Listen and write the correct type of movie under each DVD cover.

comedy horror movie action movie documentary animation movie drama romantic comedy science-fiction



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

Time to talk 1!

Pair work. Talk about the movies in Exercise 1. You can use these adjectives often used to describe movies:

scary sad romantic funny exciting boring interesting silly violent cute awesome weird

A Have you seen *White Chicks*?

B Yes, I have. I enjoy watching comedy movies. *White Chicks* is really funny!

OR

B No, I haven't. I don't enjoy watching comedy or romantic comedies.

CURIOSITY:

Movies that women enjoy watching, like romantic comedies, are sometimes called *chick flicks* or *girly*.

Language focus 1: Verbs followed by a gerund or infinitive

🎧 Complete these sentences and then check with the CD .

- 1 I **enjoy** _____ horror movies.
- 2 **Would you like** _____ *Bridget Jones's Diary with Renée Zellweger*?
- 3 I wouldn't **mind** _____ that.
- 4 Do you **feel like** _____ something more serious?
- 5 I don't **want** _____ hard. I **want** _____.
- 6 You don't **have** _____ that far.
- 7 We **need** _____ that some day.
- 8 I wouldn't **consider** _____ documentary movies.

Your Turn 1

1- Look at the verbs in bold on Language focus 1. Write them in the correct lines.

1- Verbs followed by a gerund (verb + -ing)

2- Verbs followed by an infinitive (to + verb)



2- Complete the rest of the conversation using the correct form of the verbs in parenthesis. After completing, listen and check the answers.

John: So, what do you want _____ (do) this weekend?

Anne: I really enjoy _____ (go) to museums. There's an exhibit at the Kinder Modern Art Museum. Would you like _____ (see) that?

John: No, thanks. I don't feel like _____ (look) at paintings all day. There's a Seahawks game on TV tonight. I wouldn't mind _____ (watch) that.

Anne: You know I wouldn't even consider _____ (stay) home just to watch a football game!

John: Anne, I need _____ (see) this game. It's a playoff game. What do I have _____ (do) to convince you to watch it with me?

Anne: Well, I wouldn't mind _____ (go) to an expensive French restaurant after the game.

John: Your wish is my command! Do you also want _____ (order) a pizza for the game?

Anne: And spoil my appetite? Never!

Time to talk 2!

Work in groups of three to talk about your weekend.

- 1- What do you enjoy doing?
- 2- What do you have to do sometimes that you don't enjoy doing?
- 3- Do you mind working on weekends?
- 4- What do you feel like doing next vacation?
- 5- Where do you feel like going on your next holidays?

Now, tell to the rest of the class what your colleagues enjoy doing.

Your Turn 2

1-Answer the questions with complete sentences:

Where do you usually go after watching a film at the movies?

Can you watch a movie without eating popcorn?

How often do you choose a movie by reading the reviews?

Would you leave the movies before seeing the end of the film? When would you do that?

Language focus 2: Prepositions + verb-ing

- After -> **After watching** that horror movie, I couldn't sleep well.
Before -> **Before being** an actor, Tom Hanks worked as a bellboy.
In -> Most actors are not interested **in reading** what the critics write about them.
Of -> She is tired **of playing** the role of nice girls.
Without -> You can't be successful **without working** hard.
About -> The director said something **about leaving** the set.
For -> Gary became famous **for going out** with movie stars.
By -> Alice memorizes her lines **by reading** them aloud.

 2- Listen to the questions and choose the correct answers:

- 1: a) Yes, and I loved!
b) No, not always.
c) No, I didn't read it.
- 2: a) I listen to music.
b) I like this movie!
c) I went to a snack bar.
- 3: a) No, I don't like drama...
b) Yes, and I thought it was quite boring.
c) No, It was interesting.
- 4: a) No, I didn't remember.
b) Of course! I'm addicted to Friends!
c) Yes, I watched Friends.

Time to talk!

Exchange ideas with a colleague:

How often do you see a movie without reading the review first?

Do you always make comments about the movie right after seeing it?

When you were a child, did you think of being a movie star?

Can you learn a new language by watching movies?



Movie Review

Before reading this movie review, discuss these questions with your colleagues:

- ➔ Have you ever watched or read any Harry Potter movies or books?
- ➔ What do you think about this kind of movie/ literature?
- ➔ Do you like to read reviews before watching a movie or reading a book?

Harry Potter's new movie (2009)

Reviewed by Lisa Schwarzbaum



Darkness is visible from the outset of the New Harry Potter's movie. The Death Eaters mobilized by the return of Lord Voldemort at the end of *Harry Potter and the Order of the Phoenix* are on the loose in London, streaking through an anxious metropolis on missions of urban destruction that, in a different fantasy cosmos, might challenge the talents of Batman. Thunder rattles a gray sky; the camera alights on a heavyhearted young man reading his newspaper in a sad subway café out of an old Edward Hopper painting while he ogles a pretty waitress out of modern multiracial England. Yet there's cause for audience spirits to be high: The universally recognizable fellow is Harry Potter, embodied in blossoming manhood by Daniel Radcliffe. The newspaper is *The Daily Prophet*, that model of innovative print journalism in which every photo not only tells a story, but morphs into a moving picture, too. And it's abundantly clear that director David Yates, returning to the magical realm after *Order of the Phoenix*, and indispensable Potter screenwriter Steve Kloves (he's written all but the *Phoenix* script) have perfected a crucial potion: They've found just the right balance of timeless spiritual profundity and contemporary teen specificity, of awe and humor, necessary to steer J.K. Rowling's enthralling seven-book saga to a satisfying conclusion. Will Hermione (Emma Watson) attract Ron Weasley (Rupert Grint)? Will Ron kiss flouncy, pouncy Lavender Brown (Jessie Cave)? Will Harry connect with Ron's no-longer-such-a-kid sister, Ginny (Bonnie Wright)? And will good triumph over evil? Stick around till Yates and Kloves' final two-part Potter production, scheduled for 2010 and 2011, and find out.

Even loyal readers who enjoy the gift of clairvoyance may appreciate a reminder or two about the plot of the new movie. Just before Harry is set to return to Hogwarts, the star student is recruited by venerable headmaster Albus Dumbledore (Michael Gambon) for a mission. The old wizard wants to lure the retired Potions professor Horace Slughorn (Jim Broadbent, doing a juicy inside-out version of his role in *Topsy-Turvy*) back to Hogwarts to find out what the vain old goat remembers about a certain former star student named Tom Riddle. (Long story short for Muggles: Riddle became Voldemort.) In the meantime, Draco Malfoy (Tom Felton) is being groomed to do some major evil. And Prof. Severus Snape (Alan Rickman) appears to have Draco's back — as well as the most delicious ability to clip his words.

All the while, the teenage wizards-in-training have enough to handle just being regular teens under the spell of raging hormones. "Excuse me, I have to go and vomit," Hermione announces with a bite worthy of *Gossip Girl* when she observes Ron getting all snoggy with Lavender, who's one of the great love struck steamrollers of teen literature. And anyone who has survived 12th grade has passed a pale individualist classmate like Evanna Lynch's Luna Lovegood in the hallway, or encountered an imperious dragon-lady teacher like Maggie Smith's Minerva McGonagall.

On the other hand, not many teens face a hero's quest as daunting as the one set for Harry, with a showdown scheduled for *Harry Potter and the Deathly Hallows*. The new movie encompasses important plot developments involving both love and death. But the story is, still and all, only a pause, deferring an intensely anticipated conclusion. And it's in that exquisite place of action and waiting that this elegantly balanced production emerges as a model adaptation. By now, as played with utmost loyalty to the cause by some of Britain's most illustrious actors, the supporting characters are as familiar as the population of Homer Simpson's neighborhood (and that's a great compliment). Yet with a big assist from cinematographer Bruno Delbonnel — a Potter newbie who memorably shot *Amélie* and *Across the Universe* — the filmmakers have found a way to refresh our eyes and enhance our appreciation for this rich, amazing creation.



Analyzing the text...

1- What important information is missing in the text?

2- Does the author have a positive or a negative opinion? Why?

3- Would you feel like watching this movie by reading this review? Why?

4- Recommend a movie to your friends or advise them not to see it. Choose one of the passages and complete it with the verbs given and your own ideas.

If you are interested in _____ (watch) a (an) _____ (kind of movie), you can't miss " _____ (title of the film) ". It's one of the best movies of all times. Time flies while you watch it and you won't get tired of _____ (sit) there in the dark. This is one of the few movies that won't make you complain about _____ (spend) all that money on the ticket. Our rating: _____ (from 1 to 10)

If watching a good _____ (kind of movie) is your idea of _____ (have) a good time, forget " _____ (title of the film) ". It's the worst movie in the world! It's far from _____ (be) the hit announced by the marketing campaigns. We can't think of it without _____ (feel) cheated. My rating: _____ (from 1 to 10)

Creating your own review...

Now that you've learned many things about movies, it's time for you to make your own review. Choose a movie you saw and write a short review on a separate sheet of paper. We will share all the reviews on the next class. You can use these websites below to help you:

<http://www.mrge.com/>

<http://movies.nytimes.com/ref/movies/reviews/>

<http://www.shvoong.com/movie-review/>

<http://www.metacritic.com/>

Pronunciation Bits



1- In a compound noun, the first word or the first part of the word is stressed. Listen and practice.

1- **Football** game

2- **Sit**coms

3- **Talk** shows

4- **Soap** opera

2- Practice saying these sentences. The intonation at the end of the sentences goes down.

I enjoy watching soap operas.

I don't mind watching sitcoms.

I'd like to watch a talk show.

Teacher's Guide

Lesson 1: "I enjoy watching movies!"

Time to learn:

Objective: Vocabulary and listening

Ask the students to look at the DVD covers and match the covers to the types of films. They should then listen to the CD and check.

Answer key: 1- science-fiction, 2- comedy, 3- horror, 4- animation movie, 5- drama, 6- action, 7- comedy, 8- documentary.

Time to talk 1:

Objective: communication, speaking, Introduction to grammar topic.

Go over the conversation with the students. Drill pronunciation and stress. Try to incentive conversation as much as possible.

Language Focus 1:

Objective: Grammar

Go over the sentences in the exercise and try to elicit some of the answers. Do not correct any items yet. Play the CD and ask students to fill in the blanks. Deal with one sentence at a time, correcting with the whole class. An alternative is to write some prompts on the board using only the base form of the verb. Elicit the correct forms from the students, asking concept questions to check their understanding.

Answer key: 1- watching, 2- to see, 3- doing, 4- watching, 5- to think/ to relax, 6- to go, 7- to do, 8- watching.

Your turn 1: (Exercise 1)

Objective: Grammar

Ask students to look at the headings in each of the boxes. Elicit one or two answers for each heading.

Answer key: 1- mind, feel like, consider. 2- like, want, have, need.

Exercise 2:

Objective: Grammar consolidation.

Ask the students to look at the sentences in the conversation. Elicit the first answer. Play the CD and ask students to fill in the remaining blanks. Play the CD to check the answers.

Answer key: 1- to do, 2- going, 3- to see, 4- looking, 5- watching, 6- staying, 7- to see, 8- to do, 9- going, 10- to order.

Time to talk 2:

Objective: Speaking, communication

Go over the questions in the exercise. Elicit some possible answers and then ask students to discuss their ideas in groups. In the end the students should report their friends' answers to the class.

Your Turn 2:

Exercise 1:

Objective: Grammar introduction.

Ask students to answers the question with complete sentences and after some time ask the students to read their answers.

Language focus 2:

Objective: Grammar

Explain that in the same way certain verbs must be followed by the -ing form, whenever a verb comes after a preposition, it takes the -ing form as well. Remember the prepositions if necessary because, students always have difficulties with them. Ask students to give more examples.

Exercise 2:

Objective: Listening and grammar

Play each question twice, give students some seconds to choose and then play it the third time to check the answers. If necessary, repeat it one more time speaking.



Answer key: 1- a, 2- c, 3- a , 4-b.

Time to talk 2:

Objective: Communication, speaking.

Go over the questions in the exercise. Elicit some possible answers and then ask students to discuss their ideas in pairs.

Movie Review:

Objective: Reading, speaking, interpretation.

Ask the questions to the students as a warm up. Then, explain them what is a Movie Review and ask them to read the text. After all the students have read the text, ask them to answer the questions on the next page. Ask the students to read their answers and make a whole class discussion about their answers (specially exercise 4).

Answer key: 1- The title of the movie. 2- Answers will vary. 3- Answers will vary.

4-First part: watching, sitting, spending.

Second part: having, being, feeling.

Creating your own review:

Objective: Writing, whole lesson consolidation.

Ask the students to do this activity as homework. Elicit them to take a look at the websites given as good resources of learning more about movie reviews and read some more examples.

Pronunciation Bits:

Objective: Pronunciation.

- 1- On the board, write one of the compound nouns in the list. Highlight stress, using balls of different sizes under the syllables. Ask students to read the other compound nouns. They should then listen to the CD and check. Ask them to repeat after the CD.
- 2- Write one of the sentences on the board. Read it with a “flat”, computer-style intonation. Ask students to read the same sentence with the correct intonation. DO NOT correct them. Draw a line indicating where the intonation rises and falls. Ask a student to read it out. Ask them to do the same for the other sentences. They should then listen to the CD and compare. Ask them to repeat after the CD.

Test's Answer key

- 1- Drama, comedy, romantic comedy, horror.
- 2- 1-watching
2-have/get
3-doing
4-to do
5-renting/watching.
- 3- Answers will vary.
- 4- Answers will vary.

Test 1

Lesson 1: "I enjoy watching movies!"

Name: _____ Grade: _____

1- What kind of movie are these people watching? Observe their face expressions and write what kind of movie they are watching.(10 points)









2- Complete de sentences with the appropriate words.(10 points)

- 1 I **enjoy** _____ movies all day long!
- 2 **Would you like to** _____ Hilary Swank's autograph?
- 3 Do you **feel like** _____ something different tomorrow night?
- 4 You don't **have** _____ this if you don't want to.
- 5 I wouldn't **consider** _____ drama movies.

3- Create sentences using the order "preposition+ verb".(10 points)

- After -> _____
- Before -> _____
- In -> _____
- Without -> _____
- For -> _____

1-What is your favorite kind of movie? Write a short paragraph (between 30 and 50 words) talking about your favorite kind of movie, your favorite movie and it's plot. (20 Points)



Lesson 2:

Are you a "serial junkie"?

- Vocabulary about TV series
- Review of Present perfect with *ever/ already/ never/ yet*
- Hints for learning English through TV series
- Connected speech

Level: Advanced

Public: Teenagers and adults on Language courses

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Are you a "serial Junkie"?



Time to learn...

1-Are you addicted to TV series? Put the letters in the correct definitions, then listen and check your answers:

WORDS	Find the right letter :	DEFINITIONS
1. Main Character		a) The first episode of the first season
2. Viewer		b) A DVD collection with episodes from a specific season or series
3. Episode		c) A person who makes a participation in one or more episodes
4. Season		d) A funny series, abbreviation of "situation comedy"
5. Season Finale		e) A group of episodes (about 24)
6. Pilot		f) The last season's episode
7. Sitcom		g) A person who loves to watch series
8. Guest		h) A new episode's day in a channel
9. Prime-time		i) When a channel presents the first episode of a new season.
10. Season premiere		j) An incident in the course of a series of events, in a person's life or experience, etc
11. Serial Junkie		k) The person who watches series
12. Box		l) A figure or figures in the serie whose intentions are the primary focus of a story.

Time to talk 1!

Pair work. Talk about your favorite TV series or the ones you've heard about.

A *Have you ever watched "Friends"?*

B *Yes, And I thought it was the best so far!*

A *How about "Two and a half men"? Did you like it?*

B *Yes, and I enjoy Allan best!*

Grammar Review: Present Perfect with *ever/already/never*

Complete the sentences with *ever*, *already* or *never*.

- A Have you _____ watched the pilot of *True Blood*?
B Yes, I have _____ watched, but I didn't like it...
A Hum, But how about *The Vampire Diaries*?
B I have _____ heard about, but I have _____ watched it yet.
A You should watch it! Nobody have _____ complained about this series with me!
B Really? So, I'll try to watch this week! I'm curious to watch a vampire's series.

Time to practice!

Choose the correct alternatives of the words in bold to complete the summary.

"We use **yet/ever** with the verb in the present perfect to ask if something has happened up to the present time. It usually refers to activities that **are/are not** part of our routine or that we expect to happen in the future."

"We use **yet/ever** with the verb in the present perfect to ask if something has happened at any time in your life. It usually refers to activities that **are/are not** part of your routine."

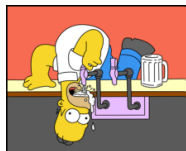
Time to be challenged!

 Listen to these three descriptions of three different series and try to guess the series' names.

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



Time to have fun!



On the 21 season, "The Simpsons" is the series with the biggest number of episodes transmitted. And during all this time we learned very "deep thoughts" from the big Hommer Simpson. Check out some of them:

- You can have the entire world's money, but there's something you can never buy: a dinosaur!
- Well, This Picture shows what it really seems to be.
- I wasn't lying! I was writing a fiction with my mouth.
- I don't drink water... Fishes have sex on it.
- Why does everything I whip leave me?

Extracted from (<http://bitscaverna.com.br/pedilare/?tag=homer-simpson>)

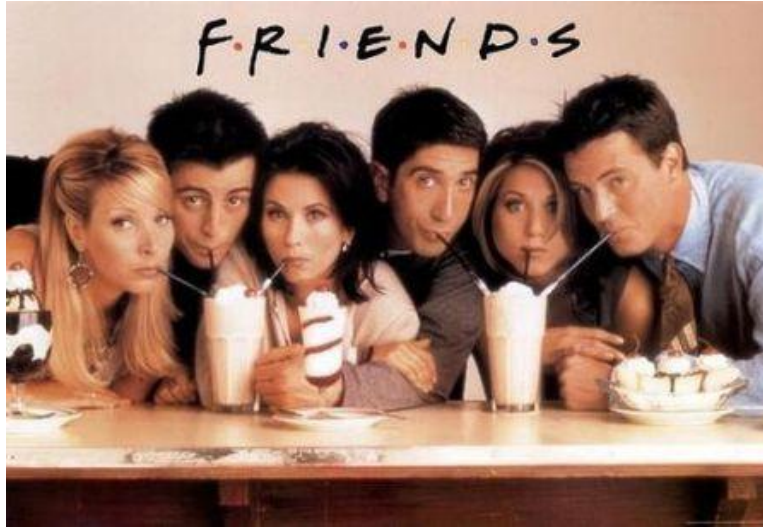


Time to read!

How to learn English with TV series

By Julia E. Daolio

I discovered barely by chance that TV series can be a great instrument to learn English. I always had difficulty to study through the traditional model of languages' education; which combines grammatical explanations with repetitive memorization exercises. However, on an unpretentious way, I finished developing a good comprehension of dialogues watching my favorite series "Friends". I started watching the episodes on TV and then I bought the seasons' DVDs. What used to represent a "mental rest", became a way to study and I finished creating systematization for it. I'll tell here about my experience for those who want to try:



1. **Choice** – Decide calmly which series you are going to choose. This part is very important to the process success. Give preference to those that portray routine situations.
2. **With subtitles in Portuguese** – Watch the episodes with subtitles in Portuguese. By now you can relax and enjoy the program. Concentrate only in the content. In fact, the nonchalance and the involvement with the story line will help you in the following parts;
3. **Without subtitles** – "rewind the tape" and watch it once again, but this time without subtitles. Even without understanding a good part of the speeches, you will remember the history's essence. That's why the importance to choose a series that you like a lot is so important, so in this part it will depend on your involvement with the characters and with the story line;
4. **With subtitles in English** – Watch it for the third time, but with the subtitles in English, reading out loud, pausing if necessary, and taking notes of the expressions that do not know. The focus starts to be exclusively the language, because now you already know the plot.
5. **Maintenance** – Watch it sometimes, better without subtitles, to avoid forgetting the vocabulary learned.

The series chosen by me is a sitcom, abbreviation of situation comedy. The advantage of this genre is that it brings daily situations, and, with them, dialogues "stuffed" with expressions. You dive in the language universe; you familiarize with its structure, with the words' pronunciation, and of course improves your vocabulary. The comedy was the genre I used, but it doesn't mean that you can't apply that methodology with the program of your preference.

Do not expect miraculous results after a week. And it does not exist a magical number of episodes to reach a reasonable level of comprehension. It is obvious that the bigger exposition to the language, the better, but each one has its own rhythm. Remember that "regularity" is indispensable.

It is also important to be clear that this approach can work for some people and not for others. It is important each one to understand which is the type of methodology that best combine with you. This is my history, with almost two years, with all the 10 seasons of "Friends". I expect that it can help to those with similar situations. If you have doubts, suggestions or want to tell a similar experience, leave your contribution in the comments' part.

Extracted and adapted from (<http://www.teclasap.com.br/blog/2010/06/07/como-aprender-ingles-com-as-series-de-tv/>)



Analyzing the text...

1- Answer the questions and then discuss in groups of three:

Do you believe that TV series can really be useful to learn a new language? Why?

If you had to choose a TV series to try this experience, which one you would use? Why?

Think of one more suggestion to help people to learn a second language by watching TV series.

Do you believe that a person can learn English just by watching TV series? Why?


Creating a TV series post...

Choose one TV series and create a text (like a blog's post, do you know?) with:

- The recommended public;
- The plot;
- Why you recommend this TV series and how it can be useful for those who want to learn English;
- Expressions you've learned so far;

Pronunciation Bits: Connected Speech


In spoken English, contractions, omissions and consonant-vowel links are very common. That is why non-native speakers sometimes have difficulties understanding what they hear.

 1-Listen to the recording and compare the ways the two speakers say the sentences. Which sentence sounds more natural, the first or the second?

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

 2-Omission. Listen and cross the letters that were omitted.

1. The rich and famous come and go.
2. Tell him to go away.
3. Go and sit around her.
4. She could call them.
5. They ate ham and eggs.

 3-Contractions. Listen to the dialog and count how many times the words *is*, *do* and *has* are said.

Now, listen to it again and write down the contractions you hear.

Teacher's Guide

Lesson 2: Are you a "serial junkie?" (Review unit)

Time to learn:

Objective: Vocabulary and listening

Ask the students to complete choose the correct definition for each term. They should then listen to the CD and check.

Answer key: 1- L, 2- K, 3- J, 4- E, 5- F, 6- A, 7- D, 8- C, 9- H, 10- I, 11- G, 12- B.

Time to talk 1:

Objective: communication, speaking

Go over the conversation with the students. Drill pronunciation and stress. Try to incentive conversation as much as possible.

Grammar Review:

Objective: Grammar

Tell the students they are going to review the present perfect using *ever*, *already* and *never*. Ask a student to explain when we use *ever*, another student explains about *already* and the last one explains about *never*. Deal with one sentence at a time, correcting with the whole class. An alternative is to write some prompts on the board using only the base form of the verb. Elicit the correct forms from the students, asking concept questions to check their understanding if it's still necessary.

Answer key: ever, already, never, already, never.

Time to practice!

Objective: Grammar review

Ask students to read the explanations about present perfect, check if they remember the use of *yet* and ask them to choose the correct word.

Answer key: first text: yet, are. Second text: ever, are not.

Time to be challenged!

Objective: Listening.

Tell students they are going to listen to four descriptions about four different TV series. One different option is to allow them to discuss in pairs. Play each description twice and wait for the students' opinions. If someone tells the correct name, play the CD for the third time to check. Another different option if they have problems trying to remember the TV series' names would be to show a picture of a character from each TV series until someone tells the correct title.

Answer key:

1- Ugly Betty:

Betty Suarez is smart, sweet and hard working. The only problem is that she's not thin and beautiful like all her coworkers at Mode, the high-fashion magazine where she works. The only reason the publisher hired her to be his son's secretary, is that he thought Betty was someone who Daniel would never sleep with. Betty's hard work and determination earns Daniel's respect, as she helps him find his way through the shark infested waters of the fashion industry.

2- Desperate Housewives:

The setting of the show is the street of Wisteria Lane in the fictional American town of Fairview in the Eagle State. It follows the lives of a group of women, seen through the eyes of their dead neighbor, as they work through domestic struggles and family life, while facing the secrets, crimes and mysteries hidden behind the doors of their—at the surface—beautiful and seemingly perfect suburban neighborhood.

The show features an ensemble cast, headed by Teri Hatcher as Susan Mayer, Felicity Huffman as Lynette Scavo, Marcia Cross as Bree Van de Kamp and Eva Longoria Parker as Gabrielle Solis. Brenda Strong narrates the show as the deceased Mary Alice Young, appearing sporadically in flashbacks or dreams.

Since its premiere on ABC on October 3, 2004, the show has been well received by the critics as well as the audience. The show is a multiple Emmy, Golden Globe and Screen Actors Guild award winner, and in April 2007 it was reported to be the most popular show in its demographic worldwide, with an audience of approximately 120 million viewers.

3- True Blood:

This series is set in the fictional town of Bon Temps in Louisiana, where vampires are allowed to coexist with humans. They have a political representative and to stop them from drinking human blood, a Japanese scientist invented synthetic blood. The story revolves around Sookie Stackhouse, a barmaid who has the power of listening to people's thoughts and falls in love with a vampire, Bill Compton. Sookie's brother, Jason, is addicted to vampire blood which has healing powers but when it is taken in great amount, it can have not so good side effects.

4- Two and a Half Men:

Charlie is a well-to-do bachelor with a house at the beach, a Jaguar in the front, and an easy way with women. His casual Malibu lifestyle is interrupted when his tightly brother Alan, who's facing a divorce, and his son Jake, come to live with him. Together, these two and a half men confront the challenges of growing up; finally. Complicating matters are the brothers' self-obsessed, controlling mother, Evelyn, Alan's estranged wife, Judith and Charlie's crazy neighbor Rose, who wants to be a part of his life and is willing to do anything to be around.

Time to read:

Objective: Reading, speaking, interpretation.

Ask questions to the students if they have already learned new words or expressions in English through TV series. Then, tell them that they are going to read a text from a girl who gives some hints to learn English using TV series. Ask them to read the text. After all the students had read the text, ask them to answer the questions on the next page. Ask the students to read their answers and make groups of three to discuss about their answers.

Creating your own post:

Objective: Writing, whole lesson consolidation, Introducing a new genre.

Discuss with the students if they use to read blogs or if they have one. If they don't know, introduce the genre and how it works. Explain them that posts are informal texts used on website blogs. It seems like a "virtual diary". Ask the students to do this activity as homework.

Pronunciation Bits:

Objective: Pronunciation.

Read the introduction and ask the students if they agree with it.

1- Explain the task, play the CD and correct orally.

Answer key:

1-first, 2- second, 3-first, 4- second.

2-Tell the students that when they talk, sometimes we omit some letters. You may give examples in the student's native language to make it clearer. Explain the task, play the CD and correct it on the board. Play the CD a second time after correction so that the students can compare what is written with what is said.

Answer key:

1. The rich **and** famous come **and** go.
2. Tell **him** to go away.
3. Go **and** sit around her.
4. She could call **them**.
5. They ate ham **and** eggs.

3-Ask students for examples of contractions and write them on the board. Explain the first activity, play the CD and have the students compare their answers. Correct orally. Explain that if there were different answers it may have been because of the contractions. Explain the second activity, play CD and correct orally.

Answer key:

Is: 4 times in contracted form – what's/ it's/ it's/ he's

Do: once in contracted form – d'you

Has: once in contracted form – he's.

Test's Answer key

- 1- Pilot, episode, main character, season, box, prime time, episode, guest, episode, serial junkie.
- 2- Ever, already, yet, ever, already.
- 3- Answers will vary.



Test 2

Lesson 2: Are you a “serial junkie”?

Name: _____ Grade: _____

1- Complete the sentences with the correct terms. (15 points)

Jenna: I loved the _____ of “Lost”! It showed that this TV series will be awesome!

Alice: That’s true! On the next _____ the _____ will suffer an accident!

Jenna: Really? I won’t miss it!!! If this _____ be the way I think, for sure I’ll buy the _____.

Alice: Me too! The _____ is on Tuesdays isn’t it?

Jenna: Yes, and I heard that on the fifth _____ it will have a special _____!

Alice: You already have information about the fifth _____ ??? You are a real _____!

Jenna: Me? Of course not...or maybe...

2- Complete the sentences with *ever*, *already*, *never* or *yet*. (15 points)

A Have you _____ watched The Simpsons?

B Yes, I have _____ watched and I laugh a lot every time I watch it!

A So, do you remember the episode that Homer got promoted?

B No, I haven’t watched _____, I’m going to watch it this weekend! My friend is going to lend me the Box. He has all of them!

A UAU! But you should watch it! I have _____ watched and it’s very good!!!

B Really? So, I’ll try to watch this week! I’m curious now!

3- Can we learn English by watching TV? How? Imagine you have a blog. Write a short text defending (or not) the idea that we can learn English watching TV programs in English. Give examples of programs and tips of how to do it. The text must be between 50-70 words. (20 points)



Lesson 3:

I love music!!!

- Kinds of music
- *Will* and *Would*
- Going to a concert
- Songs
- /l/ as in baseball

Level: Basic

Public: Teenagers and adults on Language courses

20

I love music!!!

Time to Learn!

1- Read and listen to the dialog:

Rachel: Hi Joey! How are you?

Joey: Hello Rachel! Do you like this band?

Rachel: I love them! I love rock! And you? Do you like rock too?

Joey: yes, I do. I like pop and hip hop too!

Rachel: Will you buy a new CD too?

Joey: Yes, I will, but only one. I would like to buy two, but I don't have money...

Rachel: Don't worry! I'll pay for you.

Joey: Thank you very much Rachel!!!



2- What would you do in a special party? Mark what activities you would do more in a special party for you, then, listen and repeat:



To dance



To drink



To take photos



To talk



To eat

Time to talk 1!

Work in pairs. Practice the vocabulary above with a colleague.

A *Would you dance hip-hop in your party?*

B *Yes, I would! And you? Would you take funny photos in your party?*

A *No, I wouldn't. I'm very shy...*

B *What I pity!*

Grammar Focus1: Future with Will:

Will	Your Friend	be at the rock concert tonight?	Yes, he will be at the rock concert tonight. No, he won't be at the rock concert tonight.
	he	buy the tickets?	Yes, He will buy the tickets. No, he won't buy the tickets.
	She	have to stand in line?	Yes, she will have to stand in line. No, she won't have to stand in line.

Take photos

dance

go backstage



Contractions with will:

I will: I'll	It will: it'll
You will: you'll	We will: we'll
He will: he'll	You will: you'll
She will: she'll	They will: they'll

Your Turn 1:

1- Complete the dialog with the words from the box:

will	think	concert	too	tonight	I'll	CD
------	-------	---------	-----	---------	------	----

- A: I have a new _____ . I love this band.
 B: I _____ they will play here _____ .
 A: Tonight? Wow!
 B: Do you want to come to the _____ with me?
 A: Yes, and I think _____ invite Bob.
 B: Will he invite his friends _____ ?
 A: I think he _____ .
 B: Great!




Time to talk 2!

Talk in pairs. Your best friend needs to go to this pop concert with his sister. Answer the questions your partner will ask you about your friend. Then, switch roles:

Will your friend...

Have fun at the concert? Sing? Dance? Take photos?

Grammar Focus 2: Would


Would	You	like to play the piano? 	Yes, I would like to play the piano. No, I wouldn't like to play the piano.
	he	like to take guitar lessons? 	Yes, He would like to take guitar lessons. No, He wouldn't like to take guitar lessons.
What would	they	like to buy? 	They would like to buy the drums.

Like to play the tambourine



like to take keyboard lessons



 Contractions with would:	
I would: I'd	It would: it'd
You would: you'd	We would: we'd
He would: he'd	You would: you'd
She would: she'd	They would: they'd

Your Turn 2:

1- Answer the questions:


1. Would they like to buy a tambourine? (no)

2. Would she like to play the piano? (yes)

3. What would he like to have? (guitar)

4. What would he like to buy? (tambourine)

More to learn...

 What kind of music do you like? Listen the kinds of music and repeat:

Time to listen!

 1- Listen and mark the correct answers:

1-a) I want to buy a samba DVD.
b) I have two country music CDs.
c) I like techno.

2- a) Yes, I'll tell you about the concert.
b) Yes, you'll tell me about the concert.
c) Yes, I'll go to the concert.

3-a) Yes, I do. I have pictures.
b) No, I don't. I prefer Jazz.
c) Yes, I do. I prefer samba.

4-a) I love rock'n'roll.
b) Yes, I have rock'n'roll CDs.
c) I have 35.

5-a) I love reggae.
b) Yes, we'll sing.
c) What a shame!

6-a) Pop.
b) A CD.
c) Twenty.

Time to sing!

 Do you know Beyoncé? Do you like her songs? What is your favorite? Listen to her song and sing it!

If I Were A Boy

(BC Jean, Toby Gad)

If I were a Boy
Even Just for a day
I'd Roll outta bed in the morning
And throw on what I wanted then go
Drink beer with the guys
And chase after girls
I'd kick it with who I wanted
And I'd never get confronted for it
Cause they'd stick up for me

If I were a boy
I think I could understand
How it feels to love a girl
I swear I'd be a better man
I'd listen to her
Cause I know how it hurts
When you lose the one you wanted
Cause he's taken you for granted
And everything you had got destroyed

If I were a boy
I would turn off my phone
Tell everyone its broken
So they'd think that I was sleeping alone
I'd put myself first
And make the rules as I go
Cause I know that she'd be faithful
Waiting for me to come home
To come home
Chorus

It's a little too late for you to come back
Say its just a mistake
Think I'd forgive you like that
If you thought I would wait for you
You thought wrong

Chorus
But you're just a boy
You don't understand
Yeah you don't understand
How it feels to love a girl someday
You wish you were a better man
You don't listen to her
You don't care how it hurts
Until you lose the one you wanted
Cause you've taken her for granted
And everything you have got destroyed
But you're just a boy

Analyzing the song...

1- Answer the questions below:

1. What type of text is this?

2. In your opinion, what is the text about?


3. Where is it taken from?

4. Which words are new for you? How did you guess the meaning?

5. Would you like to be a boy/ girl? What would you do?

Pronunciation Bits...

/l/ as in baseball

A)  Listen and write:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

B) Listen to your teacher and repeat these words.

Initial position	Middle position	End position	Not pronounced
Late	Belt	Call	Walk
Leg	Elbow	Tall	Talk
List	Help	Well	Calm
Low	Milk	Original	Half
Lunch	Old	Beautiful	

C) In pairs, think of something that is:

- 1- essential: _____
- 2- awful: _____
- 3- beautiful: _____
- 4- practical: _____
- 5- stressful: _____
- 6- unusual: _____

Now, tell your classmates what you think. Ex.: *For us/ In our opinion, love and good health are essential.* 25



Teacher's Guide

Lesson 3: I love music!

Time to learn: Exercise 1.

Objective: Vocabulary and listening

Tell the students they are going to talk about music. Ask them to listen to the CD and then ask two students to act the dialog to the rest of the class.

Exercise 2.

Objective: Vocabulary and listening

Play the CD and ask the students to repeat the words. Tell them these are some activities we do at parties. Ask them to mark the one (or ones) they like most.

Time to talk 1:

Objective: communication, speaking

Go over the conversation with the students. Drill pronunciation and stress. Try to elicit the conversation as much as possible.

Grammar Focus 1:

Objective: Grammar

Present the words *your friend / be at the rock concert tonight* on the board in the same order as they appear in the page. (you may translate the words the students don't know throughout this presentation.)

Add *Will* and read the complete question *Will your friend be at the rock concert tonight?* Have the students repeat it. Teach how to give complete answers and write them on the board. Read the question on the board again and ask the students to give you both answers. Present *take photos* and call on a student to substitute the words in the original question orally. Have him/ her ask the question again to a classmate, who is supposed to answer it. Repeat the procedure with *dance* and *go backstage*. Finally, explain them that there are contractions we can use to talk and write, and natives always use. Play the CD and ask them to repeat.

Your turn 1!

Objective: Grammar practice.

Ask students to do the exercise individually. Correct it asking the students to read the answers as soon as everybody finishes.

Answer key: CD, think, tonight, concert, I'll, too, will.

Time to talk 2!

Objective: communication, speaking.

Pair up the students and tell them their best friends need to go to a pop concert. Present *have fun/ sing*. Have them ask and answer the questions about their best friends.

Grammar Focus 2:

Objective: Grammar

Present the words *you/ like to play the piano* on the board in the same order as they appear in the page. (you may translate the words the students don't know throughout this presentation.)

Add *Would* and read the complete question *Would you like to play the piano?* Have the students repeat it. Teach how to give complete answers and write them on the board. Read the question on the board again and ask the students to give you both answers. Present *like to play the tambourine* and call on a student to substitute the words in the original question orally. Have him/ her ask the question again to a classmate, who is supposed to answer it. Repeat the procedure with *like to take keyboard lessons*. Finally, explain them that there are contractions we can use to talk and write, and natives always use. Play the CD and ask them to repeat.

Your turn 2:

Objective: Grammar practice.

Ask students to do the exercise individually. Correct it asking the students to read the answers as soon as everybody finishes.



Answer key:

1-No, they wouldn't like to buy a tambourine.

2-Yes, she'd like to play the piano.

3-He'd like to have a guitar.

4-They'd like to buy a tambourine.

More to learn...

Objective: Vocabulary.

Tell the students they're going to talk about their favorite kind of music. The students follow them in their books. Pass the CD and ask them to repeat the words.

Time to listen!

Objective: Listening and grammar practice.

Each question is recorded three times. Play the first one twice and pause the CD for the students to choose the alternative. Play it a third time for correction. Follow the same procedure for the other questions.

Time to sing!

Objective: Vocabulary and reading.

Ask the students if they know Beyoncé. Ask if they like her and ask some names of her famous songs. Ask if they have a favorite one and which it is.

Play the song for the first time, but, tell them to just listen to the song following the lyrics. Play the second time and ask them to try to sing it. After the second time, ask them some vocabulary questions and why they think *would* was used in the song. Play the song for the third time if they want to sing again.

Analyzing the song...

Objective: Text interpretation.

Ask students to answer the questions individually. After some time, ask them to read your answers and make a whole class discussion.

Pronunciation bits...

Objective: Pronunciation, speaking and vocabulary.

Tell the students the focus in this lesson is the sound for the letter *l*. /l/

Write /l/ as in *baseball* on the board and read it aloud. Ask a student to read the sentence in the book. Teach the students the correct pronunciation of the final /l/ sound. Ask them to say *luck* and to pay attention to the position of their tongue when they pronounce the *l*. Say the word *yourself* and show the students where the tongue is positioned. You can say the sound /l/ and hold the tongue in the right position (touching the alveolar ridge).

Part A

Tell the students the activity is a dictation. Play the CD and have the students write what they understand. Correct it by asking the students to tell what they wrote. Write the correct form on the board. Explain that when a word ends in /l/ and the next starts with a vowel, we link them and do not pronounce them separately. You can give the example of *friend* write the correct and the wrong phonetic transcriptions and explain them. Tell the students to be careful with the correct pronunciation of /l/ all the time, and not only when it can be linked to a vowel. Have the students draw the linking lines in the order examples they have in their books. Transcript: 1-Call a friend, 2- Smell a flower, 3- Tell a story, 4- Chill Out.

Part B

Explain to the students that the sound /l/ can come in different positions within a word. Mention these positions – initial, middle, and – and add that sometimes the letter *l* is not pronounced. Say the words and have the students repeat. Translate the words they don't understand in the end.

Part C

Pair up the students and explain the activity. Tell them to choose something they both agree on. Allow them a few minutes to complete. When they have finished, ask them to tell their opinions to the class.

Test's Answer key

1)

1. Will she go backstage?

Yes, she'll go backstage. / No, she won't go backstage.

2. Will your friend have fun at the rock concert?

Yes, he/she will have fun at the rock concert. / No, he/she won't have fun at the rock concert.

3. Would you like to take guitar lessons?

Yes, I would like to take guitar lessons. / No, I wouldn't like to take guitar lessons.

4. Will he lend her a musical instrument?

Yes, he'll lend her a musical instrument. / No, he won't lend her a musical instrument.

5. Would they prefer to buy a tambourine?

Yes, they'd prefer to buy a tambourine. No, they wouldn't prefer to buy a tambourine.

2)

(2) at the rock concert.

(4) like to play?

(5) buy a guitar.

(1) the tickets?

(3) him a DVD.

3)

a- To talk

b- To take photos

c- To drink

d- To dance

4)

1. Thank you very much!

2. I like (pop).

3. Yes, I will. / No, I won't.

4. You're welcome. / Any time.

5. Yes, I'd lend you my CDs. / No, I wouldn't lend you my CDs.

Test 3

I love music!

Name: _____ Grade: _____

1- Match:

1. Will she buy () at the rock concert.
2. I'll dance () like to play?
3. We would give () buy a guitar.
4. What would you () the tickets?
5. He'd like to () him a DVD.

2- Unscramble the questions and answer them:

1. Backstage/ she/ go/ will
A: _____?
B: _____.
2. Have fun/ your friend/ will/ rock/ at the/ concert
A: _____?
B: _____.
3. Guitar/ you/ like to/ lessons/ would/ take
A: _____?
B: _____.
4. Lend/ will/ her/ he/ a musical instrument
A: _____?
B: _____.
5. They/ a tambourine/ buy/ prefer to/ would
A: _____?
B: _____.

3- Write what activities they are doing in each picture:



a _____



b _____



c _____



d _____

4- Complete the mini-dialogs:

1. A: Don't worry, I'll pay for you!
B: _____
2. A: What kind of music do you like?
B: _____
3. A: Will you buy a new CD?
B: _____
4. A: Thank you very much.
B: _____
5. A: Would you lend me your CDs?
B: _____

Justification (Theoretical)

The lessons were based on communicative approach, which makes students talk and discuss ideas in each part of the process inside the lesson. It is also used the deductive and inductive approach on the lessons, so the suitable approach will be used in each part of the process. They start to use the structure in a conversation exercise and then, in the “grammar focus”, they observe and learn the rules by doing the exercises practically by themselves. The main public is the teenagers and adults from language courses (or *escolas livres de idiomas*) and the levels were separated by:

- Lesson 1: Pre- Intermediate students.
- Lesson 2: Advanced students(as a review)
- Lesson 3: Basic students.

The listening exercises were recorded by Brazilian speakers. Most of the listening exercises were created to make the student comprehend and analyze what has been said and in others, to listen and complete what is literally spoken and written. Unfortunately native speakers couldn't be found to create better recordings.

It's important to remember that these lessons with their teacher's guides and the tests weren't created for commercial intentions and can't be reproduced without a formal authorization.

Besides the grammar focus in all the three lessons, all the 4 abilities were covered in the three lessons:


- *Introductory activity + Time to talk! and Pronunciation Bits* : speaking
- *Time to read and Analyzing the text*: reading
- *Time to be challenge*: listening
- *Creating...*: Writing

In Lesson 1, the theme is movies. As they will discuss about preferences, the grammar topics “Use verbs followed by a gerund or infinitive” (such as *like* and *enjoy*) and “Preposition + verb-ing”. They were choose because they have a good connection with the theme.

In Lesson 2, focused on advanced students, it's reviewed the Present Perfect, it was choose this grammar point because sometimes, even when they are almost finishing the course, they still have doubts with this important point. Thinking on it, they work with a theme which this particular Grammar point is very often used. This is a review lesson.

On lesson 3, as they learn new vocabulary about songs, concerts, kinds of music, etc, they learn two new auxiliaries: *will*, *would* and its contractions. Both are very important to be taught in the beginning to make students be able to express basic opinions and talk about future and conditional situations.

The three lessons are based on “The Broadcast media” (Lessons 1 and 2) and “songs and music” (lesson 3). Almost all ideas were extracted from the book “Designing Authenticity into Language Learning Materials” by F. Mishan. On the same book the author says “*The broadcast media – radio and television – have many genres in common; news,*



current affairs, arts reviews and entertainment programmes such as quiz shows, soaps and plays.”. As the many different ways of working with media have called learner’s attention, I chose to work with very modern topics such as:

TV series: Nowadays people from different countries, cultures, ages have been following at least one TV series. They can be musical, drama, science-fiction, comedy etc. But, it always has one that calls a person’s attention. The TV series are not new, but in these last decades they have earned more and more viewers. It was found on the internet during this final paper’s research, many different people telling how much they’ve learned with TV series like expressions, chunks, slangs, etc... So, it was imagined: “why not work with this so important tool on a lesson?”. Following this topic, the genre was chose “post”, so they can have contact with different opinions about TV series ad how they can use to help them to improve their language knowledge.

Movies: They are considered “the seventh art” and it’s very difficult to find a person who doesn’t like movies or at least has never watched some. So, as many other books have been working with this interesting topic such as “English Express” by Richmond Publishing, “Aim at the sky” by Fisk Publishing, etc, It was decided to focus on types of movies so, it is possible for the teacher to work with a big number of new words and a different genre: the movie review (which they always read on the internet, magazines...but they don’t analyze).

Song and Music: Song and music are everywhere: in our emotions, our memorable moments, all kinds of cultures... according with Mishan “*Music is an essential part of the human experience.*” Probably every language material has at least one lesson focused on song and music! Is it repetitive? Definitely not! Because we don’t get tired of music, it relaxes us, probably the students work with music, it’s the part of the class they enjoy and learn most. Most students decide to learn a second language because they love some special singer or band and they want to know what they’re singing. It was decided to work with different kinds of music so they can learn beyond new vocabulary, new cultures by songs and music too! It’s impossible to teach a language without teaching culture, so, song and music are perfect for this moment.

In the *Pronunciation Bits*, it was discussed about the natives’ pronunciation with its omitted words and sounds, word stress, connected speech, linking words, and features of English sounds. These points were chosen by the students’ difficulties in understanding some sounds and conversations in lessons 1 and 2. On lesson 3, it was choose the sound // as in baseball, because, at this level, they are learning many new words which contain this sound, so, it’s better to teach them the correct pronunciation from the beginning.

It was used the communicative approach, focusing the communicative competence rather than on mere mastery of structures. This theory of learning says that activities that involve real communication promote learning. The range of exercises types is unlimited, as for instance, learners comparing sets of pictures and noting differences and similarities; following directions; debates, etc. On the learning process students have a cooperative role rather than an individualistic one. The teacher’s role is not only to facilitate the the communication process between all the participants and the various activities, but also to act as an independent participant within the group. So, many exercises with this conception were used on this final paper.

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CD's playlist

- 1- Lesson 1: Time to learn. Page 4
- 2- Lesson 1: Language focus 1. Page 5
- 3- Lesson 1: Your Turn 1.Exercise 2. Page 5
- 4- Lesson 1: Your Turn 2.Exercise 2. Page 6
- 5- Lesson 1: Pronunciation Bits, Exercise 1. Page 8
- 6- Lesson 2: Time to learn..., Exercise 1. Page 13
- 7- Lesson 2: Time to be challenge!, number 1, Page 14
- 8- Lesson 2: Time to be challenge!, number 2, Page 14
- 9- Lesson 2: Time to be challenge!, number 3, Page 14
- 10- Lesson 2: Time to be challenge!, number 4, Page 14
- 11- Lesson 2: Pronunciation Bits, Exercise 1. Page 16
- 12- Lesson 2: Pronunciation Bits, Exercise 2. Page 16
- 13- Lesson 2: Pronunciation Bits, Exercise 3. Page 16
- 14- Lesson 3: Time to Learn!, Exercise 1. Page 21
- 15- Lesson 3: Time to Learn!, Exercise 2. Page 21
- 16- Lesson 3: Grammar Focus 1, Contractions with *will*. Page 22
- 17- Lesson 3: Grammar 2, Contractions with *would*. Page 23
- 18- Lesson 3: More to learn... Page 23
- 19- Lesson 3: Time to Listen!, Exercise 1. Page 24
- 20- Lesson 3: Time to Sing!: Beyoncé- If I were a boy. Page 24
- 21- Lesson 3: Pronunciation Bits..., Exercise A. Page 25