

Universidade Federal de Minas Gerais

Faculdade de Letras

Curso de Especialização em Ensino de Inglês

Teenagers Learning through Music, Films and Internet

Trabalho de Conclusão de Curso

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DISCLAIMER

The present work is the required final paper for the conclusion of the English Specialization (Teaching) course - *CEI* - ministered by *Faculdade de Letras*, UFMG in accordance to MEC.

It consists of three English units designed for ESL students that are in Elementary level. The general content of all lessons are music, films and internet. The four skills are worked out clearly and objectively.

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Acknowledgements

As an author I'd like to thank firstly God for giving me the strength to complete another stage in my life. I dedicate this work to my family who gave me all the emotional support to achieve this dream.

To my husband Daniel who always stood beside me, giving me all the support and love I needed.

To my daughter Larissa who endured my absence when I traveled to Belo Horizonte to take the course.

To my friends that along the way became part of my success. Thank you for true friendship and kindness.

Karina Cavalcante de Araújo Carvalho

RATIONALE

The unit proposed was designed to Elementary students (or to students who are taking Ensino Fundamental II, if used at regular school contexts). It focuses on developing listening, speaking, writing and reading skills. The activities proposed were designed bearing in mind the integration of the four skills of listening, speaking, reading and writing, as well as providing a balance of the four strands of meaning-focused input, meaning-focused output, language-focused learning and fluency development (see NATION & NEWTON, 2009). It also aims at providing opportunities to learn through critical literacy practices. The unit was planned so that all its exercises are interconnected, guiding and helping students to learn and practice the language through meaningful tasks. It starts by setting the context and activating students' schemata in the warm up section, preparing them to the speaking sections. The listening for gist section optimizes students' performance on the following task, which is listening for specific information. The vocabulary and critical thinking sections derive from the topics that emerged on the video used. All the previous steps contribute to a successful and meaningful production on the last task, which is a speaking exercise.

The exercises were based on the following theories: "Negotiation for meaning is the process in which, in an effort to communicate, learners and competent speakers provide and give important signals of their own and their interlocutor's perceived comprehension, thus provoking adjustments to linguistic form, conversational structure, message content, or all three, until an acceptable level of understanding is achieved." (LONG, 1996:418)

"Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill."

"Acquisition requires meaningful interactions in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding."

(KRASHEN, STEPHEN D, 1988)

1. Warm up

As mentioned before, this section aims at activating students' schemata. The focus is on fostering students' interest on the topic. The first exercise of all units was designed to confirm students' background knowledge in music, films and the internet and its genre. At this level students are not supposed to know what technically differs one to the other, but still it is important to check if they clearly understand what each of them are so that the misconceptions to be mentioned on the video can be explored. As for exercise 2, it

aims at eliciting from students their previous knowledge on the genre and on the series to be used in the listening sections.

2. Listening for gist

In this section, students are supposed to understand the general ideas of the exercise, it can be about the music or the movie presented. By focusing their attention on answering the question, students do not get too worried about understanding the listening piece-by-piece. Exercise 2 was designed to enrich the discussion raised on the previous exercise. It is a reading task which provides some technical information on the topic. As reading is not the primary objective of units, the instructions given lead students to use skimming strategies rather than exploring the text thoroughly.

3. Listening for specific information

In the exercise proposed students have to watch the video in unit 1B, this time focusing on some details. There are some statements to check their comprehension of the oral text. Students are supposed to discuss about the movie trailer with the class. The goal of this section is to develop bottom-up processing skills.

4. Vocabulary

This section focuses on lexical development. Exercise 1 of all units aims at expanding students' vocabulary, while exercise 2 in all units establishes connections between the new lexical items. The focus is on analyzing the characters' attitude. As there can be controversial understandings on this subject, the teacher may decide to play the video one more time, so that students focus their attention specifically on attitude from actors, rather than language or meaning.

5. Speaking


The final section was designed to create opportunities to the development of oral fluency through interactional talk. Students have to interact in the target language in order to produce the expected outcome. They have to make choices, elaborate their thoughts into a specific genre and present their dialogue. They may decide to do some writing to facilitate the organization of their ideas.

1A Music, films, and Internet

1A- I listen to it!

Vocabulary: What kind of music do you like?

a) Tick the different kind of songs you know. Work in pairs asking each other about music.



Rock n' roll pop music reggae

Classical music

jazz opera rap dance music

Do you like "rock music"?

Yes, I do!
I really like "rock music"!

No, I don't!
I like "Jazz"!

Accessed in July 20th 2011. Available at: http://www.google.com.br/search?hl=pt-BR&biw=1366&bih=620&tbm=isch&sa=1&q=music&oq=music&aq=f&aqi=g2&aql=&gs_sm=e&gs_upl=740191871015101212101388189512-1.2

b) Match the words to the pictures.

1

2

3

4

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8

Accessed in July 20th 2011. Available at: <http://www.google.com.br/imghp?hl=pt-BR&tab=wi>

- a) dance music
- b) rap
- c) opera
- d) jazz
- e) rock n' roll
- f) pop music
- g) reggae

h) classical music

Reading and Practicing

a) Listen and read the song. (Cd)

Don't Worry Be Happy- Bobby McFerrin

Here's a little song I wrote
You might **want to sing** it note for note
Don't worry, be happy

In every life we **have** some trouble
But when you **worry** you **make** it double
Don't worry, be happy

Cause when you **worry** your face will frown
And that will bring everybody down
So don't worry, be happy

Accessed in July 20th 2011. Available at: http://www.google.com.br/search?hl=pt-BR&biw=1619&bih=735&gbv=2&tbm=isch&sa=1&q=Bobby+McFerrin&oq=Bobby+McFerrin&aq=f&aqi=&aql=&gs_sm=e&gs_upl=61756751617567510111010101010101

<http://letras.terra.com.br/bobby-mcferrin/82/traducao.html>



b) Pay attention: There are some verbs in bold in the song which are in the Present Simple. Check their meaning on a dictionary.

c) Make these sentences negative. (do+ not/don't)

1. You want to sing it note for note

2. In every life we have some trouble

My new Grammar: Present Simple I/you/we/they

Look at these sentences and then complete the rules.

But when you worry you make it double

Don't worry, be happy

1) In positive sentences with I/you/we/they we use the verb in the infinitive/ continuous form.

2) In negative sentences with I/you/we/they we use _____ + verb infinitive.

Grammar in use

	Subject	Auxiliary	infinitive	Complement
Positive	I/you/we/they		want	to sing it note for note
Negative	I/you/we/they	don't = (do+not)	worry	

	Auxiliary	Subject	infinitive	Complement
Interrogative	Do	I/you/we/they	want	to sing it note for note?

Let's practice

1) Unscramble the words and make affirmative sentences with them. Do not forget to add a subject for each sentence.

a) live/ my father/ New York/ in /with

b) 6 o'clock/ get up/at/everyday

c) like/ songs/ note for note/ to sing

d) an hour/ have/ for lunch

2) Complete the passage with the Simple Present Tense.

Mary, Sally and I _____ (work) in the same office, but we're completely different. They _____ (like) coffee, but I like tea. They _____ (wash) their car every weekend, but I never _____ (clean) mine. They _____ (smile) all the time at work, but I _____ (not like) it. I _____ (complain) about the boss all the time, but Mary and Sally _____ (think) the boss is a nice person. When I _____ (finish) work, I like to drink beer with my friends, but Mary and Sally _____ (study) at night school. My friends' _____ (think) Mary and Sally are perfect, but they drive me nuts!

3) Write a short paragraph about your routine using Present Simple.

4) Now make questions about your friend's routine and find out what do you have in common in your routine.

1B Music, films, and Internet

1B- Vampires in action

Vocabulary: Types of films

a) Tick the types of films you know. Then do the exercise in Language Summary.

Action movie thrillers horror movie
Science-fiction (sci-fi)
Cartoons love stories comedies

b) Work in pairs. Talk about the types of film you like and don't like.

I Love love
films.

Yes, me too. /
Really? I don't
like them at all.

Accessed in July 20th 2011. Available at: http://www.google.com.br/search?hl=pt-BR&biw=1366&bih=620&gbv=2&tbm=isch&sa=1&q=films&oq=films&aq=f&aqi=g10&aql=&gs_sm=e&gs_upl=1216654911216743710151010101013361110110.1.1.214

Reading and Practicing

- a) Work in groups. What do you know about the film Twilight? Think of four or more things and discuss with your classmates.

Vampires wolves blood
Teenagers school mystery

- b) Take a look at the Twilight film picture. What type of film is it, do you think? Why do you say so?



Accessed in July 20th 2011. Available at: <http://www.google.com.br/images?hl=pt-br&source=hp&q=twilight&gbv=2&biw=1076&bih=438>

- I- Horror
- II- Thriller
- III- Drama
- IV- Comedy

c) Read the Twilight Trailer script. Are these sentences true (T) or false (F)? Correct the false sentences.

- I- But he has fangs - that's just in the movies.
- II- Bella chooses to live with her father in the rainy little town of Forks, Washington.
- III- He drinks human blood.

TWILIGHT

Bella Swan has always been a little bit different. Never one to run with the crowd, Bella never cared about fitting in with the trendy, plastic girls at her Phoenix, Arizona high school. When her mother remarried and Bella chooses to live with her father in the rainy little town of Forks, Washington, she didn't expect much of anything to change. But things do change when she meets the mysterious and dazzlingly beautiful Edward Cullen who is nothing like any boy she's ever met. He's nothing like anyone she's ever met, period. He's intelligent and witty, and he seems to see straight into her soul. In no time at all, they are swept up in a passionate and decidedly unorthodox romance - unorthodox because Edward really isn't like the other boys. He can run faster than a mountain lion. He can stop a moving car with his bare hands. Oh, and he hasn't aged since 1918. Like all vampires, he's immortal. That's right - vampire. But he doesn't have fangs - that's just in the movies. And he doesn't drink human blood, though Edward and

his family are unique among vampires in that lifestyle choice. To Edward, Bella is that thing he has waited 90 years for - a soul mate. But the closer they get, the more Edward must struggle to resist the primal pull of her scent, which could send him into an uncontrollable frenzy. Somehow or other, they will have to manage their unmanageable love. But when unexpected visitors come to town and realize that there is a human among them Edward must fight to save Bella? A modern, visual, and visceral Romeo and Juliet story of the ultimate forbidden love affair - between vampire and mortal.

Accessed in July 20th 2011. Available at:
<http://www.imdb.com/title/tt1099212/plotsummary>

- d) Now, watch the movie trailer and write down what you expect to see in the trailer. Then, discuss about it with the class. (cd)

Accessed in July 20th 2011. Available at:
<http://www.youtube.com/watch?v=S2T7d8j6I5I>

My new Grammar: Present Simple he/she/it

Look at these sentences and then complete the rules.

- Bella chooses to live with her father in the rainy little town of Forks, Washington.
- But things do change when she meets the mysterious and dazzlingly beautiful Edward Cullen.
- But he doesn't have fangs - that's just in the movies.
- And he doesn't drink human blood...

- 1) In positive sentences with he/she/it we add _____, _____ or _____ to the infinitive.
- 2) In negative sentences with he/she/it we use _____ + infinitive.

TIP: have is an irregular verb, when this verb is used with he/she/it this verb becomes has.

Grammar in use

Spelling rule	Examples
Most verbs: add -s	likes plays reads wants
Verbs ending in -o, -sh, -ch, -x, -z, -s, -ss: add -es	goes fishes watches fixes
Verbs ending in consonant + Y: drop y by -ies	Studies

Let's practice

- 1) What are the he/she/it forms of these verbs?

Do-	Live-
Match-	Move-
Start-	Study-
Drink-	Have-

- 2) Fill in the brackets with the appropriate verb form:

Bella is a teenage girl who _____ (live) with her mother. When her mother remarried, she _____ (decide) to live with her father in

a different city. In Forks her life _____(take) a new way when she _____ (meet) Edward Cullen, a beautiful vampire who _____ (have) a different lifestyle. He _____ (not drink) human blood, he's a vegetarian vampire. Bella and Edward _____ (live) a beautiful love story and they fight against dangerous vampires. Bella _____ (fall in love) and she really _____ (want) to become a vampire just like Edward, but he _____ (not want) this life for Bella.

3) Choose a character from Twilight (Bella or Edward) and talk about at least four actions that he or she does in the trailer movie. Do it with your partner.

4) Listen to Bella and Edward's conversation. Find three verbs from this conversation and write them down in the he/she/it form. (Cd)

5) Role-play activity: With a friend make an internet research about the movie "Twilight". Collect some extra information about Bella and Edward's romance. Act out a scene from the movie to the class saying one of their speeches.

6) Using Present Simple, describe some of Bella and Edward's characteristics. Make a composition

1C Music, films, and Internet

1C- I love the net!

Vocabulary: What's on the net?

a) Tick the words you know, and then talk to a friend about things you can do on the internet.



Accessed in July 20th 2011. Available at: http://www.google.com.br/search?hl=pt-BR&biw=1366&bih=620&gbv=2&tbm=isch&sa=1&q=internet&oq=internet&aq=f&aqi=g10&aql=&gs_sm=e&gs_upl=487888149031910181010101013521166411.2.2.217

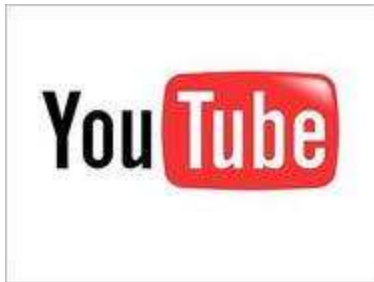
b) Work in groups of 4 and find out what can people do at these websites?



4 **Shared** FREE FILE SHARING

amazon.com[®]

c)



Make a list about things that you can do in each site above.

d) Interview your friend asking what he/she does on the net.

Do you watch videos on YouTube?

Yes, I do. And I chat on Facebook too. And you?

Reading and Practicing

a) Look at the photo. Listen to Daniel's interview and answer the questions. (cd)

1. What time does Daniel get up?

2. What time does Daniel get to work?

3. According to the interview, Daniel has another job. Which job is it?

4. Does Daniel use the internet?

5. What does his wife do?



Accessed in July 20th 2011. Available at: http://www.google.com.br/search?hl=pt-BR&biw=1366&bih=620&gbv=2&tbm=isch&sa=1&q=mulher+entrevista+homem&oq=mulher+entrevista+homem&aq=f&aqi=&aql=&gs_sm=e&gs_upl=99416000101201181115101114231175413-1.7-112

Accessed in July 20th 2011. Available at: <http://www.esl-lab.com/schedule/schedsc1.htm>

My new Grammar: Subject and Object Pronouns

Look at the picture, follow the instructions and then complete the rules.



I love him!

a) Identify the subject and the object of the sentence.

Subject: _____

Object: _____

b) Now complete the rule.

1. We use *Subject Pronoun/Object Pronoun* before verbs
2. We use *Subject Pronoun/Object Pronoun* after verbs

Grammar in use

Subject Pronoun	Object Pronoun
-----------------	----------------

I	Me
You	You
He	Him
She	Her
It	It
We	Us
You	You
They	Them

Tip: The typical word order in sentences: subject+ verb+ object

Let's practice

1) Complete the dialogs with the appropriate pronoun:

- a) Do you like dancing?
Yes, I love _____!
- b) Do you like to Lady Gaga?
Yes, I like _____ a lot.
- c) Do you like Bella and Edward from Twilight?
Yes, I love _____.
- d) Do you like to shop online?
No, I hate _____.

2) Replace the subject by an Object Pronoun or a Subject Pronoun.

- a) Tom gives Andrea a flower every day.

- b) Amanda and Paul love chocolate.

c) David loves Chris and Julia.

d) Give these books for me and Janice.

4) Make sentences with these words.

a) It/ my father/ milk/ every day/ gives/ to

b) I/ to the cinema/ them/ love going/ with

c) My friends/ without/ never/ me/ go out

d) They/ messages/ every weekend/ us/ on Facebook/ send

1A I listen to it!

Vocabulary: What kind of music do you like?

- a) In pairs students talk about the kind of music they like or don't.
- b) Make sure about students' understanding on the new vocabulary.
- c) Students do the exercise on their own and the teacher check with them the answers.

Reading and Practicing

- a) Ask students to read and listen to the song.
- b) Students are supposed to circle the verbs in the Present Simple.
- c) Students do the exercise on their own. Check the answers with them.
- d) Play the trailer movie. According to what students watched, they are supposed to make comments about things they expect to see in the movie.

My new Grammar: Present Simple I/you/we/they

Students are supposed to read the examples and write the rules. Explain for them the Present Simple I/you/we/they form.

Give students a time to do the exercises in order to practice the new grammar, and then check the answers.

Let's practice

In order to make students put into practice what they have learned, in the exercise 1 they are supposed to unscramble the words and make affirmative sentences with them. It is important to make clear to students that they have to add the subject for each sentence.

In the exercise 2 students are supposed to complete the gaps with the words in parenthesis making them affirmative or negative.

To develop the written skill students are encouraged to write a short paragraph about their routine using the new grammar Present Simple.

Answer key 1A

Vocabulary: What kind of music do you like?

Page 2

b) 1c/ 2e/ 3d/ 4b/ 5a/ 6f/ 7h/ 8g

Reading and Grammar

c) Make these sentences negative. (do+ not/don't)

1. You want to sing it note for note
You don't want to sing it note for note

2. In every life we have some trouble
In life we don't have any trouble

1) Let's practice

1) Make questions with these words.

a) live/ my father/ New York/ in /with

I live with my father in New York.

b) 6 o'clock/ get up/at/every day

I get up at 6 o'clock every day.

c) like/ songs/ note for note/ to sing

I like to sing songs note for note.

d) an hour/ have/ for lunch

I have an hour for lunch.

2) Complete the passage with the Simple Present Tense.

Mary, Sally and I *work* in the same office, but we're completely different. They *like* coffee, but I like tea. They *wash* their car every weekend, but I never *clean* mine. They *smile* all the time at work, but I *don't like* it. I *complain* about the boss all the time, but Mary and Sally *think* the boss is a nice person. When I *finish* work, I like to drink beer with my friends, but Mary and Sally *study* at night school. My friends *think* Mary and Sally are perfect, but they drive me nuts!

Unit 1A- Test

1- Make sentences with these words.

a) I/ to the cinema/ a lot/ go to.

b) like to/ you/ in the car/ listen to/ music.

c) in their/ play soccer/ they/ free time.

d) read/ we/ like to/ magazines and books.

e) go to/ I/ supermarket/ on weekends.

f) my friends/ in the morning/ study English/ like to

	1,2
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2- Choose the correct word in the box and complete the gaps.

Wake up - get - start - Brush - leave - tidy up - have (2x) talk like

I _____ (+) every day at 6 o'clock in the morning. I _____ (+) my teeth and I _____ (+) breakfast at about 7 o'clock. I _____ (+) home at 7.30 am. I _____ (+) work at 8 o'clock. I _____ (-) my office every day, I _____ (+) working at about 8.15 am. I _____ (+) lunch with my friends and we always _____ (+) and laugh about many things. On weekends I _____ (-) to go dancing but I love sleeping all day long. I think I am a happy person, and you, tell me about your daily routine.

	1
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3) Answer these sentences with long answer.

a) Where do you work?

b) Do you like rock music?

c) What do you do I your free time?

d) When do you study English?

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4) Write down about your daily routine. Use Present Simple.

	1
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5) Tick the true sentences about you and correct the false ones.

a) I study English on Tuesdays and Thursdays.

b) I have two dogs and a cat.

c) I like Chinese food and I love orange juice.

d) I wake up every day at 6 o'clock and I have breakfast with my husband.

	2,8
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Unit 1A- Test Answer Key

1- Make sentences with these words.

- a) I go to the cinema a lot
- b) You like to listen to music in the car
- c) They play soccer in their free time
- d) We like to read magazines and books
- e) I go to supermarket on weekends
- f) My friends like to study English in the morning

2- Choose the correct word in the box and complete the gaps.

I **wake up** every day at 6 o'clock in the morning. I **brush** my teeth and I **have** breakfast at about 7 o'clock. I **leave** home at 7.30 am. I **get** work at 8 o'clock. I **don't tidy up** my office every day; I **start** working at about 8.15 am. I **have** lunch with my friends and we always **talk** and laugh about many things. On weekends I **don't like** to go dancing but I love sleeping all day long. I think I am a happy person, and you, tell me about your daily routine.

3) Answer these sentences with long answer.

- a) I work at...
- b) Yes, I do/ No, I don't
- c) I...
- d) I study English on...

Teacher's Guide 1B

1B Vampires in action

Vocabulary: Types of film

- a. Focus students on the new vocabulary. Pre- teach the different types of films.
- b. Students do the exercise on their own and check with them the answers.
- c. In pairs students talk about the types of films they like or don't.

Reading and Practicing

- a. Start a group debate talking about the movie "Twilight", asking students what they know about it.
- b. Students see the movie's picture and they are supposed to tick a type that fits better on it.
- c. Students read the Twilight Trailer script and do the exercise.
- d. Play the trailer movie. According to what students watched, they are supposed to make comments in about thinks they expect to see in the movie.

Let's practice

Audio Script

Edward: [while in a tree] my family, we're different from others of our kind. We only hurt animals. We learn to control our thirst. But it's you, your scent; it's like a drug to me. You're like my own personal brand of heroin. [Darts to another tree]

Bella: Why did you hate me so much when we met?

Edward: I did, only because of wanting you so badly. I still don't know if

I can control myself.

Bella: [climbs the tree Edward is in] I know you can.
[Edward jumps down from the tree, followed by Bella.]

Edward: I can't read your mind. You have to tell me what you're thinking. [Stretches his hands forward and rests both palms on a big rock so that Bella stands in the middle of him, his hands and the rock]

Bella: Now I'm afraid.

Edward: Good. [steps backward]

Bella: [steps forward] I'm not afraid of you. I'm only afraid of losing you.
I feel like you're gonna disappear.

Edward: You don't know how long I've waited for you. [Places his right palm on Bella's chest] And so the lion fell in love with the lamb.

Bella: What a stupid lamb.

Edward: What a sick, masochistic lion.

My new Grammar: Present Simple he/she/it

Students are supposed to read the examples and write the rules. Explain them the Present Simple he/she/it form.

Allow students a time to do the exercises in order to practice the new grammar, and then check the answers.

Answer key 1B

Reading and Practicing

Page 3

- I. But he has fangs - that's just in the movies. (F)- He doesn't have fangs
- II. Bella chooses to live with her father in the rainy little town of Forks, Washington. (T)
- III. He drinks human blood. (F)- He doesn't drink human blood.

My new Grammar: Present Simple he/she/it

Page 5 & 6

- IV. In positive sentences with he/she/it we add s, es or ies to the infinitive.
- V. In negative sentences with he/she/it we use doesn't + infinitive.

2) Let's practice

1) What are the he/she/it forms of these verbs?

Do- does	Live- lives
Match- matches	Move- moves
Start- starts	Study- studies
Drink- drinks	Have- has

2) Fill in the brackets with the appropriate verb form:

Bella is a teenage girl who *lives* with her mother. When her mother remarried, she *decides* to live with her father in a different city. In Forks her life *takes* a new way when she *meets* Edward Cullen, a beautiful vampire who *has* a different lifestyle. He *doesn't drink* human blood, he's a vegetarian vampire. Bella and Edward *live* a beautiful love story and they fight against dangerous vampires. Bella

falls in love and she really *wants* to become a vampire just like Edward, but he *doesn't want* this life for Bella.

Unit 1B- Test

1- Fill the gaps in the phrases with the right verb form.

- a) She _____ volleyball. (play)
- b) Mary _____ to school by car. (go)
- c) John _____ to music in his bedroom. (listen)
- d) Greg _____ comic books all the time. (read)
- e) He _____ sport on TV. (watch)
- f) Daniel _____ English twice a week. (study)

	1,2
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2- Choose the correct word.

1. My friend Andrea is a married woman. She have/has two children and she lives/live in New York. Her husband works/work in a bank, he like/likes to go out with his family every weekend. They usually go/goes to the shopping mall and Andrea always have/has lunch there. On Sundays they stay/stays in and rest, but my friend's husband don't/doesn't like to sleep in the afternoon, he prefers/prefer to watch TV and sometimes he clean/cleans their car.

	1
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3) Make these sentences negative.

a) She goes to the cinema every weekend.

b) Her father works in New York.

c) Daniel studies English every Saturday morning.

d) Sally likes running on Fridays.

	4
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4) Fill in the gaps with the appropriate words in the conversation.

Works does (3x) sells goes plays listens sleep
--

Sally Hey Rachel, how are you?

Rachel I'm fine Sally and you?

Sally I'm ok! What about Larry? Is he working?

Rachel Yes, and he is enjoying it! He _____ in a department store.

Sally What _____ he do there?

Rachel He _____ a lot of things. He _____ cell phones, computers and TVs. He's working a lot by the way.

Sally What _____ he do in his free time?

Rachel Oh, he _____ running at the park, he _____ soccer, he _____ to music and _____ a lot.

Sally Great! I'm late, see you soon dear!

Rachel See you, bye!

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5) Tick the true sentences about Bella and Edward in the film Twilight and correct the false ones.

- a) Bella lives in Forks with her mother.
- b) Edward Cullen is a vampire who drinks human blood.
- c) Bella doesn't matter about dating with a vampire.
- d) Edward Cullen protects Bella from a car accident

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Unit 1B- Test Answer Key

1- Fill the gaps in the phrases with the right verb form.

- a) She *plays* volleyball.
- b) Mary *goes* to school by car.
- c) John *listens* to music in his bedroom.
- d) Greg *reads* comic books all the time.
- e) He *watches* sport on TV.
- f) Daniel *studies* English twice a week.

2- Choose the correct word.

My friend Andrea is a married woman. She **has** two children and she **lives** in New York. Her husband **works** in a bank, he **likes** to go out with his family every weekend. They usually **go** to the shopping mall and Andrea always **has** lunch there. On Sundays they **stay** in and rest, but my friend's husband **doesn't** like to sleep in the afternoon, he **prefers** to watch TV and sometimes he **cleans** their car.

3) Make these sentences negative

- a) She *doesn't go* to the cinema every weekend.
- b) Her father *doesn't work* in New York.
- c) Daniel *doesn't study* English every Saturday morning.
- d) Sally *doesn't like* running on Fridays.

4) Fill in the gaps with the appropriate words in the conversation.

Works does (3x) sells goes plays listens sleep

Sally Hey Rachel, how are you?

Rachel I'm fine Sally and you?

Sally I'm ok! What about Larry? Is he working?

Rachel Yes, and he is enjoying it! He works in a department store.

Sally What does he do there?

Rachel He does a lot of things. He sells cell phones, computers and TVs. He's working a lot by the way.

Sally What does he do in his free time?

Rachel Oh, he goes running at the park, he plays soccer, and he listens to music and sleeps a lot.

Sally Great! I'm late, see you soon dear!

Rachel See you, bye!

5) Tick the true sentences about Bella and Edward in the film Twilight and correct the false ones.

a) Bella lives in Forks with her mother. **(F) *Bella lives in Forks with her father***

b) Edward Cullen is a vampire who drinks human blood. **(F) *Edward Cullen is a vampire who doesn't drink human blood***

c) Bella doesn't matter about dating with a vampire. **(T)**

d) Edward Cullen protects Bella from a car accident. **(T)**

Teacher's Guide 1C

1C- I love the net!

Vocabulary: What's on the net?

- a) In pairs students talk about things they can do on the internet.
- b) Focus students on the new vocabulary. Teach the genre "Internet" and pre- teach the different types of websites.
- c) Students do the exercise on their own and the teacher check with them the answers.

Reading and Practicing

- a) Play the record and ask students to listen to Daniel's interview and answer the questions.
- b) Students do the exercise on their own. Check it the answers with them.
- c) Audio Transcript:

Woman: So, what's your usual day like? You always seem so busy.

Daniel: Well, I usually get up around 5:00 a.m. and work on the computer until 6:00 a.m.

Woman: Why do you get up so early?

Daniel: Well, I have to leave home at twenty to seven (6:40 a.m.) so I can catch a bus at 7:00 o'clock. It takes me about twenty minutes to walk to the bus stop from my house.

Woman: And what time do you get to work?

Daniel: Uh, my bus takes about an hour to get there, but it stops right in front of my office.

Woman: That's nice. And what time do you get off work?

Daniel: Uh, around 5:00 o'clock. Then, we eat dinner around 6:30, and my wife and I read and play with the kids until 8:00 or so.

Woman: So, when do you work on your website? You said one time that you create it at home?

Daniel: Well, my wife and I often watch TV or talk until 10:00 o'clock. She then often reads while I work on my site, and I sometimes stay up until the early hours of the morning, but I try to finish everything by one or two.

Woman: And then you get up at 5:00 a.m.?

Daniel: Well, yeah, but it's important to live a balanced life. I enjoy what I do, but you have to set aside time for the family and yourself.

Woman: I agree.

Daniel: But I think my wife has the toughest job. She spends her whole day taking care of our family . . . taking the kids to school, working in the garden, buying groceries, taking the kids to piano lessons . . . [Wow!] It's a full-time job, but she enjoys what she does.

Woman: Well, it sounds like you're a busy, but lucky man.

Daniel: I think so too.

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Students are supposed to read the examples and write the rules. Explain them the Subject and Object Pronouns according to the picture of the man and the woman. Use the sentence to point out the typical Subject+ verb+ Object word order in sentences.

Elicit the answers and fill the rules. Subject Pronouns come before the verb and Object Pronouns come after the verb.

Allow students a time to do the exercises in order to practice the new grammar, and then check the answers.

Answer key 1C

Reading and Practicing

a) Look at the photo. Listen to Daniel's interview and answer the questions. (cd)

1. What time does Daniel get up?

He usually gets up around 5:00 a.m.

2. What time does Daniel get off work?

He gets off work around 5 o'clock

3. According to the interview, Daniel has another job. Which job is it?

Yes, he works on his own website.

4. Does Daniel use the internet?

Yes, he does.

5. What does his wife do?

She takes care of their family, she takes the kids to school, works in the garden, she buys groceries, and she takes the kids to piano lessons.

Let's practice

1) Complete the dialogs with the appropriate pronoun:

a) Do you like dancing?

Yes, I love *it*!

b) Do you like to Lady Gaga?

Yes, I like *her* a lot.

c) Do you like Bella and Edward from Twilight?
Yes, I love *them*.

d) Do you like to shop online?
No, I hate *it*.

2) Replace the subject by an Object Pronoun or a Subject Pronoun.

a) *He* gives *her* a flower every day.

b) *They* love *it*.

c) *He* loves *them*.

d) Give *them* for *us*.

3) Make sentences with these words.

a) My father gives milk to it every day

b) I love going to the cinema with them

c) My friends never go out without me

d) They send us messages every weekend on Facebook

1- Choose the correct words.

a) I/ me love chat on the net.

b) Do you know they/ them?

c) Her/ She doesn't understand he/ him.

d) YouTube is a great website. I love it/ its

e) Do they/ them buy things on the internet?

f) I always download my favorite songs on the net. Do you know him/ it?

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2- Choose the correct words.

a) Download/ book music 4shared

b) Buy/ send emails on Yahoo

c) Chat/ send with friends On Facebook

d) Buy/ take things online on Amazon

e) Listen/ watch videos on YouTube

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3) Answer these sentences with long answer.

a) It is your father's birthday. What shall you get him?

b) Lady Gaga is a famous singer. Do you know her?

c) Facebook is a website where you can meet many people. Do you have an account on it?

d) We can buy many things on line. Do you like to do it?

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4) Write down about some website that you like to visit. Use Present Simple, and the correct Pronouns.

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5) Tick the true sentences about the internet and correct the false ones.

- a) The internet is totally safe for teenagers.
- b) On the internet you can meet new people.
- c) You can download your favorite music for free on the net.
- d) You have to pay to have an account on the Yahoo website.

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Unit 1C- Test Answer Key

1- Choose the correct words.

a) *I* love chat on the net.

b) Do you know *them*?

c) *She* doesn't understand *him*.

d) YouTube is a great website. I love *it*.

e) Do *they* buy things on the internet?

f) I always download my favorite songs on the net. Do you know *it*?

2- Choose the correct words.

a) *Download* music & shared

b) *Send* emails on Yahoo

c) *Chat* with friends On Facebook

d) *Buy* things online on Amazon

e) *Watch* videos on YouTube

3) Answer these sentences with long answer.

a) I'll get him...

b) Yes, I know her. / No, I don't know her.

c) Yes, I have an account on it. / No, I don't have an account on it

d) Yes, I like to do it. / No, I don't like to do it.

5) Tick the true sentences about the internet and correct the false ones.

- a) The internet is totally safe for teenagers. *(F) The internet isn't totally safe for teenagers*
- b) On the internet you can meet new people. *(T)*
- c) You can download your favorite music for free on the net. *(T)*
- d) You have to pay to have an account on the Yahoo website. *(F) You don't have to pay to have an account on the Yahoo website*

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Unit 1A

Page 6 picture 1

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Picture 2

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Picture 3

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