

RATIONALE

In this rationale will be possible to justify all the steps that were contemplated while producing this material. To create a better content, this material was based on theories and on the literature of the field of Linguistics. It was also based on the PNLD-2011¹ and PCN². In addition to that, this written part will expose to whom this material was designed to, and it will show the objectives and purposes of each proposed activity that are necessary for the teaching of English.

The introduced work was designed for intermediate level students of The English Language, who are studying the language for at least one year and a half in a private English Course. The units of this work were planned for two classes of 50 minutes, summing up a total of one hour and forty minutes to view all the content of each unit.

This material was created to be applied with the Communicative Approach to the teaching of English. In relation to that, Larsen-Freeman (2000) affirmed that such approach has a goal to contribute to students' capacity to communicate effectively in and out of the classroom in the target language. Therefore, the units produced here have a communicative intent integrating different language skills like: reading, writing, listening and speaking.

To compose the units of this work a theme-based instruction was adopted, which has as its focus the theme of the lesson and through that, students learn the language skills indirectly. According to Davies (2003) to focus in the theme of a lesson, rather than in the language skills itself for teaching a second language, is a more productive form to guide learners. Theme-based instruction gives teachers a lot of freedom to use any topic to teach a language, and usually get students very motivated to learn a language through a variety of interesting topics. For those reasons with the intent of arousing learners' curiosity, while acquiring the language skills without highlighting the process, the units

¹ PNLD- 2011 stands for the Brazilian official guidelines for textbooks

² PCN- National Curricular Plan for Middle School and for High School

presented here have as subject matter the following: Unit 1 the theme is Visual Arts, and in Unit 2 Visiting Museums.

The chosen theme, and activities proposed in the units, were chosen and prepared with a main objective to promote social awareness. Because of that, Critical Literacy theory was adopted in the development process of this work. Before explaining the concept of Critical Literacy, it is necessary to review the idea of Literacy. According to Soares (1998) and Kleiman (1995) Literacy is connected to the social practice of reading and writing that one acquires and puts into action based on the context. Critical Literacy on the other hand, involves the teaching and learning process of a language to promote critical thinking. According to Scholes (1985) the pedagogical practice which adopts the principles of Critical Literacy, enables students to have their own way of reading the world. In *Critical Pedagogies and Language Learning* related to the Critical approaches to the teaching of a language, the authors Norton and Toohey (2004) declared:

Advocates of critical approaches to second language teaching are interested in relationships between language learning and social change. From this perspective, language is not simply a means of expression or communication; rather, it is a practice that constructs, and is constructed by the way language learners understand themselves, their social surroundings, their history and their possibilities for the future. (NORTON; TOOHEY, 2004, p.1)

In the case of this work, Critical Literacy theory is applied to help students to question the relevance of certain Art pieces and their aesthetic aspect, and also the significance of Museums. The theory is also used to help students to educate themselves about Arts and Museums, while developing their critical capacity to judge and differ what is being imposed by the media, and what is based on their own choices. To quote that, Freire (1970) will be rephrased, although he never used Critical Literacy, he advocated for social changes in the pedagogical environment and his work was used to inspire C.L. theory. According to Freire (1970), in the learning process, citizens are in charge of their own beliefs, and they are able to gain freedom to leave any oppressive situation. Similarly, with this work, is expected to guide students to reflect and rethink about the importance of the chosen subject- Arts and museums.

In the Units pictures of different Art manifestations and different collections of many museums were included, all in contemplation of increasing students' interest on the subject. The variety of pictures connected with questions and exercises in which students have to decide what they consider as arts' function (Unit one) and as part of Museums' collections (Unit two) were attempts to critically engage students into the subject. Another relevant point expected when creating those units, were the ways of exposing misconceptions and stereotypes related to the themes. In regards to make someone more critical, Luke (2009) stated that it is important that he or she be analytical and doubtful when engaging with the dominant discourse. According to the author, one also has to be skeptical even when engaging with the familiar forms and discourses. Those ideas were applied in the creation of the units, in the aspect of guiding students to question the meaning and purpose of Visual Art and Museums.

To plan for the reading activity, the aspects about the concepts of the reading skill were carefully examined. Those features were pointed by Dell'Isola (2005) as: first decodification or identification of the meaning; second selective reading- in which the reader is responsible for building meaning; and third, interactive reading in which the reader rebuilds the meaning. Therefore, taking notice of how the reading process takes place, in the reading parts developed for the units there are: pre-reading activities, to instigate and stimulate students to identify the meaning of what they are going to read and activities prepared to assist the learner while reading, to help them with the process of building meaning on the text, and for the after reading process there is also an activity to guide them to rebuild what they read (which is also an objective of the writing activity). The process described is known as top-down strategy and bottom-up strategy, and that can be explained by Dell'Isola (2005) as: top-down strategy is used to create meaning by making predictions and using readers' background knowledge through pre-reading activities; and bottom-up processing is used while readers are transforming the units of meaning into understanding of the text.

Critical Literacy theory was also intended to be applied in the reading activity, by creating an activity in which readers have to go beyond decodification and interpretation. They also have to make assumptions, questions and reflections about what was in the text, and understand the ideological purpose of the text. As Mattos and

Valério (2010) have stated, while analyzing the text students are supposed to use their background knowledge to get an even wider perspective of what was read. Related to that, the reading activity of the unit 1 was prepared with poetry as a text genre. It is expected that students not only understand the meaning of the content and the message, but they also need to make inferences and take their own conclusions about the topic. In the poem from Darlene Lewis's website³, the literary persona described how the world would be if art had not existed. The poem uses a simple language, it sounds real, and it can be classified as a product from students' era for exposing life without technology. The questions proposed in the first unit reading activity are of two kinds: first, students have to choose true or false- there they will need to use only the information provided by the text, that is, they will use their minimum horizon; after that, there are two open-ended questions in which it will be necessary for students to read the text again, infer, conclude and write their own answers, using their maximum horizon. (DELL'ISOLA, 2005, p.84-85)

The Reading and the writing activities are connected and are parts of the same whole, and when learners finish reading and answering the questions about the texts, they are expected to do the writing parts as a classroom activity. The writing process according to Seow (2002) should include the following steps; a pre-writing activity before the drafting process- which is the first try to write the text, a response from the teacher or peers, a chance to revise and edit, and at last a chance to share the final product. The last step has to be done in the post writing stage, and it is valuable to share students' writing as a motivational form and as a way of noticing what they had produced. Units one and two have a post writing section and suggestions on how teachers can share students' writing.

The text genre that students have to read and produce through all the units, are text genres which is part of learners daily contexts, such as: writing emails, reading and commenting on blogs and websites, activities which are part of this digital era in which learners are inserted. The reason for choosing those types of components to develop the units, was to be something more attractive to those students who are perceived as

³<<http://www.authorsden.com/visit/viewPoetry.asp?id=137477>> Access on July 23rd/2011

Digital Natives- a definition proposed by Prensky (2011) to define the new generation of Learners, who have always had technology available to them since they were born, and also those type of learners who become motivated with digital gadgets, and whose educational needs have changed. In order to captivate those students attention, Prensky(2010) recommends using tools that might be interesting to learners. With that in mind, the reading and writing proposal, and listening activity of units one and two, were arranged to be taught with technology or with a computer's help. For example, the listening can be shown directly online (for both units) and post-listening can be done by researching on Google Art Project. The same steps can be followed in the writing activities of both units. Those activities were calculated with the ambition of guiding students, and at the same time helping them to become more independent learners while reflecting about the significance of Art and Museums. If teachers and the chosen pedagogical tools want to be beneficial to students, they should be able to respect and understand students' passions and intelligence, while giving them space to be themselves.

The Grammar part was planned to be an inductively way for teaching the language rules. To be more specific, the units bring exercises in which learners have to apply the form accurately but with a main focus on the usage of language. The context was regarded as the most important point to show the form, in other words, the approach taken to produce the grammar exercises in the units was closer to the Discourse level approach, as Celce-Murcia and Olshtain (2000) stated; Discourse level approach emphasizes on the context in which language is being used, and gives the writer or speaker choices based on the situation that the discourse is being produced. In this work, for example, in exercise one of the first unit, students choose the appropriate adjective (ending with -ing or -ed) to express themselves in each situation (according to their background experience) and they have to use language to express their own discourse. In unit two, they have to predict what they think is part of Inhotim, using will, may and might, (or their negative forms) based on how certain they are of the information. Those types of exercises contrast with sentence level approach to grammar exercise in which, according to Celce-Murcia and Olshtain (2000), the focus tend to be only on syntax or morphology of a language, giving great importance to the form and being completely context-free.

In relation to the listening ability, it is essential to point that it is a form of improving students' communication skills. Therefore, it is valuable that students work and improve their listening skills or input, in order to produce a better output. Basically the main focus of any listening task is on someone's speech or two or more people interaction, and what usually varies is the level of formality. When designing the listening task or when actually playing for learners, many steps have to be taken into account in order for the activity to be successful. As Brown (2004) points, learners have to recognize sounds, and need to be able to predict the type of register. They also have to use bottom-up (to decode the message) and top-down (background knowledge) to comprehend the message. To facilitate for students, the chosen listening material, just like any other task, has to be a selection of authentic material. In the units of this material, two speeches were chosen; for Unit one it was a BBC podcast in which the presenter explains about the Impressionists' movement and works. Learners listen to the speech as if they were being guided in a museum by an art expert and by applying top-down and bottom-up processing, they are then able to answer and complete the questions of the section. Before actually listening to the recording, there is an information box giving a tip about the topic they will actually encounter. The pre-listening activity and the exercises which students have to answer are there to guide and to prepare the listener for the main piece of information that he or she will need. The same procedure was taken to design the listening task of Unit two, just the theme of the listening differs, because this Unit was taken from "TED Ideas Worth Spreading", and it brings a man named Amit Stood who was one of creators of Google Art Project. When students listen to the extract and work on the exercises, they will have to apply, as Brown (2004) proposed; their microskills (which are related to the small units of language) and macroskills (that concentrate on larger units of the language and inference of knowledge) in order to achieve their final goal, which is to comprehend the task.

Pronunciation teaching is another task included for this work, and it is a task considered as relevant as any other ability concerning students' communication improvement. Even knowing that the English language presents many varieties of the spoken language all over the world, it is critical to adopt a certain criteria when teaching the sounds, for example; if one teacher teaches the language using American pronunciation, than it

should follow the phonetic transcription of that language, otherwise he or she will not be consistent with the sounds of the language. In relation to that, Cristófar-Silva (2005) declares that, when thinking about the pronunciation of English sounds, the best accent to teach is not British or American. However learners should pronounce words as clear as possible in order to be comprehended by anyone who speaks English. But teaching the precise sound does not mean creating an expectation about students' phonetic knowledge, in other words, it is necessary to teach the difference among phonetic sounds, but students do not have to memorize the IPA (International Phonetic Alphabet). In the pronunciation part of the units, exercises were created with words captured from the Listening activities. Those words have a common mispronounced sound by most Brazilian learners who tend to pronounce them with similar sounds to the Portuguese language, for example: the word 'notice', has a phonetic transcription like this /'nɒʊtɪs/. Nevertheless, some Brazilian students tend to pronounce it like /n/'nɒʊtʃɪs /; or the word 'difficult'- with a transcription such as /'dɪfɪk(ə)lt/, some students can mistakenly produce / 'dʒ fɪk(ə)lt/, /. Following those types of examples, exercises were created to make students conscious of those small differences that are not usually a main concern to them. In Unit one, students have to distinguish in which column the diphthong, short and long vowels fit. In Unit Two, students have a similar exercise but they have to separate the words according to the consonant sound of /tʃ/,/t/, /dʒ/.

There is also a space for self-reflection in the units, when students evaluate the amount of knowledge they think they have absorbed. The self-evaluation process is another form to make students motivated and to make them responsible for their learning process.

To persuade learners to always progress it is valuable to create an approach connected with their reality. However, when thinking about developing second language acquisition, it is relevant to cultivate a substantial material that will not only be a tool for communication, but also have a communicative purpose and will also serve as a form of promoting critical thinking and autonomy. Summarizing, all the aspects and points of view previously mentioned were an effort to create a meaningful material that

would be based on theory, but would also be enjoyable and, at the same time, tried to be an instructive tool to promote learning. With all that in mind, it is satisfying to believe that the work proposed was proudly accomplished.

VISUAL ART

What is Art?

“Art is the desire of a man to express himself, to record the reactions of his personality to the world he lives in.”

Amy Lowell *US critic & poet (1874 - 1925)*

“Art is on the side of the oppressed. Think before you shudder at the simplistic dictum and its heretical definition of the freedom of art. For if art is freedom of the spirit, how can it exist within the oppressors?”

Edith Wharton *US novelist (1862 - 1937)*

<<http://www.quotationspage.com/subjects/art/>> Access on 07/25/2011

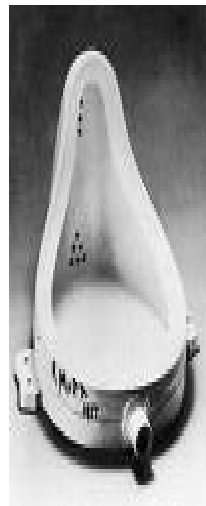
Speaking and Vocabulary Exercise

-In pairs, check each work below and ask the following questions:

Do you perceive these visual works as Art? Why or why not?

Do you appreciate art?

Do you generally agree with the critics' opinion about art?



Picture 1-<<http://bravonline.abril.com.br/conteudo/artesplasticas/quando-tela-bueiro-584303.shtml>> Access on 07/25/2011

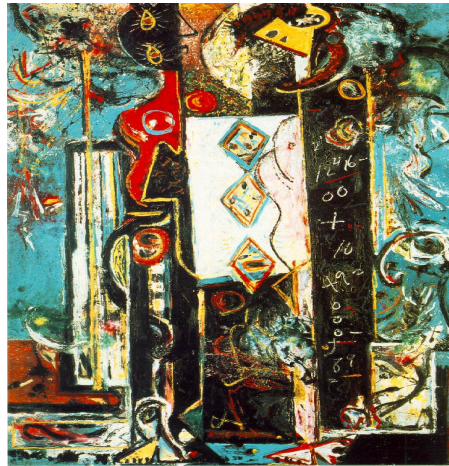
Picture 2-<http://www.suapesquisa.com/biografias/marcel_duchamp.htm> Access on 07/25/2011

Picture 3-<<http://www.picturesforwalls.com/showphoto/moroccostreet/beggar/On-the-Street,-Marrakesh,-Morocco,-2007.htm>> Access on 07/25/2011



4

Picture 4-<http://www.tarsiladoamaral.com.br/versao_antiga/historia.htm> access on 07/25/2011



5

Picture 5-<<http://www.ibiblio.org/wm/paint/auth/pollock/>> access on 07/25/2011

1-Match the artist to the procedure to create art or to the instruments they utilize to produce visual arts.

a-artist/ painter

() Carving stone or wood, modeling clay, or using plaster and metal, can be the type of material those artists use to produce something that will be shaped into a unique form.

b-Photographer

() those skilled artists tend to use their hands to make decorative and beautiful pieces.

c-cartoonist

() Brushes, watercolors, oils, acrylics, tempera or pastel, and a canvas, are tools used by those artists who create fine art.

d-craftsman

() writing or drawings scribbled, scratched or sprayed illicitly on a wall, it is a way those artists find to leave their mark.

e-Sculptor

() this artist will create art or stories
using crayons, charcoal or even a computer.

f-Graffitiist

() an image is captured from the lenses and
from this artist's tool of work.

2- Create sentences with the vocabulary from the previous exercise. Make sure to use the right ending *-ed* or *-ing* when transforming those verbs into adjectives in order to describe your thinking about each type of work

love	interest	excite	bore	inspire	relax	mesmerize
shock	confuse	amuse	captivate		disturb	fascinate

Example: poem- For me, a beautiful poem is inspiring.

I get inspired by a beautiful poem.

a-animation art

b-arts and crafts

c-drawing

d-graffiti

e-painting

f-photograph

g-sculpture

- Now it is time to exchange information with a partner. Describe how you see and feel about those types of visual works from the previous exercise.

3-Use *can, be able to or could* (or their negative forms) to describe what each person is able or not to do:

a-Vincent Van Gogh became an icon because he.....create an incredible collection of artwork.

b-Graffitists.....create art which is a form of self expression.

c- Art was my favorite subject when I was six years old, but Idraw many things.

d- To create art, a craftsman.....use even recycle objects.

e- People will always.....create art to inspire others.

f-Humans.....live without beautiful things to admire, such as art.

g- The theater was so busy, we.....get in.

h- Tarsila do Amaral..... express her optimistic style to show Brazil with her work.

i- I have been.....play the violin since I was seven years old.

Reading

Can you imagine life without art? How would the world be if art did not exist? Discuss that in pairs.

Now read the poem

Life without ART, by Darlene Lewis

Can you ask a baby not to cry?

can you ask a bird not to fly?

can you ask a flower not to bloom?

life without art is death after doom

life without movement still and content

worthless meaningless time is spent

idle just slumber just plain and bland

no strokes no pens or pencil in hand

no music no prose no blisters on toes

*no broken hearted dancers no shows
only true artists understand and know
how life would be so grey and dark
life without love is life without art
rehearsals and go sees and cattle calls
no models no musicians at all
no mp3s or mov's nor any html
no lyrics lost no cds to sell
no beats no bangs no blues no rock
no jazz no reggatone no not
museum walls crying for frames
artifacts unknown fossil names
markers paint oil and lead
art cannot live if it is dead
Art is a baby waiting to be
nurtured and loved eternally
Art is a Rose in full bloom
Life without art is Death after Doom*

Text available from: <<http://www.authorsden.com/visit/viewPoetry.asp?id=137477>> Access on July 23rd/2011

About the author

Darlene Lewis is the producer of Celebrity Showcase Television, a half hour variety program which airs on Time Warners Channel 56 and RCN 83 *and* writer of the literary video and book tale *Hiphop before the bling* and printed book *A kiss is not a contract*.

<<http://www.authorsden.com/visit/author.asp?AuthorID=28007>> Access on July 23rd/2011

After reading

1-Now, based on the poem you read, mark T (for true) or F (for false) for the statements below:

a-This poem is characterized for having rhyme, one stanza and twenty seven verses. T F

B-The narrator portraits life without art as being intellectually strong, composed by smart and controlled people. T F

C-In the poem, the effects caused by life without art can be compared with the effects of a catastrophe, where people would be condemned to live without inspiration. T F

d- The words “plain” and “bland” used, to describe life without art, have opposite meanings. T F

e –“Rehearsals” and “cattle calls” are auditions in which actors or performers try out. T F

2-Describe how the author sees the world without art

3-The ideas expressed in the poem are in favor of technology or against it? Justify your answer.

Writing

It is time to free the poet in you, and inspired by Darlene Lewis poem *Life without Art*, complete the sentences (with your own ideas) in order to create your poem version and view of life without art. Remember that the order of the poem and the initial sentences can be modified if you need.

When you complete, it will be then time to share it with your classmates and teacher.

Life without ART

Can you ask.....

Can you ask.....

Life without art is.....

Art is

Art is not.....

People without art.....

Children without art.....

Artists without art.....

How life would be.....

NO.....No.....

And.....

Life without art
is.....

Post-writing

Share your final work with the class. First exchange poems with a classmate, ask him or her to give you feedback. Second read the poem to the class.

PRONUNCIATION

Place the words extracted from the poem in the right column, according to their vowel sound. Follow the model.

a:	æ	e	U:	aɪ	eɪ	oʊ
f <u>a</u> ther	C <u>a</u> t	B <u>e</u> d	B <u>oo</u> t	P <u>ie</u>	P <u>ay</u>	G <u>o</u>

Life-dark-grey-hand-doom-shows-dead-ask-frames-toes-prose-death-time-names-bland-bloom-snows-know-art

Listening

You are going on a tour with a BBC presenter, Waldemar Januszczak, describing some essential elements on three Impressionist paintings.

Video link: <<http://www.bbc.co.uk/arts/yourpaintings/guidedtours/waldemar-januszczak>> Access on 07/25/2011

Before listening you should know:

IMPRESSIONISM ART IS a style of painting in which artists use light and color to give the general feeling of a scene, rather than exact detail. Impressionism began in France in the middle of the 19th century

<http://www.macmillandictionary.com/dictionary/american/Impressionism> Access on 07/25/2011

Listening exercise

1-Complete the sentences with the right information provided by the presenter.

a-There are a large number of Impressionist paintings in.....

b-Everybody thinks that Impressionist paintings are

c-Seurat paintings are.....

d- When Monet tried to paint the coast line at Étreat, Normandy, he had a.....

e-Monet and Pissaro were in London in.....

2-Circle the sentences that have the right information, based on what Waldemar Januszczak said, and correct the ones that are wrong.

1-Impressionists' paintings were really difficult to be painted.

2-All the scenes described by the presenter had London as scenario and theme.

3-Seurat died very young, and everything he achieved, he achieved by the age of 31.

4- It was really enjoyable for Monet to paint the coast line at Étreat.

5-Monet and Pissaro fled to Paris trying to escape from the Franco pressure war.

6-The National Gallery London does not have a good sample of Pissaro's work.

SELF-EVALUATION

Now that you finished the Unit, think of how well you can do the following using a scale from 1 to 3:

1= not so good, I have to improve

2= good, but I can improve

3= excellent, I manage this part

TASK	GRADE
I can name different types of visual art	
I am able to describe and criticize different art manifestations	
I can understand and write poetry	
I understood when to use <i>can</i> , <i>could</i> and <i>be able to</i>	
My general comprehension of the listening task was	

Teacher's guide-Unit 1

VISUAL ART

What is Art?

The objective of this Unit 1 is to enlighten students about Art, but at the same time it is important to create a perception that not everything that is considered Art by Art critiques need to be understood as such by students. It is also the objective of this unit, to show that what is not usually perceived as Art by the general media, can also be reconsidered by students. This teacher's guide will be a form to give teachers a general guidance, on how he or she should perform when choosing to use this material.

Warm up

It would be expected that the teacher initiates the class by asking student the question theme of this Unit; "What is art?". The teacher reads the two quotations presented, and analyze them with students. Since this is a very broad and philosophical theme, teachers should tell students that there is no right or wrong when appreciating Art. Consequently, teachers should guide students to form their opinion about art, based on the aesthetic aspect of it. Teachers should also elicit that some people feel that Art is something very distant from their reality and because of that, they tend to feel very unattractive to museums and Art, since they cannot understand and do not see a purpose on what had been considered as Art. So, the teacher's goal will be to try to show within this unit that a Monet, a drawing, a photograph, a sculpture, graffiti, etc; can all be considered different artistic manifestations.

Speaking exercises and vocabulary exercises

The teacher asks students to look at the pictures and go over the questions presented on the first page. After that, the teacher gives students few minutes to discuss and ask each other those questions in pairs. When learners finish, then the teacher should check students' oral production. In exercise one, pair up students to match the artists to the type of visual art they produce. In the second exercise students have to transform the verbs into adjectives with -ing and -ed endings, and create sentences to express how they perceive each art manifestation. When they finish writing their

sentences, they are then supposed to exchange information with a partner.

In the next activity students have to use *can*, *be able to* or *could* (or their negative forms) to talk about abilities, according to the grammar rule and with the context of each sentence. Teachers should give few examples of when to use the two modals (*can* and *could*) and elicit that *be able to*- which is not a modal, can be used whenever *can* or *could* are not possible to be used.

Reading

In order to raise and provoke students' curiosity towards the poem, there is a pre-reading activity in which the teacher should ask students to imagine the world if Art did not exist and ask them to describe that type of world. Through this pre-reading process, the teacher should inform students about poetry as a genre type (how it is formed, number of verses, rhymes, rhythm) and also prepare students for possible difficulties that they may have within any unknown vocabulary. Then they read the poem. The first set of exercises is composed by sentences that students need to analyze and confirm if they are true or false, by using the information from the poem form and content. The second set of exercises is open-ended questions, so many answers are expected, and students need to infer, reinterpret, imply and evaluate what the writer was trying to say.

Writing

In the writing proposal, students are expected to write their own version of the poem, *Life without Art* by completing the gaps. Teacher helps and motivates them through the process. When they are done, they exchange poems with a peer (for peer review), after that they correct and edit their poems, and at last, they read it to the class, and hand it to the teacher who can post the works on the hall of the school or on the group's website.

Pronunciation

Students need to place the words according to their sounds. It is important that the teacher reads the models and the phonetic symbols, before allowing them to do this activity. It would be better if the teacher pronounce all the words that students are supposed to identify, in order to help them through

the process of solving this exercise.

Listening

Pre-listening: As a warm-up to the listening process, the teacher can ask students these questions; When you go to a museum or an art exhibition do you generally follow a guide or walk there by yourselves?; Do you generally have a good idea about what is being exposed?, etc. After students have answered, the teacher explains to them that they are going to be guided to a museum by the BBC presenter, Waldemar Januszczak, explaining the essential elements of Impressionist paintings. Before playing the recording, the teacher asks students to read the informational box that contains facts about the Impressionism movement, and explains that they are going to listen to the presenter informing about three paintings and their main elements.

Listening exercise: The Teacher plays the listening once without interruption, so students feel comfortable with the material, after that, the teacher plays the listening for a second time and tells students to fill it up the sentences with specific information that they heard.

After listening: Students do the second proposed exercise in order to verify their listening comprehension and to see how much of the activity they have absorbed.

Exercise Key

Speaking and vocabulary exercises

1-e, d, a, f, c, b.

2-Many possible answers for each sentence- students should choose what best describe what they feel towards each art manifestation, and they should choose the right ending of each adjective when formulating a sentence.

3-a-could/was able to; b-can/ are able to; c-couldn't/ wasn't able to; d-can/ is able to; e-be able to; f-can't/ aren't able to; g-couldn't/ weren't able to; h-could/ was able to; i-able to.

Reading

1 a-t; b-f; c-t; d-f; e-t;

2- Many answers are possible

3-Many answers are possible

Pronunciation

a:	Æ	e	u:	aɪ	eɪ	oʊ
father	Cat	Bed	Boo <u>t</u>	Pie	Pay	Go
dark	Hand	death	Doom	Life	Grey	Show
art	Ask		bloom	time	Frame	Toes
	bland				names	Prose
						Snows
						know

Listening

While listening

a-Britain; b-pretty easy; c- rare; d-really tough time; e-1870

After listening

1-ok; 2-x only picture 3; 3-ok; 4-xMonet had a really tough time when painting that picture; 5- ok; 6-x The National Gallery London has a superb example of Pissaro's work.

Listening script

“Hello, I'm Waldemar Januczack, presenter of the Impressionists on BBC2. There are actually a large number of Impressionists' pictures in Britain that I'd like to talk about.

Paintings some lights are pretty easy, and everybody thinks that's all the Impressionists did, but it's

actually damned hard [...] and what's really, really difficult it is painting full sunlight, when half of your scene is in bright sunshine and the other half of your scene it's in deep shadow. And that is the task that Seurat settled himself in this delightful little sketch of the view of Paris during the spring. Seurat's paintings are rare, he died very young. Everything he achieved, he achieved by the time he was 31, so he crowded as much as he could in a very short, but very dynamic career. And these are precious things, and wonderful that the Fitzwilliam Museum has this one.

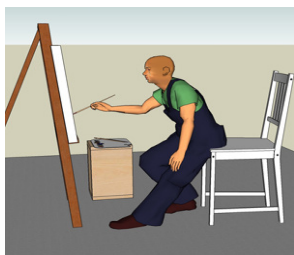
A lot of Impressionists paintings look as if they were great fun to paint, you know these lazy scenes of frolicking and boating by the river, but believe me they weren't. And Monet when he tried to paint the coast line at Étreat, Normandy, he had a really tough time of it. I mean this particular picture was painted on a beach that you can't even get to it anymore. It's been cut off by the sea, this is a wild bit of coast, it's dangerous, and Monet himself nearly died trying to paint some of these pictures at Étreat. So this is some kind of different kind of Impressionism, it is that doesn't just look at nature, pleasant, and sweet, but something brooding, moody and powerful. These rocks pointing out of water, they look to me like teeth, or some long lost dinosaurs or something, and I like that darkness because there is something much more in Monet than we usually see it.

It's not really very well known that the Impressionists came to London, they painted in Britain. Two of them most noticeable impressionists, Pissaro and Monet were here in 1870, when they fled from Paris they tried to get away from the Franco pressure war. Pissaro painted some glorious early Impressionist scenes in South London places like Croydon, Brexley,.... The National Gallery London has a superb example of Fox Hill up North. It's a scene at a suburban Britain at the snow on a dull day and it's not spectacular bit of Impressionism, but it does capture the London mood at the time and also, that rather dour sense you get in the London suburbs. The colors are so gray and slightly gleam and miserable. A lot of people would walk pass them or dislike them, but a really sensitive Impressionist like Pissaro, he enjoys them.

Evaluation suggestion

1 –Check the pictures below, and describe to your teacher, each person’s abilities by answering to the following questions:

Picture 1- a-What is he able to do? B-What could he do when he was a child? c- Do you consider what he is doing as art? Why or why not? Justify your answer.



http://www.google.com.br/imgres?q=a+man+painting&hl=ptBR&gbv=2&tbn=isch&tbnid=zKnh9tCcqLwVM:&imgrefurl=http://www.sketchup2india.com/store/index.php%3Fmain_page%3Dproducts_all%26disp_order%3D7&docid=8ldj5E3ErtBxdM&imgurl=http://sketchup2india.com/store/images/man-painting> access on 18/10/2011

Picture 2-a-What are they able to do? B-What were they able to do a year ago? C-Are they artists? Why or why not? Justify your answer.



http://www.google.com.br/search?hl=ptBR&gbv=2&q=algu%C3%A9m+desenhando+imagem&gs_sm=e&gs_upl=187411432710114731150131131010131107419548126.16.2.1.0.113110&bav=on.2.or.r_gc.r_pw..cf.osb&biw=953&bih=502&wrapid=1jlp131895618827320&um=1&ie=UTF-8&tbn=isch&source=og&sa=N&tab=wj> access on 18/10/2011

Picture 3- a- What is he doing? b- Can you do the same? C-Do you consider what he is doing as art? Justify your answer.



http://www.google.com.br/search?um=1&hl=ptBR&gbv=2&biw=953&bih=502&tbn=isch&sa=1&q=fotografo&oq=fotografo&aq=f&aqi=g10&aq_l=1&gs_sm=e&gs_upl=30841709810176521321151012121514131238413.1.2.2.211310> access on 18/10/2011

Picture 4- a- What is this doing? b-How does the general public perceive this kind of work? c-Do you agree with the critics' opinion about this type of work? Why?

http://www.google.com.br/search?um=1&hl=ptBR&gbv=2&biw=953&bih=502&tbn=isch&sa=1&q=grafiteiro&oq=grafiteiro&aq=f&aqi=g10&aql=1&gs_sm=e&gs_upl=30651785410185141201151110101014141328910.2.3.4.211310>accesson18/10/2011



2- Now write your opinion about each art manifestation transforming the verbs in the chart into adjectives their right ending (-ing or -ed), follow the example:

love - interest - excite- bore-inspire - mesmerize -shock-confuse-amuse- captivate
disturb - fascinate

Sculptures

Example: *Some sculptures are interesting; or, I became interested in sculptures, after I understood their meaning*

- a- Graffiti
- b- Drawing
- c- Photography
- d- Painting

3- Fill it up the sentences using *Can, could* or *was able to* (or their negative form) :

- a- Welive (with/without) music.
- b- When was three years old Iread, so my mom read for me.
- c- People have always been.....create art.

- d- Art.....be a good source of investment in Brazil.
- e- Graffitibe an excellent way to motivate young teens towards art.
- f-Mozartplay and compose since his childhood.

4-There is a blog about art, known as *Wooster Collective- Making a mark*, that needs people's opinion about the subject by answering to some questions. Your job is to answer to those questions. When you are done, make sure to organize that in a text form to be posted as a comment.

- a- What do you think about art? I think art.....
- b- What is your favorite art manifestation? My favorite art manifestation is.....because.....
- c- Do you have any artistic ability? I.....
- d- What kind of art manifestation you cannot live without? Why?
I cannot live without.....

MAKING A MARK -Artist and writer Katherine Tyrrell draws and writes about art for artists and art lovers
Topics include: art news, art blogs, drawing, painting, visual artists, art competitions, art exhibitions, art history; art techniques and tips; art business and marketing; the art economy and making a mark with pastels, coloured pencils and pen & ink

Monday, September 11, 2011

- What does Art do to people? Please give your opinion.

Name:	Email:
<p>Share your thoughts by commenting here:.....</p>	
<p>http://makingamark.blogspot.com/ Access on October, 11th, 2011.</p>	

Answer key

1-Picture 1-a- He is able to/ can paint pictures b-Maybe he could/ was able to draw pictures c- answers will vary

Picture 2- answers will vary

Picture 3- a- He is taking a photograph b- personal answer c- answers will vary

Picture 4- a- he is a graffitist. B-personal answer c- answer will vary

2-Personal Answers. Students need to give their opinions about those artistic manifestations and they need to express their abilities about each one using the appropriate adjectives.

3-a-can't/ aren't able to; b-wasn't able to/ could; c- able to; d- can; e- can; f- was able to/ could

4- Students fill the prompts and after that create a text as if they were writing their opinion and ideas about the art in a blog

Weight

Total of 10 marks based on students' written and oral performance- for the writing part the teacher can give 6 marks (total of 3 exercises, each worth 3 points) and for the speaking test 4 marks.

Teachers should follow the scoring guide below for each proposed activity:

2,0 Demonstrates clear competence in writing on both the rhetorical and syntactic levels, through it may have occasional errors

1,5 –Demonstrate competence in writing on both the rhetorical and syntactic levels, though it will probably have occasional errors

1,0-Demonstrate minimal competence in writing

0,5-Suggests incompetence in writing

0-It has no response to what was asked

Scoring scale for speaking activity

1- Comprehensible; acceptable target form

0,5-comprehensible;partially correct target form

0-Silence, or seriously incorrect target form

Test design

This test was designed for intermediate level students, with the main objective to assess students' writing and speaking abilities and also to verify the vocabulary acquired through the last studied unit. It is also a goal of the proposed activity, to evaluate students' ability to use Can, could and be able to, to express abilities and possibilities.

Language focus: Writing and speaking

Topic: Visual Art

Audience: Intermediate level

Genre of the task: blog

Type of writing: intensive and responsive

The reason to classify this activity as intensive is because exercises one- which is going to assess students' ability of answering and producing short stretches of oral language- demonstrates

students' competence in interacting with the interlocutor; and exercises two and three are basically going to assess students' abilities to produce written language by adopting the appropriate vocabulary, while focusing on the form itself. When answering to the exercise proposed students need to create small sentences within the context of what has been asked from them. Students also have pictures to guide them through the writing, so they look at the pictures and produce sentences about what those people can or cannot do, and after that give their opinion about it.

The activity can also be classified as responsive because in the last exercise, students need to answer to the questions and after that, organize those in a text form as if they were writing in someone's blog. By doing that students are being assessed to express themselves appropriately at this discourse level, and at the same time, their text needs to have connected sentences with two or three paragraphs and with clear expression of their ideas.

Goal:

To check the students' capacity to interpret and understand the questions that are being asked (which are also related with the reading comprehension); while it checks students' capacity to produce oral and written language by using the appropriate vocabulary and grammar as well. The proposed exercise also identify students' ability to show their preferences, so students' should express in the written text their ideas in an organized and comprehensible way that follows the genre type being requested.

Assessment:

-Summative: It measures students' writing capacity and verifies what they have learned on the last unit by using the vocabulary acquired to express themselves

-Formative: It can be used as a review of what they had studied in the last unit

-Formal: This activity was planned to evaluate students' written performance based on what they studied in the last unit

PRINCIPLES:

Practicality: The task is practical if the group being assessed is small, otherwise, will not be too practical because will take the teacher more than one class to interview all students individually. It also contains a scoring system that will guide the teacher to score students' appropriately, while

saving their time.

Reliability: teacher will have a clear objective and will use the criteria to evaluate the performance of the student and his/her own teaching.

Validity: The content of the task includes what was studied on the last unit (about art, Can, could or be able to express abilities and possibilities) and their oral and written performance will be based on what they had already done in the previous unit.

Authenticity: The theme of the test is about Art and the people who do art, so within this test students will be able to reflect and express their opinion about that. The language they have to use in the written text is for the age level, since they are writing in a blog giving their opinion about Art.

Washback: this task will give students a chance to verify the weakness and strength of their writing and will give them a chance to go over their mistakes.

Visiting Museums

How would you define a museum? For what reasons do museums exist?

“A painting in a museum hears more ridiculous opinions than anything else in the world.”

~Edmond de Goncourt

<http://thinkexist.com/quotation/a_painting_in_a_museum_hears_more_ridiculous/204332.html>
access on 12/09/2011

“Museums, museums, museums, object-lessons rigged out to illustrate the unsound theories of archaeologists, crazy attempts to co-ordinate and get into a fixed order that which has no fixed order and will not be co-coordinated! It is sickening! Why must all experience be systematized? A museum is not a first-hand contact: it is an illustrated lecture. And what one wants is the actual vital touch.”

~D.H. Lawrence

<http://thinkexist.com/quotation/museums-museums-museums-object_lessons_rigged_out/325257.html>
access on 12/09/2011

Speaking and Vocabulary

In pairs discuss the questions below and compile a list of the museums around your city and the kind of art displayed by them.

What to expect when visiting a museum? Is it important to visit museums? Why or why not? Justify your answer

Is there any museum in your neighborhood? Which museum is closer to your home?

1-Now check these pictures, and ask you partner the following questions about each one:

-Do you think this object is part of a museum collection?

-What is your opinion about it? Do you like it or not, and why?

-What is the purpose of displaying these on museums?

-Have you ever seen those works of art in a museum? Where?

-Describe how this piece looked like, using as many details as you remember of and give your opinion and perception about the chosen piece.



1



2

Picture 1- <<http://www.museudosbrinquedos.org.br/modules/mvalbum/viewcat.php?cid=19>>access on September, 7th, 2011.

Picture 2- <http://www.pucminas.br/museu/index_padrao.php?pagina=214> access on September, 7th, 2011.



3



4



5

Pic 3:< http://www.mao.org.br/port/acervo_cat.asp?opc=tema&id_tema=9>access on September, 7th, 2011.

Pic 4:< http://www.inhotim.org.br/uploads/Obras/87886881a5f1a3e367de1d36ee61cc75_media.jpg> access on September, 7th, 2011.

Pic 5: <http://www.inhotim.org.br/uploads/Obras/03f49571207ce508c134b7a0da1f1476_media.jpg> access on September, 7th 2011.



7

Picture 6:<<http://www.inhotim.org.br/index.php/p/v/124-126>> access on September, 7th, 2011.

Picture 7:<http://www.inhotim.org.br/uploads/Obras/27658042590f66adaca9eb30532598a6_media.jpg> access on September, 7th, 2011.

2-Associate the name of the museums to the description of the type of collection they carry:

a-Archaeology museums

() The collection of those museums revolve around scientific achievements. Some museums may present topics such as computers, aviation, railway museums, etc.

b-Art museums

() This space typically exhibits the work of the natural world. The work displayed there educates the public about evolution, biodiversity and environmental issues.

c-history museums

() Those museums specialize in the display of archaeological artifacts. They can be displayed indoors or outdoors.

d-Natural History museums

() They are spaces for the exhibition of art- which can be visual or art objects.

e-Virtual museums

() Those museums contain a wide range of objects, including: documents, artifacts, etc. main intention of those spaces s to inform about the past.

f-Science museums

() Museums like those can have a physical location and use those spaces to display their work of art worldwide- or can be created specifically for the web.

- Now, in pairs, match the types of museums to the pictures from the previous page.
- Have you ever visited or heard of *Inhotim*?
- What kind of works do you think are displayed at Inhotim?



John Ahearn e Rigoberto Torres, *Rodoviária de Brumadinho*, 2005, photo: Eduardo Eckenfels

<http://www.inhotim.org.br/index.php/arte/exposicao/galeria/16/4> Access on september, 9th,2011

3-Use *Wil, may, might* (or their negative form) to express how sure and certain you are about Inhotim facts. When you finish exchange information with a partner

a-Inhotim.....be too far from Belo Horizonte.

b-At this museum they.....have a huge collection of contemporary art.

c-The ticket's price to enter Inhotim..... be too expensive.

d-Many artworks.....be exhibited in the open air.

e-Landscape.....be a site to see at Inhotim.

f-As any other museum, probably at Inhotim.....be allowed to take pictures indoor, but outdoors it.....be fine.

g-Inhotimbe a different site than the others urban museums.

h-The art displayed in Inhotim.....be historical or traditional pieces.

i-Photographs and videos.....be part of the collection of Inhotim's work of art.

- Now in pairs, tell your predictions about Inhotim for each other. When you finish, read the text and check how accurate you were on your predictions.

Inhotim is located in Brumadinho, 60 kms away from the capital of Minas Gerais. It is a unique site that offers a broad ensemble of art works, displayed outdoors as well as in both temporary and permanent galleries, all located inside a Botanical Garden of extraordinary beauty.

Information available at: <http://www.inhotim.org.br/index.php/p/v/199> access on 12/09/2011 adapted by Ribeiro

Reading

Contemporary Art



http://www.inhotim.org.br/uploads/Obras/5f61cbc3b546e8007d601292a184f846_media.jpg access on 12/09/2011

Inhotim is a museological complex consisting of exhibition pavilions and open-air sculptures dotting a 97-hectare countryside campus. Ever since its outset as a Brazilian cultural institution, Inhotim's aim has been to create an art collection and define museological strategies that allow for community access to cultural assets. In this sense, it seeks to bring the public closer to a relevant set of artworks, produced by artists from different parts of the world, offering an up-to-date reflection on the questions of contemporaneity.

Today, Inhotim is the only Brazilian institution to continuously exhibit an excellent international collection of contemporary art.

Due to a series of specific contexts, Inhotim offers a new model notably different from that of urban museums. The Inhotim experience is in large part associated to the development of a spatial relationship between art and landscape, allowing the artists to create and exhibit their works in unique conditions. The viewer is invited to move through the gardens, forest landscapes and rural environments, becoming lost among the lakes, trails, mountains and valleys, actively experiencing the art in relation with the natural setting.

New projects are inaugurated periodically, including site-specific artworks as well as

determined exhibitions presenting overviews or thematic cross-sections of the collection
- making Inhotim a place in constant transformation.

Text available from: <<http://www.inhotim.org.br/index.php/p/v/172>> access on 12/09/2011

After reading

1-Circle T for true, F for false, according to the information provided by the text:

- a- Inhotim contains works from artists from all over the world
T F
- b- Inhotim main objective is to try to change the conception of how museums are constructed. T F
- c- The art displayed are classical and conservative. T F
- d- Inhotim's expositions are only permanent and not temporary. T F
- e- Visitors are able to walk through the gardens and examine the works of art at the same time at Inhotim. T F

2- Read this sentence, extracted from the third paragraph: *The Inhotim experience is in large part associated to the development of a spatial relationship between art and landscape, allowing the artists to create and exhibit their works in unique conditions.*

- a-What unique conditions are those provided by this museum?
- b-How does Inhotim differ or not from other urban museums? Explain your reasons.

Writing

“A day in a museum” is a website¹ that requires people to exchange information about Brazilian Museums. According to that, some museums are great and worth of being visited, and unfortunately, some are abandoned and not treated like they deserved.

At this moment, they want people to share complaints that they might have, about any museum they have visited before, or do not visit because of a certain issue (like high prices, irregular visiting hours, etc). So, your job now is to write an email to a museum

¹<<http://umdianomuseu.blogspot.com/2009/04/reclamacao-sobre-museus.html>> accesses on October, 27th, 2011.

Listening-

Video from you tube: <<http://www.youtube.com/watch?v=zw9NXY3xOOI>>access on September 26th

1-You are going to listen to Amit Stood giving a speech about how to use Google's creation known as Art Project. After that, number the sentences according to the order of events described by the speaker.

- A- The speaker explored his favorite museum ()
- B- He introduced himself ()
- C- The speaker showed a demo of how to use this website ()
- D- Amit reasoned about his idea of connecting museums and arts on the internet ()
- E- Speaker talked about his background and gave reasons about why this project was created ()

2- Now answer to these questions based on the listening:

- a- Where can you access the Art Project?
- b- What can Museums offer according to Amit Stood?
- c- Why did the speaker feel the need to create this website?

Post-listening activity

In pairs discuss the following

Do you think this kind of website replaces a personal visit to museums or just adds up to the whole experience? Why is that?

In your opinion is it better to visit a museum personally or through a website? Why?

Pronunciation

Classify the words below into their right column, according to their sound:

Educate- ~~pitched~~- tell- took- ~~art~~- talk- suggest-Tuesday- chair- edge-together- chin- check- transmit- watch- church-joy-notice-difficult-ridge-just

t	T	d
---	---	---

pitched	Art	just
---------	-----	------

SELF-EVALUATION

Now that you finished the Unit, think of how well you can do the following using a scale from 1 to 3:

1= not so good, I have to improve

2= good, but I can improve

3= excellent, I manage this part

I am able to...	grade
Describe different types of museums and their collections	
Make predictions and express my guesses using will, may, might (or their negative form)	
Write an email of complaint and give a reply on somebody's complaint	
Perform well on the listening task and in the listening exercise	
Comprehend all the proposed exercises and the subject of this lesson	

Teacher's guide-

Unit 2- Visiting museums

The unit presented here supports and complements the main topic of the previous lesson, which was Art. But now, has as theme museums where art and other artifacts, documents are kept and displayed. When referring to Critical Literacy to base this work, it was expected that while studying English as second language, our students will also be able to develop a point of view about the topic being introduced. In this work is expected from learners to reflect about the theme, and to be able to criticize it too. So, for example, in the writing proposal, they are supposed to choose a negative aspect of a certain museum and complaint about it in a website in which people are interested in the subject and are claiming for improvements to be made in those institutions. A similar activity was proposed by Mattos and Valério (2010), in which students have to be able to build their discourses in order to write a letter of complaint, to claim for their citizenship's rights. Inspired on that, in the writing activity of this work, learners have to engage critically about a negative aspect of one museum and expose that while claiming for something to be done.

In the first part of this lesson, there are two quotations of two authors and art and literature critiques; Edmond de Goncourt and D.H.Lawrence, the first one was French and lived during the XIX century, and the second one was British and lived through the end of the same century and beginning of the XX. It is important that the teacher ask students to read the citations and explore their meanings, but above all those quotations are just to show that all over the world people had created different opinions about the importance and meaning of museums and how relevant they are for society. After that warm up, the teacher should guide students to read the communication questions and work in pairs.

Speaking and vocabulary

At first, pair up students who ought to compile a list of museums in their city and the kind of art displayed by them (vocabulary that was learned in the previous unit). When they finish, have them to exchange pairs and read and expose their list to the other pair, then the teacher should select students and ask questions about their lists.

Secondly, students pair up again and answer the questions about the importance of visiting museums and the museums around their neighborhood, all of those are to cultivate students' curiosity towards the subject and to promote their critical view on the subject being presented. Those questions about their neighborhood, museums and art are also made with the purpose of approximating their reality to the topic.

After that, students check pictures of real museums and their variant collection. Those are pictures from museums in Belo Horizonte and Brumadinho, so all of them are part of museum's collections. Now while students are looking at those pictures, they check if they consider those works of art, artifacts and utensils worth of being displayed in museums. To answer to those questions students are going to use their previous knowledge and background to show their perception about the topic. One more question is being asked which is about the purpose of displaying art in a museum, students might feel confused with such a question, so the teacher can do the following: first listen to their opinions about each picture, let them express if they like or not and justify their answers as well; secondly the teacher should talk about the importance of having art, objects researches and fossils kept by museums, since this is a way to retell the past and to get close to things and times that are usually talked about in books, shown in the television and movies. To visit museums is a form to interact and experiment things with one's eyes.

In exercise two, students have to match the type of museums to the descriptions and the type of collection they carry. After that, learners match the pictures previously presented, to the kind of museum from the vocabulary exercise.

Grammar

Students have to predict what they think there is or that they will find at Inhotim using *will* or *will not*, *may* or *may not*, *might* or *might not* (as modal of prediction) before reading the text about the museum. This exercise is also a pre-reading and warm-up to the text that students are going to read. At first they fill it up the exercise, based on how sure they are of what is stated. When they complete the sentences, they talk to a partner about their guesses. Later, after they read the text, the teacher goes back to the same exercise and then they discuss the real facts about the museum and how accurate they were on their predictions.

Reading

This section brings an informative type of text retrieved from Inhotim's webpage. Before reading the text, there is a warm up question about Inhotim that will be the theme of this reading part. In case students have never heard about this museum, there is a box acknowledging them about it.

If the teacher is able to access the internet in class, will be extremely enriching to the learning process to show the pictures and website from this location. By doing that, students can be more stimulated to read the text and to learn about this unique museum.

The teacher asks students to read the text, and after that clarifies any doubts that students might have with any new or unknown vocabulary. When they finish reading, students should then do the exercises related to the text. The first exercise requires them to choose true or false for each statement according to the text, and on the second exercise they have to answer to two questions about how different is Inhotim from the other traditional museums, so students should conclude that for themselves.

Writing

In this writing activity students need to submit an email complaining about a museum, or a reason why they do not visit a certain museum (reason of complaining may vary and are usually personal, but the teacher can highlight to students that they can be things such as high admission fee, or there are no museums around the student's home, or even an institution that nobody takes well care of).

There are prompts to be filled to guide learners during the writing process. When they finish writing, they exchange emails with a classmate and give each other a supportive reply, or they can offer a solution to the complaint.

Listening

The topic of the listening activity will be the speech given by Amit Stood, one of the creators of Google Art project. As a pre-listening activity (or as a post-listening activity) the teacher can access the internet to show learners how Google Art Project works. Students then are instructed that they are going to listen to this speech, in which

Amit Stood tells everybody the reasons why such a project was created, and teaches them how to navigate through it.

The teacher plays the soundtrack first time, for students to number the sentences according to the order that is being played. After that, the teacher plays the recording once more, for students to solve exercise number two. In the second exercise students are supposed to answer some questions based on the listening. As a post-listening activity, they have two questions to answer, in which they have to expose their ideas on the same theme.

Listening transcription

Amit Stood: building a museum of museums on the web

“My name is Amit and 18 months ago I had a job at Google, and I pitched this idea of doing something with museums and art to my boss, who’s actually here. She allowed me to do it and it took eight months of fun negotiations and stories. I can tell you [...] with seventeen very interesting museums of nine countries, but now I’m going to focus on the demo.

There are a lot of stories why we did that, but my personal story is explained very simply on this slide on access. I grew up in India, I had a great education (I’m not complaining). But I did not have access to a lot of these museums and to these art works. So when I started traveling and going to these museums, I started learning a lot. And while working at Google, I tried to put this desire to make it more accessible with technology together.

So, we formed a team, a great team of people, and we started doing this. Well, let me get you to the demo and get you a couple of interesting things we had since launch. So, simple: you come to googleprojectart.com, you look around all these museums here, you’ve got the *Uffizi*; *Hermitage*; *Rijksmuseum*; *Van Gogh Museum*; I’m going actually get to one of my favorites *The Metropolitan Museum of Art* in New York.

Two ways of going in, very simple, you click and bang you’re in this museum. Doesn’t matter where you are, if you are in Bombay or Mexico it doesn’t really matter. You move around and you have fun! If you want to navigate around the museum, open up

the plan and in one click just jump and you're in there. You want to go to the end of the corridor keep going and have fun! Explore!"

Pronunciation

The teacher shows the difference of sounds between the pronunciations of the 3 sounds. Students then need to classify the words according to their phonetic sound of: /tʃ/, /dʒ/, or /T/. The teacher has to read the words for students and then ask them to write them into the right column.

Answer Key

Speaking and Vocabulary

1- Personal answers

2-F, D, A, B, C, E.

3-Pictures 1 and 3- History museum; Picture 2-Natural History Museum/ Archaeology Museum; Pictures 4, 5, 6 and 7- Art museum

4-Answers will vary according to students' predictions and depending on how sure they are of something and according to their previous knowledge of this museum. So, if they are very certain of the information they use will or will not; if they not so sure they use may or may not; and if they are even less sure, they use might or might not.

Reading

1-a-T, b-T,c-F, d-F, e-T

2-a- Inhotim gives artists the chance to expose their work indoors or outdoors, and it also gives the viewer a chance to move through a beautiful garden which also part its collection of art.

b-For being indoors and outdoors, Inhotim experience is different than urban museums tend to be, which tend to be more fixable.

Listening

1-b-1, d-2, 3-e, 4-c, 5-a.

2-a- One can have full access to all of these museums from any part of the world, as long as you have a computer and internet connection.

b-According to him, museums provide visitors a chance to learn.

c- Amit felt the need to create a virtual art gallery, because while growing up he did not have access to those museums.

Post-listening

personal answers based on the listening

Pronunciation

tʃ	T	dʒ
Pitched-actually-chair- chin- Check-Watch-church	Art-eight-eighteen- Put-tell-took-talk-Tuesday-notice-together- transmit	Just-joy-suggest-edge- ridge-

Evaluation task

1-Write sentences making predictions of how sure you are about the Afro-Brazil Museum in São Paulo, Brazil. Follow the example:

Landscapes- *Maybe, the Afro-Brazil Museum might not have landscapes as part of its collection.*

Pictures-

Paints-

Photographs-

Objects and utensils-

Read the text, and after that solve the exercises below.

Afro-Brazil Museum Overview:

The Afro-Brazil Museum - Museu Afro Brasil - in São Paulo features over 3,000 works which highlight the importance of black Brazilians in the creation of national culture, heritage and identity.

The museum, which opened in 2004 thanks to a partnership between public and private initiatives, displays part of a collection amassed over the course of 20 years and loaned on a permanent basis to the institution by Bahia-born artist, curator and museum director Emanuel Araújo, now the Afro-Brazil Museum head curator.

On Nov.20, in celebration of [Black Awareness Day 2011](#), the museum inaugurated a 2.2-meter statue of Zumbi, the warrior leader of Quilombo dos Palmares, the most important escaped slave community in Brazil history.

The Collection:

The collection at Museu Afro Brasil represents six great themes: Africa, Work and Slavery, Sacred and Profane, Afro-Brazilian Religions, History and Memory, and Art.

One of the most stunning permanent exhibits is the Slave Ship (*Navio Negreiro*) Room, where the skeleton of a slave ship, an audiovisual installation, photos and objects help

honor the memory of the Africans brought to Brazil and evoke their journey across the Atlantic.

The rich museum collection features from African tribal icons to contemporary art. Early photographs of black Brazilians and a memorial to black luminaries in Brazil history are a must-see.

Temporary Exhibits & Programs:

To the general public, the temporary exhibits at the Afro-Brazil Museum are one of the most visible fruits of the intense work carried out at this dynamic institution. Several exhibits may be held at the museum at a time.

The Afro-Brazil museum develops a wide range of activities which impact the community in a positive way, including courses, seminars, debates, workshops and guided visits for schools.

Two of the mainstays in the research and museology area are the growing Carolina Maria de Jesus Library, with over 5,000 items, named for the author of *Child of the Dark*; and the Oral History Nucleus, which, as the museum puts it, brings black Brazilians forward as griots and domas - storytellers and subjects of their own history.

The Building: The spacious Manoel da Nóbrega Pavilion, part of the architectural complex created by Oscar Niemeyer and a team of other architects at Ibirapuera Park, is a location to par with the quality of the Afro-Brazil Museum.

Opened in late 1953, just in time for the celebrations of São Paulo's 400th anniversary in 1954, the pavilion has 11,000 square meters devoted to the Afro-Brazil Museum.

The building's design interacts in an impressive way with the artworks and the verdant Ibirapuera, which can be seen through the immense windows that flood the exhibits with natural light.

Address & Contact Information

Pedro Álvares Cabral Street, s/nº (no number)

Pavilhão Manoel da Nóbrega

Parque do Ibirapuera, Gate 10

04094-050

São Paulo, SP

Phones: 55-11-5579-8542 [begin_of_the_skype_highlighting](#) 55-11-5579-8542

end_of_the_skype_highlighting / 5579-7716 / 5579-6399

Website: www.museuafrobrasil.org.br

E-mail: agendamento@museuafrobrasil.com.br

Hours: Tue-Sun, 10 a.m. - 5 p.m.

Admission: Free

Text available from <http://gobrazil.about.com/od/sopaulomuseums/p/afrobrasil.htm> access on October 12th, 2011.

2-Mark T in case the statement is true, or mark F in case the statement is false, based on the text. If the information in the sentence is false, you have to correct that.

a-The Afro-Brazil Museum's exhibits show Native Brazilians' trajectory. T F

b-The main objective of this museum is to accentuate and emphasize on past events and experiences of Afro-Brazilians during the Colonization period. T F

c-The museum of Afro-Brazil has permanent and temporary collections, with pictures, objects and audiovisual effects to illustrate the history of Black people in Brazil. T F

d-Zumbi was a community of slaves who escaped to have control of their own lives. T F

e-The admission ticket to have access to the Afro-Brazil museum is not too expensive. T F

-Now you answer to questions 3 and 4 based on your understanding of the text:

3-What is the main purpose of the art and artifacts displayed in the Afro-Brazil museum?

4-Does the Afro-Brazil museum help to improve the image of Afro-Brazilians? Why or why not? Justify your answer.

Writing

Choose one museum that you have visited before (or known from the internet or other source) and describe that visit to one classmate by sending an email. Follow the prompts to guide you through your writing:

-write your email address on "from" _____

-Write your friend's email address on "to" _____

-write the subject of this message

-start the message by greeting your classmate

-state your reasons for writing this message, in this case you are describing a museum that you visited and you wanted him or her to visit as well (in case you did not like the place, you also need to state your reasons why he or she should not visit there)

-give a general description of the artwork that is displayed by the chosen institution

-describe which works that got your attention (at least one you liked and one you did not like) and explain your reasons

-advise him or her about what to expect when going there

-end the message properly

Paragraph 1:Greet your friend (by saying hello, how is everything...)

Paragraph 2: Explain your reasons for writing (to share your opinion about a museum you visited or checked on the internet)

Paragraph 3:describe your favorite works and the ones you did not like

Paragraph 4:End the message by using the appropriate term to say goodbye

Answer key

1- Answers will vary according to students' predictions

2-a-f The museum does not show any exhibit on the Native Brazilians (Indians); b-T; c-T; d-F The Quilombo was a community for slaves, and Zumbi was a warrior who; e- f there is no admission fee to enter the museum;

3-To expose the history and past of Afro-Brazilians who were forced to be slaves and who were seriously mistreated.

4-a way to empower Afro-Brazilians who were victims before, to let everybody understand their past and how they can be proud of themselves.

Weight

Total mark of 10 points; questions 1 to 4 of reading and pre-reading (grammar activity) are worth 2 points each.

2,0- Demonstrates clear, unambiguous comprehension of the main and supporting ideas

1,0 –Demonstrates comprehension of the main idea but lacks comprehension of some supporting ideas

0,5-Demonstrates only a partial comprehension of the main and supporting ideas

0-Demonstrates no comprehension of the main and supporting ideas

Writing activity worth of 2 points

2,0 Demonstrates clear competence in writing on both the rhetorical and syntactic levels, though it may have occasional errors

1,5 –Demonstrate competence in writing on both the rhetorical and syntactic levels, though it will probably have occasional errors

1,0-Demonstrate minimal competence in writing

0,5-Suggests incompetence in writing

0-It has no response to what was asked

Test design

This test was designed for intermediate level students, with the main objective to assess students' reading and writing abilities. The assessment is theme-based in a way that brings the main topic of the last unit.

Language focus: Reading and writing

Topic: Art in the museum

Audience: Intermediate level

Genre of the task: website

Type of reading: selective and interactive

The task was classified as selective because of the format of how the exercise is being assessed. It is used true/false, multiple choice questions, so students can identify the answers to the questions based on the reading.

The assessment task is also classified as interactive because students need to comprehend and show their understanding of the reading by selecting the appropriate answer. In other words, students need to negotiate meaning and organize their schemata

to expose their point of view in the open-end questions and in the closed questions. Students also have to write an organized text.

Goal:

To check the students' capacity to identify the specific vocabulary and to use the set of schemata to comprehend and interpret what is being read and asked. It is also expected to check students' ability to write and produce a text in the specific text genre.

Assessment:

-Summative: It measures students' reading capacity and verifies what they have learned on the last unit.

-Formative: It can be used as a review of what they had studied on the last unit

-Formal: This activity was planned to evaluate students' reading performance based on what they studied last unit.

PRINCIPLES:

Practicality: The task is practical because it will take only one class to assess all students' reading and writing performance. It also contains a scoring system that will guide teachers to score students' appropriately, while saving their time.

Reliability: teacher will have a clear objective and will use the criteria to evaluate the performance of the student and his/her own teaching.

Validity: The content of the task includes what was studied in the last unit (about museums) and their reading and writing performance will depend on what they had absorbed of the class.

Authenticity: The theme of the test is about Museums, Inhotim and art exhibit and in this assessment is used the same language that was previously used in the unit and it is an authentic text for this age and level of students.

Washback: this task will give students a chance to verify the weakness and strength of their writing and will give them a chance to go over their mistakes.

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