

UNIVERSIDADE FEDERAL DE MINAS GERAIS – UFMG
Faculdade de Letras – FALE
Curso de Especialização em Inglês – CEI

Marina Márcia Chiari

Meaningful interaction!

Orientadora: Adriana Maria T. de Azevedo

Belo Horizonte
2012

Marina Márcia Chiari

Meaningful interaction!

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

Belo Horizonte
2012

Unit 1: Body And Health: Physical Activity For Your Well Being!.....	8
Warm up!.....	8
Reading Activity!.....	9
Listening Activity!.....	9
Just for fun!	10
Grammar!	10
Writing!	11
Talking about it!	12
What did I learn?	12
Stay Tuned!	13
Teacher’s Guide.....	14
Unit 2: Television and Computer’s Influence on Mind	19
Warm up!.....	19
Reading Activity!.....	20
Listening Activity!.....	21
Just for fun!	22
Grammar!	22
Writing!	25
Talking About it!	26
What did I learn?	26
Stay Tuned!	26
Teacher’s Guide.....	27
UNIT 1 – TEST	34
UNIT 2 – TEST	41
Rationale.....	46
References	51

**A DEUS,
meu criador, minha luz, cura e força.**

AGRADECIMENTOS

Agradeço primeiramente a Deus pelo fôlego de vida. Ao meu amado esposo – Fabio José Miranda – que ouviu minhas ideias e sempre atencioso aos meus questionamentos.

A minha querida mãe – Maria da Conceição Silva Chiari – que sempre me incentivou e apoiou-me para conclusão deste curso de especialização.

A todos que contribuíram para a realização deste trabalho, colegas de classe, professores do CEI – especialmente as professoras Doutora Adriana Maria Tenuta de Azevedo e Doutora Ana Larissa Adorno Marciotto Oliveira – pela paciência, atenção e dedicação.

Queridos (as) sem vocês essa superação de um grande desafio não teria sido possível!

Obrigada!

INTRODUCTION

Still today the English language is taught in many schools in Brazil by using single words completely out of a communicative context. Students learn the language through structure, texts, sentences, but nothing beyond this. Students are not teaching using a Communicative Approach.

Work to become more real and approximated the learning language of the students real life utilizing the use of texts to teach grammar through their structure observation where the inductive approach is a priority. This new proposal utilizes the heterogeneity of different textual genres that permeate the media. Texts are used as tools, aimed at forming critical readers who are able to understand and opine on various subjects, because of their textual, social and political dimension.

Language is a complex communication system and teaching a second language requires empowering the learner with four skills (speaking, writing, reading and listening). The Communicative Approach views a second language as an instrument of socialization, where the student must not only learn the theory of grammar rules, but must also have the ability to use these rules to communicate.

With these changes and evolutions, “Meaningful interaction!” provides a fresh approach for teaching a second language. Using communicative and inductive methods, the two units teach English language skills (speaking, writing, listening and reading comprehension) using authentic texts.

The student is encouraged to reflect upon current issues within their age group. The two units are designed for high school students aged 15-16 years old. Students are stimulated to work together so that they can exchange experiences while constructing an environment for learning a second language. Each unit includes a Teacher’s Guide that has answers to activities as well as suggestions and tips. There is also a test booklet covering listening, reading and writing topics from the unit.

In the end of the lesson plan, there is a DVD with the video selections and a CD-ROM containing digital versions of the units and the videos.

This material may not be commercialized without permission. It can only be reproduced for educational purposes, partially or as a whole, with the express authorization of the author.

Thank you!

Marina Márcia Chiari.

Meaningful interaction!

Marina Márcia Chiari

Unit 1

BODY AND HEALTH:

PHYSICAL ACTIVITY FOR YOUR WELL BEING!

Warm up!



1. Look at the pictures below and discuss with your classmates the following questions:



Available at: <http://postnoon.com/2012/02/21/too-lazy-to-go-to-the-gym/30711>.
Accessed on July 20, 2012



Available at: <http://www.trionz.co.uk/blog/index.php/do-i-need-to-go-to-the-gym-to-stay-fit/>.
Accessed on July 19, 2012

- a) What do you know about the body and health?
- b) What differences do you see in the behavior of the two men?
- c) Which of the pictures relates more to your physical habits?

Reading Activity!



1. The text below gives general suggestions about good habits. Read the text and answer the questions:

THE ACTIVITY PYRAMID

CUT DOWN ON

SITTING
WATCHING TV
WORKING OR PLAYING AT THE COMPUTER

3+ TIMES A WEEK

STRETCH & TAKE STRETCH BREAKS
YOGA/TAI CHI

STRENGTHEN YOUR MUSCLES
WEIGHT LIFTING
TENSION BANDS
PUSH UPS/CURL UPS

3-5 TIMES A WEEK

GIVE YOUR HEART & LUNGS A WORKOUT

BIKING/HIKING
RUNNING/JOGGING
SWIMMING/WATER AEROBICS

BRISK WALKING
BASKETBALL
IN-LINE SKATING

EVERYDAY

WALK OFTEN & STAY ACTIVE

WALK THE DOG

DO YARDWORK

PLAY GOLF
GO BOWLING

PARK YOUR CAR FARTHER AWAY
TAKE THE STAIRS INSTEAD OF THE ELEVATOR

Copyright © 2010 Park Physical Education Park, 9000 Parkside

EACH WEEK, TRY TO BALANCE YOUR PHYSICAL ACTIVITY USING THIS GUIDE.

IF YOU'RE INACTIVE
(Rarely active)

Increase daily activities at the base of the pyramid.
-Walk whenever you can.
-Make leisure time as active as possible.

IF YOU'RE SPORADIC
(Active some of the time, but not regularly)

Become more consistent with activities in the middle of the pyramid.
-Plan activity in your day.
-Set realistic goals.

IF YOU'RE CONSISTENT
(Active most days of the week)

Choose activities from all levels of the pyramid.
-Change your routine if you start to get bored.
-Explore new activities.

Available at <http://www.vidyasury.com/2010/08/excuses.html#>. UK1LKOTLQKQ Accessed on July 20, 2012

a) How is the pyramid divided?

b) What kinds of activities should be practiced three to five times a week?

2. Look at the activities in the pyramid. Decide if they are DO'S or DON'TS and list them in the correct box. The first one is done for you.

DO'S!

Walk 3 to 5 times a week.

DON'TS!

Watch TV more than 3 hours a day.

3. Look at the pictures below and check (v) according to the text, the one(s) you do most frequently.

()



Available at: <http://ifkivaxa.blogspot.com.br/2012/02/5e-voce-quer-entender-que-fluor-e-bom.html> - Accessed on July 22, 2012

()



Available at: <http://emiliana-fines.blogspot.com.br/> - Accessed on July 22, 2012

()



Available at: <http://www.dicasseguras.com/2011/08/20/dicas-como-usar-elevadores-segura/> - Accessed on July 22, 2012

()



Available at: <http://brunadiberali.wordpress.com/2010/03/12/pista-rapida/> - Accessed on July 22, 2012

()



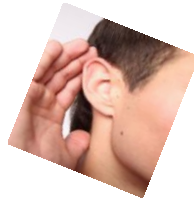
Available at: <http://just4demora.blogspot.com.br/2012/02/5e-voce-quer-entender-que-fluor-e-bom.html> - Accessed on July 22, 2012

()



Available at: <http://www.sun.com.br/andar-de-bicicleta-faz-bem/> - Accessed on July 22, 2012

Listening Activity!



1. Do you think you live your life like it is described in the pyramid? If yes, why? If no, why not?

2. What habits would you like to change to be healthier? Explain?

Watch the following video: Physical Activity – well being



Available at: http://www.youtube.com/watch?v=2gHNFj_ftc
Accessed on July 19, 2012

In groups of three or four answer questions 3, 4 and 5.

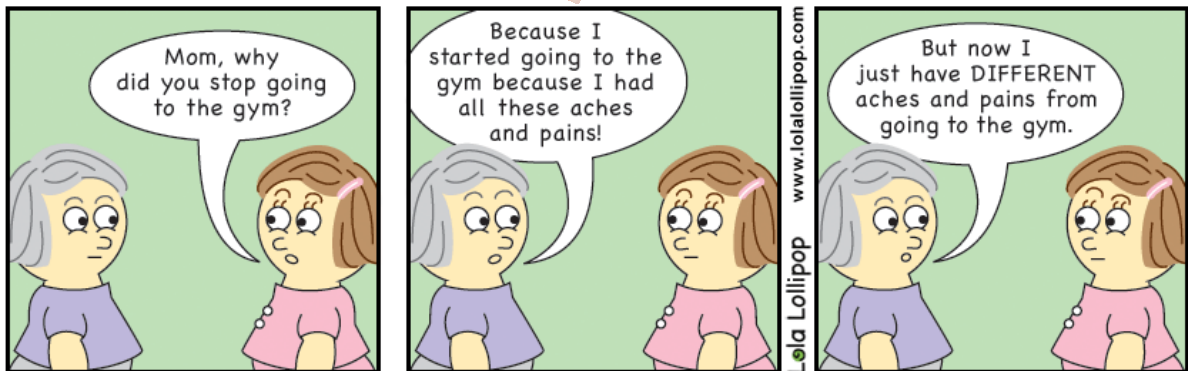
3. What is the video about? What type of attitude is it trying to stimulate in people who watch it?

4. The video suggests some things to include in your daily routine. Watch the video again and list four suggestions given.

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

5. Compare the video and the pyramid. Do they present similar or different ideas/thoughts? Explain.

Just for fun!



"Aerobics: a series of strenuous exercises which help convert fats, sugars, and starches into aches, pains, and cramps." – ANONYMOUS

Available at <http://lolalollipop.com/198-stop-going-to-the-gym/>; Accessed on July 22, 2012

Grammar!



1. Read the sentences below and then complete the following exercises:

- a) "Walk 3 to 5 times a week."
- b) "Don't use the remote control."
- c) Don't watch TV during a long hour.
- d) Take the stairs instead of the elevator.

2. Check the option that best express the sentences:

- a) To express actions in the present time.
- b) To express a suggestion or advice.
- c) To express surprise.

3. Now, circle the verbs in the sentences.

4. Answer the following questions:

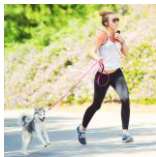
a) What is the verb form in the first sentence? What is it in the second?

b) Do you realize that the sentences are making suggestions using affirmative and negative verb forms? Justify your answer.

5. Now let's practice! Give orders or suggestions that correspond to the pictures below, according to the previous text: The activity pyramid.









Writing!



Now,

Think of some advice that you would like to give to people to help stimulate their thinking about living a healthier life. Think about good habits as well as those that aren't good and lead to a sedentary lifestyle. Create a poster, including DO'S and DON'TS, to show the physical activities that should be practiced or not practiced, in order to help people be aware of bad habits and a sedentary lifestyle. The poster should be directed to people don't currently have a lifestyle that promotes health.

Talking about it!



In pairs or groups of three present your poster to the class.

What did I learn?



Think about what you learned in this unit and check the faces that represent how you feel!

I'm able to			
... recognize and use imperative sentences.			
... give suggestions and advices.			
... make a poster.			
... understand that doing some exercises is good for you.			
... talk about sedentary lifestyles and healthier habits.			

Stay Tuned!

The following websites are interesting if you want to learn more about how to create a poster:

<https://www.artskills.com/>

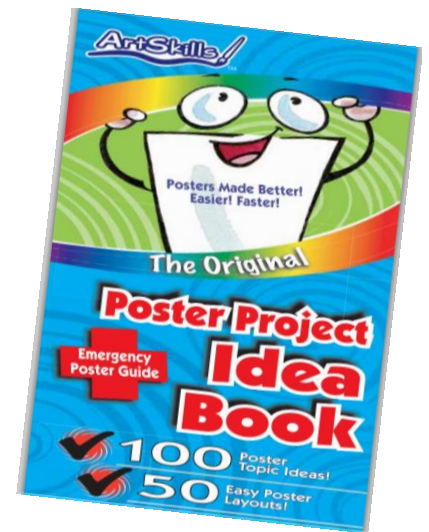
<http://www.health.com/health/mind-and-body/>

<http://www.heart.org>

<http://www.hc-sc.gc.ca/hl-vs/physactiv/index-eng.php>

<http://www.bbc.co.uk/news/health-18880989>

<http://www.naturalnews.com/001547.html>



TEACHER'S GUIDE

Unit 1: *BODY AND HEALTH: PHYSICAL ACTIVITY FOR YOUR WELL BEING!*

Level: Basic 4– (Ensino Médio – 1º Ano)

Class 1 – 60 min.

- **Warm up!** (30 min.)

Step one: (10 min.)

Start the class by calling the students' attention to the first two pictures in exercise 1. Lead them through a short discussion about what they think about the pictures.

If you want, give them some key-words: SEDENTARY LIFESTYLE/ PHYSICAL ACTIVITY / HEALTHY LIFE

Step two: (10 min.)

Ask students to pair off or get into small groups of three or four to answer questions 1- A, B and C. Walk around the classroom monitoring and assisting as necessary.

Answers may vary.

Step three: (10 min.)

When the students have finished, ask some of them to comment their answers out loud.

- **Reading activity!** (30 min.)

Step one: (5 min.)

Tell students to quickly read the text "Physical Activity Pyramid". Remind them that the text should be read from bottom to top.

Step two: (25 min.)

Write on the board:

EVERY DAY, AEROBIC EXERCISES, RECREATIONAL, LEISURE ACTIVITIES, STRENGTH TRAINING AND FLEXIBILITY, CUT DOWN ON.

Ask students whether or not they know these words. If they don't, encourage them to guess their meaning from their context. If they can't, tell them to look up the words in a dictionary and write down their meaning on a piece of paper and bring it to the next class.

[TODOS OS DIAS, EXERCÍCIOS AERÓBICOS, ATIVIDADES RECREATIVAS, ATIVIDADES DE LAZER, TREINAMENTO DE FORÇA E FLEXIBILIDADE, REDUZIR (...)].

Class 2 – 60 min.

- **Reading activity!** (50 min.)

Step one: (5 min.)

Tell students to read the text carefully and look at the divisions of the pyramid.

Step two: (10 min.)

The students should answer question 1-A and B. Answers may vary.

Allow the students to form pairs or small groups of three to four to talk about their answers.

Step three: (25 min.)

Tell students to answer question 2 in pairs or small groups of three or four. Answers may vary.

Ask two students to write their lists on the board. Make the appropriate corrections and again call students' attention to the imperative sentences on the affirmative and negative forms.

Step four: (10 min.)

Students should select the pictures in question 3 that represent their most recurrent practices. Answers may vary.

Listening activity! (10 min.)**Step one:** (10 min.)

Talk to the group about how often they practice the activities they chose.

Now, with the class warmed up, introduce the listening activity. Invite students to answer questions 1 and 2 in pairs. In groups of three or four, they should answer questions 3, 4 and 5.

Class 3 – 60 min.**Listening activity!** (10 min.)**Step one:** (10 min.)

1. Play the video twice. Students should watch while paying attention to and listening for details.

Step two: (12 min.)

2. Now students should answer questions 3, 4 and 5. Answers may vary.

Correct the activities on the board pointing out any incorrect spelling of words.

("riding a bike, walking the dog, become more active, feel better, walking to the shops, walking around the park, swimming, cycling, playing with the kids, going to the gym, jogging around the block, etc.")

Students should realize that, as in both the video and text, the verb tense is in the IMPERATIVE form. The sentences orders, warnings or advice.

Remind students that the IMPERATIVE form is used to express the speaker's intentions.

Class 4 – 60 min.

- **Grammar point of view!** (60 min.)

Step one: (10 min.)

Start class by asking some students to read their answers to question 5 (from last class). Conduct a brief discussion among students about their routines. Do they practice good and/or bad habits and what did they write as their justification.

Step two: (15 min.)

To introduce the grammar part, help students develop the ability to make inferences based on the use of the language.

Ask students: "_What type of communicative situation do you use in this kind of sentence?"

2. Answer: B.

In the second task, the goal is for students to determine the verb function used to express action in the sentences.

Help them organize their observations if necessary.

3. Answer: Walk, Don't use.

Step three: (15 min.)

Ask students to again observe and analyze the sentences from task 1, again.

Remind students of the structural information in the text "The activity Pyramid" and in the video "Physical Activity – well-being."

Students should infer by induction that the verb form is the Imperative and recognize that:

4. a) Answer: Sentence A is an affirmative sentence and B is a negative sentence.

b) Answer: We make suggestions using the affirmative verb in infinitive form without to + (the suggestion).

Use the auxiliary Do + Not (Don't), followed by the principal verb in the infinitive form without to + (the suggestion).

Step four: (20 min.)

Ask the students to write the sentences in task 5.

If the students fail to realize the structure, help them on the board by punctuating the appropriate observations to guide the student's reasoning.

Possible answers:

- ✓ Run every morning.
- ✓ Run for your well being.
- ✓ Don't watch television for many hours.
- ✓ Don't stay in front of the TV for many hours.
- ✓ Walk the dog.
- ✓ Take the dog for a walk.
- ✓ Don't go to the bakery by car.
- ✓ Do not use the car to go to places that you could go to by walking.

Class 5 – 60 min.

- **Write it down!** (40 min.)

First talk with the students about the most important aspects from the poster.

After listing the most important aspects from the poster, students can now use this information as a reference to build their own posters.

In groups of three or four students are to create posters to help raise awareness of the importance of having a healthy lifestyle.

Display the posters on the schools' mural.

- **Talking about it!** (20 min.)

To start the presentation of the posters, tell each group of students to read their sentences while, paying attention to the pronunciation of their words as well as, to rhythm and intonation.

Ask them: "Which poster and presentation is the most creative?"

Class 6 – 60 min

- **What did I learn?** (20 min.)

Students are to analyze the chart, and think about the sentences. They should choose the option that best represents how they feel about what they learned. After they have finished, ask for feedback. If any topic is not clear, talk to them about possible areas for improvement.

- **Stay Tuned!** (40min.)

Take students to the computer room, where they should search online about the theme of the unit and, how to create posters.

Tell them to check out the suggested websites and make comments about one of them.

Let them freely exchange experiences about the subject.

Listening transcript:

Everyone can feel down at times but it's surprising how a bit of exercises can help. You don't even have to go to the expense of joining a gym. Simple things like riding a bike, walking the dog, walking to the shops to buy a newspaper can all help for starters.

Physical activity really does release chemicals to our brain which affects our mood and makes us happier, giving us a greater sense of well being.

You know that getting out and getting a little fresh air can really make you feel better. There are so many opportunities to become more active. Physical activities release chemicals into your brain making you feel better.

Walking the dog, to the shops, around the park, in the country, swimming, cycling or playing with the kids. Going to the gym or jogging around the block. Any exercise you make you feel more confident, less stressed, a little fitter and gives you a great sense of achievement. Join a local walking group or exercise referral scheme, gardening. Why not invest some time in an allotment? _You'll be amazed at the results. _As well as lowering your chances of a heart disease and obesity. _So whether it's getting together with friends or learning a new skill.

Get active. _But then you know what makes you feel good. _You know, you choose.

Unit 2

Television and Computer's Influence on the Mind

Warm up!



1. Look at the pictures below. Answer the following questions:

(A) WATCH TV.



Available at: <http://www.eruptingmind.com/effects-of-tv-on-brain/>
Accessed on October 19, 2012

(B) READ BOOKS.



Available at: <http://www.eruptingmind.com/effects-of-tv-on-brain/>
Accessed on October 19, 2012

2. Look at both pictures. In what way is each one different or similar to your habits?

3. How many hours each day do you spend reading a book? How many hours a day watching television?

4. Which of these activities/ habits is more beneficial to your mind?

Reading Activity!



1. Read the article below and choose the most appropriate title for it.

(a) Television and Computer's Influence on Mind.

(c) Cause and result of TV in your life.

(b) The effects of TV on your life.

All recent research sustain that television and computer are having a negative influence on our mind's developing and functioning. The time we spend in front of the TV or the computer affect us deeply. We do not analyze anymore the received information which means that we assimilate it as it is.

Children or adults ... the new technology has an effect on us all. The most exposed to this influence are still the children because they don't have the ability to resist to the hypnotic pressure TV and PC exert on them.

Among the negatives effects of these two technologies are the next ones:

- Generate a passive mental attitude and behavior – it seems that we become less vigilant, less persevering, less involved in finding the solution to a problem and with a low level of will. We end up being bored, extremely dependent, without inventiveness or interest.
- Reduce the left hemisphere's developing – it is known that the right hemisphere is the center of the imagination and emotion and the left one is for thinking and language. Television means image and every information is transmitted by visual or audio channel. In this situation the left hemisphere is not stimulated at all. The thinking and speaking aren't implicated in receiving the information and because of it it's more and more used the expression "weak reasoners."
- Decrease the intelligence level and intellectual performance – intelligent and capable people are the ones which have a good and quick communication between the two hemispheres and also separately. A normal development of the brain implies a simultaneous stimulation of the two hemispheres which doesn't happen watching TV or playing to the computer.
- Attention problems – the most known and severe one is the ADHD syndrome (Attention Deficit and Hyperactivity Disorder).

Children should never be left alone and uncontrolled in front the TV or the computer, especially when they are very young. As for adults, it is not a good strategy to try to relax in front the TV or the computer because the existent stress and irritability will increase.

– Psychologist, Nicoleta Cramaruc.

Adapted from: <http://www.lifecho.com/television-and-computer-influence-on-mind/>: Accessed on October 19, 2012

2. The article aims to:

- a. entertain. b. narrate. c. advertise. d. give a warning.

3. What is the main idea of the article?

4. Write down three negative effects of television and computers on our minds.

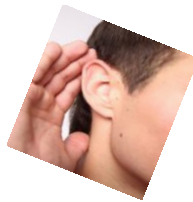
- 1. _____
- 2. _____
- 3. _____

5. Read the text again. In the text, find and underline three sentences that you agree with.

6. Is there any sentence you disagree with? If yes, why?

7. According to the text, television and computers may cause negatives effects on human beings. How the technology can be used differently to avoid negative effects?

Listening Activity!



1. When you are watching television, do you realize how television affects your mind?



Available at: http://www.youtube.com/watch?v=zW_7CJ5ozaM. Accessed on October 11, 2012

2. Watch the video. What is it talking about?

3. Are the ideas in the article similar to or different from the video? Explain.

4. Based on the article, check off what the effects are of TV and Computers on your brain when you are exposed to them for many hours each day:

- a) Reduction in the right brain function.
- b) Good memory.
- c) Construction of thoughts.
- d) Lack of critical analysis.

Just for fun!

Yummy!



Available at: <http://www.eruptingmind.com/effects-of-tv-on-brain/>: Accessed on October 22, 2012

Grammar!



1. Look at the underlined verbs in the sentences below. What kind of statements are the sentences reporting?

A) "Children or adults ... the new technology has an effect on us all."

B) "The most exposed to this influence are still the children because they don't have the ability to resist to the hypnotic pressure TV and PCs exert on them."

A. _____

B. _____

2. Read the texts and look at the highlighted verbs.

Conversation 1

Reporter: Hey! This TNN, Teen National Network. And here we are again with the program YOU ARE THE SHOW. This time we're going to talk to some kids and see what they **like** and **don't like** about sports.

This place is really crowded. Excuse, me what's your name?

Felipe: I'm Felipe Moura Lima.

Reporter: And where are you from, Felipe?

Felipe: Minas Gerais. I'm from Belo Horizonte.

Reporter: Fine. Now, do you like sports?

Felipe: I **love** sports.

Reporter: And what's your favorite sport?

Felipe: Tennis. I **like** tennis.

Reporter: And **do you like** soccer?

Felipe: Not really. You see, I **don't care** much about soccer. I really like tennis.

Reporter: And who's your favorite tennis player?

Felipe: Guga. He's the best.

Reporter: Is that so? Why?

Felipe: Yeah, he plays really well. And he's a nice guy, too.

Reporter: Well, thank you very much, Felipe.

Felipe: Okay.



Conversation 2

Reporter: Hi, there! This is TNN - Teen National Network. And this is the program KIDS OF THE WORLD. Today I am going to talk about a really nice boy from Brazil. His name is Ronaldo Testa. Look, this is his picture. He's 17 years old and **lives** in a small town called Pindorama. Ronaldo **works** in a sugar plantation from 7 in the morning to 5 in the afternoon. That's tough, man! After work he **studies**. He **goes** to school in the evening. This is Ronaldo at the bus stop. He **goes** to school by bus. And this is his school. He's studying because he **doesn't want** to work in the plantation forever. He **wants** to work in the sugar mill. Ronaldo is saving money and next month he's going to buy a computer. Not a new computer, but a second hand computer because this technology is very expensive for him. He wants to learn how to use a computer because there are many computers at the sugar mill. Well, kids, this is Ronaldo Testa, a kid of the World.

Fonte: UNO-Ensino Fundamental 8

Available at: <http://fundamentaling.blogspot.com.br/2011/10/simple-present-texts.html>; Accessed on October 15, 2012

3. Look again at conversations one and two. Identify two points related to the highlighted verbs and write them in the boxes below. The first one has been done for you.


<p>Conversation 1</p> <p>The negative sentences use: don't + verb.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Conversation 2</p> <p>The negative sentences use: doesn't + verb.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	--


4. In conversation 2, identify and write down three activities from Ronaldo Testa’s daily routine. (Note the highlighted verbs)

1. _____
2. _____
3. _____


5. Using the chart below, build a Daily Routine schedule for Katie (twelve-year-old girl). Choose some days of the week and mark the activities she does or does not do on these days.

Now, create sentences related to what you marked in the chart. Write two affirmative and two negative sentences.







Morning




Week of	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Eat Breakfast							
Brush & floss my teeth							
Wash my face							
Brush/comb my hair							
Get dressed							
Make my bed							







Bedtime



Take bath/shower							
Put on pajamas							
Brush/comb my hair							
Brush & floss my teeth							
Read bedtime story							



Copyright © 2005 Healthy Little Ones, LLC www.healthylittleones.com



Available at <http://regardingnannies.com/2010/08/nanny-101-routines/>: Accessed on October 15, 2012

Example: On Mondays Katie reads a bed-time story.
 On Sundays Katie doesn't make her bed.

- a) _____
- b) _____
- c) _____
- d) _____

Writing!



Instructions – How to write a simple Article:

- **1**
Read first, write later. It's impossible to write about something you don't know, so research your topic rigorously. Outline the most important points to focus on.
- **2**
Use a draft to list the points you want to cover in your essay; don't hesitate to write down each idea that arises, regardless if it's tied to the paragraph you're focusing on or not. Ideas can pop into your mind randomly, so write them down on your draft as they come.
- **3**
Create an introduction. The introduction should bring the reader into the subject and give him an idea where you're heading without overlapping the information you present in the body of the essay.
- **4**
Present each idea in a paragraph, sustaining your claims with solid arguments. Use citations to add authority to your claims and demonstrate you know what you're talking about and not just writing from the top of your head.
- **5**
Write the conclusion. Your essay should end with a section summarizing the main points. Additionally, you can provide your own point of view or present a twist of logic -something to leave the reader interested about the subject.

Read more: [How to Write Essays for Beginners | eHow.com](http://www.ehow.com/how_5663364_write-essays-beginners.html#ixzz2Lj95VteD) http://www.ehow.com/how_5663364_write-essays-beginners.html#ixzz2Lj95VteD

Available at: http://www.ehow.com/how_5663364_write-essays-beginners.html - Accessed on December 26, 2012

Now, it's your turn!

In small groups of three or four students

- Write a short article, based on the information in this unit regarding some of the causes and consequences of the over use of television and computer in a daily routine.

Talking About it!



Let's have a debate about your daily routines!

In groups of five or six you will argue for your own daily routine. After the debate each group will share with the class their points of view.

What did I learn?



Think about what you learned in this unit and check the faces that represent how you feel about your knowledge!

I'm able to

... recognize and use don't/ doesn't.



... identify why verbs of 3rd singular ends in -s.



... choose better programs to watch.



... understand that the use of computers, TVs and games excessively is not good for me.



... be more conscious about what are the good habits of my daily routine.



Stay Tuned!



Television and Computer's Influence on Mind.

Here we have some suggested websites where you can learn a little more about this subject:

http://www.al-islam.org/better_future/160.htm

<http://www.sickkids.ca/AboutSickKids/Newsroom/Past-News/2011/parents-habits-influence-preschoolers.html>

http://www.ehow.com/about_6614021_influence-computers-children.html

<http://www.studymode.com/subjects/bad-influence-of-computers-page1.html>

TEACHER'S GUIDE

Unit 2: *Television and Computer's Influence on Mind*

Level: Basic 4– (Ensino Médio – 1º Ano)

Class 1 – 60 min.

- **Warm up!** (30 min.)

Step one: (5 min.)

Start class by asking students to observe the first two pictures of exercise 1. Lead them through a short discussion about what they think about the pictures.

Step two: (15 min.)

Ask students to pair off and answer questions 2, 3 and 4. Walk around the classroom monitoring and assisting as necessary.

Answers may vary.

Step three: (10 min.)

- When students have finished, ask some of them to read their answers out loud.
- **Reading activity!** (30 min.)

Step one: (5 min.)

Tell students to read the text.

Step two: (10 min.)

After reading the article, ask students what they think about this subject. Is it relevant to their own lives?

Choose some students to give their opinion.

Have, students answer question 1. Answer: (A). Television and Computer's influence on Mind

Step three: (15 min.)

In groups of four or five, tell the students to read the text carefully and answer question 2 thru 7.

Answers: 2 – (D)

3. The main idea of the article is awareness about the influence of television and computers on the human minds. The article gives some examples of this kind of influence.

4. Generate a passive mental attitude and behavior; reduces the development of the left hemisphere of the brain; attention problems, etc. Answers may vary.

5, 6 and 7 - Answers may vary.

Allow students to talk about their answers in groups.

Class 2 – 60 min.

Listening activity! (60 min.)

Step one: (10 min.)

Make some comments to the students about the question: “How does television work in your mind?”

Ask students: What is your opinion about the self hypnotic suggestion and the state that makes the viewers passively receive information? What process shows the brain through the state of relaxation?

1. Play the video twice. Students should watch while, paying attention to and listening for details.

Step two: (25 min.)

2. Now students should answer questions 1, 2, 3 and 4. Answers may vary.

Correct the activities on the board emphasizing the correct spelling of the answers.

Step three: (25 min.)

Now, in groups of four or five, ask the students to check the most appropriate answers and have a volunteer from each group read the answers.

Answer 1: may vary.

Answer 2: The video message is about how television affects your brain chemistry. The video shows situations where the viewer is being oriented about the hypnotic effects caused by the screen and other effects.

Answer 3: The article has a similar idea to the video. As both are about the influences of television on the human mind.

Answer 4: (D)

Class 3 – 60 min.

- **Grammar point of view!** (60 min.)

Step one: (5 min.)

To start the class, talk a little with the students. Ask them if they noticed how the information was structurally built in the sentences from the article and in the listening activity. Ask them what verbs they could identify.

Step two: (15 min.)

To introduce the grammar part, help students develop the ability to make inferences based on the use of language.

Ask students: “_In what type of communicative situation do you use this kind of sentence?”

Have them answer the first question in pairs.

Answer.1:

A: the sentence A is an affirmative sentences, talks about a universal truth and the verb have is in 3rd person singular.

B: The sentence B is a negative sentence and also talks about a universal truth. The verb have plus the verb do + not construct the negative form in the 3rd person plural.

Make corrections of this activity on the board clarifying questions that students may have found when formulating their answers.

Step three: (25 min.)

The students should continue in pairs, exchanging their observations related to the verbs in activity 2. They should also complete activities 3, 4 and 5.

Answer 3:

Conversation 1	Conversation 2
<ul style="list-style-type: none"> • The negative sentences are formed by: <i>don't</i> + verb. • The affirmative sentences are formed by the verbs in the infinitive form without <i>to</i>. (like) • The interrogative sentences are formed by the auxiliary verb <i>do</i> + the main verb in the infinitive form without <i>to</i> 	<ul style="list-style-type: none"> • The negative sentences are formed by: <i>doesn't</i> + verb. • The affirmative sentences are formed by <i>the verb + s/+es</i> (works, studies, goes, lives, wants) in 3rd person singular. • The sentences are used to talk about Ronaldo T. daily routine (works, studies) and universal truths. (lives, wants)

Answer 4: Answers may vary.

- “Ronaldo works in a sugar plantation from 7 in the morning to 5 in the afternoon.”
- “After work he studies.”
- “He goes to school in the evening.”

Answer 5: Answers may vary.

- a) Katie eats breakfast at 6:30 am every day of the week.
- b) On Saturdays and Sundays she doesn't read a bedtime story.
- c) She gets dressed at 6:00 am every weekday to go to school.
- d) On Fridays she doesn't put on pajamas before 10:00 pm at night.

Step four: (15 min.)

Ask the students to write the sentences in task 3, 4 and 5.

If the students fail to realize the structure, the teacher should help them by making the appropriate observations on the board to guide the student's reasoning.

Class 4 – 60 min.

- **Write it up!** (10 min.)

Step one: (10 min.)

As a pre-activity, call students' attention to the instructions for how to write an article. To help with their brainstorm ask students to identify and list as many details as they can from the Poster.

- **Now it's your turn!** (50 min.)

Step two: (35 min.)

After listing the most important aspects of how to write an article, students should use this information as a reference to write their own articles.

In groups of three or four students will write their articles regarding some causes and consequences of the use of over use of television and computers in a daily routine.

Step three: (15 min.)

One student from each group will read the article to the class, and the students will choose the best article for publication in the School Newspaper.

Class 5 – 60 min

- **Talking about!** (45 min.)

Step one: (5 min.)

Let's have a debate about your articles!

Separate the classroom into two groups (A and B). Group A will point out the advantages that TV and the Computer can bring to the lives of teenagers.

Group B should point out the problems that TV and the computer can cause in the lives of teenagers when misused.

Step two: (40 min.)

To start the debate, write a few questions on the board to direct the discussion among the students.

- ✓ How much time do you spend daily in front of the TV and/or your computer?
- ✓ What kinds of programs do you enjoy watching?
- ✓ Can series or movies with violence and murder negatively influence the minds of teenagers?
- ✓ What websites do you usually surf with frequency?
- ✓ What online games are favorites of yours?
- ✓ How many students in this class play online games? How often?

- **What did I learn?** (10 min.)

Students will analyze the chart, and think about the sentences. They will choose the option that most represents what they learned. After they have finished, ask for feedback. If any topic is not clear, talk to them about possible areas for improvement.

- **Stay Tuned!** (5 min.)

Suggest that students surf the internet, searching about the theme of the unit.

Tell them to check out the suggested websites and make some comments about one of them.

Let them freely to exchange experiences about the subject.

Listening transcript:

How Television Affects Your Brain Chemistry.

Seventy five percent of the commercial network television time is paid for by the one hundred largest corporations in North America.

Some corporations have television budgets that range into the billions per year.

Television producer's compromise and end up mitigating their desires for those of the advertisers.

Thus television is effectively a private medium for their use only.

The longer a person watches television the more easily the brain slips into alpha mode. A slow steady brain wave pattern in which the mind is in its most receptive mode.

Images and suggestions are implanted directly into the mind without viewer participation. An effective hypnosis is induced and the viewer surrenders to the unending television image stream.

Images of television violence stimulate the fight or flight instinct but since it would be absurd to react to television violence the viewer suppresses the emotion.

Viewers are drawn back and forth on cycles of impulse and suppression, when the cycles off this stored up energy bursts forth in frantic behavior commonly associated with childhood hyperactivity.

Television imagery is jammed together in a steady stream of information fracturing your attention while condensing accelerating time. These events would not happen in ordinary life.

They are technical alterations only possible within the moving image median. Living in the rapid world of television imagery ordinary life is dull by comparison and often far too slow.

People who immersed in the surrogate reality of television life deal on a daily basis for the reality totally unlike any that has proceeded it.

The image stream is a steady mixed stream of real, unreal and semi real events. All of these events end up merging with each other and becoming just another set of store imagery that have all similar reality values.



Test Booklet!

- ✓ The student should be allowed at least 60 minutes to take each test.
- ✓ Unit 1, questions 5, 6: DVD, track x.
- ✓ Unit 2, questions 5, 6: DVD, track x.

UNIT 1 – TEST

Name: _____

Class: _____ Teacher: _____ Date: _____

Total Score: 12.0 Student's Score: _____

1. Read the comic and describe the author's intention when he uses *DO* and *DON'T*'s: (2.0)

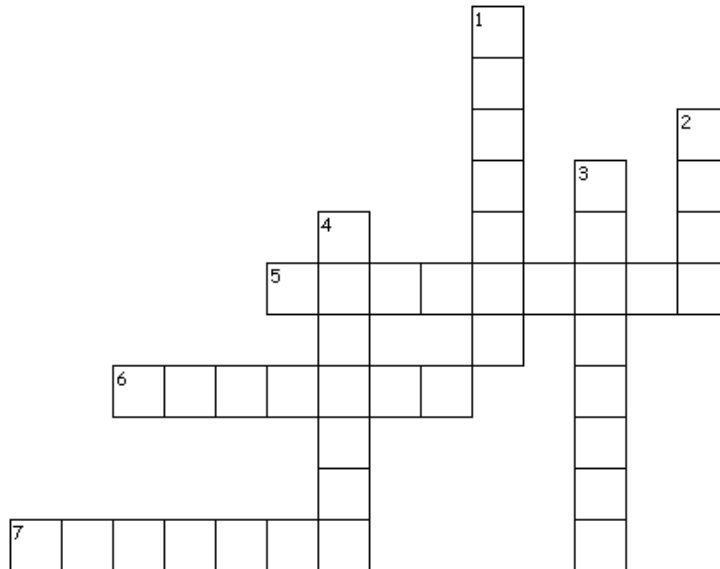


2. Look at the chart about Paul's life. Analyze his daily routine and write two sentences telling him what he **does do** correctly and two sentences warning him of what he **doesn't do** - in regards to healthy habits. (2.0)

	Working or playing on computer	swimming	biking	Yoga	Walking the dog	Doing yardwork
Every day	√					
Three to five days a week					√	
Three times a week		√				
Cut down on			√			√

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

3. Read the clues and complete the crossword puzzle: (2.0)



Words across

5. Spending a lot of time sitting down, and not moving or exercising very much.
6. One of the pieces of flesh inside your body that you use in order to move, and that connect your bones together.
7. When someone is very fat in a way that is unhealthy.

Words down

1. The sport of to walking long distances as fast as you can without actually running.
2. The physical structure of a person.
3. Not doing anything, not practicing physical activities.
4. Good for your body; showing that you are well.

4. Read the text below and check the correct answer: (2,0)

Do You Get 30 Minutes of Moderate Physical Activity Every Day? IT IS EASY & SIMPLE

EXAMPLES OF MODERATE AMOUNTS OF PHYSICAL ACTIVITY

Washing & Waxing a Car (45-60 minutes) • **Washing Windows or Floors** (45-60 minutes) • **Gardening** (30-45 minutes) • **Wheeling Self in Wheelchair** (30-40 minutes) • **Pushing a Stroller** (1.5 miles in 30 minutes) • **Raking Leaves** (30 minutes) • **Walking** (15 minutes/mile) • **Shoveling Snow** (15 minutes) • **Stairwalking** (15 minutes) • **Playing Volleyball** (45 minutes) • **Playing Touch Football** (30-45 minutes) • **Basketball (Shooting Baskets)** (30 minutes) • **Bicycling** (5 miles/30 minutes) • **Dancing Fast (Social)** (30 minutes) • **Water Aerobics** (30 minutes) • **Swimming Laps** (20 minutes) • **Basketball (Playing Game)** (15-20 minutes) • **Jumping Rope** (15 minutes) • **Running** (10 minutes/mile) • **Wheelchair Basketball** (20 minutes)

Eat Smart Move More
www.EatSmartMoveMore.com

Reference: Surgeon General's Report on Physical Activity and Health

Available at: <http://www.infinitefitnessolutions.com/mmposters.html>; Accessed on November 24, 2012

A. The text is in the form of a/an:

- a) article.
- b) e-mail
- c) poster.
- d) recipe.

B. The text aims to:

- a) prohibition
- b) invite
- c) encouragement
- d) give advice

5. Watch this video twice. (2,0)



Available at: <http://www.youtube.com/watch?v=mYP4MjxjV2U>; Accessed on November 24, 2012

The song "Move Your Body" by Beyoncé lays out eight missions. Number them according to the order they appear in the song:

- () Can you "Dougie" with me? / Put all your swagga on the swizzie beat (hey, hey)
- () Run it back real quick / Do "The Running Man" and then you turn around like this (hey)
- () This is how we do, shuffle shuffle to the right, to the left / Let's move (hey, hey)
- () Let's go, time to move your little hips / Vamo nos, vamo nos (hey, hey)
- () Snap yo fingers, snap yo fingers / Just keep up with the pace
- () Lemme see you run / Put your knees up in the sky 'cause we just begun (hey, hey)
- () Time to break it down, do the step and touch / Do the dance down south

6. Check the option that best represent the main idea of the song: (2,0)

a) Relax your body!

b) Don't be sedentary!

c) Dance, move your body!

d) Sadness and depression.

Answers:

1. In this question the student needs to already know that the imperative mood should be used every time that the speaker wants to express: advice, instructions and orders, suggestions, encouragement or requests. In the comic, the first speaker is giving advice to the second speaker, and the irony is in the quote of the character that says "do as I say, not as I do.". While the other character argues that he does nothing, he answers: _Exactly ... he reinforces that he does not do anything, so don't just tell what to do. Do it!

If the students answer using only the underlined sentence above this is sufficient.

2. Good habits:

Go to swim three times a week is good for your health Paul. Congratulations!

Walk the dog three to five days a week is healthy for you and your dog. Great!

Bad habits, Paul needs to change:

Don't work or play on the computer many hours every day.

Don't cut down on do yard work.

3.

ACROSS:	5. SEDENTARY	6. MUSCLES	7. OBESITY	*
DOWN:	1. WALKING	2. BODY	3. INACTIVE	4. HEALTHY

4. A: (c) **4.B:** (d)

5.

(3) Can you "Dougie" with me? / Put all your swagga on the swizzie beat (hey, hey)

(5) Run it back real quick / Do "The Running Man" and then you turn around like this (hey)

(2) This is how we do, shuffle shuffle to the right, to the left / Let's move (hey, hey)

(4) Let's go, time to move your little hips / Vamo nos, vamo nos (hey, hey)

(7) Snap yo fingers, snap yo fingers / Just keep up with the pace

(1) Lemme see you run / Put your knees up in the sky 'cause we just begun (hey, hey)

(6) Time to break it down, do the step and touch / Do the dance down south

6. (c)

Listening transcript:

Available at: <http://letras.mus.br/bevonce/1867234/traducao.html>. Accessed on November 24, 2012

Move Your Body

Three, two thousands, eleven
Let's move
Clap your hands now, clap your hands now
Clap your hands now, clap your hands now

Mission 1: Lemme see you run
Put your knees up in the sky 'cause we just begun (hey, hey)

Mission 2: This is how we do, shuffle shuffle to the right, to the left
Let's move (hey, hey)

Mission 3: Can you "Dougie" with me?
Put all your swagga on the swizzie beat (hey, hey)

Mission 4: If you're ready for more, jump (jump) jump rope
Get your feet off the floor (hey, hey)

I ain't worried doing me tonight
A little sweat ain't never hurt nobody
Don't just stand there on the wall
Everybody just move your body

Move your body, move your body
Move your body, move your body
Everybody won't you move your body?
Everybody won't you move your body?

Can you get me bodied? I wanna be myself tonight

Can you get me bodied? I wanna be myself tonight
Wanna move my body, I wanna let it out tonight
Wanna party, wanna dance, wanna be myself tonight

Mission 5: Let's go, time to move your little hips
Vamo nos, vamo nos (hey, hey)

Mission 6: Run it back real quick
Do "The Running Man" and then you turn around like this (hey)
(Do the running man, do the running man
Hey, do the running man, do the running man)

Mission 7: Time to break it down, do the step and touch
Do the dance down south

Mission 8: Snap yo fingers, snap yo fingers
Just keep up with the pace

I ain't worried doing me tonight
A little sweat ain't never hurt nobody
Don't just stand there on the wall
Everybody just move your body

Move your body, move your body
Move your body, move your body
Can you get me bodied? I wanna be myself tonight
Can you get me bodied? I wanna be myself tonight
Wanna move my body, I wanna let it out tonight
Wanna party, wanna dance, wanna be myself tonight

Fellas on the floor, all my ladies on the floor
Everybody get ready to move your body
Baby all I want is to let it go, ain't no worries no
We can dance all night, move your body
That means come closer to me
While we dance to the beat, move your body

Now run to the left, to the left, to the left
Now run to the left, to the left

Now run to the right, to the right, to the right
Comeback to the right, to the right

Now run to the left, to the left, to the left
Now run to the left, to the left

Now run to the right, to the right, to the right
Comeback to the right, to the right

Wave the American flag, wave the American Everybody won't you move your body?
Everybody won't you move your body?

Cool off, cool off
Cool off, cool off
Cool off, cool off
Cool off, cool off

UNIT 2 – TEST

Name: _____

Class: _____ Teacher: _____ Date: _____

Total Score: 12.0 Student's Score: _____

1. Read the paragraph about the series CRIMINAL MINDS. According to your learning in UNIT 2 explain why the highlighted verbs end in “- s/- es.” (2.0)



CRIMINAL MINDS **revolves** around an elite team of FBI profilers who analyze the country's most twisted criminal minds, anticipating their next moves before they strike again. The Behavioral Analysis Unit's most experienced agent is David Rossi, a founding member of the BAU who **returns** to help the team solve new cases. The team is lead by Special Agent Aaron Hotchner, a strong profiler who is able to gain people's trust and unlock their secrets. Other members include Emily Prentiss, a former Interpol agent and daughter of high-powered diplomats whose past life **has** caught up with her, leading to her presumed demise; Special Agent Derek Morgan, an expert on obsessional crimes; Special Agent Dr. Spencer Reid, a classically misunderstood genius whose social IQ is as low as his intellectual IQ is high; Jennifer "J.J." Jareau, the team's confident unit liaison who was called to a top Pentagon job but **returns** to the BAU under mysterious circumstances; and Penelope Garcia, a computer wizard who **helps** research the cases. Each member **brings** his or her own area of expertise to the table as they pinpoint predators' motivations and identify their emotional triggers in the attempt to stop them.

Available at: http://www.cbs.com/shows/criminal_minds/about/; Accessed on January 10, 2013.

2. Read the text below and check the correct answer: (3.0)

The Importance Of Reading

By *Damian Sofsian*

It is a well-known fact that when there were no televisions or computers, reading was a primary leisure activity. People would spend hours reading books and travel to lands far away-in their minds. The only tragedy is that, with time, people have lost their skill and passion to read. There are many other exciting and thrilling options available, aside from books. And that is a shame because reading offers a productive approach to improving vocabulary and word power. It is advisable to indulge in at least half an hour of reading a day to keep abreast of the various styles of writing and new vocabulary.

It is observed that children and teenagers who love reading have comparatively higher IQs. They are more creative and do better in school and college. It is recommended that parents to inculcate the importance of reading to their children in the early years. Reading is said to significantly help in developing vocabulary, and reading aloud helps to build a strong emotional bond between parents and children. The children who start reading from an early age are observed to have good language skills, and they grasp the variances in phonics much better.

Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversations. The habit can become a healthy addiction and adds to the information available on various topics. It helps us to stay in-touch with contemporary writers as well as those from the days of yore and makes us sensitive to global issues.

Reading provides detailed information on Reading, Home Reading, Reading Glasses, Reading Comprehension and more. Reading is affiliated with **Educational Games**.

Available at: http://EzineArticles.com/?expert=Damian_Sofsian ; Accessed on January 10, 2013.

A. The text is in the form of a/an: (1,0)

- a) poster b) e-mail c) article d) comic strips

B. Write a paragraph about the text - "The importance of reading": You must oppose it, suggests new options or agree with the theme of Unit 2 - "Television and Computer's Influence on Mind." (2,0)

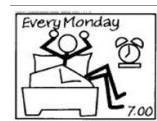
3. Complete the sentences with the verbs indicated making the appropriate adaptations where necessary: (2,0)

- a) _____ you _____ soccer? (like)
 b) I _____ much about soccer. (not /care)
 c) He _____ to work in the sugar mill. (want)
 d) He _____ to school in the evening. (go)
 e) I _____ sports. (love)

4. The expressions in the box are about daily routine activities. Complete the sentences with them and make changes when necessary: (2,0)

GO TO SCHOOL	HAVE DINNER	DO HOMEWORK	GET UP
HAVE BREAKFAST	HAVE LUNCH	GO TO BED	

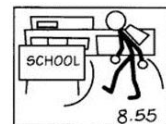
a) Every Monday I _____ at seven o' clock in the morning.



b) He _____ at half past seven in the morning.



c) He _____ at five to nine in the morning.



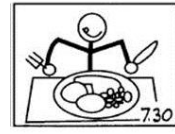
d) He _____ at one o'clock in the afternoon.



e) He _____ at three o' clock in the afternoon.



f) He _____ at half past seven in the evening.



g) He _____ at eleven o' clock at night.

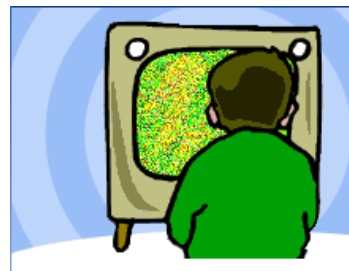


5. Listen to the article, and mark the correct answer. (2,0)

Available at http://kidshealth.org/parent/positive/family/tv_affects_child.html - Accessed on January 10, 2013

A. The main subject of the audio is: (1,0)

- a) obesity
- b) how TV affects your child.
- c) teaching good TV habits
- d) telling about risky behaviors



B. Write (T) for TRUE or (F) for FALSE next to the sentences according to the audio: (1,0)

() As kids get older, too much screen time cannot interfere with activities such as being physically active, reading, doing homework, playing with friends, and spending time with family.

() TV can be an excellent educator and entertainer.

() Children who consistently spend more than four hours per day watching TV are more likely to be overweight.

() TV characters never depict risky behaviors, such as smoking and drinking, and also reinforce gender-role and racial stereotypes.

6. The audio is directed to which target audience? (1,0)

- a) Parents.
- b) Relatives.
- c) Teachers.
- d) Kids.
- e) Teens.

When you judge others, you do not define others, you define yourself.

Answers:

1. The highlighted verbs are ending in “- s/- es” because the verbs are in 3rd person singular and express habitual actions (simple present).

2. A. (C)

2. B. The text: *"The importance of reading"*, suggests new options related to the theme of Unit 2: *"Television and Computer's Influence on Mind"*. The text offers the habit of reading as an activity for intellectual development.

3.

a) Do/like	b) don't care	c) wants	d) goes	e) love
------------	---------------	----------	---------	---------

4.

a) get up	b) has breakfast	c) goes to school	d) has lunch	e) does homework
f) has dinner	g) goes to bed.			

5. 1. (B)

5.2. (F) (T) (T) (F)

6. (A)

Listening transcript: How TV affects your child.

Most kids plug into the world of television long before they enter school. According to the Kaiser Family Foundation (KFF):

- two-thirds of infants and toddlers watch a screen an average of 2 hours a day
- kids under age 6 watch an average of about 2 hours of screen media a day, primarily TV and videos or DVDs
- kids and teens 8 to 18 years spend nearly 4 hours a day in front of a TV screen and almost 2 additional hours on the computer (outside of schoolwork) and playing video games

The American Academy of Pediatrics (AAP) recommends that kids under 2 years old not watch *any* TV and that those older than 2 watch no more than 1 to 2 hours a day of quality programming.

The first 2 years of life are considered a critical time for brain development. TV and other electronic media can get in the way of exploring, playing, and interacting with parents and others, which encourages learning and healthy physical and social development.

As kids get older, too much screen time can interfere with activities such as being physically active, reading, doing homework, playing with friends, and spending time with family.

Of course, TV in moderation can be a good thing: Preschoolers can get help learning the alphabet on public television, grade scholars can learn about wildlife on nature shows, and parents can keep up with current events on the evening news. No doubt about it — TV can be an excellent educator and entertainer.

But despite its advantages, too much television can be detrimental:

- Children who consistently spend more than 4 hours per day watching TV are more likely to be overweight.
- Kids who view violent acts are more likely to show aggressive behavior but also fear that the world is scary and that something bad will happen to them.
- TV characters often depict risky behaviors, such as smoking and drinking, and also reinforce gender-role and racial stereotypes.

Children's advocates are divided when it comes to solutions. Although many urge for more hours per week of educational programming, others assert that zero TV is the best solution. And some say it's better for parents to control the use of TV and to teach kids that it's for occasional entertainment, not for constant escapism.

That's why it's so important for you to monitor the content of TV programming and set viewing limits to ensure that your kids don't spend too much time parked in front of the TV.

Rationale

Following the Communicative Approach, this work includes two units that were developed using the theories related to the four skills of English language usage.

Based on the need to empower the learner of a second language in the communicative act, it is necessary to go beyond just sentences and their structures according to grammatical rules.

The principle of teaching based on the Communicative Approach intends to encourage learners to think about a variety of subjects throughout a textbook and to teach them to give their own opinions, suggestions, questions, and answers related to real issues and experiences in their daily lives.

The units are divided into nine sections organized to facilitate the learning process. The theme of each unit has been carefully selected to induce the students to autonomously explore, think about, question, raise awareness and solve problems that are part of their daily life.

The topic of each unit was developed with the purpose to help students build rules based on their observation of the examples given - especially in the teaching of grammar - Inductive Method. The sections of the units have activities that require substantial input, making it possible for teachers to push output from the students.

The reading technique starts by using the top-down approach, as an idea for the general direction of arguments. The bottom-up approach is used to organize the complete meaning of the texts.

Warm Up!

In this section, students look at pictures and read questions to help with the brainstorming process. They are advised to exchange views about the subject in question. The negotiation of meaning should be encouraged by the teacher to provide comprehensive input; in this instance the result of the mediation is the internalization.

“The role of input is, without a doubt, of critical importance in understanding what and why of second language acquisition.” (SWAIN, 1985, p. 235)

The students will have tasks that involve interaction and transactional talking through communicative activities promoting social interaction and functional communication.

Reading Activity!

Here authentic texts and different genres are used to develop some strategies: activities identify explicit information, elementary and elaborate inferences enable the use of bottom-up and top-down procedures, introduction of inductive process for grammar knowledge through the use of language.

The theories of teaching grammar inductively vs. deductively by Diane Larsen-Freeman, and the concepts of procedural knowledge vs. declarative knowledge, based on Keith Johnson's text "Teaching Declarative and Procedural Knowledge" were carefully considered while producing the activities. It is expected that the students, by reading and exploring the text, are able to express present and imperative events in communicative situations.

According to Stevens (2006, p. 26): "One of the best ways to first develop this critical literacy stance and, ultimately, to infuse this perspective in your classroom is to adopt the practice of questioning texts in your own reading."

Listening Activity!

In both units the students watch videos associated with the topic of the unit. These videos were carefully chosen to encourage students to learn through the Communicative Approach using expressions and words from the second language being taught.

In the first unit, students are stimulated to answer the questions through the connection of the listening with the visual text: The activity pyramid. Students are encouraged to develop the bottom-up and top-down processing of information and realize that, as in the video and the text, the verb tense is in the Imperative form.

In the second unit, students are stimulated to answer the questions through the connection of the listening with the article: Television and Computer's influence on the Mind. The listening process produces interaction among the students, which through negotiation creates awareness for the learners.

According to Newmark (1981, p.?) the conditions for learning: “The material used as input must consist of sufficient language instances whose meaning can be inferred by students who are paying attention.”

The importance of vocabulary knowledge is a relevant topic in this section. “Learning vocabulary through listening is one type of learning through meaning-focused input.” (NATION, 2001, p.114)

Just for fun!

As the name states, this section is for students to have fun and reflect on the ironic images and text in the section.

Grammar!

In this section the activities are planned to challenge the students through the inductive approach, realizing the sentence structure beginning from examples and going into rules.

What little we know about ... second language learning ... suggests that a combination of induction and deduction produces the best result... The old controversy about whether one should provide the rule first and then the examples, or vice versa, is now seen to be merely a matter of tactics to which no categorical answer can be given. (CORDER and SMITH, 1988, p. 133)

This section also considers: “In many product classrooms, a great deal of pedagogical contrivance is devoted to the manipulation of target language, thereby providing a framework for the learner to facilitate the noticing and structuring of grammar.” (BASTONE, 1994, p.229)

Activities are aimed at recognizing the grammatical aspects of such a genre and textual type: imperative tense, simple present tense. Students are encouraged to observe and write sentences according to the grammar structure they identify.

Writing!

In both units students work with specific genres in the texts they read. In the first unit there is a post, and in the second, an article. The units give the students exposure to the

principal features of the composition of these genres and assume that reading and writing are two parts of the same whole and, as such, are intertwined.

Here students are inducting to develop the following stages: pre-writing – when they choose content and anticipate readers’ questions; active writing – where they provide answers and verification by writing coherently and cohesively; post writing – here they edit and revise text to make information comprehensible to the reader.

Miyoun Sophia Kim wrote: Genre-Based Approach to Teaching Writing –

In terms of writing in a second language, *The Routledge Encyclopedia of Language Teaching and Learning* has defined the genre approach as “a framework for language instruction” (BYRAM, 2004, p. 234) based on examples of a particular genre. The genre framework supports students’ writing with generalized, systematic guiding principles about how to produce meaningful passages. (KIM, 2006, p. 33 -34)

The text types are the same as those presented in the reading section and the final text is also published in the same for support. It is, therefore, expected that some characteristics prevail in the students’ assignment: purpose, audience and topic. It is important to state that, although expectations concerning the final product take into consideration the genre-based approach and the process-writing approach, drawbacks related to students’ cultural and linguistic background may hinder the results. Aspects, such as never having been in contact with the genre in L1 or not being able to understand the model text, create difficulties in producing a similar one.

Talking about!

In this section students are informing about the tasks. In the first unit they talk about the posters they made and choose the most creative among the class. In the second unit the students have a debate about the articles. To start the debate the teacher writes on the board a few questions to direct the discourse among the students. Teachers simulate a real situation and create a positive atmosphere in the classroom and foster students’ active participation.

Teachers support and push learners to produce spoken language output in a variety of appropriate genres explored in each unit and provide opportunities for cooperative interaction where students work together to show their writings.

The comprehension approach suggests that speaking should not be encouraged until learners have substantial receptive experience and

knowledge of the language system. Some researches, however, argue that the knowledge that is needed to speak will not come unless the learners are “pushed” to speak. (NATION and NEWTON, 2009, p. 115)

What I did learn?

For students to become aware of what they have learned it is important to use analysis, monitoring and assessment to help them address language and communication needs.

Students analyze the self-assessment chart for the unit and think about the learning areas presented in the sentences. They choose the option that best describes how they feel about their knowledge in that area. After they have finished, the teacher asks for feedback. If any topic is not clear, teachers encourage them to talk about possible areas for improvement.

Here and in the Test Booklet the principles of language assessment were considered: “The five principals of Practicality, Reliability, Validity, Authenticity and Washback go a long way toward providing useful guidelines for both evaluating and existing assessment procedure and designing one on your own.” (BROWN, 2004, p. 30)

Stay Tuned!

Finally, in this section students are encouraged to surf the internet and search the theme of each unit. Aiming to show them that learning is an ongoing process, teachers tell them to consult the suggested websites and improve their knowledge about the subjects studied.

REFERENCES:

BROWN, D.H. Language Assessment: Principles and Classroom Practice. NY: Longman, 2004.

CELCE-MURCIA, MARIANNE; OLSHTAIN, Elite. Discourse and Context in Language Learning. Cambridge University Press, 2000.

DELL'ISOLA, Regina Lucia Perel. O Sentido das palavras na interação leitor e texto - Ed. Fale/UFGM (Belo Horizonte) 2005.

LARSEN-FREEMAN, D. Teaching grammar. In CELCIA-MURCIA, M. (Ed.). Teaching English as a second or foreign language, 2nd edition. Boston: Heinle and Heinle, 1991 (279-283).

Longman English Dictionary Online Available at <http://www.ldoceonline.com/> : Accessed on December 10, 2012.

In GASS, Susan M. and MADDEN, Carolyn G. (eds.) Input in Second Language Acquisition. Rowley, Mass.: Newburg House, (235-253).

JONHSON, K. Teaching declarative and procedural knowledge. In Grammar and the Second Language Teacher, Prentice Hall, U.K. 1994.

MINISTÉRIO DA EDUCAÇÃO – Fundo Nacional de Desenvolvimento da Educação – Secretaria de Educação Básica – Programa Nacional do Livro Didático – PNLD 2011.

NATION, I. S. P. Learning Vocabulary in Another Language. Cambridge University Press, 2001. Available at: http://www.hpu.edu/CHSS/LangLing/TESOL/ProfessionalDevelopment/200680TWPfall06/07Kim_Genre.pdf: Accessed on January 23, 2013.

NATION, I. S. P; NEWTON, J. Teaching ESL/EFL listening and speaking. New York, Routledge, 2009.

NUTTAL, C. Teaching Reading Skills in a Foreign Language. Oxford: Mcmillan, 2005.

PARÂMETROS CURRICULARES NACIONAIS – Conhecimentos de Língua Estrangeira Moderna. Available at <http://migre.me/9gCwC>. Accessed on December 12, 2012.

SCHÜTZ, Ricardo. THE COMMUNICATIVE APPROACH - ABORDAGEM COMUNICATIVA. Available at <http://www.sk.com.br/sk-comm.html>: Accessed on January 23, 2013.