

UNIVERSIDADE FEDERAL DE MINAS GERAIS

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TRABALHO DE CONCLUSÃO DE CURSO

“Drawing on tolerance” and “I remember that”

Teaching Units

Projeto de unidades didáticas apresentado ao curso de Especialização em Ensino de Inglês da Universidade Federal de Minas Gerais como requisito para obtenção do título de Especialista em Ensino de Língua Inglesa.

Belo Horizonte

2012

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Introduction

This project aims to present EFL (English as a Foreign Language) tasks to be worked at regular schools with students from Ensino Médio or at language schools with intermediate level students according to the Common European Framework¹. This is an attempt to add to the improvement and development of the teaching and learning quality of foreign languages in the twenty first century's Brazilian context of English teaching at schools especially at regular schools. The proposal is based on the post-colonial theories named Critical Literacy and Multicultural Education giving support to the Communicative Approach and the development of communicative competences. The support on these theories is justified by the social context and objectives of this work which will be explored here in this introduction.

Unit 1 is called "Drawing on Tolerance". Opening space for the development of students' awareness about comic books and their educational value provides teachers with a good opportunity to have students thinking critically and creating their own stories based on the specific genre. Unit 2 "I Remember That" there is the interview genre which gives the teacher a chance to explore and enhance the students' abilities to talk about events in the past using specific linguistic features.

There is the intention to promote critical thinking among students and reinforce social tolerance by opening space for discussion on topics such as bullying, ageism, and cultural prejudice.

The units are mainly based on the pre, while and post activities format. There is the intention to follow the directions proposed by MATTOS and VALERIO (2010, p.121). Grammar is expected to be taught and learnt inductively. Since the units provide pre, while and post activities it is possible to work with the same linguistic features in each part exploring the features as the units are developed.

¹ CEF available at <http://www.cambridgeesol.org/about/standards/cefr.html>

Rationale

This part will explain the theory behind the units. Following MATTOS and VALERIO (2010, p. 121)² examples the steps of the units will be composed of pre, while, and post tasks for each of the four main skills in language learning: Listening, Speaking, Reading and Writing.

The units are composed by tasks. These tasks will culminate on the students' presentation of a project at the end of each unit. Hence the units will be given a Task – Based characteristic. Being Task-Based means the units will allow students to communicate the product of their own thoughts and creation. ALAN and STOLLER (2005, p.11)³ on the maximization of project works benefits: "Projects that are structured to maximize language content , and real life skill learning require a combination of teacher guidance , teacher feedback, student engagement, and elaborated tasks with some degree of challenge". The projects that will be built throughout the units will be engaged not only to the maximization of language content, but to the development of the students' autonomy of their own learning process and critical thinking since the beginning of each unit.

Before talking about Critical Literacy and Communicative Approach it is important to mention that this is not an attempt to create or privilege any EFL method or methodology. As KUMARAVADIVELU⁴ states in the chapter about Post-method Pedagogy there is a clear line drawing to teacher's dissatisfaction with methods in general. Either because teachers often struggle between methods' limitations and the teachers' own will to create sociointeractional learning environment in class. "Based on theoretical, experimental, and experiential knowledge, teachers and teacher educators have expressed their dissatisfaction with methods in different ways. Studies [...] clearly demonstrate that, even as the methodological band played on, practicing teachers have been marching to a different drum" (KUMARAVADIVELU, 2003). This is the reason why it is assumed here that rather than presenting activities based on one specific method the Units will be tending towards The Freirean parameters of Critical Pedagogy⁵, and the realization that learners and teachers are contextualized subjects in space and time.

² MATTOS; VALERIO (2010). Letramento Crítico e Ensino Comunicativo: *Critical Literacy and Communicative teaching gap*. RBLA v10, 2010.

³ Bülent Alan and Fredericka L. Stoller. Maximizing the Benefits of Project Work in Foreign Language Classrooms. English Teaching Forum v 43, 2005.

⁴ KUMARAVADIVELU, B. beyond Methods: Macro strategies for language teaching. New Haven: Yale University Press, 2003.

⁵ KUMARAVADIVELU, B. beyond Methods: Macro strategies for language teaching. New Haven: Yale University Press, 2003 p. 34-38.

At this point there is the intention to promote critical thinking through the Communicative Approach. Teachers are free to adjust and adapt any of the tasks as long as they maintain the tasks' commitment to the promotion of critical reflection among individuals as a path to enhance communicative competences.

As it is known the Communicative approach which has its origins in the British language teaching traditions from the 60's came as a revolutionary teaching approach in opposition to the decaying Situational Language Teaching and the Audiolingualism principles.

Opposite to the Audiolingual Method from the military context of language teaching the Communicative approach intended to focus on meaning and structure only. Language use had come as a prevailing feature upon the military drilling from Audiolingualism.

Time has passed and the Communicative approach has created a new concept of language teaching and learning around the world. Its power was so disseminated that regular schools in Brazil were told to work with Communicative approach in their curriculum. However, most of its principles could not be applied for limitations on the context. It is easy to see that regular schools face limitations on the teaching of communicative competences. Although they may have a Communicative approach project integrating their curriculum most of what is/was being taught is still at the level of linguistic features and grammatical issues. This is what MATTOS and VALERIO (2010) draw on the first part of their article, and this is the starting point for this present project to develop tasks that will certainly show to be more effective to the teaching of EFL in Brazil. The authors show how Critical Literacy can work with Communicative approach by saying that besides having differences in origins and objectives both approaches have common features . As for Critical literacy they draw the following features:

- the learner taking responsibility on and being the owner of his/her own learning process;
- difference among cultures exist, and different ways of communicating in English should coexist;
- the ideological content of texts as the goal when working with textual genres;
- the authenticity of materials is a must on the development of critical consciousness;
- the individuals access to different medias, social inclusion;
- critical linguistics on the dynamic terms of the Freirean theories.

“Inúmeras pesquisas em psicologia e pedagogia têm estudado a própria criança, mas interessaram-se essencialmente pelas suas características, pelo papel que seu sexo, idade,

índole etc. pode desempenhar nas práticas educativas dos pais, assim como nas suas consequências. A criança foi geralmente considerada um objeto ou um idiota cultural. Levaram-se em conta suas características, mas não seu ponto de vista, sua experiência, nem a cultura particular que constrói com seus pares. Ora, alguns trabalhos recentes sobre a vida cotidiana das crianças e as microculturas infantis (Corsaro, 1997; Mayall, 1994), assim como a emergência de uma sociologia da infância (James et al., 1998; Sirota, 1998; Montandon, 1998; Montandon, 2001), mostram que as crianças sabem exprimir-se a respeito de suas experiências e que seus relatos matizam e completam o que sabemos sobre os processos educativos.”⁶

In the passage above taken from an article written by MONTANDON (2005) it is clear that driving educational researches through the experiences that children are able to express themselves is much more interesting than to assume they are mainly receptors of education ‘created in laboratory’. So, having our regular school students and the public from language schools work on their critical performance describing and communicating the world that surrounds learners may be a good way to start turning around reality of Communicative Approach teaching in regular schools in Brazil.

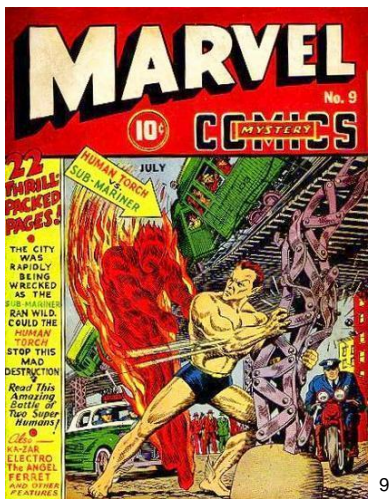
Thus, trying to include critical reflection on communicative tasks implies on the fact that the steps in the units must be worked as meaningful activities which integrate all the skills with the objective of taking the student to a reflective point. The critical reflection points have to do with the social educational part in which the student is seen by the institutions not only as an individual who wants or needs to be able communicate language and to use language. It is a way to have the students communicating their ideas and promoting their own character development and social consciousness.

⁶ Article available at http://www.scielo.br/scielo.php?pid=S010173302005000200010&script=sci_arttext#nt. April, 2012.

UNIT 1
DRAWING ON TOLERANCE

In this section you will create a story in a very special way. Refer to the pictures below and guess what kind of work you will work with at the end of this unit!

- a. magazines
- b. comic books
- c. short stories
- d. leaflets



9

7

8

1. Pair work

Select the characteristics that represent your opinion about _____
(answer from item 1) and explain your choices.

- () educational () a waste of time () a hazard/danger to kids
- () a productive hobby () old fashioned () popular among youngsters
- () for entertainment only

2. Look at the text on the next page and answer:

- a. Where was it published?
- b. When was the text published?

7 image available at <http://www.comicbookresources.com/>
 8 image available at <http://www.lesjones.com>
 9 image available at <http://www.comicseeker.com/>

3. Now read the text below. Fill in the blanks with the correct answer from item 1.

_____ in the Classroom

Published: January 3, 2008

Generations of children grew up reading _____ on the sly, hiding out from parents and teachers who saw them as a waste of time and a hazard to young minds. _____ are now gaining a new respectability at school. That is thanks to an increasingly popular and creative program, often aimed at struggling readers, that encourages children to plot, write and draw _____, in many cases using themes from their own lives.

Adapted from and available at <<http://comicbookproject.org/press/>>

4. Go back to the text. Choose the option that best relates to the boldfaced parts below.

Check the answers with a partner.

a. "Generations of children grew up reading..."

() got tired

() matured

b. "...hiding out from parents and teachers..."

() discussing altogether

() keeping in a secret

c. "...a waste of time and..."

() useless

() productive

d. "...a hazard to young minds."

() a mystery

() a source of danger

5. Read the text that follows. Find the verb combination similar to “hide out”.



Available at <<http://roostertails.wordpress.com/2011/01/>>

6. What does the pronoun “it” in “hid it away” refer to?
- () the fact of watching Star Wars movie with her brothers
 - () the fact of being a girl who liked the Star Wars movies
7. Discuss in small groups the questions about both links - nytimes.com and roostertails.wordpress.com.
- a. Why have generations of children hidden out the reading of the books mentioned?
 - b. What does the project encourage children to do?
 - c. Would you say that the project encourages children to be avid readers or creators? Justify your answer.
 - d. What would the girl from the comics hide when she was a child? Why?
 - e. Do you think she should hide that away from other people? Why (not)?
 - f. Why do people always have to hide out things that are not common in society?
 - g. Why would people think that comics in class are not appropriate?
 - h. Do you think you could learn school subjects from comics? How?

8. Read the definitions from the web site <http://dictionary.cambridge.org/dictionary/british> and complete the sentences using the most appropriate tenses/forms.

a. Head off phrasal (verb) - to start a journey or leave a place

What time are you _____ (ING form)?

b. Grow up phrasal (verb) - to gradually become an adult

I _____ in Scotland (SIMPLE PAST TENSE)

c. Put up with sth/sb phrasal (verb) - to accept or continue to accept an unpleasant situation or experience, or someone who behaves unpleasantly

He's so moody! I don't know why she _____ with him. (SIMPLE PRESENT TENSE)

d. Make sth up (phrasal verb) - to invent something, such as an excuse or a story, often in order to deceive -

I _____ an excuse about having to look after the kids. (SIMPLE PAST TENSE)

e. Stand up to sb/sth (phrasal verb) - to defend yourself against a powerful person or organization when they treat you unfairly

He wasn't afraid to _____ to bullies. (INFINITIVE FORM)

9. Read the text below and return to item number 8 to fill in the blanks.

Drawing on Justice

Number 29: Spring 2006

Shatara McPherson is rewriting her cousin's life.

"When he _____, he was bullied, and he's in and out of jail now," the outgoing 13-year-old said.

Shatara and 7th-grade classmate Devon Fowlkes were among 30,000 students in 10 cities nationwide who participated in the Comic Book Project in 2004-05, writing on the theme of "Leadership."

The pair crafted a plot about a bullying girl named Montay and a new boy at school named Dont'e who becomes her target. After a scuffle, another character suggests that Montay go to counseling. Montay and Dont'e -- the character based on Shatara's cousin -- become friends and _____ to the movies together.

"We got to work with each other, _____ our own story and write our own parts," Shatara said. They also were able to imagine -- and perhaps realize -- better endings to real-life stories.

The three-year-old Comic Book Project, founded and directed by Dr. Michael Bitz of Columbia University's Teachers' College in New York, aims primarily to promote literacy. It also gives children an empowering creative voice and the ability to use material from their own lives -- something that often interests them far more than prepared texts.

Participants conceive, write and illustrate their own stories. They address topics like teamwork, environmental issues, violence in schools and racial harmony, often casting themselves as the superheroes and heroines.

Student-created characters use super-human powers like telekinesis -- and human powers of courage, kindness and intelligence -- to _____ to bullies, organize social-justice campaigns and address interpersonal problems.

One comic book by Chicago youth includes these lines: "I am an African American woman who is tired of the things she has to _____. ... I am an African American woman who has found herself, her power and her freedom."

Available at <<http://www.tolerance.org/magazine/number-29-spring-2006/drawing-justice#>>

10. Check out the words' meaning from the box below on the web site <http://www.thefreedictionary.com/> and create a few sentences using the words that are new for you. Read your sentences to the class.

| Vowels | | | |
|--------|--------|----|-------|
| ɪ | pit | ɔ: | born |
| e | pet | u: | boon |
| æ | pat | aɪ | bite |
| ɒ | pot | eɪ | bait |
| ʌ | but | ɔɪ | boy |
| ʊ | book | əʊ | toe |
| ə | mother | aʊ | house |
| i: | bean | ʊə | poor |
| ɜ: | burn | ɪə | ear |
| ɑ: | barn | eə | air |

Available at <<http://jcarreras.homestead.com/rrphonetics1.html>>

11. In pairs, match some of the words from the previous chart to the pictures.



12. Listen to the words from item 10 on <http://www.thefreedictionary.com/> · Attention to the phonetic symbols and the sounds. Choose the best phonetic sound for the underlined parts below:

look at /ʊ/ /ʌ/ /ɔ/ and /æ/ /e/ /ə/ , respectively

look away /e/ /ə/ /ei/

hide out /ɛ/ /a/ /ai/ and /au/ /əu/ /uə/ , respectively

hide away /ai/ /æ/ /ei/

head off /ɜ:/ /æ/ /ə/ and /ɔ/ /ə/ /u:/ , respectively

put up /ə/ /ʌ/ /u

QUIZ

Look at the picture below.

What is this band's name? () Coldplay () Oasis () U2 () Blink182

The band is internationally known for being: () socio-politically engaged () racist

() polemic

The band is from: () England () Australia () EUA () Ireland

The band has already been awarded for:

() their promotion of human rights around the world

() their participation on movies in Hollywood

() their donation to the protection of the Amazon



10

13. Listen to the song. Number the boxes in the correct order.

When I Look At the World - U2

Adapted from <<http://letras.terra.com.br/u2/63053/>>

| | | |
|---|---|---|
| <p>When you look at the world What is it that you see? People find all kinds of things That bring them to their knees</p> | <p>When the night is someone else's And you're trying to get some sleep When your thoughts are too expensive To ever want to keep</p> | <p>So I try to be like you Try to feel it like you do But without you it's no use I can't see what you see When I look at the world</p> |
| <p>So I try to be like you Try to feel it like you do But without you it's no use I can't see what you see When I look at the world</p> | <p>I see an expression So clear and so true That it changes the atmosphere When you walk into the room</p> | <p>Tell me; tell me, what do you see? Tell me, tell me, what's wrong with me</p> |
| <p>When there's all kinds of chaos And everyone is walking lame You don't even blink now, do you Or even look away</p> | <p>I'm in the waiting room Can't see for the smoke I think of you and your holy book While the rest of us choke</p> | <p>I can't wait any longer I can't wait till I'm stronger Can't wait any longer To see what you see When I look at the world</p> |

14. In pairs complete the sentences freely:

- Citizens in our country cannot put up with _____, because...
- Citizens in our country need to stand up to _____, because...

15. Now go around your classroom and share your sentences with other students.

16. Group discussion: Inform your class the sentences your heard and if they differ or not from yours.

DISPLAY YOUR PROJECT

1. In pairs, think about a problem in our society and a possible solution.

Explain the problem: _____

Solution: _____

2. Start thinking about the characters.
 - a) Who are they?
 - b) What do they look like (personal characteristics)?
 - c) What kind of outfit do they wear?
3. Now, create the story on this page. Draw the scenario and the balloons for each line.
Be creative!

Teacher's Guide Unit 1

Drawing on Tolerance

In this Unit the students will draw a story based on the topic "Drawing on Tolerance". Before starting the activities explore the word "tolerance". Have them brainstorm words which are connected to the topic. You can help them going to the board and creating a word map with the words/expressions they suggest.

1. Students will look at the pictures and choose the best answer. Encourage them to try to find the answer on the pictures. The word 'Comics' can be seen on Marvel covers.
2. Instruct the students to choose the characteristics that represent comic books in their opinion
3. Tell students to look at the text on the next page and answer questions a and b.
4. In pairs (the same from previous item), have them fill in the blanks on the text.
5. Have them go back to the text and select the correct option.
 - a. matured
 - b. keeping in secret
 - c. useless
 - d. a source of danger

Exercises 5, 6, 7 and 8 are to be worked within one class only.

6. Answer key - hide it away
7. Answer key - the fact of being a girl who liked the Star Wars movies
8. Answer key - answers will vary

QUIZ

Pair them up. Give them 5 minutes only. The pairs who get most of the answers can get a small prize (feel free to think of the prize). To make the checking part clearer and more dynamic you can prepare a Power Point presentation with pictures from the band, Ireland, and human rights protesters.

Answers:

- a. U2
- b. socio-politically engaged
- c. Ireland
- d. their promotion of human rights around the world

14. Have them listen to track 1 on the AUDIO CD and number the boxes in the correct order.

This is an individual work. Order:

| | | |
|-----|---|-----|
| 1 | 4 | 3/6 |
| 6/3 | 2 | 9 |
| 5 | 8 | 7 |

Items 15, 16, and 17 are speaking tasks. In 15) monitor their use of 'put up with' and 'stand up to'. Follow the instructions on the Student's book. In 16) they should walk around the class and share their sentences with other students. In 17) have them share to the whole group what they have heard from their classmates in and say if they agree or disagree with their classmates.

Display your Project Area

Explain that purpose of the activity is to cooperate with tolerance among differences and they should be creative as if they were going to participate on the Comic book Project-<http://comicbookproject.org>^L Encourage them to talk about Brazilian issues at school and to draw what they would like to see in a more tolerant world.

Self Evaluation

Make copies of the chart below and distribute them to your students. Have them write their answers on a piece of paper individually and hand it in to you. Make sure they do this activity in class:

| |
|--|
| <p>List the vocabulary you have learned in this Unit below and write definitions and examples :</p> <p>How did you like this Unit? What was the most important part for you?</p> |
|--|

What have you learned about 'Bullying at school'?

UNIT 2
I REMEMBER THAT...

In this unit we will learn that there are different ways to express ideas of distant past

Get together in pairs and start searching on the web videos from celebrities talking about their past.



Hint:

By the end of this Unit you will make a performance of the video you chose to the class.

1. Look at the pictures below. Match the words in the box with the pictures.

go fishing - homemade food - lollies - play cricket
to vacuum - dry the dishes - Xbox
put the dishes away - play rugby



11



12



13



14



15



16



17



18



19

11 image available at <http://news.bbc.co.uk/sport2/hi/rugby_union/photo_galleries/4473098.stm>

12 image available at <<http://www.homeaway.com/vacation-rental/p3661>>

13 image available at <<http://whatscookingwithkids.com/2010/08/30/whats-cooking-with-your-kids-beyond-baking-and-shrimp-heads/>>

14 image available at <http://upload.wikimedia.org/wikipedia/commons/7/7a/Pollock_to_Hussey.jpg>

15 image available at <<http://www.carpetrentals.com/Microfiber/microfiber.htm>>

16 image available at

<<http://abcnews.go.com/GMA/protect-home-dirt-holidays/story?id=15018735#.T6kbT-u0zVU>>

17 image available at <<http://www.yumsugar.com/Top-10-Food-Trends-2007-236915>>

18 image available at <<http://coisasqueueodeioeamo.blogspot.com.br/2011/02/x-box-360-e-720.html>>

2. Now listen to an interview where the boy Ethan interviews his grandfather to know what life was like in the olden days. While you listen number the events in the correct order.

| | | | | |
|---|---|---|---|--|
| The grandfather would go fishing, play cricket and ride his bike a lot on the weekend | The grandfather says he would by lollies with pocket money. | Ethan's grandfather tells him he got the strap once but it wasn't his own fault | Ethan asks if his grandfather had an Xbox. | Ethan says he likes to collect football cards |
| Ethan asks what jobs his grandfather did as a child to help around the house. | The grandfather says they didn't have much of what Ethan has got at school nowadays (no computers or calculators) | The grandfather tells Ethan television wasn't invented then. | The grandfather says that everything was made at home, so they would eat homemade food. | The grandfather tells Ethan he didn't have a telephone as a child. |

3. Pair work.

Now, try to match Ethan's questions on this page to his grandfather's answers on the next page.

1. Did you all have cars?
2. What games or sport did you play?
3. Did you have a pet dinosaur?
4. Did you get one of those?
5. Did you have a telephone as a child?
6. What type of transport did you use?
7. Did you have a television?
8. Did you get punished at school?
9. What did you do on the weekends?
10. Did you ever go on an airplane?
11. Did your parents ever take you to McDonald's?
12. Did you like to collect football cards?
13. What foods did you eat?
14. Did you get pocket money?

15. What jobs did you do as a child to help around the house?

- () No we didn't. Not many people had ...
- () I had to do messages to the shop, I had to...
- () No, we had no football cards...
- () McDonald's??? Who were they?
- () On my weekends I would go fishing sometimes...
- () Everything was cooked at home...
- () No, there was no television...
- () No, we, we never flew, nobody flew much...
- () Soccer, tennis, cricket and rugby...
- () Ha, ha, ha, ha how old do you think I am?
- () I got pocket money as a kid, I used to get sixpence...
- () No, not everyone, some of us had a
- () Yes, we did get punished at school...
- () From home we walked a lot to the school and to the shops...
- () Yes, I got the strap once but it wasn't my fault.

4. Does Ethan grandfather look like anyone you know in real life? What would this person say if he/she had to answers to Ethan's questions?

READING SECTION

5. Relate the sentences to some of the forms of "would" that follow:

| | |
|---|--|
| a. habitual past behavior | () When I was a kid I would walk 6 miles to school... |
| b. conditional perfect = unreal situation in the past | () We now have what I'd like to call Education 2.0 |
| c. definite time in the past + would | () I would have had to walk to school for miles and miles in snow up passed my head!!" (If I had been in my Grandfather's time) |
| d. would like = desire or inclination | () "When he would say this to me I would be thinking: Thank G-d I wasn't born in the 'old days' |

6. Read the text and answer the questions below.

- a) Who wrote the text?
- b) When did the author write the text? What time?
- c) Where was the text written? () newspaper () magazine () web

How Web 2.0 has changed Education

Written on February 20, 2008 – 5:05 pm | by Shana Albert |

When I was a kid I would walk 6 miles to school in snow that was up to here (points to his shoulders).

I remember as a young girl my Grandfather telling me stories like this. And, when he would say this to me I would be thinking,

"Thank G-d I wasn't born in the "old days".... I would have had to walk to school for miles and miles in snow up passed my head!!"

But, you know what? I think we were all born "in the old days". I believe we all rolled our eyes at our Grandparent's stories and we were all pleased that we weren't born in the "old days" and that our lives were easier than our elders.... and, yet in time we all will become elders.

It was just yesterday I was talking with my 11 year old about writing a report. My son was explaining to me what is involved in the 6th grade when you have to do research for writing a report. And, I heard myself say,

"When I was in the Junior High (yes, it's true.... they didn't call it Middle School back then) and I was learning how to research and write reports we didn't have the internet to do our research. We had to do our research in a Library. We used a Card Catalog to determine where to find information regarding what we were doing a report on. The Card Catalog told us what Encyclopedia, Book, Magazine, Newspaper or Microfiche to find it in. Research took much longer than the report itself. All my research was written out on index cards, which was then hand written out on paper, spell checked with a dictionary and typed out with a typewriter. The typewritten report was then double checked and all typographical errors cleaned up with white-out and manually fixed."

My son just rolled his eyes at me. It was just at that moment it occurred to me that I am one of them!! I am a Story Teller from the "Olden Days".

Just like everything else from then to now.... Education has changed. TheWorld Wide Web changed education in the 90's. And, Web 2.0 and Social Media has Changed Education with the new Millennium. We now have what I'd like to call Education 2.0. My child rolls his eyes at me as I used to roll my eyes at my parents and grandparents. I'm sure my children will experience the same thing with their children as well. Technology has changed so much in the 30 some years I have been around..... How much do you think it will change in the next 30?

Available at <<http://www.socialdesire.com/2008/02/20/web2-changed-education/>>

7. Go back to the text and answer:

- a) How long would the authors' grandfather have to walk to school?
- b) What would the author have had to do if she had been born in those days?
- c) What did the author's eleven year old child have to do?
- e) What would the author like to call the kind of Education children have nowadays?

DISPLAY YOUR PROJECT AREA

8. Have you and your group selected the video from a celebrity talking about his/her past already? Use the school's computer lab and watch the video with your group again. Compare the video with both texts we saw in this unit: "Ethan interview his grandfather" and "How Web 2.0 has changed Education"

Does the video you chose have any similarities with any of the texts presented in this unit? Which one(s)?

9. Now, practice the interview to be presented live to the class. Assign roles for the participants here. If there is only one the interviewee talking on the video create a set of questions to be assigned for an interviewer.

Participant 1 Interviewer: _____

Participant 2 Interviewee: _____

Teacher's Guide Unit 2

Warm up Section

Have a short conversation with the students about the Unit's Project. The objective of this project is to have students using past forms to talk about memories of a distant past. Before presenting their performance make sure they understand there are different ways to use language for this purpose and they must be attentive to the similarities within the videos they find and texts in the Unit.

Listening Section

- 1) Students will match the words from the box to the pictures. Check the sequence:

Play rugby - go fishing – put the dishes away –

Play cricket – dry the dishes – to vacuum

Homemade food – Xbox – lollies

- 2) Students listen to the audio track number two on the AUDIO CD and number the boxes in the correct order. Before numbering, read the boxes with them and be ready to solve vocabulary questions such as the ones below:

The strap: a belt or a wood stick used to punish students physically at school

Pocket money: coins like “sixpences” given to children by adults to buy candies or small toys.

Help around the house: do some activities at home such as do the dishes, vacuum the rugs, etc.

| | | | | |
|---|----|---|---|---|
| 5 | 10 | 2 | 9 | 3 |
| 7 | 1 | 8 | 6 | 4 |

Students are supposed to match the questions to the answers. After that have the students check their answers by playing the audio.

E
O
L
K
I
M
G

J
B
C
N
A
H
F
D

Reading Section

Pair up students. Have the students match the definitions.

| | |
|--|--|
| habitual past behavior | (C) When I was a kid I would walk 6 miles to school... |
| conditional perfect = unreal situation in the past | (D) We now have what I'd like to call Education 2.0 |
| definite time in the past + would | (B) I would have had to walk to school for miles and miles in snow up passed my head!!" (If I had been in my Grandfather's time) |
| would like = desire or inclination | (A) "When he would say this to me I would be thinking: Thank G-d I wasn't born in the 'old days' |

6)

a) Shana Albert

b) February 20, 2008 at 5:05 pm

c) web

7) Have the students answer to the questions orally. Ask for complete answers.

Group Discussion

Divide the class into small groups. Follow the instructions on the Students book. Create a nice and relaxing environment for a group discussion.

Display you Project Area

This is the Homework section. Tell them to use the schools computer lab if necessary to analyze the interview videos they find and to practice it to be performed live to the class. As for adaptation purposes the students can create a different format for the interview maintaining its faithfulness to the interview's content. There should be roles assigned for all the participants and the interview must be in English, or the students may try to adapt it to an English version using the language topic of the unit. The students must be attentive if the language in the interview expresses reports of distant past memories.

Self Evaluation

Make copies of the chart below and distribute them to your students. Have them write their answers on a piece of paper individually and hand it in to you. Make sure they do this activity in class:

List the vocabulary you have learned in this Unit below and write definitions and examples:

How did you like this Unit? What was the most important part for you?

Are you able to talk about past events using would? Write some sentences about it.

Booklet Unit 1

1) Define 'bullying'. Refer to the Unit texts if necessary.

Read the article below and paraphrase the parts in boldface. Use different words to rewrite the sentences.

Bully on the Bus

Keywords: Bullying and exclusion

Number 28: Fall 2005

When her Western Pennsylvania school district implemented an anti-bullying policy, 4th-grader Kelsey put that policy into action with the bully on her school bus.

She wrote down what she planned to say, told her mother about it and built up her courage by practicing out loud. Then, as usual, she got off at her stop with 10 other students, including the bully. With the other students watching, she told the boy, "We don't want to listen to you anymore. We think you're a bully."

Kelsey said the boy hadn't realized he was bullying. **After she stood up to him, he stopped. He's happy now, she said, because he made "a bunch of friends."**

Who are the friends?

"The kids who get off the bus with him," Kelsey replied, smiling. "He has 10 new friends."

Across the country, more than 24 million students begin and end their school days on buses. In most cases, the driver is the only adult on board. To transport students safely, the driver must watch the road, not the riders, during most of the trip.

Bus drivers have mirrors, of course, and usually see fights. But they can easily miss pushing, shoving and grabbing of others' belongings. They also may miss or overlook verbal bullying - typically sexual, anti-gay or racial comments, as well as harassment about clothes, body size or family income - that can make the trip a nightmare for targeted students.

"When kids get on the bus early in the morning and are immediately humiliated and degraded, that has a particularly destructive resonance, especially if it's day in and day out," said Stephen Wessler, director of the Center for the Prevention of Hate Violence at the University of Southern Maine. "It's difficult to reset the climate at school to (be) welcoming for a student who has just spent 45 minutes being harassed."

Some districts hire adult monitors for buses, but most say they can't afford monitors for every bus. Some also have installed video cameras, often with sound, hoping to deter would-be bullies and help administrators determine, after the fact, who did what on the bus. **A less common idea, proposed by parent groups and others, is to put parent volunteers aboard school buses; few districts, however, use this option.**

While many school districts today do extend their student-conduct policies to include buses, Wessler said more needs to be done. Districts need to train bus drivers to intervene and stop harassment, he said; districts also need to give drivers appropriate procedures for reporting problems and let them know how complaints they have filed have been resolved.

"If you create a climate where the drivers feel not only that it's their responsibility, but also that they will be backed up for intervening and trying to stop harassment, and if you give students the leadership skills to do the same thing, you can reduce harassment," Wessler said. "You can make the bus safer."

Adapted from and available at: <http://www.tolerance.org/magazine/number-28-fall-2005/bully-bus>

Booklet Unit 2

Write sentences that describe some of your habitual past actions concerning the topics below. Use 'would' to express your ideas Follow the model: When he would say this to me I would be thinking :Thank G-d I wasn't born in the 'old days'

Topic: What she used to think.

(What you used to eat at school)

(Where you used to go on the weekends)

(What you used to do after school)

(Who you used to go out with)

Complete the sentences freely. Use the Conditional Perfect to express unreal situations in the past. Attention to the model:

If I had been in my Granfather's time I would have had to walk to school for miles and miles in snow up passed my head.

or

I would have had to walk to school for miles and miles in snow up passed my head If I had been in my Granfather's time.

If I had worked more I would

I would have called the police if I

I would have completed the exercise if I

Before reading the article “What do you want in the Future” write your own answer for first question below:

“If you could build something for the future, what would it be?” Review Future Conditional on the previous Units

Now, read the article and choose the best word/ expression for each blank space.

What Do You Want in the Future?

By NICK BILTON

November 14, 2011, 12:26 AM

If you could build something for the future, what would it be?

In an article in Monday’s paper, Claire Cain Miller and I written/wrote about Google X, a secret lab where Google is imagining the future by working on a list of 100 ideas for products yet to be built.

Think of the kinds of experiences and things you would / will see in a science fiction movie. Robots that can make you breakfast in the morning, drop your children off at school and then clean the house. Or imagine elevators that can/must take you to outer space, and cars that can drive themselves. Or perhaps you could/ would like a wearable computer - one that is part of your clothing, or in your watch, and is connected to the Internet so it can send you information on people you are meeting/met or interacting with in real life?

The list of products, which are/is far from becoming reality at this point, was dreamed up by Google executives, including Sergey Brin and Larry Page, the company’s co-founders. If they had asked/will ask me, I would including/ have included flying cars, virtual reality experiences - similar to the holodeck in “Star Trek” - and of course, jet packs so I could fly to Paris for a few hours.²⁰

²⁰ article adapted and available at <http://bits.blogs.nytimes.com/2011/11/14/what-do-you-want-in-the-future/>

Booklet Answer Key:

1. free answers

2. free answers

3. free answers

4. In an article in Monday's paper, Claire Cain Miller and I wrote about Google X, a secret lab where Google is imagining the future by working on a list of 100 ideas for products yet to be built.

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