

UNIVERSIDADE FEDERAL DE MINAS GERAIS - UFMG

Faculdade de Letras - FALE

Curso de Especialização em Inglês - CEI

Unidade Didática para o Ensino de Inglês

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Introduction

My contact with the deaf community and the Brazilian Sign Language (Libras) has began when I was thirteen, full of curiosity and the desire to interact and learn more. In this period, I was also studying English in a Language School. Years later I finished my undergrad course in Letras - Portuguese / English and soon started to teach English in public, private and language schools. I have also graduated from a specialization course called "Libras in the context of inclusive education" and then I was approved by CAS (Center for Professional Training, Education and Support Services for Deaf People) as a Brazilian Sign Language Interpreter.

My acting both as an English teacher and as Libras interpreter expanded in a way that I was not expecting for. I was invited to teach Libras at UNIPAC (Universidade Presidente Antônio Carlos) for a semester course. I have worked as an interpreter in public schools, and other events. Besides, I have studied Libras in other courses focusing on conversation and translation/interpretation. Nowadays I keep studying and working as interpreter and English teacher.

During the years, I was imbued with the desire to contribute with the deaf community as an English teacher. However I felt that I needed to study more. For this reason I started my studies in CEI.

The units developed here were devised aiming at high school students (15-17 years old). The first unit is for hearing students and the second one was developed for deaf students.

This TCC means the end of a hard time in my life but also connects me, as a bridge, to the beginning of my M.A. program at UFMG.

Rationale

This TCC aims to contribute with a meaningful teaching of English in order to make students aware of social diversity. The First Unit (Visual and Tactile communication) uses different genres and pictures in order to contextualize social facts and linguistic aspects in the classroom. This unit focused on the four main skills and the purpose for written production was the genre *poster*. The second Unit (Colors of the society) is a special material prepared for deaf students and it approaches racial differences and racism. For this unit the focus was on writing and reading skills and the genre *comic strips* was explored.

Both units are based on Critical Literacy theories. According to McLaughlin and DeVoogd (2004), the principles of Critical Literacy include a number of essential understandings and beliefs about the power relationship that exists between the reader and the author. The authors also say that Critical Literacy focuses on issues of power and promotes reflection, transformation and action.

In this perspective, in the first unit (for hearing people), questions about deaf, deafblind and blind people lifestyle and their way to communicate were proposed. In most cases, this information is omitted in classrooms and these debates are not motivated. All texts selected (Unit 1), videos and activities contemplated the four skills (reading, writing, listening and speaking) and grammar aspects involving the same time alternative ways to communicate among deaf, blind and deafblind people. According to Mattos and Valério (2010), in critical literacy, students learn language (mother tongue and/or foreign languages) to transform themselves and the society if they see fit. That is why, in this unit, a theme which can contribute to transform some stereotypes and false ideas about deaf and blind people was focused.

At the end of each unit, an integration between discussions in the chapter and technology was proposed, so that students could create an authentic text (poster and comic strips). The use of the website Glogster.com (unit 1) and Pixton.com (Unit 2) gives students an alternative which integrates literacy, technology and learning. In relation to these tools, Lankshear and Snyder (2000) say:

We need pedagogies that complement and supplement such knowledge by contextualizing it in ways that pay due attention to matters of culture, history and power and recognize that is counterproductive to start with issues of

‘skill’ or ‘technique’, outside an authentic context of situated social practice (p. 44-45).

For this reason, from the first *warm up* to the last activity, the unit attempted to create meaningful strategies to teach students in a productive and transformative way. Each section was named in a different way in order not to highlight explicitly when the study of one skill begins and when it ends. Although they integrated skills, specific parts were developed which focused more on each skill.

The last activity of the Unit 1 is called “Pronunciation” and refers to a real practice of pronunciation. Decontextualized words were not used. On the contrary, all of them came from the lyrics of the song “Africa must wake up”, which is part of the unit. The pronunciation of /l/ and /i:/ is still a great difficulty for Brazilian students.

According to Jorge (2012),

in addition to textbooks, other cultural artifacts that affect EFL learning, such as movies, music videos and lyrics, TV show, books, newspapers and so forth, need to be explored from a critical perspective. This means that the use of these artifacts should cause reflection about what and who is represented (or not), how they are represented, by whom, with which purpose, who is empowered (or not), and so forth. (p. 86).

In each exercise not just a critical reading is required, but all resources are explored with a critical perspective.

Specificities of the Unit 2

During several years, oral language was imposed in deaf education in Brazil and around the world. This strategy was adopted by hearing teachers who believed that oral skills should be taught to deaf students in order to contribute with their intellectual development. According to Salles, Faulstich, Carvalho and Ramos (2004), only a small portion of all the deaf people has a reasonable ability of speech expression and verbal reception. Sousa (2008) says that teachers are not Speech Therapists, and it is very important to make a distinction between these two roles.

In this perspective, the importance of teaching written skills can contribute with the access of the deaf students to a second language (L2). Sousa (2008) affirms that for many deaf people, writing in an oral language still seems to repeat a history of repression of sign language, the imposition of speech (vocalization), exalting the status

of the hearing people and the affirmation of deafness as a disability. For this reason, it is a challenge to teach a foreign language to deaf students.

Another important consideration can be made on the lack of written language in their mother tongue. Many times, deaf people have difficulties with the written language not just because it is another language, but also because they do not have familiarity with the discursive aspects of writing, such as punctuation, paragraphs, argumentative sequences and others – as mentioned by Guarinello (2007).

It is important to consider the specificities of learning of the deaf in Brazil. According to Sousa (2008)

(...) Besides transferences that come from the first language (Libras), the deaf can count on more language-support: Portuguese. Although the two languages are oral modality, both are non-native languages for the deaf (which can promote the transfer of learning strategies and communication in L2) and have written (which may provide transference of literacy strategies) (p. 55).

It is an important point to consider. However, in regular schools in Brazil, no official textbook on English teaching is developed aiming at the deaf community. For this reason, this material was created as an attempt to contribute with deaf people.

In Unit 2, through the theme “Colors of the society” students can study about racial differences. It is a very convenient theme which can bring to the classroom a new perspective of the society through the language. However it is not a common discussion in classrooms nowadays. Jorge (2012) says that

The consequences of this lack of criticism and even the actual invisibility, especially of Blacks (and native nations) in textbooks and other EFL teaching materials affect, more or less directly, the formation of racial identities of students and teachers of that language. In the Brazilian context, for example, considering that more than 50% of the country’s population is Black, Brazilian students need to have opportunities to associate their racial belonging with what is generally attributed as positive values of foreign cultures (p. 86).

It is an appropriate choice if the teacher can share with students some topics about race and some aspects involved with this issue. In Unit 2, comic strips have subsidized these studies about race in a more interesting way to deaf students, due to the use of images. Two sections on reading were developed with the following parts: pre-

reading, reading and post-reading. In the first section, activities with multiple choices were used, valorizing reading skills as well. In the second one, more open-ended questions were used. Grammar aspects were studied in a contextualized way integrating with the theme of the unit.

Evaluation

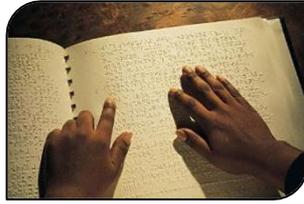
- The tests created for this TCC are not enough to evaluate students.
- A formative assessment is very advisable in all teaching-learning processes.
- Each student should be assessed according to his/her competences.
- Pedagogical interventions are very useful not only for the student but also for the teacher to re-elaborate their strategies.

Conclusion

This TCC is not a revolution in language teaching (L2) for deaf community or even for hearing people who have never read something about them before. However, it intends to contribute to make English teachers and students aware of a possibility to discuss in classroom about differences and race integrated with language.

The second unit, in special, is only an alternative to fill some gaps in Deaf Education in Brazil nowadays. However, it is not a pattern to follow, just a suggestion which needs more improvement to achieve a real objective: a transformative education.

Unit 1 – Visual and tactile communication



INTEGRATING OUR IDEAS

What do you think about these strategies of communication? Are they effective?

Have you ever felt curiosity to learn about this?

Do you know someone who is deaf or blind?

Have you ever had contact or tried to communicate with these people?



It would be easier if you use “Language Helper” below to answer the questions.

Language Helper

In English we can express our thoughts in different ways:

I think that...
In my opinion...
I believe that...
From my point of view...

Agreement expressions:

I (totally) agree with you...
That's true / That's for sure...
Absolutely...
No doubt about that...

Disagreement expressions:

I don't think so...
I'm afraid I disagree...
Not necessarily...
No, I'm not sure about that...

DID YOU KNOW ?

Did you know that each country has a different sign language?

Did you know that there are regional differences in sign language in the same country? Just as it happens with oral languages.

Did you know Brazilian Sign Language (Libras) is an official language in Brazil?

Did you know Braille is a universal code for tactile reading and writing?

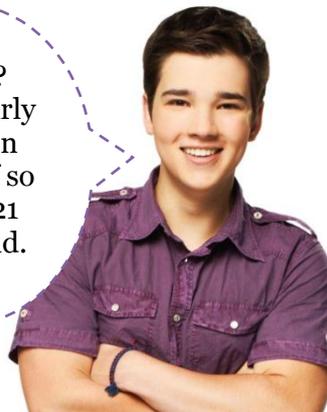
▶ LISTEN MORE AND BEYOND

Behind the scenes – Do you remember that?



I was
born in
1993.

What?
Was Carly
born in
1993? If so
she is 21
years old.



Some important words

Present

Teach
Give
Can

Past

Taught
Gave
Could

Share your ideas

1. Tell your classmate when you were born.
2. Are you a hearing or deaf person?
3. What if suddenly you become deaf? What language would you use?

Pictures from: pt-br.icarly.wiki.com. Access on January 25th, 2014.

Characters above are from iCarly. iCarly is an American teen sitcom that ran on Nickelodeon from September 8, 2007 until November 23, 2012

Prepare your chair



You are going to watch a movie trailer from “Sweet Nothing in my Ear”. It is a family drama about a deaf and hearing couple who struggle to decide whether or not to give their deaf son a cochlear implant. Watch the video once to have a general idea about it. Then, watch it again and try to answer the questions below.



A **cochlear implant (CI)** is a surgically implanted electronic device that provides a sense of sound to a person who is profoundly deaf or severely hard of hearing.

<http://www.youtube.com/watch?v=dsCvXS2ZzZs> – Access on January 25th, 2014.

Who said what?

Match the sentences below with their appropriate character. Put the correct numbers under the pictures.

1. “What if our boy could hear again?”
2. “Deafness is not a disability.”
3. “I want my son back.”
4. “He is able to do everything, except hear.”
5. “Mommy gave me magic hands.”
5. “I only wanted what was best for Adam.”
6. “He needs both of us.”
7. “Some things.”

Laura Miller
(Mother)



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Adam Miller
(Son)



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Dan Miller
(Father)



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About what you have seen

1. According to the trailer, why does the couple have a conflict?
2. What is the profession of Adam’s mom?
3. Would Adam like to hear sounds again?

After a short movie session



In pairs

Now discuss with your classmate about this other question:

- If you had a deaf child, would you try a cochlear implant?



READY TO READ



In pairs

Discuss with your classmate:

- How can a deafblind person communicate?

But first...

Some words below are related to the text *Communicating with deafblind people*. Which of the following words do you expect to see in the text?

English

Difficulty

Effort

Nutrition

Accessible

Pollution

Drawn

Sight

Communicating with deafblind people

Print Email

Tweet 1 Like 16

At Sense we understand that people's lives are hugely affected by the quality of the contact they have with other people.

Good communication is crucial to our relationships and membership of social groups for them to be satisfying and meaningful.

A deafblind person's quality of life depends on communication that is clear, concise and accessible. They may face great difficulty in knowing for certain what is happening around them or in communicating with those they meet.

Deafblind people use many different methods of communication. The method, or methods used will depend on the amount of residual sight and hearing and any additional disabilities the individual has. It will also depend on whether the individual has learned formal language before becoming deafblind.

It is **important to remember** that:

- Communication often requires a great deal of concentration and effort for a deafblind person, and can be tiring for them
- The environment, such as lighting and background noise, should be considered to assist those with sight and hearing impairments
- A deafblind person's communication methods and needs vary enormously - and these may change during their life.



Source: <http://www.sense.org.uk/content/communicating-deafblind-people>. Accessed on January 23th, 2014.

Beyond the text

1. Read the text and write T (true) or F (false) for the following statements:

- A. () Deafblind people may face great difficulty to have quality of life and social interaction.
- B. () Deafblind people use one method of communication and usually never change it.
- C. () Deafblind people have difficulty in communicating with those they meet.
- D. () Deafblind people have learned more informal language than formal.

2. Write up to 10 keywords that represent main ideas of the text.

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

FOCUS ON LANGUAGE

1. Look at these sentences from the text *Communicating with deafblind people*:

“They **may** face great difficulty in knowing for certain what is happening...”

“...and these **may** change during their life...”

“...and **can** be tiring for them”.

The words in bold type express the idea of

- A) obligation. B) necessity. C) possibility. D) advice.



The words **can** and **may** are known as **MODAL VERBS**. They can express different ideas depending on the context. Look at the “Modal Verbs Table”:

| MODAL VERBS TABLE | |
|-------------------|---|
| | EXPRESSES IDEA OF |
| can | ability, possibility, permission, informal requests |
| may | possibility, ask or give permission |

Practicing I

1. Answer the sentences according to the examples:



Can you swim?

No, I can't./Yes, I can.

(Or other possible answers).



Can + not =
can't or **cannot**



Can he hear well?



Can she read Braille?

What is the function of the word **can** in the two sentences above? _____

2. Complete the sentences with **may** or **can**.

- you please call an interpreter?
- I easily jump that hole even being blind.
- I travel by car but I not be allowed to.
- My dad says I walk around the city.
- My brother kick a football across the whole field. Amazing!

Was it easy to complete the sentences? Why? Why not? _____

Practicing II

Now you are going to listen to the song “Africa Must Wake Up”. For this activity look back at the “Modal Verbs Table” if necessary. Use can or may.

Africa Must Wake Up - (Nas and Damian Marley) (feat. K'naan)

Album: Distant Relatives

(Available from: <https://www.youtube.com/watch?v=DZ-MS23J338>. Access on January 27th, 2014)

Morning to you man
Morning to you love
Hey, I say I say

[Chorus 2x]
Africa must wake up
The sleeping sons of Jacob
For what tomorrow _____ bring
_____ a better day come
Yesterday we were Kings
_____ you tell me young ones
Who are we today

[Nas: Verse 1]
The black oasis
Ancient Africa the sacred
Awaken the sleeping giant
Science, Art is your creation
I dreamt that we could visit Old Kemet
Your history is too complex and rigid
For some western critics
They want the whole subject diminished
But Africa's the origin of all the world's religions
We praised bridges that carried us over
The battle front of Sudanic soldiers
The task put before us

Who are we today?
The slums, diseases, AIDS
We need all that to fade
We _____ be afraid
So who are we today?
We are the morning after
The make shift youth
The slave ship captured
Our Diaspora, is the final chapter
The ancestral lineage built pyramids

Americas first immigrant
The Kings sons and daughters from Nile waters

The first architect, the first philosophers,
astronomers
The first prophets and doctors was

Now _____ we all pray
Each in his own way
Teaching and Learning
And we _____ work it out
We'll have a warm bed
We'll have some warm bread
And shelter from the storm dread
And we can work it out
Mother Nature feeds all
In famine and drought
Tell those selfish in ways
Not to share us out
What's a tree without root
Lion without tooth
A lie without truth
you hear me out

[Chorus]

Africa must wake up
The sleeping sons of Jacob
For what tomorrow may bring
_____ a better day come
Yesterday we were Kings
_____ you tell me young ones
Who are we today
Ye lord
Africa must wake up
The sleeping sons of Jacob
For what tomorrow may bring
_____ some more love come
Yesterday we were Kings
I'll tell you young blood
This world is yours today



Distant Relatives is a collaborative studio album by American rapper **Nas** and Jamaican reggae artist **Damian Marley**, released May 18, 2010, on Universal Republic and Def Jam Recordings.

1. What have you understood about the song “Africa must wake up?”

2. In your opinion what is the meaning of the verse “Who are we today”?

3. Do the words **may** and **can** in the text have a different function from that you have studied before? What other ideas are expressed by these words?

▶ FACE TO FACE



In pairs

Interview your classmate about her/his thoughts involving communication strategies of deaf, blind and deafblind people and about the song “Africa must wake up”. If possible use a recorder during your interview.

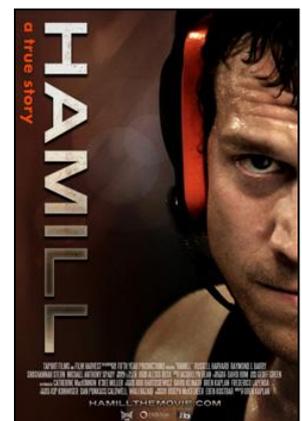
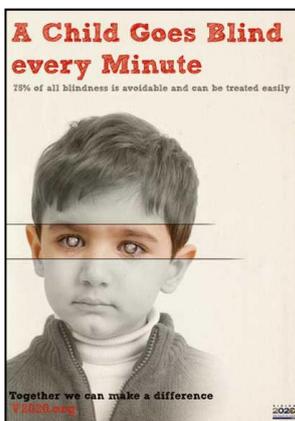
1. In your opinion, why must Africa really wake up?
2. Do you think there is still a real prejudice against African people today?

Keep talking

1. In your opinion, deaf people can communicate better using signs or lip reading?
2. Do you think deafblind people can express their thoughts clearly?
3. Do you know someone who is deaf, blind or deafblind? Have you communicated with them?

▶ OUR TEXT

1. Look at these pictures:



They are:

a) cartoons

b) comics

c) infographics

d) posters

2. Why have you chosen this alternative?

A **poster** is any piece of printed paper designed to be attached to a wall or vertical surface. Typically posters include both textual and graphic elements, although a poster may be either wholly graphical or wholly text. Posters are designed to be both eye-catching and informative. Posters may be used for many purposes. They are a frequent tool of advertisers (particularly of events, musicians and films), propagandists, protestors and other groups trying to communicate a message. Posters are also used for reproductions of artwork, particularly famous works, and are generally low-cost compared to original artwork.

(Source: <http://en.wikipedia.org/wiki/Poster>. Access in January 26th, 2014)



In groups

Suggestion I

Now you are going to write a poster aiming to make people at your school aware of social inclusion of deaf and blind people or you can use the theme of the song “Africa must to wake up”. You can use pictures from magazines, internet or you can even draw if you want. Then write impacting sentences involving what you have discussed before. Remember that, after you have finished, the poster of your group will be published at notice-boards around the school.

Suggestion II

If it is more comfortable for your group (with the same instructions above), you can make a poster on www.glogster.com and share it with your classmates.



Look at some important tips that will help you to prepare a good poster. It is important to notice them and mark in the “*Check it out!*” what you have done.

| An effective poster is ... | |
|----------------------------|---|
| Focused | Focused on a single message. |
| Graphic | Lets graphs and images tell the story; uses text sparingly. |
| Ordered | Keeps the sequence well-ordered and obvious. |

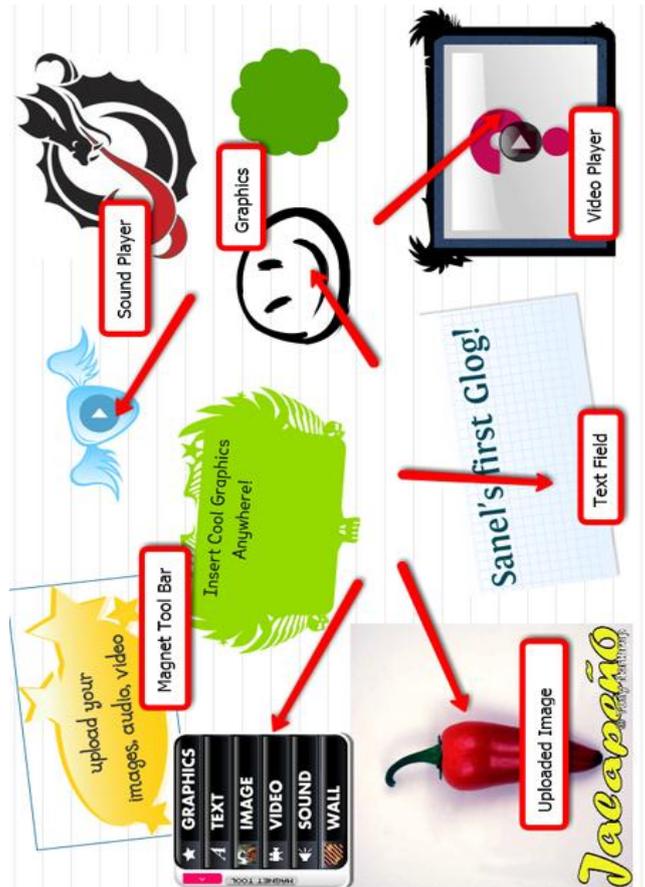
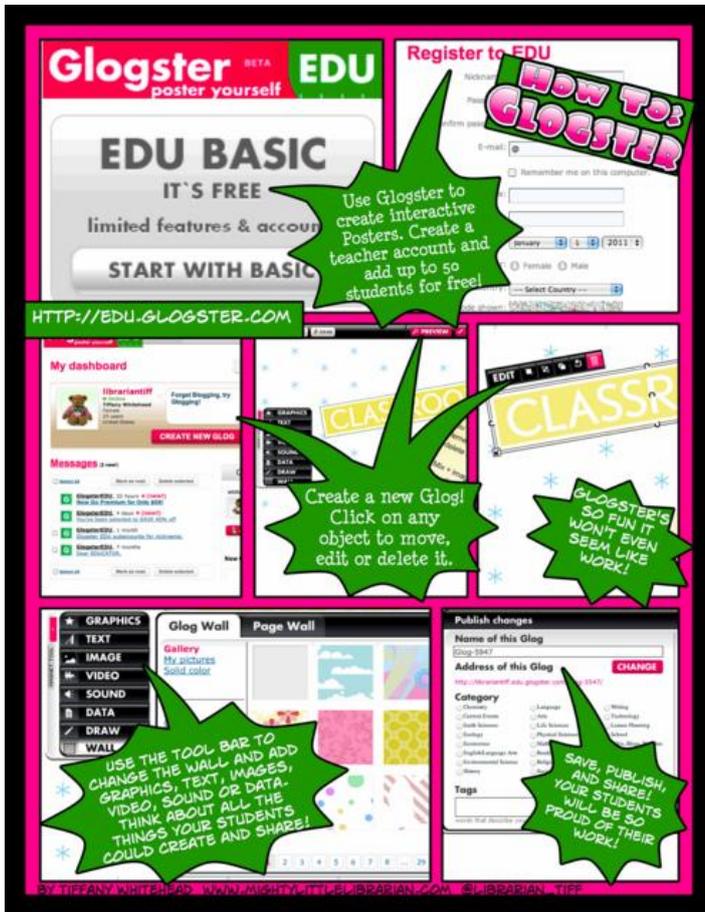
Check it out!

Check if your poster has the following features.

- It is focused.
- It is well-ordered.
- The words are spelled correctly.
- It has punctuation.
- The sentences are connected to the images.



If your group has decided to prepare a virtual poster, it is easy. You can access the website Glogster.com, sign up and follow some simple steps. See the following pictures which show how a Glogster poster looks like and what tools it has.



Source: <http://teacherchallenge.edublogs.org/files/2011/03/furtheradvice-25ln68u.jpg>. Access on January 27th, 2014

PRONUNCIATION

These words are from the song "Africa must wake up". Pay attention to pronunciation of the sound /ɪ/ such as *religion* (short i) and with the sound /i:/ such as *sleep* (long i). You are going to hear the song again. Listen to the pronunciation of the words and put them in their correct column.

~~s~~leep, bring, king, peace, is, origin, ~~r~~eligion, need, bridge, before, shift, built, disease

| /ɪ/ | /i:/ |
|-----------|--------|
| religion, | sleep, |
| | |

Teacher's Guide

This Teacher's Guide presents some sections organized in this way:

1. **Integrating our ideas** (Warm up)
2. **Listening and Beyond**
 - 2.1 Behind the scenes (Pre-listening)
 - 2.2 Prepare your chair (Listening)
 - 2.2.1 Who said what? (Listening activity)
 - 2.2.2 About what you have seen (Listening activity)
 - 2.3 After a short movie session (Post-listening)
3. **Ready to read**
 - 3.1 But first (Pre-reading)
 - 3.2 Beyond the text (Reading)
 - 3.3 Vocabulary in use (Post-reading)
4. **Focus on language**
 - 4.1 Practicing I and II (Grammar aspects)
5. **Face to face** (Speaking)
6. **Our text** (Writing)
7. **Speak up** (Pronunciation)

Unit 1 – Visual and tactile communication

This unit aims to integrate language skills and social aspects about diversity in the contemporary society focusing on ways of communications of deaf, blind and deafblind people. The activities were developed considering the four skills (listening, speaking, reading and writing) and the grammar aspect about modal verbs *can* and *may*. Students are going to watch a movie trailer, read a text about deafblind communication, listen to a very interesting song, interview their classmates and also make a poster with paper or using internet. It is an attempt to learn English and discuss about this very relevant theme. **Level:** high school students (16-17 years old).

INTEGRATING OUR IDEAS -----

Pictures: Teacher, first of all, it is important to notice the pictures on the book. Encourage your students to talk about what they see. Check if some students have never had a contact with a deaf or blind person.

Questions: After this discussion, read aloud the questions proposed. It is important if they can answer them in English, however there is no problem if they need to speak some sentences in their first language. (Personal answers).

It is important to discuss these questions, but 10 minutes would be an appropriate time for this part. After that, read the "Did you know" box with your students.

LISTEN MORE AND BEYOND -----

► **Behind the scenes:** Before watching the movie trailer, it is important to be certain about some words and structures of the language which will be used in the video. It is advisable to remember some aspects of Simple Past Tense (I was born...), and talk about the function of the expression "What if", but it is not an introduction or explanation about Conditional Clauses structures. Then call attention for some new words and expressions like *deaf*, *blind*, *sign language*, *hearing people*, *deaf people* and maybe activate some cognate words and sentences like *communication*, *visual* and *tactile*.

You and your students will integrate listening skill with some structural forms. However in this part try not to give more importance to grammar than listening. It is not exactly the grammar part yet.

Questions below should be answered orally:

1. Tell your classmate when you were born? – Use of the simple past tense to express date of birth. Possible answer: I was born in 1995.
2. Are you a hearing or deaf person? – Contextualize vocabulary which will be used in movie trailer. Possible answer: I am a hearing person.
3. What if suddenly you become deaf? What language would you use? – Encourage them to answer this one starting “*If I were deaf I would use/communicate...*” or just “*I would use/communicate...*” or even “*If I became deaf I would use/communicate...*” Possible answer: If I were deaf, I would use sign language.

► **Prepare your chair:** Now it is time to watch the video. Before starting, read to your class the movie synopsis and the information about cochlear implant. If it is necessary, bring some more information about this implant to be discussed after the video. It is important to have a good sound device. You can show the video once and then **should ask some questions such as:**

Did you understand the video?

What is the video talking about?

Who are probably the main characters from the movie “Sweet Nothing in my Ear”?

Then show the students the movie trailer one more time and ask them to complete the following exercises. Maybe if it is necessary to exhibit video other times there is no problem.

Who said what?

Match the sentences below with their appropriate character. Put the correct numbers under the pictures.

1. What if our boy could hear again?
2. Deafness is not a disability.
3. I want my son back.
4. He is able to do everything, except hear.
5. Mommy gave me magic hands.
5. I only wanted what was best for Adam.
6. He needs both of us.
7. Some things.

| | | |
|---|---|---|
| <p>Laura Miller (Mother)</p>  | <p>Adam Miller (Son)</p>  | <p>Dan Miller (Father)</p>  |
| <table border="1" style="border-collapse: collapse; width: 30px; height: 30px; margin: 5px auto;">2</table> <table border="1" style="border-collapse: collapse; width: 30px; height: 30px; margin: 5px auto;">4</table> <table border="1" style="border-collapse: collapse; width: 30px; height: 30px; margin: 5px auto;">6</table> | <table border="1" style="border-collapse: collapse; width: 30px; height: 30px; margin: 5px auto;">7</table> <table border="1" style="border-collapse: collapse; width: 30px; height: 30px; margin: 5px auto;"></table> <table border="1" style="border-collapse: collapse; width: 30px; height: 30px; margin: 5px auto;"></table> | <table border="1" style="border-collapse: collapse; width: 30px; height: 30px; margin: 5px auto;">1</table> <table border="1" style="border-collapse: collapse; width: 30px; height: 30px; margin: 5px auto;">3</table> <table border="1" style="border-collapse: collapse; width: 30px; height: 30px; margin: 5px auto;">5</table> |

About what you have seen

1. According to the trailer, why does the couple have a conflict?
2. What is the profession of Adam’s mom?
3. Does Adam would like to hear sounds again?

Because Laura doesn’t want cochlear implant for Adam but Dan does.

She is a teacher.

Not completely, just some things.

► **After a short movie session**

In pairs

- If you had a deaf child, would you try a cochlear implant?

Personal answers.

In this part, try to give students some examples about how to answer this question appropriately. **For example:** “If I had a deaf child, I would **or** wouldn’t try a cochlear implant **because** it doesn’t work **or** I want to give him/her another chance to hear”.

READY TO READ

In pairs

- How a deafblind person can communicate? Personal answers.

If it is necessary, give your students some tips to answer these questions: **Can he/she communicate with hands/Braille/Libras/computers/other devices?**

► But first...

More appropriate answers:



► Beyond the text

1. Read the text and write T (true) or F (false) for the following statements:

- (F) Deafblind people may face great difficulty to eat using their own hands.
- (F) Deafblind people use one method of communication and usually never change it.
- (T) Deafblind people have difficulty in communicating with those they meet.
- (F) Deafblind people have learned more informal language than formal.

2. Write up to 10 keywords that represent main ideas of the text. Other possible answers related to the theme of the text can be accepted. (Possible answers):

| | | | | |
|-----------------|---------------|--------------|-------------|---------------|
| Accessibility | Deafblind | Methods | Effort | Language |
| Quality of life | Communication | Disabilities | Impairments | Concentration |

3. About the lifestyle of deafblind people it is correct affirm that

- communication strategies are developed in adulthood.
- communication methods and needs vary enormously.
- communication with voice may influence their quality of life.
- communication among them presents some mistakes.

4. Write some excerpts from the text to confirm the statements.

Some parts of the text were rewritten in another way. Students will identify what parts of the text refer to each alternative.

a) Methods to communicate depend on many factors and the contexts of each deafblind person.

“The method, or methods used will depend on the amount of residual sight and hearing and any additional disabilities the individual has.”

b) For a deafblind person, communication methods are not static, they can change over the years.

“A deafblind person’s communication methods and needs vary enormously - and these may change during their life.”

c) Communication for deafblind people is not an easy task. They need a lot of effort and may feel tired many times.

“Communication often requires a great deal of concentration and effort for a deafblind person, and can be tiring for them”

» Vocabulary in use

(1) change (3) help (2) for example (4) essential

FOCUS ON LANGUAGE

It is interesting to ask students if they already know these words (can and may). If so, you can ask them to give some other examples. But it is important to integrate these grammar aspects with a context. It is not advisable to prepare a very big list in order to complete with modal verbs in separate sentences. Students need a context and also understand what they are doing and for what purpose.

1. Look at these sentences from the text *Communicating with deafblind people*:

“They **may** face great difficulty in knowing for certain what is happening...”
“...and these **may** change during their life...”
“...and **can** be tiring for them”.

The words in bold type express idea of

A) obligation. B) necessity. C) possibility. D) advising.

» Practicing I

1.



Can he hear well?
No, he **can't**.



Can she read Braille?
Yes, she **can**.
Or even: I don't know.

What is the function of the word **can** in the two sentences above? Express ability

2. Complete the sentences with **may** or **can**.

- Can** you please call an interpreter?
- I **can** easily jump that hole even being blind.
- I **can** travel by car but I **may/can** not be allowed to.
- My dad says I **can** walk around the city.
- My brother **can** kick a football across the whole field. Amazing!

Was it easy to complete the sentences? Why? Why not? Personal answer.

» Practicing II

In “Practicing II” students will have an opportunity to integrate grammar skills, discuss about a relevant topic and have fun. Before starting the video, if it is possible, teacher can ask to the students if they know something about Africa. Some suggestions:

- **How many countries are there in Africa?** (54 countries and 6 other colonies).
- **Does Africa have any relations with Brazil?** (Colonization of Brazil).

- **In your opinion, how is the African's lifestyle?** (They probably will talk about poverty, desert etc)
- **Do you think that you have something similar with African people?**

Then play the song and let them make their own comprehension.

Música: Africa Must Wake Up - (feat. K'naan) - (with Damian Marley)

[Intro: Jr. Gong]

Morning to you man
Morning to you love
Hey, I say I say

[Chorus 2x]

Africa must wake up
The sleeping sons of Jacob
For what tomorrow **may** bring
May a better day come
Yesterday we were Kings
Can you tell me young ones
Who are we today

[Nas: Verse 1]

The black oasis
Ancient Africa the sacred
Awaken the sleeping giant
Science, Art is your creation
I dreamt that we could visit Old Kemet
Your history is too complex and ridig
For some western critics
They want the whole subject diminished
But Africa's the origin of all the world's religions
We praised bridges that carried us over
The battle front of Sudanic soldiers
The task put before us

Who are we today?
The slums, deceases, AIDS
We need all that to fade
We **cannot** be afraid
So who are we today?
We are the morning after
The make shift youth
The slave ship captured
Our Diaspora, is the final chapter

The ancetral lineage built pyramids
Americas first immigrant
The Kings sons and daughters from Nile waters
The first architect, the first philosophers, astronomers
The first prophets and doctors was

Now **can** we all pray
Each in his own way
Teaching and Learning
And we **can** work it out
We'll have a warm bed
We'll have some warm bread
And shelter from the storm dread
And we can work it out
Mother Nature feeds all
In famine and drought
Tell those selfish in ways
Not to share us out
What's a tree without root
Lion without tooth
A lie without truth
you hear me out

[Chorus]

Africa must wake up
The sleeping sons of Jacob
For what tomorrow may bring
May a better day come
Yesterday we were Kings
Can you tell me young ones
Who are we today
Ye lord
Africa must wake up
The sleeping sons of Jacob
For what tomorrow may bring
May some more love come
Yesterday we were Kings
I'll tell you young blood
This world is yours today

1. What have you understood about the song “Africa must wake up?”

Possible answer: Africa is a great continent with a specific richness and culture which was disseminated for all over the world. During its history, Africa had very famous doctors, philosophers and so on. However today African people may worry about health, poverty and may suffer many types of discrimination.

2. In your opinion what is the meaning of the verse?

Possible answer: This verse means about the contemporary situation of Africa: diseases, poverty, all richness which was lost.

3. Do the words **may** and **can** in the text have a different function from that you have studied before? Why?

Possible answer: No. They express ideas of possibility and ability.

FACE TO FACE

In pairs

This section was divided in two parts. The first one is a conversation about the song “Africa must wake up” and the second one is related to the other topics from this unit. It is interesting motivate the students to develop their skills through the oral skills and don’t limit their imagination.

OUR TEXT

If it is possible, ask students if they can give other examples with the same features of this genre.

1. Look at these pictures:

They are:

a) cartoons

b) comics

c) infographics

d) posters

2. Why have you chosen this alternative?

Possible answer: Because of the highlighted picture and of the sentence in evidence.

In groups (poster)

It is important to motivate creativity in this section. This is the most important part to develop writing skills although during the lesson students have done this. Because they won’t write only to put an answer on the book, but they will create a text which will be published socially. This is the genre more detailed in this lesson, because some features were presented, examples and a check list to help students to do a good job.

SPEAK UP

This section requires concentration and patience. Teacher, you can play all the song at least twice or pause in some parts which have the pronunciation of the words in the box. Repeat these excerpts many times if necessary. Before this, read aloud and slowly the words in the example: *religion* and *sleep*. Explain to the students that they are going to hear the sound and not only see the letters. Although they will read *sleep*, with double e, they will hear sli:p, with *i* sound (long i).

| /ɪ/ | /i:/ |
|---|-----------------------------|
| Bring, king, is, origin, religion, bridge, before, shift, built | Sleep, peace, need, disease |

Unit 2 – Colors of the society

(Special Unit for Deaf Students)

INTEGRATING OUR IDEAS

Look at the pictures:



What do these pictures represent?

What have you understood about pictures number 2 and 5?

Nowadays, do you think racism happens constantly?



Language Helper

Expressing our thoughts:
 I think that...
 In my opinion...
 I believe that...
 From my point of view...

Agreement expressions:
 I (totally) agree with you...
 That's true / That's for sure...
 Absolutely...
 No doubt about that...

Disagreement expressions:
 I don't think so...
 I'm afraid I disagree...
 Not necessarily...
 No, I'm not sure about that...

DID YOU KNOW ? DID YOU KNOW ? DID YOU KNOW ?

The National Black Deaf Advocates (NBDA) is the official advocacy organization for thousands of Black Deaf and hard of hearing people in the United States. Black deaf leaders were concerned that Black Deaf and hard of hearing Americans are not adequately represented in leadership and policy decision-making activities affecting their lives so they established NBDA in 1982. For more information, visit the website: <http://www.nbda.org/>

HOME ABOUT PROGRAMS & ADVOCACY EVENTS LOCAL CHAPTERS RESOURCES CONTACT

NATIONAL BLACK DEAF ADVOCATES

NBDA is the leading advocacy organization of Black Deaf and Hard of Hearing people in the United States.

1 2 3 4 5 6

CBDLSI Y.E.S!

READY TO READ I



In pairs

Discuss with your classmate:

- What do you understand about the expression “*People of color*”?



But first...

Take a look just at the pictures on the comic strips below. Then, try to predict what the theme of the text is. Choose one of the alternatives.

- a) The text is about piercings for men.
- b) The text is about colors of people.
- c) The text is about hairstyles in nowadays.
- d) The text is about friendship in youth.

Beyond the text

1. Read and unscramble the comic strips. Put a number in each one (1, 2 or 3) to organize the boxes in the correct order.



Zits Partnership

Available at: <http://www.thecomicstrips.com/store/add.php?iid=33854>. Access on February 1st 2014

2. According to the comic strips, what is the difference between *People of color* and *Colorful People*?

- a) The expression “People of color” refers to different color of skins, mainly the black ones. Colorful people are those who like to wear colorful clothes and accessories and like to have their hair died in different colors.
- b) The expression “People of color” refers to those who like to paint their skin with different colors. Colorful people are those who like to paint their nails and hairs with strong colors.
- c) The expression “People of color” refers to different colors of hair, including red ones. Colorful people are those who like to wear clothes and use colorful school materials.
- d) The expression “People of color” refers to those who like to have different colors of clothes and accessories. Colorful people are those who like to talk about colors.

3. In your opinion, when the man (Pierce) in the comic strips said “Our people”, he was referring to the fact that

- a) he includes himself in grunge people group.
- b) he includes himself in black people group.
- c) he includes himself in white people group.
- d) he includes himself in punk people group.

Vocabulary in use -----

1. Write down some new words for you which have appeared in the comic strips:

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

2. Notice some sentences from the text and match them with their correct meaning:

- (1) “This is our time”. (2) “You’re white”. (3) “In that case, you’re in”.

- () You have a fair skin. () This is our moment. () So, you can be included.

READY TO READ II -----

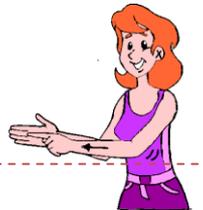
But first...



In pairs

Discuss with your classmate:

- o What do you understand about the expression “*know thyself*”?



Beyond the text -----

Now, read these comic strips and then answer the following questions.



Available at: <http://girl-wonder.org/trouble/?p=7>. Access on February 1st, 2014



Copyright Darrin Bell. Available at: <http://www.thecomicstrips.com/store/add.php?iid=9932>. Access on February 1st, 2014

1. Write the main idea of each comic strip in only one sentence each:

a) _____

b) _____

2. Do you think that there are any relation between these two comic strips? Why?/Why not?

3. Do you agree with the part in the second comic strips which affirms “Maybe someday we’ll figure out how to talk about it without tearing each other apart”? Why?/Why not?

Vocabulary in use -----

1. Write down some new words for you which have appeared in the comic strips:

| | | | | |
|-------|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |

FOCUS ON LANGUAGE -----

1. Read the sentences and write to whom/what the words in bold type refer according to the comic strips.

- a) “I think **it** is great!” _____
- b) “... **I** will begin to put it into practice!” _____
- c) “...know the real **me**!” _____
- d) “... we’ll figure out how to talk about **it**...” _____

2. Look at these three sentences:

- I – “I will begin to put it into practice!”
- II – “Maybe someday we’ll figure out how to talk about it...”
- III – “I’m not going to stop...”

You can assert that them

- a) are expressing idea of future
- b) are expressing idea of past
- c) are expressing idea of present



The structure of the future simple tense is:

FORM Will

[will + verb]

Examples:

- You **will help** Mafalda later.
- **Will** you **help** Mafalda later?
- You **will not help** Mafalda later.

FORM Be Going To

[am/is/are + going to + verb]

Examples:

- You **are going to meet** Felipe tonight.
- **Are you going to meet** Felipe tonight?
- You **are not going to meet** Felipe tonight.

When we use the future simple tense (**will**) in speaking, we often contract the subject and auxiliary verb:

| | |
|-----------|---------|
| I will | I'll |
| you will | you'll |
| he will | he'll |
| she will | she'll |
| it will | it'll |
| we will | we'll |
| they will | they'll |

The use of 'going to' to refer to future events suggests a very strong association with the present. The event depends on a **present situation**, that we know about. It expresses a nearer future.

Sign for fun



Available at: <http://www.thecomicstrips.com>. Access on February 1st 2014



In pairs A short interview

3. Create five questions for his/her colleague to answer. These questions will be about the next weekend. **Example:**

1. **What will you do on the next weekend?**
2. **Will you go to the cinema on Saturday?**
3. **Are you going to travel on Sunday?**



Then switch your questions with your colleague in order to answer them.

Example:

1. What will you do on the next weekend? **I will play soccer on the street.**
2. Will you go to the cinema on Saturday? **No, I will not.**
3. Are you going to travel on Sunday? **Yes, I'm going to Montes Claros.**

You can use the space below:

Questions: (Your name _____)

1.
2.
3.
4.
5.

Answers: (Your name _____)

1.
2.
3.
4.
5.

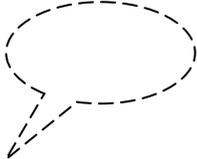
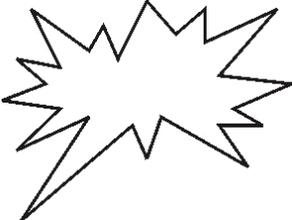
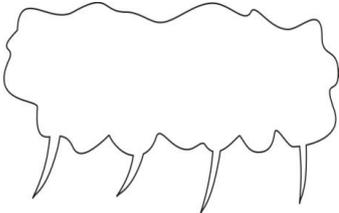
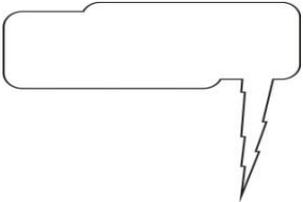
OUR TEXT



In pairs

You have seen three different comic strips so far. For this reason, we have noticed some very important features:

- They present up to five boxes.
- There is at least one character;
- There are balloons with characters' speeches. See below:

| They are very important, because through them we can know the character's speeches and thoughts. There are some kinds of balloons: | | | |
|--|--|---|---|
| Balloons | Speech-balloon  | Thought-balloon  | Whisper-balloon  |
| | Spiked-balloon (when someone is screaming)  | Unison-balloon  | Transmission-balloon (radio and tv transmissions)  |

Now you are going to create your own comic strips. With your partner, access the website www.pixton.com. Your theme is: "a **short conversation about race**". See the following steps.

PIXTON FOR FUN



- For personal use only
- Discover authors — 1 million & growing
- Share and remix comics with friends
- Contests, daily Top 10, chat & more

1. In home Page, click on “Explore Now”



© Wednesday April 15, 2009
Filed in Freestyle
1,778 views | 35 comments

2. On the next page (on the top), click on “Sign up”.

SIGN UP

Choose a Screen Name

Choose a Password

Your Email Address

Retype Your Email

I ACCEPT

3. Fill the blanks with your information and then click on “I accept”.



4. Now you just have to follow the steps on the website: “1. Create a character” and “2. Create a Comic”. Before you “Publish your comic” the website will probably requires your e-mail confirmation.

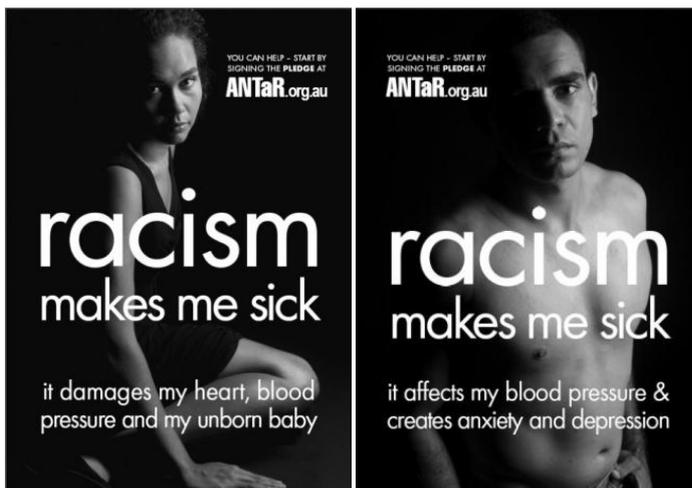


5. When you have finished, share your comic strips link with your teacher and colleagues using e-mail. You can also share on Facebook if you want. Give a feedback to your friend’s comic strips.

And now?

Your classroom can create a blog and post all comic strips or even print them and publish at the notice-boards around the school.

JUST TO CHECK



1. Look at the posters. Are they similar to comic strips? Why?/Why not?

2. These posters are from antar.org.au, a website which helps people who suffer because of racism. According to them, can racism affect health? Why?/Why not?

Available at:
<http://torontoemerg.wordpress.com/2010/05/29/more-on-racism-in-health-care/1>. Access on February 1st, 2014 (racism posters)

3. How would you write the sentence “It affects my blood pressure and creates anxiety and depression” using simple future?

EXTRA KNOWLEDGE

Let's learn some signs from American Sign Language (ASL).

Deaf

"1" right hand, palm out, pointing up, moves from ear to mouth (mouth to ear also okay)



Funny

Move extended index and middle fingers down the nose, twice



Cute

"U" hand starts at chin, palm in; moves down closing into "A"; may repeat for emphasis



Cool

With open flat hands, fan the face, bend at wrist



Teacher's Guide

This Teacher's Guide presents some sections organized in this way:

1. **Integrating our ideas** (Warm up)
2. **Ready to read**
 - 2.1 But first (Pre-reading)
 - 2.2 Beyond the text (Reading)
 - 2.3 Vocabulary in use (Post-reading)
3. **Ready to read II**
 - 3.1 But first (Pre-reading)
 - 3.2 Beyond the text (Reading)
 - 3.3 Vocabulary in use (Post-reading)
4. **Focus on language** (Grammar aspects)
5. **Our text** (Writing)
6. **Just to check** (Review)
7. **Extra knowledge**

Unit 2 – Colors of the society

This unit is focused on deaf students. For this reason it doesn't present activities involving listening and speaking skills. However, writing and reading processes were intensified, stimulating students to improve these skills. The theme "Colors of the society" was chosen in order to evoke a necessary debate about racial diversity. Although this unit is aimed at deaf students, this theme is very relevant to all people. It is important to elicit that, if you are teaching for Brazilian Deaf, you need to use Brazilian Sign Language (Libras) in classroom in order to clarify some instructions and give examples. In this context, Portuguese would be very useful as well in some moments, because it is probably the only reference of a written language which they already have.

The first Reading part (Ready to Read I) has focused on questions with multiple choices and the second part (Ready to Read II) has explored open-ended questions.

Genre: This lesson has a main focus on the genre comic strips. A detailed study about the genre was made, with examples and step by step instructions to create a text using the website pixton.com (a virtual comic strips maker).

Level: high school students (15-17 years old).

INTEGRATING OUR IDEAS -----

Pictures: Teacher, first of all, it is important to notice the pictures on the book. Encourage your students to talk about what they see. Check if some students present some different points of view.

Questions: After this discussion, you can signal the questions. Then, students can answer them using sign language. If you prefer to ask students to answer them on the notebook, there is a "Language Helper" to support this exercise.

It is important to discuss these questions, but 10 minutes would be an appropriate time for this part. After that, read the "Did you know" box with your students.

What do these pictures represent? **Possible answer:** they represent racial diversity.

What have you understood about pictures number 2 and 5? **Possible answer:** 2. different races, but only one face, the same human being. 5. Black and white people: a fight that has lasted several years, but needs to be finished.

Nowadays, do you think racism happens constantly? **Personal answer.**

READY TO READ

In pairs

- What do you understand about the expression “People of color”?

Possible answers: black people or people who aren't white or something like that.

Before reading you can ask student if they know something about comic strips and if they have already read any before.

But first...

This question doesn't need to be answered correctly in the first moment, because it was asked for students to notice the pictures only. Make sure that they are doing that. But, after the reading and comprehension, you can go back to this part and ask students if their answer was correct.

- a) The text is about piercings for men.
- b) The text is about colors of people.
- c) The text is about hairstyles in nowadays.
- d) The text is about friendship in youth.

Beyond the text

1. Correct order: 3, 1, 2.



2. According to the comic strips, what is the difference between *People of color* and *Colorful People*?

- a) The expression “People of color” refers to different colors of skin, mainly the black ones. Colorful people are those who like to wear clothes, accessories and paint their hair with many colors.
- b) The expression “People of color” refers to those who like to paint their skin with different colors. Colorful people are those who like to paint their nails and hairs with strong colors.
- c) The expression “People of color” refers to different colors of hair, including red ones. Colorful people are those who like to wear clothes and use colorful school materials.
- d) The expression “People of color” refers to those who like to have different colors of clothes and accessories. Colorful people are those who like to talk about colors.

3. In your opinion, when the man (Pierce) in the comic strips said “Our people”, he was referring to the fact that

- a) he includes himself in grunge people group.
- b) he includes himself in black people group.
- c) he includes himself in white people group.
- d) he includes himself in punk people group.

► Vocabulary in use

1. Write down some new words for you which have appeared in the comic strips:

Personal answer.

2. Notice some sentences from the text and match them with their correct meaning:

(1) "This is our time". (2) "You're white". (3) "In that case, you're in".

(2) You have a clear skin. (1) This is our moment. (3) So, you can be included.

READY TO READ

► But first...



In pairs

Discuss with your classmate:

- What do you understand about the expression "know thyself"?

Possible answer: this expression means that a person knows his/her own personality.

► Beyond the text

1. Write the main idea of each comic strip in only one sentence each:

a) Possible answer: know yourself and accept the way you are. Or self-knowledge. _____

b) Possible answer: A discussion with racism that keeps going nowadays. Or racism. Or Racial divergences. _____

2. Do you think that there are any relation between these two comic strips? Why?/Why not?

Possible answer: Yes, because some people don't accept their skin color and make some unpleasant comments about their race.

Or Yes, because human beings are always fighting trying to find answers about who they are and their cultural and racial diversities. Or All black people accept who they are, however the society doesn't.

3. Do you agree with the part in the second comic strip which affirms "Maybe someday we'll figure out how to talk about it without tearing each other apart"? Why?/Why not?

Personal answer.

► Vocabulary in use

1. Write down some new words for you which have appeared in the comic strips:

Personal answer.

FOCUS ON LANGUAGE

1. Read the sentences and write to who/what the words in bold type refer according to the comic strips.

- a) "I think **it** is great!" Phrase
- b) "... **I** will begin to put it into practice!" Felipe
- c) "...know the real **me**!!" Felipe
- d) "... we'll figure out how to talk about **it**..." Race

2. Look at these three sentences:

- a) "I will begin to put it into practice!"
- b) "Maybe someday we'll figure out how to talk about it..."
- c) "I'm not going to stop..."

Is there anything common among them? If so, what would be?

Yes. They are sentences of characters from the comic strips and all of them are in simple future.

3. Interview (Simple Future)

This question has examples in student's textbook. [Personal questions and answers.](#)

OUR TEXT

This unit is focused only in writing and reading. For this reason, during the whole lesson these two skills were approached together, sometimes developing one more than the other. However, this part is not only an answer (writing) for a question proposed by the textbook or the teacher, but it is a time for students to create a real text. For this reason, it is very important that those steps (students' textbook) be followed correctly.

You can add some other information such as

- **Comic strips are published on magazines or newspapers;**
- **It is considered a narrative text type;**
- **Its purpose is to entertain the reader (in most cases);**
- **It uses interjections and symbols to express feelings and movements.**

JUST TO CHECK

This section aims to check if the students can: identify a genre, recognize explicit information and use simple future correctly.

1. Look at the posters. Are they similar to comic strips? Why?/Why not?

Posters generally don't have balloons, boxes, characters and dialogues, but can be published in a newspaper or magazine as comic strips.

2. These posters are from antar.org.au, a website which helps people who suffer because of racism. According to them, can racism affect health? Why?/Why not?

Yes. Because it is written "racism makes me sick" and each poster shows a lot of unpleasant points caused by racism.

3. How would you write the sentence "It affects my blood pressure and creates anxiety and depression" using simple future?

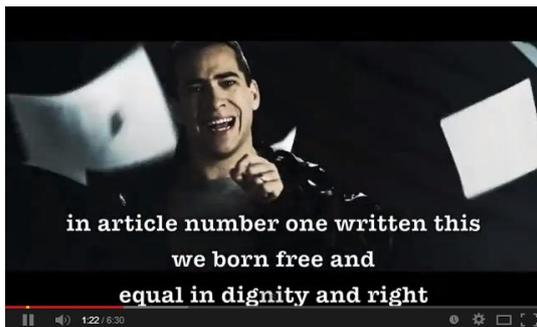
It will/ll affect my blood pressure and create anxiety and depression.

EXTRA KNOWLEDGE

This part aims to give information to students about American Sign Language. It is an strategy to teach English (Foreign Language) using descriptions but intrinsically related to their First language.

Extra activity

<http://www.youtube.com/watch?v=iYYMr4s7838>



Rap contra el racismo - Rap against racism- English subtitles

The video "Rap against racism" is a Spanish song subtitled in English. If your class can read with no serious difficulties, it is a good option for an extra activity.

After watching the video, make questions such as:

1. What is the main idea of the video?
2. Is there any phrase in the video that you have liked more? Why?/Why not?
3. Do you agree with these lyrics? 34

English Test (Unit 1)

Name: _____ # _____ Class: _____ Date: ____/____/____

Teacher: _____ School: _____ Grade: _____

Dictionary is allowed! Follow the instructions with attention. Have a good test!

THAT DEAF GUY



Available at: <http://thesocietypages.org/socimages/tag/disability/> Access on January 20th, 2014

1. In the second part of the comic strip the word “GASP” expresses

- A) A feeling of fear because people were gesturing in an offensive way.
- B) A feeling of frustration because the drink had a terrible taste and smell.
- C) A feeling of shame because they were eating and drinking too much.
- D) A feeling of surprise because they thought the family was unable to hear.

2. The behavior of the girls and the waiter expresses something that can happen in the contemporary society. According to the comic strip, this attitude underlies

- A) a big curiosity to know about sign language and its implications.
- B) a lack of knowledge on the culture and language of deaf people.
- C) indifference, disgust and a lack of credibility in deaf people.
- D) solidarity and concerns related to deaf people and their culture.

3. In the sentence “Excuse me, I **can** hear!”, the word in bold type expresses the idea of

- A) possibility.
- B) ability.
- C) probability.
- D) permission.

Types and conditions

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The impact that deafblindness has on a person will vary according to the cause, age of onset, and the skills a person has in using their residual sight and hearing.

Congenital deafblindness is when people are born deafblind.

Some people become deafblind later in life and this is called **acquired deafblindness**.

Many people who are deafblind have rare and varied causes of their sight and hearing loss. They may experience other disabilities and health conditions, meaning that diagnosis and the identification of sight and hearing loss are difficult.

Causes of deafblindness include:

- Infections during pregnancy
- Prematurity
- Rare syndromes, such as **Usher** and **CHARGE**
- Illness and accidents
- Sensory loss in old age

See our list of **other causes and associated conditions**.

Each person will have a unique set of needs that require specialist support.

Available at: <http://www.sense.org.uk/content/types-and-conditions>. Access on January 20th, 2014

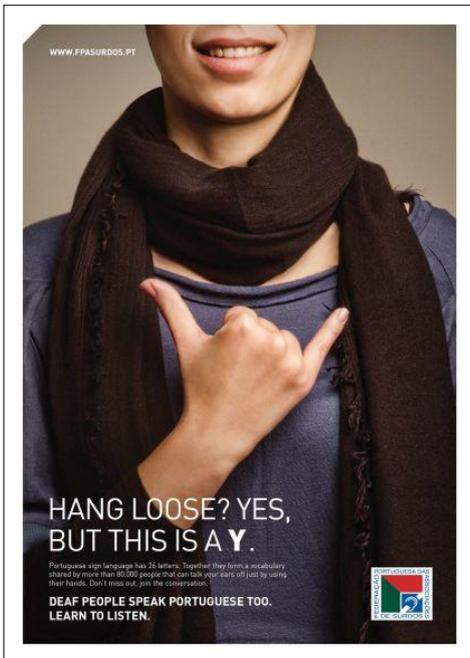


4. According to the text “Types and conditions”, deafblindness can be caused by

- A) wrong feed and prematurity.
- B) adulthood time and prematurity.
- C) sensory loss and prematurity.
- D) speech loss and prematurity.

5. In the sentence “They **may** experience other disabilities...” the word in bold type expresses the idea of

- A) possibility.
- B) ability.
- C) request.
- D) permission.



6. What text is this? (Poem, report, cartoon...). Write at least 3 features of this genre.

1. _____
2. _____
3. _____

7. Make a draft of a poster with the theme “Deaf people inclusion in our schools” using what you have learned about this kind of text.

Only for the Teacher

| RUBRICS | | | |
|----------|--|-------|---------------|
| Question | Skill | Score | Observations: |
| 1 | Identify non-verbal information. | | |
| 2 | Make inferences. | | |
| 3 | Identify the function of the word can . | | |
| 4 | Identify explicit information. | | |
| 5 | Identify the function of the word may . | | |
| 6 | Identify the genre. | | |
| 7 | Writing production of a specific genre. | | |

English Test (Unit 2)

Name: _____ # _____ Class: _____ Date: ____/____/____

Teacher: _____ School: _____ Grade: _____

Dictionary is allowed! Follow the instructions with attention. Have a good test!



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1. In the text beside, the word **breaks** means
- end a connection with somebody.
 - make something end by using force.
 - stop doing something for a while.
 - stop working as a result of being damaged.



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2. In the sentence "Critics **are going to have** to explain..." the part in bold type expresses the idea of

- something already done.
- something that will happen in a near future.
- something that it doesn't know when will happen
- something that won't happen

3. The word **their** in the first box refers to
- Arab Emirates.
 - Delaware State.
 - United States.
 - White House.

4. The texts used in the questions above are
- cartoons.
 - comics.
 - comic strips.
 - Poster.

5. Put the following sentences in the simple future form:

- a) "Delaware was once owned by the British..." _____
- b) "The White House has condemned critics..." _____



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6. Probably the man in the comics above is
 A) a secretary.
 B) a driver.
 C) a janitor.
 D) a policeman.

7. Complete according to your opinion

With Dilma in Brasilia I feel _____ (inspired/frustrated). I think that _____ (many people love her./many people hate her). But _____ (I believe in a better country/ I don't believe our country will be better).

8. Write at least three features of the comic strips.

- a) _____
 b) _____
 c) _____

Only for the Teacher

| RUBRICS | | | |
|----------------|--|-------|---------------|
| Question | Skill | Score | Observations: |
| 1 | Identify meaning of a word according to the context. | | |
| 2 | Identify the use of simple future. | | |
| 3 | Identify pronouns and to whom/what they refer. | | |
| 4 | Identify the genre. | | |
| 5 | Use of the simple future. | | |
| 6 | Make inferences. | | |
| 7 | Produce ideas (writing) according to the context. | | |
| 8 | Identify the genre (show features) | | |

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