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Material Didático para o Ensino de Inglês:

State up - English teaching material for 7th and 8th classes of State School

2014

Lídia Rosalina da Silva

State up

English teaching material for 7th and 8th classes of State School

Trabalho de Conclusão do Curso de
Especialização em Inglês - CEI

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À minha família,
pelo apoio, compreensão, amor, dedicação e por ser o alicerce da minha vida.

Agradecimentos

Aos meus colegas, pelas contribuições na aprendizagem, nas longas discussões e principalmente pelos momentos de amizade e descontração.

Aos professores, pelo empenho, atenção e seriedade no ensino.

À minha família e aos meus amigos, que compreenderam meu isolamento para conclusão deste trabalho. Em especial aos meus irmãos e irmãs, pela torcida sempre constante.

A todos que caminharam junto a mim durante esta longa jornada, o meu muito obrigada!

Introduction

As a teacher in a state school for two years, I developed all two units thinking in my students and in the context that they live.

When I started the process of L2 teaching, I realized the belief that people cannot learn English in a state school is still very strong and has become harmful, because it hinders and discourages democratization of foreign language teaching in schools mainly in suburbs. Therefore, the proposed activities are based on the appreciation of reality, which the student is inserted, and the practical and theoretical assumptions for the development of the learning English process.

Students think that state schools are not appropriated for foreign language learning; it could be because of the difficult of the with their own mother tongue learning. They always say: “If I don’t know Portuguese how can I learn English?” So, teachers need to find resources in their interest, as contemporary artists, which were used in units for social relevance (Lady Gaga, Demi Lovato), because learning a foreign language is more than have knowledge to read, write, understand and speak. Nevertheless, the teaching at school tries to have the purposes of making people capable of transforming the world according education. (Freire, 1974).

The issue addressed in the Second Unit - Eating disorders - was chosen due to be increasingly present in real life situations and should be part of everyday school life with causing great social and emotional injury bringing a major impact with strong social and affective consequences.

The first unit was developed for 7th classes and the last one for 8th classes. In the exercises, they are encouraged to work in pairs or groups to interact and learn in cooperation. Each unit has a Teacher’s Guide, test booklet and a DVD with a digital version of the Listening activities.

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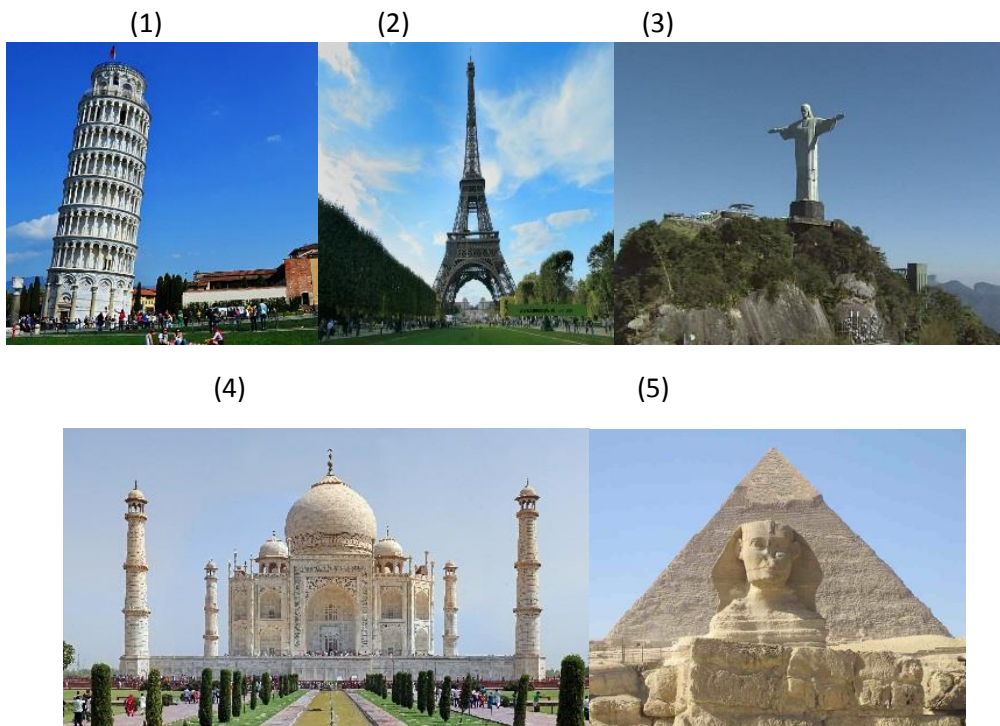
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Traveling around the world



Look at the pictures and discuss with your classmates which places these are:



1. Match the correct name of the pictures:

- a) () Christ the redeemer
 b) () Pyramid of Giza
 c) () Eiffel Tower
 d) () Pisa Tower
 e) () Taj Mahal

2. Look at the map and think where these places are located.



3. Match the columns and show your partner:

- a) Brazil
 b) Italy
 c) India
 d) France
 e) Egypt
- () Pisa Tower
 () Pyramid of Giza
 () Christ the redeemer
 () Taj Mahal
 () Eiffel Tower

Reading Moment

Before you read...

1. Do you like traveling? Talk to your classmate and number the reasons you think it is your motivation to take a trip. (1-6)
 - () Practicing sports
 - () Meeting exotic places
 - () Learning about new cultures
 - () Eating different food
 - () Learning a foreign language
 - () others_____
2. Look at the picture and discuss with your classmate where it is.



Shore temple at Mahabalipuram, India. Credit: [Sunrider007](#)

3. Now, read the brochure advertisement and circle the reasons the author says it is motivation to travel that you agree about:

10 Reasons why Around the World Travel is Good For You

We've compiled a list of the best reasons why everyone should enrich their life with around the world travel, which can also be taken as our motivation for doing what we do at AirTreds.

Why travel around the world? Here's why:

It's easier than you think – Launch [TripPlanner](#) to price your ideal route or call one our travel consultant and ask for some free advice. You can choose to spend a year or a few months traveling this beautiful planet and seeing what is out there.

It's invigorating – If you are open to it, travel will simply make you a more well-rounded human being.

It will create lasting relationships – People you meet while on the road usually become some of the most valued ones in your address book, giving you points on the map to visit later on(...)

It will develop skills you didn't know you had – The satisfaction you get when reaching the top of the mountain, or crossing a gorge, or helping a villager clean up after a storm, or simply getting what you wanted at restaurant in rural China, these things all allow access to skill sets you didn't know you had.

You could learn a language – There's something satisfying about being able to throw around a few words of Greek, knowing how to say hello and thanks in Thai, pulling out that long dormant Spanish to book a room in Santiago, or simply hearing a language you didn't know existed just a few weeks before.

Gives you adventure – No one looks back fondly on a trip to the dry-cleaner. But after ziplining over the jungle canopy in Peru, successfully navigating the alleys of Marrakech, the speedboat ride in New Zealand, or Jeeping out with the grazing animals in Tanzania you get a feel for what being an active human being is like (again).

Gives you perspective – Meeting folks from exotic cultures will teach you that the way you look at the world (perhaps through the lens of mass media) is not the way everybody does it.

For education – Seeing the world provides a source of education absolutely impossible get in school, teaching you things like economy, politics, history, geography and sociology.

The challenge – Getting your daily Starbucks not nearly interesting enough for you? Travel is full of moment of joy and challenges. Overcoming the challenges will give you some of the greatest joys of all. Finishing a trip gives you the satisfaction that you were able to accomplish what you set out to do.

Just for the hell of it – Why travel? Because you can. Why not **pick up your tickets** and set the ball rolling!

- Adapted from: <http://www.airtreks.com/ready/17-reasons-why-travel-is-good-for-you/#sthash.qp7yiQex.dpuf>

4. Check your answer with a partner and discuss what opinion is similar.

5. In pairs, write T(True) or F (False) according to the text:

- () The advertisement aim to sell tickets
- () Traveling can change your life.
- () Meeting folks from exotic cultures will allow you to learn about the world.
- () Travelling is a moment of joy and challenge.

6. In the text, the author intends to:

- () Describe places.
- () Make a list of cultural countries.
- () Promote tickets for traveling.
- () Write about his favorite place in the world.

7. Which kind of text is this? Compare your answer to a classmate.

- () Brochure advertisement
- () Description
- () List

Building New Vocabulary

8. Read and complete the chart:

Dear _____ (your name),

Welcome to the One Direction International Club. It's for fans around the world.

Toshi, Gio, Cindy, Lucca, Agatha, Ploi and Hassan are members of the Club: Toshi is from Japanese. He's twelve. Gio is Venezuelan. She's nine. Cindy and Lucca are twins from Colombia. They are sixteen years old. Agatha is from Poland. She's eleven. Ploi is Thai and she's eleven. Hassan is from Lebanon and he is thirteen years old. How old are you?

Enjoy the club!

Clara

Name	Age	Nationality	Country
Toshi			
Gio			
Cindy			
Lucca			
Agatha			
Ploi			
Hassan			
You()			

9. Where do people speak these languages? Match the columns:

- | | |
|---------------|--------------|
| a) Thai | ()Australia |
| b) English | ()Brazil |
| c) Portuguese | ()Colombia |
| d) Spanish | ()Russia |
| e) Russian | ()Thailand |

Focus on Grammar

Read the sentence taken from the advertisement text in the Reading Section:

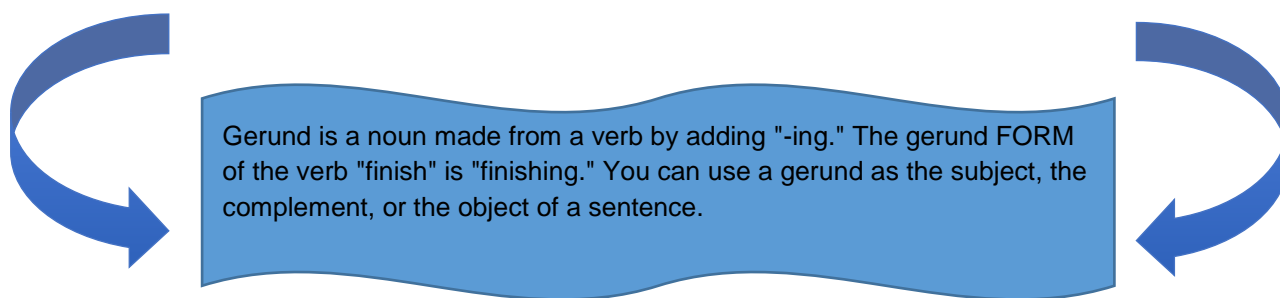
Finishing a trip gives you the satisfaction.

1. In this sentences, **Finishing** works as a:

() Verb

() Noun

() Adjective



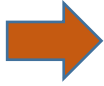
2. Complete the text to the correct form of gerund:

Waste	Travel	Meet	Have
Learn	Go	Enjoy	Practice

1) _____ around the world is my dream. I can imagine
 2) _____ to the beach in Australia, 3) _____ a cup
 of tea in England and 4) _____ the views in Hawaii.
 5) _____ new people and 6) _____ a different
 language as mandarin is a good idea. 7) _____ time in
 8) _____ exercises is not very interesting, but I have no
 choice.

Listening and speaking:

Before you listen...



In pairs, discuss the questions:

1. Where do you like traveling?
2. Have you ever had problems in a trip?
3. Who do you like traveling with?

Watch the video of Walt Disney. Then answer the follow questions:

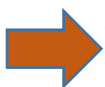


<https://www.youtube.com/watch?v=Z-ofRMIUOw8>

4. Mickey Mouse wants to travel with
 His dog His friend No one

5. Why could not Mickey travel with Pluto?
 He did not pay The train does not allow dogs. Pluto was sick.

6. Could they arrive to their correct destiny?



Check your answers with a partner.

7. Imagine you are planing a trip. With a classmate, make a list to guide your travelling steps. If necessary, use the prompt below. Present your plans to the class.

<u>Where</u>	
<u>Date / How long</u>	
<u>Places to visit</u>	
<u>Things to do</u>	
<u>Things to buy</u>	
<u>Others</u>	

Pronunciation's Improvement

Improving your pronunciation!!!

Pay attention:

Sounds: n / ŋ

Singing - /'sɪŋ·ɪŋ/

Writing - /'raɪ·tɪŋ/

Ten - /ten/

Men - /men/

Listen and repeat

Reading

Written

Pen

Improving

8. Listen to the words below and put them in the appropriate column.

Sink Crying Soon Pen King Ban

n			
ŋ			

Writing

Read the advertisement below.



<http://www.visitdevonport.co.nz/category/travel-here-devonport/car>

What do they want to promote?

Do you think this advertisement attracts people? If yes, why? If no, why not?

What are the characteristic of an advertisement?

The purpose of advertisement text is to promote services or products. Advertisement is usually very persuasive in terms of attracting the readers to buy their products or use their services.

Now, it is your turn!

Imagine you are promoting a trip to your city. Then, create an advertisement; share on your Facebook and look how many likes you will receive. After that, show your classmates your job and present your ideas.

Don't forget:

- It should be able to catch the reader's attention;
- Use short sentences;
- Be creative.

Teacher's guide

Unit 1 – Traveling around the world

Level: 6th grade (7th year) students, at the age of 12 and 13 years old from regular schools.

Warm up.

The warm up activity has the goal of activating student's previous knowledge about places around the world.

Ask your students what they would like to visit and why. Tell them also about why those places are famous and their history. Call their attention to the images and help them, if necessary, to locate in the map (exercise 2).

Answers:

1.

- a) (3)
- b) (5)
- c) (2)
- d) (1)
- e) (4)

2. Discuss about the places are located.

3.

- (b)
- (e)
- (a)
- (c)
- (d)

Reading Moment

The aim of this exercise is to connect the warm up activity with the text and show them new vocabulary and grammar presented in it.

Answer any questions they may have and give the students some time to compare their answers.

Answers:

1. The answer will vary.
2. The answer will vary.
3. The answer will vary.
4. The answer will vary
- 5.
- (F)
- (T)
- (T)
- (T)
6. Promote ticket for traveling.
7. Brochure advertisement

Building new vocabulary

The purpose of this activity is to improve students' vocabulary. Stimulate learners to work corporally.

You should walk around the classroom checking on the students practice. Be prepared to answer their questions and to correct possible mistakes.

Answers:

Name	Age	Nationality	Country
Toshi	12	Japanese	Japan
Gio	9	Venezuelan	Venezuela
Cindy	16	Colombian	Colombia
Lucca	16	Colombian	Colombia
Agatha	11	Poland	Polish
Ploi	11	Thai	Thailand
Hassan	13	Lebanon	Lebanese
You()	Will vary	Will vary	Will vary

9.

(b)

- (c)
- (d)
- (e)
- (a)

Focus on grammar

Explain to students, but be careful to give too much information about the rules of gerund. If necessary, go back to the text and show students more examples about it.

Answers:

1. Noun
2. Traveling.
3. Going
4. Having
5. Meeting
6. Learning
7. Wasting
8. Practicing

Listening and Speaking

- Before you start the listening activity, give students time to discuss the questions.
- Your students are supposed to watch the video twice.
- At the first time, ask them if they know the characters. It's a good opportunity to stimulate them to talk;
- At the second time, read the questions they are expected to answer and explain that they are supposed to pay attention to detailed information from the video.

Answers

1st, 2nd and the 3rd questions are their opinion. So, it will vary.

4. His dog
5. The train does not allow dogs.
6. Yes

SPEAKING

Students are supposed to practice oral skills in English.

Ask your students to work in pairs. They will make a list traveling steps thinking about what is necessary to take a trip. It has a prompt to help them in this activity. To finish the activity, the students will present their list for all class.

Pronunciation

Show students the difference between /n/ and /ŋ/ sounds.

Answers

n – Pen, soon, ban

ŋ – King, Sink, crying

Writing

Read the activity together and discuss the questions in whole class, but first give time to students read silently and think about the questions.

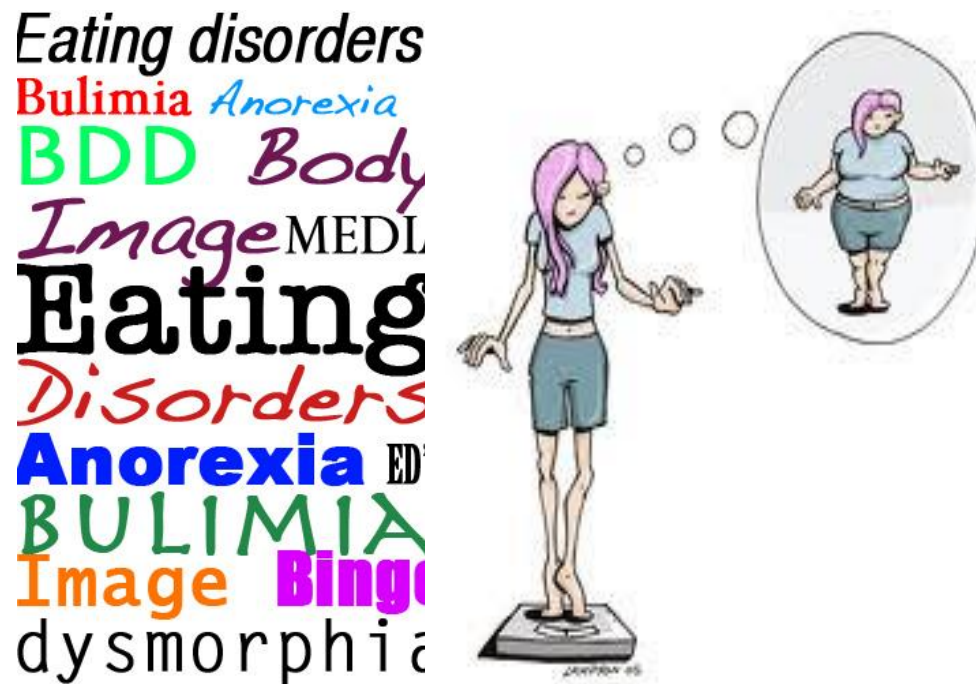
Discuss about the characteristic of advertisements and the importance of it to promote products and call the people's attention.

Explain to students they are supposed to promote a trip for their city and they have to create an advertisement to stimulate people to travel to their place. Following, share their advertisement on the Facebook and pay attention how many likes they could receive. Consequently, present their work for the classmates.

UNIT 2



Look the pictures and discuss the following questions:



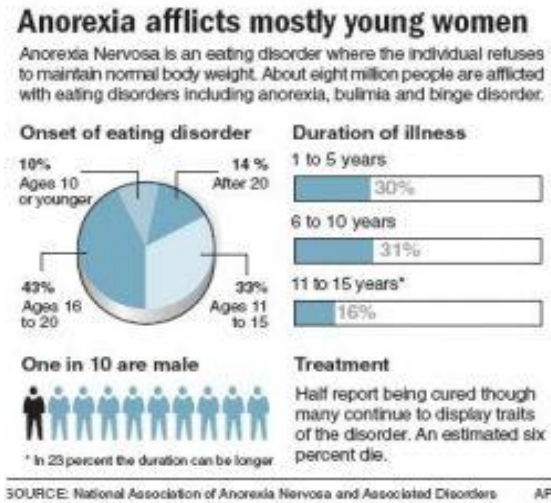
- What are eating disorders?
- In your opinion, what causes eating disorders?
- Do you think eating disorders afflict mostly women or men? Why?

1. Match the two columns:

- a) Bulimia
- b) Anorexia
- c) Eating disorder
- d) Binge eaters

- () Severe disturbances in eating behavior.
- () Feel out of control
- () Induce vomiting
- () Distorted body image

2. Analyze the picture and answer the questions:



<http://keith-s.hubpages.com/hub/Adolescents---eating-disorders-and-the-Internet-a-deadly-combination>

- a) Does anorexia affect more...
 boys girls
- b) What percentage are people affected with anorexia for 6 to 10 years?
 16% 31%
 43% 14%
- c) In 100 people, how many will be a male person?
 30 people 50 people
 10 people 99 people

Reading Moment

Before you read...

1. What do you know about Lady Gaga?
2. Do you think Lady Gaga is worried about her appearance?
3. In your opinion, is it easy for famous people maintain the standard of magazine covers?
4. Read the text and answer the following questions:

GAGA ON LOVE AND LIES

After one of the most tumultuous years of her life, pop's biggest star is still white-hot and burning bright. Bazaar quizzes her on the secrets of her survival—and finds out why nobody puts Gaga in a corner(...) **It's not always easy being Lady Gaga**

HARPER'S BAZAAR: How have you changed in the past few years?

LADY GAGA: I'm actually not very different at all. I work all day, do research, sketch my ideas, prepare for performances. My experience with fame has been the opposite: "How can I stop *this* from changing me?" I mean I'm not broke anymore—that's good! But today I'm more comfortable with being who I am. When I was younger, I felt pressure to become someone else once I became successful. But it's the intention of the work that's changed. I have fans now. I have a new purpose: to remind them that I am one of them, that we are one another. My consciousness has changed.

HB: What's something that you're better at now than when you were younger?

LG: **I am better with food.** I don't have an eating disorder anymore. I'm also better at not letting people take advantage of me. Five years ago, when I spotted someone with a hidden agenda, I allowed them to stay around me. I didn't want to believe it. I thought if I ignored it, then they would eventually see me again—that I'm a human being and not a doll. But it doesn't work that way. I speak up now. I realized that it's my own fault that people take advantage.
(...)

HB: When was the last time you laughed out loud? At what?

LG: Today. My Taylor [Kinney, Gaga's boyfriend] **stole** my SpongeBob SquarePants socks from Tokyo.

HB: When was the last time you cried?

LG: Yesterday. I'm creative. I'm always a laugh away from a tear.
(...)



"I am better with food. I don't have an eating disorder anymore. I'm also better at not letting people take advantage of me."

HB: What's the biggest thing you've learned about yourself so far?

LG: I became very depressed at the end of 2013. I was exhausted fighting people off. I couldn't even feel my own heartbeat. I was angry, cynical, and **had** this deep sadness like an anchor dragging everywhere I go. I just didn't feel like fighting anymore. " Depression doesn't take away your talents—it just makes them harder to find. But I always find it.

HB: Are you happy?

LG: Today, yes.



(Adapted from <http://www.harpersbazaar.com/celebrity/news/lady-gaga-interview-0314>)

5. What happened, when Lady gaga was younger?

<input type="checkbox"/> She was poor.	<input type="checkbox"/> Someone broken her heart.
<input type="checkbox"/> She missed her mother.	<input type="checkbox"/> She had eating disorder.

6. Write T (true) or (F) false, Check your answer:
 - She became depressed in 2013.
 - She still has eating disorders.
 - Lady Gaga does not care about her fans.
 - Her consciousness has changed.
 - She thinks there is no difference between her fans and herself.

7. Which kind of text is this? Match and after compare your answer to a classmate.

<input type="checkbox"/> Interview	<input type="checkbox"/> Advertisement
<input type="checkbox"/> Brochure	

8. Which characteristic does this kind of text have?

<input type="checkbox"/> Convince the audience;	<input type="checkbox"/> Make a list;
<input type="checkbox"/> Transcription of a dialogue;	<input type="checkbox"/> Tell a story.

Building New Vocabulary

1. Look at the text and try to complete to the correct word for each definition:

Definition	Word
Typical of people	
Achievement the results wanted	
Not the same	
Producing original or unusual ideas	
Having strong feeling	
The use of someone's feelings or emotions to your own advantage	

2. Complete to the correct word:

**Cynical – Creative – human – Successful –
Different - Angry**

- A _____ manipulation of public opinion should be avoid.
- You can play this game in _____ ways
- I'm _____ that she didn't call me.
- It often is with _____ artists and their managers.
- He failed because he is _____.

Focus on Grammar

1. Read these sentence from the interview and pay attention in the bold words.

When I **spotted** someone with a hidden agenda.

My Taylor **stole** my SpongeBob SquarePants socks from Tokyo.

I **allowed** them to stay around me.

I **thought** I **ignored** it, then they would eventually see me again—that I'm a human being and not a doll.

I **realized** that it's my own fault that people take advantage.

2. Check the best answer to describe the structure is used in the sentences above:
- () Indicate actions that happened in the past.
 - () Habits in the present
 - () Actions in the progress now.
 - () Unspecified time

The past form for all regular verbs ends in -ed.

The past form for irregular verbs is variable.

3. In pairs, look back at the interview with Lady Gaga and find two sentences about her life in the present and two sentences in the past.

4. Find the past form of these verbs in the text. Check your answer with a partner.
- a) Become _____
 - b) Steal _____
 - c) Have _____
 - d) Think _____
 - e) Do _____

Listening and speaking:

Before you listen...

1. In pairs, discuss the questions:
 - a) Did you know Demi Lovato?
 - b) What do you know about her life?
 - c) She is being interviewed, what do you think she is talking about?

2. Watch to the video and answer the follow questions:

https://www.youtube.com/watch?v=_803OOG7CjU

- a) With her new album, people said that...

<input type="checkbox"/> Demi is amazing.	<input type="checkbox"/> It was tremendous.
<input type="checkbox"/> She'd save their lives.	<input type="checkbox"/> It was a lot of pressure.

- b) Who was her boyfriend?

<input type="checkbox"/> Joe Jonas	<input type="checkbox"/> Nick Jonas
<input type="checkbox"/> Josh Jonas	<input type="checkbox"/> Jonas Nick

- c) When did she become a singer?

<input type="checkbox"/> 7 years old	<input type="checkbox"/> 5 years old
<input type="checkbox"/> 14 years old	<input type="checkbox"/> 11 years old

- d) What happened, when she was 11 years old?
 She became an actress. She had no mirror.
 She start to sing. She became bulimic.

- e) What does she do, when she wants to throw up?
 Talking to someone to takes away.
 Eating more.
 Looking to do something different.
 Reading a magazine.

3. Share your answers with a classmate and discuss what is similar or different.

4. Discuss to your classmate with Demi Lovato attitude in sharing her situation to many people.

- a) Why did she talk about so particular topic?
b) Do you think it was a good idea?

5. Demi Lovato was interviewed to talk about her life. Now it is your turn to interview and be interviewed. Work with your classmate. If necessary, you can use the information in the charts.

When were you born?	
Where did you study when you are younger?	
Where did you travel for first time?	
When did you begin to study here?	
When did you go last week?	
When did you go in your last vacation?	

Pronunciation's Improvement

Improving your
pronunciation!!!

Regular verbs have the termination ED. The ED sound can be pronounced in three different ways. It will depend on the previous sound.

Previous Sound			
Voiced Sound	ED	/d/	Pleased /pli:zd/
Unvoiced Sound	ED	/t/	Kissed /kɪst/
/t/ e /d/	ED	/ɪd/	Ended /ɛnd.ɪd/


6. Listen the words below and write what sound (t, d, ɪd) you hear.

Travel	
Graduate	
Love	
Invent	
Work	
Decide	
Realize	

Writing

Read the text below:

www.theguardian.com/lifeandstyle/2014/nov/01/miriam-margolyes-interview



[More features](#)

[More interviews](#)

Miriam Margolyes: 'My most unappealing habit? Picking my ears with a toothpick.'
Photograph: Debra Hurford Brown/Camera Press

Born in Oxford, Margolyes, 73, studied at Cambridge. In 1993 she won a Bafta for her role in Martin Scorsese's film *The Age Of Innocence*, and more recently she played Professor Sprout in the Harry Potter films. She stars in *Trollied*, which starts on Monday on Sky 1 HD. She has homes in London, Italy and Australia.

When were you happiest?
The first time I went to bed with my partner, in 1968 – we did not get out of bed for a week.

What is your greatest fear?
Having a stroke. My mother had one and I saw the devastation it caused.

What is your earliest memory?
Sitting in my pram, sucking my thumb, aged two. A lady said, "You mustn't suck your thumb or a bogeyman will come and cut it off."

Which living person do you most admire, and why?
[Aung San Suu Kyi](#): she's combined intellectual rigour with grace.

What is the trait you most deplore in yourself?

1. What kind of text is it?

2. What are the characteristic of this kind of text?

3. The text is about an old woman, who is she?

4. How old is she?

5. It is your turn to interview someone. Look for an old people and ask about his/her life when she/he was younger. Make sure to prepare your questions carefully. Finally, post your interview in a gloster to discuss in class with your classmates.

Steps for a good interview

It is important to vary your questions. Some yes-no questions are fine, but too many of these make an interview boring. Remember that you can use wh-questions (when, why, where, what, and how?) as well as closed and open questions. Make sure you keep the purpose of your interview in mind.

The next step is to organize it into a text. The text of your interview should have a beginning, a middle, and an ending:

Introduction (beginning): Tell and describe who you interviewed.

Body (middle): Questions and answers.

Conclusion (ending): Round off the interview with your own conclusion(s).

Teacher's guide

Unit 2 – Nobody is perfect Fighting against eating disorders.

Level: 7th grade (8th year) students, at the age of 13 and 14 years old from regular schools.

Warm up.

The warm up activity has the goal of activating student's previous knowledge about eating disorders and leading them to discuss about it. If you need more information about the topic, read:

<http://smhp.psych.ucla.edu/pdfdocs/edfactsheet.pdf>

<http://keith-s.hubpages.com/hub/Adolescents---eating-disorders-and-the-Internet-a-deadly-combination>

Answers:

1. Match the two columns:

(c)

(d)

(a)

(b)

a) Does anorexia affect more...

() boys

(x) girls

b) What percentage are people affected with anorexia for 6 to 10 years?

() 16%

(x) 31%

() 43%

() 14%

c) In 100 people, how many will be a male person?

() 30 people

() 50 people

(x) 10 people

() 99 people

Reading Moment

The objective of this exercise is to associate the warm up activity with the text and show them new vocabulary and grammar presented in it.

If the students do not know who is Lady Gaga explain that she is a famous pop singer.

Answers:

1st, 2nd, 3rd and 4th questions are their opinion. So, it will vary.

Discuss with them and valorise their opinion.

5. She had eating disorder.

6.

(T)

(F)

(F)

(T)

(T)

7. Interview

8. Transcription of a dialogue.

Building new vocabulary

The purpose of this activity is to improve students' vocabulary. Give them enough time to guess each definition.

Answers:

1.

Definition	Word
Typical of people	Human
Achievement the results wanted	Successful
Not the same	Different
Producing original or unusual ideas	Creative
Having strong feeling	Angry
The use of someone's feelings or emotions to your own advantage	Cynical

2.

- a) Cynical
- b) Different
- c) Angry
- d) creative
- e) Human

Focus on grammar

Show students the examples from text and present Lady Gaga's ideas used in the past. Tell them about the verbs could be regular and irregular remembering that regular ends with – ED and irregular can change the form or not.

Answers:

1. Just read.
2. Indicate actions that happened in the past.
3. The answers will vary.
4. became, stole, had, thought, did

Listening and Speaking

- Before you start the listening activity, give students time to discuss the questions.
- Your students are supposed to watch the video twice.
- At the first time, talk to the whole class and ask about Demi Lovato. It's a good opportunity to stimulate them to talk;
- At the second time, read the questions they are expected to answer and explain that they are supposed to pay attention to detailed information from the video.

Listening transcript

P. With your new album release, I saw people online saying you'd save their lives that is a tremendous amount love pressure I mean it's fantastic but it's also a lot pressure.

D.L. I don't feel pressure anymore just because when you are honest with you.

In her new self-titled album, Demi doesn't hold back with self-empowerment to heartbreak

P. I saw that's what former Joe Jonas sent a tweet "congrats at DDLovato on new record happy for you" and I suspect speculation that maybe he was some your inspiration.

D. L. Well, we were in a relationship and we broke up and at one point I was really mad at all, but today, in this moment, which is the moment that I'm living and we have a great friendship.

P. I was looking at some other titles let's see... "Really don't care", "warrior", and "firestarter" you sound like a tough cookie.

D. L. I'm a tough cookie.

She had to grow up fast. She became a singer with the age 5 and a child actor at just 7.

P. You've been in the spotlight ever sense.

D.L. It wasn't until I was about 14 when I was on gossip site and people were leaving really meaningful comments.

Like many teenagers struggled with her weight but under the harsh Hollywood lights the pressure to be thin took its tool.

D. L. when I was growing up I had no one to look up to in spotlight that wastes a regular sized girl like this was the time when socialites were very very thin and we're going to clubs and that's why I had on my wall and pictures have these girls that worse like so tiny.

P. I have a 10 years old girl who looks in the mirror and says I'm not skinny. I want to be skinny.

D. L. I said that when I was like four years old and there's something wrong with that.

Demi became bulimic at the age 11 and secretly started self-mutilation her wrist at a low point. Demi entered rehab in 2010.

D.L. I knew that I was in trouble and I knew that I couldn't do it on my own. The difference is now as when I don't want to eat or I want to throw up after a meal I tell somebody and I he takes away. The power have what has on me if I wouldn't do it.

P. When you see somebody like Lindsay Lohan, do you have words of wisdom for her?

D.L. I love Lindsay she's one of my friends and I, well, always be there if she ever reaches out, but it's not my place to get her words and advice like I can't sit here and say I miss recovering that I'll be that way less my life.

Three years later it's still a struggle but Demi says she's finally being honest with herself and her fans.

D.L. I've had time and young girls like say that I've saved their lives, like that, something they can't really fathom.

she's spoken up for victims have teen bullying and just this month Demi was honoured by the Department of Health and Human Services for her work supporting team mental health issues.

D.L. It is very important to me.

It is moving on Demi and is all about loving who she is now.

D.L. I am definitely heavier than I used to be but I glow now yes and it's because I'm happy and I like and take care of my self.

P. So, your new tatoo says something. What does it say?

D.L. I'm a wire.

P. you know you're like a warrior forever.

D.L. I have no choice.

Answers

1. The questions will vary.

2.

a) She'd save their live

d) She became bulimic

b) Joe Jonas

e) Talking to someone and to takes away

c) 5 years old.

3rd and 4th students' answer will vary

SPEAKING

Students are supposed to practice oral skills in English.

Ask your students to remember how Demi Lovato was interviewed. Consequently, They will make a plan interview to talk a classmate. It has some information to help them in this activity, if it is necessary.

Pronunciation

Show students that regular verbs can have different sounds for their end. It will depend of voiced or unvoiced previous sounds.

/ed/ and /t/ /Id/.

Previous Sound			
Voiced Sound	ED	/d/	Pleased /pli:zd/
Unvoiced Sound	ED	/t/	Kissed / kɪst/
/t/ e /d/	ED	/ɪd/	Ended / ɛnd.ɪd/

Answers

Travel	d
Graduate	ɪd
Love	d
Invent	ɪd
Work	t
Decide	ɪd
Realize	d

Writing

Read the activity together and discuss the questions in whole class, but first give time to students read silently and think about the questions.

Discuss about the characteristic of interviews. Remember them that kind of text could be oral and written and the students saw in this unit those two types. Ask them about the differences and similarities between the interviews to Demi Lovato, Lady Gaga and this last one with Margolyes.

Finally, ask them to make an interview with an old person, as Margolyes, and post it in a Glogster. If it is not possible in your school, make a poster to put in a wall.

Test- Unit 1

Name: _____ Class: _____ Teacher: _____

Date ___/___/___ Total Score: 10 Students Score: _____

Watch the video of Bruno Mars and Justin Michael, “Her world goes on”, and answer the questions 1-4 (1.5 – 0.5 each)

<https://www.youtube.com/watch?v=DDf8PV7yKyl>

1. The author compares her love with...

a) a dream	c) an erase
b) a nightmare	d) an image
2. He thinks he can't be alone because...

a) She is always in his memory.	c) They are together.
b) He is traveling with her.	d) She is traveling.
3. Traveling without her is not possible because...

a) She goes on.	c) He thinks about her all the time.
b) She leaves him alone.	d) He doesn't know.

Read the advertisement and match the correct answer for questions 4 – 7 (2.0 – 0.5 each):

Kayaking - Hiking
Rock Climbing
FlowRider
iFLY
Swimming

High Adventure

Kid's Club

For 12-13 year olds
June 5th-July 17th
Wednesdays
10:00 a.m.-Noon
Cost: \$65
Fee Reduction Available
Program limited to 25

For Information Contact
Ogden City Recreation
1875 Monroe Blvd., Ogden, Utah 84401
(801) 629-8253 / www.ogdencity.com

<https://www.facebook.com/pages/Ogden-City-Recreation/150245398405418>

4. All activities are for...

- | | |
|-------------|----------|
| a) Adults | c) Woman |
| b) Youngers | d) Kids |

5. Which weekday will be able for the activities?

- | | |
|--------------|-------------|
| a) Wednesday | c) Saturday |
| b) Friday | d) Sunday |

6. How much is it?

- | | |
|---------|---------|
| a) \$6 | c) \$65 |
| b) \$75 | d) Free |

7. How many people can participate together?

- | | |
|--------|-------|
| a) 20 | c) 65 |
| b) 100 | d) 25 |

8. Complete to the words in the box: (3.0 – 0.5)

Skydiving – Surfing – Swimming – Kayaking - Hiking

- a) Bring water-plus your _____ boots and mountain bike.
- b) _____ currents allows crocodiles to travel long distances.
- c) One scientist aims to find out by _____ along with the birds.
- d) From _____ to iceclimbing, whenever you need waterproof warmth without any loss of dexterity, wear these gloves.
- e) But in the longer term water quality must improve enough for _____.

9. Complete: (1.0)

The words from the box in the 8th exercise, work as a _____

10. Write T(True) or F(False) (2.5 – 0.5 each)

- a) () Taj Mahal is in India.
- b) () Gerund is a verb from a noun.
- c) () Gerund ends in “ing”.
- d) () Advertisement only sell products.
- e) () Gerund could be a subject.

Answers

1. b

2. a

3. c

4. d

5. a

6. c

7. d

8.

a) *Hiking*

c) Skydiving

e) Swimming

b) Surfing

d) Kayaking

9. noun

10.

a

) T

c) T

e) T

b) F

d) F

Listening Transcription

Her World Goes On
Bruno Mars

Her world goes on

I'm traveling without her somewhere far away

I keep thinking about her but I know I can't stay

She haunts me like a nightmare her image is

Everywhere

She doesn't leave me alone

I can't escape her or erase her

When I know she's not coming home

I can't understand where I went wrong

I can't understand where her love has gone

I don't know where I belong

My world is over

When life goes on (her world goes on)

And on and on (her world goes on)

When life goes on (her world goes on)

And on and on (my world is gone)

Am I crazy or just human

Is this what heartbreak is

What should I be doing

It feels like I got seconds to live

She haunts me like a nightmare her image is

Everywhere

She doesn't leave me alone

I can't escape her or erase her

When I know she's not coming home

Test- Unit 2

Name: _____ Class: _____ Teacher: _____

Date ___/___/___ Total Score: 10 Students Score: _____

Read the interview and answer the questions 1 - 4 (2.0 – 0.5 each):

exclusive interview: demi lovato

Seventeen's newest contributing editor, Demi Lovato, opens up about her eating disorders, her newfound confidence, and her advice to other girls going through the same thing.

By Seventeen Magazine

email print 41 8+1 f Share Pin it Tweet 33



17: What's your message to teenage girls?
Demi Lovato: If you are going through that dark period, go to your family and closest friends. Don't put yourself in danger. It's very crucial that you get your feelings out – but don't ever inflict harm on your own body because your body is so sacred. I wish I could tell every young girl with an eating disorder, or who has harmed herself in any way, that she's worthy of life and that her life has meaning. You can overcome and get through anything.

17: Have there been times recently when you feel like it could be so tempting to go back to your old dangerous habits, like eating disorders?
DL: Yes, there have been times when I definitely have been tempted to get rid of my dinner. But I will deal with it for the rest of my life because it's a life-long disease. I don't think there's going to be a day when I don't think about food or my body, but I'm living with it, and I wish I could tell young girls to find their safe place and stay with it.

17: How do you keep yourself in a safe place?
DL: I don't let anyone's insecurities, emotions, or opinions bother me. I know that if I am happy, that's all that matters to me. And it's okay to be selfish like that sometimes, when it comes to your well-being. Do what makes you happy, and don't care what others think.

17: How do you define your personality now that you're out of treatment?
DL: I don't really define it by anything. I live my life every day, and if I feel like wearing combat boots one day and shoes the next, I will. I allow myself a lot of freedom and I'm very peaceful now. I have come to realize that just making yourself happy is most important. Never be ashamed of what you feel. You have the right to feel any emotion that you want, and to do what makes you happy. That's my life motto.

MARKETPLACE

- Anorexia Nervosa**
- Treatment for Bulimia**
- Hannah Montana Songs**

WHAT'S HOT RIGHT NOW

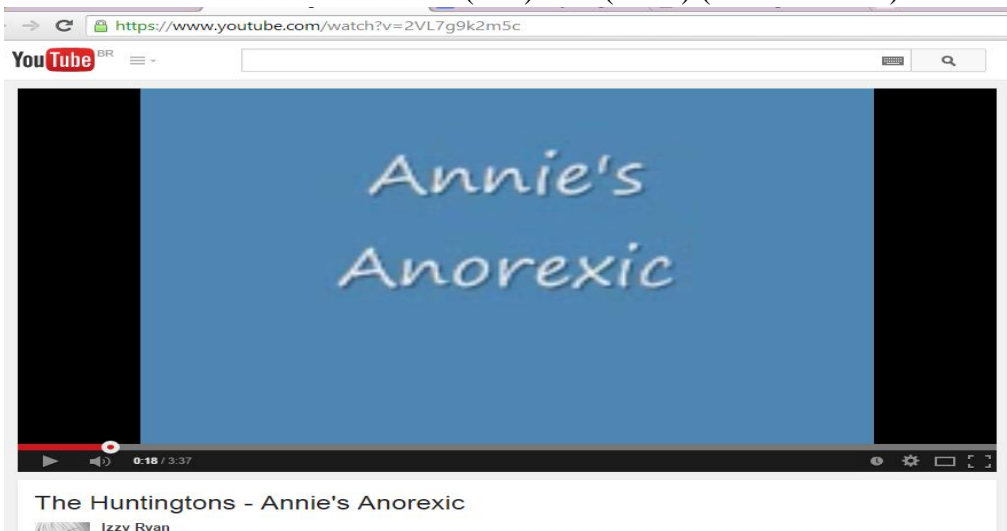
- Enter To Win The Ultimate Quinceañera Shopping Spree!
- 5 Signs He's Crushing Hard!
- Meet #AlexFromTarget's Girlfriend Lindsey (If Your Broken Heart Can Take It)
- Poll: Who is your celeb crush?
- 17 Things Every Girl Should Have In Her Closet By The Time She's 21
- Whaaaaat?! Why Liam Hemsworth Hated Kissing J-Law
- 8 Mistakes You're Making Shaving Your Legs
- This Game Will Change the Way You Think About Your Period Forever
- Big Sis Kim Kardashian Reveals The Makeup Secret Behind Kylie Jenner's Puffy Pout!
- YAZZZZ! The Instagram Feature You've Been Waiting For Is Finally Here!
- The Reason Why Disney Princesses Don't Have Mothers Will Totally Bring The Tears!
- 8 Hilarious Memes That Perfectly Sum Up What It Feels Like To Have A Crush
- 11 Things That Make Absolutely No Sense In *The Hunger Games*
- 8 Thoughts Everyone Has During A First Kiss
- Uh-Oh, Kylie Jenner Is In Big Legal Trouble!
- Kendall Jenner Opens Up About Her Relationship With Justin Bieber

TODAY'S VIDEO

<http://www.seventeen.com/health/tips/demi-lovato-interview>

- What is she talking about?
 - Her new album
 - Eating disorders
 - Hollywood
 - Hannah Montana

2. What is her life motto?
- a) Feeling mad
b) Being apart
c) Going out
d) Making you better
3. For who is Demi advising?
- a) Young boys
b) Adults
c) Girls
d) Man
4. When can people find that kind of interviews?
- a) Magazines
b) Journal
c) Advertisement
d) Book
5. Watch the video and write T(true) or F (False) (3.0 – 0.5 each)



<https://www.youtube.com/watch?v=2VL7g9k2m5c>

- a) () He wants to get marry her.
b) () She always skipped class.
c) () She skipped dinner every time.
d) () She always think he is funny.
e) () The boys at school like her.
f) () He thinks she is ugly.
6. Complete: (2.0 – 1.0 each)
- a) The past form for _____ verbs is variable.
b) The past form for _____ verbs ends in -ed.
7. Complete according to Simple Past: (3.0 – 0.5 each)
- a) Become _____
b) Have _____
c) Decide _____
d) Teach _____
e) Think _____
F) Do _____

Answers

1. b
2. d
3. c
4. a
5.

a) T	c) T	e) T
b) F	d) F	f) F
6.

a) Irregular		
b) Regular		
7.

a) Became	c) Decided	e) Thought
b) Had	d) Taught	F) Did

Listening Trascrption

Annie's Anorexic
[The Huntingtons](#)

she makes all the guys at school
 turn their heads and start to drool
 and i would marry her if i could (?)
 the star of every young boys dream
 i surley would not have guessed
 she starved herself to fit that dress
 well now the truth is out at last
 that she's been on a two year fast

oh annie annie annie annie
 oh annie's anorexic annie's anorexic oh my annie

her mom went nuts when she heard the news
 the girl scout with too much to lose
 she never skipped class in her life
 but she skipped dinner every time
 i surley would not have guessed
 she starved herself to fit that dress
 she looked so fine how could i tell
 that deep inside whe wasn't well

hangin' with her friends you know she looked so very (?)
 she laughed at all my jokes and she didn't find me funny
 when it comes down to (???) she'll pass by everybody

<http://www.vagalume.com.br/the-huntingtons/annies-anorexic.html#ixzz3JUblCXE9>

Rationale

"Não é possível refazer este país, democratizá-lo, humanizá-lo, torná-lo sério, com adolescentes brincando de matar gente, ofendendo a vida, destruindo o sonho, inviabilizando o amor. Se a educação sozinha não transformar a sociedade, sem ela tampouco a sociedade muda."
Paulo Freire

"The function of education is to teach one to think intensively and to think critically."
Martin Luther King

"A escola sozinha não reúne as condições necessárias para que alguém aprenda uma língua e as experiências de aprendizagem não podem ficar restritas à escola, mas o professor pode estimular o aprendiz a ir além dos muros da escola."
Vera Menezes

Learning a foreign language is indispensable for the individual formation. As the access to the internet communication has increased in the past years, people are inserted in a globalized social context, that L2 learning can open doors to personal, professional and cultural development. Therefore, the purpose of English language teaching should guide the whole process of learning. Richards (2006, p.38) suggests that the goal of language classes is to prepare students for their survival in the real world.

English learning should be time to provide opportunity to explore different views, developing a critical multicultural perspective making a pleasurable and meaningful process. With this purpose, the activities were thought basing in the students perspectives, likes and interests. Students were asked about what was interesting for them in an English book and what they wanted to know in a Second Language.

This final paper presents two units for different levels: 7th and 8th classes of Middle Schools. They are contextualized under the Communicative Language Teaching, basing on the pragmatic-functional principle and orienting in content relevant to the acquisition of communicative competence (Richard and Rogers, 2001). They are based on the student

experiences, knowledge, motivation and their specific cultural aspects that they bring to the learning.

The goal of these units is to enable the development of the four skills (listening, reading, speaking and writing), and lead students to interact and acquire communicative competence in the target language. It involves different aspects of knowledge linguistic to understand and produce different types of texts, despite the limitations in linguistic knowledge, know how to maintain communication through communication strategies.

The units also consists of inductive activities, leading learners to make an intellectual effort to understand the aimed feature (Ellis, 2002, p.168-169). The activities are integrated with each other to enable student's memory to assimilate better the knowledge. They are divided in seven sections: Warm up, Reading Moment, Building new vocabulary, Focus on grammar, Listening and speaking, Improving Pronunciation and writing moment.

Teachers should persuade the students' social needs by using quotidian situation to learn English because it needs attention in particularities of the learners, understanding that importance of valorizing students' way of lives. Facilitate negotiated interaction and promote learner autonomy are very good strategies to give opportunities to facilitate learning and providing ways to help them in classes. It is important to put in practice many ways showing how English learning is important.

Warm-up section, the students are motivated to discuss about each topic and stimulated to think about the themes and to get students' attention at the beginning of the class. In the first unit, they are supposed to think and talk about places around the world and in the second, about eating disorders. Images, graphics and games should be used to involve students in the discussions. It is important to mention that the purpose of the playful activities is to engage the students with the English language, stimulating them to use the language during classes.

Reading Moment, in this section the strategy is to guide students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions, encouraging them to be active readers, enhancing their comprehension. Before the students read, it is asked questions to indicate their own background knowledge about the topic to provide logical input and it encourages students to learn how to answer questions better.

Reading is more interesting when the text information is understood and reading is purpose driven, it follows that creating purpose in the classroom reading situation will create readers' interest. So, the texts lead students to approach the important element of interest from the reading process because the units have relevant topic that is part of their real lives. As an alternative to comprehension, the texts present people they have heard before with a purpose that approach the texts with a specific goal. Beyond the comprehension exercise types, the reading activities can also be part of communicative tasks encouraging students to talk to a partners to share information about the texts and have discussion that involves them in comprehending and interacting improving others skills: listening, speaking, or writing.

Building new vocabulary, in this section part, new words are presented according to the topic, because all skills are integrated to help students comprehending better. Moreover, it is important to mention that, in accordance with Paiva's (2004) activities that involves cognitive strategies should be used in teaching vocabulary, considering that there is contextualization and the use of images for students to associate with the correspondent words implying the use of mental processes for learning to happen.

Vocabulary is an important part for all communication, with this purpose the students are stimulated to work cooperatively and it is in a context to facilitate comprehension and help them in the learning process. Besides, the students have a variety of skills and background that can benefit to understand words, concepts.

In **Focus on grammar**, the students are led to review sentences from the reading texts to pay attention in the structures and comprehending for the context how it is applied. Also as claimed by Ellis, "it is perfectly possible to develop an explicit understanding of how a grammatical structure works without learning much in the way of grammatical terminology"(Ellis, p.169). Therefore, the activities are connected to the texts and schedule given before because of the students' familiarity with the context.

Listening and speaking skills have an enormous impact to learn a new language because they can inform students about so many things and prepare them to discuss and have basic information to use in a conversation. Improving these skills should be very important for learning a second language.

The students are encouraged to develop the language topics because the activities are formed basing in the language spot studied. When they talk, it is a fundamental way to connected what they think with the meaning of the Listening topic.

Talking to others helps learners to add up new information and construct vocabulary; the classroom should always promote student talk because it collaborates to the interaction resulting in an improvement of listening and speaking skills with fluency and confidence in speaking in public. In classrooms, student should talk, converse, discuss and answer because these actions build learning progress and ability to understand major role in all language knowledge.

In **Pronunciation improvement**, the activities are presented to show students an essential part of learning and using a foreign language. The focus is in the increasing the learners accuracy and show the ability to understand and be understood. Besides of the level of students teaching pronunciation is important to help them to understand how to form sounds that they cannot found in their first language.

The relevance of the use of a separated part for pronunciations is exactly in the importance of providing the students with as much English input as possible in order to increase their chances to learn the language. It is of great importance for them to have contact not only with the writing, reading, listening and speaking skills but also with pronunciation.

Writing Moment, it has pre activities to prepare students to develop a text. It is necessary because the students have a limited lexicon and sometimes difficulty to express their ideas. Therefore, they need an assistance for generate vocabulary and structure that models can be very helpful. Besides, the students are presented to kind of texts during the units in others skills, reading or listening, to facilitate the process for creating the writing activity.

Writing is an important skill because it could be a great part of helping students learn the language. The learners should be encouraged to produce clearly and legible using the vocabulary and language topic that they have learned before. So, they can show what they have understood or have still had problems with.

Evaluation sections or test booklet is a part to teacher can pay attention with the students could comprehend. It is not a part to revenge, when teacher use to take scores of students. In these tests, teachers can diagnostic for measuring the quality of learning and offer a safer alternative to evolution.

The evaluation role is to give a feedback for the teacher to think their practice and enabling the process improvement. Therefore, it can help the teacher to understand how the student is reacting against the knowledge explored. Thinking about evaluation as a tool that promotes learning is taking a conception that the activity has no end in itself, but it can provide the student the opportunity to challenge their knowledge and/or can build it.

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