

UNIVERSIDADE FEDERAL DE MINAS GERAIS

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TRABALHO DE CONCLUSÃO DE CURSO

Music and Activism / Music and Technology

Teaching Units

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

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INTRODUCTION

This project aims to present ESL (English as Second Language) to be worked with Intermediate Level, students from a private Language School. The purpose is the improvement and development of students from English Language in general. Each unit can be done in three or four classes. In order to achieve the goals of each unit is very important searching about the previous knowledge of the students beforehand. In this project we're going to produce two units concerning to English Teaching. All the activities are support to the Communicative Approach and the development of communicative competences. Here you are the units:

The Unit 1 – Music and activism – the students will be in contact with music, but not only listening to the music, but also, learning about extra activities that some artist are doing, in this study, the activism they are involved in. This kind of activity is good to the students developing the critical thinking. To the Teacher it will be a good opportunity to work with some subject that is pleasurable. The unit 2 – Music and Technology – will be a link to the first unit and also a continuity of the previous topic. In this case the students can use their own technologies devices, making the study closer to their reality and as a result the student will not fell bored or dismotivated.

The units are composed by pre, while and post activities format. There are exercises after each text in order to see if the students really understood the objective of each unit. There is also a Teacher's guide after each unit in order to clarify the Teachers on how to use and apply the units inside the classroom. Inside the units the students will find some tips about a specific topic (grammar, cultural curiosity). There is also a phonetic chart with the symbols so the teachers can give more attention to this part of teaching most of the time forgotten by Teachers.

Finally, as a complement there is a booklet for each unit where the students can do exercises as reinforcement to the lessons given. The booklet is according to the grammars and subjects approached in the units.

RATIONALE

This part will explain the theories developed in the units. One of the theories is based on the model of comprehension suggested by Anderson and Lynch (1988:13) in which schematic knowledge (background knowledge), procedural knowledge, and systematic knowledge are sources for comprehension achievement. According to these authors “these knowledge sources are drawn on, interactively to achieve comprehension” (Cadlin and Mercer 2001). This means background knowledge is part of the process of understanding messages and ideas brought by activities for didactic purposes. In the process of comprehension achievement background knowledge is a very important feature that is part of the top down process suggested by (Eskey 1988).

Also, according to MATTOS e VALERIO (p.2010, p.121) the steps of the units will be composed of pre, while, and post tasks for each of the four main skills in language learning: Listening, Speaking, Reading and Writing. So, you will find all of them in each unit.

As the students are composed in the majority by teenagers, it was used themes that are familiar to this group: Music and Technology. That’s why each unit has exercises involving music and also their own devices like camera, laptop, Smartphone and tablet. This is what Mark Prensky, from Harvard University says in his article:

“It is amazing to me how in all the hoopla and debate these days about the decline of education in the US we ignore the most fundamental of its causes. Our students have changed radically. Today’s students are no longer the people our educational system was designed to teach.

Today’s students have not just changed incrementally from those of the past, nor simply changed their slang, clothes, body adornments, or styles, as has happened between generations previously. A really big discontinuity has taken place. One might even call it a “singularity” – an event which changes things so fundamentally that there is absolutely no going back. This so-called “singularity” is the arrival and rapid dissemination of digital technology in the last decades of the 20th century.

Today’s students – K through college – represent the first generations to grow up with this new technology. They have spent their entire lives surrounded by and using computers,

videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Today's average college grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV). Computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives." (On the Horizon - MCB University Press, Vol. 9 No. 5, October 2001) © 2001 Marc Prensky).

From the article above it's possible to see many features apply also to our Brazilian Education's reality. It's not a matter of complaint, but the fact is that many English School, especially regular schools have no material enough to Teachers and students. In most cases students' technology are far beyond than internet used in their school. This is just one of the problems. Sometimes is the Teacher that is stuck in time, and sometimes is the school that doesn't provide conditions enough to Teachers.

"Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding." (Stephen Krashen)

In despite of Communicative approach is being used in most of English School, unfortunately many teacher are still using the old methodology, the level of linguistic features and grammatical issues.

It's known that is also necessary to study grammar and vocabulary. According to David Wilkins *"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed"* (2002:13). That's why it's important exploring vocabulary and Grammar in our activities, but as a Communicative Approach Method. For this reason the Language School must have Teachers who knows and is familiar to this methodology to have a great impact on student's learning.

All the units were developed to be applied in the Communicative approach method, as it's known came as a revolutionary teaching approach in opposition to the decaying Situational Language Teaching and the Audiolingualism principles.

In both units the project tried to create a link between the activities when is possible in order to make the students connected to the subject previously studied.

Another topic used in the units is Music. According to Bob Lake *"there is strong evidence supporting the use of music in the ESL classroom. Language and music are tied together in brain processing by pitch, rhythm and by symmetrical phrasing. Music can help familiarize students with connections and provides a fun way to acquire English."* From Music and Language Learning by Bob Lake.

As we can see music has a great influence on students when is used properly as a lesson. Unfortunately many teachers insist in using music inside the classroom only as entertainment and do not explore the benefits that music can bring to students' learning. That's why many students see music class and "doing-not-class".

It also has many others articles about teaching through music which was a support to the exercises in the units. There pages on internet entirely devoted to this kind of activities. On these pages it's possible to find music according to the grammar point. Grammar in general, vocabulary, pronunciation, verb, listening and so on. One of this page is called "Teacher Tube" where Teachers can find a lot of songs to work with.

So, concluding our activities the students were said to produce a written email, in the first unit it will be an informal email to Jason Mraz commenting about his music, career, whatever. The second unit the SS were asked to write two emails, a formal one to be sent to the President of his/her country and the other one to be sent to a close friend about education, the objective is to prepare the students to be ready to use both language: formal and informal.

UNIT 1

INTERMEDIATE LEVEL

MUSIC AND ACTIVISM

In this section you'll read about an artist and his foundation.

QUIZ – Look at the picture below. Who's this singer?

() Bruno Mars () Mick Jagger () Iron Maiden's
vocalist () Jason Mraz () Nicholas Jonas



What his main instrument?

() Sax () Piano () Acoustic Guitar () Bass () Drum

Listening

(I WON'T GIVE UP – AUDIO)

Listen to the audio and fill the gaps with the appropriate verbs or noun.

When I _____ your eyes

It's like watching the night sky

Or a beautiful sunrise

There's _____ they hold

And just like them old stars

I see that you' _____ so far

To be right where you are

How old is your soul?

I won't give up on us

Even if the skies get rough

I'm giving you all my love

I'm still _____.

And when you're _____ your space

To do some navigating

I'll be here patiently waiting

To see what you find

Cause even the stars, they _____

Some even _____ to the earth

We got a lot to learn

God knows we're worth it

No I won't give up

I don't _____ be someone who walks
away so easily. I'm here _____ and make

the difference that I can make. Our
differences they do a lot to teach us how to
use. The tools and gifts we've got yeah we got
a lot at stake. And in the end, you're still my
friend. At least we didn't intend

For us to work we _____ we didn't burn

We had to learn how to bend without the
world caving in. I had to learn what I' _____,
and what I'm not. And who I am

I won't give up on us...I'm still looking up.

2 - Check the kind of music he's playing.

() Rock 'n Roll () Jazz () Pop () Ballad

PRONUNCIATION

Take a look at this chart about Minimal Pairs.

<h1 style="text-align: center; color: red;">shiporsheep.com</h1> <p style="text-align: center;">English language pronunciation practice with minimal pairs</p>			
Page	Minimal pairs	Simplified IPA* symbols	How to use ship or sheep
<u>1</u>	sheep/ship	i: / i	
<u>2</u>	tin/ten	i / e	
<u>3</u>	bet/bat	e / æ	
<u>4</u>	bet/bait	e / ei	
<u>5</u>	bat/bad	æ / æ:	
<u>6</u>	cat/cut	ɑ / ʌ	
<u>7</u>	cat/cart	æ / ɑ:	
<u>8</u>	cart/cut	ɑ: / ʌ	
<u>9</u>	cut/curt	ʌ / ə:	
<u>10</u>	look/loop	ʊ / u:	
<u>11</u>	cart/caught	ɑ: / o:	
<u>12</u>	caught/cot	o: / ɒ	
<u>13</u>	caught/coat	o: / əʊ	
<u>14</u>	caught/curt	o: / ə:	
<u>15</u>	coat/cot	əʊ / ɒ	
<u>16</u>	coat/coot	əʊ / u:	
<u>17</u>	darling/dialling	ɑ: / ai	
<u>18</u>	air/"A"	e: / ei	
<u>19</u>	tail/toil	ei / oi	
<u>20</u>	tail/tell	ei / e	

3. Checking the sounds. There are many words in English with the same sound but different meanings. Listen to some of them and check the write answer. The link will take you to a webpage with some audio exercises where you're going to listen to the words and then do the audio exercises.

<http://www.manythings.org/mp/m09.html>

Before reading

Tell your partner what you know about activist artists. Take a quick look at the text to grasp its main idea.

Are you ready to read?

Jason Mraz Foundation



The Jason Mraz Foundation helps sustain organizations aligned with Jason's pillars of service:

HUMAN EQUALITY

Free The Slaves: Liberating slaves around the world, helping them rebuild their lives, and researching real world solutions to eradicate slavery forever.

True Colors Fund: Seeks to inspire and engage everyone, particularly the straight community, to become active participants in the advancement of lesbian, gay, bisexual, and

transgender equality.

ARTS AND EDUCATION

VH1 Save The Music Foundation: Developing long-term, sustainable instrumental music programs that provide children access to music, regardless of financial situation.

School of the Performing Arts in the Richmond Community (SPARC): Inspiring young people to reach their full potential through quality training in the performing arts.

Free the Children: Helping driven and passionate youth at home engage in social issues contributing to the developing world.

ENVIRONMENT PRESERVATION

Surfrider: Dedicated to protecting our world's oceans, waves, and beaches.

NRDC: The Natural Resources Defense Council's purpose is to safeguard the Earth: its people, its plants and animals, and the natural systems on which all life depends.

RECOVERY & ASSISTANCE

Life Rolls On: Dedicated to improving the quality of life of young people affected by spinal cord injury and utilizing action sports as a platform to inspire infinite possibilities despite paralysis.

MusiCares®: Providing a safety net of critical assistance for music people in times of need.

Stay connected to Jason:

Official Site – www.jasonmraz.com

Facebook – www.facebook.com/jasonmraz

Twitter – www.twitter.com/jason_mraz

Tel: 213.413.4130

Fax: 213.383.2046

[Email us](mailto:info@jasonmraz.com)

221 S. Figueroa St., Suite 400

Los Angeles, CA 90012

Text Comprehension

Is true to say that...

- a) Jason Mraz foundation has created all those institutions.
- b) Jason Mraz foundation supports those institutions.
- c) All the money from Jason's concert are used to charity purpose.
- d) The NGOs described in the text work only with poor children.
- e) "Recovery and Assistance" foundation work specifically with young people.

The ING form can be used like a **noun**, like an **adjective** or like a **verb**.

Put **(N)** noun, **(A)** adjective) or **(V)** verb, according to the sentences below.

- Liberating slaves around the world.
- I don't like doing homework every day.
- We did a welcoming party to my friends from England.
- researching real world solutions to eradicate slavery forever
- I hate watching horror movies.
- Let's go to living room and watch a good movie.

1. Change the boldfaced words by a synonym below:
- helps **sustain** organizations aligned with Jason's pillars of service
 To grow up to move on to keep up
 - Seeks** to inspire and engage everyone, particularly the straight community
 Looks at looks up Tries
 - Dedicated to **protecting** our world's oceans, waves, and beaches
 Helping Saving rebuilding
 - The Natural Resources Defense Council's **purpose** is to safeguard the Earth
 Goal Achievement Finally
 - Dedicated to **improving** the quality of life of young people affected by spinal cord injury.
 Improvising increasing getting better

Vocabulary activity

What does “*straight*” mean in the sentence “particularly the straight community”?

- Go in one direction
- The same as stretched.
- Heterosexual

Write down the kind of voluntary work according to the pictures.



Refresh your mind

What kind of climate problems the world is facing?

Have you heard about “El Niño” phenomenon?

What about The Rain Forest devastation?

Speak up!

Read carefully about what these people are doing in terms of humanitarian work. In groups of 04, read them and then discuss with your classmates and report each chart to your classmates.

- Discuss what are in common between those artists.



Stevie Wonder is also noted for his work as an activist for political causes, including his 1980 campaign to make Martin Luther King, Jr.'s birthday a holiday in the United States.
(*wikipedia*)



Bono has become one of the world's best-known philanthropic performers and was named the most politically effective celebrity of all time by the National Journal.
(*wikipedia*)



Michael Jackson set up The Heal The World Foundation in 1992. The foundation focuses on children aiming for their safe and healthy development to be the world's priority.
<http://www.allmichaeljackson.com/heal-the-world.html>



As The New York Times has reported, Sir Elton will be publishing a book – Love Is the Cure: Ending the Global AIDS Epidemic – later this year about his personal experiences in the fight against HIV/AIDS. Proceeds from the sale of the book will benefit the Foundation.
(<http://www.ejaf.com/Home>)

Let's write

Write an email to an artist you like and that's involved with activism and share your opinion about his/her attitude.

Use informal language

TEACHER'S GUIDE UNIT 1

Section A

In this unit the students will see some artists that are involved with activism. The first one it'll be the singer JASON MRAZ. So, looking at his photo the students will try to guess who he is.

- ✓ Students will look at his photo and choose the best answer. First of all, it's very important to see if they are familiar with the names given and if they the majority of them.
- ✓ The students will try to guess what his main instrument. Observe if the students know him or if they are only guessing .

The listening activity

The students will listen to an audio with a song of Jason Mraz and then fill the gaps. The Teacher must explore the vocabulary of verbs, noun and also phrasal verbs.

I WON'T GIVE UP

When I look into your eyes
 It's like watching the night sky
 Or a beautiful sunrise
 There's so much they hold
 And just like them old stars
 I see that you've come so far
 To be right where you are
 How old is your soul?

I won't give up on us
 Even if the skies get rough
 I'm giving you all my love
 I'm still looking up

And when you're needing your
 space

To do some navigating
 I'll be here patiently waiting
 To see what you find

Cause even the stars, they burn
 Some even fall to the earth
 We got a lot to learn
 God knows we're worth it
 No I won't give up

I don't wanna be someone who
 walks away so easily
 I'm here to stay and make the
 difference that I can make

Our differences they do a lot to
teach us how to use
The tools and gifts we've got yeah
we got a lot at stake
And in the end, you're still my friend
At least we didn't intend
For us to work we didn't break, we
didn't burn

We had to learn how to bend without
the world caving in
I had to learn what I've got, and
what I'm not
And who I am

I won't give up....I'm still looking up

Link: <http://www.vagalume.com.br/jason-mraz/i-wont-give-up-traducao.html#ixzz2C0OffyfG>

The second activity the students are going to identify what kind of music is playing. The teacher can draw from the students the different kind of rhythms they know, and then they will check in the box, the right answer.

Answer: Rock 'n Roll Jazz Pop **Ballad**

PRONOUNCIATION

3. In this activity the students will see same example about minimal pairs. The teacher must explain that there are many words with the same sound. So, use the chart to see the small difference between words.

If the teacher has access to internet it would be good idea use it. So, the teacher can access the page and listen each one of minimal pair and do the exercise with the students.

If the Teacher has no access to internet in the class, so he can record some of the minimal pairs and put on the audio to the students.

The Teacher should also encourage the students to access that page at home.

Reading Activity

The students will share each other their own knowledge about activist artists. After that they'll take a glance in the text and get the main idea of it.

The teacher can take turn on reading in order that all the students read a fragment of the text. Afterwards, the students will make the text comprehension so, they will have to come back to the text and read again to find out the answers.

Text Comprehension -

Is true to say that...

- a) Jason Mraz foundation has created all those institutions.
- b) Jason Mraz foundation supports those institutions.
- c) All the money from Jason's concert are used to charity purpose.
- d) The NGOs described in the text work only with poor children.
- e) "Recovery and Assistance" foundation work specifically with young people.

The ING exercise is connected to the text, because there are a lot of expressions using ING in the text.

The vocabulary activity is also according to the text about Jason's Foundation.

Put **(N)** noun, **(A)** adjective) or **(V)** verb, according to the sentences below.

- (**N**) Liberating slaves around the world.
- (**V**) I don't like doing homework every day.
- (**A**) We did a welcoming party to my friends from England.
- (**N**) researching real world solutions to eradicate slavery forever
- (**V**) I hate watching horror movies.
- (**A**) Let's go to living room and watch a good movie.

2. Change the boldfaced words by a synonym below:

- f) helps **sustain** organizations aligned with Jason's pillars of service
 To grow up to move on to keep up
- g) **Seeks** to inspire and engage everyone, particularly the straight community
 Looks at looks up Tries
- h) Dedicated to **protecting** our world's oceans, waves, and beaches
 Inspiring Saving rebuilding
- i) The Natural Resources Defense Council's **purpose** is to safeguard the Earth
 Goal Achievement Finally
- j) Dedicated to **improving** the quality of life of young people affected by spinal cord injury.
 Improvising increasing getting better

What does "*straight*" mean in the sentence "particularly the straight community"?

- d) Go in one direction
- e) The same as stretched.
- f) **Heterosexual**

Write down the kind of voluntary work according to the pictures.



Humanitarian Work



Environment Preservation



Human Equality

Refresh your Mind is a pre-speaking activity in order to rise up the student's knowledge about environment and climate problems around the world.

The Teacher will divide the students in four groups and each one of them is going to read about a specific singer and his/her activism and then they will explain to the rest of the student about this singer.

SPEAK UP

In this activity the Teacher will divide the students in group of four, then each group will be in charge to read about an artist and his humanitarian work. After that each group will explain to the rest of the students about his/her artist.

This activity can be done like a game or Guessing activity. The students can sing a small part of a song from this artist.

LET'S WRITE

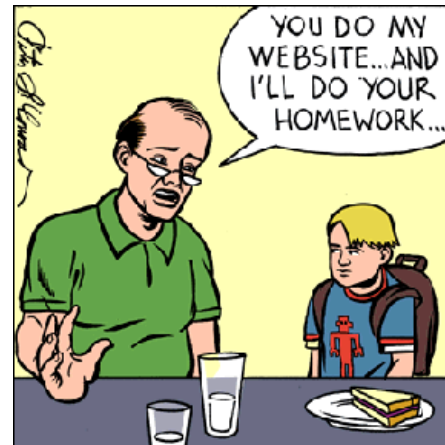
The Teacher must explain beforehand the difference between formal and informal language. Teach them the elements involved in an email, like sender, receiver, subject, etc.

After that the students will produce an email to one of the artists they read above and make a comment about his/her humanitarian activity.

UNIT 2 - MUSIC AND TECHNOLOGY

Sharing with your colleagues:

- Can you imagine living without technology in this modern world?
- How many technology devices do you have?
- How often do you use them?



1- Pair work: According to the pictures above give your own opinion about technology nowadays:

- () It's hard to manage with () it's boring () it's very important
 () it's necessary () It's funny

Why did the Father offer himself to do his son's homework?

- () He was very lazy!
 () He was a smart man!
 () He knows nothing about website programs?
 () He was punishing his son!

READ THE TEXT

Understanding Technology and Music

NOVEMBER 9, 2011

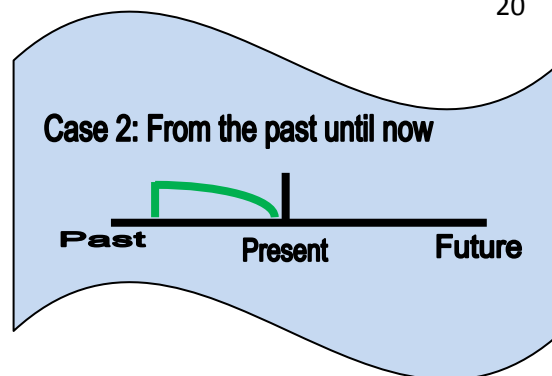
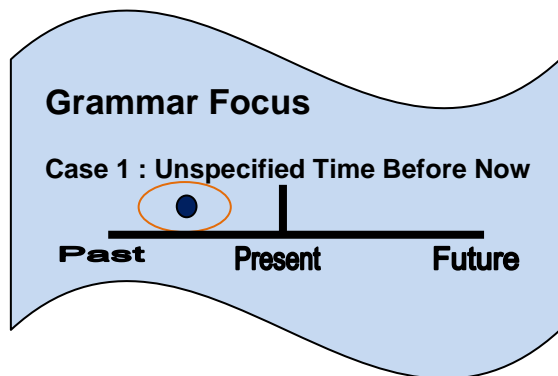
Technology and music have affected each other a great deal, and changes and improvements in technology have changed many things about how music is made, recorded, and distributed. Not only has the format of music changed from vinyl albums to magnetic tapes to Compact Discs, but the way that the music is created has changed considerably over the last century. If you are looking to get into the music industry, it may serve you well to have a strong understanding of how technology has changed things, and what technology you can use to make your way in the music business.

While many musical instruments played today are similar or the same as they have been for hundreds or even thousands of years, the advancements of technology over the last century has changed a great deal of how music can be created. Consider the changes to certain instruments to create electronic or electrical versions of them, allowing for easier creation of music into an amplifier or digital recording. The music you make or produce can be recorded and reproduced easier than ever before, and you should take advantage of such advancements to simplify the process of creating and recording music.

Technology and music have come together especially well regarding the ability for an artist to record and distribute his or her music. Home recording studios can be created for a fraction of the costs of massive, professional recording studios, and accomplish many of the same things that a larger studio can do. This has given home musicians unprecedented power over their music, and how that music is then distributed to a wider audience. Recording a master and then using that to create numerous vinyl albums was an expensive process that typically required the funds and technology of a major record label to accomplish.

With improvements to technology, and changes in the mediums through which music is enjoyed, a home artist can now mix together a digital master of a song then easily and affordably burn that to as many CDs as he or she wishes. Even easier than that, however, is digital distribution of music, allowing a home recording to be sent to others through the Internet and completely bypass traditional physical audio media. With digital playback devices becoming increasingly popular over the last decade, this type of business model for new bands or artists has allowed people to skip the traditional record industry and blend technology and music to create their own path into the marketplace.

<http://www.recordingconnection.com/reference-library/recording-education/understanding-music-and-technology-nov9>



Grammar Point

1 – Extract from the text above five verbs in the **PRESENT PERFECT TENSE**.

2 Change the sentences into **SIMPLE PAST** and create the new sentence.

a) He has sung all different kind of music all night long

_____ yesterday.

b) That music has been part of his life.

_____ when he was ten.

c) She has played the piano since 5 years old.

_____ beautifully.

d) They have performed this show in many countries.

_____ with majesty.

e) The band has always left the stage immediately after the concert.

_____ yesterday.

3. Listen to the song and fill the gaps.

I still haven't found what I'm looking for

I _____ the highest mountains. I _____ through the fields

Only to be with you (2x)

I've run. I _____. I _____. These city walls(2x)

Only to be with you

But I still _____ What I'm looking for.

I _____ honey lips. Felt the healing in her fingertips

It burned like fire. This burning desire

I _____ with the tongue of angels. I _____ the hand of the devil

It was warm in the night. I was cold as a stone

But I still haven't found what I'm looking for.

I believe in the Kingdom Come. Then all the colors will bleed into one

but yes I'm still running

You broke the bonds and you loosed the chains

You carried the cross and my shame

You know I believe it

But I still haven't found

What I'm looking for

4. Put the names of each scene according to the song. Use expressions from the lyric.



5. Pair work: Discuss with your colleagues something that you haven't found yet.

6. Which situations do you think the world hasn't found yet?

- () Starvation ending () high Technology () World's Peace
 () Education

Grammar focus

Use the phrasal verb properly to each verb in parentheses.

- a) I don't know where I've parked my car. I have to _____ it. (look)

- b) Why are you _____ that store? Is there something interesting on sale? (look)
- c) Wow. It's dark here. Could you _____ the lights, please? (switch).
- d) She's a precious girl. I won't _____ on her. (give)
- e) It's cold inside. ____ your coat _____ my son! (Put)
- f) Ladies and Gentlemen! Seat belt, please, the aircraft is ready to _____ (take).

Let's write

1 – Send a text message to some friends. Send a song lyric from internet to your classmate's emails using your Smartphone, cell phone, notebook or tablet.

2..Once received your lyric, put a comment on his/her facebook page about it.

TEACHER'S GUIDE 2

MUSIC AND TECHNOLOGY

Section A

- Draw Ss attention to the pictures about technology and let them to discuss about them and answer the questions below in pair. There isn't a correct answer because is a free opinion.

Reading the text

- Take turns to read the text observing the pronunciation of each student.

Grammar Point

1 – Extract from the text above five verbs in the **PRESENT PERFECT TENSE**.

have affected
have changed
have been
have come
has given

3 Change the sentences into **SIMPLE PAST** and create the new sentence.

b) He has sung all different kind of music all night long

He **sang** all different kind of music yesterday.

b) That music has been part of his life.

That music **was** part of his life when he was ten.

c) She has played the piano since 5 years old.

She **played** the piano beautifully.

d) They have performed this show in many countries.

They **performed** this show with majesty.

e) The band has always left the stage immediately after the concert.

The band **left** the stage immediately yesterday.

I STILL HAVEN'T FOUND WHAT I'M LOOKING FOR

I **have climbed** the highest mountains. I **ve run** through the fields
Only to be with you (2x)

I've run I **have crawled**. I **ve scaled** These city walls
Only to be with you

But I still **haven't found** What I'm looking for.

I **ve kissed** honey lips. Felt the healing in her fingertips
It burned like fire. This burning desire

I **ve spoken** with the tongue of angels. I **ve held** the hand of the devil
It was warm in the night. I was cold as a stone

But I still haven't found what I'm looking for.

I believe in the Kingdom Come. Then all the colors will bleed into one
but yes I'm still running

You broke the bonds and you loosed the chains
You carried the cross and my shame

You know I believe it

But I still haven't found what I'm looking for.

4. Put the names of each scene according to the song. Use expressions from the lyric.



LOOKING FOR



CRAWLING



FIELDS



HIGHER MONTAIN

5. Pair work: Discuss with your colleagues something that you haven't found yet.

6. Which situations do you think the world hasn't found yet?

(x) Starvation ending () high Technology (X) World's Peace

() Education

GRAMMAR FOCUS

Use the phrasal verb properly to each verb in parentheses.

- g) I don't know where I've parked my car. I have to **LOOK FOR** it. (look)
- h) Why are you **LOOKING AT** that store? Is there something interesting on sale? (look)
- i) Wow. It's dark here. Could you **SWITCH ON** the lights, please? (switch).
- j) She's a precious girl. I won't **GIVE UP** on her. (give)
- k) It's cold inside. **PUT** your coat **ON** my son! (Put)
- l) Ladies and Gentlemen! Seat belt, please, the aircraft is ready to **TAKE OFF** (take).

LET'S WRITE

Following the topic Technology, teacher must encourage the students to use their own technology devices to send message each other, in this case a lyric.

BOOKLET – UNIT 1

Here you are some extra exercises in order to check the learning process and solve some doubts. Those questions below are concerning the units 01 and 02.

Vocabulary exercises

Write the text in **American English**. Choose the correct word in parenthesis.

A trip to London

Last week I drove to London by car. As there was an accident on the M25 I had to take a (detour / diversion). I stopped in front of a (Theater / theatre) to ask for directions. A young man told me to turn right at the (crossroad / intersection) and ask again at the (gas station / petrol station). There a friendly (sales clerk / shop assistant) told me to take the second exit of (roundabout / traffic circle). After I had passed the (pedestrian crossing / zebra crossing). I saw a (bookshop / bookstore) and a large (car park / parking lot) I parked my car there and walked to the (center/centre) of London.

Activity 2

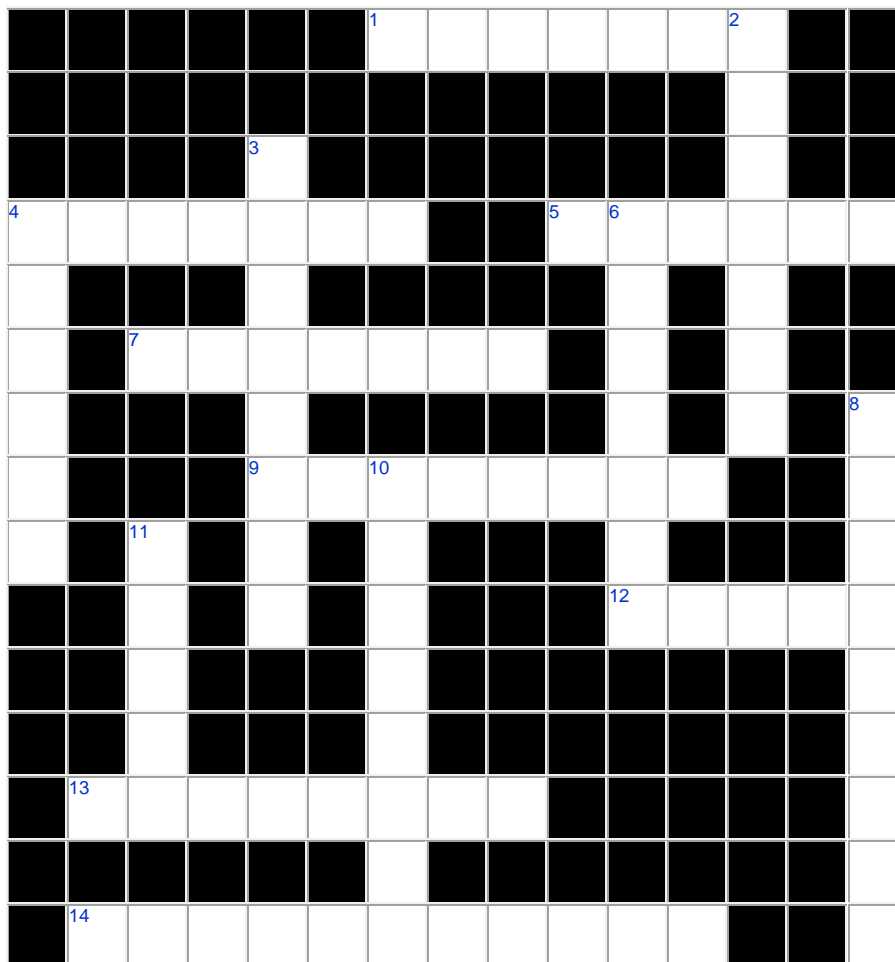
Write down the correct words. Much or Many.

- 1) _____ pupils
- 2) _____ time
- 3) _____ Money
- 4) _____ Dollars
- 5) _____ Milk
- 6) _____ Children
- 7) _____ Water
- 8) _____ Fun
- 9) _____ Dogs
- 10) _____ People

Activity 3 - Guess the verbs – Crossword

Try to guess the missing verbs in the sentences or questions,

Check



Across

- 1) 15 ___ by 3 equals 5.
- 4) What would you ___ for dinner?
- 5) How does your friend ___ towards you?
- 7) Do you ___ in life after death?
- 9) I haven't ___ any e-mails from you.
- 12) They try to ___ your identity.
- 13) Please do not ___ to ask your teacher.
- 14) How do whales ___ with each other?

Down

- 2) Five cars were ___ in the accident.
- 3) The government has ___ a national emergency.
- 4) John has ___ three gols in one match.
- 6) Talking can help children ___ their feelings.
- 8) Portugal ___ the death penalty in 1867.
- 10) She's going to ___ to the captain about this.
- 11) Why do the British ___ so much?

ACTIVITY 4 – ORAL ACTIVITY

RETELLING THE JOKE

The SS can choose one of the jokes below or if he/she knows another joke in English, then he/she will retell to his/her classmates the chosen joke.

1 - Some scientists decided to do the following experiments on a dog.

For the first experiment, they cut one of the dog's legs off, then they told the dog to walk. The dog got up and walked, so they learned that a dog could walk with just three legs.

For the second experiment, they cut off a second leg from the dog, then they told the dog once more to walk. The dog was still able to walk with only two legs.

For the third experiment, they cut off yet another leg from the dog and once more they told the dog to walk. However, the dog wasn't able to walk with only one leg.

As a result of these three experiments, the scientists wrote in their final report that the dog had lost its hearing after having three legs cut off.

Submitted by: Idrissi Mouhssine

2 - What is the longest word in the English language?

SMILES: there is a mile between the first and last letters!"

Submitted by: Kevin Penner

3 - Teacher: Maria please point to America on the map.

Maria: This is it.

Teacher: Well done. Now class, who found America?

Class: Maria did.

Submitted by: Kmankoolman

4 - A Scotsman who was driving home one night, ran into a car driven by an Englishman. The Scotsman got out of the car to apologize and offered the Englishman a drink from a bottle of whisky. The Englishman was glad to have a drink.

"Go on," said the Scot, "have another drink."

The Englishman drank gratefully. "But don't you want one, too?" he asked the Scotsman.

"Perhaps," replied the Scotsman, "after the police have gone."

Submitted by: Ugur Yavuzturk

BOOKLET – UNIT 2

Use the following verbs (**get, look, switch, take, throw**) and the prepositions (**away, for, off, on, out**) to form meaningful sentences.

Example: My parents are out. So I have to _____ my baby-brother.

Answer: My parents are out. So I have to **look after** my baby-brother

1. Quick! _____ the bus. It's ready to leave.
2. I don't know where my book is. I have to _____ it.
3. It's dark inside. Can you _____ the light, please?
4. It's warm inside. _____ your coat
5. This pencil is really old. You can _____ it _____.

Put the verbs in brackets into the gaps. Use Present Perfect.

Example: I _____ my father's car. (to wash)

I **have washed** my father's car

1. They _____ already _____ their rucksacks. (to pack)
2. Marcus _____ an accident. (to have)
3. We _____ shopping for my grandmother. (to do)
4. I _____ just _____ my bike. (to clean)
5. My friends _____ smoking. (to give up)
6. Elizabeth _____ in her test. (to pass)
7. John _____ his relatives recently. (to visit)
8. Edward and Joan _____ the gifts for Christmas. (to buy)

Listening activity. Listen to the song and chose the correct expression from the options given with a circle.

DO YOU REMEMBER

We never talked/are talking about it but I hear the blame was mine
I'm calling / I'd call you up to say I'm sorry,
 But I wouldn't want to waste your time
 'Cause I love you, but I can't take/can't stand anymore
 There's a look I can't describe in your eyes/mind
 If we could try like we tried before
 Would you keep on telling me those lies?
 Do you remember?
 There seemed no way to wake up/make up,
 'Cause it seemed your mind was set
 And the way you looked it told me,
 It's a look I know I'll never/ever forget
 You could've come over to my side,
 You should / could've let me know
 You could've tried to see the distance between us
 But it seemed too far for you to go
 Do you remember?
 Through all of my/your life,
 In spite of all the rain/pain
 You know that people are funny sometimes,
 'Cause they just can't wait to get hurt again,
 Tell me do you remember?
 There are things we don't/won't recall,
 And feelings we'll never find
 It's taken so long to see it/to be with,
 'Cause we never seemed to have the time
 There was always something more important to do,
 More important to say/you said
 But "I love you" wasn't one of those things,
 And now it's too late
 Do you remember?

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