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Curso de Especialização em Ensino de Inglês – CEI

Enhancing Learning Through Meaning-Oriented Instruction: Two Tentative English Lessons for Intermediate-level Students from a Brazilian Vocational School

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To Nilsa*, and in loving memory of* Jair*, my dearest parents,*
who gave me language and infinetely more.

ACKNOWLEDGMENTS

This final project and the course of study preceding it could not have been completed without the support, encouragement and assistance of some superb people, to whom I wish to express my gratitude.

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A warm thanks to all of my classmates, for the rich exchange of ideas, a source of personal and professional growth.

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Thanks to God, for the gift of life.

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INTRODUCTION

The reasons why Brazilians learn English are multifold, and so are the settings in which their instruction takes place. The learning materials, whether designed by the instructors themselves or determined by a franchisor or an education authority, also vary in many respects, including the following: the scope, the target audience, the teaching and learning approach, the themes of the lessons, the layout,etc. These factors all play a key role in determining the outcome of the teaching process. It is therefore crucial to be very judicious when selecting - when teachers do have a choice - or developing materials, taking into account such variables as students' age, their particular needs and interests, their English level of proficiency, class size, among others. As a matter of fact, it is not seldom the case that inadequate materials turn out to be the major reason why successful learning is hampered and potentially effective classes end up an artificial and dull experience, for students and for teachers alike. Communicative Language Teaching (CLT) proclaims that leading students to communicate effectively is the ultimate goal of language teaching, hence the prominent role learning materials play in the process. It is indeed a fundamental tenet of CLT that materials should be creative, stimulating, and in accordance with the learner's specifications.

Meaning, in the CLT scenario, is paramount. With this in mind, **Enhancing learning through meaning-oriented instruction** was conceived. It should be noted that prior to the development of the material, a needs and interests analysis was carried out among the students constituting the target audience of the lessons, namely students from the Instituto Federal do Triângulo Mineiro (IFTM) Language Center. They are all intermediate-level learners and are enrolled either in a Logistics or in an Electrical Technology course at IFTM. The first lesson, *A world of connections*, was designed specifically for the Logistics students, whose needs and interests analysis revealed their passion for social media and their need to increase overall knowledge of this topic, due to their course specificities. This first group is composed of 18 students, 10 girls and 8 boys, all between sixteen and nineteen years of age. The lesson is made up of different sections, comprising the abilities of listening, speaking, reading, and writing, all of them focusing on the theme of social media.

As for the second teaching unit, *Modern inventions*, it is an attempt to meet the interests of the Electrical Technology students, whose analysis showed their preference for this topic. The analysis also revealed that most of the learners enjoy watching cartoons and are particularly fond of Walt Disney. Besides, the findings showed the students' need to be inventive and to devise interesting gadgets to be displayed at the school's Science and Innovation Fair. Having been designed around the learners' genuine needs and interests, the lesson comprises a text on a Walt Disney cartoon as well as a writing section proposing that the students create a poster to advertise their imaginary inventions. Additionally, the unit contains sections intended to improve the abilities of listening and speaking. The target audience of this specific lesson consists of 19 students, 12 males and 7 females, aged 16-20.

Both units contain a pronunciation corner, a section devoted to vocabulary, and awareness-raising questions concerning textual genre. It goes without saying that the lessons, albeit created for the above-mentioned specific target group, can be successfully used to teach other classes, as long as they have a similar profile.

The units include a Class DVD, with the recordings for the listening sections.

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I hope you can get the best out of it.

Osvando de Melo Marques

UNIT 1

a world of
CONNECTIONS

«Technology is the campfire around which we tell our stories.»   *Laurie Anderson*
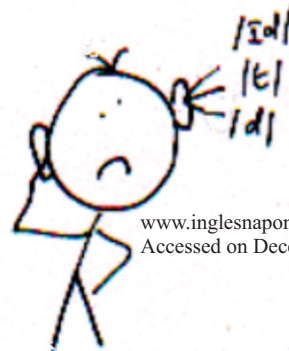
A world of connections

ibm.itpro.co.uk

In this unit, you will...

learn a way of making predictions about a text.

www.huffingtonpost.com
Accessed on December 5, 2015.

learn the different ways of pronouncing《-ed》endings.

www.inglesnapontadalingua.com.br
Accessed on December 5, 2015.

improve your vocabulary and start learning indirect speech.

www.huffingtonpost.com
Accessed on December 5, 2015.

express yourself in speaking and get engaged in a debate about social networking sites.

www.edgalaxy.com
Accessed on December 5, 2015.

express yourself in writing and post your own comment.

Post a Comment

Name (required):

Mail (will not be published) (required):

Website:

Comment (required):

SUBMIT

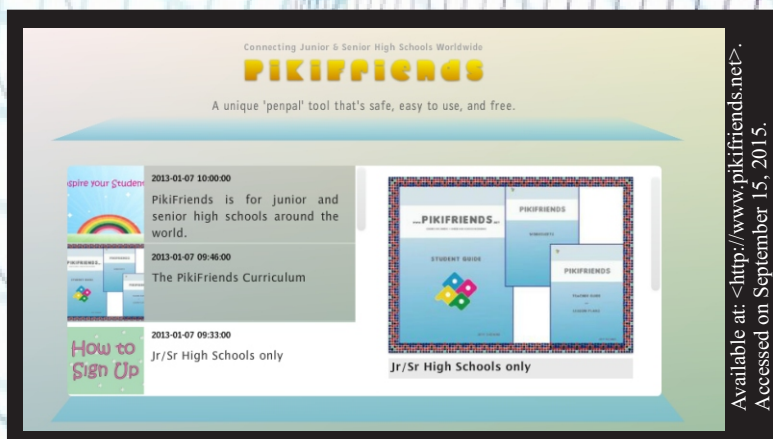www.theblogstudio.com
Accessed on December 5, 2015.

➤ **Before you get started...**

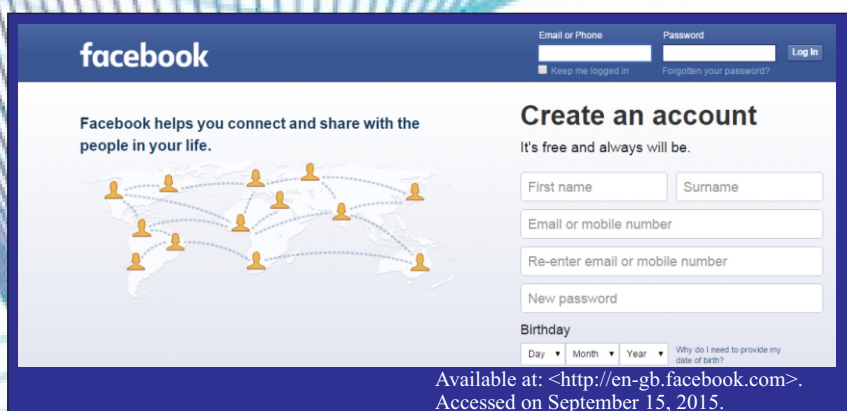Name all the social networking sites you know.

1.

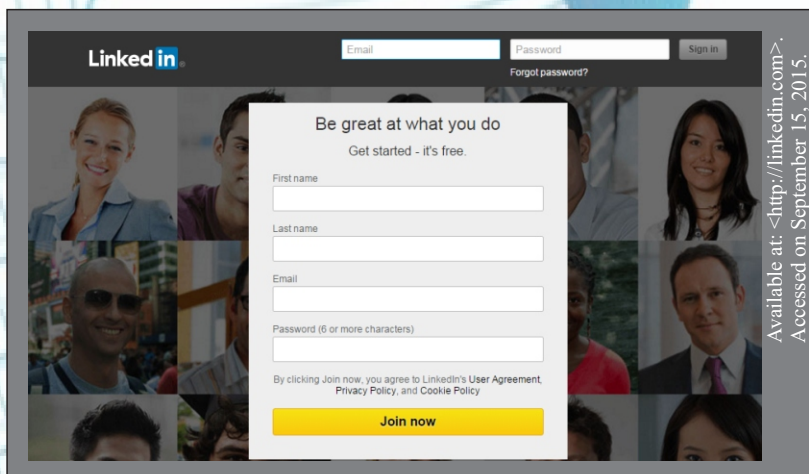Available at: <http://www.pikifriends.net>.
Accessed on September 15, 2015.

freepik.com

2.

Available at: <http://en-gb.facebook.com>.
Accessed on September 15, 2015.

3.

Available at: <http://linkedin.com>.
Accessed on September 15, 2015.

These are screenshots of the home page of different social networking sites.

A) What do these sites have in common?

B) Who is the target audience for each of these social media?

C) What is the main goal of each of these websites?

Available at: <http://www.pinterest.com/pin/752952435368238>.
Accessed on: September 15, 2015.

This is **ZOE**, an Information Technology Ph.D. student.

A social networking site is a platform to build social relations among people who share similar interests, activities, backgrounds or real-life **connections.**

Adapted from:
<https://en.wikipedia.org/wiki/Social_networking_service>.
Accessed on September 15, 2015.

>> What age group (children, teenagers, adults ages 18-29, adults ages 30-49, adults ages 50-64, adults ages 65+) do you think uses Facebook the most? How about Twitter and Instagram?

>> Do you use any of these sites? If so, what for? If not, why?

Time to read

1. Below is a text from an online source. Based on its title and subheadings, what kind of information do you expect to get from it?

Now read it carefully. As you read it, check your answer to 1 above. Were your expectations met? Then answer the following questions.

Twitter Vs. Facebook Vs. Instagram: Who Is the Target Audience?
By Justin Walton | October 02, 2015

Social media helps billions of people worldwide stay connected, and Facebook, Inc. (NASDAQ: FB), Twitter, Inc. (NYSE: TWTR) and Instagram, owned by Facebook, are among the most successful brands, each appealing to different demographics. With over 1 billion users worldwide, Facebook tends to appeal to adults, with 47% of its users over the age of 35. Twitter has over 271 million active users who tend to be younger, with 35% between the ages of 18 and 29. Of Instagram's 200 million active users, 53% are between the ages of 18 and 29.

Earth Is Facebook's Target Market

Since a substantial portion of the world's population is actively using Facebook, "Who isn't Facebook's target market?" may be an easier question to answer. As of 2015, 72% of online American adults use Facebook. The site is especially popular among online women, 77% of whom are users of the site. In addition, 82% of online adults between 18 to 29 use Facebook, along with 79% of those 30 to 49, 64% of those 50 to 64 and 48% of those 65 and older. While its user base is dominated by those over 25, Facebook still has over 50 million users under the age of 25.

Facebook is more popular with middle-aged adults than other social networks. In the U.S., the average monthly active user of Facebook was 40 years old in 2014. Facebook is popular among those in rural, suburban and urban areas, and those at every income level and education background. There is also not much of a difference in usage among different ethnic backgrounds. Facebook has the most engaged users; 70% log on daily, including 43% who do so several times a day. The bottom line is, basically everyone who uses the Internet as a means of communication is on Facebook regularly.

Younger Users Depend on Twitter for News

No other medium in recent history has changed the way in which news is distributed more than Twitter. The microblogging site allows users to keep up with events in a real-time news feed and charges advertisers to promote their targeted messages. Of Twitter's 271 million active users in 2014, 95 million were between the ages of 18 and 29. The site is also popular with older adults, with 54 million users between the ages of 30 and 59, and 44 million over the age of 50.

Internet users living in urban areas are more likely than their suburban or rural counterparts to use Twitter. Three out of 10 online urban residents use the site compared with 21% of suburbanites and 15% of those living in rural areas. The majority of regular Twitter users are male, while females tend to gravitate toward Facebook and Instagram. Twitter is more popular than other sites with the more affluent. The percentage of users with college educations and incomes over $50,000 is much higher than those of Facebook or Instagram. Twitter users are also quite diverse, with 20% of online Caucasians and 28% of online blacks and Hispanics being regular visitors.

Young People Cannot Survive Without Instagram

While the number of online American adults using Instagram doubled from 2012 to 2015, the photo- and video-sharing network has become completely entrenched in the lifestyles of younger Internet users. The migration of youth from Facebook to photo-sharing social networking sites such as Instagram explains why 53% of its 200 million active users are between the ages of 18 and 29, most of whom are on the platform daily.

Over half of American teens and people in their early 20s are on Instagram, and it is even more heavily used among higher-income youth. Americans in this demographic rely heavily on mobile devices, and posts to Instagram can only be made using one, adding to its popularity. In its infancy, Instagram was heavily skewed toward female users. As of 2015, many more males have come on board and make up nearly 50% of daily Instagram users.

Available at: <http://www.investopedia.com/articles/markets/100215/twitter-vs-facebook-vs-instagram-who-target-audience.asp?header_alt=f>.
Accessed on: October 03, 2015.

2. According to the text, what is one of the benefits of social media?

_____
_____
_____
_____

3. Which social medium has had the most influence on the distribution of news these days? In your opinion, what is the reason for that?

_____
_____
_____
_____

Pair Work

With a partner, discuss the following.

4. The reason why Facebook is more popular with middle-aged adults.

5. Why Instagram is more popular with younger users.

6. a) Do you think the information in this text is reliable? Why (not)?

b) What are some points to consider when judging the credibility of an online source?

about the author

Justin Walton is from London, UK, where he works as a production supervisor at BBC Worldwide.

Exploring further

123rf.com

a) What do you think are some of the reasons why social networking sites have become so popular?

b) The author argues that most Twitter users are male, while women prefer Facebook and Instagram. Do you agree with this argument? Why (not)?

Facebook, Twitter, and Instagram are examples of **social networking sites**, a form of **social media technologies**, which also include blogs, business networks, enterprise social networks, forums, microblogs, photo sharing, products/services review, social bookmarking, social gaming, video sharing, and virtual worlds.

Adapted from:
<https://en.wikipedia.org/wiki/Social_media>.
Accessed on September 15, 2015.

Get set!

1. Look at the icon below and answer the following questions.

a) Which social networking service is this? What are some differences and similarities between this resource and Facebook?

b) Do you like to use this service? Why (not)?

play.google.com

dreamstime.com

Time to listen

1. Listen to a text about the history of WhatsApp and fill in the blanks with the missing words.

WhatsApp is an instant messaging app. It's_____for multiple platforms such as Android, Apple or Blackberry. WhatsApp was **founded** by Brian Acton & Jan Koum, two ex Yahoo employees.

While talking about new app_____ with friend Alex Fishman, Jan Koum chose the name WhatsApp. Jan Koum **incorporated** WhatsApp Inc. on the 24th of February 2009, which is also his_____.

WhatsApp is **intended** to be a play on the phrase What's up?

Jan Koum is originally from Ukraine, and **moved** to Mountain View at the age of 16.

Koum **started** at San Jose State University and **worked** for Ernst & Young as a security tester.

While on a job at Yahoo, Koum met Brian Acton. Each liked the other's direct approach to_____.

Later, Koum got a job at Yahoo as an infrastructure engineer.

Jan Koum and Brian Acton both left Yahoo in 2007, and both also **tried** to_____ at Facebook, but both were **rejected**.

In 2009, Koum **observed** that the Apple App Store was about to boom. He **discussed** ideas with a close _____. Koum spoke about the idea that his contact list should deliver more information, and that he should be able to see if his friends were at the gym or on a call. He was **referred** to an iPhone App developer to create the app.

Late 2009, Koum **started** the_____WhatsApp Inc. Thus, WhatsApp was born.

In the initial stages WhatsApp was unstable, and had a small user base.

During a game of Ultimate Frisbee with friend Brian Acton, Jan was **encouraged** to continue the WhatsApp_____ and not to give up.

play.google.com

When Apple **released** push notifications on their devices, Jan **jumped** onboard with the idea. This **allowed** WhatsApp users to send status updates straight to their friends' device and grab their_____.

The WhatsApp user base grew to 250,000 people, Acton **collected** a quarter of a million in funding from some friends he knew while at Yahoo. Acton was now in.

Expenses to run WhatsApp came in the form of sending SMS_____ for verification.

Jim Goetz, from venture capital firm Sequoia, **persuaded** WhatsApp to accept 8 million in investment, to help them reach their_____.

WhatsApp users **increased** again to an estimated 200 million. Sequoia **invested** another $50 million valuing WhatsApp at 1.5 billion.

In_____2014, Facebook bought WhatsApp for $19 billion dollars.

Transcribed from : <http://www.youtube.com/watch?v=Rp2KrA1q55A>. Accessed on: October 16, 2015.

2. Listen to the text again, **without looking at it**, and check ✓ the correct option.

a) WhatsApp was founded by

(   ) 2 ex Yahoo employers.   (   ) 1 Yahoo employee.   (   ) 2 ex Yahoo employees.

b) Jan Koum and Brian Acton left Yahoo in

(   ) February.   (   ) 2007.   (   ) 2009.

c)   How much did Jim Goetz invest in WhatsApp?

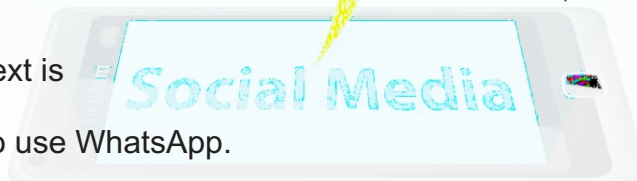(   ) $50 million   (   ) $200 million   (   ) $8 million

3. The main purpose of this text is

(   ) to convince people to use WhatsApp.

(   ) to provide information about some historical facts concerning WhatsApp.

(   ) to give tips on how to become a WhatsApp user.

Pronunciation
Corner
/d/, /t/, /ɪd/

1. Go back to the transcript of the text on the previous page. Some verbs are written **in bold**. Your teacher will read them to you. Listen and repeat. Pay attention to the *-ed* endings of these verbs.

2. Now study this chart.

The pronunciation of words ending in ED depends on the final consonant (sound). There are three ways to pronounce ED:

/ɪd/	/t/	/d/
T wanted	P helped	L called
D needed	K looked	N cleaned
	SH washed	R offered
Voiced Sound	CH watched	G damaged
= uses the vocal	GH laughed	V loved
cords and they	TH breathed	S used
produce a vibration	SS kissed	W followed
or humming sound	C danced	Y enjoyed
in the throat.	X fixed	Z amazed
(Touch your throat to feel it)	VOICELESS	VOICED*

Words that end in a **vowel sound** use the /d/ pronunciation for ED.
e.g. -- followed -- enjoyed -- played -- tried -- continued

Available at: <http://www.grammar.cl/english/pronunciation-ed.htm>. Accessed on October 16, 2015.

3. Listen to your teacher say the verbs from the audio transcript again.
Which verbs end in /t/ or /d/? Which ones end in /ɪd/ (have an extra syllable)? Write the correct symbol between the slashes.

1. founded /   /
2. incorporated /   /
3. intended /   /
4. moved /   /
5. started /   /
6. worked /   /
7. tried /   /
8. rejected /   /
9. observed /   /
10. discussed /   /
11. referred /   /
12. encouraged /   /
13. released /   /
14. jumped /   /
15. allowed /   /
16. collected /   /
17. persuaded /   /
18. increased /   /
19. invested /   /

Listen on 🎧

stalk / stɔːk / = to follow or observe a person persistently, especially out of obsession.

The American Heritage Dictionary Online
www.americanheritage.yourdictionary.com
Accessed on October 16, 2015.

1. Your are going to listen to a song related to social networking sites. As you listen, fill in the blanks with the missing words. Choose from the box below.

---

trace - pic - settings - privacy - words - tweet - friends - GPS - rules - games - selfie - free - face - post

---

The Social Media Stalker Song (Parody of "Every Breath You Take" by The Police)
-The Security Awareness Company-

01. Every _____ you make, every_____ you take
02. Every _____ you make, every heart you break
03. I'll be stalking you.
04. I see you every day, hear the_____ you say
05. Play the_____you play, every night and day
06. I'll be stalking you.
07. Oh you're not_____, there's no_____
08. And all it takes are the_____ you break.
09. The random_____ you make, party pix you take
10. The words are not opaque, each mistake you make
11. I'll be stalking you.
12. When you're gone, I'm still there, you leave a_____
13. Your_____is on, and you don't erase, all day, all night, I can always see your_____
14. Your public private_____are a disgrace
15. I'm still stalking you, daily, it's easy
16. Oh you should be, so creeped out by me
17. Your privacy's gone so totally
18. The_____pic you made, your checking-in tirade
19. Details displayed, say you're not afraid
20. But I'm stalking you.
21. Random_____you made fell for my charade
22. I'll be stalking you
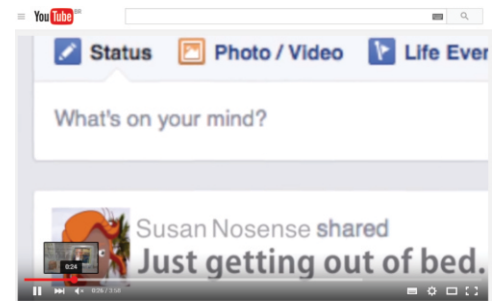
Available at: <https://www.youtube.com/watch?v=7NkI8hsndCA>. Accessed on October 16, 2015.

Cyberstalking is the use of the Internet to stalk an individual, a group, or an organization. It is often accompanied by realtime or offline stalking. Both are criminal offenses.

Adapted from: <https://en.wikipedia.org/wiki/Cyberstalking>.
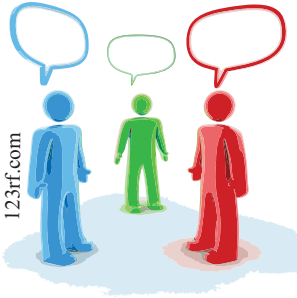Accessed on October 16, 2015.

2. Listen to the song again and check your answers.

Pair Work

1. What is the overall message of this song?
2. What do you think are the effects of being cyberstalked?
3. How do you know if you are being cyberstalked?
4. What can you do to avoid being a victim of cyberstalking?

Time to speak

The pros and cons Group Work

Social networking sites make it possible for us to connect with other people. This can be good, as in the case of making new true friends, or bad, as in the case of falling victim to cyberbullying.

The class is now going to be divided into **pros groups** and **cons groups,** with three members each.

Step One - Discuss with your partners and agree on the most relevant arguments to include on the list.

Pros	Cons
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Step Two - All the **pros** and the **cons** groups are now going to work together, each with their respective members. Have another discussion and narrow your lists to the **five** most relevant arguments.

Step Three - ## Getting ready to debate

Our Debate Etiquette

1. You must work together as an effective team.
2. All members of each side must participate in the debate.
3. Maintain good eye contact with the audience.
4. Use proper language and be polite in referring to your opposing team.
5. The **pros** group will read the first point of argument. A debate on the validity of that particular point will ensue, providing others in the group with opportunities to elaborate and the **cons** group with opportunities to counter.

Adapted from: <http://informationliteracywactc.pbworks.com>.
Accessed on October 16, 2015.

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Follow the guidelines below and carry out the debate.

STAGES	TIME	PROCEDURES	USEFUL LANGUAGE
Preparation	10 minutes	Discuss the points Create strategies Prepare arguments	
Introductory Remarks	3 minutes each group	Present first arguments	The first point we would like to raise is this... Here's the main point we want to raise... We'd like to deal with two points here. The first is... Just to be clear, here is what I/we mean...
Rebuttal	2 minutes each group	Respond to first arguments	The other team said that... We disagree. That may be true, but... We can't agree with... Perhaps, but...
Open Discussion	5 minutes	Discuss interactively the introductory and rebuttal points	I'm sorry to interrupt, but you've misunderstood our point. Sorry, we have to disagree with your point. Let us just respond to that, please. Forgive me for interrupting, but we must respond to that. Hold on a moment, that's not correct. If you would allow us to add a comment here... If you don't mind, we'd like to take issue with what you just said.
Conclusion	1 minute each group	Restate the strongest arguments from the previous stages	To sum up, here are the main points our opponents have not addressed... We pointed out that... To recap the main points... In summary, we want to point out that...

Adapted from:
Santana, A. C.M. (2014). *Material Didático para Ensino de inglês: Go for it!*,
26. Retrieved from <http://150.164.100.248/cei/data1/arquivos/tccamanda.pdf>.

Time to focus on language

1. In our everyday verbal communication, it is a common practice to tell our interlocutors what other people have told us. Here's an excerpt from a recent news report. Read it attentively.

Palo Alto, CA, December 1, 2015 - Mark Zuckerberg announced Tuesday that he's giving away 99% of his Facebook shares - valued at $45 billion today - during his lifetime.

Available at: <http://www.businessinsider.com/mark-zuckerberg-giving-away-99-of-his-facebook-shares-2015-12>.
Accessed on December 3, 2015.

a) The verb indicating what Zuckerberg has said is
(   ) *giving*.   (   ) *announced*.

b) The excerpt above shows our usual way of using language, in speaking and writing,
(   ) to tell what we have heard or read.
(   ) to express our opinion about controversial issues.

123rf.com

2. Below is a grammar rule. Read it carefully and (circle) the correct alternative on the last line.

Direct speech is used to quote (repeat the same words) what someone has said, which in writing is done by putting the quoted words between **quotation marks (" ")**. **Indirect speech** is used to report what someone has said without repeating the exact words.

The excerpt on the previous page is an example of **direct speech**/**indirect speech**.

3. Read the following news stories headlines. (Circle) the verbs that are being used to report.

a) Twitter admits that as many as 23 million of its active users are automated.
Available at: <http://qz.com/248063/twitter-admits-that-as-many-as-23-million-of-its-active-users-are-actually->bots/>.
Accessed on December 4, 2015.

b) Bill Gates explains why the climate crisis will not be solved by the free market.
Available at: <http://usuncut.com/climate/bill-gates-only-socialism-can-save-us-from-climate-change/>.
Accessed on December 4, 2015.

c) Facebook CEO Zuckerberg agrees to donate fortune to charities.
Available at: <http://www.forbes.com/sites/mikeisaac/2010/12/08/facebook-ceo-zuckerberg-agrees-to-donate-fortune-to-charities/>
Accessed on December 4, 2015.

d) Rupert Murdoch suggests that Obama is not a real black president.
Available at: <http://downtrend.com/71superb/rupert-murdoch-suggests-that-obama-is-not-a-real-black-president>.
Accessed on December 4, 2015.

3.1. The sentences above are examples of

(   ) direct speech.   (   ) indirect speech.
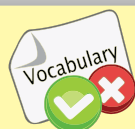
Expand your vocabulary

Say and **tell** are the most common reporting verbs. Other reporting verbs that can be used, depending on the original statement, are: **acknowledge, announce, argue, ask, claim, comment, complain, declare, defend, deny, point out, promise, recommend, require, request, state, suggest, warn,** etc.

4. The pictures below have all circulated on social networking sites. They show people protesting. Using different reporting verbs, report the situation in each picture.

Available at: <http://abcnews.go.com>.
Accessed on December 5, 2015.

a)_____
_____
_____
_____
_____

Available at: <http://businessinsider.com.au>.
Accessed on December 5, 2015.

b)_____
_____
_____
_____
_____

Available at: <http://labornotes.org>.
Accessed on December 5, 2015.

c)_____
_____
_____
_____
_____

d)_____
_____
_____
_____
_____

Available at: <http://www.thehindu.com>.
Accessed on December 5, 2015.

5. The two sentences below were said by the speaker of the text on page 11.

1) "WhatsApp is an instant messaging app."

2) "Acton collected a quarter of a million in funding (...)"

Notice how Zoe reports them.

1) The speaker <u>said that</u> WhatsApp **was** an instant messaging app.
   The speaker <u>said</u> WhatsApp **was** an instant messaging app.

2) The speaker <u>said that</u> Acton **had collected** a quarter of a million in funding.
   The speaker <u>said</u> Acton **had collected** a quarter of a million in funding.

5.1. How did Zoe change the verbs used by the speaker when she converted the sentences into indirect speech?

5.2. When we convert a present tense sentence from direct speech into indirect speech, we change the verb to   (   ) its past form.   (   ) its past perfect form.

When we convert a past tense sentence from direct speech into indirect speech, we change the verb to   (   ) its past form.   (   ) its past perfect form.

5.3. The use of "that" after the reporting verb is   (   ) necessary.   (   ) optional.

6. Study another example.

Mark Zuckerberg ✔
June 7, 2013 · Menlo Park, CA, United States · 🌐

I want to respond personally to the outrageous press reports about
PRISM: Available at: <https://web.facebook.com/zuck/posts/10100828955847631>.
           Accessed on December 5, 2015.

Mark Zuckerberg **declared/stated/pointed out (that) he wanted** to respond personally to the outrageous press reports about PRISM.

6.1. What happened to the pronoun "I" when Zuckerberg's sentence was changed into indirect speech?

REMEMBER: Depending on the original statement, we can use different reporting verbs when converting a sentence into indirect speech, as in the example above.

6.2. Change the sentences below into indirect speech. Use a different reporting verb for each sentence.

a) **Barack Obama**
   December 23 at 11:07am · 🌐

Obama_____
_____
_____

The United States is leading global efforts to tackle climate change - but extreme voices in Congress are trying to stand in the way of progress.

Available at: <https://web.facebook.com/barackobama/>.
Accessed on December 05, 2015.

b)

oprah

Pres. Jimmy Carter and I have a great, soulful conversation about the «essence of a full life.»

Available at: <https://www.instagram.com/p/8GWBtWyS-8/?taken-by=oprah>
Accessed on December 5, 2015.

Oprah_____
_____

c)

Ryan Moseley Dear J.K. Rowling,

I have worked as a human rights advocate in Palestine for twenty years and most of the people in my circles support the Boycott, Divestment and Sanctions movement to one degree or another (...)

Letter to J.K. Rowling: For the sake of all Palestinian children who love Harry you...

MONDOWEISS.NET

👍 5 · October 29 at 12:34pm

Available at: <https://web.facebook.com/JKRowling>.
Accessed on December 05, 2015.

123rf.com

Ryan Moseley_____
_____
_____

d)

Bill Gates @BillGates

Great teachers and students made our visit to Betsy Layne HS in KY incredible.

Available at: <https://twitter.com/BillGates>.
Accessed on December 5, 2015.

Bill Gates_____
_____

👍 *More on direct and indirect speech in our future lessons.*

Further Practice

#Time to compete

Pair Work

You and your partner will both receive a card A, containing quotes, and a card B, containing images and the icon of a social networking site. While you read the quotes to your partner, he or she has to write them, in indirect speech, under the correct picture, using appropriate and different reporting verbs. Then switch roles. The pair finishing first with the most right answers wins.

Example

One student reads the quote, «I am tired of working,» from card A.
The other student has to write it in indirect speech on card B, under the correct picture, using an appropriate reporting verb and mentioning the respective social networking site (see the icon at the top of the image). Use a different reporting verb in each sentence.

Available at: <claytoricanlife.blogspot.com>.
Accessed on December 5, 2015.

She complained on Twitter that she was tired of working.
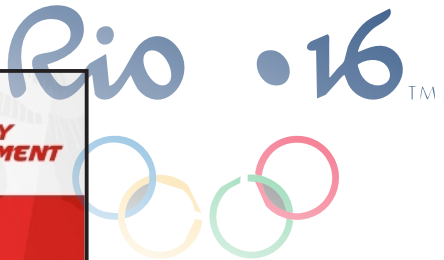
#Time to create

Post your comment!

A comment is a text type that is very recurring on social networking sites. According to the American Heritage Dictionary, a comment is «a statement of fact or opinion, especially a remark that expresses a personal reaction or attitude.»

Available at: <americanheritage.yourdictionary.com>. Accessed on December 5, 2015.

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SIM SPORTS INDUSTRY MANAGEMENT

Brazil 2015: Day 5 (10/17/2015) – Preparation for Rio 2016 Olympics

Oct 18 2015

NEW POST | OPTIONS | LOG IN

Search

by Sam Yarin at 12:16 pm under Brazil 2015

When we talk about the legacy the Olympics will leave in Rio, certainly there will be a physical change. Rio 2016 has been a catalyst to begin some of the much-needed infrastructure improvements in the city. Some plans have been stuck in the government pipeline for 20 years and are finally happening now that the global spotlight will be on Rio next August. A few favelas are being cleaned up, sewage treatment plants and roadways are being built– but unfortunately the city improvements may not be as significant as we'd hope. While hundreds of thousands will be in Rio to watch the games, a billion more will tune in to the games on their Tvs. That's to whom the Olympics are catered. The HD footage will show the stunning and iconic images of Rio de Janeiro like the Christ the Redeemer statue and the beautiful white sand beaches, not the trash floating in the water or the favelas looming over the city.

Adapted from: <https://blogs.commons.georgetown.edu/sim/2015/10/18/brazil-2015-day-5-10172015-preparation-for-rio-2016-olympics/> Accessed on December 5, 2015.

Now follow the guide-lines below to write your own comment on this text.

Step 1: Organizing
☞ Spot the problem in the excerpt.
☞ What is your opinion on this issue?
☞ Make a list of arguments to support your opinion.

Step 2: Getting the first draft ready
☞ Write the first draft of your comment.
Useful language: In my opinion.../To my way of thinking.../As I see it.../From my point of view...

Step 3: Peer editing and final version
☞ Discuss your draft with a partner and make the necessary adjustments.
☞ Write the final version of your comment.

Step 4: Posting
☞ Access the Georgetown University blog:
<https://blogs.commons.georgetown.edu/sim/2015/10/18/brazil-2015-day-5-10172015-preparation-for-rio-2016-olympics/> (accessed on December 6, 2015).
☞ Insert your comment and post it.
☞ In case you do not have access to the Internet, you can rewrite the excerpt above, include your comment, and display on the classroom wall.

123rf.com

Genre: Comment
Setting: A weblog or the classroom wall
Audience: The blog readers or the school community

#Tip for learning

You can - and should! - use social networking sites to improve your English skills.
That can be a very fun and effective practice. Please visit the website below for a list of possibilitiies.

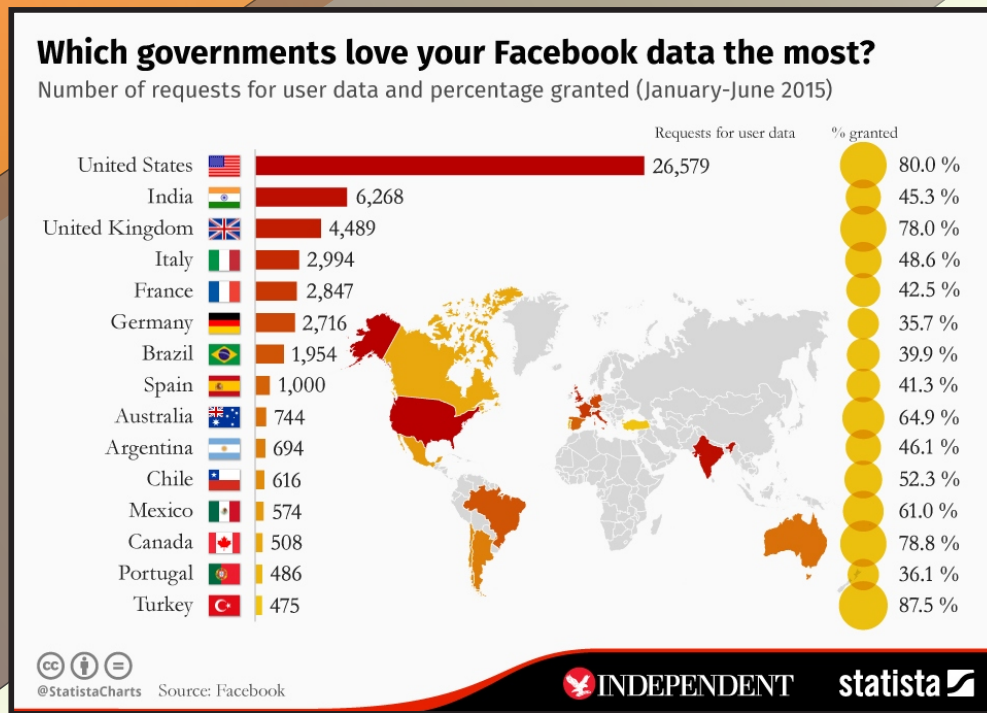<http://www.learnenglish.de/improveenglish/socialnetworks.html>

Accessed on December 6, 2015.

#Going cross-cultural

The chart below shows the number of requests from government agencies around the world for users to remove data from Facebook.

Which governments love your Facebook data the most?
Number of requests for user data and percentage granted (January-June 2015)

	Requests for user data	% granted
United States	26,579	80.0 %
India	6,268	45.3 %
United Kingdom	4,489	78.0 %
Italy	2,994	48.6 %
France	2,847	42.5 %
Germany	2,716	35.7 %
Brazil	1,954	39.9 %
Spain	1,000	41.3 %
Australia	744	64.9 %
Argentina	694	46.1 %
Chile	616	52.3 %
Mexico	574	61.0 %
Canada	508	78.8 %
Portugal	486	36.1 %
Turkey	475	87.5 %

@StatistaCharts   Source: Facebook

INDEPENDENT   statista

Elaborate on it!

⇨ Why do you think people receive legal removal requests from the government concerning their posts?

My Self-assessment Space

In this unit,

I learned_____
_____
_____
_____

I need to reinforce my understanding of _____
_____
_____
_____

Level: Intermediate (young adults and adults)
Unit 1: Three sixty-minute classes

1. Getting started

a) *to be done without students (Ss) looking at the printed material.*
Write on the board: *Social media.* Tell Ss briefly that *media* is the plural of *medium*, and ask them for examples of social media. Write their answers on the board. Explain that there are many different types of social media and write some categories with examples on the board (see diagram on page 29). Ask Ss what social media they make use of in their daily lives. Then ask, "What do you think people use <u>social networking sites</u> for?"

b) Have Ss look at the pictures. Ask if they know these social media and if they use them. Introduce them to Zoe, the fictitious Ph.D. student, and take the opportunity to briefly discuss the "smart IT professional" stereotype. Have them read the definition of *social networking sites,* and get them to discuss the questions.

Possible answers   a) They are both examples of social networking sites.

b) **Pikifriends** is for junior and high school students and teachers from around the world who want to improve their English communication skills; **Facebook** is for people in general (except minors) and companies; **Linkedin** is for the business community in general.

c) **Pikifriends**: to connect junior and high school students from around the world and help them improve their English communication skills; **Facebook**: to connect people in general; **Linkedin**: to establish and document networks of people its members know and trust professionally.

➡ To make the discussion more substantial, the teacher should problematize the answers and draw Ss' attention to such particularities as advertising on Facebook, the use of Facebook (and other social media) by minors, etc.

Background Notes

PikiFriends is a free, sophisticated online 'penpal' program made for junior and senior high school students and teachers only, without public interaction. It's used to teach secondary school students how to communicate in English with their peers around the world, adhering to strict standards of Internet safety and respect for others. Member students and teachers manage their own personal profiles and communicate with each other in a variety of ways using English. Also PikiFriends has highly unique teacher friendly tools to register and monitor students, and build English/writing skills.
The main goals of PikiFriends are to improve English communication skills and to teach good 'Netiquette' practices.
The founder of PikiFriends is Jeffrey Dionne, and the address is www.pikifriends.net.

Available at: <https://pikifriends.wordpress.com>.
Accessed on December 5, 2015.

Facebook is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues. The site, which is available in 37 different languages, includes public features such as:

Marketplace - allows members to post, read and respond to classified ads.
Groups - allows members who have common interests to find each other and interact.
Events - allows members to publicize an event, invite guests and track who plans to attend.
Pages - allows members to create and promote a public page built around a specific topic.
Presence technology - allows members to see which contacts are online and chat.

Within each member's personal profile, there are several key networking components. The most popular is arguably the Wall, which is essentially a virtual bulletin board. Messages left on a member's Wall can be text, video or photos. Another popular component is the virtual Photo Album. Photos can be uploaded from the desktop or directly from a smartphone camera. There is no limitation on quantity, but Facebook staff will remove inappropriate or copyrighted images. An interactive album feature allows the member's contacts (who are called generically called "friends") to comment on each other's photos and identify (tag) people in the photos. Another popular profile component is status updates, a microblogging feature that allows members to broadcast short Twitter-like announcements to their friends. All interactions are published in a news feed, which is distributed in real-time to the member's friends.

Facebook offers a range of privacy options to its members. A member can make all his communications visible to everyone, he can block specific connections or he can keep all his communications private. Members can choose whether or not to be searchable, decide which parts of their profile are public, decide what not to put in their news feed and determine exactly who can see their posts. For those members who wish to use Facebook to communicate privately, there is a message feature, which closely resembles email.

In May 2007, Facebook opened up its developers' platform to allow third-party developers to build applications and widgets that, once approved, could be distributed through the Facebook community. In May 2008, Facebook engineers announced Facebook Connect, a cross-site initiative that allows users to publish interactions on third-party partner sites in their Facebook news feed.

Available at: <https://whatis.techtarget.com/definition/Facebook>.
Accessed on December 5, 2015.

LinkedIn is a social networking site designed specifically for the business community. The goal of the site is to allow registered members to establish and document networks of people they know and trust professionally.

A LinkedIn member's profile page, which emphasizes employment history and education, has professional network news feeds and a limited number of customizable modules. Basic membership for LinkedIn is free. Network members are called "connections." Unlike other free social networking sites like Facebook or Twitter, LinkedIn requires connections to have a pre-existing relationship.

With basic membership, a member can only establish connections with someone he has worked with, knows professionally (online or offline) or has gone to school with. Connections up to three degrees away (see six degrees of separation) are seen as part of the member's network, but the member is not allowed to contact them through LinkedIn without an introduction. Premium subscriptions can be purchased to provide members with better access to contacts in the LinkedIn database.

LinkedIn was co-founded by Reid Hoffman, a former Executive Vice President in charge of business and corporate development for PayPal. The site, which was launched in May 2003, currently has over 300 million members from 200 countries, representing 170 industries. According to Reid Hoffman, 27 percent of LinkedIn subscribers are recruiters.

Available at: <https://whatis.techtarget.com/definition/LinkedIn>.
Accessed on December 5, 2015.

2. Getting set for reading

a) Have Ss answer the questions individually.
b) Encourage them to share their answers.

3. Time to read

a) Explain the difference between **title** and **subheading** (or **subhead**). Tell them to anticipate what they are about to read by making predictions based on the title, the subheads, and the picture. Have some Ss share their answers.
b) Get them to read the text silently and to highlight the words and/or expressions they do not understand.
c) Have Ss take turns reading the text aloud. Explain the unfamiliar words and/or expressions.
d) Ask them if their predictions were right, and reinforce the effectiveness of making predictions as a reading strategy.
e) Have Ss work on the first two comprehension questions individually. Encourage them to share their answers, and correct them.
f) Have Ss work in pairs on the following questions. Encourage them to share their answers, and correct them.

Answers

2. They help billions of people worlwide stay connected.

3. Twitter has. **Suggested reason**: It makes it possible for readers to keep up with events as they unfold.

4. Answers may vary.

5. Answers may vary.

6. The following is available on the University of Illinois website.

Tips and Tricks for Evaluating Web Sites
The questions below will help you evaluate web pages for use as sources. Be sure and look at the criteria in multiple categories prior to making a decision regarding the quality of a source.

How did you find the page?
How you located the site can give you a start on your evaluation of the site's validity as an academic resource.

Was it found via a search conducted through a search engine? Unlike library databases, the accuracy and/or quality of information located via a search engine will vary greatly. Look carefully!
Was it recommended by a faculty member or another reliable source? Generally, an indicator of reliability.
Was it cited in a scholarly or credible source? Generally, an indicator of reliability.
Was it a link from a reputable site? Generally, an indicator of reliability.
What is the site's domain?
Think of this as "decoding" the URL, or Internet address. The origination of the site can provide indications of the site's mission or purpose. The most common domains are:

org :An advocacy web site, such as a not-for-profit organization.
.com : A business or commercial site.
.net:A site from a network organization or an Internet service provider.;
.edu :A site affiliated with a higher education institution.
.gov: A federal government site.
.il.us :A state government site, this may also include public schools and community colleges.
.uk (United Kingdom) : A site originating in another country (as indicated by the 2 letter code).
~:The tilde usually indicates a personal page.
What is the authority of the page?
Look for information on the author of the site. On the Internet anyone can pose as an authority.

Is the author's name visible? Does the author have an affiliation with an organization or institution?
Does the author list his or her credentials? Are they relevant to the information presented?
Is there a mailing address or telephone number included, as well as an e-mail address?
Is the information accurate and objective?
There are no standards or controls on the accuracy of information available via the Internet.
The Internet can be used by anyone as a sounding board for their thoughts and opinions.

How accurate is the information presented? Are sources of factual information or statistics cited? Is there a bibliography included?
Compare the page to related sources, electronic or print, for assistance in determining accuracy.
Does the page exhibit a particular point of view or bias?
Is the site objective? Is there a reason the site is presenting a particular point of view on a topic?
Does the page contain advertising? This may impact the content of the information included.Look carefully to see if there is a relationship between the advertising and the content, or whether the advertising is simply providing financial support for the page.
Is the page current?
This is both an indicator of the timeliness of the information and whether or not the page is actively maintained.

Is the information provided current?
When was the page created?
Are dates included for the last update or modification of the page?
Are the links current and functional?
Does the page function well?
The ease of use of a site and its ability to help you locate information you are looking for are examples of the site's functionality.

Is the site easy to navigate? Are options to return to the home page, tops of pages, etc., provided?
Is the site searchable?
Does the site include a site map or index? Available at: <http://www.library.illinois.edu/ugl/howdoi/webeval.html>.
Accessed on December 5, 2015.

4. Exploring Further

a) Have Ss discuss in pairs.
b) Encourage the pairs to share their answers with the whole class.
c) Read Zoe's explanation and provide further information, if necessary.

5. Listening and Speaking

Get set!
a) Have Ss answer the questions individually. Tell them that they do not have to write their answers.
b) Have some Ss share their answers. With the help of the chart below, provide them with further information, if necessary.

BASIS FOR COMPARISON	WHATSAPP	FACEBOOK
Meaning	WhatsApp is an application that permits user to enjoy texting service over the internet.	Facebook is an online website, that allows user to connect with a lot of people to build a social circle.
Created by	Brian Acton	Mark Zuckerberg
Released in	2009	2004
Features	The user can chat and call with their WhatApp contacts along with sharing videos, photos, audio and voice message.	The user can chat, make a call (both voice & video), play games online, news feed and updates, pages, groups, sharing stuff, etc.
Like and Comment option	No	Yes
Privacy option in profile picture	Nobody, My contacts, Everyone	Only me, Friends, Custom, Public
Phone Number	Must	Depends on the user's discretion.
Who can join you?	Only your phone contacts.	Anyone can join you by simply sending a friend request.
Need to log in	No	Yes

Available at: <http://keydifferences.com/difference-between-whatsapp-and-facebook.html>.
Accessed on December 5, 2015.

Time to listen

a) Ask Ss to read the transcript once and try to guess the missing words.
b) Have Ss complete the task. Play the recording twice. (track 1 on Class DVD)
c) Check answers with the class, and have them work individually on the questions that follow.
d) Check answers with the class.

Answers

1. available - ideas - birthday - situations - work - friend - company - project - attention - messages - potential - February

2. a) (✓) two ex Yahoo employees.
   b) (✓) 2007.
   c) (✓) 8 million.

3. (✓) to provide information about some historical facts concerning WhatsApp.

Pronunciation Corner

a) Read the verbs in bold from the transcript. Have Ss repeat them after you in chorus. Have some Ss repeat the verbs individually.

b) Point out to Ss that -ed endings are pronounced in three different ways, depending on the final sound of the word to which they are attached. Explain that when the -ed ending is pronounced /ɪd/, the word receives an extra syllable, since in English the number of vowel sounds is the same as the number of syllables.

c) Read the chart and explain it, making the distinction between voiceless and voiced sounds very clear to Ss.

d) Read the verbs to Ss again, and have them complete the exercise.

Helpful Information

If the last sound of the word is unvoiced (produced with no vibration of the vocal cords) except for **t**, the -ed will sound like /t/.

Look at the words **kiss** and **hope**. The last sound of kiss is /s/. It doesn't use the voice to make the sound. So the -ed will not use the voice to make the sound either. The word sounds like /kist/. The word **hope** ends with /p/. It doesn't use the voice, so /t/ is at the end. It sounds like /hopt/.

If the last sound of the word is voiced* (uses some noise to make the sound, making the vocal cords vibrate) except for d, the -ed will sound like /d/.

Look at the words **learned** and **played**. The last sound of **learn** is /n/. It uses the voice. The -ed will also have a voiced sound: /d/. So **learned** sounds like /lernd/. **Play** also has a voiced sound at the end. **Played** is pronounced /pleid/.

If the last sound to the word is /d/ or /t/, the -ed will sound like /ɪd /.

Look at the words **wanted** and **mended**. They end with a /t/ or /d/. **Wanted** sounds like /wantɪd/ and **mended** sounds like /mendɪd/.

Note: Don't consider the spelling, but rather the final sound. For example, **cough** sounds like /kaf/. /f/ is unvoiced. Coughed is /kaft/.

*There are various ways of checking if a sound is voiced . Produce a /z/ sound (which is voiced) on a rise in pitch (going from a low pitch to a high pitch), and try one of these: a) put your fingers lightly on your Adam's apple and feel the vibration (this vibration is known as **voice;** b**)** put your fingers in your ears, and hear the booming sound; c) put your hand on the top of your head, and feel the vibration.

Adapted from: <http://www.5minuteenglish.com/apr18.htm>.
Accessed on December 5, 2015.

Answers

1. founded / ɪd /	7. tried / **d** /	13. released / **t** /	19. invested / ɪd /
2. incorporated / ɪd /	8. rejected / ɪd /	14. jumped / **t** /	
3. intended / ɪd /	9. observed / **d** /	15. allowed / **d** /	
4. moved / **d** /	10. discussed / **t** /	16. collected / ɪd /	
5. started / ɪd /	11. referred / **d** /	17. persuaded / ɪd /	
6. worked / **t** /	12. encouraged / **d** /	18. increased / **t** /	

Listen on

a) Explain the meaning of the word **stalk.**

b) Tell Ss that they are going to listen to a parody of the song **Every breath you take**, by the Police, which is related to a form of stalking that is very common nowadays.

c) Read the words in the box and explain them, if necessary. Tell Ss to listen carefully and to complete the lyrics with the words from the box. Play the MP3 song . (track 2 on class DVD)

d) Ask some Ss to read their answers aloud. Play the song again (this time the video file), have Ss watch it, and then supply the correct answers. (track 3 on class DVD)

e) Draw Ss' attention to Zoe's explanation and have a brief whole-class discussion on the issue of cyberstalking.

f) Have Ss discuss the following questions in pairs. Circulate around the classroom helping Ss express themselves.

g) Encourage the pairs to share their answers with the whole class.

Answers

1. post, pic
2. tweet
4. words
5. games
7. free, privacy
8. rules
9. friends
12. trace
13. GPS, face
14. settings
18. selfie
21. friends

Useful Information

Tips To Avoid Cyberstalking

Here's a quick list of safety tips to avoid cyberstalking or harassment.

1. Don't respond to flaming (provocation online);
2. Choose a genderless screen name;
3. Don't flirt online, unless you're prepared for the consequences. This is just like real life. Yes, you have the right to flirt. And you have the right to a sexy nickname. But the more obvious you are, the more likely you are to arouse unwanted attention;
4. Save offending messages and report them to your service provider;
5. If someone makes threats in a chatroom or on a message board, notify the moderator or Web site operator right away;
6. Don't confront the stalker/harasser, this only arouses more anger or emotional attacks;
7. Don't give out any personal information about yourself or anyone else;
8. Get out of a situation online that has become hostile--log off or surf elsewhere;
9. Google yourself to make sure no personal information is posted by others about you;
10. You also can learn more about this at WiredSafety.org and get help when you need it, without charge, from trained volunteers in the WiredPatrol Cyberstalking and Harassment Division.

Adapted from: <http://www.informationweek.com/tips-to-avoid-cyberstalking/d/d-id/1026875?>
Accessed on December 5, 2015.

6. Time to speak

a) Tell Ss that they are going to get engaged in a debate about the pros and cons of social networking sites.

b) Arrange Ss into groups of three. Make sure there is an equal number of pros and cons groups.

c) Circulate around the classroom to help Ss express themselves.

d) Get all the pros and the cons groups to work together with their respective members, and tell them to negotiate and refine their lists by choosing the <u>five</u> most relevant arguments.

Getting ready to debate

a) Explain the mechanics of the debate, drawing Ss' attention to the etiquette to be followed.

b) Get Ss to read the useful expressions provided, and explain them if necessary.

c) Ask Ss to follow the guidelines, and have them carry out the debate, without interfering with their production.

d) Provide the necessary feedback.

7. Time to focus on language

a) Write *to report* on the board, and ask Ss to say what they understand by it.

b) Tell Ss that on social networking sites, *to report* often means *to complain about* or *to denounce.* Then explain that *to report* also means *to relate* or *tell, to repeat to another*.

c) Have them read the excerpt and complete exercise 1.

d) Check answers with the class.

e) Ask Ss to complete the rule. Check the answer.

f) Tell Ss that this is just an introduction to direct and indirect speech, and that they will continue learning this grammar point in the next classes.

g) Explain that the most common reporting verbs are *say* and *tell,* but we can and should use different verbs to make our reporting more specific. Get them to read the **Expand your vocabulary** box, and ask them to say other possible reporting verbs. Write their answers on the board.

h) Have them complete exercise 3, and check answers with the class.

i) Have Ss complete exercise 4.Tell them to consult the **Expand your vocabulary** box, if necessary.

j) Check answers with the class.

k) Ask Ss to read the two following sentences and to analyze how Zoe reported them. Tell them to pay particular attention to the verbs and to the use of *that*.

l) Have them work on the following exercises, and check answers with the class.

8. Further practice

a) Make copies of the cards on page 30.
b) Arrange Ss into pairs and distribute the cards.
c) Explain the exercise. Briefly explain the use of *on* in the expressions *on Facebook*, *on Twitter*, *on Instagram*. Have Ss carry out the activity. Circulate around the classroom to monitor their engagement and to encourage them. Help them have fun with the exercise.
d) Check answers and reward the winning pair.

9. Time to create

a) Explain the definition of *comment*.
b) Ask Ss if they like to post comments on social networking sites. Ask for examples of comments they like to make.
c) Have them read the excerpt and ask them to briefly discuss if Brazil is prepared to host the 2016 Olympics.
d) Read the steps and explain the activity. Motivate Ss to write their personal comment on the issue proposed.
e) Walk around the classroom and help Ss express their ideas in writing.

10. Tip for learning

a) Encourage Ss to use social networking sites and social media in general to improve their English skills.
b) If possible, access the suggested website in class, showing it on a projector screen. Read and explain the tips to your Ss. Make further suggestions.

11. Going cross-cultural

a) Have Ss read the chart and share their answers to the proposed question.

> **Governments generally make removal requests for content that may be illegal in their respective jurisdictions.**

12. Self-assessment space

a) Ask Ss to complete the sentences.
b) Have them share their answers.
c) Make suggestions for improvement, if necessary.

coworkingoffices.com.br

Diagram depicting the many different types of social media

Available at: <https://en.wikipedia.org/wiki/Social_media>.
Accessed on December 5, 2015.

CARD A

a) « I am updating my profile. »

b) « This nice picture we posted is known as Happy Couple and the Kids. »

c) « I need to check my social media every single day. »

d) « I have almost 1,000 followers. »

CARD A

a) « Taking selfies is my favorite hobby. »

b) « I'm happy to release 12 Harry Potter short stories. »

c) « I am not going to share any updates. »

d) « I am afraid of cyberstalking. »

CARD B

Anna Lewis
Digital Content Specialist,
Your recent activity

66 Share an update

What's on your mind?

Harry Potter fans, rejoice!

CARD B

800 followers

thanks 💖✌️✌️

My account

Richard Davies

Profile completeness   60%

UNIT 2
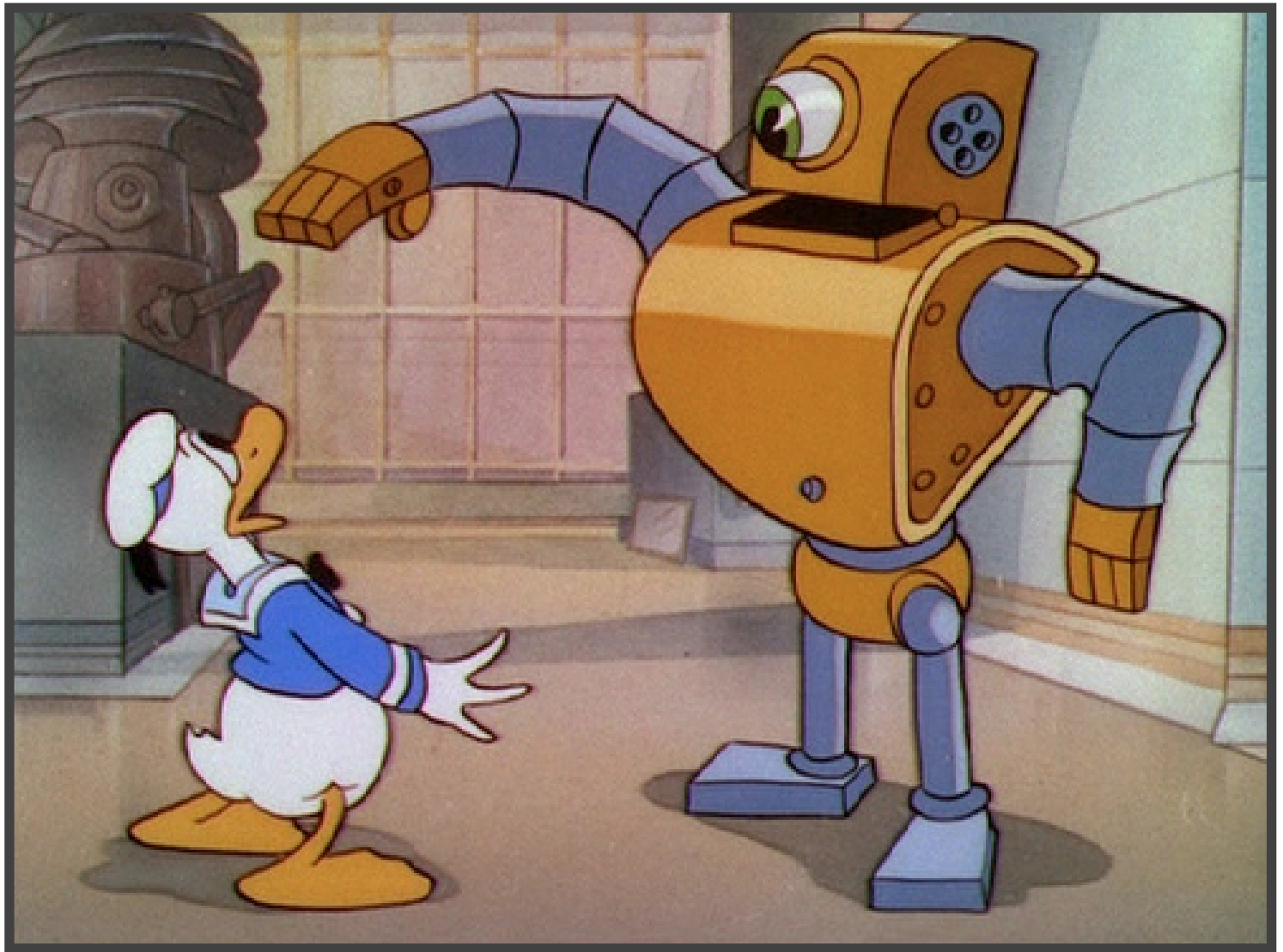
Available at: <https://en.wikipedia.org/wiki/Modern_Inventions#/media/File:Modern_Inventions.png>.
Accessed on: December 3, 2015.
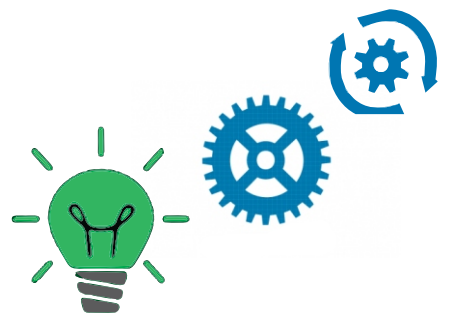
Modern INVENTIONS
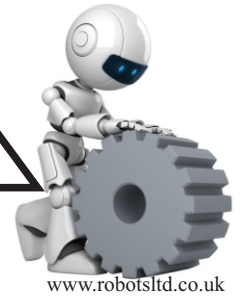
www.robotsltd.co.uk

In this unit, you will...

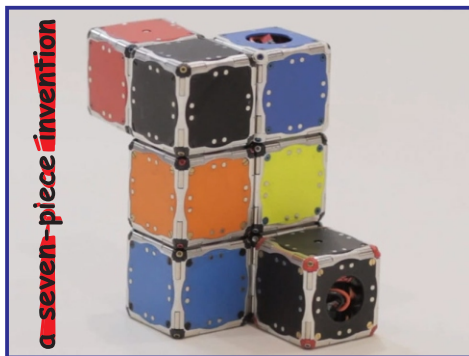improve your listening skill by making inferences and listening for details.
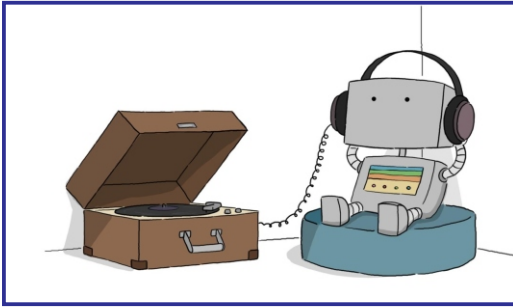
www.observationdeck.kinja.com
Accessed on December 5, 2015.

distinguish between the /ɪ/ and /i:/ sounds.

www.globalrobots.com
Accessed on December 5, 2015.

start learning compound adjectives.

a seven-piece invention

www.independent.co.uk
Accessed on December 5, 2015.

interact with your classmates in speaking to reach a consensus.

finding consensus

www.linkedin.com
Accessed on December 5, 2015.

interact with a classmate to make a creative advertising poster.

See the Leaning Tower of Pizza

sozokai.deviantart.com
Accessed on December 5, 2015.

get to know about some funny inventions from around the world.

www.gogoshopper.com
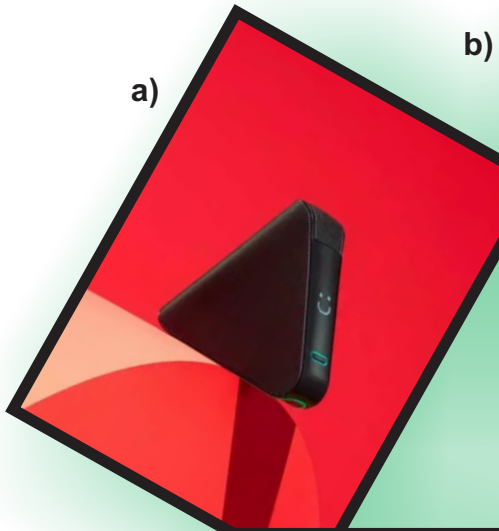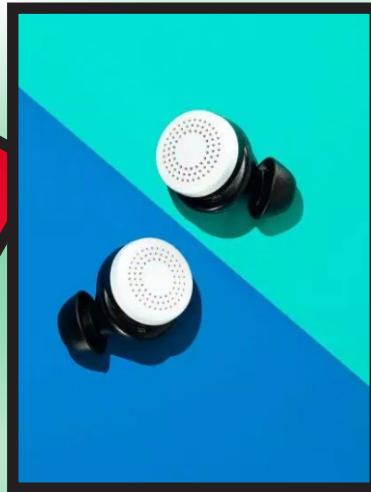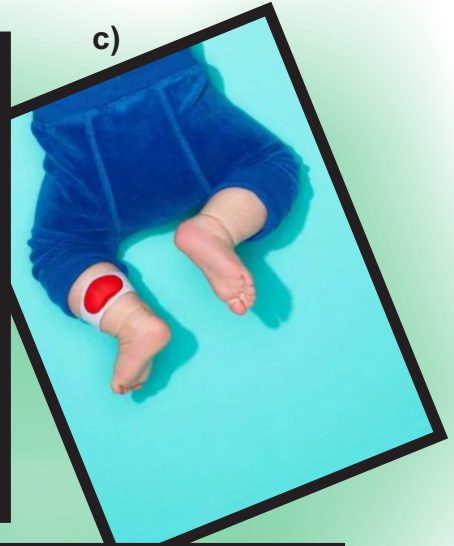Accessed on December 5, 2015.
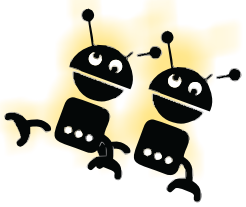
work in pairs

1) The pictures below show some of the latest inventions. Do you know what they are and what they are used for? If you are not sure, please make a guess, and then rate each of them on a scale of 1 to 6, where 6 is the most important and 1 is the least.
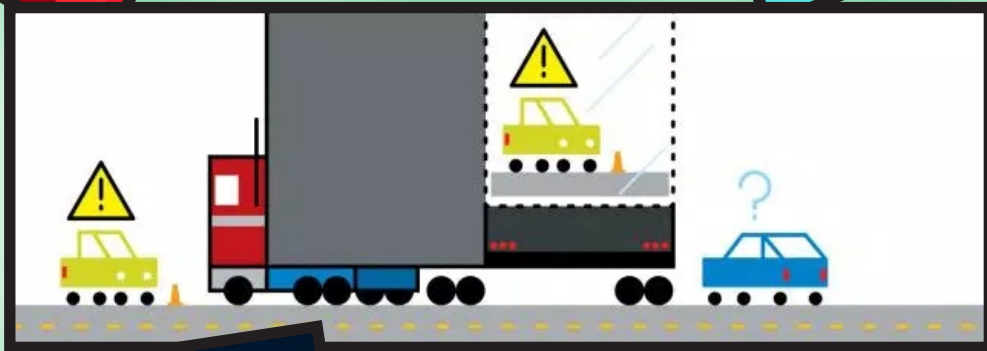
a)

b)

c)

d)

Available at: <http://time.com/4115398/best-inventions-2015/>.

e)

f)

whole-class work

2) Now share your answers with all your classmates. If there are any different answers as to what the items are, first reach a consensus. Then, rate the items again as instructed in 1.

Listening and speaking

Below are the pictures of four inventions of 2015 that you are going to listen about. Following are four lists containing some words used by the speaker to talk about each item. Before you listen, associate the words with the pictures, thus making inferences about what you will hear.

A)

B)

C)

D)
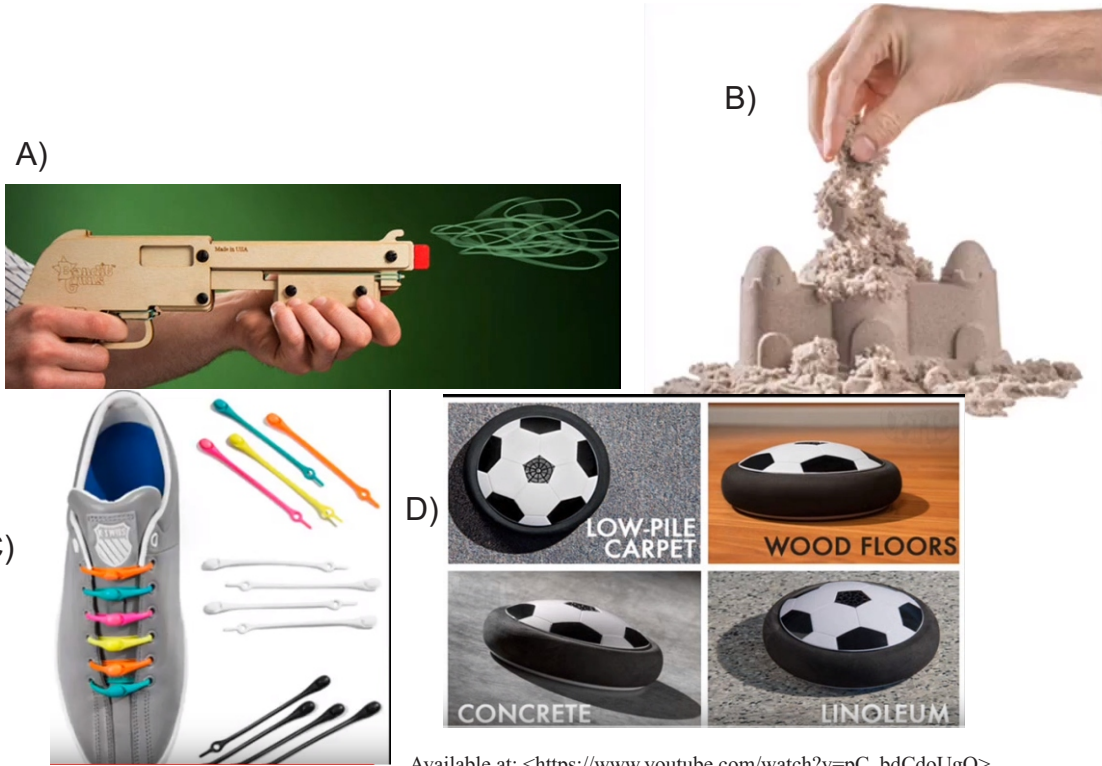
Available at: <https://www.youtube.com/watch?v=pC_bdCdoUgQ>.
Accessed on December 5, 2015.

1) disc - walls - motorized - multi-surface - cement - games - carpet - glides - soccer - air

2) sculpt - beach - kids - creations - shapes - hands - imaginative - polymer - non-toxic - play

3) rubber - pump - handle - firing - load - screws - plastic - trigger - blast - mechanism

4) fashion - system - elegant - shoelaces - run - performance - fit - stretches - colors - remove

A	B	C	D
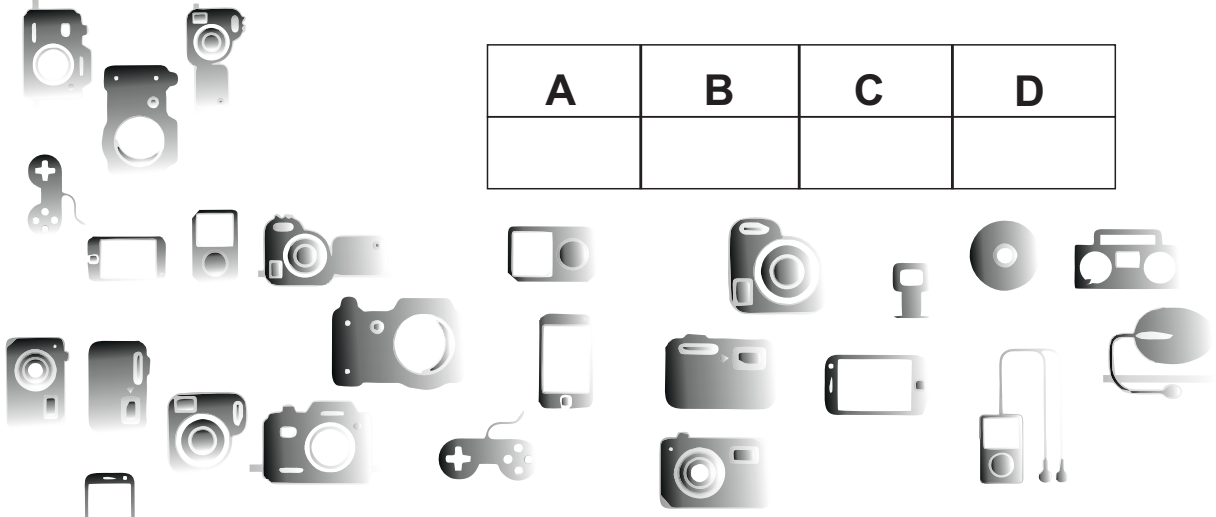
1. Listen to the recording and check ✅ the correct options. There is more than one right answer to «c».

a) According to the speaker, the air power soccer disk is ideal for

(   ) keeping the house clean.   (   ) kicking around the house.

(   ) clipping around in the house.   (   ) kicking the house.

b) The speaker says that Sand is

(   ) predictively sun.   (   ) prescriptively fun.

(   ) additionally sunny.   (   ) addictively fun.

c) Hickies, according to the speaker, can fit your style because

(   ) the laces come in different colors.

(   ) there is a variety of lacing techniques.

(   ) you can attach them only once.

(   ) you will step into a new era of footwear.

2. Listen to the recording again and number the items below in the order in which you hear them.

(   ) Fashion has found a more elegant way to hold your pants up than rope.

(   ) You can sculpt it, and it holds its shape (...)

(   ) Simply stack the plies as instructed, fasten them together with the included plastic screws and rubber bands for tension, and shoot your new weapon (...)

(   ) (...) a motorized fan floats the disk on a curtain of air (...)

(   ) Everyone knows hovercrafts are awesome, and the soccer disk is no exception.

(   ) Bandit guns are made from laser-cut birch plywood that you assemble yourself.

(   ) (...) the foam bumper protects walls and other objects, so you shouldn't need to worry about damaging anything except fragile egos.

(   ) Cutting into it is a uniquely satisfying experience.

(   ) (...) slide the pump nine times, then pull the trigger to release a scatter blast of all ten bands.

(   ) (...) so it sails over hard surfaces with ease.

(   ) (...) you might think it's from another planet.

Pronunciation Corner /ɪ/ and /i:/

1. Listen to the sounds **/ɪ/ and /i:/** in the following words.

/ɪ/	**/i:/**
sh**i**p th**i**s ch**i**p	sh**ee**p th**e**se ch**ea**p
s**i**t l**i**st f**i**ll	s**ea**t l**ea**st f**ee**l
m**i**ll	m**ea**l

2. Complete the pronunciation rule below.

_____ is a shorter sound than _____.
The sound _____ is said with the mouth much more spread, something like a broad smile.

3. **/ɪ/ or /i:/?**

Don't forget to place the sound transcription between slashes /   /.

a) bin_____   f) see_____
b) fit_____   g) tip_____
c) his_____   h) think_____
d) eat_____   i) meat_____
e) bean_____   j) quit_____

work in pairs

4. You will receive two cards, one with slashes /   / and another with words. Student A will transcribe the sound (/ɪ/ or /i:/) in the words Student B will read to him/her, and vice versa.

So, who's A and who's B?

Have fun!

Speaking

Your "Top Ten" List

www.gailperry.com

1. In small groups, discuss the following questions.

a) What are ten inventions you think you couldn't live without?

b) What are ten scientific breakthroughs you think humans couldn't live without?

> **breakthrough**: a major achievement or success that permits further progress, as in technology.
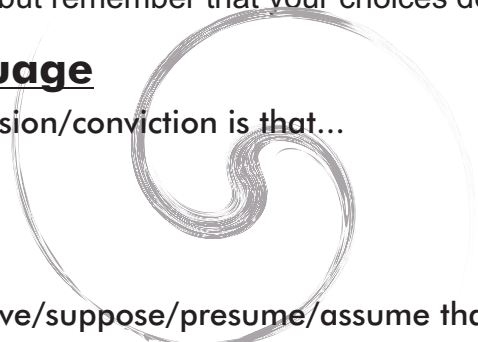> Available at: <americanheritage.yourdictionary.com>.
> Accessed on December 5, 2015.

Inventions

www.primarytreasurechest.com

2. Each small group will now decide on the world's **ten most useful modern inventions**. Why do you consider them useful? Give reasons for your choices.

⇨ Feel free to refer to the timeline on the next page, but remember that your choices do not have to be restricted to it.

Useful Language

My view/opinion/belief/impression/conviction is that…
It seems to me that…
I guess that…
As far as I am concerned,…
I would say that…
I think/consider/find/feel/believe/suppose/presume/assume that…
I have no doubt that…

123rf.com

36

A timeline of modern inventions
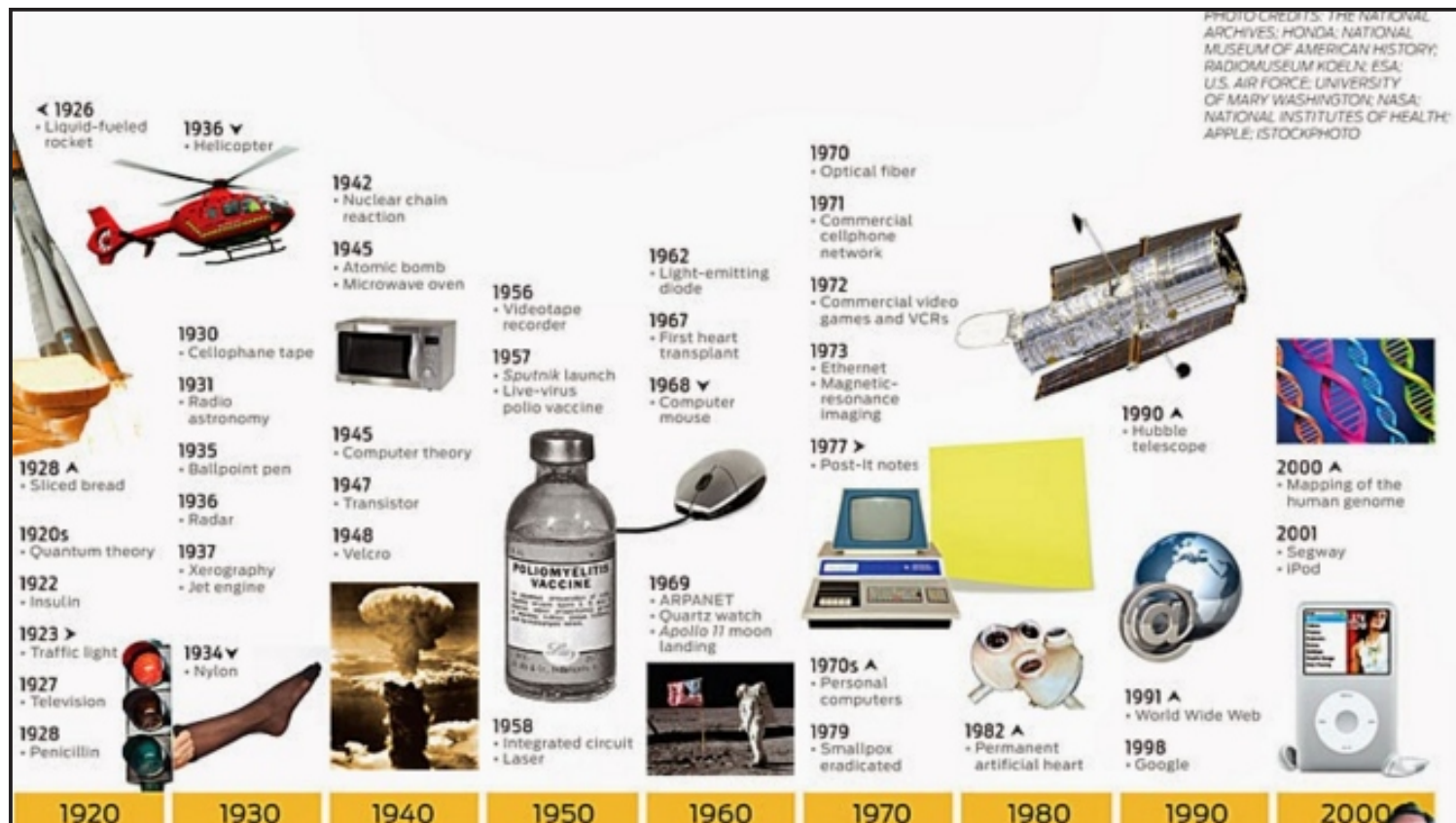
Available at: <http://machine-history.blogspot.com.br/2014/03/timeline.html>.

Whole-Class Work

123rf.com

**# 1:**

 # 2:

 # 3:

 # 4:

 # 5:

sllib.org

Reading

Getting ready for text 1

* In your opinion, can anyone become an inventor?
* What are some characteristics of successful inventors?
* Would you like to be an inventor?

Text 1 1. The text below was taken from the Internet. It gives some tips on how to become an inventor. Read it carefully, and choose the most appropriate subhead for each paragraph. Choose from the following options.

Test the market

Build a prototype

File a patent

Cultivate an idea
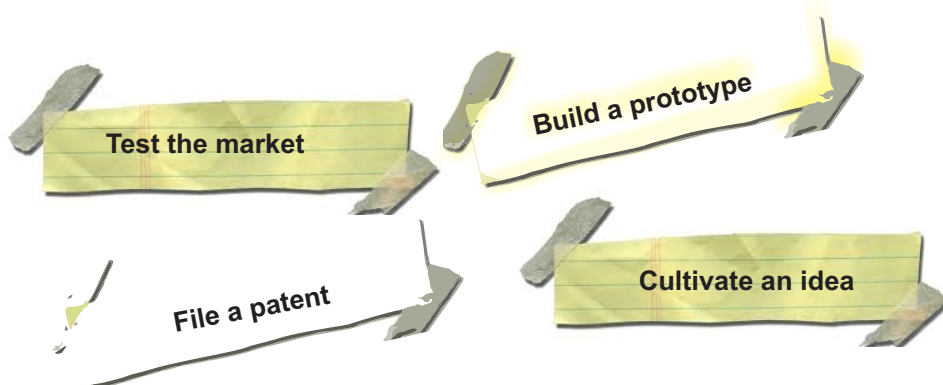
How do you become an inventor?

by Gobind Deep Singh

1 Well, myself being a patent holder, I can guarantee you there is no hard and fast rule for this. It comes from inside, and when it does you'll definitely know it! Still below are a few tips that may help you!
_____: The annals of invention are studded with one-hit wonders, inventors whose single blockbuster idea made them a fortune. But the most prolific inventors can't turn off the idea
5 machine. They are too restless and creative. Inventors simply see life's many obstacles differently than the average person, according to medical-devices inventor Robert Fischell. "The key to inventing is the awareness that a problem is the trigger from which an invention can be created," says Fischell, who holds more than 200 patents for innovations such as an implantable

cardiac defibrillator and improved stents. "When I'm in the operating room and a surgeon throws a tool
10 against the wall in frustration, I say, 'Great, here's an opportunity.'"

_____: With the availability of powerful computing and computer-assisted design
software like Autodesk Inventor and SolidWorks 3D CAD, inventors today live in what some experts refer
to as "the ultimate candy store." Even when designed in a highly precise digital CAD environment, a
product eventually has to make the leap to the real world in the form of a prototype. For a sizable fee,
15 specialty prototype firms translate drawings into molded plastic or steel. Or you might try your luck
with a local machine shop. Depending on the materials involved and the complexity of an invention, the
cost of making a quality prototype can empty a bank account and force an inventor to seek funding at a
very early stage.

_____: Patent law is complicated stuff, so get an experienced patent attorney to write
20 and file your patent application. Expect to pay between $3000 and $10,000. Hire a patent attorney
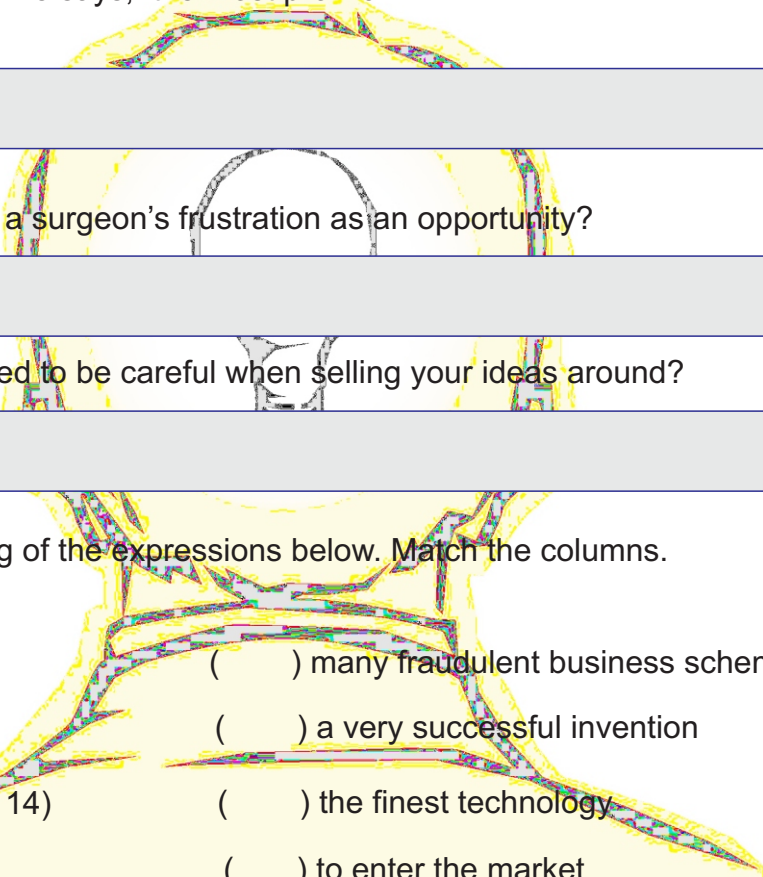who also has a degree in the field you're applying for a patent in and who knows your market.

_____: Once the patent application is complete, the inventor must switch from building
an idea to building a business. Rare is the creative genius behind an invention who also has the business
chops—or the interest—to oversee the manufacture, marketing and selling of his creation. So even the
25 brightest creative minds can fall victim to the numerous scams and questionable invention-promotion
firms whose ads litter the Internet. Most professional inventors urge caution with any outfit that asks for
money up front to shop your ideas around.
Hope it helps you! I wish to see a new invention coming up soon from now! Wishing you luck!
Thank You!

Available at: <https://www.quora.com/How-do-you-become-an-inventor>.
Accessed on December 5, 2015.

**Gobind Deep Singh is an Indian professional web
developer and founder of ionTags Technologies.**

2. What do you think the author means when he says, "the most prolific inventors can't turn off the idea
   machine?" (lines 4-5)

3. Why do you think Robert Fischell regards a surgeon's frustration as an opportunity?

4. Why does the author suggest that you need to be careful when selling your ideas around?

5. Using the context clues, infer the meaning of the expressions below. Match the columns.

   a) blockbuster idea (line 4)   (   ) many fraudulent business schemes

   b) "the ultimate candy store" (line 13)   (   ) a very successful invention

   c) to make the leap to the real world (line 14) (   ) the finest technology

   d) numerous scams (line 25)   (   ) to enter the market

Going beyond

   a) Do you think an invention always means success? Please explain.
   b) In your opinion, is there an effective way to protect an idea? Please justify.

The image on the right was taken from a text available on the Internet.

a) Based on this image, what do you think the text is about?
b) What clues helped you get your answer?

Modern Inventions
Donald Duck series

"Your hat, sir"

| Directed by | Jack King |
| Produced by | Walt Disney |

Available at: <https://en.wikipedia.org/wiki/Modern_Inventions>. Accessed on December 5, 2015.

Text 2

Modern Inventions

Modern Inventions is a 1937 American animated short film produced by Walt Disney Productions and released by United Artists. The cartoon follows Donald Duck as he tours the fictional Museum of Modern Marvels. It was directed by Jack King, his first project at the Disney studio, and features original music by Oliver Wallace. The voice cast includes Clarence Nash as Donald, Billy Bletcher as the Robot Butler, and Cliff Edwards as the Robot Barber.

Plot

Donald visits the "Museum of Modern Marvels" which showcases various futuristic electronic appliances and inventions. He uses a quarter on a line to get in (this allows him to keep his money and get in as well). Once inside, he is confronted with the "Robot Butler", a robot who takes hats ("Your hat, sir.") After Donald's hat is taken away from him, Donald uses a magic trick to produce another hat (similar to the way he produces flutes in **The Band Concert**). He says, "So!" and continues on his way. He first encounters a robotic hitchhiker, which activates when he makes driving noises. However, when he laughs at it, it punches him in the face. Next he goes to the wrapping machine, which says "Do not touch" but Donald ignores the sign and hops on. When he pulls a lever, the machine proceeds to grab him in two robotic arms, put transparent wrapping paper around him, and put him in ribbons, like a package. He manages to break out by vigorously shaking, and continues exploring.

All the time, Donald has been losing hat after hat to the Robot Butler, making Donald angrier and angrier. Eventually, the Butler chases him through the museum to an automated baby carriage, which Donald hides inside. Donald is given a baby's hat to wear and is rocked as the song "Rock-a-bye Baby" is played. Donald then begins acting like a baby, sucking his feet, playing with toys offered to him and getting tickled under the chin, and having his feet counted "This Little Piggy went to market." Donald then begins whining about not getting his milk. The machine gets out a bottle of milk but it hits him in the face instead of going into his mouth, making Donald agitated. The machine begins torturing him with toys and more milk in the face, turning him over and pinning a diaper on his bottom and powdering it.

The Robot Butler is again attracted by Donald's laughing and yanks the baby hat off his head. Donald produces one last hat and goes to the one exhibit he's not yet seen: a self-operating hair makeup chair. Using his "cheat" coin, Donald pays to get his hair done. However, instead of giving him a haircut, it flips him over, removes his hat, and gives his bottom a cut, wrapping his rear end in a towel, cutting off his tail feathers, cleaning his bill, coating his face with black oil, sifting through his bottom feathers, applying a wet towel to it, slapping his blackened face with a cloth, combing his bottom with a comb, making a gap through it, smoothing it out and, finally, giving him a pig tail design. The Robot Butler appears and removes Donald's last hat, which causes Donald to enter an explosive rage.
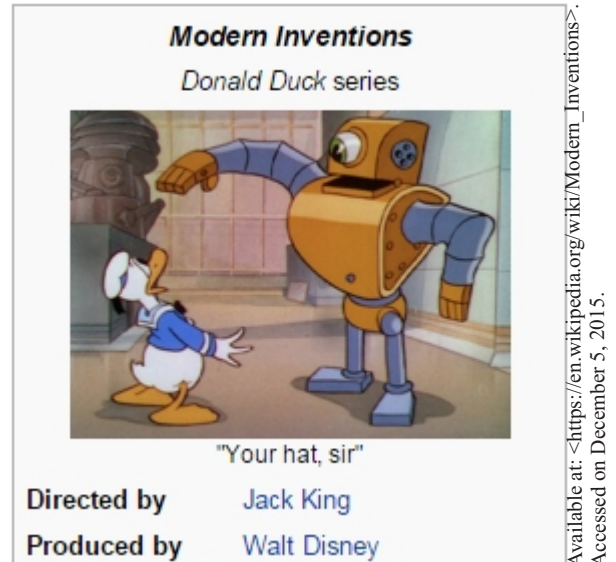
Available at: <https://en.wikipedia.org/wiki/Modern_Inventions>. Accessed on December 5, 2015.

123rf.com
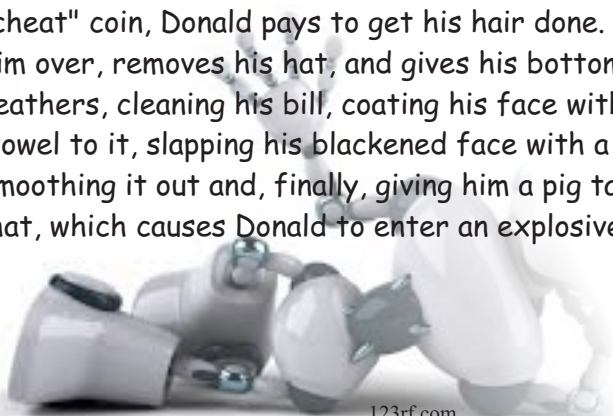
1.What is this text genre?

2. What audience is more likely to be interested in this text: people interested in cartoons, people interested in inventions, or both? Justify your answer.

3. According to the text, what kind of relationship does Donald have with modern inventions? Use evidence from the text to support your answer.

4. Check ✔ the piece(s) of information that is(are) NOT given in the text.

a) Carl Barks' first story contribution at Disney   (   )
b) A description of the "Museum of Modern Marvels" (   )
c) *Modern Inventions* director's name and his first project at the Disney studio (   )
d) The kind of magic trick Donald uses to produce hats (   )
e) What Donald does to get his hair done (   )
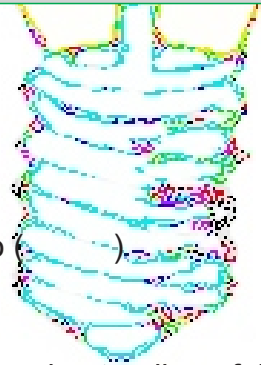
5. What piece(s) of information should be included in this text for a complete understanding of it? Why do you think such information was omitted? How can you find it?

Going beyond

Although *Modern Inventions* dates back to decades ago, its theme is still relevant today.

a) What's your opinion about people's relationship with modern inventions? Do you think everybody benefits from them in the same way?
b) Do you know any other movies or books that discuss the same theme?

Vocabulary Corner Read the text "Modern Inventions" again and find the word for each of the following definitions.

a) Of or relating to mechanical robots (*adj*):

b) Complaining in a childish fashion (*v*):

c) Made black (*adj*):

d) Upset; disturbed emotionally (*adj*):

e) Intense anger; fury (*n*):

1. Look at the following sequences of words, taken from text 1.

one-hit wonders   **medical-devices inventor**

invention-promotion firms

a) Based on the context in which they appear in text 1,
how could you rewrite them keeping the same meaning? Check ✔ the correct ones.

one-hit wonder
(   ) a single successful invention
(   ) a wonderful invention that hit someone

medical-devices inventor
(   ) a doctor who invented devices
(   ) a creator of devices for use in medicine

invention-promotion firm
(   ) a company that popularizes inventions
(   ) a company that invents promotions

b) In terms of their constructions, what do these three sequences have in common?

c) Why do you think there is a hyphen connecting the first two words in each sequence?

d) «One-hit,» «medical-devices,» and «invention-promotion» are used in these sequences as

(   ) nouns.   (   ) modifiers.

2. Use the words in the box to complete the following rule.

word   more   hyphen   two

Compound modifiers are composed of_____or_____different words and are used to qualify the sense of another_____.
We often use a_____to connect the words in compound modifiers.

3. Match the columns to find more compound adjectives.

a) a country where people speak English   (   ) low-cost devices
b) an invention that people know well   (   ) a fast-food restaurant
c) an inventor famous around the world   (   ) a green-eyed girl
d) cookies that do not contain fat   (   ) a world-famous inventor
e) a gadget that helps save time   (   ) a time-saving gadget
f) devices low in price   (   ) a 40-year-old woman
g) a computer of a high quality   (   ) a small-appliance industry
h) a restaurant that produces fast food   (   ) an English-speaking country
i) an industry that produces small appliances   (   ) a high-quality computer
j) a woman who is 40 years old   (   ) a well-known invention
k) a girl who has green eyes   (   ) fat-free cookies

3.1. Pay attention to the formation of the compound modifiers for **a)** and **e)**. What happens to the sequences «speak English» and «save time?» Based on the pattern, rewrite the definitions below using compound modifiers.

a) water that flows gently_____
b) a product that sells in great numbers_____

3.2. Pay attention to the formation of the compound modifier for **j)**. What happens to the sequence «40 years old?» Based on the pattern, rewrite the definitions below using compound modifiers.

a) a book that has 56 pages_____

b) a car that has four doors_____

3.3. Pay attention to the formation of the compound modifier for **k)**. What happens to the expression «green eyes?» Based on the pattern, rewrite the following definitions using compound modifiers.

a) a dog that behaves well_____

b) inventors who have their minds open_____

More on compound modifiers in our future lessons.

work in pairs

Further Practice Work with a classmate and take turns describing the pictures and forming the corresponding compound modifiers.
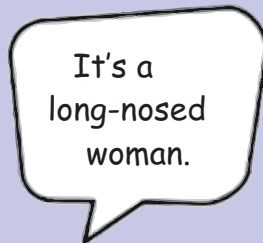
Your teacher will hand you the cards.

STUDENT A   **STUDENT B**

www.horror-shop.com

It's a long-nosed woman.

It's a woman who has a long nose.

Inventing with words

Advertise your invention

1. Look at the following advertising posters.

www.artofmeganlorraine.com

www.pinterest.com

www.webneel.com

2. Work with a classmate. Imagine both of you have invented a new product. Your job is to create an advertising poster to popularize it. Your work will be displayed in the school corridor as well as at the school's Science and Innovation Fair.

Procedures

a) Pre-writing
Choose a target audience for your invention.
Brainstorm ideas and come up with a creative invention.
Pay attention to the main elements of the example advertising posters above.
Make a drawing or select a picture to illustrate your poster.
Write a message that has an impact on your intended audience.

b) First Draft
Make your first draft.
Use a dictionary to help you with unknown vocabulary.

Genre: poster
Purpose: to advertise an imaginary invention
Publishing space: the school corridor and the Science and Innovation Fair.
Audience: the school community and people attending the fair

c) Peer Editing and Final Version

Discuss with your classmate, make the necessary adjustments, and create the final version of your poster.

d) Publishing

Publish your poster in the school corridor. Remember that you are also going to publish it at the Science and Innovation Fair.

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**Have fun with these weird inventions from around the world.
Work with a classmate and decide on the one(s) you'd like to buy. Justify your choices. Then, have a whole-class interaction. Have you all chosen the same items?**


Danish company The Deli Garage developed **Food Finish** edible spray paint in gold, silver, red and blue, so you could trick family and friends into believing that you served a solid gold bird for Thanksgiving.

Wearing these sandals from KUSA is like walking on grass with bare feet, except with shoes on.

You can use ThinkGeek's **BBQ Brander** to label burgers at a cookout, lest they go astray.
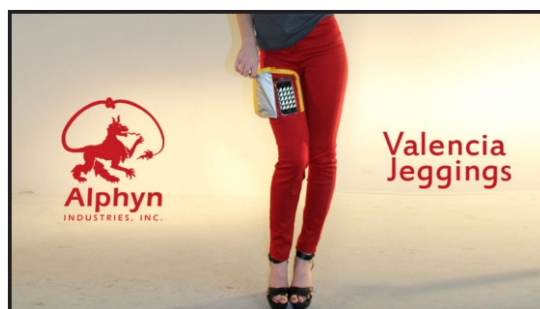

These jeggings, along with the Delta 415 Wearcom jeans, have a transparent, touch-sensitive pocket for your iPhone. They're available from Alphyn Industries.

If dogs weren't already embarrassed to be wearing muzzles, they really will be now. The quackbill muzzle is an invention from Japanese company Oppo.

Korean company Connect Design created **Fuut**, a foot hammock. If you can't get your hands on a real hammock, you might as well have a **Fuut**.
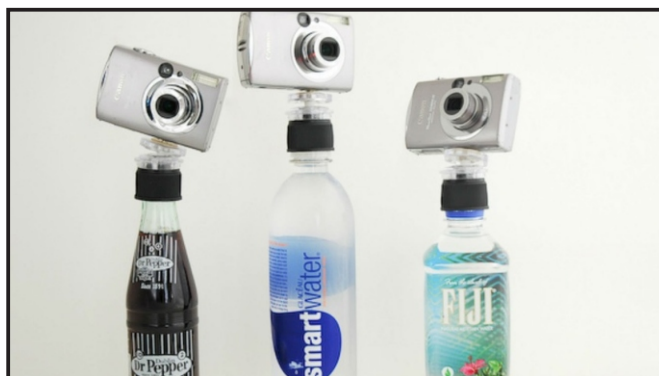
If you've ever wanted a point-and-shoot tripod to mount atop a bottle of FIJI water, you're living in the right time.

Holster Up repurposes gun holsters to hold beer cans and bottles, because of course.

Utensils brand Zenergy claims that **Trongs** can grab buffalo wings, dip shrimp in cocktail sauce, pick up veggies, grip BBQ ribs and be used as chopsticks.
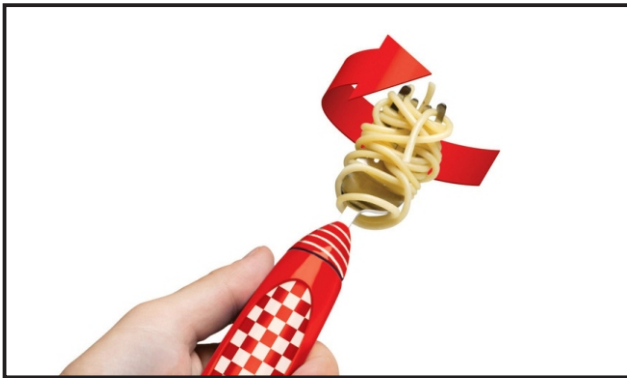
If you've ever wondered if a combination chopstick/fork utensil exists, it does: It's called **Chork**.

This Japanese-made **potato chip grabber** minimizes chip grease.

This scooter is totally powered by the gait of your dog, and according to its makers, is "much safer than using a bicycle."

Have your spaghetti twirled for you, and then brush your teeth with an electronic toothbrush.

Behold the **Ostrich Pillow**, developed by Studio Banana Things, which, yes, you should wear in public.

allennance.com

Self-assessment Space

In this unit,

I learned_____
_____
_____
_____

I need to reinforce my understanding of _____
_____
_____
_____

Unit 2: Modern Inventions
# Teacher's Guide

👨‍🏫 **Level:** Intermediate (young adults and adults)
🕐 **Unit 2:** Three sixty-minute classes

1. Getting started (1 and 2)

a) Arrange Ss into pairs.
b) Ask them to look at the pictures and to reach a consensus as to what the inventions are and what they are used for.
c) Circulate around the classroom and help Ss with unknown vocabulary, if necessary.
d) Tell Ss to rate the inventions on a scale of 1 to 6, where 6 is the most important and 1 is the least.
f) Have Ss share their answers with the whole class.
g) Tell them what each invention is, in case they haven't found out yet.
h) Engage them in a whole-class discussion and ask them to agree on the importance of each device. Have them rate the inventions again.

Background notes
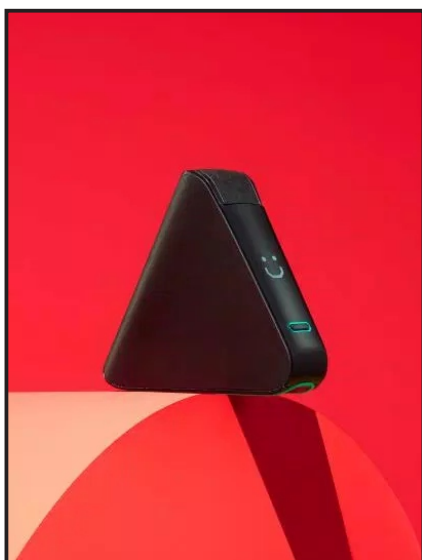
The Sensor That Sniffs Out Gluten

For the millions of Americans with celiac disease or gluten sensitivity, eating out is often anxiety-ridden—any menu item might contain traces of the protein, which is off-limits. The Nima sensor, which starts shipping early in 2016, would work to put their minds at ease by allowing them to test any kind of food or drink in as little as two minutes. After a sample is dropped into the well of the device, a proprietary antibody (loaded in a disposable cartridge) mines it for traces of gluten. If they exist, a frowning face lights up; if not, a smile appears. "My hope is that people are going to be able to eat socially" without accidentally getting sick, says Shireen Yates, a 6SensorLabs co-founder who is gluten-sensitive. The firm also hopes to apply its technology to detect other food allergens, including peanuts and dairy. —Alice Park
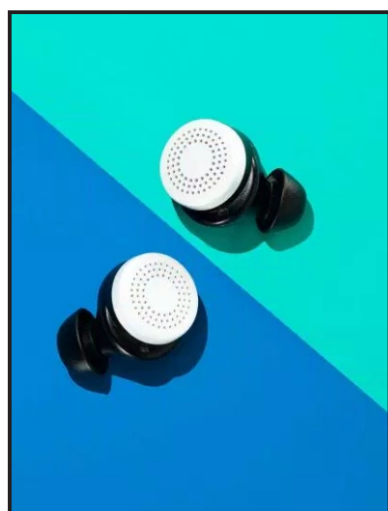
Bionic Ears

If you're stuck somewhere with unbearable noise, you essentially have two options: plug your ears, or leave. But what if you could isolate the most grating sound and mute it? Or just lower the volume, much as you would on a TV? That's the promise of the Here Active Listening system, a groundbreaking set of earbuds from New York–based Doppler Labs. Unlike hearing aids, which amplify or decrease all noises at once, Here's processor syncs with a smartphone app, so users can handpick which frequencies they want to filter. That means you could stand on a subway platform and have a normal conversation as a train screeches by, or even tune out a crying baby on a plane. "It's augmented audio reality," says Doppler Labs CEO Noah Kraft, who initially developed Here for musicians and concertgoers before pivoting to a general audience. . —Alex Fitzpatrick

The Next-Gen Baby Monitor

"Is my baby O.K.?" That's the question Sproutling aims to answer—in real time—with its first product. Once in place, the Fitbit-like device can track an infant's heart rate, body temperature, position and more, and notify parents, via mobile app, if there's cause for alarm. (Though regular check-ins are still encouraged.) Once it learns a baby's habits, Sproutling can also offer helpful predictions, like when he or she will wake up from a nap. "We want to get more understanding of how children behave as a whole," says CEO Chris Bruce, a father of two. "That's the holy grail." —Sarah

The Transparent Truck
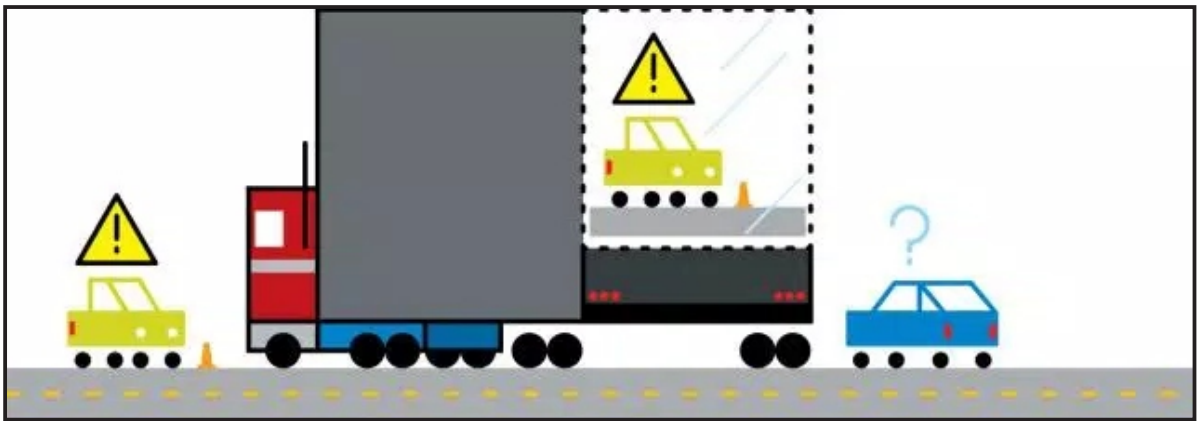
Every year, thousands of people get hurt or die in traffic accidents, in part because their visibility gets blocked by a lumbering vehicle. This is especially true in Argentina, known for its winding, narrow roads. There, however, Samsung and ad agency Leo Burnett have partnered on a creative solution: a system that relays video footage from the front of a truck to four screens on its back, giving drivers a clear view of what's ahead. During its initial test, the Safety Truck covered some 620 miles (1,000 km) over three days without incident. Now Samsung is refining the technology and working with Argentine officials to roll it out more broadly. "We believe this will change the history of road safety," says Sang Jik Lee, president of Samsung Electronics Argentina. —Julie Shapiro

Power Pasta

"When people think of pasta, they almost always think, I ate way too much and now I feel like crap," says Brian Rudolph. Not so with his brand, which is made from chickpeas instead of wheat. That simple switch—in a recipe perfected over 10 months of trial and error—has yielded a healthy twist on the al dente dinner. Banza, shorthand for garbanzo pasta, has double the protein and four times the fiber of traditional pasta, and far fewer carbs; it's also gluten-free. And to those who may question how good it tastes, consider the sales. Banza launched in two U.S. stores last year; now it's in 1,700, including Fairway markets, where it was recently the top-selling pasta of any kind (including wheat). Now Rudolph and his brother Scott plan to reinvent products like pizza and cereal. "People want to eat better," he says. "We see Banza as a true replacement, a more filling version of the food people love." —Mandy Oaklander

The Pan That Teaches You To Cook

How hot should the pan be? When do I stir? It it done yet? If you've ever cooked an unfamiliar dish, chances are you've asked yourself one or more of these questions—and Pantelligent aims to answer them all. Once you select a recipe from its smartphone app, the pan uses Bluetooth and a special heat sensor to offer real-time instructions on your screen, so you'll know exactly when to flip a steak, for example, if you want it medium rare. When they first dreamed up the concept at MIT, Humberto Evans was a great cook, but Mike Robbins could barely fry an egg. Now, according to Evans, his former roommate whips up dishes like chicken piccata. "The food speaks for itself," he says of how people can use the pans.
 —Samantha Grossman

Source: <http://time.com/4115398/best-inventions-2015/>.
Accessed on December 5, 2015.

2. Listening and Speaking

Pre-listening

a) Ask Ss to look at the pictures of four 2015 inventions.
b) Ask them if they know what the inventions are. If they don't, have them briefly guess.
c) Read the words on the lists, and explain the ones unfamiliar to them, if any.
d) Tell Ss that the speaker will say these words when talking about each invention. Have them associate the words with the inventions by writing the corresponding numbers in the grid at the bottom of the page. Tell them about the importance of making inferences to improve their listening skills.
e) Check answers with the class.

Answers

A	B	C	D
3	2	4	1

1.

f) Tell them to listen and complete exercise 1. Remember to ask them to confirm their inferences.
g) Play the recording once and have Ss compare their answers with a partner. Play the recording a second time and check answers. (track 4 on Class DVD)

Answers

a) kicking around the house
b) addictively fun
c) the laces come in different colors; there is a variety of lacing techniques

2.

h) Tell Ss to listen to the recording again and number the items. Play it twice.
i) Ask them to compare their answers with a partner.
j) Check answers with the class.

(**11**) Fashion has found a more elegant way to hold your pants up than rope.

(**9**) You can sculpt it, and it holds its shape (...)

(**6**) Simply stack the plies as instructed, fasten them together with the included plastic screws and rubber bands for tension, and shoot your new weapon (...)

(**2**) (...) a motorized fan floats the disk on a curtain of air (...)

(**1**) Everyone knows hovercrafts are awesome, and the soccer disk is no exception.

(**5**) Bandit guns are made from laser-cut birch plywood that you assemble yourself.

(**4**) (...) the foam bumper protects walls and other objects, so you shouldn't need to worry about damaging anything except fragile egos.

(**10**) Cutting into it is a uniquely satisfying experience.

(**7**) (...) slide the pump nine times, then pull the trigger to release a scatter blast of all ten bands.

(**3**) (...) so it sails over hard surfaces with ease.

(**8**) (...) you might think it's from another planet.

k) If possible, play the video file. (track 5 on Class DVD)
l) Ask them to briefly share their opinions about the inventions.

Transcript

The **air power soccer disk** is a multi-surface hovering toy. Everyone knows hovercrafts are awesome, and the soccer disk is no exception.

When powered on, a motorized fan floats the disk on a curtain of air so it sails over hard surfaces with ease. Since the disk glides over wood, linoleum and even low-pile carpet, the soccer disk is ideal for kicking around the house. The foam bumper protects walls and other objects, so you shouldn't need to worry about damaging anything except fragile egos. (in the background: *You monster. Those were good, man, I lost out there. Merrick!*)

The soccer disk glides on smooth surfaces like cement opening the possibility for all sorts of games.

Wreak intentional havoc with **Bandit guns**, rubber band guns that add a satisfying pump action to load the next round. Bandit guns are made from laser-cut birch plywood that you assemble yourself. Simply stack the plies as instructed, fasten them together with the included plastic screws and rubber bands for tension, and shoot your new weapon up to 25 feet. The ratcheting release mechanism enables three modes of firing. For the always classic pumping squeeze, alternate between sliding the forearm handle and pulling the trigger.

For a trigger-happy rapid fire mode, pull the trigger down as you pump the forearm handle and for a truly effective shotgun blast, slide the pump nine times, then pull the trigger to release a scatter blast of all ten bands. Each Bandit gun includes plenty of starter ammo, so you can get right to taking down bad guys.

Get your hands on **Sand**, the curiously awesome indoor play sand. Sand is so fascinating you might think it's from another planet. You can sculpt it, and it holds its shape and just look at it flow. Cutting into it is a uniquely satisfying experience. Compact your Sand and try writing or doodling like you would on the beach. Though it's dry, you can mold Sand as easily as wet sand and it's fun to sculpt into imaginative creations. You can create fun shapes with things like cookie cutters and play with the combination of all these techniques to build complex scenes. Sand is an amazing Swedish invention. It's 98 percent sand, 2 percent polymer and 100 percent awesome. No matter how long you leave it out, putty like Sand will always stay soft and pliable. This non-toxic material is addictively fun, so kids five and up may never put it down.

Fashion has found a more elegant way to hold your pants up than rope. It's about time we did the same for shoes. Ditch outdated shoelaces and sleep on your sneakers with **Hickies**.
Designed for active people, the Hickie lacing system ensures you'll never have to worry about loose laces on a run again. Instead of strips of nylon thread, Hickies are formed from a unique high performance elastomer that stretches to conform to your feet. Attach them once and never tie your shoes again. With a variety of lacing techniques you can make Hickies fit just right for you. But Hickies aren't just about quickly getting your shoes on and knowing they'll stay on (in the background: *Hey, We're running back home…*)
Hickies also offer a fashionable way to eliminate the clunky- looking knot and bow of traditional laces and streamline your shoe silhouette. They work with just about any shoe you already own. Simply remove the laces and slip in your Hickies. The laces come in multiple colors to fit your style. Step into a new era of footwear and never tie your shoes again.

Pronunciation Corner (1, 2, 3, and 4)

a) Read the words to Ss and make sure they notice the difference between the two sounds.
b) Ask them to read the words in chorus, and then get a few Ss to read them individually.
c) Have them complete the rule, and check answers.

Answers

__/ɪ/__ is a shorter sound than __/i:/__.The sound __/i:/__ is said with the mouth much more spread, something like a broad smile.

d) Ask them to work on exercise 3. Remind them to place the sound transcription between slashes.
e) Ask individual Ss to say their answers. Have them read the words instead of just saying /ɪ/ or /i:/.
f) Emphasize the difference between the sounds, and explain the meaning of the words, if necessary.

Answers

a) bin __/ɪ/__	f) see __/i:/__
b) fit __/ɪ/__	g) tip __/ɪ/__
c) his __/ɪ/__	h) think __/ɪ/__
d) eat __/i:/__	i) meat __/i:/__
e) bean __/i:/__	j) quit __/ɪ/__

g) Arrange Ss into pairs. Ask them to decide who is A and who is B.
h) Explain the activity and hand them the cards (make copies of the cards on page 55).
i) Circulate around the classroom to monitor Ss' engagement.
j) Check answers.

Answers

Student A

CARD A HAVE FUN!

1. / i: /   6. / i: /
2. / ɪ /   7. / i: /
3. / i: /   8. / ɪ /
4. / ɪ /   9. / i: /
5. / ɪ /   10. / ɪ /

Student B

CARD A HAVE FUN!

1. / ɪ /   6. / i: /
2. / i: /   7. / i: /
3. / ɪ /   8. / ɪ /
4. / i: /   9. / i: /
5. / ɪ /   10. / ɪ /

Speaking (1, 2, and 3)

a) Arrange Ss into groups of three or four.
b) Read the two questions and explain the definition of *breakthrough*. Tell them to discuss the questions.
c) Circulate around the classroom to monitor their engagement and to help them with vocabulary.
d) After they have discussed the questions, tell them to decide on the world's ten most useful modern inventions. Point out that *modern,* for the purpose of this activity, relates to the period between the nineteeth century and now.
e) Get them to discuss with their partners why they consider the inventions useful.
f) Tell them that they can consult the timeline on page 37, but remind them that their choices do not have to be restricted to it.
g) Before they start discussing, read the useful expressions provided, and briefly explain them, if necessary.
h) Circulate around the classroom to facilitate their production.
i) After they have finished their lists in small groups, ask them to work as a whole class and to exchange their lists.
j) Tell them to negotiate among themselves and to make a final list with the top five most useful inventions. Remind them to justify their choices.
k) Ask them to read their final list and to present their reasons.

3. Reading

Getting ready for text 1

a) Tell Ss to answer the pre-reading questions. Remind them that they are not supposed to write their answers.
b) Ask individual Ss to share their anwers.

Text 1

a) Ask Ss to read the text silently and to highlight the words and/or expressions they are not familiar with.
b) Clarify their doubts concerning vocabulary, and ask them to complete the paragraphs with the appropriate subhead.
c) Check answers.

Answers

1. Cultivate an idea; 2. Build a prototype; 3. File a patent; 4. Test the market

d) Ask them to read the text again and to answer the questions that follow.
e) Check answers with the class.

Answers

2. Prolific inventors never stop having ideas. (answers may vary as long as the meaning of the metaphor is kept.)
3. Because he thinks of ideas to solve the surgeon's problem.
4. Because of scams and fraudulent invention-promotion firms.
5. d, a, b, c

Going beyond

f) Have a brief whole-class discussion of the questions.

Suggested answer to b

Avoid revealing too much.
Use non-disclosure agreements (instead of requiring a signature of potential clients, consider printing a confidentiality statement on your business plan).
Apply for a provisional patent.
Trademark your name.
Research the recipients (potential investors, possible clients, contractors)
Document everything and save your documentation.

> Adapted from: <http://www.forbes.com/sites/drewhendricks/2013/11/18/7-simple-ways-you-can-protect-your-idea-from-theft/2/#2715e4857a0b1d33c077b502>
> Accessed on December 5, 2015.

Getting ready for text 2

a) Ask Ss to predict what the text is about based on the image.
b) Have them share their answers. Remind them of the importance of making predictions based on titles, subtitles, subheadings, pictures, etc.

Text 2

c) Ask them to read the text silently and to highlight the words and/or expressions they do not understand.
d) Clear up their doubts, if any.
e) Have them work on the following questions.
f) Tell them to compare their answers with a partner.
g) Check answers.

Answers

1. It's a synopsis (an informative text).
2. People interested in cartoons, since the text is not about inventions. Its title may attract the attention of people interested in reading about inventions, but the extratextual elements (Donald Duck picture and the information right below it) help signal to the reader what the text is mainly about.
3. A problematic relationship. Suggested evidence:

However, when he laughs at it, it punches him in the face.

Donald ignores the sign and hops on. When he pulls a lever, the machine proceeds to grab him in two robotic arms, put transparent wrapping paper around him, and put him in ribbons, like a package. He manages to break out by vigorously shaking (...)

(...) making Donald angrier and angrier.

The machine gets out a bottle of milk but it hits him in the face instead of going into his mouth, making Donald agitated. The machine begins torturing him with toys and more milk in the face, turning him over and pinning a diaper on his bottom and powdering it.

4. b; d
5. Information about *The Band Concert*. It was omitted becuase this a text from the Internet, and *The Band Concert* is a hyperlink. The reader can find the information by reading the hypertext.

Going beyond

h) Ask individual Ss to share their answers to the questions.
i) If possible, play the cartoon and have Ss watch it and share their opinions about it. (track 6 on Class DVD)

➡More information on movies and books about inventions can be found at:
<http://www.imdb.com/list/ls050940841/> Accessed on December 5, 2015.

4. Vocabulary Corner

a) Have Ss work on the exercise individually or in pairs.
b) Check answers.

> **Answers**
>
> a) robotic; b) whining; c) blackened; d) agitated; e) rage

5. Language Toolbox

a) Ask Ss to read the phrases carefully and to work on the exercises.
b) Have them share their answers with a partner.
c) Check answers.
d) Point out to Ss that compound adjectives have many particularities, which will be covered in the next lessons.

> **Answers**
>
> 1)
>   a) one-hit wonder = a single successful invention
>   medical-devices inventor = a creator of devices for use in medicine
>   invention-promotion firm = a company that popularizes inventions
>   b) They are both made up of three words, and the first two words in each of them are connected by a hyphen.
>   c) To turn them into a single unit of meaning.
>   d) modifiers
>
> 2) **two**   **more**   **word**   **hyphen**
>
> 3) f, h, k, c, e, j, i, a, g, b, d
>
> 3.1. a) gently-flowing water
>   b) a best-selling product
>
> 3.2. a) a 56-page book
>   b) a four-door car
>
> 3.3. a) a well-behaved dog
>   b) open-minded inventors

6. Further Practice

a) Make copies of the cards on page 56.
b) Explain the activity (Student A will describe his/her pictures for Student B to make the corresponding adjectives, and vice versa), arrange Ss into pairs, and give out the cards. For Ss to have more fun, turn the activity into a competition and reward the winning pair.
c) Circulate around the classroom to help and motivate Ss.

> **Answers**
>
> Student A: a horse that has three legs= a three-legged horse; a bird that has broad wings= a broad-winged bird;
>   a child who has blue eyes= a blue-eyed child; a clover that has four leaves= a four-leaf clover;
>   a flight/journey that lasts 13 hours= a 13-hour flight/journey

7. Inventing with words

a) Arrange Ss into pairs.
b) Ask them to analyze the advertising posters.
c) Explain the activity step by step, and get them to work on it.
d) Circulate around the classroom to help Ss complete each step of the activity.
e) Motivate them by pointing out that their posters will be displayed.

8. Have fun (to be carried out individually, in pairs, or in small groups)

a) Ask Ss to look at each invention, and have them say which one (s) they would like to buy and why. Make it fun.

9. Self-assessment space

a) Ask Ss to complete the sentences.
b) Have them share their answers.
c) Make suggestions for improvement, if necessary.

www.flickr.com
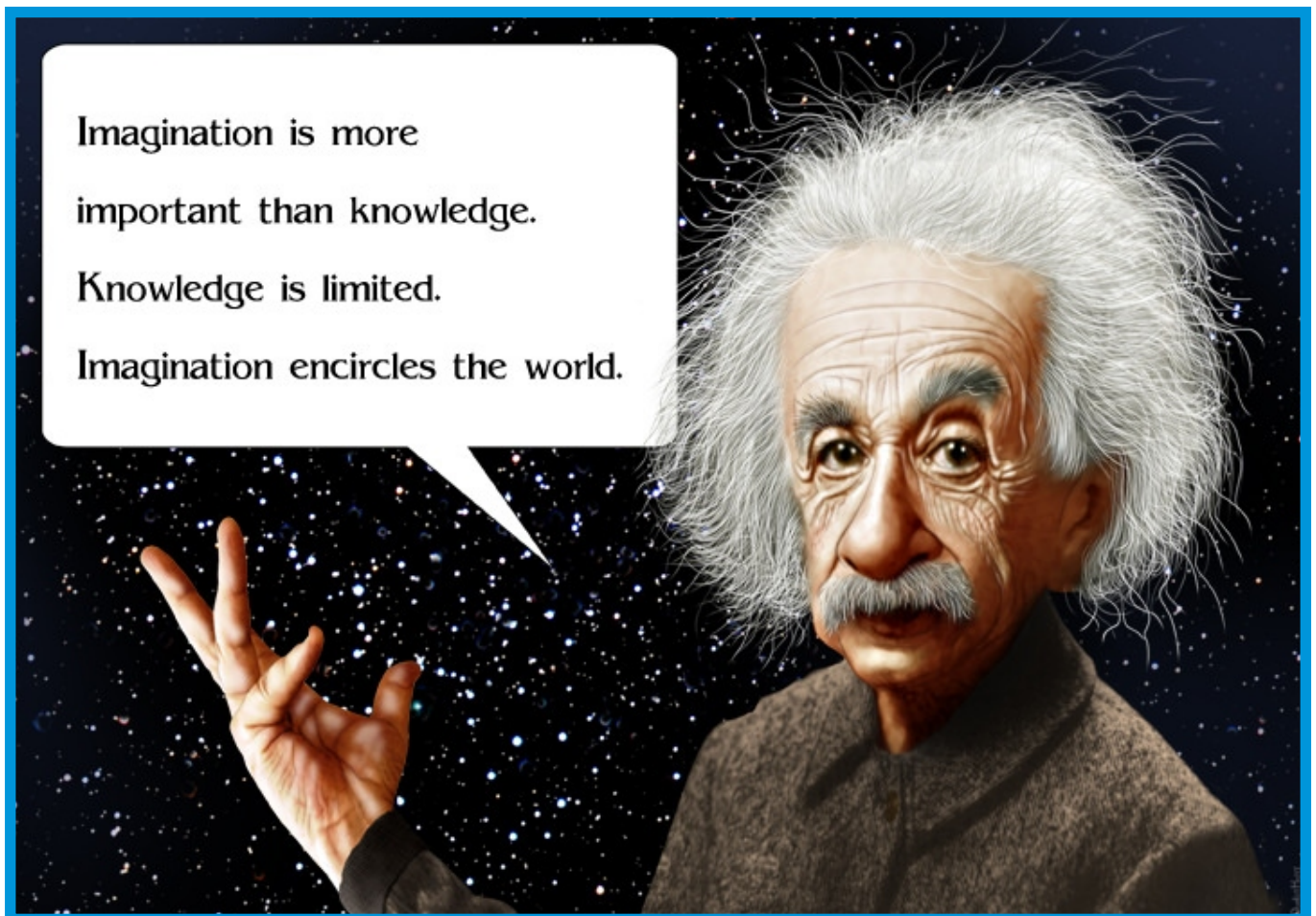
Student A

CARD A — HAVE FUN!

1. /   /   6. /   /
2. /   /   7. /   /
3. /   /   8. /   /
4. /   /   9. /   /
5. /   /   10. /   /

CARD B — Say What?

1. did	6. sleep
2. deed	7. steal
3. hit	8. still
4. heat	9. each
5. slip	10. itch

Student B

CARD A — HAVE FUN!

1. /   /   6. /   /
2. /   /   7. /   /
3. /   /   8. /   /
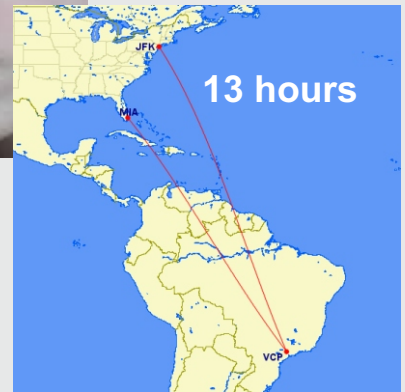4. /   /   9. /   /
5. /   /   10. /   /

CARD B — Say What?

1. leap	6. teen
2. lip	7. steal
3. peach	8. lick
4. pitch	9. leak
5. tin	10. hill

Student A

Student B

13 hours

10-LETTER WORD = END THE GAME

ROCK
STAT
GANGLY
ROUNDHOUSE
BOAT
OFFER
INT

25 inches wide

500 pages long

RATIONALE

Enhancing learning through meaning-oriented instruction: two tentative lessons for intermediate-level students from a Brazilian vocational school is the final project of the Universidade Federal de Minas Gerais (UFMG) Specialization Program in English Teaching, a graduate-level course administered by UFMG Graduate Program in Linguistic Studies, and it consists of two teaching units aimed at public or private school students of any level of proficiency in English.

The units developed for the present project were conceived within the framework of Communicative Language Teaching (CLT), and are intended for intermediate-level students from a Brazilian vocational school (see Introduction). CLT, according to Brown (1994, p. 50), presents the following characteristics: a) its goals must intertwine the grammatical aspects of language with the pragmatic ones; b) the teaching techniques should engage learners in an authentic use of language for meaningful purposes; c) fluency and accuracy are complementary to each other; d) the classroom tasks must empower students to use language productively and receptively, in unrehearsed contexts outside the classroom; e) learners should be encouraged to continue learning the language beyond the classroom and the course; f) the teacher's role is that of a facilitator and guide, and g) students must participate actively in the learning process. For Mattos and Valério (2010, p. 140), "the goal of the Communicative Approach to Language Teaching is learning language to use, and using language to learn, since language is viewed as the dynamic resource for the creation of meanings, its implementation made possible by activities involving real-life situations."[1]

Bearing the above in mind and integrating the abilities of speaking, listening, reading, and writing, both tentative lessons were created from authentic materials (instructive texts, advertising posters, news stories, non-verbal language), thus leading students to engage in real-life situations to carry out the proposed exercises. As pointed out in the Introduction (p. 4), the students for whom these units are intended were duly consulted beforehand, so the themes and activities of the lessons all revolve around genuine needs and interests. Collaborative work has been taken into account, some activities requiring students to interact with one another through pair, small-group and/or whole-class work. As argued by Richards and Rogers (1986, p. 143),

> "[CLT] is based on a functional and interactional perspective on

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[1] Original text: "A abordagem comunicativa tem como objetivo usar para aprender e aprender para usar; sua visão de língua é o recurso dinâmico para a criação de significados e a implementação é promovida por atividades que envolvem situações reais".

the nature of language. It seeks to teach language in relation to the social contexts in which it is used. Language always occurs as a medium of interaction and communication between people from people for the achievement of specific goals and purposes."

In addition to getting the students engaged in a communicative learning process, the purpose of the units is to foster their critical thinking by means of activities that lead them to perceive and question their own assumptions, as is the case of Unit 1 writing activity, which requires their opinions on the Brazilian infrastructure capabilities to host the 2016 Olympic games. Awareness-raising exercises about textual genre is also a constituent of the lessons, inviting students to use their understanding of familiar content and textual schemata to enhance their learning.

Each exercise has been developed to promote the learners' active participation, and the teacher is encouraged to corroborate their engagement by assuming the role of a facilitator, assisting the communication process between the participants in the classroom, as well as between the participants and the activities themselves. Indeed, according to Littlewood (1981, p. 58), a teacher's role as a facilitator entails the sub-roles of an "overseer" of student's learning, a "classroom manager", a "consultant" or "adviser", and sometimes, a "co-communicator" with the learners. The Teacher's Guide, provided at the end of each unit, gives the teacher some hints on how to perform his or her role throughout the different class sections.

Although unit 1 is independent of unit 2, both share a similar format, each containing specific subdivisions and focusing on a particular language ability. Each section is made up of activities meant to provide substantial input and to encourage the students to generate the expected output.

What follows is a more detailed account of each component of the units.

Getting started

The purpose of this section is to draw the students' attention to the theme of the unit, and to activate their background knowledge so as to aid them in making connections to the new information they will be learning. This section provides a lot of room for interaction and the negotiation of meaning. According to Marzano (2004, p. 1), "What students *already know* about the content is one of the strongest indicators of how well they will learn new information relative to the content." The teacher is encouraged to create an informal and cheerful atmosphere, letting the students speak as freely as possible.

Free conversation is effective because it warms the learners up, giving them, right from the outset, the sense that they are using the language for real communication.

Reading

The reason why a great majority of students, especially young adults, seem to regard reading as a waste of class time is that classroom reading is usually not approached from a communicative perspective, by which I mean integrating it with other language skills, and leading the students to proper interaction. To make reading more communicative, it is indeed essential to help the readers establish a direct communication with the writer as well as with their partners, which can be achieved by having the learners talk about what they are about to read and what they have read. The reading section in both units encourages them to approach the written text as a means to share their own ideas and perceptions. In unit 2, the listening section comes before reading, thus giving the students the opportunity to integrate the two skills by linking what they have heard and discussed to what they are going to read about. According to Brown (1994, p. 218), the richness of an integrated-skill activity gives EFL students greater motivation that converts to better retention of principles of effective speaking, listening, reading, and writing. Brown also states that "reading ability will best be developed in association with writing, listening, and speaking activity" (p. 283).

Unit 1 and unit 2 reading activities stimulate the students to the construction of meaning based on the text, helping them go beyond and establish connections between the text and their own contexts, with a view to fostering critical thinking. The activities are made up of pre-reading, while-reading, and post-reading stages, making use of the students' schematic knowledge to enhance understanding.

Expand your vocabulary

Vocabulary is given due attention in both units. It is covered in a contextualized manner, and in light of Brown's integrated-skills approach, pervading the development of comprehension and production activities. A jigsaw-like activity is provided to help the students consolidate their acquisition of new vocabulary. In fact, through activities of this sort, the students are led to pay attention to both the meaning and the form of the input, which, according to Pica (1998, p. 15), is an essential stage in the process of successful learning.

Listening

For the development of listening comprehension, the units are accompanied by a Class DVD, containing MP3 recordings and videos. The listening section, like the reading one, consists of authentic texts of different genres, all related to the theme of the unit. As for the use of authentic materials, Field (2002, p. 244) reminds us that "authentic passages, where the language has not been graded to reflect the learner's level of English, afford a listening experience much closer to a real-life one." Moreover, still in line with Field, the listening activities are composed of pre-listening, listening, and post-listening moments, requiring that the students make inferences about what they are going to hear, listen for specific details, and discuss with their partners what they have heard. A song about cyberstalking is provided in unit one, followed by a discussion on this important social media-related issue. As stated before, textual genre awareness is also emphasized in this section.

Pronunciation corner

Pronunciation is an integral part of English language teaching and has a specific space in each of the units. The activities require that the learners perceive, recognize, and produce particular sounds, without however imposing upon them the obligation of sounding like a native speaker. It is the teacher's duty to emphasize <u>understandable</u> pronunciation, helping the students regard their accent as an expression of their own identities. To facilitate the mastery of the sounds focused on, the students are introduced to the respective phonetic symbols, which are meant to make them feel more confident and better equipped to keep on improving their pronunciation skills inside and outside class.

Speaking

Speaking is covered in an integrated way, and the activities proposed are highly interactive, having the negotiation of meaning as a major requirement. When performing the activities, the students will have the chance to consolidate their vocabulary and elaborate on the theme of the unit by contributing their own ideas. Useful language is supplied in each unit to aid the students in their efforts to express themselves. The teacher should bear in mind that for a successful completion of the activities – not only the speaking ones, but all of them – , mutual scaffolding among the students constitutes an action of paramount importance, since as argued by Vygotsky (1978, p. 86), "less competent learners develop more quickly with help from their more skillful peers."

Focus on language

The focus on language section presents structures with examples taken from authentic texts, and by observing and analyzing the real contexts in which the language structures appear, the students are encouraged to work out the rules by themselves. Apart from one brief activity in unit 1, in which the grammar rule is provided, the activities on structure have all been designed so as to guide the students to tap into the grammar knowledge they already possess and unconsciously discover other English patterns, all intrinsically related to the topic being dealt with in the respective unit, since the inductive approach to grammar teaching is always context-based. For Hadley (1993, p. 152), context-based grammar teaching makes use of contexts that may include "authentic discourse-length input," or it may rely on "language learning materials that stimulate authentic input using sentences that follow in logical sequence." Therefore, the sections on structure place emphasis on the real use of language rather than on decontextualized grammar.

Writing

The writing sections propose genre-based activities, with authentic samples of the target genre supplied for the students' analysis. After discovering the overall characteristics of the particular genre – verbal and non-verbal features, as well as purpose and audience –, the learners are invited to produce their own texts, following a process involving drafting, peer editing, rewriting, and publishing, stimulating both individual and collaborative work. Again, the focus is on contextualized language, and the written text is considered in its entirety rather than as a set of isolated sentences, in such a way that grammar is used as a component necessary for the organization of discourse.

It is worthy of note that the different sections in both units leave room for the teacher to provide corrective feedback, making suggestions for improvement and encouraging the students to extend their learning beyond the classroom, which is of the utmost importance for the effectiveness of the knowledge construction process.

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