

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras
Curso de Especialização em Inglês

TEACHING ENGLISH TO BEGINNERS

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Introduction:

This work has three thematic units, followed by its assessments and the teacher's guide. Moreover it has a rationale with the theory background used to help in the production of the whole work. The units work with different students level, from the first to the second years of English studies and from English courses and regular school. The age of students varies from 12 to 20 years old.

The themes are bullying, music and environment, and each theme is appropriate for the age and level of students. Moreover the activities aim to motivate students during the learning. The units are in communicative approach that aims in the interaction between students and the language goal is the communication.

All units work with the four abilities, reading, writing, listening speaking. Moreover units also deal with pronunciation and grammar. The assessments follow the same theme from the units. This work is also composed by a CD with the listening activities and the videos used in each unit. This CD also contains a digital version of the final work and the links to all the videos and listening used.

This is the mandatory final project for Curso de Especialização em Inglês (CEI) done as demand for the course conclusion.

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Rationale

All units are based on the communicative approach that establishes the language as a way of communication. They are also based on the learner-centered approach, in which students, and not the teacher, are the centre of attention in class. They are asked to work in pairs and in groups but also individually. With this, students participate ore of the class and the teacher only monitors their work. Moreover, they are asked to participate more, to express their point of view and preferences, during class discussions students can become more critic about information in general. The activities are focused on the students' progress. The units were developed to help students to activate their autonomy in the learning process as they are asked to do searches and researches, aiming to acquire more information, as they are exposed to lots of inputs, and later they have activities in which they have to use the knowledge learned.

The units were constructed in order to let learners comfortable about the activities to be done. Units start with a warm up to elicit students' schemata about the topic. Later more input is presented with a reading activity and as the unit continues more information is obtained and at the end students are able to create written and oral production of the topics. At the units, students are only asked to produce when they feel comfortable, because they have enough information or to express their point of view. This view follows Krashen's Monitor Theory (VANPATTEN AND WILLIAMS, 2007), which states that comfortable learners have their affective filters set low, allowing free access to comprehensible input. Additionally, learners with a low affective filter learn more.

Dealing with units' structure, Leffa, 2003, presents how should be the order of activities in a unit. According to him, the unit should start with what is simplest and easiest for students and gradually becoming more complex and difficult. The author also

states that activities should involve students' attention, let them interested at the unit's topic and they should also trigger students' previous knowledge. Tomlinson, 1998, reinforces this idea stating that materials should achieve impact and such is achieved when learners' curiosity, interest and attention are attracted.

In this work each unit has different students level. I decided to work with regular school children, with the age of 12 and 13 years old, that are students of the 7th grade. I also worked with basic teenagers from 16 to 20 years old, at the second year of studies. At last I chose teenager students, from 14 to 17 years old that are finishing the first year of English studies. Each theme was appropriate for the age and level of students.

For regular students I chose the theme bullying since it is a relevant topic but there are few materials at schools to actually help teachers and students to deal with this matter. It is an attempt to give students and teachers a description of what is bullying and how to deal with it. For the third group I chose to work with environment, because it is an important matter to teach. Everybody should be aware of the damages we cause in nature and how it reflects on us. As bullying, environment is what PCN calls "temas transversais". For the second group I chose a pleasant topic that is music, because it is something many people like. However, I decided to use a different approach to deal with music. The main point was to work with music itself and not specify kinds of music or musicians.

According to Larsen-Freeman (2003) the grammar of written texts differs from that of spoken texts. The author also stated that the speech grammar should not be seen as something less than written grammar. I chose to teach spoken grammar used in songs, at the unit "Everybody loves music". For this I chose examples of sentences taken from different artists and different kinds of music, such as pop and hip hop. The examples show that since it comes from spoken language, those contractions happen in

a big variety of songs. Besides, students have the opportunity to check their favorite music, and after learning this they can pay attention to other songs in the future, and learn and understand other contractions. The writing activities are supported by Hughes's (1989) theory that it is important to "test only the writing ability and nothing else". According to the author the activity should not depend on imagination or language comprehension, because of this the instructions should not be big or difficult and the teacher must know what to expect from students text. It is necessary to restrict the writing to what is being asked, in this way the teacher know what to expect and students will write what has been asked. This is important to evaluate students equally. Moreover, to restrict students is important to provide information in form of notes.

The units were constructed with authentic material taken from the internet. As stated by Berado, (2006) internet is one of the most useful sources of this kind of material. Additionally, according to Cook, (1981) an authentic material means using examples of language produced some real purpose and not designed just for the classroom. Berado, (2006) states that with authentic materials learners gain authentic information. All the reading activities were taken from the internet, so they present real information about topics. Some of the readings are real news from well known newspapers, so learners have access to the same information as natives speakers.

Learner production gets more real as the information they received are also real, and they become more motivate when creating something meaningful. Furthermore, the use of technology in class helps in gaining students motivation, so it is used in activities to be performed by students such as researches and to make an online poster. There is an activity in which students are asked to produce a video to be posted at internet. Many people know how to do it, but it is learning to other people. And this learning can be

used outside of classroom with postages in English, once they already got the confidence to do so.

To sum up, this work was based on the teaching of English in the communicative approach in which language is used for communication and the classes are focused on students' development. The activities offer opportunities for learners to interact and present their own experiences and point of view. Besides sharing their knowledge about the topic, help students to gain confidence and get comfortable in language use. This feeling of confidence and comfort is reinforced by the amount of input presented during the activities. In addition, authentic materials were used in the units structure to motivate students and to show them that they can use the language in real situation. All material development had their base on the knowledge acquired during the course.

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Unit 1:

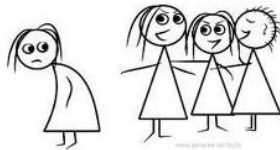


Say no to bullying

Google images - Complete references on page 44

Warm-up:

1) Look at the pictures below; do you know what they represent?



Google images
Complete references on page 45

Have you ever suffered, witnessed, or committed any of these actions?
If so, where did it happen?

Pre-reading:

In pairs, match the words with their meaning:

- 1. Bullying () A person who sees someone being bullied
- 2. Bully () Physically or psychologically aggressive behavior
- 3. Bystander () Repeated harm inflicted through mobile phones or the internet.
- 4. Target () The victim of bullies.
- 5. Cyber bullying () A person who hurts, persecutes, or intimidates others.

Reading:

Bullying is one of the nastier, darker sides of human nature. We see it everywhere, from our early days at school to our place of work. What is it that makes bullies want to tease, hurt, humiliate and injure anyone?

Many terrible things happen in school – children are beaten every day. If this happened to an adult on the street, the bully would be called an attacker or mugger and would be

arrested. In school it's called "part of growing up". The bully gets away with criminal assault; the bullied child suffers long-term physical or emotional damage.

Bystanders play a significant role in bullying. They can encourage bullies by watching and doing nothing. However when bystanders do intervene, the bullying is more likely to stop quickly.

Victims of bullies used to feel safe in their home. The school or office bully could not reach them there. This has all changed with cyber-bullying. Today, cyber-bullies victimize people online. They spread malicious gossip about them on facebook and other social network sites. Bullies blackmail people, threaten them, attack their families. They feel they have a lot of power hiding behind their computer. There are many websites to help those being bullied online. A good place to start is cyberbullying.us. On this Anti-Bullying Day, take some time to look at this site and think about how harmful all forms of bullying are. Maybe one day we can put a stop to it.

Adapted from: www.eslholidaylessons.com/12/anti_bullying_day-q.htm
www.bullyingnoway.com.au/talkout/spotlight/bystandermain.shtml

Post-reading:

- a) In your own words, what is bullying?
- b) Where can it happen?
- c) Which kinds of bullying happen on text?
- d) What is the difference between bullying and cyber-bullying?
- e) Where do victims of cyber bullying can look for help?
- f) Create a title to the text and check with a partner. Are your titles alike?

Grammar:

“We see it **everywhere**.”

“What is it that makes bullies want to tease, hurt, humiliate and injure **anybody**?”

“They can encourage bullies by watching and doing **nothing**.”

Complete the rules with Things, Places or People:

Use something, anything, and nothing for _____ .

Use somebody, anybody, and nobody for _____ .

Use somewhere, anywhere, and nowhere for _____ .

In groups, complete the sentences with your own examples:

Something sweet _____	Somewhere cold _____
Something interesting _____	Somebody nice _____
Something boring _____	Somebody smart _____
Somewhere cozy _____	Somebody rich _____
Somewhere hot _____	

Pronunciation: Word stress:

To know the stress of a word is very important in any language. It is related to the pronunciation and a right word stress can avoid misunderstandings.

Let's learn the word stress of some words taken from the reading activity:

- 1) Rules and examples:

a. Nouns and Adjectives of 2 syllables: stress 1st syllable:

Examples:

Adjective: **nasty**

Noun: **nature**

b. Verbs of 2 syllables :stress 2nd syllable

Example: **attack**

c. Verbs of 2 syllables-ending with **OW, EN, Y, EL, ER, LE, ISH** : stress 1st syllable

Example: **happen**

Rules from: <http://useit.vn/content/view/589/285/lang,english/>

2) Now underline the stress on these words:

criminal

arrest

threaten

office

Pre-listening

You are going to watch a video.

Explain what happened in the video.

www.youtube.com/watch?v=nWJut7KQhI4&feature=related

In groups, discuss and write down at least three things you can do to stop bullying.

Listening:

Be a kid against bullying: What can you do?

Watch the video about bullying.

Pay attention to what is suggested as actions against bullying and bullies.

www.pacer.org/bullying/bpaw/videos/What%20You%20Can%20Do.wmv

Post listening:

In groups:

1. Write three things the kids present to stop bullying?
2. Is any suggestions presented on the video similar to any discussed by your group at the pre-listening activity? If yes which one? If not, which you is the best suggestion in you opinion?
3. What do they mean with the sentence "Tell is not telling."
4. Add suggestions to the video:

Writing:

At the reading activity, it was presented the term "Anti-bullying day".

Make a search on the internet and answer the questions creating an e-mail to your school principal about the Anti-bullying day.

The goal of this e-mail is to present the event and to convince the principal to celebrate an Anti-bullying day at your school.

Your email should have the following information:

1. When is the Anti-bullying day celebrated?
2. What is the other name for this event?
3. Where did it start?
4. Which activities happen in the Anti-bullying day?
5. Give at least three reasons to celebrate this event at your school.

Sites to support your search:

- en.wikipedia.org/wiki/Anti-Bullying_Day
- www.standupday.com
- www.pinkshirtday.ca


www.gmail.com












Send Save Now Discard ✉

To:

[Add Cc](#) | [Add Bcc](#)

Subject:

 [Attach a file](#) Insert: [Invitation](#)

B I U F rT T            [Plain Text](#) [Check Spelling](#) ▼

Send Save Now Discard

Writing and Speaking:

Poster and oral presentation

In groups and based on the information you gathered, prepare a poster to celebrate an anti-bullying day at your school.

Suggestion: You can do your poster online at www.glogster.com

Prepare the poster to present to your class and school.

Suggestions:

What is bullying;

How to prevent it;

Actions to be taken from targets and bystanders;

What is the anti-bullying day;

Activities to be celebrated on this event (create or choose your own activities).

That is an example of a poster created at Gloster:
<http://vivicampos.glogster.com/say-no-to-bullying/>



Say no to bullying!

"Bullying is one of the nastier, darker sides of human nature. We see it everywhere."



Yourself

+

Parents

+

Family

+

School

System

+

Community

=

No bullying

Let's celebrate an Anti-bullying day today.

Let's celebrate it
EVERYDAY!

Friendship is better than bullying!

Follow the example!!!



Google images - Complete references on page 45

Say no to bullying

1) Complete the text with the missing words.

Bully Bystander Targets Bullying Cyber bullying

Understanding the problem:

_____ is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The participants of a bullying incident are the victim, also called _____, the _____, students who witness or are aware of bullying and the _____ the student or students who are the aggressors.

The three main types of bullying are: physical, verbal (name calling) and indirect (spreading rumours, excluding someone from social groups). Bullying can also happen online and it is called _____.

Adapted from: <http://www.teachernet.gov.uk/management/atoz/a/antibullyingpolicy/> - February
<http://comunidad.cmsfq.edu.ec/bullying/english/default.aspx> - March 14th

2) Now you are going to watch a video. Pay attention to the following points.

<http://www.youtube.com/watch?v=1j6YA03hm4k&feature=related>

1. Where are they?
2. What happened?
3. Based on the text above, is this a kind of violence? Why (not)?
If yes, what kind of violence is presented?
4. According to the text, can an isolated action be called bullying?
5. What are the four types of bullying presented on the text? In your opinion, which one happens more frequently?

3) Complete the sentences with WHERE, THING or BODY.

1. I don't know any _____ at this school.
2. My mother drives every _____ she wants to go.
3. She is a great actress. Every _____ loves her.
4. Michael knows every _____ about computers.
5. I travel to no _____ interesting on vacation.

4) Underline the stress of these words:

define

bullying

victim

suffer

5) Listen to news about education and answer the question.

Before you listen:

Homeschool - is the education of children at home, typically by parents but sometimes by tutors, rather than in other formal settings of public or private school.

en.wikipedia.org/wiki/Homeschooling

1. What is the percentage of children who do not attend school?

2. What is the reason for parents to take their children from school?

3. Choose the best option:

a. The children who do not attend school...

a) stay at home watching TV

b) do not study at all

c) have classes at home

d) do not need to study

b. The government

a) will do not about homeschooling

b) approves homeschooling

c) believes that homeschooling is better than regular school

d) wants to incentive parents to send their children back to school.

6) Write an e-mail to the parents of the homeschooled children, telling them to let their children go to regular school. In order to convince them you should present some actions against bullies and bullying.

Remember: Be a kid against bullying!

www.gmail.com

The image shows a screenshot of a Gmail email composition window. At the top, there are three buttons: "Send", "Save Now", and "Discard". Below these is a "To:" field containing the email address "parents@homeschoolchildren.com". Underneath the "To:" field are links for "Add Cc" and "Add Bcc". The "Subject:" field contains the text "Let your children go to regular school!". Below the subject field, there is a link to "Attach a file" and a dropdown menu for "Insert" with "Invitation" selected. A rich text editor toolbar is visible, featuring icons for Bold (B), Italic (I), Underline (U), Text Color (A), Background Color (T), Text Color (A), Text Background Color (T), Text Color (A), Text Background Color (T), Text Color (A), Text Background Color (T), Text Color (A), Text Background Color (T), Text Color (A), Text Background Color (T), and a "Check Spelling" dropdown menu. The main body of the email is a large empty text area. At the bottom, there are three buttons: "Send", "Save Now", and "Discard".

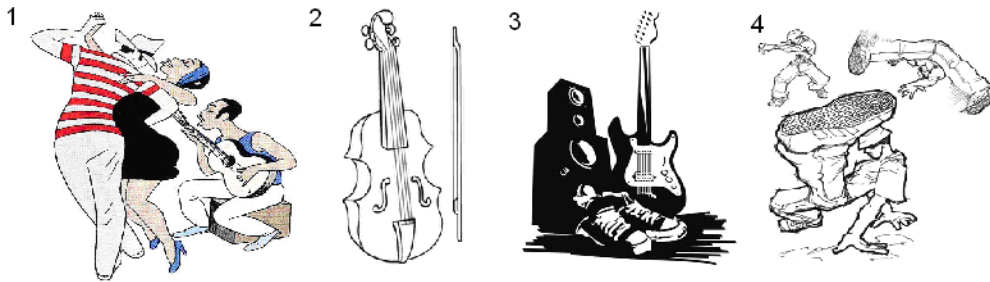


Everybody loves music

Google images
Complete references on page 44

Warm-up:

1. Do you like music?
2. What are some popular musicians from your country?
3. What kind of music do they play? Do you enjoy those music stiles?
4. You are going to listen to some kinds of music. Match the sounds with the pictures and write the correct name of each kind of music.



Google images
Complete references on page 45 and 46

Pre-reading:

1. When do you listen to music?
2. Do you believe that in some countries people are fonder of music than in others?
Why (not)?
3. How important is music in you life?

Answer this question in a scale from 1 to 10, in which the numbers represent:

1- "I couldn't care less"

5- "I listen sometimes"

10- "I'd listen every minute of the day if I could"

Reading:

Music makes the world go round

Google images
Complete references on page 46

It's probably no surprise that music is the world's favourite pastime. Respondents were asked to rank their passion for music on a ten point scale, ranging from 'I couldn't care less' (1) to 'I'd listen every minute of the day if I could' (10). Across all the markets surveyed, the majority of people (63%) consider themselves passionate about music, ranking their passion at level 6 or above. This was highest in Brazil (80%), Spain and the UK (79% each), while Australia ranked lowest on the music passion scale at 27%.



Among those who consider themselves passionate about music, 14% would listen to music 'every minute of every day' if they could, with this again highest in

Brazil at 49% and lowest in Australia at 2%. Only 6% of people across the world say they 'couldn't care less' about music.

"Music is entrenched in many aspects of Brazilian life," said Jesus Caldeiro, head of client relationships for Synovate in Brazil. "It is not just entertainment but the 'soundtrack of life' here as it's present in homes, on the street, bars, in neighborhoods, the beach, the mountains and the schools. Brazil's music culture is vastly rich and crosses many influences - local, African, European, and all possible combinations. As the late Brazilian musician Antonio Carlos Jobim once said, 'Brazil is music - music is Brazil'."

www.synovate.com/consumer-insights/infact/issues/201001/segment1.shtml?id=5

Post-reading:

1. Which country has the most passionate people about music? Did you expect that?
2. Do you agree that "music is the world's favorite pastime."? Why (not)?
3. Despite listen to music, there is another thing you like to do in your free time?
4. In your opinion, there is another thing that could be considered as the world's favorite pastime? What? Why?
5. In your opinion, why do Australians do not like music so much?
6. Search what is Australians favorite pastime and compare it to music?

Pre- listening

1. Have you ever be in a concert?
If yes: Where? When?
Which band was playing?
Why did you go there?
2. Do you play any instruments?
If so, what do you play?
How long have you been playing?
Are you good at it?
3. Do you sing in the shower?

Listening: Music and Such

You are going to listen to an interview. Does Matt sing in the shower?

www.elllo.org/english/0001/023-Matt-Music.htm

Post-listening:

1. What kind of music Matt does not like?
2. How expensive are new CD's at Matt country?
3. Which instruments does Matt play?
4. What kind of concerts does Matt likes to go?
5. Why did not Matt want to sing?
6. Have you ever made part of a band?
How was it like?

Pronunciation: Saying lists:

1. What's you favorite kind of music?

I like classical, and hip hop, and jazz.

I like pop, and rock, and folk...

englishtips.org/1150830542-touchstone-2-sb-audio-cd.html

Notice that speaker one finished the sentence, and speaker two did not finish.

2. Circle the class asking our classmates what are their favorite...
...kind of music? ...musician? ...song?

Grammar and Vocabulary:

The grammar of music: Informal English

Lots of songs use contractions of words to keep their melody. Now we are going to learn some of these abbreviations.

Look at some examples.



Do you know what do these sentences mean?

1. In pairs, match the abbreviation with the no contracted structure:

- | | |
|-------------|---|
| 1 - ain't | ()give me |
| 2 - gimme | ()am not / are not / is not / has not / have not |
| 3 - gonna | ()you |
| 4 - gotta | ()going to |
| 5 - kinda | ()let me |
| 6 - wanna | ()kind of |
| 7 - whatcha | ()have (got) a / have (got) to |
| 8 - lemme | ()want to / want a |
| 9 - ya | ()what are you |

2. In pairs, rewrite the sentences bellow without contractions.

- | | |
|---|---------------------------|
| 1 - I gotta a problem. | 7 - I gotta go now. |
| 2 - Can you gimme a hand? | 8 - She's kinda cute. |
| 3 - I ain't sure. | 9 - I wanna go home. |
| 4 - You ain't my boss. | 10 - Whatcha going to do? |
| 5 - She ain't finished yet. | 11 - Who saw ya? |
| 6 - Nothing's gonna change my love for you. | 12 - Lemme go! |

Writing:

Write an article about music importance in Brazil and in your life.

This article should be about 150 words long and should include the following information:

- Brazilian rhythms and your opinion about them;
- Most famous Brazilian musicians and bands and if you like it or not;
- Your favorite kind of music, and where is it from.



Google images
Complete references on page 46

Speaking:

Do you know ello.org?

It is a site about English learning in which everyone can post a video related to a topic already presented.

- You are going to prepare a video to be posted at ello.org. Your video is going to be a response to this unit listening “Music and Such”
- At the video you should present the kind of music you like and where is it from.
- You can also sing, dance or play a song of your favorite musician.

Check an example at:
www.ello.org/video/1051/V1086Wedding.htm

Everybody loves music

Listening:

You are going to listen to a dialogue between Nicola and Kate.

Kate talks about what kinds of music she likes to listen to, pay attention to the listening and answer the following questions.

<http://www.ello.org/Text0201/231-Kate-Music.htm>

1 - How did she listen to the Beatles?

- a. On a record player
- b. On a tape cassette
- c. On the radio
- d. On the internet

3 - What does she want to do?

- a. Buy every album
- b. Go to Liverpool
- c. Meet a Beatle
- d. Record a CD

2 - Kate listen to all those artists bellow, except:

- a. Rolling Stones
- b. Simom and Garfunkel
- c. Michael Jackson
- d. The Beatles

4 - What's her Beatles' favorite song?

- a. Happiness is a warm gun
- b. Help
- c. Imagine
- d. White Album

5 - Why does she like the Beatles?

6 - Who was her favorite Beatle?

7 - Who is her least favorite Beatle?

8 - What is her favorite song from John Lennon's individual work?

Reading:

The Beatles

Google images
Complete references on page 46

The Beatles were an English rock band, formed in Liverpool in 1960. They are one of the most commercially successful and critically acclaimed acts in the history of popular music. From 1962, the group was consisted of John Lennon (rhythm guitar, vocals), Paul McCartney (bass guitar, vocals), George Harrison (lead guitar, vocals) and Ringo Starr (drums, vocals).



They achieved mainstream success in the United Kingdom in late 1962, with their first single, "Love Me Do". Gaining international popularity over the course of the next year, they toured extensively until 1966, and then retreated to the recording studio until their break-up in 1970. Each then found success in independent musical careers.

They are the best-selling band in the history of popular music, and four decades after their break-up, their recordings are still in demand. According to the RIAA (Recording Industry Association of America), they have sold more albums in the United States than any other artist. The Beatles placed number one on *Billboard* magazine's fiftieth-anniversary list of all-time top Hot 100 artists in 2008. They were collectively included in *Time* magazine's compilation of the 20th century's 100 most influential people.

Adapted from: en.wikipedia.org/wiki/The_Beatles

After reading the text answer the questions bellow:

1. How many integrants did the band have?
2. How many years did they stay together?
3. Which instruments were played?
4. What did Beatles integrants do after the end of the band?
5. Cite two reasons why Beatles success is considered until nowadays.

Grammar:

1. Rewrite the sentences bellow without contractions

- a. I'm not gonna tell ya.
- b. I wanna coffee.
- c. I ain't wrong.
- d. Gimme your money.
- e. Lemme tell ya.

Writing:

Do you the Rolling Stones?

Using the information bellow, write an article to be published at en.wikipedia.org.

Choose the information you consider relevant.

Your article should be about 150 words long.

Began: 1962

Original Members:

Brian Jones- Guitar – (1962 -1969)
Geoff Bradford – (1962 -1962)
Stu Stewart - Piano – (1962 -1963)
Dick Taylor- Bass – (1962 -1962)
Charlie Watts - Drums
Keith Richards - Guitar/Vocals
Mick Jagger – Vocals



Nowadays formation:

Charlie Watts - Drums
Keith Richards - Guitar/Vocals
Mick Jagger – Vocals
Ronnie Wood - Guitar



Significant Facts:

- The Rolling Stones began as a blues band. Their greatest success came when the group reinvented itself as a rock band.
- By the mid-1960's The Stones were second only to The Beatles in popularity.

Career History:

- Formed in 1961 by schoolmates Mick Jagger and Keith Richards, what has become known as the world's greatest rock & roll band originally performed covers of other artists' hit songs.
- Their first album, in 1964, contained only one Jagger and Richards composition, "Tell Me".
- Working virtually nonstop since their beginning, the group has released more than 50 albums.

<http://classicrock.about.com/od/bandsandartists/p/rollingstones.htm>

<http://www.rollingstones.com/people>

Google images – Complete reference on page 46

Planet Matters



Google images
Complete reference on page 46

Warm up:

1. In pairs, match these topics with the correct definition:

1 - Carbon footprint

2 - Fossil fuels

3 - Plastic bags

() Any naturally occurring carbon or hydrocarbon fuel, such as coal, petroleum, peat, and natural gas, formed by the decomposition of prehistoric organisms.

() The total amount of greenhouse gases produced to directly and indirectly support human activities.

() A bag made of thin plastic material.

www.thefreedictionary.com
timeforchange.org/what-is-a-carbon-footprint-definition

Now that you know what Carbon footprint, Fossil fuels and Plastic bags mean. Answer the following questions:

2. What do these topics have in common?

3. Are they a problem to Earth?

4. Are there any alternatives to avoid the use of fossil fuels and plastic bags? Do you know any?

Pre-Reading:

1. In pairs, match the pictures with the appropriate name:

() Flood () Hailstorm () Wildfire () Drought () Tsunami () Famine

Google images – Complete reference on page 46 / 47



2. Are these natural disasters or are they caused by human beings?

3. Which one can happen on Brazil?

Reading:

What is a natural disaster?

A natural disaster is a disaster caused by nature, such as floods, volcanic eruptions, earthquakes, tsunamis, avalanches, drought, hailstorms, and wildfires. Epidemics caused by bacteria or viruses are sometimes considered natural disasters.

Some disasters are on the edge of natural and non-natural. Famines, the chronic lack of food, may be caused by a combination of natural and human factors. This is considered the deadliest natural disaster. In the Soviet Union there were several man-made famines that killed millions, blamed on the collectivist policies of Stalin, the leader of the country at the time. Famines have a history of bringing out the worst in people, including atrocities and cannibalism.

Another of the deadliest natural disasters are epidemics, most notably the Spanish flu of 1918-1919, which killed 50 million — more than World War I, which occurred just before. Rather than killing infants or the aged, the Spanish flu struck down people in the prime of life. Having a good immune system was no protection against this virus — in fact, it was a liability. It is believed that the virus killed its victims primarily through overactivating the immune system in a process called a cytokine storm.

Historically, volcanoes may have been the biggest type of natural disaster. Some scientists believe that the eruption of Mt. Toba in Indonesia over 73,000 years ago killed off most of the human species.

Adapted from: <http://www.wisegeek.com/what-is-a-natural-disaster.htm> - May 14th

Post- Reading:

1. Which natural disasters can be also non-natural?
2. What were the consequences of the Spanish flu virus in the victims?
3. Which nature disasters presented on the text already happened in Brazil?
4. What did human beings do to increase nature disasters?
5. What can we do to help the earth to heal?

Grammar: Simple past statements – Regular Verbs

Use of Simple Past: The Simple Past is used to talk about actions or situations that started and finished in the past.

1. In pairs, match the unfinished sentences with the rules:

Famines killed millions of people.
Job loss blamed on natural disasters.
Natural disasters played a huge role in 2010.
Scientist studied last decade tragedies.

- | | |
|--|---|
| a. Add -ed | () If the verb finishes in consonant + y |
| b. Add -d | () If the word finishes in –e |
| c. Replace -y for -i and add ed | () General rule, applied for most verbs. |
| d. Double the last consonant and add -ed | () If the word is monosyllabic and finishes in consonant + vowel + consonant |
| () If the verb finishes in vowel + y | |

2. Complete the sentences with the correct verb form in the simple past:

China evacuates 500,000 as flooding breaks worst drought in 50 years

Water levels on 40 rivers, including the Yangtze, above safety limits as authorities warn of dykes and dams under pressure

- a. China _____ more than 500,000 people from deadly floods that are devastating areas in the south of the country following the worst drought in 50 years. (evacuate)
- b. The flood and the landslides _____ at least 105 people and another 65 are missing. (kill)
- c. According to China Daily, this natural disaster _____ 550,000 people to leave their homes. (force)
- d. The dramatic shift is in line with weather trends _____ by the Beijing Climate Centre. (identify)
- e. The worst _____ province is *Zhejiang*, where some stretches of the *Qiantang* river have risen to their highest level since 1955. (affect)
- f. Troops _____ 122,400 residents evacuate from vulnerable lowlands in Jiangxi province. (help)
- g. The government _____ roads and bridges _____ in the floods. (close / collapse)
- h. Monitoring stations on 40 rivers _____ water levels above the safety limit. (record)
- i. Meteorologists _____ that the torrential downpours are forecast to move southwards or inland. (warn)
- j. China's weather news website _____ *Li Xiaoquan* saying that the rains were expected to affect *Sichuan*, *Chongqing* and *Guangdong* provinces before easing on Sunday. (quote)

Additional reporting by Cecily Huang

Adapted from: www.guardian.co.uk/environment/2011/jun/17/china-evacuation-floods

Pronunciation: Simple past sounds – ED endings

Listen to the words below. Do they end in /t /, /d / or /Id / ?

	/t /	/d /	/Id /		/t /	/d /	/Id /
helped				signed			
grabbed				laughed			
pleased				added			
objected				hugged			
marched				graded			

<http://www.elearnenglishlanguage.com/esl/grammar/simplepast-pronunciation.html>

Pre- Listen:

1. Look at the images bellow: Do you know what the represent?

Match these words with the pictures.

Mixed paper

Compostable

Compare your answer with a partner:

Student A: I think Picture A is Compostable.

Student B: Really, I don't thin so. I think....

2. Do you know what “compostable” means? Discuss with a classmate its meaning.

Picture A



Picture B



Google images – Complete reference on page 47

Listen:

1. How did the actors actions changed?
2. What is the relevance of recycling?

www.youtube.com/watch?v=kWMPNiEzAkw

Post-Listen:

In the video we notice recycle recipients everywhere. Do you have recycle recipients everywhere you go?

Do you recycle your home garbage? Why (not)?

If yes, how do you do it?

Writing:

Write a composition comparing:

What did we do { to increase natural disasters damage?
to help the earth to heal?

You have to state the actions that increased pollution on Earth and the actions that helped Earth.

Remember it is on the past so write about measures that already happened.

Guide:

Research the following topics on internet to help you to understand problems and solutions.

- Live Earth
- Live 8
- Kyoto protocol
- Recycle

Decide what is relevant to be on your essay.

Sites suggestions:

http://en.wikipedia.org/wiki/Live_Earth

<http://liveearth.org/>

<http://www.live8live.com/>

http://unfccc.int/kyoto_protocol/items/2830.php

<http://www.recyclenow.com/>

http://www.recyclenow.com/why_recycling_matters/recycling_symbols.html

http://en.wikipedia.org/wiki/Waste_sorting

Speaking:

Trial: Earth wants to defend itself and the life that depends on it. So it called a trial to expose human beings actions and demands repairs.

The class will be divided in three groups: Human beings lawyers, Earth lawyers and a group of judges.
Based on your role at this trial and in what you learned at this unit you have to:



Google images – Complete reference on page 47

Human beings lawyers

You have to make a list to justify pollution human beings have done on earth.
Also expose what has been done to decrease pollution.

Earth lawyers.

You have to explain the damages caused by human beings, and how it increases the natural disasters.

What is extremely urgent to be done to save Earth, and all life in it.

Jury.

You have to analyze the arguments and decided which group best defended it interests.

Before you begin: Steps in a jury trial

1. The prosecutor (Earth lawyers) opens the trial and presents the case.
2. The defense (Human beings lawyers) offers its case
3. Both sides offer rebutting proves and evidence
4. Each side gives closing arguments.
5. The jury deliberates and gives the decision.

Adapted from: <http://www.realmagick.com/jury-trial-procedures> - June 2nd

Planet Matters

Brazil floods: worst ever natural disaster as death toll rises

The death toll from mudslides and floods in Rio de Janeiro state in Brazil has risen to 541, making it the country's worst-ever natural disaster.

Rescue teams interrupted pulling bodies from the debris of the cities and searching for survivors on Friday morning as moderate rainfall returned to the area, provoking fears of further landslides.

More bodies are expected to be found when the search resumes as rescuers and firefighters reach villages in the mountains north of Rio de Janeiro cut off by the destruction of roads and bridges.

The worst affected towns were Novo Friburgo, which had recorded 247 deaths, Teresopolis, with 231 deaths, and Petropolis, with 43 deaths, according to municipal officials.

The number of dead surpassed the estimated 437 killed by mudslides in 1967 in Caraguatatuba in Sao Paulo state in what was previously considered Brazil's worst disaster, according to Brazilian media.

"It's very overwhelming. The scenes are very shocking," President Dilma Rousseff said after visiting the area on Thursday, less than two weeks after being sworn in.

By Robin Yapp, Sao Paulo 12:06PM GMT 14 Jan 2011

Adapted from: www.telegraph.co.uk/news/worldnews/southamerica/brazil/8259444/Brazil-floods-worst-ever-natural-disaster-as-death-toll-rises.html - May 14th

1. **Circle** the regular verbs in the simple past, and write them in the infinitive form
2. Which natural disasters were presented on the text? How was it classified?
3. Are floods a common natural disaster in Brazil?
4. Which human activities can increase floods damage?
5. Choose the best definition from the word in bold:

“Rescue teams interrupted pulling bodies from the **debris** of the cities and searching for survivors on Friday morning...”

- a) A heavy fall of rain, snow, or hail.
- b) The remains of anything broken down or destroyed; ruins.
- c) Wet and soft earth
- d) To break or fall to pieces with noise.

Definitions from: dictionary.reference.com

Pronunciation:

Listen to the words below. Do they end in /t /, /d / or /Id / ?

	/t /	/d /	/Id /		/t /	/d /	/Id /
breathed				resumed			
decided				saved			
fixed				stayed			
looked				tasted			
missed				tried			

<http://www.elearnenglishlanguage.com/esl/grammar/simplepast-pronunciation.html>

Grammar:

1. Complete the box with the words below according to the simple past rules:

affect	ban	call	change	commit	dedicate
deny	include	stage	stay	watch	study

+ ED	Cross out the Y and + IED	+ D	Double the last consonant + ED

2. Use the same verbs in exercise 1 to complete the following sentences. Remember to write the verbs in the simple present form.

- a. Tony Blair _____ Britain to ambitious targets on aid and debt relief.
(commit)
- b. Museums _____ major exhibitions _____ to the
continent's art. (stage / dedicate)
- c. Live 8 _____ on eight world leaders in a Scottish hotel to make
poverty history. (call)
- d. Bob Geldof argues that we really _____ things. (change)
- e. Nine million people in Britain _____ the Hyde Park concert on
television. (watch)
- f. The promised aid _____ the figures for debt relief. (include)
- g. Oxfam _____ away from the dispute. (stay)
- h. The American Insurance Association _____ the risk of landslide.
(deny)
- i. The landslides _____ a total of six other homeowners. (affect)
- j. Scientists _____ the natural disaster. (study)
- k. To prevent wildfires, the firemen _____ smoking near woods. (ban)

Some sentences were adapted from: www.guardian.co.uk/politics/2005/dec/28/development.live8
www.nytimes.com/2011/06/14/nyregion/creeping-landslide-puts-ny-house-on-precipice.html

Listening:

You are going to listen to two women talking if they have been in a natural disaster. The first speaker is Jess from U.K. and the second is Pernais from Jamaica.

Adapted from: www.elllo.org/english/Mixers/T097-Disaster.htm

1. Circle the natural disasters you listen:

tsunami flood mudslide fire famine epidemics

2. Who have been in a natural disaster?
3. What natural disaster was it?
4. How did she / they escape from the disaster?
5. How old was Jess when she had the experience she described?
6. What does she compare it to?

Writing:

Pretend you are in the future.

Write a paragraph about human actions that helped the Earth to heal.

This paragraph will be a testimony to be present on TV for the generations to know the importance of preserving nature balance.

You can cite solutions to:

Garbage;

Fossil fuels;

Carbon footprint;

Natural disasters that can be caused by human actions;

Natural disasters that can have its damage increased by human actions.

Teacher's guide

Unit 1 - Say no to bullying!

This unit is designed to regular school 6th grade (7th year) students, at the age of 12 and 13 years old.

The aim of this unit is to expose bullying as a bad and unacceptable behavior. Tell bullies to stop and tell targets and bystanders how to react to stop this problem.

Warm-up

This should be a whole class discussion. In case of big groups, a solution could be to divide the class in groups of 7 to 10 students. And after the group discussion the teacher could open for a whole class discussion.

In this activity students are presented with some pictures showing kinds of bullying: *treating*, *cyber-bullying*, *gossiping* and *hitting*. At first students may not know the term "bullying" so at this activity this term will be presented.

1) Ss are asked to say what the pictures represent. Teachers should expect them to say they represent acts of violence, and name the violence: *treating*, *cyber-bullying*, *gossiping* and *hitting*.

Cyber-bullying can be named as online violence, online gossip and so on. Since SS might not be aware of the right name.

2) Teacher should ask Ss if they have suffered, witnessed, or committed those kinds of violence against anyone at school. At this point Ss should feel comfortable to speak, and not be judged.

4) Later the teacher should present the term *bullying*, which enclose all those harassment acts. The teacher should also explain that the word *bullying* comes from the word "bully".

Pre-reading

At this activity Ss have to match the words with their meaning. Some words have already been presented at the discussion. This activity should be done in pairs.

6. *Bullying* - Physically or psychologically aggressive behavior.

7. *Bully* - A person who hurts, persecutes, or intimidates others.

8. *Bystander* - A person who sees someone being bullied.

9. *Target* - The victim of bullies.

10. *Cyber bullying* - Repeated harm inflicted through mobile phones or the internet.

Reading:

g) In your own words, what is bullying?

Possible answer: *Bullying is a way of violence against people that do not know or can not defend themselves.*

h) Where can it happen?

It can happen everywhere, at school, at work and even at the street.

i) Which kinds of bullying happen on text B?

Physical, cyber-bullying

j) What is the difference between bullying and cyber-bullying?

The difference is that cyber-bullying happen online and bullying happen at school, work or street.

k) Where do victims of cyber bullying can look for help?

At some websites on internet.

- l) Create a title to the text B.
Original texts title: Bullying no way!!

Grammar:

Use something, anything, and nothing for *things*.
Use somebody, anybody, and nobody for *people*.
Use somewhere, anywhere, and nowhere for *places*.

The activity should be done in small groups of 3 or 4 students.
The examples will vary from group to group.
The main point of this activity is to identify if students understood the rules above.

Pronunciation: Word stress:

Now underline the stress on these words:

criminal
adjective

arrest
verb

threaten
verb

office
noun

Pre-listening:

Transcript:

Boy 1: *Hey guys look, it's little red riding going home.*

His head's on fire.

Better call 911.

Boy 2: *He is such a loser!*

Later...

Boy 3: *There she goes again...*

Boy 1: *Hey stop!*

Teachers should stop the video on the 20 second and ask students what they think is going to happen.
After watching the video check if any students got it right, and if anyone would do the same or something like the boy did. Why (not)?

In groups of 3 to 4, students have to write down at least three things you can do to stop bullying

Listening - Transcript:

*If you see someone being bullied
you can tell an adult*

Tell is not telling

Tell a grown up

Tell is not telling, it is ok to tell

It is ok to tell

Ignore the bully

Walk way

*The bottom line is bully just want
attention*

*Bullies think they have all the power,
but they don't*

We can make a difference

So what can you do?

Tell the bully to stop

Stick together

Stick together

Just be a friend

Hang out together

Even if people look or act different

You can still be their friend

Stand up for the person being bullied

Ask your friend to play

Nobody deserves to be bullied

*Together we can change what's
happening*

Now that's cool

That's cool

*Together we can change what's
happening
Now that's cool*

*That's cool
Speak up, reach out, be a friend
Be a kid against bullying*

Post listening

Write three things the kids present to stop bullying?

1. *Tell an adult / Tell a grown up*
2. *Ignore the bully / Walk way*
3. *Tell the bully to stop*
4. *Stick together*
5. *Just be a friend*
6. *Hang out together*
7. *Stand up for the person being bullied*

What do they mean with the sentence "Tell is not telling."

*That to tell a responsible person is not being a snitch.
To tell somebody is different than to tell on somebody.*

Writing:

When is the Anti-bullying day celebrated?

The last Wednesday of February

What is the other name for this event?

The pink shirt day

Where did it start?

Canada

Which activities happen in the Anti-bullying day?

Battle of the Bands

Competitions

Shirt and Hat Stall

Beading stall

Note:

Ss may find different information on the day Anti-bullying-day is celebrated. It is important to tell them that at first it was celebrated on the last Wednesday of February, but since bullying is a big problem there are many anti-bullying days in a year.

Speaking:

In groups of 5 to 6, students have to make a poster about the anti-bullying day or about bullying.

A suggestion is to make a conference in which all posters are exhibit at the same time, and the students go round and ask questions about each poster. The presentation could also be online at the computer lab.

The main point of this poster is for them stand up against bullying.

If possible, talk to the school staff and really organize an anti-bullying day, in which Ss get involved in the organization.

Note:

There is an example of poster created at gloster.com. This poster does not have information on the anti-bullying day because Ss must do their research.

If possible, teachers can take Ss to the computer lab to work with the site and Ss create their poster online.

Observation: At the sentence "Friendship is better than bullying. Follow the example." there is a link to the following video.

www.youtube.com/watch?v=ZoJCWWRQy2A&feature=related

This video is about some friends that shaved their head to support a friend with cancer.

Say no to bullying

1) Complete the text with the missing words.

Understanding the problem:

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The participants of a bullying incident are the victim, also called **target**, the **bystanders**, students who witness or are aware of bullying and the **bully** the student or students who are the aggressors.

The three main types of bullying are: physical, verbal (name calling) and indirect (spreading rumours, excluding someone from social groups). Bullying can also happen online and it is called **cyber bullying**.

Adapted from: <http://www.teachernet.gov.uk/management/atoz/a/antibullyingpolicy/> - February
<http://comunidad.cmsfq.edu.ec/bullying/english/default.aspx> - March 14th

2) Now you are going to watch a video. Pay attention to the following points.

<http://www.youtube.com/watch?v=1j6YA03hm4k&feature=related>

Note:

This video is called “Words hurt” that shows that name-calling is as bad as physical harassment.

6. Where are they?

They are at school corridor.

7. What happened?

Some girls bullied another girl, the bullies called her names.

8. Based on the text above, is this a kind of violence? Why (not)?

If yes, what kind of violence is presented?

Name calling is a kind of bullying that use only words.

It is a kind of violence. The video shows that words hurt as much as (or even more than) physical harassment.

9. According to the text, can an isolated action be called bullying?

Bullying is a repeated behavior, so an isolated action is not bullying.

10. What are the four types of bullying presented on the text? In your opinion, which one happens more frequently?

The types of bullying are physical, verbal, indirect and cyber bullying.

Answers may vary. – Teachers could use this information to indentify bullying at school.

3) Complete the sentences with WHERE, THING or BODY.

6. I don't know *anybody* at this school.

7. My mother drives *everywhere* she wants to go.

8. She is a great actress. *Everybody* loves her.

9. Michael knows *everything* about computers.

10. I travel to *nowhere* interesting on vacation.

4) Underline the word stress:

define
verb

bullying
adjective

victim
noun

suffer
verb

5) Listen to news about education and answer the question.

Before you listen:

Homeschool - is the education of children at home, typically by parents but sometimes by tutors, rather than in other formal settings of public or private school.

en.wikipedia.org/wiki/Homeschooling

Transcript:

The number of children who are home schooled is on the up according to a national survey. Now, almost 8% of children nationwide do not attend school. This is usually because of bullying, and the government has plans for more incentives for parents who send their children to school. More later.

4. What is the percentage of children who do not attend school?

8 % (Eight percent) of children

5. What is the reason for parents to take their children from school?

Bullying is stated as the main reason.

6. Choose the best option:

a. The children who do not attend school...

e) stay at home watching TV

f) do not study at all

g) **have classes at home**

h) do not need to study

b. The government

e) will do not about homeschooling

f) approves homeschooling

g) believes that homeschooling is better than regular school

h) **wants to incentive parents to send their children back to school.**

6) Write an e-mail to the parents of the homeschooled children, telling them to let their children go to regular school. In order to convince them you should present some actions against bullies and bullying.

Remember: Be a kid against bullying!

This email should be a small paragraph long. Children are supposed to remember actions learned from the class. Moe specific from the video "Be a kid against bullying!" and also from the anti-bullying day activities.

Unit 2 – Everybody loves music!

This unit is designed to late teenager from 16 to 20 years old at the second year of English learning.

The aim of this unit is to talk about music in general. It has activities in which Ss can talk and present their music style as well as present themselves as musicians.

Warm-up:

The aim of questions 1(one) to 4 (four) is let Ss talk about music. If they like it or not and how involved they are with music.

Question 5 (five) - Elucidate from students what kinds of music they know, in pairs Ss should decide what sorts of music are represented in the pictures.

1. samba 2. classical 3. rock 4. hip hop

Track order: rock, classical, hip hop, samba.

Ask Ss to discuss their answer in pairs, before correct.

Pre-reading:

Answers of question 1(one) and 2(two) may vary.

At the 3rd (third question) the answer should be given in a scale parameter. The scale presented is the same used on the text Ss are reading next.

Ss should compare their answers in pairs.

Post-reading:

7. Which country has the most passionate people about music? Did you expect that?

According to the text the country is Brazil.

Answers may vary.

8. Do you agree that “music is the world’s favorite pastime.”? Why (not)?

Answers may vary.

9. Despite listen to music, there is another thing you like to do in your free time?

This question is a chance for students, specially the ones that do no like music, to expose what they like to do.

10. In your opinion, there is another thing that could be considered as the world’s favorite pastime? What? Why?

Answers may vary.

11. In you opinion, why do Australians do not like music so much?

Answers may vary.

Research what is Australians favorite pastime and compare it to music?

Teachers should give the following site to help students on their research:

www.australiamyland.com.au/pastimes.html

At this site some Australians activities were presented.

1. Boomerang throwing 3. Tennis 5. Surf
2. Cricket 4. Horse race 6. Fishing

Teachers should also ask students to go to the “music” section of the site. There Ss will find some bands that are famous in Australia and also Australians favorite music.

Listening:**Transcript:**

Todd: *OK. Matt, we're back. We're gonna talk about music. (OK) What is your favorite kind of music?*

Matt: *My favorite kind of music is alternative music. But generally I like all types of music, apart from country music.*

Todd: *I'm the same way. I hate country, except for Johnny Cash*

Matt: *Yeah, yeah. The older country is good. But the newer, I don't like the newer stuff.*

Todd: *Yeah, how expensive are CD's in your country?*

Matt: *Well, a brand new CD is probably between about 15 and 20 dollars, yeah, but you can find used CD's from anything to a dollar to, you know, 20 dollars, I guess, depending, depending on the CD. So you can find cheap CD's.*

Todd: *Wow, that's pretty cheap. Do you play a musical instrument?*

Matt: *No, I don't, although when I was a kid I played the piano and a little bit of the guitar, but I've long since forgotten all of that.*

Todd: *Usually, you pick up the guitar and you don't stop playing it.*

Matt: *There was no talent.*

Todd: *Do you go to concerts?*

Matt: *I go, I really enjoy going to concerts, but I like to go to small venues. Small shows. I don't like those big stadium shows where you need binoculars just to see the stage.*

Todd: *Yeah, I agree. And the last question, most importantly, do you sing in the shower?*

Matt: *Of course I do, yeah! Every chance I get.*

Todd: *Wow, what kind of songs do you sing?*

Matt: *Oh, wow! I guess anything that's in my head, the last thing I heard I guess.*

Todd: *Can you sing something right now?*

Matt: *I don't think so. This isn't a shower.*

Pre- listening

Some question to introduce the interview topics.

Listening:

Does Matt sing in the shower?

Yes, he does.

Post-listening:

7. What kind of music Matt does not like?

He does not like country music.

8. How expensive are new CD's at Matt country?

Between about 15 and 20 dollars

9. Which instruments does Matt play?

He does not play any instruments. He played piano and guitar when he was a child

10. What kind of concerts does Matt likes to go?

He prefers small shows

11. Why did not Matt want to sing?

Because he was not in the shower.

Pronunciation:

Saying lists: Ss need to notice that the intonation goes up when the list is not finished and goes down when the list is complete.

Grammar and vocabulary: The grammar of music: Informal English

3. Match the abbreviation with the correct no contracted structure

1 - ain't	am not / are not / is not / has not / have not
2 - gimme	give me
3 - gonna	going to
4 - gotta	have (got) a / have (got) to
5 - kinda	kind of
6 - wanna	want to / want a
7 - whatcha	what are you
8 - lemme	let me
9 - ya	you

4. Rewrite the sentences bellow without contractions.

- 1 - *I have a problem.*
- 2 - *Can you give me a hand?*
- 3 - *I am not sure.*
- 4 - *You are not my boss.*
- 5 - *She has not finished yet.*
- 6 - *Nothing's going to change my love for you.*
- 7 - *I have to go now.*
- 8 - *She's kind of cute.*
- 9 - *I want to go home.*
- 10 - *What are you going to do?*
- 11 - *Who saw you?*
- 12 - *Let me go!*

www.englishclub.com/vocabulary/contractions-informal.htm

Writing:

Ss should write an article. An article example is the reading of this unit.

Speaking:

Ss are supposed to post a video response at ello.org

Here is an example of video that should be presented to students:

www.ello.org/video/1051/V1086Wedding.htm

Note:

This video is a response to another interview "Weddings". However the topic of the video is music inspiration, which is related to the unit topic.

Everybody loves music

Listening:

Transcript:

Nicola: So Kate, tell me about your favorite music!

Kate: I'd say my favorite music would have to be the Beatles.

Nicola: Yeah.

Kate: I love the Beatles, cause they always make me happy and I've grown up with the Beatles

Nicola: Uh-huh, so you're parents listen to it?

Kate: Yeah, so we have all these old 45's when I was younger and this record player, and so we had loads of like Simon and Garfunkel and the Beatles and the Stones so that was the music I grew up listening to, and that's what I still really love.

Nicola: Oh, awesome, and so do you like have a favorite song or?

Kate: Yeah, probably it's "Happiness is a warm gun" which is on the White Album.

Nicola: Yeah, right, right, cool.

Kate: I love all their albums. But I haven't been to Liverpool yet. I'd like to go. That would be nice.

Nicola: And do you have a favorite Beatle?

Kate: John Lennon, definitely. He's definitely the coolest. I like his songs.

Nicola: Do you like his individual work?

Kate: Yeah.

Nicola: Yeah

Kate: Yeah. Some of them, like "Imagine" is really good. Yeah, he's definitely my favorite. Though, I quite like George as well. That was sad when he died, cause he was, yeah, he was real individual. I like Ringo, but Paul not so much.

9 - How did she listen to the Beatles?

- a. **On a record player**
- b. On a tape cassette
- c. On the radio
- d. On the internet

11 - What does she want to do?

- a. Buy every album
- b. **Go to Liverpool**
- c. Meet a Beatle
- d. Record a CD

10 - Kate listen to all those artists below, except:

- e. Rolling Stones
- f. Simom and Garfunkel
- g. **Michael Jackson**
- h. The Beatles

12 - What's her Beatles' favorite song?

- e. **Happiness is a warm gun**
- f. Help
- g. Imagine
- h. White Album

13 - Why does she like the Beatles?

Their songs make her happy, and she has grown up listen to them.

14 - Who was her favorite Beatle?

John Lennon

15 - Who is her least favorite Beatle?

Paul McCartney

16 - What is her favorite song from John Lennon's individual work?

Imagine

Reading:

6. How many integrants did the band have?
Four: John Lennon, Paul McCartney, George Harrison and Ringo Starr
7. How many years did they stay together?
Eight years, from 1962 until 1970.
8. Which instruments were played?
*Rhythm guitar, bass guitar, lead guitar and drums. **OR** Guitar and drums*
9. What did Beatles integrants do after the end of the band?
Start solo careers.
10. Cite two reasons why Beatles success is considered until nowadays.
 - *Four decades after their break-up, their recordings are still in demand.*
 - *They have sold more albums in the United States than any other artist*
 - *In 2008, thirty-eight years after the end of the band, they were considered number one artist of all-time in the top Hot 100 artists, on Billboard magazine's fiftieth-anniversary*
 - *They were considered one of the 100 most influential people in Time magazine's compilation of the 20th century's.*

Grammar:

1. Rewrite the sentences bellow without contractions

- | | |
|---------------------------|------------------------------------|
| f. I'm not gonna tell ya. | <i>I am not going to tell you.</i> |
| g. I wanna coffee. | <i>I want coffee.</i> |
| h. I ain't wrong. | <i>I am no wrong.</i> |
| i. Gimme your money. | <i>Give me your money.</i> |
| j. Lemme tell ya. | <i>Let me tell you</i> |

Writing:

Ss are supposed to write a small article.

The aim of this activity is for them to extract the most important information from the text given.



Google images – For complete reference check page 46

Unit 3 - Planet Matters

This unit was developed to teenager students, from 14 to 17 years old that are finishing the first year of English studies.

The aim of this unit is to present the consequences of human actions on nature and let students think in ways to stop it as well as try to fix the harm already done.

Warm up:

1) Match these topics with the correct definition:

1 - **Carbon footprint** - *The total amount of greenhouse gases* produced to directly and indirectly support human activities.*

2 - **Fossil fuels** - *Any naturally occurring carbon or hydrocarbon fuel, such as coal, petroleum, peat, and natural gas, formed by the decomposition of prehistoric organisms.*

3 - **Plastic bags** - *A bag made of thin plastic material.*

* Gases that trap heat in the atmosphere

source: <http://www.epa.gov/climatechange/emissions/index.html>

2) What do these topics have in common?

They pollute our planet

They were created by human beings to facilitate our lives

3) Are they a problem to Earth?

Yes they are. Because they increase the pollution, may cause climate changes and raise the damages of natural disasters as well as cause disasters.

NOTE:

This is an important question. It is important to bring natural disaster topic to the discussion.

4) Are there any alternatives to avoid the use of fossil fuels and plastic bags? Do you know any?

Yes there are.

Plastic bags: Replace it for reusable or recycled bags

Fossil fuels: Other energy sources as:

- *Wind farms*
- *Solar cells*
- *Nuclear power*
- *Biofuels*
- *Hydrogen-powered cars*
- *Underground thermal energy*
- *Wave power*

NOTE:

Students may know these names in Portuguese so the teacher can teach them in English as Ss say them.

Other option is to accept only that “other energy sources” is a solution for fossil fuels and ask if Ss know these alternative energy sources. And so, introduce they to Ss.

Pre-Reading:

1. Match the pictures with the appropriate name:

6 - Flood 5 - Hailstorm 3 - Wildfire 2 - Drought 1 - Tsunami 4 - Famine

2. Are these natural disasters or are they caused by human beings?

These are natural disasters but the pollution we make can make them worse. Some of them may be only a result of human actions as wild fires, famine and flood.

3. Which one can happen on Brazil?

Drought, wildfires, flood, hailstorm and famine.

Post- Reading:

1. What were the consequences of the Spanish flu virus in the victims?

It overactivated the immune system.

2. Which nature disasters presented on the text already happened in Brazil?

Floods, earthquakes, drought, hailstorms, famines and wildfires*

<http://educacao.uol.com.br/geografia/terremotos-no-brasil-causas-e-consequencias.jhtm>.

3. Which natural disasters can be also non-natural?

Floods, famines and wildfires

4. What did human beings do to increase nature disasters?

We polluted the Earth. The use of fossil fuels, plastic bags and others damage the Earth more than its ability to heal.

5. What can we do to help the earth to heal?

Stop or at least decrease pollution. Stop using plastic bags and fossil fuels, as well as use other sources of energy instead of hydroelectricity.

Grammar: Simple past statements – Regular Verbs

3. Match the unfinished sentences with the rules:

e. Add **-ed** - General rule, applied for most verbs / If the verb finishes in vowel + y

f. Add **-d** - If the word finishes in -e

g. Replace **-y** for **-i** and add **ed** - If the verb finishes in consonant + y

h. **Double** the last consonant and add **-ed** - If the word is monosyllabic and finish consonant + vowel + consonant

4. Complete the sentences with the correct verb in the simple past form:

k. China **evacuated** more than 500,000 people from deadly floods that are devastating areas in the south of the country following the worst drought in 50 years.

l. The flood and the landslides **killed** at least 105 people and another 65 are missing.

m. According to China Daily, this natural disaster **forced** 550,000 people to leave their homes.

n. The dramatic shift is in line with weather trends **identified** by the Beijing Climate Centre .

o. The worst **affected** province is Zhejiang, where some stretches of the Qiantang river have risen to their highest level since 1955.

p. Troops **helped** 122,400 residents evacuate from vulnerable lowlands in Jiangxi province.

q. The government **closed** roads and bridges **collapsed** in the floods.

r. Monitoring stations on 40 rivers **recorded** water levels above the safety limit.

s. Meteorologists **warned** that the torrential downpours are forecast to move southwards or inland.

t. China's weather news website **quoted** Li Xiaoquan saying that the rains were expected to affect Sichuan, Chongqing and Guangdong provinces before easing on Sunday.

Additional reporting by Cecily Huang

Adapted from: www.guardian.co.uk/environment/2011/jun/17/china-evacuation-floods

Note:

The sentences on Grammar activity 2 were taken from The Guardian an online news from England. Some sentences were adapted to the simple past form. This article was chosen because it shows flood, a common disaster in Brazil, happening in other country. The article states that the climate change caused this natural disaster. Moreover this is presented at this unit too, which presents human actions affecting the weather and nature in general

Pronunciation: Simple past sounds – ED endings

Note:

Teachers could tell SS that it is pronunciation, not the spelling, that dictates the following rules. For example, although “laughed” is spelled with –gh, it is pronounced /f/.

ed = /d/ after voiced consonants -b, -g, -j, -l -m, -n, -r, -th, -v, -w, -y, -z

Examples: grabbed, plugged, paged, filled, named, listened, shared, bathed, lived, showed, played, buzzed.

ed = /t/ after unvoiced consonants -k, -f, -p, -s, -x, -ch, -sh

Examples: baked, stuffed, helped, missed, faxed, watched, washed

ed = separate syllable /id/ after -d and -t

Examples: needed, faded, waited, invited, lighted

<http://www.litcouncil.org/Assets/tips/15-TheSoundsofed.pdf>

Listen to the words above. Do they end in /t /, /d / or /Id / ?

	/t /	/d /	/Id /		/t /	/d /	/Id /
helped	x			signed		x	
grabbed		x		laughed	x		
pleased		x		added			x
objected			x	hugged		x	
marched	x			graded			x

www.elearnenglishlanguage.com/esl/grammar/simplepast-pronunciation.html

Pre- Listen:

Look at the images bellow: Do you know what they represent?

They are symbols used in trash bins.

The represent bins to throw away mixed paper and compostable.

Do you know what “compostable” mean?

Ss have to associate compostable with biodegradable. Althea it is stated that compostable materials are “greener” because a bigger percentage of the material decompose and do it faster than biodegradable materials.

Note:

Compostable Plastics are a new generation of plastics which are biodegradable and compostable. They are derived generally from renewable raw materials like starch (e.g. corn, potato, tapioca etc), cellulose, soy protein, lactic acid etc., are not hazardous/toxic in production and decompose back into carbon dioxide, water, biomass etc. when composted. Some compostable plastics may not be derived from renewable materials, but instead derived made from petroleum or made by bacteria through a process of microbial fermentation.

Source: <http://www.worldcentric.org/biocompostables/bioplastics>

Look also at: <http://www.greenlivingtips.com/articles/197/1/Degradable-Biodegradable-Compostable.html>

Listen:

1. How did the actors actions changed?

Instead of throw the trash on any garbage or let it fall on the floor, they threw it in recycle recipients and look for a less full garbage bin to throw the trash.

2. What is the relevance of recycling?

As it is stated on the video “every sheet, bottle and can counts. Recycling benefits you.”

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

Post-Listen:

Answers may vary.

It is important to call Ss attention to the importance of recycling and how it interferes on the environment. Moreover, it has consequences on global warming, and natural disasters.

The teacher can mention that throw garbage on street can increase the chances of floods and also that it pollutes rives.

Writing:

They are supposed to write a composition stating positive and negative human actions toward the nature.

Ss are supposed to use information acquired in class. It is important to encourage them to research more information. For this they have a guide which has some topics and some sites suggestions. They can research them online, and compare the efficiency of these actions

Note:

At this point Ss may have gathered enough information about natural disaster and the human role in it. It is important that discussions in class as well as the activities showed them human actions that increased natural disasters damage and also actions to help the nature to recover from damages.

Speaking:

This is a role play activity.

Ss need to use good arguments to defend their role at this “jury trial”

It doe not matter if Ss really believe in the argumnets they have.

It would even be good if they are asked to defend a point of view different from their own.

Ss need to know how to use good arguments.



Planet Matters

Brazil floods: worst ever natural disaster as death toll rises

The death toll from mudslides and floods in Rio de Janeiro state in Brazil has risen to 541, making it the country's worst-ever natural disaster.

Rescue teams interrupted pulling bodies from the debris of the cities and searching for survivors on Friday morning as moderate rainfall returned to the area, provoking fears of further landslides.

More bodies are expected to be found when the search resumes as rescuers and firefighters reach villages in the mountains north of Rio de Janeiro cut off by the destruction of roads and bridges.

The worst affected towns were Novo Friburgo, which had recorded 247 deaths, Teresopolis, with 231 deaths, and Petropolis, with 43 deaths, according to municipal officials.

The number of dead surpassed the estimated 437 killed by mudslides in 1967 in Caraguatatuba in Sao Paulo state in what was previously considered Brazil's worst disaster, according to Brazilian media.

"It's very overwhelming. The scenes are very shocking," President Dilma Rousseff said after visiting the area on Thursday, less than two weeks after being sworn in.

By Robin Yapp, Sao Paulo 12:06PM GMT 14 Jan 2011

Adapted from: www.telegraph.co.uk/news/worldnews/southamerica/brazil/8259444/Brazil-floods-worst-ever-natural-disaster-as-death-toll-rises.html - May 14th

6. **Circle** the regular verbs in the simple past, and write them in the infinitive form
interrupted returned affected surpassed estimated killed
Students have to identify sentences in the simple past apart from passive voice, past perfect and other verbal tenses presented on the text.

7. Which natural disasters were presented on the text? How was it classified?

Flood and mudslide. It was classified as the worst natural disaster in Brazil

8. Are floods a common natural disaster in Brazil?

Yes, it is one of the most common natural disasters in Brazil.

(This should be presented at the unit.)

9. Which human activities can increase floods damage?

Not throw trash on the ground

Recycle

Decrease pollution to decrease global warming

Etc.

10. Choose the best definition from the word in bold:

“Rescue teams interrupted pulling bodies from the **debris** of the cities and searching for survivors on Friday morning...”

e) A heavy fall of rain, snow, or hail.

f) **The remains of anything broken down or destroyed; ruins.**

g) Wet and soft earth

h) To break or fall to pieces with noise.

Definitions from: dictionary.reference.com

Pronunciation:

Listen to the words below. Do they end in /t / /d / or /Id / ?

	/t /	/d /	/Id /		/t /	/d /	/Id /
breathed	x			resumed		x	
decided			x	saved		x	
fixed	x			stayed		x	
looked	x			tasted			x
missed	x			tried		x	

<http://www.elearnenglishlanguage.com/esl/grammar/simplepast-pronunciation.html>

Grammar:

3. Complete the box with the words bellow according to the simple past rules:

+ ED	Cross out the Y and + IED	+ D	Double the last consonant +ED
affect	deny	change	ban
call	study	dedicate	commit
stay	-	include	-
watch	-	stage	-

4. Use the same verbs in exercise 1 to complete the following sentences. Remember to write the verbs in the simple present form.

- l. Tony Blair **committed** Britain to ambitious targets on aid and debt relief.
- m. Museums **staged** major exhibitions **dedicated** to the continent's art.
- n. Live 8 **called** on eight world leaders in a Scottish hotel to make poverty history.
- o. Bob Geldof argues that we really **changed** things.
- p. Nine million people in Britain **watched** the Hyde Park concert on television
- q. The promised aid **included** the figures for debt relief.
- r. Oxfam **stayed** away from the dispute.
- s. The American Insurance Association **denied** the risk of landslide.
- t. The landslides **affected** a total of six other homeowners.
- u. Scientists **studied** the natural disaster.
- v. To prevent wildfires, the firemen **banned** smoking near woods.

Some sentences were adapted from: www.guardian.co.uk/politics/2005/dec/28/development.live8
www.nytimes.com/2011/06/14/nyregion/creeping-landslide-puts-ny-house-on-precipice.html

Note:

The verbs used to complete the sentences in activity 2 are the same used in activity 1. With this, teachers can decide if it is necessary or not to include the correct verb into parentheses.

Ask Ss to decide which verb best fits in each sentence, is a way to assess if they understand the sentences.

Listening:**Transcript:**

Have you ever been in a natural disaster?

Jess, U.K.

Natural disaster? No, I haven't been in a natural disaster. Unfortunately I was very close to a bomb which went off in Manchester when I was about sixteen years old, which was quite scary, but probably not as scary as a tsunami or a typhoon or something.

Pernais, Jamaica

Yes, I have. I've been in a fire. A really big one actually. It was just very scary. There was just smoke everywhere, and I couldn't see anything. My eyes were hurting. I was choking, and I really thought I was going to die, but I was rescued by an old man passing by.

Adapted from: www.ello.org/english/Mixers/T097-Disaster.htm

7. Circle the natural disasters you listen:

tsunami flood mudslide fire famine epidemics

8. Who have been in a natural disaster?

Pernais from Jamaica.

9. What natural disaster was it?

Wildfire or fire

10. How did she / they escape from the disaster?

She was rescued by an old man.

11. How old was Jess when she had the experience she described?

She was about sixteen years old.

12. What does she compare it to?

Tsunami and typhoon.

Writing:

At this activity Ss are asked think about the consequences of natural disasters and what can be done to revert it.

Throughout the unit Ss learned the consequences of natural disasters, as homeless people, deaths, devastation of nature it self (for example the destruction of woods with wildfires).

Ss also studied about human actions that damage nature which as consequence increases the destruction of natural disasters. As for example, pollution, the use of fossil fuels and garbage disposable.

Finally, they were asked to think about solutions as, for example, recycling.

Now they have to think about other solutions.

Images' references

Unit 1 – Say no to bullying.



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Unit 3 – Planet Matters



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