

Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Ensino de Inglês

MATERIAL DIDÁTICO PARA ENSINO DE INGLÊS: GO FOR IT!

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GO FOR IT!

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**UNIT 1
AND UNIT 2**

Go for it!

Say
NO
to

PREJUDICE

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EDUCATE YOURSELF
EDUCATE OTHERS

STOP PREJUDICE NOW!

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YOU CAN MAKE
A POSITIVE DIFFERENCE

“The greatest obstacle
to progress is
prejudice”.

UNIT 1 SAY NO TO PREJUDICE



WARM UP

HOMOPHOBIA




'I am not my turban'
'I am not my number'
'I am not my amputation'
'I'm not my strenght'
'I'm not my gender'

ABLEISM



SEXISM

XENOPHOBIA



XENOPHOBIA
/ˌzɛn əˈfoʊ bi ə/
an unreasonable
fear or hatred of
foreigners or
strangers or of that
which is foreign or
strange.

1. What kinds of prejudice do you think the people on the pictures have suffered?
2. Can you think of reasons why people can be prejudiced in your country?
3. Have ever been affected by anyone's prejudice?

During Nazism Jews did not use to be called by their names, but by numbers.





B4 YOU READ

before

1. Where do you think the text below has been published?
2. What do you think it is about?



LET'S GO DEEPER

Read the following text and answer the questions.

The screenshot shows a web browser window with the address bar containing "http://www.yourdomainname.co.uk/". The main content area displays the following text:

JUSTINE SACCO, PR EXECUTIVE FIRED OVER RACIST TWEET, 'ASHAMED'

Sacco turned into a notorious Twitter superstar while she was in the air, during a long flight to South Africa. A woman sacked as communications director of the New York-based internet empire InterActive Corp for having made a puerile tweet that linked Aids with race, has issued an apology to the “millions of people living with the virus”.

Justine Sacco, the dismissed head of corporate communications for Barry Diller's company, issued a contrite statement on Sunday to the Star newspaper in South Africa where she has travelled to be with her family over the holiday season. It was during the 11-hour flight from London to Cape Town that she became the latest example of the power of Twitter to destroy those who cause offense through unthinking use of the social media site.

Shortly before she boarded the flight on Friday she tweeted:

Justine Sacco (@JustineSacco) Follow

Going to Africa. Hope I don't get AIDS. Just kidding. I'm white!

In her statement, the PR executive said that she was in “anguish k... to so many people” in South Africa where she was born and where her father still lives. “Words cannot express how sorry I am, and how necessary it is for me to apologize to the people of South Africa, who I have offended due to a needless and careless tweet.”

She added: “There is an AIDS crisis taking place in this country, that we read about in America, but do not live with or face on a continuous basis. Unfortunately, it is terribly easy to be cavalier about an epidemic that one has never witnessed firsthand.”

Adapted from: <http://www.theguardian.com/world/2013/dec/22/pr-exec-fired-racist-tweet-aids-africa-apology>

Twitter is an online social networking service which enables users to send and read short 140 character messages called tweets.



1. What was Sacco doing when she became a twitter superstar?
2. What used to be Saccos's occupation?
3. Did Sacco keep her job after the tweet? Why (not)?
4. Why did Saccos's tweet go viral?



LANGUAGE FILE

1. Read the following sentences and answer the questions.
 - ✓ *“Justine Sacco issued a contrite statement on Sunday to Star newspaper in South Africa where she has travelled with her family over the holliday season”.*
 - ✓ *“ Words cannot express how sorry I am, and how necessary it is for me to apologize to the people of South Africa, who I have offended due to a needless and careless tweet.”*
 - ✓ *“On Saturday IAC, which owns Internet ventures such as the Daily Best, Ask.com, Dictionary.com and Match.com dismissed her for what it called her hateful statements.”*
- a. Which words conected the ideas presented?
- b. What do the words WHERE, WHO, WHICH present in the sentences above refer to? Complete the chart below:

| WHERE | WHO | WHICH |
|-------|-----|-------|
| | | |

RELATIVE PRONOUNS

1. Relatives pronouns can refer to singular or plural, there is no differente between male or female;
2. When relative pronouns follow words which are not verbs, they can be omitted.
3. Other examples of relative pronouns are:
 - Whom = more formal / people
 - Whose = possession



LET'S PRACTICE

1. Fill in the gaps with the correct relative pronoun.



1. Mohamed is from a country _____ people are discriminated because of their religion.



2. Crystal is a girl _____ has suffered discrimination because of her race.



3. In the country, _____ Beisaki was born, most marriages are believed to be arranged.



4. The sign, _____ Yoji is holding, brings examples of how Asian people are stereotyped.



5. The discrimination, _____ Juan is suffering, is related to Classism.



TALK IN PAIRS.



Why are the first two men ordered to leave the country while the third is not?



GIVE IT UP MR DJ!

1. What kind of prejudice do you think the video will be about?
2. Where does the scene take place?
3. Where was the video posted?



#BBCTrending: The racist video that's shocked Australia



<https://www.youtube.com/watch?v=JoztbwJt41A>

AUSSIE
/ 'ɔ si/
an Australian



1. What kind of prejudice is the video about?
2. Who suffered discrimination in the video?
3. How did people at the prejudice scene react?
4. Have you ever witnessed any prejudice? How did you react?



There are some sentences that are commonly used to express our opinion when something annoys us.

Take a look at the chart below and get to know them.

EXPRESSING YOUR ANGER ABOUT SOMETHING

I'm fed up with
 sick of
 tired of
 sick and tired

I hate the way you ...
 can't stand the way you...

What really gets under my skin is...
What really drives me crazy is ...

TELLING SOMEONE TO STOP DOING SOMETHING THAT ANNOYS YOU

It's got to stop.
It can't carry on.



TALK IN PAIRS.

What if you were on that train and witnessed that scene?

Pretend you and your partner are on that train. What would you tell the woman? Remember to use the expressions above.



IT SOUNDS GOOD

ISM / 'Iz əm /
a distinctive doctrine, theory,
system, or practice



ISM - /'Iz əm/

Used to form nouns that refer to social, political or religious beliefs, studies, or ways of behaving.

Examples: *Sexism / Feminism*

1. Listen and repeat:

ISM - /'Iz əm/

AGEISM
CLASSISM
SIZEISM
NATIVISM
RACISM
COLORISM

2. Now, it is time to practice. With a friend read the sentences below aloud.



Excellence is the best deterrent to racism or sexism.
(Oprah Winfrey)

izquotes.com



While sexism hurts women most intimately, it also damages men severely.
(Kathleen Hanna)

izquotes.com

In unit 2 you will find out more about Oprah Winfrey.



Are you used to tweeting?

Read the text below and learn how to tweet.



TWEET
/twit/
a very short
message posted
on the Twitter
website.

Twitter Rules

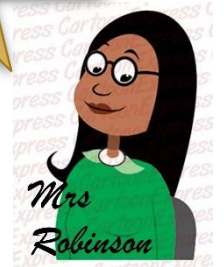
Tweets are 140 characters or less, including spaces and punctuation. It is better to use 120 characters or less so that your Tweets can be Retweeted.

When you want to refer to someone else in your Tweet, you use @username, for example: Thank you @OneCoolStick for teaching me how to Tweet!

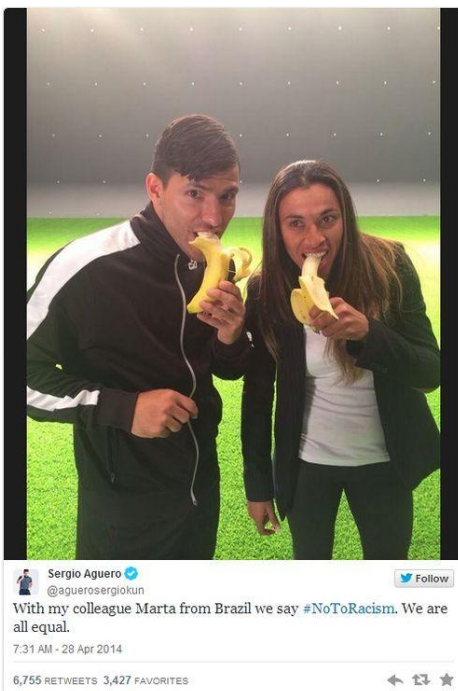
Trending topics are the most popular topics on Twitter (or on your class's Analog Twitter Wall).

A Hashtag is a made up word or acronym with a pound sign before it, no spaces, and no punctuation mark. Anyone can make up or use a hashtag to group Tweets about a topic together.

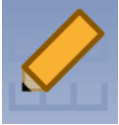
Do you have a twitter account?
If no, it is time to get one.
Tweeting and retweeting is very good to improve a second language.



Take a look at the tweets below and answer the questions that follow.



1. Who are the people in the picture?
2. Why have they taken this picture holding bananas?
3. What kind of language have they used?



COMPOSING

Our class will be releasing a campaign to educate people not to discriminate others. In order to contribute to it, everybody should write a tweet. The tweet can be about any kind of prejudice you are totally against to.

Follow the steps below:

1. Use the following chart to draft your tweet.



2. Share your tweet with your classmates and make changes according to their suggestions.
3. Now its time to act! Post your tweet on your account and hope it becomes a top trending.

Remember: when tweeting we usually use informal language.



Over COMING *adversity*

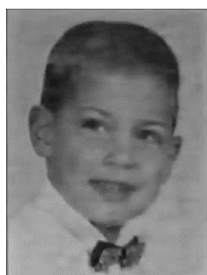


“When something bad happens you have three choices. You can either let it define you, let it destroy you, or you can let it strengthen you”.

UNIT 2 OVERCOMING ADVERSITY



1. Take a look at the pictures below. Do you who these kids are?



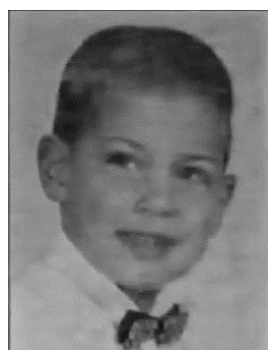
2. What kind of difficulties do you think they had to overcome?

3. Do you know any famous person who had to overcome adversities?

OVERCOME
/əʊ·və'kʌm/
to deal with
and control a
problem or
feeling



B4 YOU READ



1. Do you know who the child that appeared first in the previous section is?
2. Can you guess why he became one of the most famous and important people in the XXI century?
3. Where can you find more information about him?



LET'S GO DEEPER

Do not try to understand every single word. Instead, focus on the main idea of the text.



Read the following texts and answer the questions that follow.

TEXT 1



Popularly known as the 'Father of the Digital World', Steve Jobs was and still continues to remain the legendary, futurist visionary who created a sensation across the globe with his personal computer revolution! Not the one to be satisfied with a single achievement, he moved on to make history in the world of consumer electronics with his foray into the music and cellular industry. The founder of Apple Inc, Pixar Animation Studios and NeXT Inc, Jobs gave information technology its life and blood. A master of innovation, he was known for his perfectionist attitude and futuristic vision. He foresaw trend in the field of information technology and worked hard to embrace the same in his line of products. With about 346 US patents by his side, Steve Jobs created a revolution in his field with his novel ideas and unique concepts.

<http://www.thefamouspeople.com/profiles/steve-paul-jobs-2904.php#3q135iUTKhVkJCc9R.99>

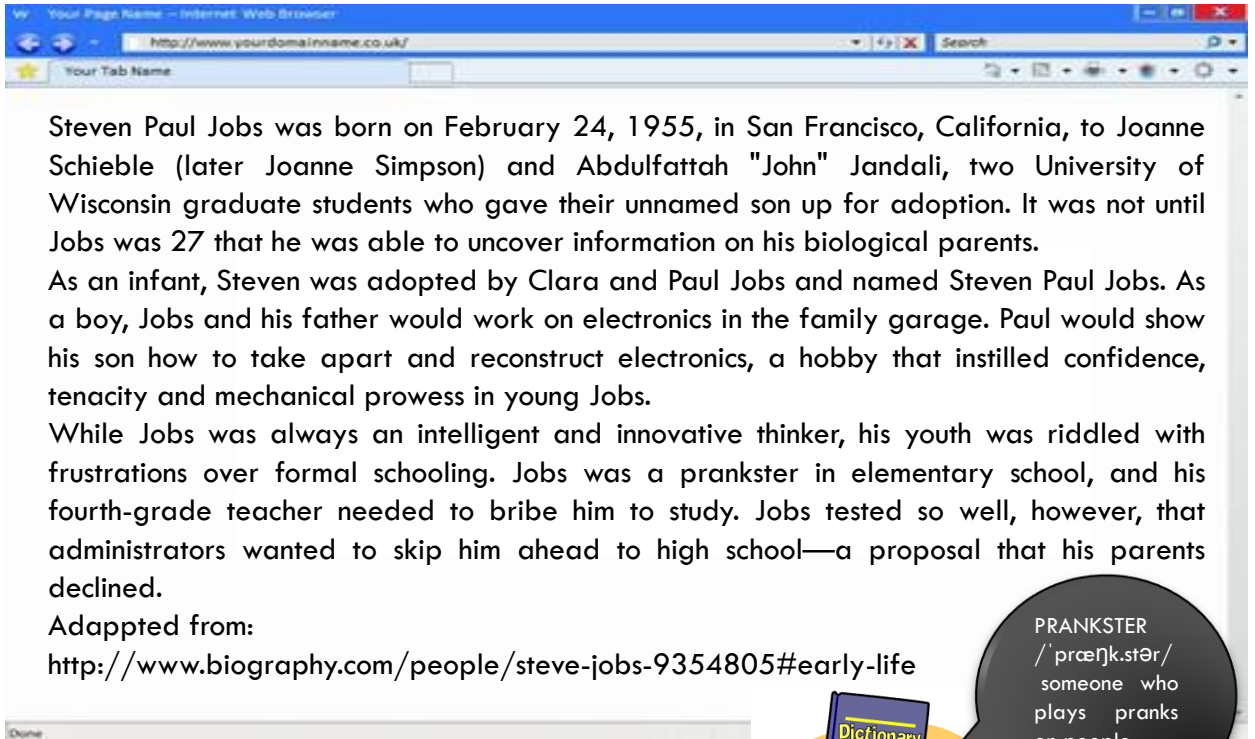
1. Why is Steven Jobs considered to be 'legendary'?

2. What companies did Jobs found?

3. In your opinion, how important are his inventions?

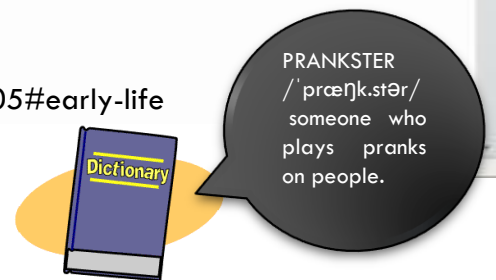
4. What kind of adversities do you think Jobs had to overcome?

TEXT 2



Steven Paul Jobs was born on February 24, 1955, in San Francisco, California, to Joanne Schieble (later Joanne Simpson) and Abdulfattah "John" Jandali, two University of Wisconsin graduate students who gave their unnamed son up for adoption. It was not until Jobs was 27 that he was able to uncover information on his biological parents. As an infant, Steven was adopted by Clara and Paul Jobs and named Steven Paul Jobs. As a boy, Jobs and his father would work on electronics in the family garage. Paul would show his son how to take apart and reconstruct electronics, a hobby that instilled confidence, tenacity and mechanical prowess in young Jobs. While Jobs was always an intelligent and innovative thinker, his youth was riddled with frustrations over formal schooling. Jobs was a prankster in elementary school, and his fourth-grade teacher needed to bribe him to study. Jobs tested so well, however, that administrators wanted to skip him ahead to high school—a proposal that his parents declined.

Adapted from:
<http://www.biography.com/people/steve-jobs-9354805#early-life>



Mark if the sentences are true (T), false (F) or not mentioned (NM):

- () He is not from the US.
- () He was given to adoption at an early age.
- () He first learned how to work with electronics with his adoptive father Paul.
- () He was not successful in school because of his grades.
- () He was not able to go to college.



TALK IN PAIRS.

1. Do you think men and women differ when dealing with adversities?
2. Who is stronger? Men or Women?



TALK IN PAIRS.

1. Have you accessed Wikipedia before?
2. How often do you access Wikipedia?
3. What kind of information do you look for on Wikipedia?
4. Can you trust all the information you find on it? Why (not)?



LANGUAGE FILE



Remember this boy who appeared in the beginning of our unit?

His name is Edson Arantes do Nascimento.

Let's take a look at text below and find out more about him.

Pelé

From Wikipedia, the free encyclopedia

This article is about the footballer. For other uses, see [Pele \(disambiguation\)](#).

"O Rei" redirects here. For Eusébio da Silva Ferreira, see [Eusébio](#).

This name uses [Portuguese naming customs](#). The first or maternal family name is Arantes and the second or paternal family name is Nascimento.

Edson Arantes do Nascimento (Brazilian Portuguese: [ˈɛtsõ (w)ɐ ʁẽtʃiz du nesɨˈmẽtu]), who is better known as **Pelé** (Brazilian Portuguese: [pɛˈlɛ], and who was born on either October 21 or 23, 1940,^[1]), is a retired Brazilian footballer who is widely regarded to be the greatest football player of all time.^[12] In 1999, he was voted [World Player of the Century](#) by the [International Federation of Football History & Statistics](#) (IFFHS).^[13] The same year, *France Football* consulted their former [Ballon D'Or](#) winners to elect the Football Player of the Century, selecting Pelé.^[14] In 1999, Pelé was elected Athlete of the Century by the [IOC](#), and *Time* named him in their list of [100 most influential people of the 20th century](#).^[15] In 2013 he received the [FIFA Ballon d'Or Prix d'Honneur](#) in recognition of his career and achievements as a global icon of football.^[16]

According to the IFFHS, Pelé is the most successful league goal scorer in the world, with 541 league goals.^[17] In total Pelé scored 1281 goals in 1363 games, including unofficial friendlies and tour games, for which he was listed in the *Guinness World Records* for most career goals scored in football.^[18] During his playing days, Pelé was for a period the best-paid athlete in the world.^[19] In his native Brazil, he is hailed as a national hero, for his accomplishments in football, and for his vocal support of policies to improve the social conditions of the poor.^[20] In 1961, Brazil President [Jânio Quadros](#) had Pelé declared a national treasure.^[21] During his career, he became known as "The Black Pearl" (*Pérola Negra*), "The King of Football" (*O Rei do Futebol*), "The King Pelé" (*O Rei Pelé*) or simply "The King" (*O Rei*).^[22]

Pelé began playing for [Santos](#) at 15 and the [Brazil national football team](#) at 16. He won three [FIFA World Cups](#): 1958, 1962 and 1970, the only player ever to do so, and is the [all-time leading goalscorer](#) for Brazil with 77 goals in 92 games.^[23] At club level he is also the record goalscorer for Santos, and led them to the 1962 and



WIKIPÉDIA



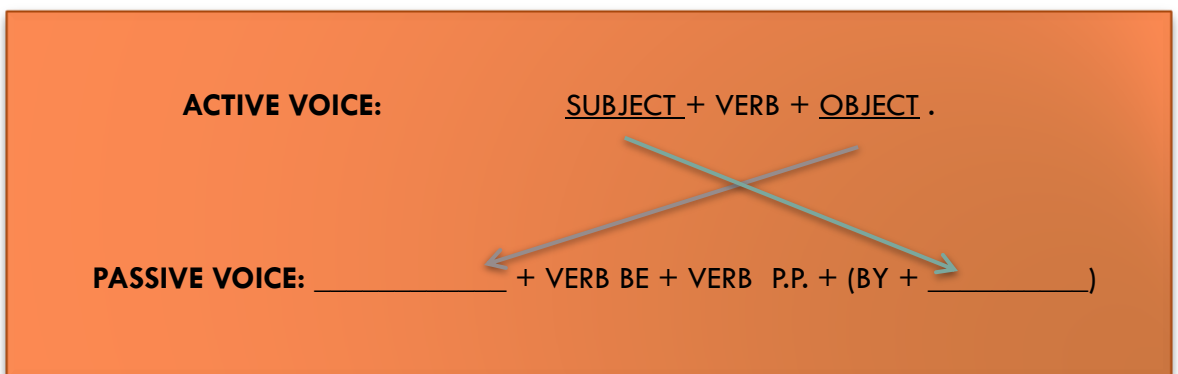
1. Most texts taken from Wikipedia which talk about someone's lives bring sentences in the Passive Voice. Take a look at the excerpts below and fill in the gaps.

Edson Arantes do Nascimento who is better known as Pele...

... who was born on either October 21 or 23, 1940...

... who is widely regarded to be the greatest football player of all time.

- a. The verb which is first underlined is the verb _____.
- b. The second verbs, which are know, bear and regard are used in _____ form.
- c. This means when we use sentences in the Passive Voice we use:
the verb _____ + the main verb in the _____ form.



LET'S PRACTICE

1. Change the sentences below to the passive voice.
- a. In 1999 IOC elected Pelé the athlete of the century.
- _____
- b. Guinness Book listed Pelé for most career goals scored in football.
- _____
- c. Brazilians hail Pelé as a national hero.
- _____
- d. Brazilian President Janio Quadros declared Pelé a national treasure.
- _____



IT SOUNDS GOOD

1. Read the excerpts taken from the text presented in the previous section and mark if the sentences are true or false:

Steven Jobs...

... created a sensation across the globe.

... moved on to make history in the world.

... worked hard.

- () The verbs that appear in the excerpts above are called Regular Verbs.
- () The Verb Tense used is Simple Past.
- () The pronunciation of “ED” in the verbs is the same.

2. Now, let's study the chart.

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

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

3. Take a look at the verbs that appeared again in the excerpts above and classify them according to what you have just learned.

| /id/ | /t/ | /d/ |
|------|-----|-----|
| | | |



GIVE IT UP MR DJ!

1. Listen to the song and fill in the gaps with the missing words.

Stronger - Kelly Clarkson

You know the bed feels _____
Sleeping here alone
You know I dream in color
And do the things I want

Think you got the best of me
Think you had the last laugh
Bet you think that everything good is gone
Think you left me broken down
Think that I'll come running back
Baby you don't know me, cause you're dead wrong

What doesn't kill you makes you _____
Stand a little _____
Doesn't mean I'm lonely when I'm alone
What doesn't kill you makes a fighter
Footsteps even _____
Doesn't mean I'm over cause you're gone

You heard that I was starting over with someone
new
But told you I was moving on over you

You didn't think that I'd come back
I'd come back swinging
You try to break me but you see
What doesn't kill you makes you _____

What doesn't kill you makes you stronger, stronger
Just me, myself and I
What doesn't kill you makes you stronger
Stand a little _____
Doesn't mean I'm lonely when I'm alone

Thanks to you I got a new thing started
Thanks to you I'm not a broken hearted
Thanks to you I'm finally thinking bout me
You know in the end the day you left was just my
beginning
In the end...
Stand a little _____
Doesn't mean I'm lonely when I'm alone
What doesn't kill you makes a fighter
Footsteps even _____
Doesn't mean I'm over cause you're gone

(Chorus)

<http://www.vagalume.com.br/kelly-clarkson/stronger-what-doesnt-kill-you.html#ixzz3FfakZYCe>



After facing rounds of televised eliminations, and critical evaluations by judges Paula Abdul, Simon Cowell and Randy Jackson, Kelly Clarkson prevailed against Justin Guarini to become the first winner of the hit contest on September 4, 2002.



2. Listen to the song again and check if you completed the lyrics properly.



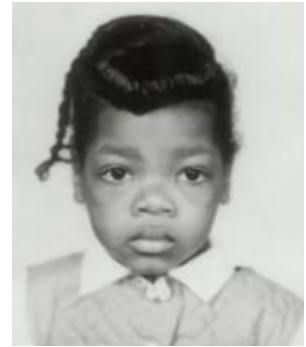
TALK IN PAIRS.

1. What is the main message of the song?
2. What kinds of problems could the song writer have had when writing this song?
3. Do you agree that “what doesn’t kill you makes you stronger”? Why (not)?



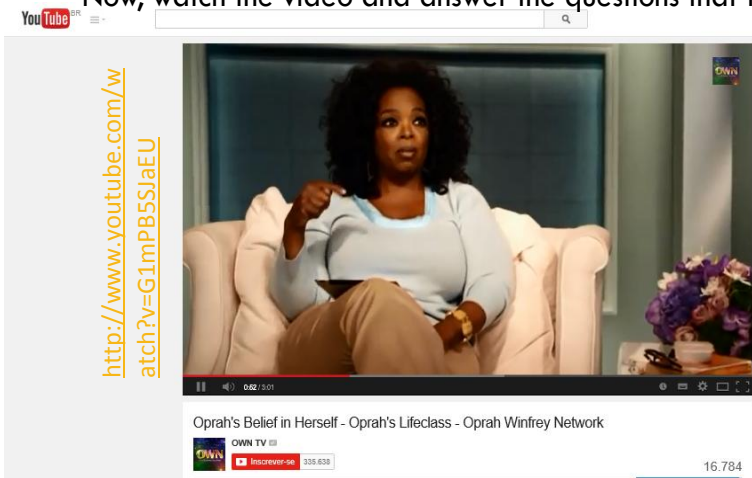
GIVE IT UP MR DJ!

Remember that little girl we saw in “Warm up”? She is a very famous and talented American TV hostess. Her name is Oprah Winfrey.



- ✓ What do you know about her?
- ✓ What do you think the video will be about?

Now, watch the video and answer the questions that follow.



American television host, actress, producer, philanthropist and entrepreneur Oprah Gail Winfrey was born on January 29, 1954, in Kosciusko, Mississippi. After a troubled adolescence in a small farming community, where she was sexually abused by a number of male relatives and friends of her mother. She entered Tennessee State University in 1971 and began working in radio and television broadcasting in Nashville. Winfrey launched the Oprah Winfrey Show in 1986 as a nationally syndicated program. With its placement on 120 channels and an audience of 10 million people, the show grossed \$125 million by the end of its first year, of which Winfrey received \$30 million.

1. Where was this video posted?



2. How did black people used to be called when Oprah was a child?

3. What did Oprah's grandmother expect her to become?

- a) She would be a doctor b) She would be famous c) She would be a maid

4. What was Oprah's dream for herself?

5. What do Oprah and Steven Jobs have in common?

We write biographies to inform people of other people's lives achievements. During this lesson we have seen some strong people who could overcome adversity and fulfill their dreams.

- ✓ What information do you usually find in a biography?
- ✓ Who writers usually write biographies about?

A biography can be:

- Just a few sentences or a entire book;
- Written in chronological order, grouped around a major theme or organized according to specific topics or accomplishments.



Read the following excerpt taken from Nick Vujic's biography and find out more about this genre. Nick is the little boy in the fourth picture presented in the beginning of our lesson.

WIKIPEDIA The Free Encyclopedia

Article Talk

Read Edit View history Search

Nick Vujicic

From Wikipedia, the free encyclopedia

Nicholas James "Nick" Vujicic (/ˈvɔːdʒiːtʃi/ *VOY-i-chich*; *Serbian*: Николас Џејмс Вујичић, *Nikolas Džeјms Vuјičić*; born 4 December 1982) is an Australian **Christian evangelist** and **motivational speaker** born with **tetra-amelia syndrome**, a rare disorder characterised by the absence of all four limbs. As a child, he struggled mentally and emotionally as well as physically, but eventually came to terms with his disability and, at the age of seventeen, started his own non-profit organisation, Life Without Limbs. Vujicic presents motivational speeches worldwide which focus on life with a **disability**, hope and finding meaning in life. He also speaks about his belief that God can use any willing heart to do his work and that God is big enough to overcome any disability.

During secondary school, Vujicic was elected captain of **Runcorn State High School** in Queensland and worked with the student council on fundraising events for local charities and disability campaigns. When he was seventeen, he started to give talks at his prayer group^[2] and later founded his non-profit organisation, Life Without Limbs.

Vujicic has written that he keeps a pair of shoes in his closet due to his belief in miracles.^[3]

In 2005 Vujicic was nominated for the Young **Australian of the Year Award**.^[4]

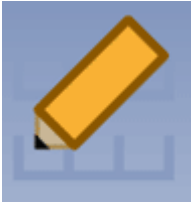
Nick Vujicic

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



TALK IN PAIRS.

1. Do you agree that not only famous people should have biographies?
2. Do you know anyone in your family, neighborhood, school that could overcome tough problems and became good role models to be followed? Who? Why do you look up to this person?



TIME TO WRITE

Now, it's your time to write a biography.

STEPS:

a. Preparation

1. Choose someone you admire in your community. It can be either a friend, a relative or a neighbor.
2. Interview this person.
3. Talk to his/her friends or relatives in order to gather more information about him/her.
4. Take a picture of the person or ask for one.

b. First Draft

1. Make a list of things that make this person so special.
2. Include information about the person's life: birth, career, education, family, etc.
3. Use verbs in the past and adverbs of time.

c. Editing

1. Read the text again and make the necessary corrections.

d. Publishing

1. Hand in your text to the teacher. It will be published on the class's mural.

During the lesson we have learned more about four people who were, despite adversities, strong enough to overcome their problems and become very successful people.



Imagine one of them will receive a special prize for being such a good example.

In groups of four, we will have a debate and vote for the one who will receive this prize.

Before we start debating, we need to understand how a debate works.

| STAGES | TIME | DESCRIPTION | USEFUL LANGUAGE |
|----------------------|----------------------|---|---|
| PREPARATION | 10 minutes | Discuss the points Create strategies Prepare arguments | |
| INTRODUCTORY REMARKS | 3 minutes each group | Present first arguments | The first point I would like to raise is this... Here's the main point I want to raise ... I'd like to deal with two points here. The first is ... Just to be clear, here is what I mean ... |
| REBUTTAL | 2 minutes each group | Response to first arguments | The other team said that ... I disagree... That may be true, but... That may be true, but ... |
| OPEN DISCUSSION | 5 minutes | Interactive discussion of the introductory and rebuttal points | I'm sorry to interrupt, but you've misunderstood our point. Sorry, I just have to disagree with your point. Let me just respond to that, please. Forgive me for interrupting, but I must respond to that. Hold on a moment, that's not correct. If you would allow me to add a comment here... If you don't mind, I'd like to take issue with what you just said. |
| CONCLUSION | 1 minute each group | Restatement of the strongest arguments from 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 ... |
| VOTING | | Each student will vote for the person that should receive the prize except for his/her own group. | |



TEST BOOKLET

UNIT 1 AND UNIT 2

TIME ALLOTTED FOR WRITTEN TEST: 1H30
TIME ALLOTTED FOR LISTENING TEST: 30MIN

WRITTEN TEST

UNITS 1 AND 2

NAME: _____ DATE: _____

1. READ THE TEXT AND ANSWER THE QUESTIONS THAT FOLLOW.



The screenshot shows a web browser window with the address bar containing "http://www.yourdomainname.co.uk/". The page content includes a timestamp "4 September 2014 Last updated at 15:12 GMT" and a main heading "CLUB GREMIO BANNED OVER RACISM INCIDENT". Below the heading is a photograph of a soccer goalkeeper in a yellow jersey diving for a ball. The article text states: "Top Brazilian football club Gremio has been banned from the country's main cup competition over a racist incident during a match last Thursday. Gremio were losing to Santos 2-0 at home when a group of Gremio fans began racially abusing the opposition's black goalkeeper Aranha. Live television coverage showed them shouting 'monkey' at the player. Brazil's highest sports tribunal banned the club from playing the second leg of the Brazil Cup tie. The five-member disciplinary commission of the Superior Court of Sporting Justice also unanimously decided to issue the club with a fine of 50,000 reais (\$22,300; £13,500). 'This is a landmark ruling,' said the commission head, Fabricio Dazzi. 'I don't think racial abuse incidents like that will happen again. The fans will think twice, knowing that their club can be punished for their acts.'"

A. Where has the text above been published?

B. Why has Gremio been banned from the country's main cup?

C. What organization was responsible for banning Gremio?

D. What kind of prejudice did Aranha suffer?

2. READ OBAMA'S BIOGRAPHY AND ANSWER THE QUESTIONS BELOW.

Barack Hussein Obama II born August 4, 1961 is the 44th and current President of the United States, and the first African American to hold the office. Born in Honolulu, Hawaii, Obama is a graduate of Columbia University and Harvard Law School, where he served as president of the Harvard Law Review.



He was a community organizer in Chicago before earning his law degree. He worked as a civil rights attorney and taught constitutional law at the University of Chicago Law School from 1992 to 2004. In 2004, Obama received national attention during his campaign to represent Illinois in the United States Senate with his victory in the March Democratic Party primary, his keynote address at the Democratic National Convention in July, and his election to the Senate in November.

He began his presidential campaign in 2007 and, after a close primary campaign against Hillary Rodham Clinton in 2008, he won sufficient delegates in the Democratic Party primaries to receive the presidential nomination. He then defeated Republican nominee John McCain in the general election, and was inaugurated as president on January 20, 2009. Nine months after his election, Obama was named the 2009 Nobel Peace Prize laureate.

Obama was re-elected president in November 2012, defeating Republican nominee Mitt Romney, and was sworn in for a second term on January 20, 2013. Adapted from http://en.wikipedia.org/wiki/Barack_Obama

A. What did Obama do before being elected president of the United States?

B. List 3 things Obama was able to achieve?

1. _____
2. _____
3. _____

3. TAKE A LOOK AT THE VERBS UNDERLINED IN THE TEXT ABOVE AND CLASSIFY THEM ACCORDING TO THEIR PRONUNCIATION.

| VOICED | VOICELESS |
|---|-----------------------------|
| A, E, I, O, U, B, G, J, L, M, N, R, V, W, X, Y, Z | C, F, H, K, P, Q, S, CH, SH |

| /t/ | /id/ | /d/ |
|-----|------|-----|
| | | |

4. MATCH THE WORDS TO THEIR DICTIONARY DEFINITIONS.

- A. ADVERSITY**
- B. PREJUDICE**
- C. AUSSIE**
- D. TWEET**
- E. OVERCOME**

() an Australian

() to get the better of in a struggle or conflict

() an adverse or unfortunate event or circumstance

() a very short message posted on a website

() any preconceived opinion or feeling

5. FILL IN THE BLANKS WITH CORRECT RELATIVE PRONOUN.

- A. "Nelson Rolihlahla Mandela was a South African anti-apartheid revolutionary _____ served as President of South Africa from 1994 to 1999."
- B. "Mandela attended the Fort Hare University and the University of Witwatersrand, _____ he studied law."
- C. "Mandela served 27 years in prison. An international campaign lobbied for his release, _____ was granted in 1990, amid escalating civil strife."
- D. Mandela joined negotiations with Nationalist President F. W. de Klerk to abolish apartheid and establish multiracial elections in 1994, in _____ he led the ANC to victory and became South Africa's first black president."

6. READ THE FOLLOWING TWEET AND RETWEET THEM.

A.

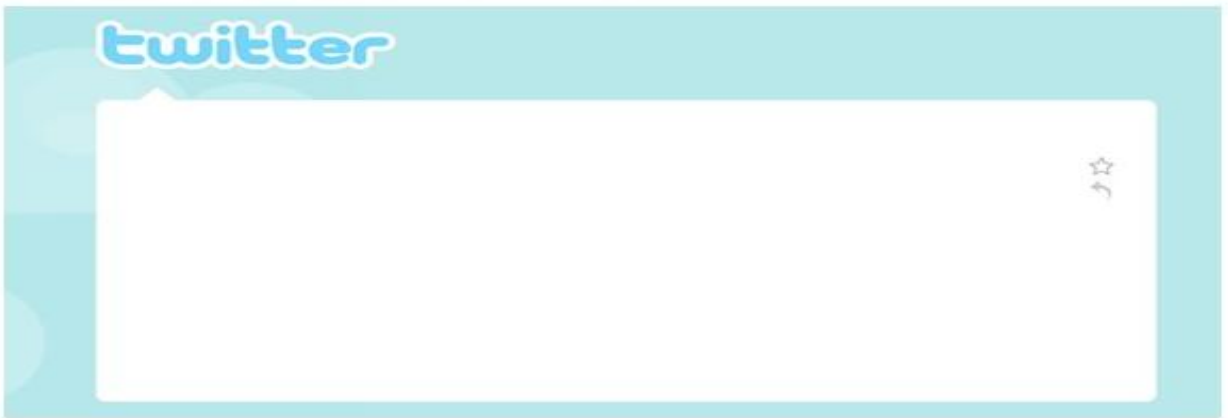


Geoffrey Miller
@matingmind



Dear obese PhD applicants: if you didn't have the willpower to stop eating carbs, you won't have the willpower to do a dissertation #truth

2:23pm - 2 Jun 13



B.



THE_GREAT_WHITE™
@bdub597



Can't believe they had the nerve to have a beaner sing the national anthem of AMERICA #smh

Reply Retweet Favorite More

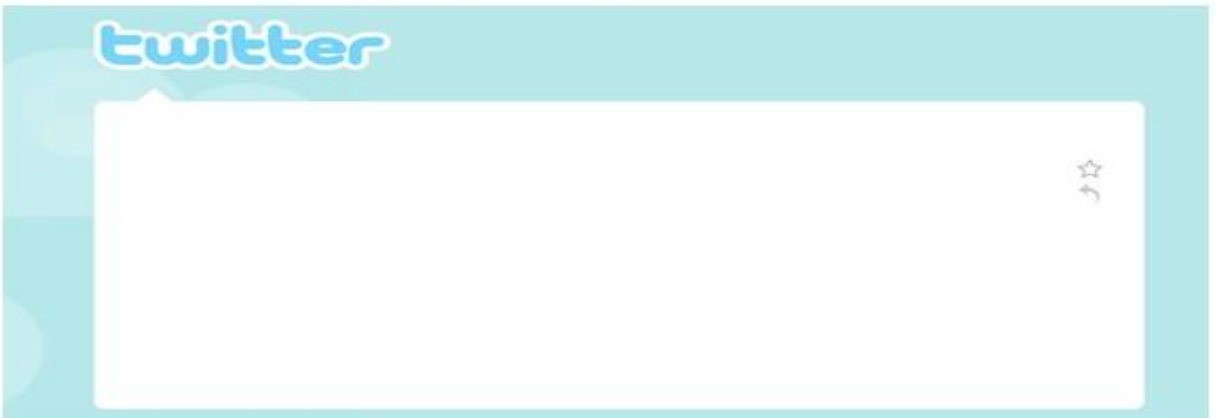
1
RETWEET

1
FAVORITE



8:59 PM - 11 Jun 13

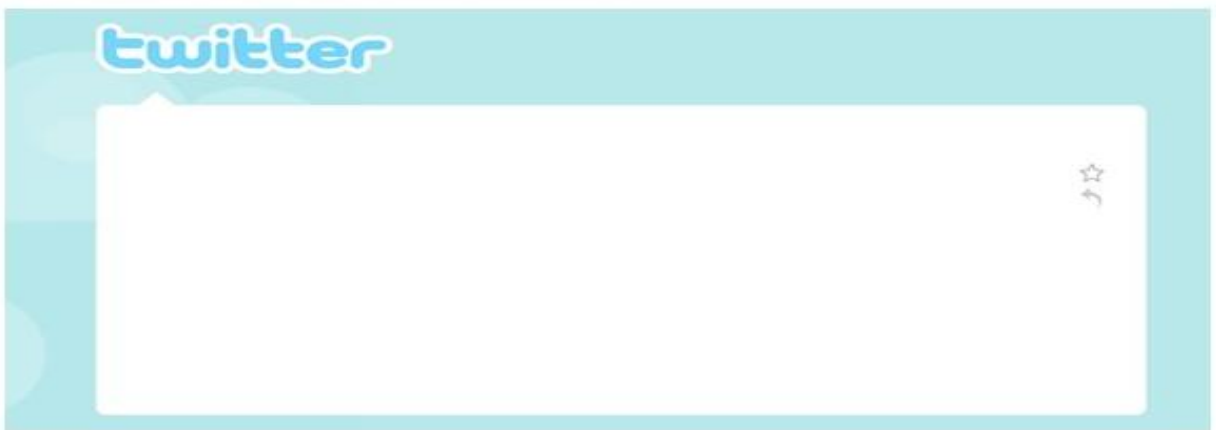
*Beaner: A person of Hispanic background
Smh: shaking my head / disagreeing with it*



c.



Nigger: a contemptuous term used to refer to a black person.



LISTENING TEST

UNITS 1 AND 2

NAME: _____ DATE: _____

1. LISTEN TO EDSON ARANTES DO NASCIMENTO TALK, AND ANSWER THE QUESTIONS THAT FOLLOW.



- A. How did Edson react when people started calling him Pele?

- B. Who was Pele named after?

- C. What was Pele's father's occupation?

D. Why does Pele really like his name nowadays?

E. List at least 2 countries Pele has been invited to play for?

F. What are the teams Pele would play for nowadays?



INTRODUCTION

UNIT 1 AND UNIT 2

INTRODUCTION

Since I was a kid I was passionate about languages. My parents used to speak the “P” language so fluently that I got amazed at how people could speak another language so fast. Wow! At that moment of my life I was sure I had to learn languages. I talked to my father I wanted to learn the “P” language and he said that language was cool but would not be useful in my life. Then, he said English would be important because he heard everybody would have to speak English in the future. As we lived in a small town where there were no English Institutes, he became my first English teacher and this is how I fell in love with English.

When I was 17 I lived the most difficult year of my life: I had to choose what I wanted to become. That was the time I had to answer the question all adults have asked me my entire life: “what do you want to be when you grow up?” Due to the fact that I had always been very responsible and dedicated with my studies, everybody had expected a lot from me. Everybody would say I ought to become a lawyer, a judge or a prosecutor. And that is when I decided I wanted to be an independent woman who would travel around the world. I decided to study History. I wanted to learn to be more critical, to question the world and fight for woman’s rights. Many people questioned me why I would study History instead of Languages, as I was passionate for English, and I have answered would study both. I wanted to become a Historian or History teacher who would be able to teach History in English or an English teacher who could teach English through History.

Studying History was very important to my career as an English teacher. I discovered how important it would be back in 2003 when I became an English teacher and had to prepare my conversation classes. While my co-workers were preparing classes about clothes, traveling and eating, I prepared conversation classes which had topics for students to think about the world and learn how to argument and become more critical thinkers. The coordinator of the school, where I used to teach at that time, has always asked me how I could make students interested and motivated to participate of my controversial conversation classes. Well, I am sure students had a lot of fun talking about those topics and this why they were so motivated.

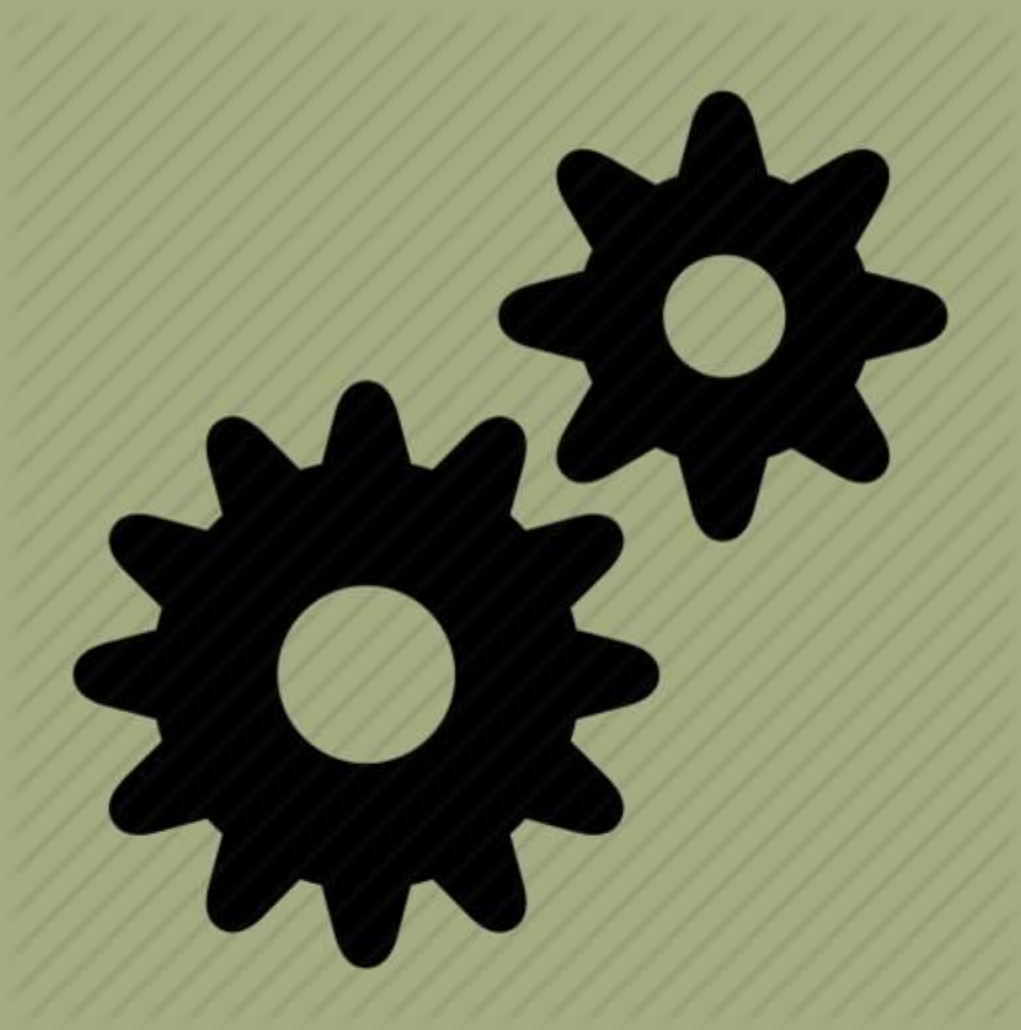
After teaching English for so many years, I decided to study at CEI because I wanted to open my horizons. When you coordinate/ teach in a Franchising school you do not have to prepare any materials. You receive everything prepared from the headquarters. That is the reason why since the first semester of CEI I started thinking of what I would do when planning my Final Paper. I was very excited about the whole thing of preparing materials. Preparing the activities was the most fun part. I focused on planning a lesson which I would like to teach. I have been teaching for almost 12 years and still have a lot of fun in class. If I have fun, my students will have fun as well, and this means they will learn better. I picked subjects that would really intrigue students: Prejudice and Overcoming. Although I know I could create two independent units, I decided to link them. I cannot think of unit 1 without unit 2. It does not make sense for me talking about prejudice without talking about overcoming it.

Despite the fact that I have never taught in public schools, I decided to create units that could be taught to high school students and that could be published in a book such as “Alive”, for instance. I know it would have been easier for me to create lessons for an advanced group of an English institute, but I think that the harder the challenge, the better the learning.

As the units should be taught using the Communicative approach, the sections have been designed in a way students will participate and give their opinions on the topics. The sections of the units are WARM UP, B4 YOU READ (Pre reading), LET’S GO DEEPER (Reading), TALK IN PAIRS (Pre reading / Pre listening), LANGUAGE FILE (Grammar section), LET’S PRACTICE (Grammar exercises), IT SOUNDS GOOD (Pronunciation), GIVE IT UP MR DJ (Listening), SPEAK UP (Conversation), HANDS ON (Pre writing) and COMPOSING (Writing). I have also created a very nice character who appears along the lessons giving tips and helping the students understanding the tasks.

The tests have also been carefully planned. All the material selected is authentic and the test works as an expansion of the lessons.

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RATIONALE |

RATIONALE

According to Menegassi and Ribeiro (Travessias 02), since the end of the 60s the Brazilian Education Ministry has dedicated attention to the dynamic of the social relations in our society. In 1998, the government has released the PCNs (Parâmetros Curriculares Nacionais) with guidelines to a pedagogical approach in which issues related to cultural plurality would be taught in school subjects.

Later, in 2003, Law 10.639/03 was created determining that all schools in Brazil should include the History of the Africans, the fight of the black in Brazil, the black culture and the important role of the black people in economics, history and politics. One year later, in 2004, CNE (Conselho Nacional de Educação) released a guide for the application of the law 10.639/03 in which it critiques the minorities' representations in our teaching books and brings guidelines in order to make teachers and coordinators responsible for educating students about the ethno racial relations in a positive way. In 2006 OCEM was created aiming at informing teachers how to use Critical Literacy when teaching Modern Languages.

As in Brazil English is basically taught only through books and these are the main resource of linguistic information, all materials should be produced in a way that enables students to critique, discuss, argument and therefore, become more aware citizens.

Despite all the facts mentioned above, as reported by Jorge (2012) the books rarely bring the black native and still, according to Menegassi and Ribeiro (Travessias 02), many books bring the blacks in a caricatured and stereotyped way. As a result, the racial identify of our students is affected - once many of them develop an understanding that to speak English you must be a white native.

Based on what has been exposed above, the preparation of the units presented in this work has taken into consideration racial issues in English teaching. As stated in Jorge (2012) although Brazil is one of the first countries to deepen studies related to Critical Literacy and despite of the fact that the country has half of the population black, few materials have made an effort to present these issues.

What I did in the units presented in this Final Paper was to create units that would follow the directions proposed by OCEM and the Law 10.639/03.

The units have been designed to be taught in the Communicative Approach. This approach has been chosen because it is based on the idea that learning a language means having real experiences. When our students are involved in meaningful communication, they will be able not only to learn the language, but learn how to use it in real contexts. Choosing authentic texts which would deal with our students' life, videos they would normally watch, talking about topics that they would discuss with their friends and family, and allowing them to write for real purposes makes learning more meaningful and effective.

Although I have not taught English in public schools, I really wanted to prepare lessons that could be taught there because I have studied most part of my life in one and I do believe that if you have good material and serious hardworking teachers English teaching can make a difference in students' lives. I am not only saying they could learn English more effectively, but it could help them become more critical and engaged citizens.

When teaching these units the teacher is supposed to be a co-communicator, a monitor of the process while students are expected to participate actively of all the sections. English should be spoken the most possible due to the fact that, as we have cited above, students need to experience real English.

I tried to innovate creating two icons or characters which appear throughout the units. One thing I really wanted to have in the units was a character, a teacher who would give students tips. Then, I created Mrs. Robinson. I do believe students will find her sweet and helpful because she appears helping them understand the texts, helping with vocabulary and providing extra information about the topics. Something else that I think to be innovative is the dictionary which brings words that are new for the students. I created this icon because I believe we cannot only teach the subject, but we have to teach students how to study and how to gather information of what they are studying. With the dictionary, besides exposing vocabulary, I intend to show students that looking up words in the dictionary is very helpful and easy.

The units have been thought as whole. I think can not only intrigue students but support them to form their thoughts. It did seem reasonable for me having a unit about Prejudice and another lesson about Overcoming. Besides, I understand that learning the

unit 1 will help students developing ideas for unit 2. As the units were produced for students who study High School students, I really wanted to choose themes that are part of their lives. No matter if they study in a public or private school, everybody suffers some kind of discrimination and has to overcome adversities. What usually happens is that teenagers sometimes behave badly and blame the society, their parents, and the country. What I wanted to show them in the units is that everybody has adversities, nobody's life is perfect and anyway many people, instead of blaming their realities, they take the best their lives can offer and succeed.

Despite the fact that the units seem to follow the same structure, they are not organized the same way to avoid predictability. Making the lessons the most attractive way possible was also a worry. Besides being very careful with the layout, the names and icons of the sections were created in a very appealing way. As we are talking about teenagers, I tried to find icons that students are used to seeing when surfing the net.

Each unit starts with quotes. These quotes have been chosen in order to inspire the students. In the beginning of each lesson the teacher is supposed to read the quotes, brainstorm the topic and tell the students what they will learn in each unit. This is good because it creates expectations which will let students more willing to study the contents. Before the reading activities there is a section named "B4 you read". The name of the section has been written the way it is written by teenagers when chatting or posting things on the Internet. "B4 you read" is followed by "Let's go deeper" in which students will read texts of different genre and do exercises.

"Language File" is the section in which the grammar topic is taught. The target grammar topic is supposed to be taught inductively. By analyzing excerpts taken from the texts (reading section) and answering some questions about them, students will be able to understand how the grammar rules work. At the end of this section there is a chart with the summary of the rules which the teacher would read and clarify any doubts. After learning the grammar topic, there is the section "Let's practice". This section was designed in a way that students will be able to practice what they have just studied.

Throughout the units there are some questions for the students to discuss in pairs. The teacher is instructed not to keep the same pairs at the teacher's guide. The purpose of this is to allow the students to be able to practice their speaking with different speakers. This is very good for the group due to the fact that they can get to know one another better.

The listening section is named “Give it up Mr. DJ”. Many students complain that the listening section is the most difficult and less interesting section of a book. Giving it a “cool” name I aimed at attracting students’ attention and making it more fun. A good way to make teenagers more excited about listening sections is playing songs. In unit 2 there is a song sung by Kelly Clarkson, who is a very well known singer among teenagers, which has a very beautiful and inspiring message. Something that has been taken into consideration when planning the listening activities was language variation. The speakers of the audios are from different countries such as USA, Australia, China and Brazil so that the students get used to hearing different accents. Moreover, listening to non natives speak is important for the students to understand that they do not have to speak English perfectly, but make themselves understandable.

“Speak up” is the section in which students will develop more structured conversations. Before doing the activities, there is a chart with suggestions of useful language they should use when talking. “Speak up” may be followed by “It sounds good” section. Pronunciation instruction plays a significant role in English teaching as a second language. If a speaker knows meaning and spelling, but does not know pronunciation it will very hard for this person to communicate. In this pronunciation section the mostly mispronounced words presented in the units are highlighted in order to allow students improve their pronunciation.

Hands on is a section which was designed in order to show students a specific genre so that they get ready to write according to it in the following section named “Composing”. Teaching the students the different characteristics of a genre helps them writing with the same genre. In addition, writing must be meaningful to students and have specific purposes. Nobody writes for one reader. When students know their writing will published and read by an audience, they surely feel more motivated and make more effort.

As the units are linked, the tests have been developed as a whole for assessing students’ development in both units. I have created a Written Test and a Listening Test. The texts and tasks designed for the test are all authentic and linked to the units. In the Written test students will be assessed through reading comprehension exercises, vocabulary check, pronunciation, grammar and writing while in the Listening Test they will have to listen to recordings and answer some questions.

The teachers' guide was prepared not only to give directions on what to do in each section, but also help teachers deal with error correction, instructing, eliciting and classroom management. There is also the Answer Key with suggested answers for the questions.

"Go for it!" was designed for real students with real texts and to be taught by real teachers. Obviously, teachers in public school face challenges which can not be overcome by a teacher's guide or lesson. Therefore, I did not try to solve all the problems teachers face but at least try to help them achieve good results.

"The greatest sign of success for a teacher is to be able to say,
'the children are now working as if I did not exist.'"

Maria Montessori

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TEACHER'S GUIDE

UNIT 1 AND UNIT 2

A WORD FROM THE AUTHOR

*“Teachers who love teaching,
teach
children
to love learning.”*

Dear Teacher,

Have you thought about how you influence your students to be better citizens?

Thinking of this, 2 units have been created. Each unit is supposed to happen in 3 classes of 50 minutes each. Here you will find the guidelines for teaching each unit and some tips that shall be very useful during your classes.

I understand that teaching in public schools is not a very easy task, is it? But don't you think if the students really have fun in your classes they will feel more engaged? Try to teach the classes the most dynamic way possible.

Make it fun. Have fun.

TEACHING TIPS!

1. CLASSROOM MANAGEMENT

- ✓ whenever possible, rearrange the class for different interaction patterns;
- ✓ examples of arrangements: semi-circle, groups and circle.

2. GIVING INSTRUCTIONS

- ✓ give clear directions;
- ✓ do not speak to your students as you do to those who speak English fluently. Do not use long, complex sentences, slangs or idioms;
- ✓ after giving instructions follow up with a CCQ (concept check question) or ICQ (instruction check questions).

3. ELICITING INFORMATION

- ✓ allow your students to show what they already know about the subject;
- ✓ elicit information by asking a question or presenting information in such a way students would provide information in a response.

4. ERROR CORRECTION

- ✓ when helping students with mistakes, guide the student towards self-correction.

5. WHEN TO CORRECT?

- ✓ when teaching accuracy, correct immediately after the error;
- ✓ when working on fluency (role-play or discussion), you should correct afterwards.

6. HOW TO CORRECT?

- ✓ you can simply tell the student what the mistake was;
- ✓ you can repeat the sentence correctly showing the mistake;
- ✓ you can ask a question (he are or he is?);
- ✓ you can show by a facial expression that something is not right.

UNIT 1 – SAY NO TO PREJUDICE

A. BACKGROUND NOTES:

THE DIFFERENT TYPES OF PREJUDICE

Prejudice refers to an attitude and belief that one group of people is in some way inferior to another. The word "prejudice" comes from the Latin roots "prae" (in advance) and "judicium" (judgment), which essentially means to judge before. When we "pre-judge" someone, we make up our minds about who they are before we actually get to know them. Prejudices -- or "pre-judgments" -- are not based upon actual real-life interaction with a person or group. Prejudice is often born of stereotypes and forms the fertile soil of discrimination. Different kinds of prejudice lead to different forms of discrimination.

GENDER PREJUDICE

Gender stereotype refers to the attitude that all members of a particular gender -- all women, all girls, all men, all boys -- are a certain type of person. From this stereotype emerges sexism -- the belief that members of one gender are inferior to another. For example, the attitude that girls don't understand math and science as well as boys do is based on a long-held stereotype about basic female intelligence. When schools then choose to make math and science programs available for boys but not girls, they are acting on these prejudices and discriminating against girls by limiting their right to equal education opportunities.

RACIAL/ETHNIC MINORITY PREJUDICE

When the owner of a large hotel chain chooses not to employ those of a certain race or ethnicity because he believes they are in some way inferior to another, he is discriminating based upon a specific kind of prejudice called racism. He has not taken the time to get to know individuals in this minority group, and is "pre-judging" them as inferior based on generalizations and stereotypes.

IMMIGRANTS, REFUGEES AND GYPSY POPULATIONS

Often linked with racial prejudice, attitudes toward immigrants, refugees and nomadic populations can also constitute prejudice and can form the basis of legislation that discriminates against these groups. The underlying belief is that these people "are not from here," and are thus viewed as "the other" and inferior.

This particular kind of attitude -- the fear of foreigners -- is called xenophobia. For example, at the turn of the 20th century in the U.S., there were deeply held prejudices against the most recent immigrant group to arrive to our shores. But this xenophobic attitude toward new immigrant groups still exists today, toward immigrants from Latin America. In Europe, the Roma remain one of the most persecuted minority groups.

AGE PREJUDICE

When townships and states pass laws limiting the rights of children to participate in legislation that might affect them, they are acting on an age prejudice -- or ageism. In this case, the belief is that those below a certain age cannot understand or contribute meaningfully to lawmaking dialogues. Conversely, when an elder-care facility refuses to install Internet technology because of the belief that older people don't have the energy or ability to learn web navigation, they are acting upon ageism.

SEXUAL ORIENTATION PREJUDICE

Prejudging someone because of their sexual orientation is called homophobia, and it's often based on the stereotype that all gay men or lesbians are a certain way and thus inferior. Also commonly lumped in this category are people's attitudes towards transgender or transsexual individuals, even though these are genders and not sexual orientations. Individuals who exist somewhere along the gender continuum but who defy being classified as either male or female are often the victims of prejudice.

CLASS PREJUDICE

Classism is the belief or attitude that those of a certain economic class are inferior to another class. In some government structures, classism is employed by the ruling class as a basis to limit the rights of the lower class. For instance, by not extending funding to repair and renovate old schools or build new ones in low-income communities, the ruling class is sending the message that lower-class individuals are not entitled to quality education opportunities.

DISABILITY PREJUDICE

Ableism refers to the belief that those with physical or mental disabilities or handicaps are inferior to able-bodied people. Discrimination against the disabled is born of this belief and involves limiting the rights of disabled individuals to basic things that able-bodied people take for granted, such as adequate housing, health care, employment and education.

B. PROCEDURES

OPENING PAGE

1. Write the word “discrimination” on the board and ask your students to tell you all the words that come to their minds. While they do so, write the same words on the board.
2. Explain that in unit 1 they will learn about different kinds of prejudice, what to say when you witness someone being discriminated against and that at the end of the unit everybody will engage on a campaign against prejudice, discrimination.
3. Read the quotes and ask if the students understand them. Explain them if necessary.
4. Ask the students if they agree with the message shown by the quotes.

WARM UP

1. Ask the students to take a look at the pictures and tell what they can understand from each.
2. Read the words and sentences and explain them.
3. Call the students’ attention to the word highlighted by the dictionary. Explain its meaning and show its pronunciation.
4. Discuss the questions with the students.
5. Read Mrs. Robinson’s tip and give further information.

BEFORE YOU READ

1. This pre-reading activity is for the students to answer in their books.
2. Ask a few students to share their answers.

LET’S GO DEEPER

1. Ask the students to read the text silently and underline the words they do not know.
2. Read the text aloud and explain the words that may seem new for them.
3. Read Mrs. Robinson’s tip and give further information.
4. Ask the students to answer the text comprehension questions in their books.
5. Correct the answers orally.

LANGUAGE FILE

1. Allow some time for the students to read the sentences and answer the questions.
2. Correct it orally.
3. Reinforce the use of relative pronouns.
4. Read the information in the box and check if the students still have any doubts about the grammar topic.

LET'S PRACTICE

1. Tell the students they will be able to practice what they have just studied.
2. Explain to the students that they are supposed to fill in the blanks with the correct relative pronouns.

TALK IN PAIRS

1. Tell the students they will work in pairs. Whenever possible change the students' seats. This is very good for them to get to know their peers.
2. Ask them to read the cartoon carefully and discuss the question.

GIVE IT UP MR DJ!

1. Read the questions that precede the listening activity and let your students tell their opinion. Encourage them to explore the picture, the title of the video and its source.
2. Read Mrs. Robinson's tip and explain it.
3. Play the video without sound.
4. Ask the students what they could notice from the images.
5. Play the video once more with the audio turned on. If you have no TV or E-board, you may only use the audio. In this case, skip step 3.
6. Play the video again.
7. Allow the students to answer the questions.
8. Correct it orally.

SPEAK UP

1. Tell your students that there are some sentences that are commonly used to tell people they should stop doing something.
2. Read the expressions with the students and explain the ones they may not know.
3. Introduce the following section.

TALK IN PAIRS.

1. Tell the students they will work in pairs.
2. Explain to the students that they have to role play the situation which happened on the train. One student is supposed to play the Australian lady while the other, one of the train's occupants.

IT SOUNDS GOOD

1. Start by explaining the meaning of "ism" presented by the dictionary.
2. Read the words in the box and ask students to repeat after you.
3. You may ask students to read each word individually so that you can check their pronunciation.
4. Ask the students to read the quotes to a friend.
5. Show Mrs. Robinson's tip and ask students if they know anything about the people who wrote the quotes.

HANDS ON

1. Ask your students questions related to twitter. Some suggested questions are:
 - A. What is twitter?
 - B. What is it used for?
 - C. Have you ever tweeted?
2. Ask students to read the text silently.
3. Explain the new words.
4. Call on a few students to read the text aloud.
5. Read Mrs. Robinson's tip and talk more about it.
6. Ask the students to take a look at the picture of a tweet.
7. Read the questions aloud and let the students discuss them.

COMPOSING

1. Explain the class's campaign.
2. Tell the students they should first draft their tweet, then, share it with a friend and finally, post it.
3. While students are peer editing, walk around the class and offer assistance.

UNIT 2 – OVERCOMING ADVERSITY

A. BACKGROUND NOTES:

OPRAH WINFREY

Oprah Gail Winfrey (born January 29, 1954) is an American media proprietor, talk show host, actress, producer, and philanthropist.[1] Winfrey is best known for her multi-award-winning talk show The Oprah Winfrey Show which was the highest-rated program of its kind in history and was nationally syndicated from 1986 to 2011.[5] Dubbed the "Queen of All Media",[6] she has been ranked the richest African-American of the 20th century,[7] the greatest black philanthropist in American history,[8][9] and is currently North America's only black billionaire.[10] She is also, according to some assessments, the most influential woman in the world.[11][12] In 2013, she was awarded the Presidential Medal of Freedom by President Barack Obama[13] and an honorary doctorate degree from Harvard.[14]

Winfrey was born into poverty in rural Mississippi to a teenage single mother and later raised in an inner-city Milwaukee neighborhood. She experienced considerable hardship during her childhood, saying she was raped at age nine and became pregnant at 14; her son died in infancy.[15] Sent to live with the man she calls her father, a barber in Tennessee, Winfrey landed a job in radio while still in high school and began co-anchoring the local evening news at the age of 19. Her emotional ad-lib delivery eventually got her transferred to the daytime-talk-show arena, and after boosting a third-rated local Chicago talk show to first place,[16] she launched her own production company and became internationally syndicated.

Credited with creating a more intimate confessional form of media communication,[17] she is thought to have popularized and revolutionized[17][18] the tabloid talk show genre pioneered by Phil Donahue,[17] which a Yale study says broke 20th-century taboos and allowed LGBT people to enter the mainstream.[19][20] By the mid-1990s, she had reinvented her show with a focus on literature, self-improvement, and spirituality. Though criticized for unleashing a confession culture, promoting controversial self-help ideas,[21] and an emotion-centered approach,[22] she is often praised for overcoming adversity to become a benefactor to others.[23] From 2006 to 2008, her support of Barack Obama, by one estimate, delivered over a million votes in the close 2008 Democratic primary race.[24]

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

STEVEN JOBS

Steven Paul "Steve" Jobs (/ˈdʒɒbz/; February 24, 1955 – October 5, 2011)[3][4] was an American entrepreneur,[5] marketer,[6] and inventor,[7] who was the co-founder, chairman, and CEO of Apple Inc. Through Apple, he is widely recognized as a charismatic and design-driven pioneer of the personal computer revolution[8][9] and for his influential career in the computer and consumer electronics fields, transforming "one industry after another, from computers and smart phones to music and movies." [10] Jobs also co-founded and served as chief executive of Pixar Animation Studios; he became a member of the board of directors of The Walt Disney Company in 2006, when Disney acquired Pixar. Jobs was among the first to see the commercial potential of Xerox PARC's mouse-driven graphical user interface, which led to the creation of the Apple Lisa and, a year later, the Macintosh. He also played a role in introducing the Laser Writer, one of the first widely available laser printers, to the market.[11]

After a power struggle with the board of directors in 1985, Jobs left Apple and founded NeXT, a computer platform development company specializing in the higher-education and business markets. In 1986, he acquired the computer graphics division of Lucas film, which was spun off as Pixar.[12] He was credited in Toy Story (1995) as an executive producer. He served as CEO and majority shareholder until Disney's purchase of Pixar in 2006.[13] In 1996, after Apple had failed to deliver its operating system, Copland, Gil Amelio turned to NeXT Computer, and the NeXT STEP platform became the foundation for the Mac OS X.[14] Jobs returned to Apple as an advisor, and took control of the company as an interim CEO. Jobs brought Apple from near bankruptcy to profitability by 1998.

As the new CEO of the company, Jobs oversaw the development of the iMac, iTunes, iPod, iPhone, and iPad, and on the services side, the company's Apple Retail Stores, iTunes Store and the App Store.[18] The success of these products and services provided several years of stable financial returns, and propelled Apple to become the world's most valuable publicly traded company in 2011.[19] The reinvigoration of the company is regarded by many commentators as one of the greatest turnarounds in business history.[20][21][22]

In 2003, Jobs was diagnosed with a pancreas neuro endocrine tumor. Though it was initially treated, he reported a hormone imbalance, underwent a liver transplant in 2009, and appeared progressively thinner as his health declined.[23] On medical leave for most of 2011, Jobs resigned in August that year, and was elected Chairman of the Board. He died of respiratory arrest related to the tumor on October 5, 2011.

Jobs received a number of honors and public recognition for his influence in the technology and music industries. He has been referred to as "legendary", a "futurist" and a "visionary", [24][25][26][27] and has been described as the "Father of the Digital Revolution," [28] a "master of innovation," [29][30] "the master evangelist of the digital age" [31] and a "design perfectionist." [32][33]

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

PELE

Edson Arantes do Nascimento (Brazilian Portuguese: ['etsõ (w)ɐ'rɛ̃tʃiz du nɛsi'mẽtu]), who is better known as Pelé (Brazilian Portuguese: [pɛ'lɛ], and who was born on either October 21 or 23, 1940,[1]), is a retired Brazilian footballer who is widely regarded to be the greatest football player of all time.[12] In 1999, he was voted World Player of the Century by the International Federation of Football History & Statistics (IFFHS).[13] The same year, France Football consulted their former Ballon D'Or winners to elect the Football Player of the Century, selecting Pelé.[14] In 1999, Pelé was elected Athlete of the Century by the IOC, and Time named him in their list of 100 most influential people of the 20th century.[15] In 2013 he received the FIFA Ballon d'Or Prix d'Honneur in recognition of his career and achievements as a global icon of football.[16]

According to the IFFHS, Pelé is the most successful league goal scorer in the world, with 541 league goals.[17] In total Pelé scored 1281 goals in 1363 games, including unofficial friendlies and tour games, for which he was listed in the Guinness World Records for most career goals scored in football.[18] During his playing days, Pelé was for a period the best-paid athlete in the world.[19] In his native Brazil, he is hailed as a national hero, for his accomplishments in football, and for his vocal support of policies to improve the social conditions of the poor.[20] In 1961, Brazil President Jânio Quadros had Pelé declared a national treasure.[21] During his career, he became known as "The Black Pearl" (Pérola Negra), "The King of Football" (O Rei do Futebol), "The King Pelé" (O Rei Pelé) or simply "The King" (O Rei).[22]

Pelé began playing for Santos at 15 and the Brazil national football team at 16. He won three FIFA World Cups; 1958, 1962 and 1970, the only player ever to do so, and is the all-time leading goalscorer for Brazil with 77 goals in 92 games.[23] At club level he is also the record goalscorer for Santos, and led them to the 1962 and 1963 Copa Libertadores.[24] Pelé's electrifying play and penchant for spectacular goals made him a star around the world, and his club team Santos toured internationally in order to take full advantage of his popularity.[25]

Since retiring in 1977, Pelé has been a worldwide ambassador for football and has undertaken various acting roles and commercial ventures. In 2010, he was named the Honorary President of the New York Cosmos.[26]

<http://en.wikipedia.org/wiki/Pelé>

NICK VUJICIC

Nicholas James "Nick" Vujicic (/ˈvɔɪtʃɪtʃ/ voy-i-chich; Serbian: Николас Џејмс Вујичић, Nikolas Džejms Vujičić; born 4 December 1982) is an Australian Christian evangelist and motivational speaker born with tetra-amelia syndrome, a rare disorder characterised by the absence of all four limbs. As a child, he struggled mentally and emotionally as well as physically, but eventually came to terms with his disability and, at the age of seventeen, started his own non-profit organisation, Life Without Limbs. Vujicic presents motivational speeches worldwide which focus on life with a disability, hope and finding meaning in life. He also speaks about his belief that God can use any willing heart to do his work and that God is big enough to overcome any disability.

During secondary school, Vujicic was elected captain of Runcorn State High School in Queensland and worked with the student council on fundraising events for local charities and disability campaigns. When he was seventeen, he started to give talks at his prayer group[2] and later founded his non-profit organisation, Life Without Limbs.

Vujicic has written that he keeps a pair of shoes in his closet due to his belief in miracles.[3]

In 2005 Vujicic was nominated for the Young Australian of the Year Award.[4]

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

KELLY CLARKSON

Kelly Brianna Clarkson (born April 24, 1982)[1] is an American singer and songwriter. In 2002, she rose to fame after winning the first season of American Idol, and has since been established as "The Original American Idol." [2][3][4] Her debut single, "A Moment Like This", topped the US Billboard Hot 100 and broke the record for the biggest jump to number one in the chart's history; it became the best-selling single of the year in the country. She became the runner-up of World Idol the following year.

Clarkson's debut studio album, Thankful (2003), has been certified 2× platinum and sold over 4.5 million copies internationally. Its lead single, "Miss Independent," became an international hit, earning Clarkson her first Grammys nomination. She developed a rock-oriented sound with the release of her second album, Breakaway (2004). It has been certified 6× platinum and sold over 15 million copies worldwide,[5] earning Clarkson two Grammy Awards, including one for the hit single "Since U Been Gone." She later took full creative direction of her third album, My December (2007), which has been certified platinum. Its lead single, "Never Again," became a top ten hit. Clarkson's fourth album, All I Ever Wanted (2009), debuted at number one, and became a critical and commercial success.

Its worldwide hit single, "My Life Would Suck Without You", surpassed "A Moment Like This" for the biggest leap to number one on a single week in the history of the Billboard Hot 100 Chart from number 97, a record it still holds today. Her fifth album, *Stronger* (2011), generated international chart-topping singles, "Mr. Know It All" and "Stronger (What Doesn't Kill You)," with the latter being the best-selling American Idol single to date with over five million copies worldwide, becoming one of the best-selling singles of all time.[6][7][8] The album won the Grammy Award for Best Pop Vocal Album, making Clarkson the first and only artist to win the award twice.[9][10] In 2012, Clarkson released *Greatest Hits – Chapter One*; its lead single, "Catch My Breath," became her twenty-fourth entry on the Hot 100 and eleventh million-selling single.[11] Clarkson's sixth album and first Christmas-themed release, *Wrapped in Red* (2013), became the best-selling holiday album of the year, making her the first American female artist to achieve this goal.[12][13] In a career spanning over a decade, Clarkson has accumulated ninety-one number ones on the Billboard charts[14] and eleven international number one singles,[15] and has sold over 20 million albums worldwide.[16] She is known for her vocal versatility and range. Her music has mainly dealt with themes of heartbreak, independence, and self-empowerment for women and young teens. Apart from her work in music, Clarkson has also ventured into television and film. Clarkson's film debut was in the romantic musical *From Justin to Kelly* (2003) and she also appeared in *American Dreams* as Brenda Lee, in *Reba*, on *The Voice* as a guest advisor, on *Duets* as a mentor and judge. Clarkson's musical work has also gained her numerous accolades, including three Grammy Awards, three MTV Video Music Awards, twelve Billboard Music Awards, four American Music Awards, two Academy of Country Music Awards, two American Country Awards, and a Women's World Award. In 2012, Clarkson was ranked nineteenth on VH1's list of "100 Greatest Women in Music." [17] In 2013, Clarkson was ranked number 105 on Joel Whitburn's "Top 500 Artists Of All Time," [18] number 5 on both "Top Billboard 200 Female Artists" and "Adult Contemporary Artists," number 27 on "Top Billboard 200 Artists," [19] and number 75 on Billboard's "Hot 100: Top 100 Artists." [20] Billboard also ranked Clarkson as the 14th-best-selling artist of the 2000s and one of the top 200 album sellers of the Nielsen SoundScan era at number 187. [21][22]

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

B. PROCEDURES

OPENING PAGE

1. Write the word "adversity" on the board and ask your students to tell you all the words that come to their minds. While they do so, write the same words on the board.

2. Explain that in unit 2 they will learn about some people who could, although the adversities succeed, learn how to debate and how write a biography.
3. Read the quotations and ask if the students understand it. Explain it if necessary.
4. Ask the students if they agree with the message of the quotes.

WARM UP

1. Ask the students to take a look at the pictures and tell who they think the people in the pictures are.
2. Call the students' attention to the word highlighted by the dictionary. Explain its meaning and show its pronunciation.
3. Discuss the questions with the students.

BEFORE YOU READ

1. This pre-reading activity is for the students to answer on their books.
2. Ask a few students to share their answers.

LET'S GO DEEPER

1. Read Mrs. Robinson's tip and give further information.
2. Ask the students to read the text silently and underline the words they do not know.
3. Read the text aloud and explain the words that may seem new to them.
4. Ask the students to answer the text comprehension questions in their books.
5. Correct the answers orally.
6. Ask the students to read the second text silently and underline the words they do not know.
7. Read the text aloud and explain the words that may seem new to them.
8. Ask the students to answer the text comprehension questions in their books.
9. Correct the answers orally.

TALK IN PAIRS

1. Tell the students they will work in pairs. Whenever possible change the students' seats. This is very good for them to get to know their peers.
2. Ask them to discuss the questions.
3. Walk around the class offering assistance.

TALK IN PAIRS

1. Tell the students they will work in pairs. Whenever possible change the students' seats. This is very good for them to get to know their peers.
2. Ask them to ask each other the questions.
3. Walk around the class offering assistance.

LANGUAGE FILE

1. Read the text aloud and explain the words that may be new for the students.
2. Explain that most texts which appear on Wikipedia talking about someone's life will contain sentences in the Passive Voice. Explain that Passive Voice is used when the focus of the text is on the object, not on the subject.
3. Allow some time for the students to read the sentences and fill in the blanks.
4. Correct it orally.
5. Read the information in the box and check if the students still have any doubts about the grammar topic.

LET'S PRACTICE

1. Tell the students they will be able to practice what they have just studied.
2. Explain to the students that they are supposed change the sentences in the Active voice to the Passive Voice.

GIVE IT UP MR DJ!

1. Tell the students they will listen to a song by Kelly Clarkson. Ask them if they have heard to it before. If so, ask them if they remember what the message of the song is about.
2. Allow some for the students to go though the lyrics and ask about the words they do not know. Explain the meaning of the words.
3. Play the song 2 times.
4. Correct it orally.
5. Read Mrs Robinson's tip and ask the students if know any further information about Kelly Clarkson. Provide extra information about her.
6. Play the song again. Encourage the students to sing along.

TALK IN PAIRS

1. Tell the students they will work in pairs. Whenever possible change the students' seats.
This is very good for them to get to know their peers.
2. Ask them to discuss the questions.
3. Walk around the class offering assistance.

GIVE IT UP MR DJ!

1. Read the questions that precede the listening activity and let your students tell their opinion. Encourage them to explore the picture, the title of the video and its source.
2. Read Mrs Robinson's tip and explain it.
3. Play the video without sound.
4. Ask the students what they could understand from the images.
5. Play the video once more with the audio on. If you have no TV or E-board, you may only use the audio. In this case, skip step 3.
6. Play the video again.
7. Allow the students time to answer the questions.
8. Correct it orally.

SPEAK UP

1. Tell your students that you are going to have a debate about which of the people mentioned in the unit should receive a special prize for overcoming.
2. Divide the class in 4 groups and draw who they should defend.
3. Before they start debating, explain how a debate works and tell them that there are very useful expressions that should be used during the discussion.
4. Read the expressions with the students and explain the ones they may not know.
5. Follow the steps listed and let the students get ready for the debate.

IT SOUNDS GOOD

1. Ask the students to read the sentences and mark if the sentences are true or false.
2. Correct it orally. Explain that the pronunciation of the ED at the ending is not always the same.
3. Read the chart and explain it.
4. Allow some time for students to fill in the chart.

HANDS ON

1. Explain that the section will be about biographies. Ask the students if they have read one. If so, ask them some extra questions:
 - A. Who was the biography about?
 - B. What made you read it?
2. Discuss the questions with the students.
3. Allow sometime for the students to read the text.
4. Explain the new words.
5. Ask them questions about the text's structure.
6. Call a few students to read the text aloud.
7. Ask group repetition for the words they may have mispronounced.

TALK IN PAIRS

1. Tell the students they will work in pairs. Whenever possible change the students' seats.
This is very good for them to get to know their peers.
2. Ask them to discuss the questions.
3. Walk around the class offering assistance.

COMPOSING

1. Explain that now it is time to write their own biographies.
2. Read the steps and explain how the activity should be handled.
3. Whenever all the students have handed in their biographies, you may place them on a mural and invite other students and teachers to come and see it.



ANSWER

KEY

UNIT 1 AND UNIT 2

UNIT 1 – SAY NO TO PREJUDICE

A. WARM UP

As it is a discussion section, answers may vary.

BEFORE YOU READ

1. Suggested answer: The text below has been published on the Internet.
2. Answers may vary.

LET'S GO DEEPER

1. She was flying to South Africa.
2. She used to be the communication director of Inter Active Corp.
3. No. She tweeted a message full of prejudice.
4. It went viral because people could not believe on the tweet and showed their anger over it.

LANGUAGE FILE

1. a. Where, who, which.
2. Where = South Africa / Who = people who live in South Africa / Which = IAC

LET'S PRACTICE

1. Where/ 2. Who / 3. Where / 4. Which / 5. Which

TALK IN PAIRS

As it is a discussion section, answers may vary.

GIVE IT UP MR DJ!

1. The video brings a prejudice scene towards Asian people.
2. An Asian family.
3. They told the woman to stop.
4. Answers may vary.

H. SPEAK UP

Answers will vary.

I. HANDS ON

1. They are famous soccer players Sérgio Agüero and Marta.
2. They are protesting against prejudice towards black people.
3. They have used informal language.

UNIT 2 – OVERCOMING ADVERSITY

A. WARM UP

Answers will vary.

B. BEFORE YOU READ

Answers will vary.

C. LETS GO DEEPER

1. He is considered to be legendary because he made history in the world of consumer electronics.
2. He founded Apple Inc, Pixar animation studios and NeXT Inc.
3. Answers will vary.
4. Answers will vary.

(F)

(T)

(T)

(F)

(F)

(F)

D. TALK IN PAIRS

Answers will vary.

E. TALK IN PAIRS

Answers will vary.

F. LANGUAGE FILE

1. Be
2. Past participle forms
3. Be /pas participle

G. LET'S PRACTICE

1. In 1999 Pele was elected Athlete of the century by IOC.
2. Pele was listed for most career goals scored in football by Guinness Book.
3. Pele was hailed a national hero by Brazilians.
4. Pele was declared national treasure by Janio Quadros.

H. GIVE IT UP MR DJ!

Stronger - Kelly Clarkson

You know the bed feels WARMER

Sleeping here alone

You know I dream in color

And do the things I want

Think you got the best of me

Think you had the last laugh

Bet you think that everything good is gone

Think you left me broken down

Think that I'll come running back

Baby you don't know me, cause you're dead wrong

What doesn't kill you makes you STRONGER

Stand a little TALLER

Doesn't mean I'm lonely when I'm alone

What doesn't kill you makes a fighter

Footsteps even LIGHTER

Doesn't mean I'm over cause you're gone

You heard that I was starting over with someone new

But told you I was moving on over you

You didn't think that I'd come back

I'd come back swinging

You try to break me but you see

What doesn't kill you makes you STRONGER

What doesn't kill you makes you stronger, stronger

Just me, myself and I

What doesn't kill you makes you stronger

Stand a little TALLER

Doesn't mean I'm lonely when I'm alone

Thanks to you I got a new thing started

Thanks to you I'm not a broken hearted

Thanks to you I'm finally thinking bout me

You know in the end the day you left was just my beginning

In the end...

Stand a little TALLER

Doesn't mean I'm lonely when I'm alone

What doesn't kill you makes a fighter

Footsteps even LIGHTER

Doesn't mean I'm over cause you're gone

I. TALK IN PAIRS

Answers will vary.

J. GIVE IT UP MR DJ.

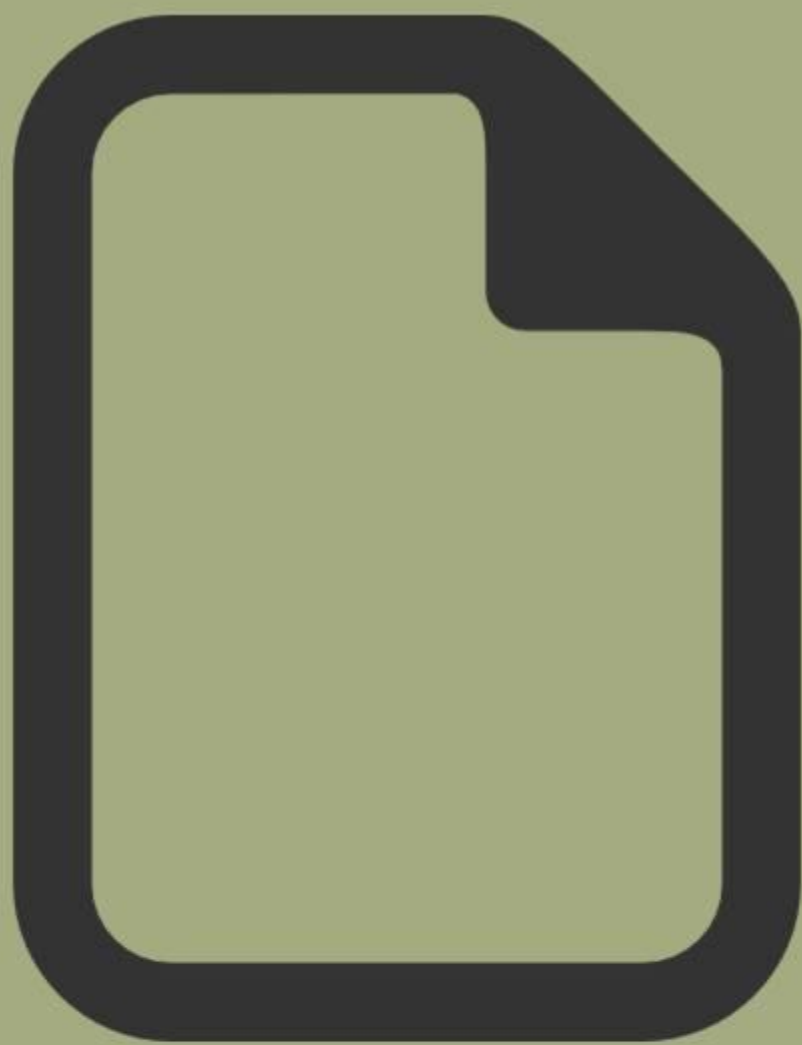
1. It was posted on Youtube.com.
2. They used to be called colored, Negros.
3. C
4. Her dream was not what her grandma has believed for her.
5. Answers will vary.

K. IT SOUNDS GOOD

1. T / T / F
2. ----
3. Created / worked / moved

L. TALK IN PAIRS

Answers will vary.



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EDUCATE YOURSELF
EDUCATE OTHERS

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YOU CAN MAKE
A POSITIVE DIFFERENCE

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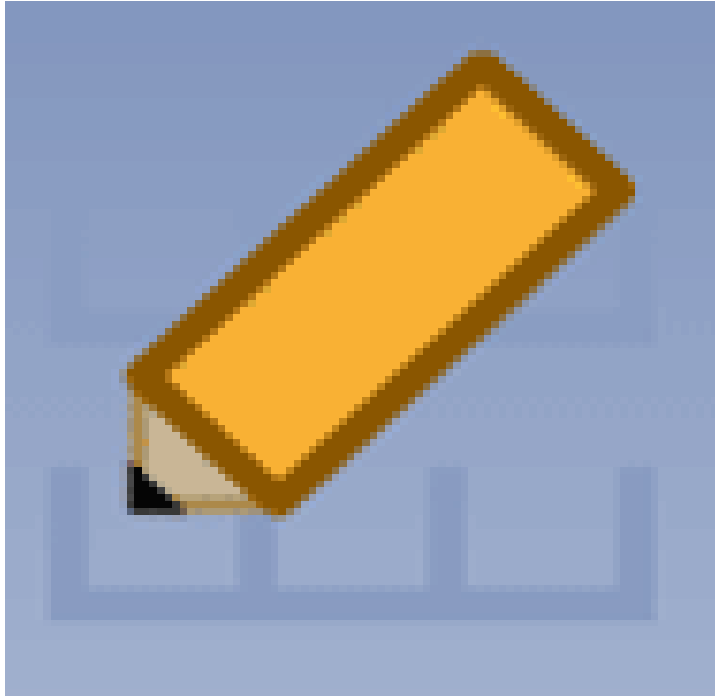
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<http://www.usmint.gov/kids/campcoin/collectorsWorkshop/coinCourse/images/closedDictionary.gif>

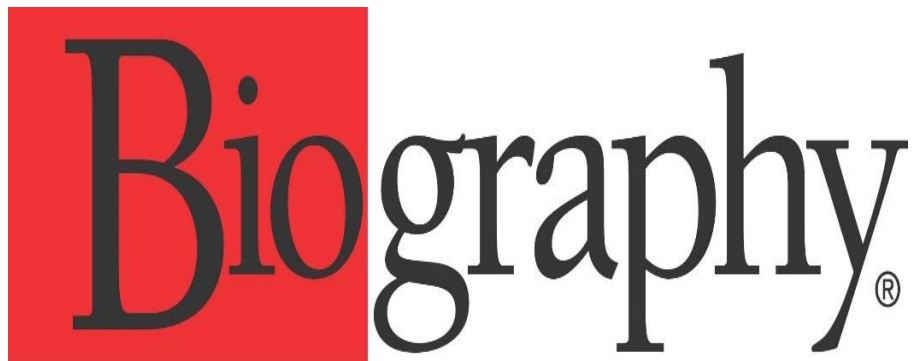


before



after

<http://handymanfencing.com.au/wp-content/uploads/2013/05/BeforeAfterIcon.png>



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<http://www.natw3.com/images/graphic-design/logo&print/detail/speakup-550.png>



<http://www.bahiaalerta.com.br/wp-content/uploads/2013/06/pel%C3%A9.jpg>



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Pronunciation of ED



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

/id/

T wanted
D needed

Voiced Sound
= uses the vocal cords and they produce a vibration or humming sound in the throat.

(Touch your throat to feel it)

/t/

P helped
K looked
SH washed
CH watched
GH laughed
TH breathed
SS kissed
C danced
X fixed

VOICELESS

/d/

L called
N cleaned
R offered
G damaged
V loved
S used
W followed
Y enjoyed
Z amazed

VOICED

www.grammar.cl

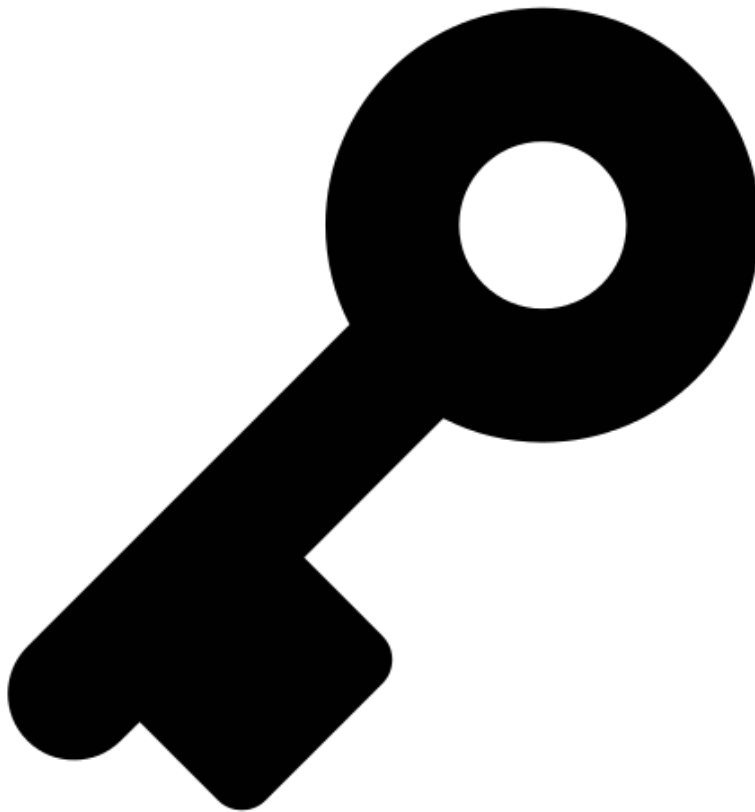
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Twitter Rules

Tweets are 140 characters or less, including spaces and punctuation. It is better to use 120 characters or less so that your Tweets can be Retweeted.

When you want to refer to someone else in your Tweet, you use @username, for example: Thank you @OneCoolStick for teaching me how to Tweet!

Trending topics are the most popular topics on Twitter (or on your class's Analog Twitter Wall).

A Hashtag is a made up word or acronym with a pound sign before it, no spaces, and no punctuation mark. Anyone can make up or use a hashtag to group Tweets about a topic together.



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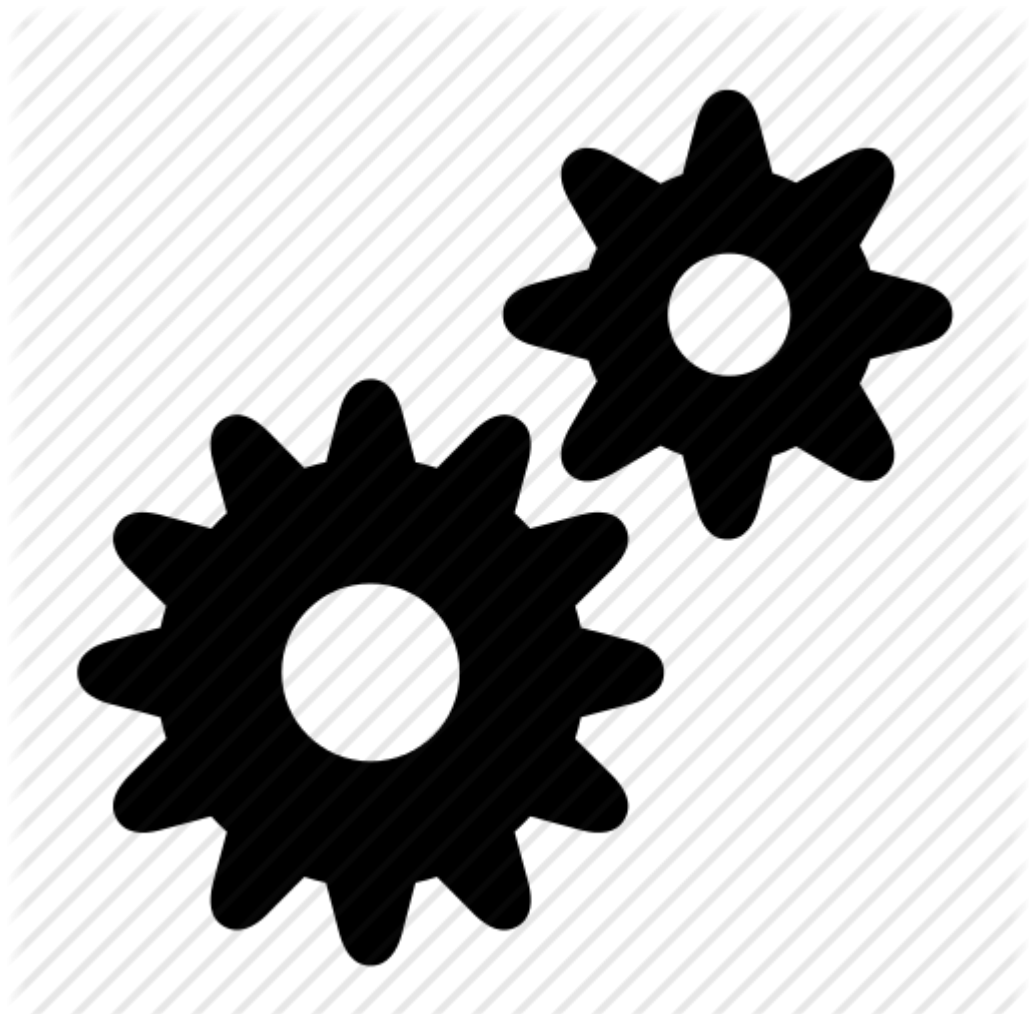
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