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***THEMES FOR TEACHING
ENGLISH***

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APRESENTAÇÃO

Caro(a) professor(a)

Este livro traz quatro unidades temáticas para o ensino de inglês: *Bullying*, *Internet*, *Prejudice* e *Relationship*, e é resultado de um trabalho conjunto com bolsistas do Programa Institucional de Bolsa de Iniciação à Docência (PIBID - Inglês) da Universidade Federal de Santa Catarina (UFSC), e com alunos de estágio supervisionado de Inglês da mesma universidade, em atividades coordenadas pela professora organizadora desta obra.

A proposta deste livro se justifica pela necessidade de temáticas significativas para o trabalho com a língua inglesa em contextos de escola básica, e é especialmente destinado para os professores de Inglês que atuam nos Programas Mais Educação e Ensino Médio Inovador. Em virtude desses programas, algumas escolas do Estado de Santa Catarina ampliaram o número de aulas de língua estrangeira (Inglês) em seus currículos, possibilitando maiores oportunidades para os estudantes desenvolverem sua competência comunicativa e discursiva nessa língua.

Os temas aqui propostos não são escolhas aleatórias. Alguns resultaram de uma análise de necessidades conduzida com alunos de primeiros anos do ensino médio inovador (EMI) da escola parceira do PIBID - Inglês (BOEHS *et al*, 2013¹). Outros temas foram selecionados buscando aproximar o estudante de assuntos que merecem olhar reflexivo, crítico e interveniente, como aqueles de natureza social (*prejudice* e *bullying*).

As atividades desenhadas para este livro apresentam autoria, e algumas já foram aplicadas e avaliadas em turmas do ensino básico. O objetivo dessas atividades é criar situações que permitam o uso da língua inglesa de forma contextualizada e propositada, para que os estudantes possam autenticar a atividade (BREEN, 1985, JOY, 2011²) e a interação proposta (ELLIS, 2003, 2009³), estabelecendo conexão com a vida real e sentido ao que estão realizando. Nesta perspectiva, as atividades seguem uma abordagem orientada para a ação comunicativa, com a presença tanto de atividades do mundo real como de atividades pedagógicas⁴.

Exercícios gramaticais são quase inexistentes, pois a ideia é iniciar com atividades direcionadas para o significado pragmático⁵, o que não implica, necessariamente, que o estudo da gramática não mereça espaço na prática pedagógica. Ele pode acontecer quando o professor achar necessário e da maneira que lhe convier.

¹ BOEHS, A.; PEREIRA, G. V. J.; XAVIER, R. P. **Uma análise de necessidades de alunos do ensino médio inovador para a produção de material instrucional de língua inglesa**. Trabalho apresentado no IV Encontro Nacional das Licenciaturas e III Seminário Nacional do PIBID, Uberaba, 2013.

² BREEN, M. P. Authenticity in the language classroom. **Applied Linguistics**, vol. 6, n. 1, p. 60-70, 1985.

JOY, J. J. L. The duality of authenticity in ELT. **The Journal of Language and Linguistic Studies**, vol. 7, n. 2, p. 7-23, 2011.

³ ELLIS, R. **Task-based language learning and teaching**. Oxford University Press: OUP, 2003.

_____. Task-based language teaching: sorting out the misunderstandings. **International Journal of Applied Linguistics**, vol. 19, n. 3, p. 221-246, 2009.

⁴ **Atividades do mundo real** são aquelas que se assemelham ao que acontece em contextos externos à sala de aula, como, por exemplo, selecionar os horários de ônibus para determinadas necessidades. **Atividades pedagógicas**, por outro lado, são aquelas típicas de um contexto de sala de aula, como, por exemplo, ler um texto e responder perguntas de compreensão.

⁵ **Significado pragmático** é o significado da língua em contexto de uso.

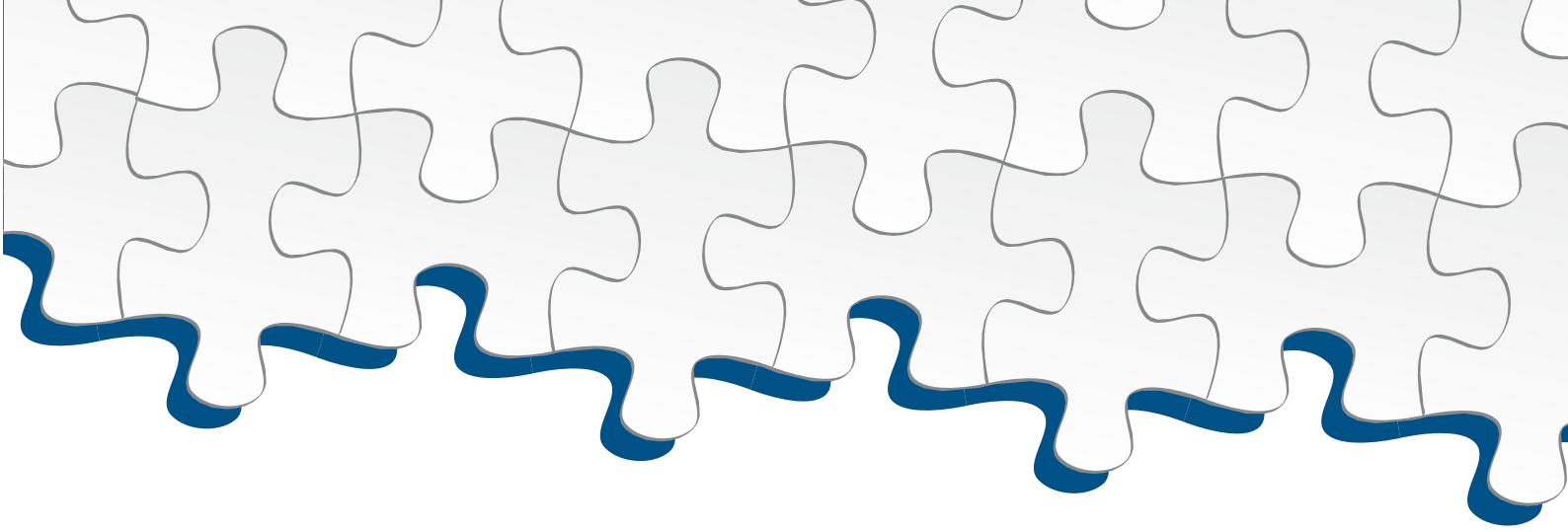
Cada unidade temática deste livro inicia com informações pedagógicas, visando a informá-lo(a) sobre:

- a) O objetivo da unidade;
- b) Os conteúdos abordados, definidos em termos de (i) textos para a compreensão, (ii) produções esperadas na língua inglesa e (iii) formas linguísticas que se sobressaem na unidade (*salient forms*), isto é, aquelas que aparecem com certa frequência com o objetivo de atrair a atenção dos alunos. Essas formas não são trabalhadas de maneira explícita nas unidades, o que lhe permite adicionar atividades gramaticais que possam explorar essas e/ou outras formas linguísticas que você achar necessário;
- c) Sugestão de como introduzir o tema da unidade;
- d) O gabarito das atividades e, em alguns casos, sugestões de como promover interação entre você e seus alunos antes de iniciar a atividade e, também, durante/após a sua correção, visando a maximizar as oportunidades de aprendizagem da língua inglesa em sala de aula.

Os arquivos de áudio e vídeo necessários para a condução das atividades de compreensão oral deste material podem ser encontrados em dois espaços virtuais: no *blog* do PIBID Inglês da UFSC, cujo endereço é pibidinglesufsc.blogspot.com.br, e no *site* www.t4tenglish.ufsc.br. Basta você entrar nesses endereços e buscar o título LIVRO T4T (Volume 1) - ÁUDIOS e VÍDEOS para ter acesso aos recursos áudio-visuais. Além desses recursos, este livro também se encontra em formato eletrônico no *site* www.t4tenglish.ufsc.br.

Convido você, agora, a se aventurar nas atividades propostas.

Rosely Perez Xavier
Professora de Metodologia de Ensino e Estágios Supervisionados de Inglês
Coordenadora do PIBID Inglês
Universidade Federal de Santa Catarina



BULLYING



MAIN GOAL OF THIS UNIT: Raising students' awareness about bullying and the consequences of this behavior.

CONTENTS:

TEXTS FOR COMPREHENSION: leaflet, conversation, list of actions to prevent bullying, cartoons.

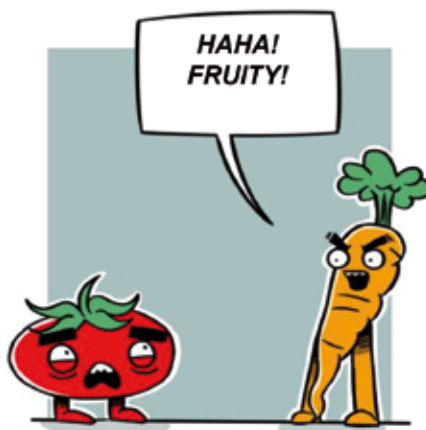
LANGUAGE PRODUCTION: writing headings, giving opinions, stating forms of punishment, reporting and justifying, dialogue writing, creating an anti-bullying wallchart.

SALIENT FORMS: infinitive with *-ing* (*teasing, spreading rumors*), *should*, simple present tense: 3rd person singular (*Mow calls..., The little boy reacts..., It shows...*).

INTRODUCING THE TOPIC:

Author(s): Aldine do Socorro Corrêa Cruz & Geani Vieira João Pereira

Before proposing the activities of this unit, hang the image below on the board, and address the following questions to the class. Allow the students to answer in Portuguese. Convert their answers into English and, if necessary, write them on the board for visualization. Some possible answers are given in parenthesis after each question. The text of Activity 1A may also help you in this conversation.



Adapted from: <http://www.dancandosemcesar.com.br>

1. *Who are they in the picture?* (The carrot and the tomato)
2. *What facial expression is the carrot showing?* (Anger, evil, terror)
3. *What facial expression is the tomato showing?* (Fear)
4. *What does this picture illustrate/ show?* (Relations of power, the carrot is exerting its power on the tomato)
5. *What is the carrot saying to the tomato?* (Haha! Fruity!)
6. *What is the meaning of this phrase in Portuguese?* (Haha fresquinho!)
7. *Based on this picture, what topic are we going to talk about in today's lesson? Do you have any idea?* (violence, bullying)

8. *What is bullying? // Can you give a definition of bullying?* (It is an aggressive behavior that happens repeatedly and on purpose/ intentionally).

9. *Have you ever been a victim of bullying? Can you tell us what happened?*

10. *What are the consequences of bullying into a person's life?* (stomachache, headache, sleeping problems, depression, and suicide).

Ask if the students have any question or comment to make (*Do you have any comment about this topic?*). You can suggest sites in English for the students to get further information about the subject.

ANSWER KEY AND SUGGESTIONS:

1A - Giving titles to the content of a leaflet
Author(s): Rosely P. Xavier
Skill(s): writing

Possible answers:

- (a) What is bullying?// Definition of bullying.
- (b) Where does bullying happen?// Where bullying happens.
- (c) What forms of bullying are there?// Forms of bullying.
- (d) What are the consequences?// Consequences// Impact of bullying.
- (e) What to do? // Actions.

1B - Appraising the content of a leaflet
Author(s): Rosely P. Xavier
Skill(s): writing and speaking

Open answers.

2A - Watching a video to identify forms of bullying
Author(s): Rosely P. Xavier
Skill(s): writing

Resource: pibidinglesufsc.blogspot.com.br or www.t4tenglish.ufsc.br to have access to LIVRO T4T (Volume 1) - ÁUDIOS e VÍDEOS.

Possible answers:

- a) Name-calling when the bully says "stringbean" and "loser".
- b) The bully shoves the boy against the lockers.
- c) The bully makes a threat when he says: "What are you gonna do about it?"
- d) The bully humiliates the boy in public.

2B - Relating two scenes of bullying
Author(s): Rosely P. Xavier
Skill(s): writing

Resource: pibidinglesufsc.blogspot.com.br or www.t4tenglish.ufsc.br to have access to LIVRO T4T (Volume 1) - ÁUDIOS e VÍDEOS.

Possible answers: On the first part of the video, the boy bullies another boy at school, but on the second part he is bullied by his mom. He is a victim of bullying at home. The boy's behavior at school can be a consequence of the way he is treated at home. This could explain why he is a bully.

2C - Establishing coherence between questions and answers

Author(s): Rosely P. Xavier

Skill(s): reading

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

3A - Interacting with classmates to rank forms of violence

Author(s): Simone dos Santos & Josiane Cristina dos Passos

Skill(s): speaking

Questions to check the students' answers: *Group 1, how did you rank the forms of bullying? Which is the highest degree of violence in your opinion? Do the other groups have a different sequence? Write down all the rankings on the board. Then, ask the following questions to the class: Which form of bullying is considered the highest form of violence/ aggression according to the majority of the class? Which form of bullying is considered the lowest form of violence according to the majority of the class? Which is the most common form of bullying in the school? Which is the least common form of bullying in the school?*

Open answers.

3B - Interacting with classmates to define forms of punishment for acts of violence

Author(s): Simone dos Santos & Josiane Cristina dos Passos

Skill(s): speaking

Questions to elicit the students' reports: *Which form of punishment did your group give for 'teasing someone'? What type of community service should the person do? How much should the person pay? etc.*

Open answers.

4A - Surveying two cartoons

Author(s): Aldine do Socorro Corrêa Cruz, Geani Vieira João Pereira & Rosely P. Xavier

Skill(s): reading

- | | | | |
|--------------|--------------|--------------|------------|
| a) Cartoon B | d) Cartoon A | g) Cartoon A | j) Neither |
| b) Cartoon A | e) Both | h) Cartoon B | |
| c) Both | f) Neither | i) Cartoon B | |

4B - Reading two cartoons to understand specific information and to make inferences

Author(s): Aldine do Socorro Corrêa Cruz & Geani Vieira João Pereira

Skill(s): reading

- Frangote
- Ele está avisando que vai dar um soco no menino no intervalo/ no recreio.
- Que, um dia, o imposto que ele for pagar vai ser para a cela de prisão de Moe.
- Insignificante.
- No segundo quadrinho, o menino decide não dar dinheiro ao Moe, mas, no terceiro, ele resolve dar o dinheiro, pois é ameaçado a fazer isso.
- Ele fala pouco.
- Ele quer dizer que Moe é muito persuasivo (consegue convencer), porque, para uma criança com poucas palavras, ele consegue o que quer, por meio da violência.

4C - Evaluating the difficulty level in understanding two cartoons

Author(s): Grupo PIBID 2014-1

Skill(s): writing and speaking

Open answers.

4D - Creating speeches for a cartoon

Author(s): Aldine do Socorro Corrêa Cruz & Geani Vieira João Pereira

Skill(s): writing

Open answers.

5A - Deciding on actions to prevent bullying and justifying the decision

Author(s): Rosely P. Xavier

Skill(s): reading, writing and speaking

Open answers.

5B - Creating an anti-bullying wallchart

Author(s): Aldine do Socorro Corrêa Cruz & Geani Vieira João Pereira

Skill(s): writing

Open answers.

1A. Bullying is a serious problem. Because of this, the leaflet below was made to help parents and community members to understand the problem. But, the leaflet is incomplete. The titles were removed. In groups, give an appropriate title in English for each piece of information.

**A LEAFLET ON BULLYING
FOR PARENTS AND COMMUNITY MEMBERS**

(a) _____

It is an aggressive behavior that happens repeatedly and on purpose.

(b) _____

In the school, in the neighborhood, in the playground, on the internet, at work, anywhere.

(c) _____

VERBAL:
teasing, name-calling



SOCIAL:
spreading rumors



PHYSICAL:
hitting, shoving, punching



CYBERBULLYING:
using the internet, mobile phone or other digital technologies to harm others.



OTHERS: kicking; making threats; embarrassing or humiliating someone in public.

(d) _____

Stomachache, headache, sleeping problems, depression, and suicide.

(e) _____



Report bullying to your teacher, to the school principal and/or to your parents.

1B. How do you evaluate this leaflet? Is it informative enough for parents and community members? Write your opinion in English before reporting it to the class.

2A. Watch a video and describe in English the forms of bullying that are presented. The text below is the transcription of the video.



BULLY: Why are you flinching, string bean? Don't be such a girl. That's a nice Ipod, loser. Can I see it? Thanks. I've lost mine a couple of weeks ago. It's really nice of you to give me yours.

BOY: I didn't give it to you.

BULLY: What are you gonna do about it? Loser! Nothing. That's what I thought. See you tomorrow, string bean.

<https://www.youtube.com/watch?v=XCPKMWyF1Lo>

2B. Now watch another part of the same video and relate it to the first part. Explain in English the relationship between these two parts. The text below is the transcription of the video.

Boy's mom: Hey moron! You forgot to do the dishes again!

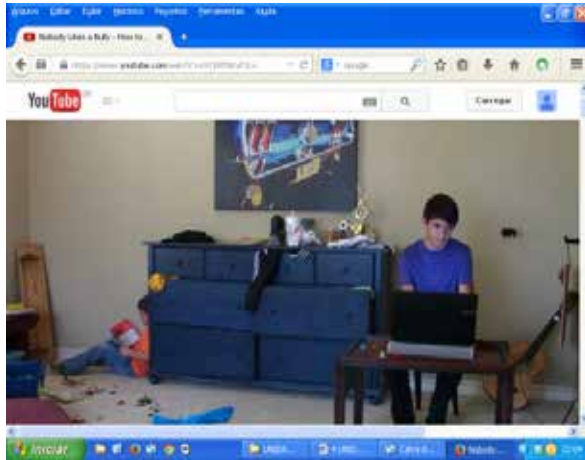
Boy: I'm sorry mom.

Boy's mom: Maybe if you weren't so fat and stupid, you'd remember.

Boy: I said I'm sorry mom.

Boy's mom: Sorry isn't going to cut it when your dad gets home. You loser.

2C. The questions below were posted on the internet by the boy of the video you have watched. Match his questions with the given answers.



<https://www.youtube.com/watch?v=XCPKMWyF1Lo>

QUESTIONS:

- (a) Why do I bully?
- (b) Is there anything wrong with me?
- (c) How do I stop bullying?
- (d) How do I deal with bullies?
- (e) What do I do if I see someone being bullied?

ANSWERS:

1. If a bully confronts you, stay calm and walk away. If the bully makes it impossible for you to escape, talk to your parents, teachers or the principal.

Question _____

2. There's absolutely nothing wrong about you. And you don't deserve to be treated like this.

Question _____

3. You need to get an adult. Don't laugh, because laughing encourages the bully.

Question _____

4. There's probably something making you miserable, angry, frustrated or jealous.

Question _____

5. First you need to figure out why you bully. Then you need to figure out what you can do instead. Before you speak or act, stop and think for 10 seconds, and ask yourself if you'd like to be treated the way you treat others.

Question _____

3A. In groups, rank the following forms of bullying according to their degree of violence. Use numbers from 1 (lowest) to 7 (highest). Speak in English during the interaction.

- | | |
|----------------------|-----------------------------------|
| () teasing someone | () shoving |
| () spreading rumors | () humiliating someone in public |
| () making threats | () hitting and kicking |

3B. Now discuss in your group the form(s) of punishment for each act of violence you have ranked. Speak in English during the interaction. At the end, report your results to the whole class.

SOME POSSIBLE FORMS OF PUNISHMENT

• The person should pay a fine (specify how much the person should pay).

• The person should go to prison (specify how many years the person should stay in prison).

• The person should pay a fine and go to prison (specify how much the person should pay, and how many years the person should stay in prison).

• The person should have no punishment.

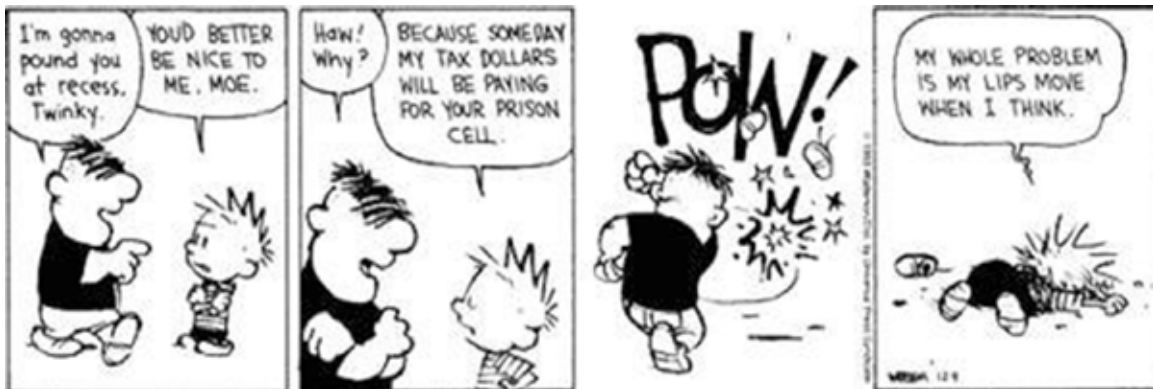
• The person should do community service (specify what type of community service the person should do).

• The person should be expelled from the school.

4A. Which cartoon refers to the information below? Write Cartoon A, Cartoon B, Both or Neither in the gaps provided.

- a) The story shows physical violence. _____
- b) It shows physical threat. _____
- c) It presents name-calling. _____
- d) It shows money extortion. _____
- e) It shows a boy bullying another boy. _____
- f) It shows a boy stealing money. _____
- g) It shows a boy avoiding a conflict. _____
- h) It shows a boy insulting back the bully. _____
- i) It shows a boy punching another boy. _____
- j) It shows a boy kicking another boy. _____

Cartoon A



Calvin and Hobbes by Bill Watterson - <http://thecuriousbrain.com/?p=42711>

Cartoon B



Calvin and Hobbes by Bill Watterson
<http://englishiseverywhere.wordpress.com/2012/11/25/bullying-calvin-and-mo/>

4B. Answer in Portuguese the questions below according to Cartoons A and B.

CARTOON A

- a) Moe calls the little boy "Twinky" What does it mean?
 - () Frangote
 - () Loirinho
 - () Mauricinho
- b) Moe says "I'm gonna pound you at recess". What does he mean?
- c) The little boy reacts saying "Someday my tax dollars will be paying for your prison cell". What does he mean"?

CARTOON B

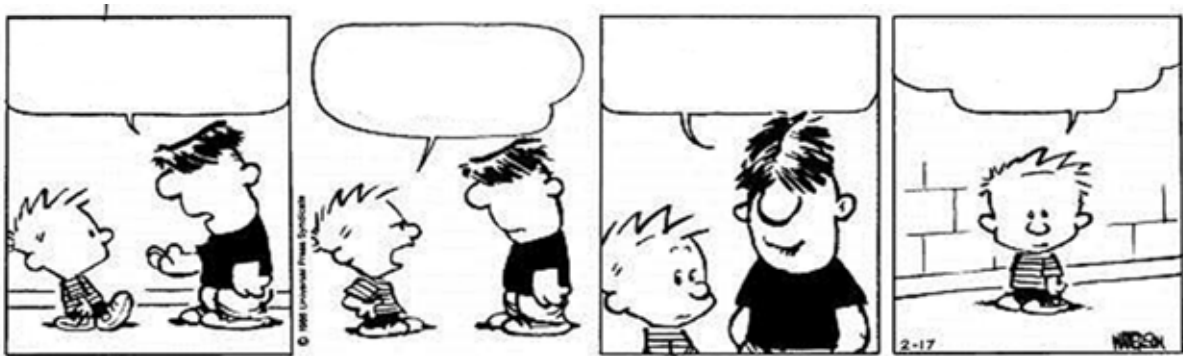
- d) Moe calls the little boy "Squirt" What does it mean?
 - () Playboy
 - () Grandão
 - () Insignificante
- e) What is the boy's reaction in panels 2 and 3?

- f) The little boy says that Moe has a “monosyllabic vocabulary”. What does he mean?
 - () Ele fala grosso.
 - () Ele fala pouco.
 - () Ele fala ligeiro.

g) The little boy says that Moe is “awfully persuasive”. What does he mean? And why does he say this?

4C. Which cartoon was more difficult for you to understand, and why? Write your answer in English before reporting it to the class.

4D. In pairs, write a dialogue for the cartoon below. Show a *bullying* situation with a happy or funny ending. Write the dialogue in English.



5A. Read some actions against bullying and violence below and, in pairs, decide on **the 2 most efficient actions** that can help to prevent bullying in the school. Write an extra action if it is necessary. Justify your answer in English and report it to the class.

- a) The teachers should discuss anti-bullying solutions with the students.
- b) Schools should have metal detector.
- c) The parents should teach their children to respect other people.
- d) Students should not participate in vandalism.
- e) Students should not take drugs.
- f) Teacher and students should encourage campaigns against violence.
- g) Students should talk about their problems with a friend, a teacher, or their parents.
- h) People should carry a gun to protect themselves.
- i) The principal should invite a specialist to talk about violence.

j) (Your extra action): _____

5B. An interesting action that can help to prevent bullying is to inform the school community about this problem. In pairs, elaborate a wallchart in English AGAINST bullying, to be displayed in the hall of the school.

INTERNET



MAIN GOAL OF THIS UNIT: Reflecting on the positive and negative sides of the internet, on its purposes and on particular forms of communication.

CONTENTS:

TEXTS FOR COMPREHENSION: powerpoint slides, webpages, personal ads.

LANGUAGE PRODUCTION: reporting advantages and disadvantages, stating purposes, giving justifications, listing personal characteristics, making a personal ad, making a dramatic oral reading of a personal ad, evaluating oral performances.

SALIENT FORMS: verbs in the infinitive form (*to communicate with people, to play games...*), phrases with *can* (*You can make friends, You can chat with friends...*), phrases in the simple present tense (*This text describes, This text gives...*), adjectives describing personality (*honest, friendly...*).

INTRODUCING THE TOPIC:

Author(s): Aldine do Socorro Corrêa Cruz & Geani Vieira João Pereira

Before proposing the activities of this unit, start a conversation with the students about the theme (*Today we are going to talk about Internet*). Write INTERNET on the board as a title, and address the following questions to the class. Allow the students to answer in Portuguese if they have difficulty to express themselves in English. Convert their answers into English and write them on the board for visualization. The text of Activity 1 may help you in this conversation.

1. *Class, do you use the internet?*

2. *For what purposes? // Why do you use the internet?*

Write USES on the board, and list the students' answers next to this subtitle, in English.

3. *How can we communicate using the internet?*

Write TYPES OF INTERNET COMMUNICATION on the board, and list the students' answers next to this subtitle, in English.

4. *Which types of internet communication do you use?*

Insist that the answers are given in English considering the list built up on the board.

5. *In your opinion, what are the positive and negative points of the internet?*

List the answers on the board, in English, under the subtitles POSITIVE SIDE and NEGATIVE SIDE.

ANSWER KEY AND SUGGESTIONS:**1. Identifying incoherent information in a set of slides**

Author(s): Rosely P. Xavier

Skill(s): reading

Questions to check the students' answers:

a) Which information does **not** correspond to Slide 1? What's the meaning of this information in Portuguese? To which slide should they go?

b) Which information does **not** correspond to Slide 2? What's the meaning of this information in Portuguese? To which slide should they go?

c) Which information does **not** correspond to the positive side of internet? Where should this information go to?

d) Which information does **not** correspond to the negative side of internet? Where should this information go to?

Answer key:

Slide 1 - discussion forum; twitter (both should go to Slide 2)

Slide 2 - to do research; to buy products (both should go to Slide 1)

Slide 3 - **Positive side:** derogatory comments on people; phishing messages (both should go to the negative side). **Negative side:** You can find people; You can buy products from home; You can chat with friends (they should go to the positive side or to Slide 1).

2. Giving advantages and disadvantages of internet means of communication

Author(s): Aldine do Socorro Corrêa Cruz & Geani Vieira João Pereira

Skill(s): writing

Questions to check the students' answers: a) *What are the advantages of Youtube?*b) *And, what are its disadvantages?***Answer key:**

1. Youtube

Advantages: You can listen to music, watch videos, movies and interviews, and download movies and music.

Disadvantages: spread of virus

2. Skype

Advantages: You can chat with friends.// You can communicate with people.

Disadvantages: Pedophilia, fraud

3. eBay

Advantages: You can buy products from home, and check prices.

Disadvantages: Fraud

4. Blog

Advantages: You can communicate with people, and download information.

Disadvantages: Pedophilia

5. Facebook

Advantages: You can make friends, communicate with people, chat with friends, download information, and advertise.

Disadvantages: Fraud

3. Giving the purpose of two webpages

Author(s): Aline Boehs

Skill(s): writing

Answer key: Purpose of Webpage 1: To advertise jobs.
Purpose of Webpage 2: To make friends, to find a date.

4A. Surveying two personal ads

Author(s): Aldine do Socorro Corrêa Cruz & Geani Vieira João Pereira

Skill(s): reading

Question to check the students' answers: *Does number one refer to Text A, Text B or both?*

Answer key:

1. Both	5. Text B	9. Text B
2. Text A	6. Text A	10. Text A
3. Text B	7. Text B	11. Text B
4. Both	8. Text A	12. Both

4B. Making decisions and justifying

Author(s): Marília Galvão

Skill(s): writing

Answer key: Open answers.

5. Writing a personal ad for a dating site

Author(s): Grupo PIBID 2014-1

Skill(s): writing

Answer key: Open answers.

6A. Watching a dramatic reading to understand specific information

Author(s): Aldine do Socorro Corrêa Cruz & Geani Vieira João Pereira

Skill(s): listening

Resource: pibidinglesufsc.blogspot.com.br or www.t4tenglish.ufsc.br to have access to LIVRO T4T (Volume 1) - ÁUDIOS e VÍDEOS.

Before playing the video, read the information that follows the activity instructions, and check the meaning of the unfamiliar words/phrases (*'City where I live', what's the meaning of this phrase in Portuguese?*). This procedure is to make the students aware of the information they are expected to pay attention to while watching the video.

Answer key: **Name:** Javier
City where I live: Nova York
Origin: Latina
About me: feliz, amigo, solteiro, movido pela paixão
Looking for: garota que seja agradável/ legal
Characteristics: bem aparentada, a idade não é importante...
Contact: mandar uma foto por email

1. O perfil de outra pessoa (de um rapaz - Javier), porque ela não parece ser de origem latina e o vídeo é uma encenação.
2. Seu propósito é fazer uma leitura dramática/comovente de um anúncio pessoal.
3. Possíveis respostas: Tom dramático, indiferente, melancólico, assustado, irritado...

6B. Writing a personal ad for a dramatic reading
 Author(s): Aldine do Socorro Corrêa Cruz & Geani Vieira João Pereira
 Skill(s): writing

Answer key: Open answers

Activity correction: Collect the students' texts to be marked. In the following class, return them with your feedback. Establish some minutes for the pairs to rewrite their texts. Encourage the students to read them out for themselves, in low voice, and to circle the words they need help with pronunciation. Walk around the class to help them. Then introduce Activity 6C, and establish a date for the pairs to bring their video presentations. Make sure they have enough time for their work.

6C. Making a home video of a dramatic reading
 Author(s): Aldine do Socorro Corrêa Cruz & Geani Vieira João Pereira
 Skill(s): speaking

Answer key: Open performances

6D. Evaluating dramatic readings based on criteria
 Author(s): Aldine do Socorro Corrêa Cruz & Geani Vieira João Pereira
 Skill(s): listening

Before starting the video presentations, distribute Activity 6D and explain in English what the students are supposed to do. Check their comprehension (*Did you understand? Can you explain the activity in Portuguese, please?*). Confirm the students' correct explanation. Then ask for a group to play his video (*Which group is going to present first?*). Instruct the other students to pay attention and to complete their charts while watching the video (*Pay attention to the video to complete your charts, ok?*). Provide the students with a copy of the chart that appears in the activity, adding extra lines if there are more groups of students.

6E. Making a comment on the classmates' oral presentations
 Author(s): Grupo PIBID 2014-1
 Skill(s): writing and speaking

Answer key: Open answers

1. The slides below present some information about *Internet* in an organized way. But, by mistake, some pieces of information were misplaced. Underline the information that does not correspond to the correct slide.

SLIDE 1




INTERNET

DEFINITION: It is a network that connects millions of computers together globally.

PURPOSES:

- to communicate with people;
- to play games;
- twitter;
- to listen to music;
- to watch videos;
- discussion forum;
- to download movies and music;
- to check prices;
- to advertise (for personal or commercial purposes).


SLIDE 2



INTERNET MEANS OF COMMUNICATION
(IMC)






- chat;
- skype;
- to buy products;
- blog;
- facebook;
- to do research;
- e-mail;
- advertisement (ad).

SLIDE 3



POSITIVE SIDE	NEGATIVE SIDE
● You can make friends;	● Lack of privacy;
● Derogatory comments on people;	● Spread of virus;
● You can download information;	● You can buy products from home;
● You can listen to music;	● Pedophilia;
● You can watch movies and interviews;	● Pornographic websites;
● Phishing messages (e.g. fake notifications from banks and other organizations).	● You can find people;
	● Fraud (false information/ representation);
	● You can chat with friends.

2. Complete the chart in English with the advantages and disadvantages of some Internet Means of Communication (IMC). Use the information of the slides in Activity 1.

IMC	Advantages	Disadvantages
1 		
2 		
3 		
4 		
5 		

3. The internet gives us access to different webpages that are connected to other pages. Observe two webpages to write their purposes in English.

Purpose of Wepage 1:

Purpose of Wepage 2:

WEBPAGE 1

Arquivo Editar Exibir Histórico Favoritos Ferramentas Ajuda

Jobs Classified Ads

www.classifiedads.com/search.php?cid=15&rid=0&keywords=Secr Google

ClassifiedAds.com Log in Help Post an ad (free)

Jobs All Jobs Secretary Earth SEARCH

Secretary - Supereva.com Link patrocinado relacionado a: Secretary
www.supereva.com/Secretary Vagas Abertas Na Sua Área Secretary, Aplique Já!

Office Manager/ Secretary needed for busy mechanic shop
Open position for Secretary/ Manager at a busy tire shop located on the Northside. Duties include answering phones,

Secretary for law office
Law office in Linden, N.J. needs part time secretary. Good typing and telephone skills required. Must be well organized

F/T secretary
New-Way Electric is seeking a F/T secretary Position: Secretary Type: Full-time, Permanent Wages: CAD \$21.00/hour

secretary
looking for secretary with organizational skills, computer software skills, phone skills, quickbooks skills, and people

Part time secretary
Part time SECRETARY.WORD PROCESSING,QUICK BOOK,MANAGE OFFICE,CLERICAL SKILLS.

Bi-Lingual English/Spanish Legal Secretary
Personal injury attorney is looking for an experienced bi-lingual English/Spanish legal secretary. Must have at least 2

EXPERIENCED MEDICAL SECRETARY-LOWELL, MA
Position available for Medical Secretary with experience. Candidate must be detail oriented with knowledge of medical

Part Time Legal Secretary/Paralegal
Part time Legal Secretary/Paralegal position in a Springfield Law Firm. Experience required. 9a - 2p Monday -

Iniciar Internet OK 3 Microsoft ... Jobs Classifie... 13:54

<http://www.classifiedads.com/jobs-15.html>

WEBPAGE 2

Arquivo Editar Exibir Histórico Favoritos Ferramentas Ajuda

Free Personals & Online Dating - ...

www.lovelcity.com Google

Lovelcity.com 100% Free Online Dating!

THE WORLDS PREMIER INTERNET LOVE SITE

Member Home
Female Ads
Male Ads
Photos
Testimonials
Search
Join
Info
Help
Webmasters
Contact Us

Welcome!
We have thousands and thousands of personal ads from singles from all over the world!

View female [personal ads](#) free by clicking [here](#)
Or view [male personals](#) by clicking [here](#)

Email: Password: Login

Do online dating sites really work?
We have been serving the online dating

Serving online personals since 1996!
"Dear Lovelcity.com... You can let my membership

Iniciar Internet OK 3 Microsoft ... Free Personal... 13:50

www.lovelcity.com

4A. The texts A and B were taken from the websites indicated in the previous activity. Which text refers to the statements provided on the next page? Write Text A, Text B or Both in the gaps.

Text A

LOOK FOR AN ENTRY LEVEL SECURITY POSITION *willing to start at the bottom - Compensation: 8.00 hrly or more

Ad #14149204

Contact
Stacy

Phone
3475038665

City
Queens

Zip
11105

Created
April 17, 2012

Updated
April 23, 2012

Hello my name is Stavroula but you can call me Stacy. I am a 28 yr old female who has just recently been licenced by the state of New York I possess my 8hr & my 16 hr certification. I don't have any work experience this field though I do have some experience in customer service and basic office skills. I speak fluent Greek & have attended Interboro Institute in flushing majored in Security Management. Prefer a 9 to 5 corporate position vs security retail positions. But in todays economy & job market willing to settle for any position & any hrs excluding grave yard shift. If there is a company that is looking to hire. I would appreciate the oppertunity to grow, progress & utilize my skills. For additional information please contact me. Resume upon request.

Text B

Denise's Details:

Member: 8762374
 Gender: Female
 Age: 35
 Location: Knox Indiana US
 Orientation: Straight
 Height: 5 ft 6 in / 167 - 169 CM
 Body Type: Cuddly
 Hair Color: Brown
 Eye Color: Blue
 Seeking: Marriage
 Occupation: Direct Care Staff
 Ethnicity: Caucasian
 Smoking: I smoke daily
 Drinking: I drink occasionally
 Drugs: I do not use drugs
 Zodiac Sign: Leo

About Me:

I am honest, caring, trustworthy, and pretty. I love many different areas in life. I am a mother of two and love every minute of every challenge with them. I want to find not only a relationship but also a best friend in that special someone.

Who I Would Like To Meet:

I am not only looking for someone I can completely trust, but also someone I can love. I want romance and fun with that special someone and also someone to get through life's bumps together. Someone that will love my children as much as I do is also a must as they are very important to me and special. Looks, are not important as much as the inside is, of a person.

1. This text is a personal ad. _____
2. This text was taken from Website 1. _____
3. This text was taken from Website 2. _____
4. It was written by a woman. _____
5. It describes physical characteristics. _____
6. It describes professional skills. _____
7. It describes personality characteristics. _____
8. It gives academic information. _____
9. It is a person looking for a relationship. _____
10. It is a person looking for a job. _____
11. It informs the person's job. _____
12. It informs how old the person is. _____

4B. Based on the texts A and B, respond to the situations below. Answer in English.

Situation 1 - Suppose you are the manager of a supermarket and you want to hire someone for the night security job. Would you hire Stacy (Text A)? Justify your answer, giving her positive and negative points.

Situation 2 - Now, suppose you are a divorced man looking for a romantic relationship. Would you be interested in Denise (Text B)? Justify your answer.

5. Write your personal ad for a dating site using the profile information below. Use a fictitious name to preserve your identity, but be honest with your personal data and intention.

Name: _____

Gender: _____

Age: _____

Location: _____

Height: _____

Hair color: _____

Eye color: _____

Seeking: _____

Occupation: _____

About me:

Who I would like to meet:

6A. Watch a video and fill out the profile the girl describes. Then answer the questions in Portuguese.



<http://www.youtube.com/watch?v=uy8ndCAsHvk>

PROFILE

Name: _____

City where I live: _____

Origin: _____

About me: _____

Looking for: _____

Characteristics of the person I'd like to meet: _____

Contact: _____

1. A garota descreve o seu próprio perfil ou o perfil de outra pessoa? Justifique a sua resposta.

2. Qual é o propósito da garota ao fazer este vídeo?

3. Que tom ela usa para dar as informações?

() Tom romântico.

() Tom alegre.

() Tom dramático.

() Outros? Quais? _____

6B. Based on the transcript below, in pairs, write a text describing the profile of a person (a boy or a girl) for you to make a dramatic reading in the classroom.

Hello!

I'm Javier. I live in New York and I'm a happy person, friendly, single, passionate. I'm Latino. I'm looking for a girl who is fun, and you know what you get is what you want, and that's not with many pretext. So, who wants to know me?

So, if you like my pictures, you know what you have to do. The age is not important to me, but you have to look good! Send me an e-mail with pictures. No man please, and please don't ask me if I'm real! I'm real!

Thanks.

6C. At home, and in pairs, make a video of yourself reading the text you wrote for the previous activity. Use your cell phone or other equipment to film your presentation. Consider the following guidelines.

- Make a dramatic reading.
- Use a clear and loud voice.
- Have a good video image.

6D. Watch your classmates' videos and write **excellent**, **good**, **fair** or **needs work** for each aspect in the chart below.

GROUPS	ASPECTS		
	Dramatic tone	Clear and loud voice	Video image
1			
2			
3			

6E. Based on your evaluation, write a general comment in English about the groups' performances. Mention what the presentations were good at, and what the groups need to do to improve their performances in future presentations. At the end, share your comment with the whole class.

PREJUDICE



MAIN GOAL OF THIS UNIT: Raising students' awareness about different forms of prejudice and discrimination.

CONTENTS:

TEXTS FOR COMPREHENSION: leaflet, cartoons, conversation, story summary, song lyrics.

LANGUAGE PRODUCTION: giving titles, making a summary, responding to confirmation and comprehension checks, interviewing and comparing.

SALIENT FORMS: infinitive with *-ing* (excluding *a person, calling a person names...*), confirmation request (*Did s/he say or?*), asking for opinion (*What's your opinion about...?*), minimal pairs (*symphony / harmony*), pronunciation of plural nouns ending in voiced sound ([Z], [IZ]).

INTRODUCING THE TOPIC:

Author(s): Josiane Cristina dos Passos, Simone dos Santos & Rosely P. Xavier

Before proposing the activities of this unit, hang a picture of an aquarium on a visible spot. In this aquarium draw five red-colored fish of the same species and two green-colored fish, all having the same size (see picture below as an example).



Based on this picture, start a conversation with the students to familiarize themselves with the topic. Address the following questions to the class, and encourage them to answer in English (*In English please*). Allow answers in Portuguese when they require a long speech. The text of Activity 1 may help you in this conversation.

1. *Class, observe this picture for a moment. Are these fishes different or similar?*
 - a) *In what aspect are these fishes different?*
 - b) *And in what aspect are these fishes similar?*

2. *Imagine that the red fish acts superior and ignore the green fish. Would this be a positive or a negative attitude?*

3. *What is the name of this attitude?*

Write the correct answer on the board as a title (PREJUDICE).

4. *What is prejudice? Can you give me a definition of prejudice?*

Start making an outline on the board, writing the subtitle DEFINITION. Emphasize that *prejudice* is an attitude, a feeling, different from *discrimination*, which refers to an action, a behavior.

5. *What forms of prejudice are there? // Can you give some examples of prejudice?*

Write the subtitle EXAMPLES on the board and wait for the students' answers.

6. *Have you ever been a victim of prejudice? Can you describe the situation?*

Listen to the students' stories and make other questions to expand the conversation (*Where was this? In the school?*). Give feedback to the storyteller (*This is terrible! This is absurd! Ridiculous. Really?*).

7. *What attitudes are necessary to avoid prejudice?*

Write the subtitle ATTITUDES AGAINST PREJUDICE on the board and wait for the students' answers.

Ask if the students have any question or comment to make (*Do you have any comment about this topic?*).

ANSWER KEY AND SUGGESTIONS:

1. Giving titles to the content of a leaflet

Author(s): Rosely P. Xavier

Skill(s): reading and writing

Answer key: Possible answers:

(a) Definition of prejudice and discrimination// Difference between prejudice and discrimination

(b) Examples of prejudice// Forms of prejudice

(c) Actions against discrimination // How to respond to discrimination // Forms of how to deal with prejudice/ discrimination

(d) How to avoid discrimination // Attitudes against prejudice/ discrimination

2. Reading cartoons to identify discriminatory behaviors

Author(s): Rosely P. Xavier

Skill(s): reading

Before explaining the activity instructions, address the following questions to the class in order to start a conversation on cartoons.

1. *What kind of text is this? Is it an email? An article?*

Confirm the correct answer and write it on the board as a title (CARTOON)

2. Do you read cartoons?

3. Which cartoons do you read?

Give feedback: *Really? I love this cartoon. // I read this cartoon too. // I don't know this cartoon. What's the name of the cartoonist?*

4. What is the purpose of a cartoon?

Write PURPOSE on the board as a subtitle, and wait for the students' answers. Convert them into English and write them beside the subtitle (**Possible answers:** to make people laugh at a situation; to ridicule a situation; to criticize a situation).

5. Where are cartoons published? Are they published in books? In dictionaries? (**Possible answers:** In magazines, in newspapers, on the internet).

Answer key: 1. (e) 3. (f) 5. (-) 7. (d)
2. (-) 4. (c) 6. (a) 8. (b)

3. Comparing two cartoons
Author(s): Nicole F. Martins
Skill(s): reading

Answer key:

1. Cartoon A: Ingresso na faculdade / Cartoon B: Salário
2. Cartoon A: Student and principal (or teacher) / Cartoon B: Employee and boss
3. Cartoon A: Principal's or teacher's office / Cartoon B: Boss' office, work place
4. Cartoon A: Principal or teacher / Cartoon B: Boss
5. Cartoon A: He is from the North. / Cartoon B: She is not a man. // She is a woman.
6. Cartoon A: Prejudice against the place of origin / Cartoon B: Prejudice against gender

4A. Sequencing the events of a movie scene
Author(s): Rosely P. Xavier
Skill(s): reading

Resource: pibidinglesufsc.blogspot.com.br or www.t4tenglish.ufsc.br to have access to LIVRO T4T (Volume 1) - ÁUDIOS e VÍDEOS.

Questions to check the students' answers: Reproduce the sequence of letters on the board and ask the class to give the letter that corresponds to the first event, and so on (*Which letter corresponds to the first event? Now, which letter corresponds to the second event? What is the next event?*).

Answer key: (7) a. (10) d. (2) g. (3) j.
(9) b. (4) e. (6) h. (8) k.
(1) c. (5) f. (11) i.

After the activity correction, check the students' comprehension of the movie scene, addressing the following questions to the class:

1. Why is Billy's father furious?
2. What's the father's opinion about his son doing ballet?

3. Who is the woman that participates in the conversation?
4. Is she in favor or against Billy?
5. Does the argument/discussion between Billy and his father end up in a consensus?
6. What form of prejudice is shown/illustrated in the scene?
7. What's your opinion about boys doing ballet?

4B. Making a summary of a movie scene from given information

Author(s): Rosely P. Xavier

Skill(s): writing

Answer key: Possible answer: **At the beginning of the scene**, Billy is having a ballet class. His father sees him and gets furious. **They** leave the ballet salon **and go home**. At home, **they** start to argue. At the beginning, Billy does not understand why his father is against ballet classes. **His** father explains that ballet is for girls, not for lads, **but** Billy defends his point of view. **He** mentions the name of a famous ballet dancer, Wayne Sleep, **but his father** ends up forbidding Billy from doing ballet. At the end **of the scene**, Billy is dancing at the Royal Opera House in London, **and his** father gets proud of him.

4C. Responding to confirmation and comprehension requests

Author(s): Rosely P. Xavier

Skill(s): listening, writing and speaking

Resource: pibidinglesufsc.blogspot.com.br or www.t4tenglish.ufsc.br to have access to LIVRO T4T (Volume 1) - ÁUDIOS e VÍDEOS.

Answer key: Billy: It's perfectly normal.
 Nanna: I used to go to ballet.
 Billy: What are you trying to say, Dad?
 Billy: He was a ballet dancer.
 Billy: I hate you.

In order to check the students' answers, play the video again and make a stop after the target speech. Then address the question in the balloon (*What did Billy say? Did he say...?*). Check the students' comprehension of the correct answers (*What's the meaning of this speech in Portuguese?*), and exploit the differences between the alternatives (e.g. "I used to go to ballet" vs "I liked to go to ballet").

4D. Interviewing a classmate to compare opinions

Author(s): Ana Maria Noronha & Ana Claudia Comin

Skill(s): speaking and writing

Answer key: Open answers

5A. Identifying incoherent information in a story summary

Author(s): Rosely P. Xavier

Skill(s): listening and reading

Resource: pibidinglesufsc.blogspot.com.br or www.t4tenglish.ufsc.br to have access to LIVRO T4T (Volume 1) - ÁUDIOS e VÍDEOS.

Answer key: Line 1. blue star - green star
 Line 4. He opens a store for the Sneetches without a star.
 Line 5-6. five dollars - three dollars
 Line 7. They decide to destroy the machine.
 Line 8. to put new stars on their bellies.
 Line 8-9. nine dollars - ten dollars
 Line 10. McBean opens a bank account.
 Line 13. a poor man - a rich man
 Line 13. The Sneetches cry.
 Line 15. enemies - friends

5B. Contrasting [Z] and [IZ] sounds in plural endings

Author(s): Rosely P. Xavier

Skill(s): listening

Resource: pibidinglesufsc.blogspot.com.br or www.t4tenglish.ufsc.br to have access to LIVRO T4T (Volume 1) - ÁUDIOS e VÍDEOS.

Question to check the students' answers: *How do you pronounce the word in letter (a)?* After your corrective feedback to letters (f) and (h), ask the students how the words “these” and “please” are pronounced.

Answer key:

a) Sneetches [IZ]	e) dollars [Z]	i) tomatoes [Z]	m) gases [IZ]
b) stars [Z]	f) these sounds [Z]	j) kisses [IZ]	n) cities [IZ]
c) beaches [IZ]	g) friends [Z]	k) heroes [Z]	o) cars [Z]
d) bellies [IZ]	h) Two eggs, please [Z]	l) enemies [IZ]	p) boxes [IZ]

6A. Listening to a song to identify and correct transcript mistakes

Author(s): Rosely P. Xavier

Skill(s): listening

Resource: pibidinglesufsc.blogspot.com.br or www.t4tenglish.ufsc.br to have access to LIVRO T4T (Volume 1) - ÁUDIOS e VÍDEOS.

Answer key: symphony – harmony (Line 1)
seabord – keyboard (Line 2)
give – live (Line 6)
live – give (Line 7)
dive – survive (Line 8)
arrive – alive (Line 9)
symphony – harmony (Line 10)

6B. Reading song lyrics to understand specific information and to make inferences
Author(s): Simone dos Santos, Josiane Cristina dos Passos & Giulia de Farias Favaro Leal
Skill(s): reading

Answer key:

- a) The Beatles
- b) Ébano e marfim. O autor os escolheu para caracterizar que negros e brancos podem conviver em harmonia.
- c) Ao racismo.
- d) Ele não se conforma com o fato de não vivermos em harmonia, sem preconceitos.
- e) We all know that people are the same wherever we go. (Line 4)
- f) There is good and bad in everyone. (Line 5)

7. Expressing your learning about the topic
Author(s): Ana Maria Noronha & Ana Claudia Comin
Skill(s): writing

Before introducing the activity, address the following questions to the class to make the students reflect upon the theme and to prepare themselves about what they are going to write.

1. *Was it relevant for you to study the topic Prejudice?*
2. *Do you think something changed in your mind/opinion after having studied this unit? What have changed?*

1. Prejudice is a serious problem. Because of this, the leaflet below was designed to help people to understand the problem. But the leaflet is incomplete. The titles were removed. In pairs, give an appropriate title in English for each piece of information.

PREJUDICE

(a)

Prejudice is usually a negative attitude towards an individual or a group of people. Discrimination is the behavior or actions, usually negative, towards an individual or a group of people.

(b)

Prejudice against:

- black / white people (racism)
- homosexuals
- people with different pronunciation
- illiterate people
- fat people
- people's appearance
- people with AIDS
- people's place of origin



(c)

- React calmly and tell the person to stop.
- Report the incident to the school principal/ father/ mother/ police.



(d)

- Respect
- Consideration
- Politeness
- Tolerance
- Solidarity



2. The cartoons below show different forms of discrimination. Associate them to the descriptions provided on the next page. Some descriptions have no corresponding cartoon.

A



B



Adapted from: http://www.cartoonstock.com/newscartoons/cartoonists/cgo/lowres/entertainment-club-clubbing-night_club-nightclubs-clubber-cgon1211.jpg

<http://0.tqn.com/d/middleeast/1/0/M/9/-/-/muhammad5.jpg>

C



http://www.sharenator.com/Go_back_to_Um_nevermind/

D



<http://justabahai.wordpress.com/2010/10/30/a-conversation/>

E



F



http://www.cartoonstock.com/newcartoons/cartoonists/mfl/lowres/social-issues-interview-job_interview-new-job-job-interviewer-mfln750l.jpg

DESCRIPTIONS:

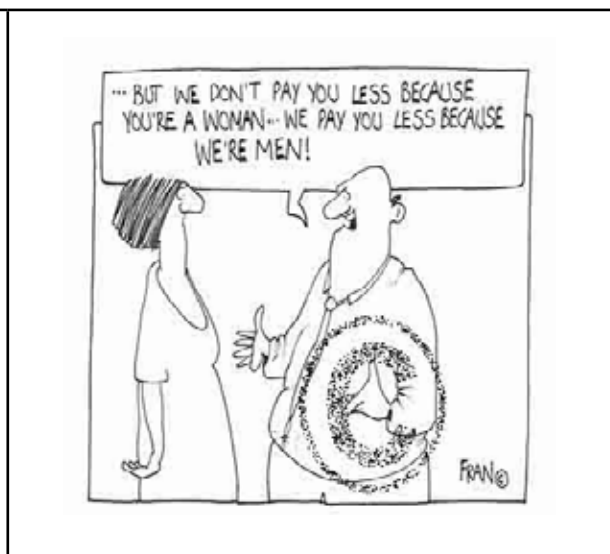
- () 1. Making fun of a person because of her appearance.
- () 2. Calling a person names because he wears glasses.
- () 3. Excluding a person because of her gender.
- () 4. Prohibiting people from entering a country because of their place of origin.
- () 5. Calling a person names because of her race or color.
- () 6. Forbidding a person to enter a public place because he is part of a specific group.
- () 7. Excluding a person because of her sexual orientation.
- () 8. Making fun of people because of their beliefs.

3. Compare the cartoons A and B. Answer in English.

(A)



(B)



1. Topic of *Cartoon A*:
- () Ingresso na faculdade
 - () Suspensão das aulas
 - () Oferta de emprego

- Topic of *Cartoon B*:
- () Namoro
 - () Hora-extra
 - () Salário

2. People in *Cartoon A*: _____
 People in *Cartoon B*: _____
3. Probable place where the people are in *Cartoon A*: _____
 in *Cartoon B*: _____
4. Person with power in *Cartoon A*: _____
 in *Cartoon B*: _____
5. The boy's problem according to the man in *Cartoon A*: _____

 The woman's problem according to the man in *Cartoon B*: _____

6. Form of prejudice in *Cartoon A*: _____
 in *Cartoon B*: _____

4A. Watch a scene of the film *Billy Elliot* and give the correct sequence of the events. Use numbers for your sequence.



- () a. Billy defends his point of view.
- () b. Billy's father ends up forbidding Billy from doing ballet.
- () c. Billy is having a ballet class.
- () d. At the end, Billy is dancing at the Royal Opera House in London.
- () e. At home, Billy and his father start to argue.
- () f. At the beginning, Billy does not understand why his father is against ballet.
- () g. His father sees him and gets furious.
- () h. Billy's father explains that ballet is for girls, not for lads.
- () i. Billy's father gets proud of him.
- () j. Billy and his father leave the ballet salon.
- () k. Billy mentions the name of a famous ballet dancer, Wayne Sleep.

4B. Suppose you have to tell a friend the scene you have watched. Make a summary in English using the information you sequenced in the previous activity. Avoid the repetition of words, join sentences, and add new vocabulary to make your summary fluent.

A summary is a short explanation of a film, a scene, a book, etc.

4C. Watch the same scene of the film, and help the boy in the pictures below to finish the film transcription. Answer his questions in English.

Teacher: One, two three pas de bourree. And one, two, three and detour. And one, two, three pas de bouree. And one, two, three pas de bouree. And one, two, three pas de bouree.

Father: You, out! Now!

Teacher: I beg your pardon?

Billy: Please, miss ... no.

Teacher: Alright. Which way do we face? Come on! And one, two, three pas de bouree. And one, ...

Father: Ballet?

Billy: What's wrong with ballet?

Father: What's wrong with ballet?

Billy: _____



What did Billy say?

Father: Perfectly normal?

Nanna: _____



Did she say "I used to go to ballet" or "I liked to go to ballet"?

Billy: See?

Father: Aye, for your nanna. For girls, not for lads, Billy. Lads do football or ... boxing or ... wrestling. Not playing ballet.

Billy: What lads do wrestling?

Father: Don't start.

Billy: I don't see what's wrong with it.

Father: You know perfectly well what's wrong with it.

Billy: No, I don't.

Father: Yes, you do.

Billy: No, I don't.

Father: Yes, you bloody well do. Who do you think I am? You know quite nicely.

Billy: What? _____



Did he say "What are you trying to pay, Dad"?

Father: You are asking for a hiding, son.

Billy: No, I'm not, honest.

Father: You are, Billy. Ballet?

Billy: It's not just poofs, Dad. Ballet dancers are as fit as athletes. What about that Wayne Sleep?



What did Billy say?

“He was a famous dancer” or “He was a ballet dancer”?

Father: Wayne Sleep?

Billy: Aye.

Father: Listen, son, from now on you can forget about the fucking ballet. You can forget about the fucking boxing as well. I'm busting my as for those 50 pences and you ... From now on you just stay here taking care of your nanna. Got it? Good.

Nanna: They used to say that I could have been a professional dancer if I had the training.

Father: Would you shut up!

Billy: You are a bastard!



What did Billy say?

4D. Interview a classmate using the questions below. Check (✓) his/her answers. At the end, write a text in English comparing your classmate's opinion with yours, and report it to the class.

1. What's your opinion about boys doing ballet classes?

- () It's normal for me. () It's strange, but it's ok for me.
 () It's not normal for me. () It's quite strange for me.

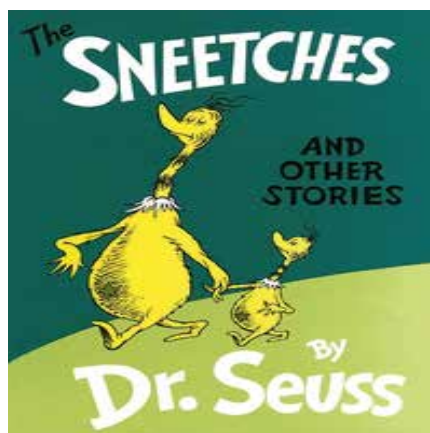
2. What's your opinion about a girl working as a mechanic?

- () It's normal for me. () It's strange, but it's ok for me.
 () It's not normal for me. () It's quite strange for me.

3. What's your opinion about a girl kissing another girl or a boy kissing another boy on the lips?

- () It's normal for me. () It's strange, but it's ok for me.
 () It's not normal for me. () It's quite strange for me.

5A. Watch a video about *The Sneetches*, a group of yellow birds. Then read the text below and underline the information that does not correspond to the story.



<http://encyclopedia.thefreedictionary.com/sneetch>

1 The story shows two groups of Sneetches, one with a blue star on their bellies
 2 and another group without stars. The absence of a star is the basis for
 3 discrimination. A man named McBean appears, driving a cart of strange
 4 machines. He opens a store for the Sneetches without a star. He offers the
 5 Sneetches without stars a chance to go through his 'Star-On machine', for five
 6 dollars. The treatment is instantly popular, but this upsets the original star-
 7 bellied Sneetches. They decide to destroy the machine. Then McBean offers
 8 them his 'Star-Off machine' to put new stars on their bellies, costing nine
 9 dollars. The Sneetches with original stars happily pay the money to have them
 10 removed in order to remain special. McBean opens a bank account. He allows
 11 the recently starred Sneetches to have their stars removed too. The
 12 Sneetches run from one machine to the next until they have no money, and
 13 McBean departs a poor man. The Sneetches cry. They learn from this
 14 experience that neither plain-belly nor star-belly Sneetches is superior, and
 15 they can get along and become enemies.

5B. In the Sneetches story the ending of some words are pronounced with [Z] or [ɪz]. Watch the video again and identify the correct sound for the words below. Some words are not given in the video, but you can infer their pronunciation.

- | | | | |
|----------------------|----------------------------|---------------------|-------------------|
| a) Sneetch <u>es</u> | e) dollar <u>s</u> | i) tomato <u>es</u> | m) gas <u>es</u> |
| b) star <u>s</u> | f) these sound <u>s</u> | j) kiss <u>es</u> | n) cit <u>ies</u> |
| c) beach <u>es</u> | g) friend <u>s</u> | k) hero <u>es</u> | o) car <u>s</u> |
| d) bell <u>ies</u> | h) two egg <u>s</u> please | l) enem <u>ies</u> | p) box <u>es</u> |

6A. Someone has submitted the song lyrics below to the site <http://www.azlyrics.com/>. Suppose you work for this site and need to correct any mistake in the lyrics before posting them. Listen to the song, underline the mistakes and correct them.

Ebony and Ivory

(Paul McCartney)

Ebony and Ivory live together in perfect symphony
Side by side on my piano seaboard
Oh Lord, why don't we...?
We all know that people are the same where ever we go.
There is good and bad in everyone.
We learn to give
We learn to live each other.
What we need to dive.
Together arrive.
Ebony, Ivory, living in perfect symphony

6B. Now answer the questions in Portuguese according to the song lyrics.

a) Paul McCartney, autor desta música, pertenceu a um grupo que, nos anos 60, lutava pela liberdade de expressão e contra o preconceito. Que banda era esta?

() Rolling Stones

() Pink Floyd

() The Police

() Queen

() The Beatles

() The Doors

b) Dois materiais são mencionados na letra da música, os quais são utilizados na construção do teclado de um piano. Que materiais são esses e por que você acha que o autor os escolheu para esta música?

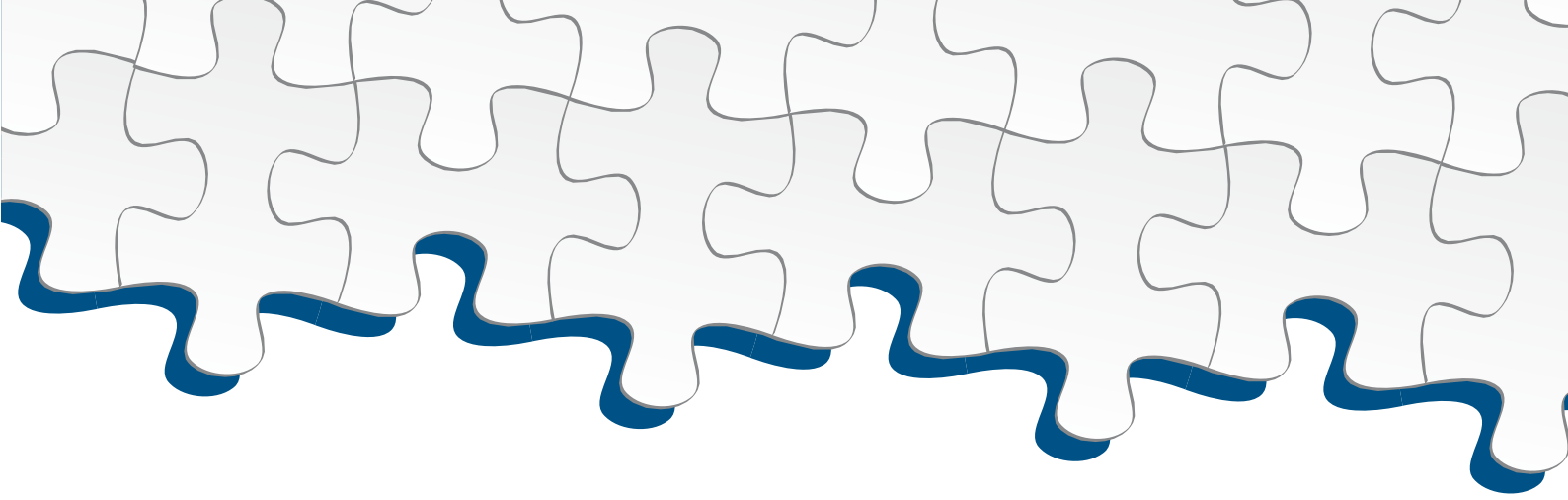
c) A que tipo de preconceito a letra da música faz alusão?

d) Por que razão o autor da música diz: *Oh Lord, why don't we...?* Com o que ele não se conforma?

e) O autor afirma que todos nós somos iguais. Que fala ilustra esta afirmação?

f) O autor também afirma que todos nós temos coisas em comum. Que fala ilustra esta afirmação?

7. After having studied this unit, write in English what you have learned about the topic *prejudice*.



RELATIONSHIP



MAIN GOAL OF THIS UNIT: Reflecting on behaviors and actions in personal relationships.

CONTENTS:

TEXTS FOR COMPREHENSION: conversation, video transcription, cartoons, opinions, list of dos and don'ts, chat conversation, personal profiles.

LANGUAGE PRODUCTION: formulating a dialogue, making a summary, giving and justifying an opinion, making a list of *dos* and *don'ts*, making a personal profile for an online dating site, justifying decisions.

SALIENT FORMS: infinitive verbs ending in *-ing* (*Having an open mind, Not yelling...*), modal verbs: *should, should not, and would*, imperative verbs (*Never reveal..., Do not include...*).

INTRODUCING THE TOPIC:

Author(s): Larissa Pena, Marina B. Martinez & Rosely P. Xavier

Before proposing the activities of this unit, start a conversation with the students about the theme (*Today, we're going to talk about relationship*). Write RELATIONSHIP on the board as a title and make sure the students understand it (*What's the meaning of 'relationship' in Portuguese?*). If necessary, negotiate its meaning through definition and examples (*A relationship is a connection between people. For example, boyfriend and girlfriend relationship, relationship between friends, family relationship. So, what's the meaning of 'relationship' in Portuguese?*). Confirm the correct answer (*That's right! Relacionamento!*). Then address the following questions to the class. The content of Activity 1A may help you in this conversation.

1. *Class, what topics do you discuss with your family?*

Insist that the answers are given in English or, if necessary, convert the students' answers into English. List them on the board under the title TOPICS OF DISCUSSION.

2. *Do you discuss these topics with your friends too? What other topics do you discuss with your friends?*

Add new topics to the list.

3. *What topics do you discuss with your boy/girlfriend?*

4. *When you discuss these topics with your family and friends, do you accept the other person's opinion?*

5. *Do you respect the other person's opinion?*

6. *What is your attitude in a discussion/ in an argument? Do you listen more than you speak or do you speak more than you listen?*

7. *In your opinion, what are the appropriate attitudes in order to have a good relationship with someone?*

List the students' answers on the board, in English, under the title APPROPRIATE ATTITUDES.

ANSWER KEY AND SUGGESTIONS:

1A. Watching a video scene to identify the attitudes of a couple in an argument

Author(s): Larissa Pena, Marina B. Martinez & Rosely P. Xavier

Skill(s): listening and reading

Resource: pibidinglesufsc.blogspot.com.br or www.t4tenglish.ufsc.br to have access to LIVRO T4T (Volume 1) - ÁUDIOS e VÍDEOS.

Before playing the video, read the appropriate and inappropriate attitudes for the students to have an idea of the information they will have to pay attention to.

Answer key: Possible answers: Disrespecting the other's opinion, Not listening to the other person, Yelling, Interrupting when someone is talking, Being negative, Accusing each other, Speaking more than listening, Acting aggressively, Insulting, Apologizing, and Admitting you are wrong.

1B. Interpreting a video scene

Author(s): Larissa Pena, Marina B. Martinez & Rosely P. Xavier

Skill(s): listening and writing

Resource: pibidinglesufsc.blogspot.com.br or www.t4tenglish.ufsc.br to have access to LIVRO T4T (Volume 1) - ÁUDIOS e VÍDEOS.

Answer key:

1. There is no topic.
2. There is no apparent reason for their argument.
3. Possible answers: To show that people sometimes have an argument for no reason. To show, in a humorous way, that boyfriends and girlfriends argue for just nothing, for no specific or important reason.

1C. Reading a video transcript to identify speeches that manifest communicative functions

Author(s): Larissa Pena, Marina B. Martinez & Rosely P. Xavier

Skill(s): reading

- | | | |
|--------------------|------------|-------------------------|
| Answer key: | a) line 1 | h) line 29 |
| | b) line 6 | i) line 30 |
| | c) line 2 | j) line 31 |
| | d) line 5 | k) lines 35 to 40 |
| | e) line 20 | l) lines 63, 64 |
| | f) line 27 | m) lines 57, 58 |
| | g) line 21 | n) lines 55, 56, 61, 62 |

1D. Writing a dialogue to be dramatized

Author(s): Larissa Pena, Marina B. Martinez & Rosely P. Xavier

Skill(s): writing and speaking

Collect the students' dialogues for correction, and return them the following class with your feedback. Get the pairs together so that they can practice their speeches before filming their dialogues at home. Establish a date for the pairs to present their dialogues in the classroom. On this day, inform that the students are going to watch their classmates' dramatizations and fill in a chart in Portuguese or in English (see it below). The purpose of this chart is to make the students collect information while watching their classmates' presentations. After each presentation, address the following questions to the class to elicit their answers to the table.

1. *Does the dialogue present an argument?*
2. *What is the topic of the argument?*
3. *What inappropriate attitudes have you observed in this video?*
4. *Is there any inappropriate attitude you have observed?*

Pairs	Topic	Appropriate attitudes	Inappropriate attitudes
1			
2			
3			
etc.			

Answer key: Open answers

2. Reading a cartoon to understand specific information and to make inferences

Author(s): Juliana Mattos dos Santos & Kátia Eliane Muck

Skill(s): reading

During or after the activity correction, explain that Valentine's Day is not exactly the same as *dia dos namorados*. On this day people give gifts to whom they love – a close friend, mom, dad, boy/girlfriend. It is celebrated on different dates around the world. In the USA, for instance, it is on February 14, while in Brazil it is on June 12. In some countries Valentine's Day is a holiday.

Answer key:

1. São provavelmente namorados, por causa da resposta dada pela Liz ao telefone (ela gostaria de tê-lo como presente.)// Por causa da pergunta do rapaz sobre o que a Liz quer ganhar no Dia dos Namorados (*Valentine's Day*).
2. Que presente ela quer/ gostaria de ganhar no dia dos namorados.
3. Possíveis respostas: A reação é de surpresa, alegria, contentamento.
4. Que ela o quer como presente. // Que ela gostaria que o presente fosse ele.
5. Possíveis respostas: É mesmo? // Verdade?// Jura? // É sério?
6. Por causa da reação do Garfield. Ele sempre prefere lasanha.

3A. Watching a phone conversation video to make inferences

Author(s): Rosely P. Xavier

Skill(s): listening and writing

Resource: pibidinglesufsc.blogspot.com.br or www.t4tenglish.ufsc.br to have access to LIVRO T4T (Volume 1) - ÁUDIOS e VÍDEOS.

Answer key:

- a) Boyfriend and girlfriend or just friends.
- b) Possible answers: They are planning to go out for dinner. // They are arranging a date.

3B. Predicting speeches in a phone conversation

Author(s): Rosely P. Xavier

Skill(s): reading and writing

Resource: pibidinglesufsc.blogspot.com.br or www.t4tenglish.ufsc.br to have access to LIVRO T4T (Volume 1) - ÁUDIOS e VÍDEOS.

Answer key: Possíveis respostas

Lindsay: Hi, Alan. This is Lindsay.

Lindsay: Am I interrupting?

Lindsay: Would you like to go out for dinner tonight?

Lindsay: What about San Sebastian restaurant?

Lindsay: Is 8 o'clock good for you?

4A. Reading a cartoon to understand specific information and to summarize the story

Author(s): Kátia Eliane Muck; Juliana Mattos dos Santos & Rosely P. Xavier

Skill(s): reading and writing

Before starting the activity, address the following questions to the class in order to survey the cartoon.

1. *What kind of text is this?*
2. *How do you say 'história em quadrinhos' in English?* (Ok, cartoon [in British English] or comic strip [in American English]).
3. *Do you read cartoons? What cartoons do you read?*
4. *Who are the characters of this cartoon?*
Convert the students's answers into English and write them on the board so the students can visualize them (Ok, 'o coelho' – the rabbit, and 'o porco-espinho' – the porcupine).
5. *What are the rabbit and the porcupine doing in the cartoon?*
6. *What are they talking about? // What is the topic of their conversation?*
7. *Which word indicates that?*

Answer key:

(x) O coelho vai ter um encontro hoje a noite.

(x) O coelho se sente desconfortável com relação ao compromisso de hoje a noite.

(x) O coelho vai pedir que a namorada pague o jantar.

(x) O porco-espinho comenta que ele detesta encontros.

Summary in English: open answers

After the activity correction, address the following questions to the class to start a discussion on who should pay on a first date, the boy or the girl.

1. *In your opinion, who should pay on a first date, the boy or the girl?*
2. *What are the possibilities?*

Insist that the answers are given in English. List them on the board. For example:

- The boy should pay.
- The girl should pay.
- Both should pay their own costs: the boy should pay his costs and the girl should pay her costs.
- Both should split the bill.

3. *Which one is the best option in your opinion?*

4B. Reading opinions to associate with their ideas

Author(s): Rosely P. Xavier

Skill(s): reading

Answer key: 1. Leah. 4. Amy 7. Matt
 2. Amy 5. Aaron, Joan
 3. --- 6. ---

4C. Watching a video to understand specific information

Author(s): Rosely P. Xavier

Skill(s): listening and writing

Resource: pibidinglesufsc.blogspot.com.br or www.t4tenglish.ufsc.br to have access to LIVRO T4T (Volume 1) - ÁUDIOS e VÍDEOS.

Answer key: Whoever invites should pay.

After the activity correction, ask the class which authors from the previous activity share the same opinion as the guy's (*Which authors from activity 4B share the same opinion as this guy's?*).

4D. Giving an opinion about who should pay on a first date

Author(s): Rosely P. Xavier

Skill(s): writing and speaking

Answer key: Open answers

5A. Making a list of dos and don'ts about online dating from given information

Author(s): Rosely P. Xavier

Skill(s): writing

Answer key: Open answers

5B. Reading a chat conversation to identify specific information

Author(s): Gabriela Cristina Correia, Kátia Eliane Muck & Patricia Kozima da Silva

Skill(s): reading

Answer key: (x) The location of her house. (x) The school she studies.
(x) The city she lives.

5C. Identifying and justifying unsafe information in a list of items

Author(s): Grupo PIBID 2014-2

Skill(s): reading

Answer key: Possible answers: **Telephone number**, because it's too personal and the other person might use it to harm you. **Complete name**, because there is no need for it, you should preserve yourself. **The location of your house** and **the school you study**, because it may fall in wrong hands and cause you trouble if the other person is a stalker or a criminal.

6A. Comparing online profiles to understand specific information

Author(s): Felipe Frazão Gevieski, Narjane Roberta Kist, Geani Vieira João Pereira & Rosely P. Xavier

Skill(s): reading

Answer key:

	Profile 1	Profile 2
1. Fictitious name	runner1010	Kate_70
2. Sex	masculino	feminino
3. Country of origin	Canadá	Inglaterra
4. Physical characteristics	branco, atlético e sarado, 1,85 m de altura	morena, olhos azuis e em forma
5. Physical activities	corrida, levantamento de peso, tae kwon do e yoga	ciclismo, yoga e dança
6. Personal description	senso de humor, alegre, tranquilo	senso de humor, honesta, atenciosa e sincera
7. Personal likes	gosta de ler, discutir atualidades, adora animais (cachorros)	cinema, TV, bares, música popular
8. Characteristics of the person they are looking for	pessoa ativa, com objetivos e bem-humorada	carinhoso/afetuoso, bem aparentado, solteiro, disponível para relacionamento amoroso
9. What they have in common	senso de humor, falam inglês, estão em forma, gostam de yoga	
10. What they differ from	Eles são de diferentes países. Ele adora animais e ela não gosta.	

6B. Justifying (in)compatibilities

Author(s): Felipe Frazão Gevieski, Narjane Roberta Kist, Geani Vieira João Pereira & Rosely P. Xavier

Skill(s): writing

Answer key: Possible answers: (a) I don't think so. He loves animals, but she does not. Also, they are from different countries. (b) Yes, I think they match, because they say they have a good sense of humor. They also speak the same language.

6C. Creating a profile

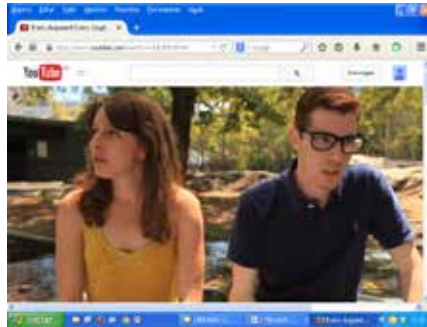
Author(s): Geani Vieira João Pereira & Rosely P. Xavier

Skill(s): writing

Answer key: Open answers

Collect the students' profiles and hang them on the classroom walls so each student can find a possible match for him/her. Number each profile, and after the students have chosen a possible pair, ask them to report their matching (*João, which number does your profile match with?*). Ask for a justification in English (*Why does profile 3 match with yours?*). Make sure the students have used a fictitious name in their profiles. At the end, they should reveal their real names.

1A. Watch a video of a couple having an argument. Then underline THE ATTITUDES (appropriate and / or inappropriate) they are showing.



<https://www.youtube.com/watch?v=3LBUMRYP044>

APPROPRIATE ATTITUDES

- Having an open mind.
- Maintaining your temper.
- Respecting / Accepting the other's opinion.
- Listening carefully to the other person.
- Not yelling.
- Being positive.
- Apologizing.
- Listening more than speaking.
- Admitting you are wrong.

INAPPROPRIATE ATTITUDES

- Disrespecting the other's opinion.
- Not listening to the other person.
- Yelling.
- Interrupting when someone is talking.
- Being negative.
- Accusing each other.
- Speaking more than listening.
- Acting aggressively.
- Insulting.
- Telling lies about the person.

1B. Now watch the video again and write in English what you have understood.

1. The topic of the argument: _____
2. Reason why the couple is arguing: _____
3. The purpose of the video: _____

1C. In pairs, identify in the video transcript the lines of the text that express the information below.

- | | |
|---|---------------|
| a) O rapaz acusa a garota. | Line(s) _____ |
| b) A garota pede/ implora que o rapaz a ouça. | Line(s) _____ |
| c) No início, a garota afirma que "tudo é culpa dela". | Line(s) _____ |
| d) O rapaz pede um pouco de espaço. | Line(s) _____ |
| e) A garota xinga o rapaz. | Line(s) _____ |
| f) O rapaz pergunta se a discussão deles é uma briga. | Line(s) _____ |
| g) O rapaz questiona sobre o que exatamente eles estão falando. | Line(s) _____ |
| h) O rapaz questiona sobre o que exatamente eles estão brigando. | Line(s) _____ |
| i) A garota lamenta não ter ouvido os conselhos da família. | Line(s) _____ |
| j) O rapaz questiona a relação entre os conselhos da família e a discussão. | Line(s) _____ |
| k) O rapaz e a garota se acusam mutuamente, dizendo que o outro é quem está errado. | Line(s) _____ |
| l) O rapaz e a garota se elogiam. | Line(s) _____ |
| m) O rapaz e a garota pedem desculpas. | Line(s) _____ |
| n) O rapaz e a garota declaram o seu amor. | Line(s) _____ |

VIDEO TRANSCRIPT

1. **Boy:** You always do this, you know? You always do this.
2. **Girl:** Oh right, I forgot. Everything is my fault.
3. **Boy:** I didn't say it. You said it. I didn't say.
4. **Girl:** Oh, you think you are so much smarter than me.
5. **Boy:** I just need space, just give me some space.
6. **Girl:** Listen to me. For once in your life, just listen. Please.
7. **Boy:** You're doing it again. You're doing it right now.
8. **Girl:** What, what am I doing?
9. **Boy:** You're doing it right now.
10. **Girl:** What?
11. **Boy:** What?
12. **Girl:** What?
13. **Boy:** What?
14. **Girl:** What?
15. **Boy:** What?
16. **Girl:** Aw, this is just like you.
17. **Boy:** Oh, here we go!
18. **Girl:** God, I am right here, you know? I am right here.
19. **Boy:** You know what, this is great. This is real great.
20. **Girl:** You're a jerk, you know that? You're just a real asshole!
21. **Boy:** What are you talking about?
22. **Girl:** What are you talking about?
23. **Boy:** You don't even know.
24. **Girl:** It's always about you.
25. **Boy:** I'm aware.
26. **Girl:** My mother was right about you.
27. **Boy:** Is this a fight?
28. **Girl:** We are in a fight. We are fighting.
29. **Boy:** What are we even fighting about?
30. **Girl:** I should have listened to my sister.
31. **Boy:** What's the point?
32. **Girl:** I cannot stand when you do this.
33. **Boy:** When I do what?
34. **Girl:** When you do everything.
35. **Boy:** You know what? You're wrong.
36. **Girl:** You're wrong.
37. **Boy:** No, you're wrong.
38. **Girl:** No, you're wrong.
39. **Boy & Girl:** you're wrong, you're wrong, you're wrong, you're wrong, you're wrong, you're always wrong. I'm always right.
- 40.
41. **Girl:** You think you're so smart.
42. **Boy:** You said that already.
43. **Girl:** What?
44. **Boy:** You just said that.
45. **Girl:** What?
46. **Boy:** What?
47. **Girl:** What?
48. **Boy:** What?
49. **Girl:** Oh my God, just stop. You're embarrassing yourself.
50. **Boy:** Don't even get me started.
51. **Girl:** Ok, you know what? I won't. Because I am done with this and I am done with you.
- 52.
53. **Boy:** I hate your guts.
54. **Girl:** I hate your guts.
55. **Boy:** I love you.
56. **Girl:** I love you too.
57. **Boy:** I'm sorry.
58. **Girl:** I am also sorry. Give me a hug.
59. **Boy:** Ok.
60. **Girl:** Let's never fight again, ok?
61. **Boy:** Ok. I love you so much.
62. **Girl:** I love you too.
63. **Boy:** You're the best.
64. **Girl:** I think you're the most handsome man in the whole world.

1D. In pairs, write in English a dialogue of two people having an argument. Give a happy or a humorous end. The video transcript in the previous activity can help you. You are expected to dramatize the dialogue at home and film it for presentation in the classroom.

2. Answer in Portuguese the questions below according to the cartoon.



Adapted from <http://www.garfield.com/comics/vault.html>

1. Que tipo de relacionamento você acha que o rapaz tem com a Liz? Justifique.
2. O que o rapaz pergunta para Liz ao telefone?
3. Qual é a reação do rapaz com a resposta da moça?
4. O que a Liz responde para o rapaz?
5. Como você traduziria a expressão **really?** no segundo quadrinho?
6. Por que essa tirinha é engraçada?

3A. Watch a phone conversation video and write in **English** ...



Two and a Half Man

a) The type of relationship the man and the woman may have:

b) The topic of the conversation:

3B. Watch the phone conversation video again and, in pairs, write in English what the woman may have said in the dialogue.

Alan: Dr. Alan Harper, may I help you?

Lindsay: _____

Alan: oh... oh.... Hi Lindsay.

Lindsay: _____

Alan: No, no, you're not interrupting. Just a ... there are some stomach crunches... Hang on.... and ... a thousand!

Lindsay: _____

Alan: Tonight? Sure, sure. I'd love to.

Lindsay: _____

Alan: Yeah, yeah. I know that place.

Lindsay: _____

Alan: 8 o'clock? Perfect! See you then.

4A. Check the correct information according to the cartoon story below. After that, make a summary of the story in English.



Adapted from http://comics.com/the_grizzwells/2005-09-19/

- () O coelho vai ter um encontro hoje a noite.
- () O coelho vai marcar uma data importante hoje a noite.
- () O coelho se sente desconfortável com relação ao compromisso de hoje a noite.
- () O coelho se sente à vontade com relação ao compromisso de hoje a noite.
- () O coelho vai pedir que a namorada pague o jantar.
- () O coelho vai pedir que a namorada marque o dia do casamento.
- () O porco-espinho comenta que ele tem dados sobre a namorada do coelho.
- () O porco-espinho comenta que ele detesta encontros.

Summary in English:

4B. Read different opinions about who should pay on a first date, and give the authors who defend the ideas below. Some ideas are not mentioned by the authors.



IDEAS:

1. The man should pay (under certain conditions). _____
2. The man should pay (always). _____
3. The woman should pay. _____
4. The woman should offer to pay. _____
5. Both should split the bill. _____
6. Both should pay their own costs. _____
7. The person who has invited should pay. _____

OPINIONS:



Aaron

I think the cost of the first date should be split between the guy and woman. I also think the first date should be entirely nonromantic. The first date is a good time to get comfortable with a woman and get her to be comfortable with you.



Leah

In my opinion if the guy is financially comfortable, he should always pay for the first date.



Matt

I think that if a man asks a woman out on a first date, the man should pay. However, if the woman asks the guy out, I don't think it is fair the guy to pay for the date. The woman should pay.



Joan

I think it should be equal, always.



Amy

I think that the guy should pay on a first date, but it's always important to offer to pay your half. For a second date, woman should pay for the full.

4C. Watch a video with a guy giving his opinion about who should pay on a first date. What is his opinion? Answer in English.



<https://www.youtube.com/watch?v=eneUL8J2MT8>

4D. Now give your opinion in English about who should pay on a first date and justify your answer. Write before reporting it to the class.

5A. Internet can be a dangerous place to start a new relationship. The lists 1 and 2 below are instructions related to what you SHOULD or SHOULD NOT do when chatting with strangers on the internet. Some instructions are redundant. Make a new list in English removing redundancy. If necessary, join information to make your list more compact.

Redundancy is a superfluous repetition of words or information.

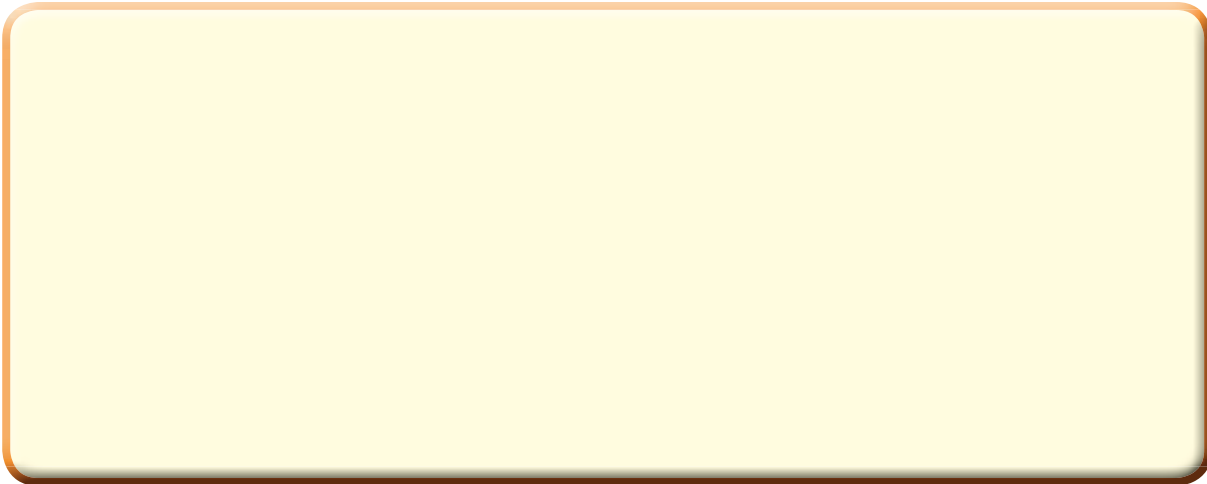
LIST 1

1. Never use your regular e-mail address. Register an e-mail account without your name on the address.
2. Never reveal your name, telephone number, home address, workplace address.
3. Never reveal the name and place of the school you study.
4. Never reveal where your mother and father work, their names, and what they do (their jobs).
5. Never reveal the name of the places you usually go. For example: the name of the LAN-house, the supermarket, the shopping center, etc.

LIST 2

- a) Do not include any personal information in your profile.
- b) Remember, honesty is the best policy, so if you are serious about meeting someone genuine, be yourself.
- c) It is a good idea to use an anonymous email account.
- d) Never talk about sex.
- e) Stop contacting the person if he/she shows inappropriate and abusive behavior.

YOUR LIST



5B. Based on the chat below, check the information that Josiane reveals to Brendon.

Skype™ - josianecchi

Skype Contatos Conversa Chamada Visualizar Ferramentas Ajuda

▼ Josiane

Chamada com vídeo Ligar +

Buscar

Contatos Recentes

Todos ▼

- ▼ Brendon
- Echo / Sound Test Service

Brendon Hi, I'm Brendon 😊 21:13

Josiane Hello... I'm Josiane 😊 21:14

Brendon Where are you from? 21:14

Josiane Floripa. What do you do? 21:15

Brendon I'm an exchange student at Escola Técnica and you? 21:16

Josiane I study at Hilda Theodoro. It isn't distant from my house. I like it. 21:17

Brendon What do you do for fun? 21:18

Josiane I like to go to the beach! Do you enjoy it? 21:20

Brendon I love it! We can meet at Lagoinha do Leste. It's a beautiful place!
Can I have your phone number? 21:23

Josiane Sorry, I prefer not. I have to go now. Bye. 21:28

Enviar

via Skype Enviar SMS do Skype

- | | |
|---|---|
| <input type="checkbox"/> Her telephone number. | <input type="checkbox"/> The location of her house. |
| <input type="checkbox"/> Her complete name. | <input type="checkbox"/> Her opinion about Florianópolis. |
| <input type="checkbox"/> The place she usually goes. | <input type="checkbox"/> The city she lives. |
| <input type="checkbox"/> The music she likes to listen. | <input type="checkbox"/> The school she studies. |

5C. Which information listed in the previous activity SHOULD NOT be revealed in an online dating? Answer in English and justify your answers.

6A. The two profiles below are from an online dating site. In Portuguese, complete the chart on the next page with the required information.

Profile 1

runner1010	
Active within 24 hours	
BASICS:	“Active, happy guy seeks active, happy girl.”
I am a:	34-year old man
Located in:	Saskatoon, Saskatchewan, Canada
Looking for:	24 to 33-year old woman
My ethnicity:	White/caucasian
Body type:	Athletic and toned
Height:	6' 1" (185.0 cms)
Turn-ons: Tattos, body piercings, long hair, thrills, public displays of affection, brainiacs, candlelight	
Sense of humor:	Friendly? I'll laugh at anything
What do you do for fun?	
Hi, I'm really into fitness. Running is a real passion of mine. I also enjoy weightlifting, tae kwon do, and yoga. I'm also an avid reader who loves keeping up on and discussing world events. I'm also a real animal lover (especially dogs).	
About me and who I'd like to meet:	
Hi, I'm really happy, laid-back guy who enjoys life to the fullest. I love animals, kids, and having an active lifestyle. I'm looking for someone who likes being active, has a general idea what they want in life, and who greets each new day and person with a smile on their face.	

Profile 2

kate_70	Oxford, England
General information	
I am a genuine person with a good sense of humour. I am honest, caring and sincere. I don't like pets.	
Gender:	Female
Age:	32 (09-Dec-1970)
Ethnicity:	White
Marital status:	Divorced
Drink:	Socially
Smoke:	No way
Profession:	nurse
Interests:	<ul style="list-style-type: none"> ● Cycling, Yoga, and other types of exercises. ● Cinema/ Television ● Dancing/ Bars/ Nightclubs ● Pop music
Appearance	Eyes: blue Hair: brunette Body type: fit
Looking for	
I am looking for someone special, affectionate, good-looking, single male, for loving relationship.	
Contact	
To reply call 0905-671-4107	

	Profile 1	Profile 2
1. Fictitious name		
2. Sex		
3. Country of origin		
4. Physical characteristics		
5. Physical activities		
6. Personal description		
7. Personal likes		
8. Characteristics of the person they are looking for		
9. What they have in common		
10. What they differ from		

6B. Do you think that the profiles 1 and 2 match? Justify your answer in English.

6C. Now create your own profile on a separate sheet of paper. Consider the items below.

YOUR PROFILE

Fictitious name: _____	
Gender: _____	
Age: _____	
Ethnicity: _____	
Education: _____	
Appearance	Eyes: _____
	Hair: _____
	Height: _____
Interests:	
About me:	
Who I'd like to meet:	