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Volume 2

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APRESENTAÇÃO

Caro(a) Professor(a)

Este segundo volume do caderno de atividades *Themes for Teaching English* apresenta novas unidades temáticas para o ensino da língua inglesa: *Advertisement, Behavior, Body Image, Humor, Music* e *Travel*, e é destinado aos professores que atuam no ensino básico, particularmente no ensino médio inovador. Trata-se de um recurso pedagógico adicional, elaborado para ser **gratuitamente** distribuído aos professores de Inglês do Estado de Santa Catarina com o apoio da Secretaria de Educação (SED-SC).

O livro é resultado de uma das metas do Projeto Institucional de Formação Continuada de Professores de Língua Inglesa do Estado de Santa Catarina, coordenado por mim e pela professora Dra. Adriana de Carvalho Kuerten Dellagnelo, no período de julho de 2013 a março de 2015, com financiamento da Universidade Federal de Santa Catarina (UFSC) por intermédio da Secretaria de Educação Básica do Ministério da Educação e Cultura (SEB-MEC).

Os temas e as atividades aqui propostos foram desenvolvidos por alunos de Estágio Supervisionado de Inglês da UFSC e por bolsistas do Programa de Iniciação à Docência (PIBID - Inglês), sob a minha orientação. As atividades apresentam autoria e muitas foram avaliadas e redefinidas após aplicação em turmas do ensino fundamental e médio. O objetivo das atividades é criar contextos de uso propositado da língua inglesa a partir de uma abordagem para a ação comunicativa e de uma visão de linguagem como prática social e de aprendizagem como processo cognitivo e colaborativo.

Exercícios gramaticais são poucos neste livro, pois a intenção é priorizar atividades direcionadas para o significado pragmático[1], o que não implica que determinados itens gramaticais do inglês não mereçam espaço na prática pedagógica. O estudo da gramática ou a introdução de atividades gramaticais pode acontecer quando você achar necessário e da maneira que lhe convier, como elemento secundário da ação comunicativa.

As atividades foram sequenciadas de modo a dar coerência didática ao tema, podendo essa ordem ser alterada de acordo com os propósitos pedagógicos do professor. Algumas atividades seguem o "princípio da dependência de tarefa" (JOHNSON, 1981, p. 99)[2], que requer a utilização da "informação obtida em uma atividade a fim de realizar a outra, e essa relação entre tarefas simula um tipo de 'contabilidade', exigida do usuário de língua no mundo real". Essas sequências ou "famílias" de atividades estão identificadas por letras do alfabeto (A, B, C etc), sendo as primeiras letras indicadoras de atividades destinadas a criar andaimes ou conhecimento/habilidades necessárias para as atividades subsequentes.

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[1] **Significado pragmático** é o significado da língua em contexto de uso.

[2] JOHNSON, K. Writing. In: JOHNSON, K.; MORROW, K. (Eds.). **Communication in the Classroom**. London: Longman, 1981, p. 93-107.

Posto que cada contexto de ensino é singular, você poderá, eventualmente, adaptar as atividades deste livro para se ajustarem ao seu público-alvo.

As unidades temáticas iniciam com informações sobre:

a) O(s) objetivo(s) da unidade (*Main goals of the unit*);

b) Os conteúdos abordados, definidos em termos de: (i) textos para a compreensão (*Texts for comprehension*), (ii) produções esperadas na língua inglesa (*Language production*) e (iii) formas linguísticas que se sobressaem na unidade devido à sua frequência (*Salient forms*). 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 (*Introducing the topic*) e;

d) Sugestões metodológicas e o gabarito das atividades (*Suggestions and answer key*).

Os recursos áudio-visuais necessários para a condução das atividades 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**, em sua página inicial.

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

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

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MAIN GOALS OF THIS UNIT: Raising students' awareness of the purpose, message, and target audience of different advertisements; Promoting reflection on the language used in advertising, on persuasion techniques, images, and slogans aiming to encourage more critical consumers.

CONTENTS:

TEXTS FOR COMPREHENSION: wikitext, ads, TV commercials, TV commercial transcripts, powerpoint slides, slogans.

LANGUAGE PRODUCTION: answering written and oral questions, interpreting images, taking decisions and justifying, comparing two products, convincing someone, creating a slogan, creating and enacting a TV commercial.

SALIENT FORMS: food nouns (*shrimp*, *mushrooms*, *strawberry*), one- and two-word adjectives (*succulent shrimps*, *herb marinated chicken*), comparatives (*bigger*, *better*, *more special*, *more expensive*), used + verb in the infinitive form (*used to suggest*, *used to generate*), "idea of" (*idea of healthy food*, *idea of quality*).

INTRODUCING THE TOPIC:

Authors: Anelise Furtado Alves, Mara Rosele da Rocha & Rosely P. Xavier

Before proposing the activities of this unit, start a conversation with the students about the theme (*Today we are going to talk about 'advertisement'*). Write ADVERTISEMENT on the board as a title and address the questions below to the class. Allow the students to answer in Portuguese, and convert their answers into English. Write them on the board in the form of an outline. The text of Activity 1A may help you in this conversation.

1. *What is the meaning of 'advertisement' in Portuguese?*

   If necessary, negotiate the meaning of the word through examples of magazine and newspaper ads (*This is an example of advertisement. This is another example. What's the meaning of advertisement in Portuguese?*). Another possibility of meaning negotiation is through word correlation (*Advertisement is related to propaganda*). Confirm the correct answer (*Ok, propaganda, anúncio*). Tell the students that "ad" is the abbreviation for advertisement. Write AD next to Advertisement on the board.

2. *In what means of communication are ads published? // In what means of communication do we encounter ads?*

   Write MEANS OF COMMUNICATION on the board as a subtitle, and list the students' answers next to it, in English.

   Possible answers:
   - Internet
   - TV
   - radio
   - magazines
   - newspapers
   - billboards

3. *What products are advertised/ announced in the media?*

   Write PRODUCTS on the board, and list the students' answers in English.

   Possible answers:
   - soft drinks
   - deodorant
   - sneakers
   - perfumes
   - phone companies
   - banks

- electronic devices (computers, cell phones)
- electrical appliances (TV, refrigerators)

4. *What is the purpose/ the objective of an ad?*
Write PURPOSES on the board, and list the students' answers in English.

Possible answers:
- to sell a product or a service.
- to make people buy a product / use a service.

5. *What do the ads promise? For example, what do car ads promise?* (status, comfort)
Write PROMISES on the board, and list the students' answers in English.

5a. *What do shampoo ads promise?* (soft and bright hair)
5b. *What do phone company ads promise?* (better prices, better cell phone signal, better internet signal).

6. *Why do ads promise good things?*
Write the last subtitle on the board: REASONS.

Possible answers:
- to persuade the consumer to buy the product (*idea of consumerism*).
- to persuade the consumer that the product is better than the others (*idea of competition*).

At the end of the conversation, make a conclusion using the information you and your students have constructed on the board (e.g. *So, to conclude our conversation, ads are used to sell a product or a service. They promise advantages, comfort, best prices, because they want to persuade/to convince the consumer to buy the product. So, it's important that we become attentive and critical, because sometimes the advertisements sell a false image, a false idea of the product or service*).

Ask the students if they have any question or comment about the topic (*Any question? Any comment about the topic?*).

SUGGESTIONS AND ANSWER KEY:

1A. Locating information in a wikitext
Author(s): Rosely P. Xavier
Skill(s): reading

During the activity correction, ask the students where the information is located in the text (*Where is this information located in the text? On which line? What does this part of the text say in Portuguese?*).

Answer key: (x) a) The purpose of ads. (lines 4-5 and 17-19)
(x) c) Promises of some products. (lines 20-24)
(x) d) Where ads are announced. (lines 1-4)
(x) f) What the ads announce. (lines 7-12)
(x) h) Forms of convincing the consumer. (lines 14-16)

1B. Sequencing the informational content of a wikitext
Author(s): Rosely P. Xavier
Skill(s): reading

Questions to elicit the students' answers during the activity correction:

a) *Which information goes first in the text?*
b) *Which information goes second?*
c) *Which information goes next? etc...*

Answer key: 1. Where ads are announced; 2. The purpose of ads; 3. What the ads announce; 4. Forms of convincing the consumer; 5. Another purpose of ads; 6. Promises of some products.

1C. Defining the product, the target audience and the promise in ads
Author(s): Renata Lucena Dalmaso
Skill(s): reading

Questions to elicit the students' answers during the activity correction:

a) *What product is being announced in Ad 1?*
b) *What is the target audience?*
c) *What is the promise or the message in Ad 1?*

Answer key: Possible answers

	Product/service	Target audience	Promise/message
Ad 1	- Lego	children	a) You can build/create the impossible. b) With Lego, creative and innovative constructions are possible.
Ad 2	- Nike exercise clothing - Nike workout clothing or clothes	women	a) You can move more and move better with Nike workout clothing. b) Comfortable workout clothing/ clothes.
Ad 3	- Kiss FM97.7 - Radio station	older/ elderly people; middle-aged people	a) You can listen to old good music with Kiss FM 97.7. b) Nostalgic music, old music.
Ad 4	- Breitling watch	men	a) You become an important, a sophisticated person if you wear Breitling watch.
Ad 5	- All-Star sneakers	female teenagers	a) You become modern, cool, different with All-Star sneakers. b) With All-Star sneakers you have a modern and daring look.

2A. Watching restaurant commercials to identify and understand specific information
Author(s): Renata Lucena Dalmaso
Skill(s): listening

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4tenglish.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS. The TV commercials can also be found at the following addresses.

Restaurant 1 - https://www.youtube.com/watch?v=7p5fhPkdJZM
Restaurant 2 - https://www.youtube.com/watch?v=cENBEap90CE
Restaurant 3 - https://www.youtube.com/watch?v=jyswrOZMh4Y

Before introducing the activity, address the following questions to the class in order to start a conversation on the activity topic:

1. *Do you watch TV?*
2. *What is your opinion about TV commercials?*
3. *What is your favorite TV commercial? Why is it your favorite?*
4. *What is the purpose of a TV commercial?* Insist that the answers are given in English.

After the conversation, introduce the activity (*Now you are going to watch three TV commercials. Let me distribute the activity.*).

Answer key:

	Restaurant #1	Restaurant #2	Restaurant #3
a)	Burger King	Olive Garden	Red Robin
b)	smoothies and frappes	new shrimp carbonara and new chicken carbonara (salad, spaguetti, bread)	burger sandwich (and fries)
c)	- banana - strawberry	- shrimp - chicken - spaghetti	- mushrooms - hamburger - cheese - onion
d)	- real fruit - fresh every time	- served with unlimited salad - succulent shrimps - served with fries - herb marinated chicken - parmesan sauce - served with bread sticks	- fire-grilled burger - served with fries - crispy onion straws - loaded with mushrooms - melted provolone cheese

2B. Interpreting images in restaurant commercials
Author(s): Rosely P. Xavier
Skill(s): writing and speaking

Answer key: Open answers

2C. Making decisions and justifying
Author(s): Renata Lucena Dalmaso
Skill(s): writing and speaking

Before introducing the activity, address the questions below to the class in order to start a conversation on fast food restaurants. Write FAST FOOD RESTAURANT on the board.

1. *What is a fast food restaurant?* Also ask for some examples.

2. *Have you ever eaten in a fast food restaurant? Which one? Did you like the food?*

3. *Which do you prefer, fast food restaurants or per kilo restaurants? Why?*

After the conversation, introduce the activity (*Now you're going to decide on which restaurant to go. XX, can you distribute the activity for me please?*).

Answer key: Open answers

2D. Reading TV commercial transcripts to understand specific speeches
Author(s): Renata Lucena Dalmaso and Rosely P. Xavier
Skill(s): reading

Answer key: **Commercial 1** – a) Line(s) 3 b) Line(s) 1 c) Line(s) 7 d) Line(s) 2 e) Line(s) 4 f) Line(s) 9

Commercial 2 – g) Line(s) 14-17 h) Line(s) 19 i) Line(s) 10 j) Line(s) 11, 12 k) Line(s) 18

Commercial 3 – l) Line(s) 23 m) Line(s) 26-28 n) Line(s) 21-22 o) Line(s) 24

3A. Understanding persuasion techniques in ads
Author(s): Renata Lucena Dalmaso and Rosely P. Xavier
Skill(s): reading

Before introducing the activity, play the following video: **https://www.youtube.com/watch?v=nWlEAQ91Hdw**, and then address the following questions to the class. This video can also be found at **pibidinglesufsc.blogspot.com.br** or **www.t4tenglish.ufsc.br** - LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

1. *What product is this ad announcing?* (A perfume)

2. *What is the name of the perfume?* (Pronunciation)

3. *Is the perfume for women or men?* (Women). *So what is the target audience?* (women)

4. *What word is the man pronouncing incorrectly?* (Persuasion) – Write the word on the board. – *And how is he pronouncing the word? ("persueychon")*

5. *What is persuasion? Give me a definition.* (It is a form of convincing someone of something).

6. *Is the man convinced that the perfume is good?* (Yes)

7. *Why does the man pronounce the word 'persuasion' incorrectly?* (Possible answer: Because he is probably so attracted by the perfume fragrance / under the influence of the perfume fragrance that he mispronounces the word)

8. *In your opinion, how do we persuade a person to buy something? // What kind of strategies do we use to persuade or to convince someone to buy something?* Exploit the students' answers.

After the conversation, introduce the activity (*Now you're going to identify some persuasion techniques in ads*).

Answer key: Possible answers:

	AD 1	AD 2	AD 3
a)	KFC restaurant	Baby Depot - a shop that sells baby clothing	Golf GTI Volkswagen car
b)	adults, teenagers, children	pregnant women, women with babies	adults, people who drive cars
c)	testimonial	emotional appeal	humor

3B. Understanding persuasion techniques in TV commercials
Author(s): Renata Lucena Dalmaso
Skill(s): listening

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4tenglish.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

TV commercial 1

Matt: I'm Matt and that is my best friend Henry. We spend lots of time together. When I'm at school he has to play by himself. His favorite toy is the whale, but mom says he loves fish even better.
Narrator: New Whiskas Oh So, with the whole pieces of fish that cats love, naturally rich in Omega 3.
Matt: I'm trying to catch him some fish but he won't let me. My cat loves Whiskas and I love my cat.

TV commercial 2

Narrator: Experience the quality of Nespresso, and you will let no one compromise your pleasure.
George Clooney: May I?
Woman: Please.
George Clooney: It's a Velutto?
Woman: It was.
George Clooney: Do you want me to...
Woman: Oh, so nice of you. Mr...?
George Clooney: George, my name is George.
Woman: George Clooney is inside!
George Clooney: Nespresso. What else?

TV commercial 3

Jimmy: Hey, Mr. Smith, wanna try out my time machine? It runs on Doritos.
Mr. Smith: Sure. Now what?
Jimmy: You gotta put the whole bag in!
Mr. Smith: Ok.
Jimmy: Yes!
Mr. Smith: It's really working! It's the greatest time of my life!

Old man: Get out of my yard!
Mr. Smith: It's the future!

TV commercial 4

Song (The Who): People try to put us down
(Talkin' 'bout my generation)
Just because we get around
(Talkin' 'bout my generation)
Things they do look awful cold
(Talkin' 'bout my generation)
Hope I die before I get old
(Talkin' 'bout my generation)
It's my generation
It's my generation, baby

Answer key: Possible answers:

	commercial 1	commercial 2	commercial 3	commercial 4
a)	Whiskas cat food	Nespresso coffee	Doritos	Pepsi
b)	kids, people who have cats	adults, people who drink coffee	adults, children, teenagers, people who like snacks	teenagers, adults, people who drink soda
c)	emotional appeal	testimonial, humor, snob appeal	humor	bandwagon

4A. Watching a TV commercial to identify how the product is described
Author(s): Renata Lucena Dalmaso
Skill(s): listening

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4tenglish.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS. The TV commercial can also be found at the following address: **www.youtube.com/watch?v=Hgt5qISu2rY**

Sunshine is tastier, Sunshine is softer. Love the taste of Sunshine. Sunshine is fresher. Sunshine is better. Love the goodness of Sunshine. Live my day to the full, I feel so alive. Sunshine, enjoy a tastier slice of life.

Before introducing the activity, address the following questions to the class to familiarize the students with the use of comparatives:

1. *Which phone company commercial is more convincing, "Tim" or "Vivo"?* Write MORE CONVINCING (THAN) on the board.
2. *Which soda commercial is more creative?* Write MORE CREATIVE (THAN) on the board.
3. *Which TV commercial is more attractive?* Write MORE ATTRACTIVE (THAN) on the board.
4. *Which bank commercial is longer, 'Banco do Brasil' commercial or 'Bradesco commercial'?* Write LONGER (THAN) on the board.
5. *Which TV commercial is shorter?* Write SHORTER (THAN) on the board.
6. *Which TV commercial is funnier?* Write FUNNIER (THAN) on the board.

Make two lists on the board:

MORE CONVINCING (THAN)	LONGER (THAN)
MORE CREATIVE (THAN)	SHORTER (THAN)
MORE ATTRACTIVE (THAN)	FUNNIER (THAN)

Make sure the students compare one commercial with another (*Ok, Guaraná commercial is more creative, but in relation to which soda commercial?*). After all the questions are answered, ask for the meaning of each comparative form on the board (*What's the meaning of MORE CONVINCING (THAN) in Portuguese? etc*). Also ask the class to give the difference between the two columns of adjectives (*These two columns contain adjectives in their comparative forms. What's the difference between the comparative form in the first column and the comparative form in the second column?*). Confirm the students' answers and make a brief explanation of how the comparative forms are formulated in English.

After the explanation, introduce the activity (*Now you are going to identify comparatives in a TV commercial*).

Answer key: a) Sunshine Bread / Sliced bread / Bread
b) softer, tastier, fresher, better

4B. Comparing two products
Author(s): Renata Lucena Dalmaso
Skill(s): writing

Answer key: Open answers

4C. Comparing two characters to show that one is better than the other for a TV commercial
Author(s): Rosely P. Xavier and Renata Lucena Dalmaso
Skill(s): writing

Answer key: Possible answers:

Superman is better because:
a) he is stronger and faster than Batman.
b) he is also friendlier and more popular than Batman.
c) he wears no mask; Batman does.
d) he has superpowers; Batman does not.

Batman is better because:
a) he is more intelligent/ smarter than Superman, and he relies on his mind and detective skills to fight criminals.
b) he is also richer than Superman, and he uses the resources of his company, Wayne Corp., to solve crimes.
c) he is more reserved than Superman, and he prefers to operate alone.
d) he drives a car; Superman does not.

5A. Writing a script for a TV commercial to be presented in the classroom
Author(s): Renata Lucena Dalmaso
Skill(s): writing and speaking

Answer key: Open answers

5B. Making decisions and justifying
Author(s): Renata Lucena Dalmaso
Skill(s): listening, writing and speaking

Answer key: Open answers

6A. Reading advertisements to identify and understand their slogans
Author(s): Renata Lucena Dalmaso
Skill(s): reading

Before introducing the activity, address the questions below to the class to start a conversation on slogans. Write SLOGAN on the board.

1. *What is a slogan? Can you define it?*
Confirm the correct answers and conclude (*A slogan is a phrase used in advertisements to attract people's attention to a company, a brand, or a product*).

2. *Can you give an example of a slogan?*

3. *What makes a slogan a good slogan?*

After the conversation, introduce the activity (*Now you are going to identify the slogans in some advertisements*).

Answer key:

	Product	Slogan	The slogan idea
Ad 1	Ketchup da Heinz	Ninguém faz ketchup como a Heinz.	Heinz Ketchup é o único, o melhor.
Ad 2	Whiskas / Ração para gato	Alimentando os instintos do seu gato.	Whiskas faz com que o seu gato fique mais ágil, esperto, destemido.
Ad 3	Coca-Cola	Abra a felicidade.	Você fica feliz ao beber Coca-Cola. Ela traz felicidade.
Ad 4	Câmera Nikon	Eu sou fácil de usar.	A câmera da Nikon é acessível para todos os públicos.
Ad 5	Sabonete líquido para bebês da Johnson & Johnson	Ficar suja(o) é somente a metade da diversão/ brincadeira.	A outra metade da diversão vai ser tomar banho com este sabonete.

6B. Reading a list of slogans to identify the underlying ideas
Author(s): Renata Lucena Dalmaso and Rosely P. Xavier
Skill(s): reading

Answer key:
a) Slogan(s): 2, 10
b) Slogan(s): 1, 2, 6, 11, 14
c) Slogan(s): 3, 5, 7
d) Slogan(s): 1, 7, 9, 12
e) Slogan(s): 4, 15
f) Slogan(s): 3, 13
g) Slogan(s): 8, 10, 12

6C. Creating a slogan for a cat food product
Author(s): Renata Lucena Dalmaso
Skill(s): writing

Before introducing the activity, address the following questions to the class:

1. *Have you ever participated in a contest?*
Write CONTEST on the board and check the students' comprehension (*What's the meaning of 'contest' in Portuguese?*). If necessary, negotiate the meaning of the word through definition (*A contest is a competition*).

2. *What kind of contest have you participated in?*
2a. *Did you like participating in it?*

After the conversation, introduce and distribute the activity (*Now you are going to create a slogan to participate in a contest, ok? Let me distribute the activity.*). Ask for the students to write their slogans on a separate sheet of paper to be marked first, before they write their texts in the ad provided. At the end of the class, collect the students' slogans, and return them the following class for Activity 6D.

Answer key: Open answers

6D. Appraising the content of slogans
Author(s): Renata Lucena Dalmaso
Skill(s): reading

Return the slogans to each dyad with your feedback. Inform the students that they are supposed to write their slogans on the place indicated in the ad (**Activity 6C**), and to write the translation of the slogan below the picture. Number each activity sheet (**Activity 6C**). Then, ask for each dyad to stick their activity sheet on the board. Ask the students to return to their seats and distribute **Activity 6D**.

After the instructions are understood, give some time for the students to go to the board and evaluate their classmates' slogans using the chart provided in the activity. Then, explain that, in groups of five, they will have to come up with the 3 best slogans according to the grades each one has given to the items of the chart. In groups, they will have to calculate the final grade for each slogan based on the averages each one has given so as to come up with the 3 best scored slogans.

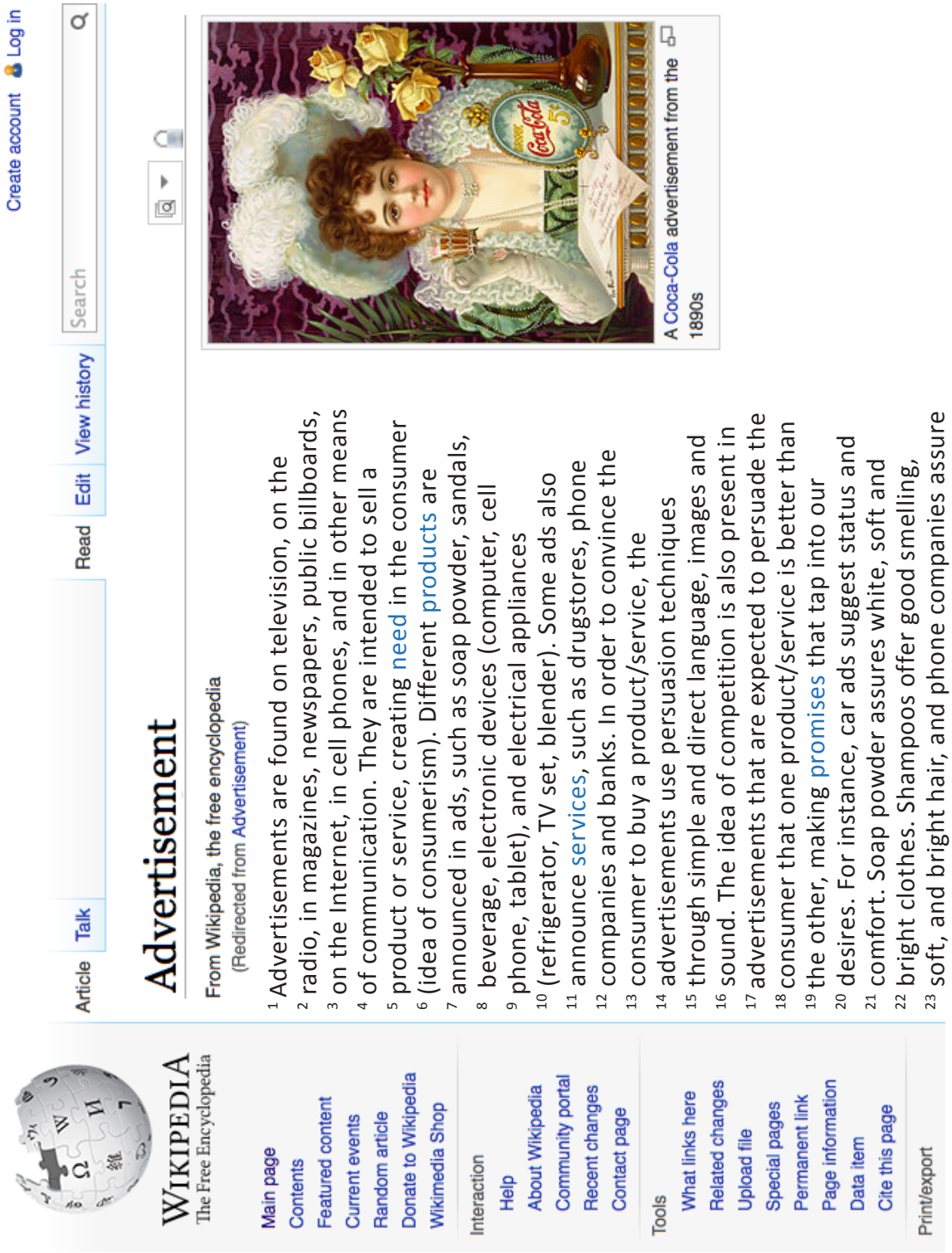
Ask each group to give the 3 slogans that got the highest averages (*Okay, now let's check which slogans got the highest averages in each group. This group here, please give me the slogans that got the 3 highest averages. What is the average for slogan 1? And for slogan 2? And for slogan 3?*). Insist that the answers are given in English. Write down the grades on the board next to each slogan.

In case of a slogan has been mentioned more than once, write the grades side by side. After all the groups have reported their answers, ask the class to calculate the final grade for the slogans that were mentioned more than once (*Slogan 1: 8,7 + 9,3 + 9,5, what is the average class? Please, make the math// calculate it*). At the end, reward the 3 dyads who had the highest scores.

Answer key: Open answers

1A. The text below is about advertisement. Check (✓) the information that appears in the text.

( ) a) The purpose of ads.
( ) b) The target audience in ads.
( ) c) Promises of some products.
( ) d) Where ads are announced.
( ) e) The responsible for an ad.
( ) f) What the ads announce.
( ) g) Slogans in ads.
( ) h) Forms of convincing the consumer.
( ) i) Examples of persuasion techniques.
( ) j) The cost of an ad.



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Advertisement

From Wikipedia, the free encyclopedia
(Redirected from Advertisement)

A Coca-Cola advertisement from the 1890s

1 Advertisements are found on television, on the
2 radio, in magazines, newspapers, public billboards,
3 on the Internet, in cell phones, and in other means
4 of communication. They are intended to sell a
5 product or service, creating need in the consumer
6 (idea of consumerism). Different products are
7 announced in ads, such as soap powder, sandals,
8 beverage, electronic devices (computer, cell
9 phone, tablet), and electrical appliances
10 (refrigerator, TV set, blender). Some ads also
11 announce services, such as drugstores, phone
12 companies and banks. In order to convince the
13 consumer to buy a product/service, the
14 advertisements use persuasion techniques
15 through simple and direct language, images and
16 sound. The idea of competition is also present in
17 advertisements that are expected to persuade the
18 consumer that one product/service is better than
19 the other, making promises that tap into our
20 desires. For instance, car ads suggest status and
21 comfort. Soap powder assures white, soft and
22 bright clothes. Shampoos offer good smelling,
23 soft, and bright hair, and phone companies assure
24 the best prices.

Text created by Rosely Perez Xavier

ADVERTISEMENT

1B. How is the text *Advertisement* organized? Give the sequence of the information that appears in the text, using the alternatives that you checked in the previous activity. Which information goes first, second, etc...? Answer in English.

1C. Analyze the ads provided using the chart below. Answer in English.

	Product/service	target audience	Promise/message
AD 1			
AD 2			
AD 3			
AD 4			
AD 5			

AD 1

http://www.designyourway.net/diverse/toysgames/Lego-4.jpg?209eb7

AD 2

http://bootstrapbit.com/wp-content/uploads/2014/04/nike-ads-for-women-2013nikes-myfdb-profile---myfdb-fxwgq6l7.jpg

AD 3

http://netdna.webdesignerdepot.com/uploads/humor_ads/father.jpg

AD 4

http://files1.coloribus.com/files/adsarchive/part_1623/16235055/file/breitling-watches-anthony-mandlers-breitling-watches-photo-shoot-with-david-beckham-2000-19753.jpg

AD 5

http://theessentialist.blogspot.com.br/2013/11/converse-ad-campaign-springsummer-2013.html

2A. Advertisements are created to persuade the consumer to buy a product or use a service. They seduce the consumer showing the good qualities the product/ service seems to have or offer. Watch three TV commercials from competing restaurant chains and identify the qualities of the products. Complete the chart in English.

	Restaurant #1	Restaurant #2	Restaurant #3
a) Name of the restaurant			
b) Product announced			
c) Ingredients of the product	( ) shrimp ( ) mushrooms ( ) banana ( ) hamburger ( ) chicken ( ) strawberry ( ) spaghetti ( ) cheese ( ) onion	( ) shrimp ( ) mushrooms ( ) banana ( ) hamburger ( ) chicken ( ) strawberry ( ) spaghetti ( ) cheese ( ) onion	( ) shrimp ( ) mushrooms ( ) banana ( ) hamburger ( ) chicken ( ) strawberry ( ) spaghetti ( ) cheese ( ) onion
d) Some qualities announced	( ) served with unlimited salad ( ) fire-grilled burger ( ) succulent shrimps ( ) served with fries ( ) crispy onion straws ( ) herb marinated chicken ( ) loaded with mushrooms ( ) real fruit ( ) melted provolone cheese ( ) parmesan sauce ( ) served with bread sticks ( ) fresh every time	( ) served with unlimited salad ( ) fire-grilled burger ( ) succulent shrimps ( ) served with fries ( ) crispy onion straws ( ) herb marinated chicken ( ) loaded with mushrooms ( ) real fruit ( ) melted provolone cheese ( ) parmesan sauce ( ) served with bread sticks ( ) fresh every time	( ) served with unlimited salad ( ) fire-grilled burger ( ) succulent shrimps ( ) served with fries ( ) crispy onion straws ( ) herb marinated chicken ( ) loaded with mushrooms ( ) real fruit ( ) melted provolone cheese ( ) parmesan sauce ( ) served with bread sticks ( ) fresh every time

2B. Watch the commercials again and pay attention to the visual content. What information do the images communicate about each restaurant? Answer in English.

Restaurant 1.

Restaurant 2.

Restaurant 3.

2C. Again, watch the restaurant videos and, as a consumer, decide on which restaurant you would choose to go. Justify your answer in English.

2D. Read the commercial transcripts and, in pairs, identify the line(s) that expresses the information provided.

Commercial 1

1 **Narrator:** Exciting things are happening at Burger King.
2 **David Beckham:** Can I get one of those new strawberry and banana smoothies?
3 **Attendant:** What did you say?
4 **David Beckham:** Hi beautiful, may I please have a strawberry… banana… smoothie?
5 **Manager:** Megan!
6 **Attendant:** Oh…
7 **Manager:** I'm sorry David, we make them fresh every time with real fruit.
8 **David Beckham:** No problem, John.
9 **Narrator:** The new real fruit smoothies and frappes. Come and get it. At Burger King.

a) The girl asks the client to repeat his order. Line(s) _____
b) The context of the commercial is presented. Line(s) _____

c) The man apologizes. Line(s) _____
d) The client makes his order. Line(s) _____
e) The client repeats his order. Line(s) _____
f) The commercial invites the customer to visit the restaurant. Line(s) _____

Commercial 2

10 **Waitress:** So, any questions on the menu?
11 **Client #1:** I'm kind of in the mood for something different.
12 **Client #2:** Oh, me too.
13 **Waitress:** I think I can help you there.
14 **Narrator:** Get together for Olive Garden's two new Carbonaras. New Shrimp
15 Carbonara, with large, succulent shrimp, or our new chicken carbonara with herb-
16 marinated chicken. Both served with our parmesan carbonara sauce. Along with our
17 unlimited salad and bread sticks.
18 **Waitress:** Well, what did you think of our new dish?
19 **Client #1:** It's exactly what I was in the mood for.
20 **Narrator:** Olive Garden, when you are here, you are family.

g) The product is described. Line(s) _____
h) Customers express satisfaction with their choice. Line(s) _____
i) The girl asks if the customers have any doubt about the dishes. Line(s) _____
j) The client wants a suggestion. Line(s) _____
k) The girl asks for the customers' opinion. Line(s) _____

Commercial 3

21 **Father:** Hey sweetie. Oh good, you're studying. Hey, when you are done, you wanna
22 go get a burger?
23 **Daughter:** Uhh, Red Robin?
24 **Boy:** Yumm! I'll call you.
25 **Father:** No, he won't.
26 **Narrator:** Back for limited time, it's our prime chophouse burger. Fire-grilled and
27 loaded with horse-raddish sauteed mushrooms, melted provolone cheese and crispy
28 onion straws. Served with bottomless steak fries, for just 6,99.

l) The girl suggests a restaurant. Line(s) _____
m) The product is described. Line(s) _____
n) The man invites his daughter to eat out. Line(s) _____
o) The boy promises to telephone. Line(s) _____

3A. The slides below explain some persuasion techniques that advertisers use to sell a product. Read the slides and complete the chart provided according to the given ads. Answer in English.

What is persuasion?

A way to convince people:

- to buy a product
- to choose a service
- to belive in something

Common persuasion techniques

Emotional appeal: used to generate strong feelings about the product.

Humor: used to make the customer laugh.

Snob appeal: used to suggest that the use of a product will make the customer part of an elite group.

Bandwagon: used to suggest that everyone is using a certain product.

Testimonial: used to suggest that a famous person uses and approves a product.

	AD 1	AD 2	AD 3
a) Product/ service announced:			
b) Target audience:			
c) Persuasion technique(s):			

AD 1

http://wallblog.co.uk/files/2014/06/c2ea5afc3776688a3b1233a86168775e.jpg

AD 2

http://www.jugularnyc.com/project-assets/baby4.png

AD 3

http://aga-grandowicz.com/wordpress/wp-content/uploads/2013/06/vw-vw-rabbit-small-81700.jpg

3B. Now identify the persuasion techniques used in four TV commercials. Answer in English.

	TV commercial 1	TV commercial 2	TV commercial 3	TV commercial 4
a) Product announced:				
b) Target audience:				
c) Persuasion technique(s):				

4A. In the language of advertising, comparatives are often used to give the impression that one product or service is better than another. Watch a TV commercial and identify the comparatives that are used for the product.

https://www.youtube.com/watch?v=Hgt5qISu2rY

a) Product announced (in English): _____

b) Comparatives used:

( ) bigger	( ) hotter	( ) more energetic	( ) fresher
( ) stronger	( ) tastier	( ) more special	( ) better
( ) softer	( ) faster	( ) more expensive	( ) smaller
( ) greener	( ) finer	( ) more popular	( ) cheaper

4B. Compare the products below with the intention to persuade the consumer that product 1 is better than product 2. Give three advantages of one product in relation to the other. Answer in English.

Product 1

http://www.colourbox.com/preview/3551332-134152-big-sandwich-with-bacon-and-vegetables.jpg

Product 2

http://blogs.estadao.com.br/radar-economico/wp-content/blogs.dir/31/files/2012/07/big_mac_divulgacao.JPG

4C. Suppose you have to create a car commercial. Your boss is in doubt about the main character of the commercial: Batman or Superman? Make a choice and convince your boss that one superhero is better than the other for the commercial, giving at least three differences between them. Answer in English.

Batman or Superman? Why?

http://commons.wikimedia.org/wiki/File:Wizard_World_Anaheim_2011_-_Superman_and_Batman.jpg

5A. In trios, create a TV commercial in English to be presented in the classroom. Follow the steps below.

STEPS:	
a) Decide on a product:	
b) Give a fictitious name to the product:	
c) Identify your target audience:	
d) Write a text in English for your commercial. Use any persuasion strategy to get your consumer's attention:	
e) Film the commercial to be presented in the classroom	

5B. Watch the commercials produced by your classmates and, as a consumer, choose the two best commercials. Justify your answer in English.

6A. A slogan is a phrase used in advertisements to attract people's attention to a company, a brand or a product. Analyze the ads provided and complete in Portuguese the chart below.

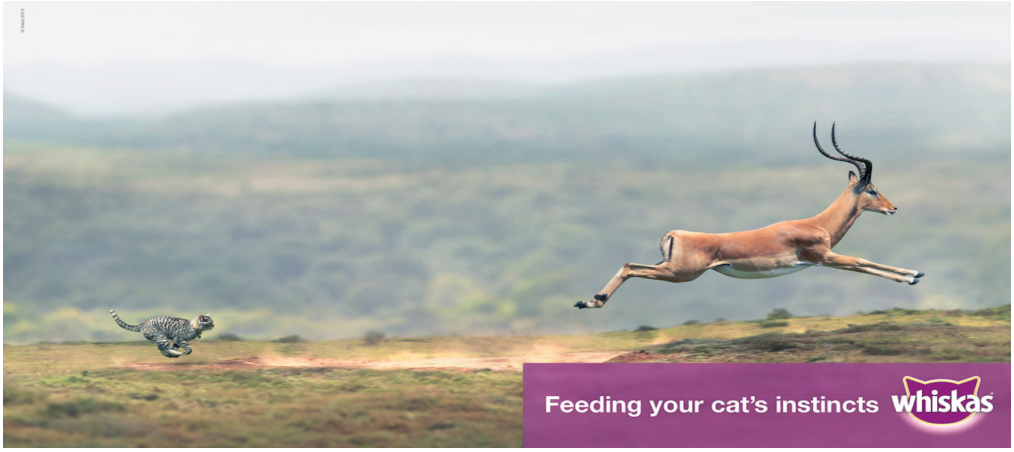
	Product	Slogan	The slogan idea
Ad 1			
Ad 2			
Ad 3			
Ad 4			
Ad 5			

ADVERTISEMENT

AD 1

http://inspirationhut3.inspirationhut.netdna-cdn.com/wp-content/uploads/2012/02/38-Most-Amazing-Print-Advertisements-02.jpg

AD 2



http://www.gutewerbung.net/wp-content/uploads/2013/04/Whiskas-1.jpg

AD 3

http://25.media.tumblr.com/tumblr_m8nsurTxij1ryks94o1_1280.jpg

AD 4

http://assignments.mynikonlife.com.au/assets/609/d3100-print.jpg

AD 5

https://m1.behance.net/rendition/modules/2849305/disp/1407551273245402.png

6B. Here is a list of fast food restaurant slogans. Identify the slogans that convey the ideas below.

a) Idea of healthy food. Slogan(s): _____

b) Idea of quality. Slogan(s): _____

c) Idea of satisfying customer needs. Slogan(s): _____

d) Idea of big portion size. Slogan(s): _____

e) Idea of cozy environment. Slogan(s): _____

f) Idea of quick service. Slogan(s): _____

g) Idea of low prices. Slogan(s): _____

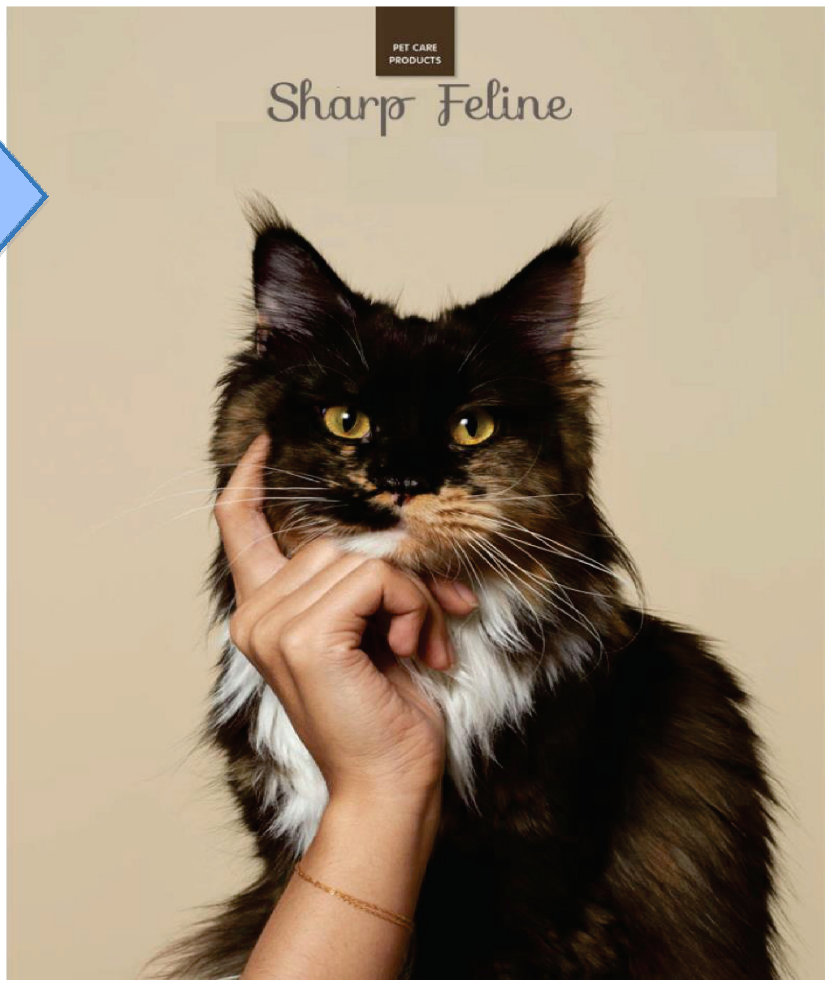
FAST FOOD RESTAURANT SLOGANS

1. **WindMill:** WindMill - Bigger! Better!
2. **Subway:** Subway. Eat fresh.
3. **Burger King:** Your way. Right away.
4. **Olive Garden:** Olive Garden, when you are here, you are family.
5. **McDonald's:** What you want is what you get.
6. **Wendy's:** It's better here.
7. **IHOP restaurant:** Come hungry. Leave happy.
8. **Taco Bell:** Why Pay More?
9. **Qdoba Mexican Grill:** Qdoba. Not just big burritos. Big flavors.
10. **Cici's Pizza:** Fresh taste at a great price.
11. **Burger King:** Best Food for Fast Times
12. **Church's Chicken:** Big pieces, Little prices.
13. **Kentucky Fried Chicken:** There's fast food. Then, there is KFC.
14. **Papa John's:** Papa John's. Better Ingredients. Better Pizza.
15. **Hardee's Fast Food Chain:** Hardee's. Come on Home.

http://www.textart.ru/database/slogan/fast-food-advertising-slogans.html

6C. Participate in a contest. In pairs, create a slogan in English for a cat food product. The name of the product is *Sharp Feline*.

Your slogan goes here



Adapted from http://webneel.com/i/photoshop/21-pet-care-creative-animal-advertisement-Biocanina/08-2013/d?n=9165

6D. Evaluate the slogans that your classmates created for the contest. Give a grade from 0 to 10 to each item of the chart below. Do not vote on your slogan. Your classmates will.

ITEMS	SLOGANS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
a) Coherence between slogan and product															
b) Creativity															
AVERAGE:															

BEHAVIOR

PASSIVE

ASSERTIVE

AGGRESSIVE

https://openclipart.org/detail/194026/behavior-types

MAIN GOALS OF THIS UNIT: Raising students' awareness about specific behaviors and their possible consequences on people's lives; Promoting reflection on good actions and how to spread them.

CONTENTS:

TEXTS FOR COMPREHENSION: music clip, song lyrics, news, cartoons, dialogue, transcript of a sitcom scene, questions, video campaigns, descriptions of actions, instructions, explanations.

LANGUAGE PRODUCTION: answering to written and oral questions, writing speeches for cartoons and for specific situations, stating the consequences of a particular behavior, formulating questions, listing good actions, creating a T-shirt saying or quote, creating an awareness campaign.

SALIENT FORMS: gerund phrases (*drinking too much, Being good...*), past continuous (*The actress was leaving a concert when...*), when (in simultaneous events), present continuous (*Is he telling the truth or a lie?*), declarative questions in the simple past (*You watched the tape?*) and interrogatives in the simple past (*Did you watch the tape?*), simple present (*The boy offers help..., the lady appreciates the girl's gesture...*), imperative form (*Establish an objective for your awareness campaign, Identify your audience...*).

INTRODUCING THE TOPIC:

Author(s): Rosely P. Xavier

Before proposing the activities of this unit, start a conversation with the students about the theme (*Today we are going to talk about 'behavior'*). Write BEHAVIOR on the board as a title, and address the questions below to the students. Allow them to answer in Portuguese if they have difficulty to express themselves in English.

1. *What is the meaning of 'behavior' in Portuguese?*
   If necessary, negotiate the meaning of the word through definition and examples (*Behavior is the action of a person in response to a situation. For example, agressive behavior, impulsive behavior, respectful behavior, etc. So, what's the meaning of 'behavior' in Portuguese?*). Confirm the correct answer (*That's right! Comportamento*).

2. *Can you describe a situation in which you demonstrated a positive behavior?*

3. *Can you give some examples of negative behavior?*

4. *What are the consequences of a negative behavior?*

Ask the students if they have any other comment to make (*Any other comment about the topic?*).

SUGGESTIONS AND ANSWER KEY:

1A. Watching a music video to identify negative behaviors in a list provided
Author(s): Larissa Pena Ribeiro de Carvalho and Rosely P. Xavier
Skill(s): reading

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4tenglish.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

Answer key:
a) (x) Drinking too much
e) (x) Throwing trash on the ground
g) (x) Despising a person
h) (x) Disturbing your neighbor with loud music
j) (x) Engaging in risky sexual behavior
l) (x) Getting into fights
n) (x) Touching a person's intimate parts without her/his consent

1B. Watching the same video to understand specific information
Author(s): Larissa Pena Ribeiro de Carvalho and 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 2) - AUDIOS and VIDEOS.

Answer key:

1. Kathy

2. In Rebecca's house. // In the house of Kathy's neighbor.

3. In Kathy's house.

4. Possible answers: (Because) She did not know what happened to her.// (Because) She got surprised with the mess in her bedroom. // (Because) She got surprised with all those people in her bedroom.

5. Possible answers: The party was excellent, cool. // He said that he had a wonderful night. // He said that he had a very good time.

1C. Reading the lyrics of a song to locate and understand specific information
Author(s): Larissa Pena Ribeiro de Carvalho and Rosely P. Xavier
Skill(s): reading

During the correction, make comments about the figures of speech that appear in the song. For instance:

Part 1, Letter (a): After confirming the meaning of **Line 5** with the students, explain that the word LIKE expresses **a simile**, a comparison. Give other examples (e.g.: She is brave <u>like</u> a lion; He is funny <u>like</u> Jim Carrey). Write these examples on the board for the students to visualize them. Also tell them that the word MINIBAR is a **metaphor**. Ask the students what a metaphor is (*What is a metaphor? Can you explain what a metaphor is?*). If necessary, explain the term (*A metaphor is a comparison between two things. For example, Marina is a rose. I am comparing Marina with a rose. Marina is a person; a rose is a flower. When I compare Marina with a flower, I mean that Marina is beautiful, because a rose is beautiful. Another example is John is a rock. I am comparing John with a rock. John is a person; a rock*

is a strong object. When I compare John with a rock, I mean that John is a strong person). Then, ask the students the metaphoric meaning of the word "minibar" in Line 5. Confirm the correct answer (*Minibar is a metaphor for alcohol. The girl smells alcohol*).

Answer key:

a) 5	e) 4	i) 11	m) 24
b) 1	f) 6	j) 19	n) 28
c) 8	g) 15	k) 18	o) 37
d) 2	h) 9-10	l) 21	p) 42

1D. Stating the consequences of excessive behaviors
Author(s): Rosely P. Xavier
Skill(s): writing

Before introducing the activity, start a conversation on the consequences of excessive behaviors. Write the following quote on the board:

For every action there is an equal and opposite reaction.
– Isaac Newton –

Based on this quote, address the following questions to the students:

1. *Who was Isaac Newton?* (Some information about him: A famous physicist and a mathematician. He was born in England on December 25, 1643. He lived for 85 years. He invented the telescope. He also formulated three laws of motion, which are called *Newton's laws*. The third law is: "For every action there is an equal and opposite reaction.").

2. *What is the meaning of this quote/ statement in Portuguese?* (Para cada ação existe uma reação igual e oposta.).

3. *What does it mean? Can you explain this quote?* (Possible answer and comments: For bad actions we get bad reactions. For good actions we get good reactions/consequences. In other words, your good actions will bring good reactions towards you ("equal reaction"). "Opposite reaction" refers to the direction (every action encounters a reaction), but not to the quality of the action. If you come to school in a bad mood, not wanting to be there, so you will have a bad day.).

After the conversation, introduce the activity (*Now, based on the video you watched in Activity 1A, you're going to write the possible consequences of the girl's behavior. XX, can you distribute the activity for me please?*). If necessary, play the video again.

Answer key: Possible answers:
She can get a sexually transmitted disease. She can go to prison (for going streaking in the park). She can be grounded by her parents. She can get a hangover. She can pay a fine (for having her car towed by the police). She can feel ashamed (for what she did).

2A. Reading a piece of news to sequence a set of pictures
Author(s): Larissa Pena Ribeiro de Carvalho
Skill(s): reading

Answer key:

a) (5)	b) (2)
c) (6)	d) (1)
e) (4)	f) (3)

2B. Reading the same piece of news to judge the veracity of some statements
Author(s): Larissa Pena Ribeiro de Carvalho
Skill(s): reading

Answer key:
1. (F) The cook is 34 years old. // The victim is 34 years old.
2. (T) The actress was leaving a concert when she hit a 34-year old cook.
3. (F) The accident happened shortly after midnight.
4. (F) The victim was a cook.
5. (F) Somebody called the police. // The victim did not call the police.
6. (T) The victim informed the police that she smelled heavily of alcohol.
7. (F) The actress was arrested when she was walking out of the hotel.
8. (F) The accident remains under investigation.
9. (T) The Hollywood Gossip

2C. Identifying inconsistent information about a story
Author(s): Larissa Pena Ribeiro de Carvalho and Rosely P. Xavier
Skill(s): reading

Answer key:

1. (x) The actress was leaving a concert when she hit a car. (**she hit a pedestrian**)
3. (x) The actress was leaving the scene of the accident when the victim called the police. (**when somebody called the police**)
4. (x) Lindsay and the officers were discussing when the victim attacked the actress.
6. (x) The police were arresting the actress when her agent arrived.

3A. Matching speeches to cartoons
Author(s): Larissa Pena Ribeiro de Carvalho
Skill(s): reading

Questions to elicit the students' answers during the activity correction:

a) *Which speech corresponds to Cartoon 1? Which letter is it?*

b) *What is the meaning of this speech in Portuguese?*

Answer key: 1. (C) 2. (F) 3. (E) 4. (A) 5. (D)

3B. Rephrasing the speeches of cartoons to tell the truth
Author(s): Rosely P. Xavier
Skill(s): writing

Before introducing the activity, address the questions below to the class in order to start a conversation on *lies.* Write LIE on the board.

1. *What is the meaning of 'lie' in Portuguese?*
If necessary, negotiate the meaning of the word through definition (e.g. *A lie is a false statement, a false information*).

2. *In the cartoons of Activity 3A, are the people telling the truth or telling a lie?*
Write TELLING THE TRUTH and TELLING A LIE on the board for the students to visualize the phrases. Then ask the students the meaning of these expressions to make sure they understand the question.

3. *Have you ever told a lie?*

4. *Who did you lie to?*

5. *What was your lie?*
Depending on the students' answers, you can make a comment on the difference between a BAD LIE (mentira maliciosa, que magoa a pessoa) and a WHITE LIE (mentira branda que não visa a magoar a pessoa), saying that the difference is in the person's intention.

6. *Why did you lie to him/her?*

After the conversation, introduce the activity (*Now you're going to rewrite the speeches of some cartoons to tell the truth, ok? Let me distribute the activity*).

Answer key: Open answers

4A. Reading a piece of news to explain the lie that was told and the consequences of this action
Author(s): Rosely P. Xavier
Skill(s): reading

Before introducing the activity, address the following questions to the class in order to start a conversation on the consequences of a lie.

1. *Has anyone ever lied to you?*

2. *Who lied to you?*

3. *Did you get upset?*

4. *What are the consequences of lying to someone and this someone discovers that you lied?*

Possible answers:
- The person can get upset.
- The person can get hurt.
- The person can get mad, furious.
- The person can lose trust in you.

After the conversation, introduce the activity (*Now you're going to discover the consequence of a lie. I'm going to distribute the activity*).

Answer key: 1. Lindsay Lohan acusada de mentir para a polícia.

2. Ela disse à polícia que não estava dirigindo o seu Porsche quando o carro dela bateu na traseira de um caminhão baú.

3. Ser acusada de mentir para a polícia e, possivelmente, ir para a cadeia.

4B. Watching a scene of a sitcom to express the consequence of a lie
Author(s): Rosely P. Xavier
Skill(s): listening, reading, writing and speaking

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4tenglish.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

Answer key:
1. (He is telling) a lie.
2. (He is telling) a lie.
3. (He is telling her) the truth.
4. (He is telling her) the truth.
5. (He is telling him) a lie.

Consequence of the man's lie: Possible answers:
- His friend got mad, furious.
- His friend got hurt.

After the activity correction, you may want to comment on some differences between the verbs SAY and TELL and their constructions (e.g., "Tell" accompanies a personal direct object: "I told you" and "I told the others", but never "*I told to you" and "*I told to the others". "Say", on the other hand, is not used with a personal direct object: "*I said you". It is used in constructions such as: "I said to you that....", I said (that) he lied" and "I said what I wanted". If it is relevant, you can design some exercises involving this grammar point.

4C. Watching a different scene to understand how the man was punished for his lie
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 2) - AUDIOS and VIDEOS.

Answer key: O homem teve que colocar batom e dizer para algumas mulheres que "mentir é errado" e que ele é uma "garotinha bonita".

4D. Reading a video transcript to locate and understand specific speeches
Author(s): Marina Borges Martinez and Rosely P. Xavier
Skill(s): reading

Answer key:
a) Line(s): 2
b) Line(s): 3, 12, 15, 17, 19
c) Line(s): 11, 20, 48-49
d) Line(s): 8
e) Line(s): 3
f) Line(s): 7
g) Line(s): 23
h) Line(s): 9
i) Line(s): 4-5
j) Line(s): 10
k) Line(s): 37
l) Line(s): 27
m) Line(s): 18
n) Line(s): 38
o) Line(s): 44-46

4E. Contrasting interrogatives and declarative questions
Author(s): Rosely P. Xavier
Skill(s): reading

Answer key: Possible answers:

Interrogative form	**Declarative form**
• Did you watch the tape?	• You watched the tape?
• Why are you so sure...?	• You're still here?
• What had I just said?	• You know why?
	• You wanna know why?

4F. Changing declarative questions into interrrogative questions
Author(s): Marina Borges Martinez and Rosely P. Xavier
Skill(s): writing

Answer key:
1. Did you lie to your mother?
2. Did you call him a liar?
3. Did you work on the holiday?

4. Did you invite her to your party?
5. Did you study on the weekend?
6. Did the teacher explain the homework?
7. Did she move to the United States?

After the activity correction, you may propose the following exercise for the students to familiarize themselves with the following functions of the auxiliary verb DID: to indicate a question and to avoid repetition.

Circle the speeches that use the auxiliary DID to make a question in the past, and <u>underline</u> the speeches that use DID to avoid repetition of a sentence/phrase. Give the sentence/phrase that DID is substituting.

1. **Chandler:** I watched the tape!
2. **Rachel:** You did?
3. **Chandler:** Yes, I did!
4. **Joey:** No, you didn't.
5. **Chandler:** What? Of course I did!
6. **Rachel:** Did you?
7. **Chandler:** No, I didn't. I'm sorry. Did I cross the line?
8. **Rachel:** Yes, you did.

You may use the same activity instructions above with other auxiliary verbs to make the students recognize the functions of those verbs in language use contexts. For example:

1. **Chandler:** I love you.
2. **Rachel:** You do?
3. **Chandler:** Yes, I do!
4. **Rachel:** No, you don't.
5. **Chandler:** What? Of course I do!
6. **Rachel:** Do you?
7. **Chandler:** Don't you believe me?
8. **Rachel:** No, I don't.

Still considering the auxiliary verb DID, it is important that the students realize its correct pronunciation [dɪd]. You can comment on the pronunciation of words that contrast with DID. They are: deed [di:d] (façanha, ação), dad [dæd] (pai), dead [dƐd] (morto) and dude [du:d] (slang: companheiro).

5A. Giving a title to a story
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 2) - AUDIOS and VIDEOS.

Answer key: Possible answers:
- Good actions attract good effects
- Good actions inspire good actions in others
- Acts of kindness
- Kindness chain

5B. Watching a video to sequence a set of actions
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 2) - AUDIOS and VIDEOS.

Answer key:

a) (7)	d) (4)	g) (12)	j) (10)
b) (2)	e) (1)	h) (5)	k) (6)
c) (9)	f) (3)	i) (11)	l) (8)

5C. Guessing what some people may have said on specific moments
Author(s): Rosely P. Xavier
Skill(s): writing

Collect the students' answers to be marked. When you return them with your feedback, make comments about the most common mistakes you found during your correction.

Answer key: Possible answers:

1. Thank you (for helping me).
2. Can I have two hot dogs please?
3. Can you give the man this bottle of water please?
4. Here are a hot dog and some water. Take them please.
5. You left your cell phone behind. // Here is your cell phone. You left it behind.

5D. Making a survey: taking notes of good actions in everyday situations
Author(s): Ronei Lucas Gonçalves and Rosely P. Xavier
Skill(s): writing

Collect the students' lists to be marked. When you return them with your feedback, organize the class in groups for them to carry out the following activity:

In groups, analyze your lists of good actions and find out the three most recurrent ones.

1. _____

2. _____

3. _____

Question to elicit the groups' answers:

a) *Group 1, what are the three most recurrent good actions in your lists?*
Write them on the board and check the students' comprehension.

After this activity, you may propose a miming game. Each group is supposed to mime 2 actions. The other groups will have to discover the action that is being performed. The actions should come from the lists of each group. While a member of a group is miming, the other groups will have to write **in English**, on a piece of paper, the action that the student is performing. Give them some time for this task. After that, each group will have to read the action aloud. The

correct answers will score 1 point. Consider as "correct" the answers that are intelligible. Ask the students to invent a name in English for their groups. Write the team names on the board in order to keep track of the scores.

5E. Writing a positive message to be put on a T-shirt
Author(s): Rosely P. Xavier
Skill(s): writing

Answer key: Open answers

6A. Matching descriptions to the scenes of two videos
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 2) - AUDIOS and VIDEOS.

Answer key:

1. Neither	6. Neither	11. Neither
2. Both	7. Video 2	12. Video 1
3. Both	8. Video 1	13. Both
4. Video 2	9. Video 2	14. Neither
5. Video 1	10. Both	

6B. Relating a set of instructions with their respective explanations
Author(s): Rosely P. Xavier and Ronei Lucas Gonçalves
Skill(s): reading

Before introducing the activity, address the questions below to the class in order to start a conversation on *campaigns*. Write CAMPAIGNS on the board as a title.

1. *Can you give examples of campaigns?* (Possible answers: Criança Esperança, Campanha da Fraternidade, campanha política,...)

2. *What is a campaign? Can you define it?* (Possible answer: It is a planned action to achieve a social objective.)

3. *What is the objective of the 'Criança Esperança Campaign'?*
Write OBJECTIVES on the board, and list the students' answers in English. Possible answer:

- to raise funds for social institutions (**fundraising campaigns**)

4. *And what is the objective of a political campaign?*
Add the students' answers to the list. Possible answer:

- to inform society about a candidate or a political party (**political campaigns**)

5. *What other objectives do campaigns have?*
Add the students' answers to the list. Possible answers:

- to collect donations;
- to encourage people to volunteer their time for a good cause;
- to inform society about a specific issue (e.g. Dengue, obesity) (**public information campaigns**);
- to make people aware of a problem in order to change their behavior (**awareness campaigns**). Make sure this objective is introduced.

6. *What type of campaign are those you watched in Activity 6A?* (Awareness campaigns)

7. *What means of communication is effective for an awareness campaign?* (Possible answers: TV, internet, billboards, leaflets, social media: facebook, twitter, blog)

8. *Have you already participated in a campaign? How?*

After the conversation, introduce the activity (*Now you are going to know how to make an awareness campaign. I'm going to distribute the activity*).

Answer key:

(F) 1.	(D) 5.
(B) 2.	(C) 6.
(A) 3.	(–) 7.
(E) 4.	

6C. Planning and executing an awareness campaign
Author(s): Ronei Lucas Gonçalves and Rosely P. Xavier
Skill(s): writing, speaking

Answer key: Open answers

After the groups have completed their charts, ask them to present their ideas to the class, in Portuguese or in English, so that the groups can get feedback from their classmates. Then, collect the groups' charts to be marked. When you return them with your feedback, establish a date for the groups to execute the campaign. They are expected to present a video, a poster, a flyer or any other form of communicating their campaign messages.

1A. Watch a music video and check (✓) the negative behaviors you have observed in the scenes.

https://www.youtube.com/watch?v=KlyXNRrsk4A

NEGATIVE BEHAVIORS

a) ( ) Drinking too much
b) ( ) Using drugs
c) ( ) Drinking and driving
d) ( ) Bullying
e) ( ) Throwing trash on the ground
f) ( ) Mistreating animals
g) ( ) Despising a person
h) ( ) Disturbing your neighbor with loud music
i) ( ) Engaging in vandalism
j) ( ) Engaging in risky sexual behavior
k) ( ) Becoming aggressive after losing a competition
l) ( ) Getting into fights
m) ( ) Offending people
n) ( ) Touching a person's intimate parts without her/his consent

1B. Now answer the questions in English according to the music video.

1. Personagem principal da estória: ( ) Rebecca ( ) Kathy ( ) Johny

2. Onde a festa começou: _____

3. Onde a festa terminou: _____

4. O motivo pelo qual a personagem se perguntou: ***What happened?***: _____

_____

5. Comentário do rapaz sobre a festa: _____

_____

1C. Read the song lyrics below and, in pairs, identify the line(s) that expresses the information provided.

LAST FRIDAY NIGHT
Katy Perry

Part 1

[1] There's a stranger in my bed.
[2] There's a pounding in my head.
[3] Glitter all over the room
[4] Pink flamingos in the pool.
[5] I smell like a mini bar.
[6] DJ's passed out in the yard.
[7] Barbie's on the barbecue.
[8] There's a hickie or a bruise.

Part 2

[9] Pictures of last night ...
[10] ended up online.
[11] I'm screwed.
[12] Oh well,
[13] It's a black top blur.
[14] But I'm pretty sure it ruled.
[15] Damn!

Part 3

[16] Last Friday night...
[17] Yeah we danced on tabletops.
[18] And we took too many shots.
[19] Think we kissed but I forgot.

Part 4

[20] Last Friday night ...
[21] Yeah we maxed our credit cards.
[22] And got kicked out of the bar.

Part 5

[23] Last Friday night...
[24] We went streaking in the park.
[25] Skinny dipping in the dark.
[26] Then had a menage a trois.

Part 6

[27] Last Friday night...
[28] Yeah I think we broke the law.
[29] Always say we're gonna stop.
[30] Whoa-oh-oah.

Part 7

[31] This Friday night.
[32] Do it all again.
[33] This Friday night.
[34] Do it all again.

Part 8

[35] Trying to connect the dots.
[36] Don't know what to tell my boss.
[37] Think the city towed my car.
[38] Chandelier is on the floor
[39] with my favorite party dress.
[40] Warrants out for my arrest.
[41] Think I need a ginger ale.
[42] That was such an epic fail.
T. G. I. F (Thank God It's Friday)

PART 1

a) A personagem diz que cheira a bebida. Line(s) _____

b) A personagem percebe que dormiu com um desconhecido. Line(s) _____

c) Ela não sabe se levou um chupão ou se teve um ferimento. Line(s) _____

d) A personagem diz que sua cabeça está latejando. Line(s) _____

e) Havia aves na piscina. Line(s) _____

f) Tinha uma pessoa desmaiada no jardim. Line(s) _____

PART 2

g) A personagem xinga ela mesma pelo seu excesso. Line(s) _____

h) As fotos da festa foram parar na internet. Line(s) _____

i) A personagem diz que "está ferrada". Line(s) _____

PART 3

j) A personagem não se lembra se beijou o rapaz. Line(s) _____

k) A personagem e o rapaz beberam muito. Line(s) _____

PART 4

l) A personagem diz que ela e o rapaz ultrapassaram o limite do cartão. Line(s) _____

PART 5

m) A personagem conta que eles tiraram a roupa e correram. Line(s) _____

PART 6

n) A personagem acha que eles infringiram a lei. Line(s) _____

PART 8

o) A personagem acha que a prefeitura rebocou o carro dela. Line(s) _____

p) Ela diz que a noite passada foi um desastre total. Line(s) _____

1D. What are the risks for the girl of her excessive behavior? Answer in English.

2A. Read the news below and number the pictures according to the correct sequence of the events. Use numbers from 1 to 6.

THE HOLLYWOOD GOSSIP

www.thehollywoodgossip.com **LINDSAY ARRESTED AGAIN** - September 20th 2012 -

Text and layout created by Larissa Pena

Lindsay Lohan was arrested this morning for leaving the scene of an accident after hitting a pedestrian in New York City. Shortly after midnight, the actress was leaving a concert when she hit a 34-year old cook. The victim informed the police that she smelled heavily of alcohol – although the information is not confirmed.

Right after the crash, Lindsay did not offer to help, but rather continued driving to her hotel. Fortunately, somebody called the police, and when the actress was walking out of the hotel around 2:30 a.m., officers arrested her.

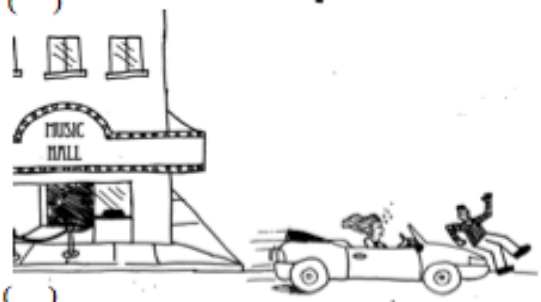
The accident remains under investigation and the police say they are trying to determine how she was driving when the accident happened.

a) ( )

b) ( )

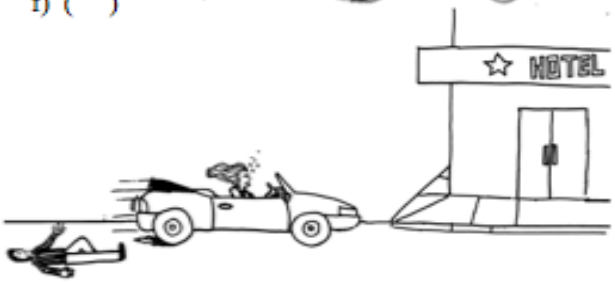
c) ( )

d) ( )



e) ( )

f) ( )



2B. Based on the news, write False (F) or True (T) for the statements below. Correct the false statements in English, and for the true statements, extract the text fragment that proves your answer.

1. ( ) A atriz tem 34 anos.

_____

2. ( ) Lindsay estava voltando de um show quando atropelou uma pessoa.

_____

3. ( ) O acidente aconteceu antes da meia noite.

_____

4. ( ) A vítima foi um padeiro.

_____

5. ( ) A vítima ligou para a polícia.

_____

6. ( ) A vítima disse que a atriz estava fedendo a álcool.

_____

7. ( ) A atriz foi presa quando estava entrando no hotel.

_____

8. ( ) A polícia finalizou as investigações do caso.

_____

9. ( ) A notícia saiu em um jornal de fofoca.

_____

2C. Check (✓) the information that does not match the news you read.

1. ( ) The actress was leaving a concert when she hit a car.

2. ( ) The actress was driving to her hotel when the incident happened.

3. ( ) The actress was leaving the scene of the accident when the victim called the police.

4. ( ) Lindsay and the officers were discussing when the victim attacked the actress.

5. ( ) The police are investigating how the actress was driving when the accident happened.

6. ( ) The police were arresting the actress when her agent arrived.

BEHAVIOR

3A. The people in the cartoons are giving poor excuses for their excesses. Match their speeches to the cartoons. One speech has no matching.

a) Sorry officer, I was paying attention to your beautiful eyes while I was driving.

b) I was dancing with a beautiful woman when she stepped on my foot.

c) I'm sorry sir. I was driving home when a dog crossed the road.

d) I was not using my cell phone while you were explaining the lesson.

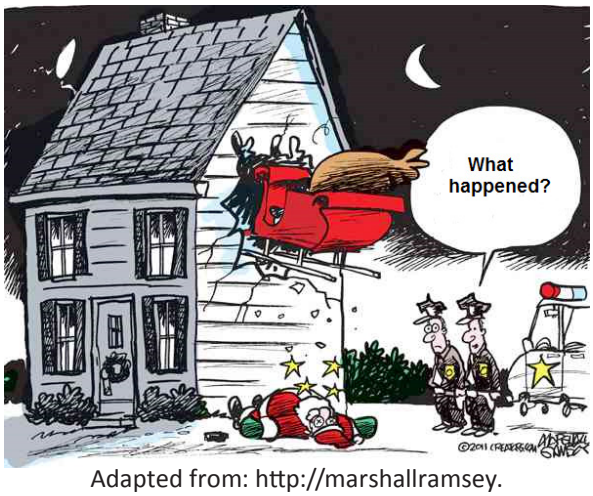
e) Oops, sorry. The band distracted me.

f) I was not driving fast. The house appeared in front of me.

1. ( )

Adapted from: http://media.cagle.com/95/2009/07/29/6725 5_600.jpg - www.davegranlund.com

2. ( )

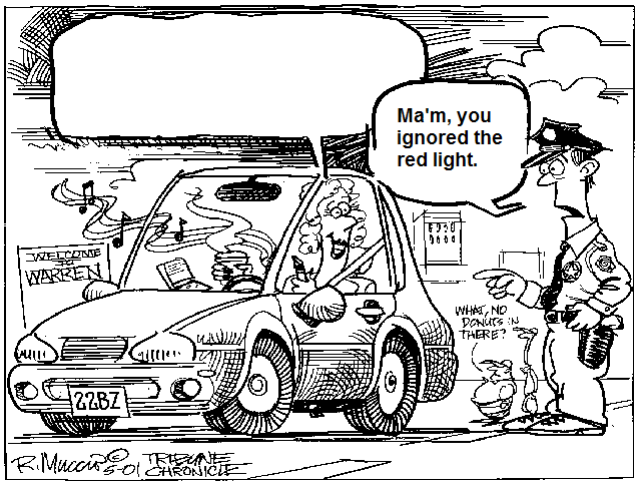


Adapted from: http://marshallramsey.com/wp-content/uploads/bilde7.jpeg

3. ( )

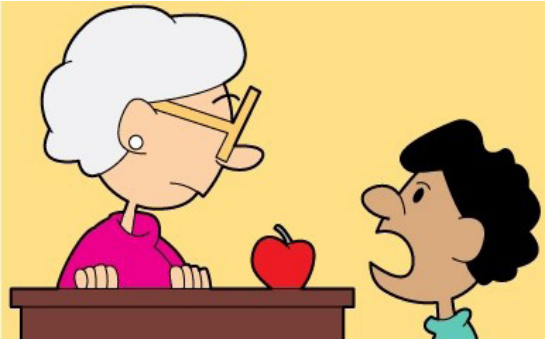
Adapted from: http://imgc.allpostersimages.com/images/P-473-488-90/58/5832/ZGDSG00Z/posters/comic-cartoon-man-says-he-s-called-mustard-cause-when-dancing-he-s-all-over-the-dogs.jpg

4. ( )



Adapted from: http://www.michellehenry.fr/cellphone.gif

5. ( )



Adapted from: https://www.linkedin.com/pulse/20141114013014-60396885-teaching-emotional-intelligence

3B. In the cartoons the people are not telling the truth. Choose three cartoons and rewrite the people's speeches so they can tell the truth and show they are sincere.

Cartoon number ____

Cartoon number ____

Cartoon number ____

4A. Read the news below and, based on it, give the information about the actress' behavior. Answer in Portuguese.

tend FAMILY
EAT, PLAY, LOVE
Heartfelt Inspiration for Valentine's Day
Download on the App Store
FOR IPHONE & IPAD!

allie is wired

Lindsay Lohan Charged For Lying To Police

11/06/2012 by Allie

Like 0 Tweet 6 g+1 2 Share 5

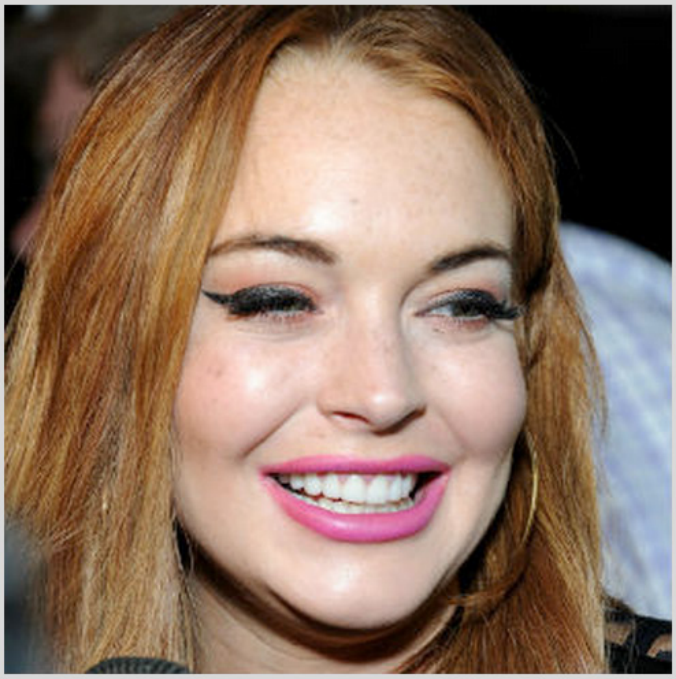
Lindsay Lohan might be going back to jail.

She's just that smart.

According to TMZ, Lindsay will be charged with the crime of **lying to police** after her car accident in June.

At the time, Lindsay told police that she wasn't behind the wheel of her Porsche when it slammed into the back of an 18-wheeler, but she lied.

The Santa Monica City Attorney wants to file charges.



The L.A. City Attorney's Office said they are "gathering information" but so far no decision has been made regarding a possible probation violation in Lindsay's jewelry heist case.

allieiswired.com/archives/2012/11/lindsay-lohan-charged-for-lying-to-police/

1. Título da notícia: _____

_____

2. Conteúdo da mentira: _____

_____

3. Consequência da mentira: _____

_____

4B. Watch a scene of a sitcom to find out if the man is telling the truth or a lie in the situations below. At the end, write in English the consequence of his lie.

Friends

1. The man says that he watched the tape.
Is he telling the truth or a lie?

2. The man says that he enjoyed the tape.
Is he telling the truth or a lie?

3. The man tells the woman that he does not like to be called a liar.
Is he telling her the truth or a lie?

4. The man tells the woman that he did not watch the tape.
Is he telling her the truth or a lie?

5. The man tells his friend that his bosses watched the tape but they did not enjoy it.
Is he telling him the truth or a lie?

Consequence of the man's lie: _____

4C. Watch the continuation of the sitcom scene and explain in Portuguese how the man was punished for his lie.

Friends

4D. Read the transcript of the sitcom scene and, in pairs, identify the line(s) that expresses the information below.

a) Joey pergunta quais são as novidades. Line(s): _____
b) Chandler afirma que assistiu ao vídeo. Line(s): _____
c) Joey afirma que Chandler não assistiu ao vídeo. Line(s): _____
d) Joey pergunta se Chandler assistiu ao vídeo. Line(s): _____
e) Chandler informa que tem péssimas notícias. Line(s): _____
f) Chandler pede desculpas. Line(s): _____
g) Rachel pergunta se Chandler assistiu ao vídeo. Line(s): _____
h) Chandler afirma que gostou do vídeo. Line(s): _____
i) Chandler diz que os chefes dele não gostaram do vídeo. Line(s): _____
j) Chandler xinga os chefes dele por não terem gostado do video. Line(s): _____
k) Joey pede para Chandler parar de mentir. Line(s): _____
l) Rachel acusa Chandler de ser mentiroso. Line(s): _____
m) Sutilmente, Joey chama Chandler de mentiroso. Line(s): _____
n) Chandler pergunta por que Joey desconfia da sua palavra. Line(s): _____
o) Joey explica o porquê ele sabe que Chandler não assistiu ao vídeo. Line(s): _____

TRANSCRIPT

01 **Chandler:** Hey Joe.
02 **Joey:** What's up?
03 **Chandler:** Bad news... I watched the tape
04 and passed along my bosses, and they
05 weren't interested.
06 **Joey:** Oh!
07 **Chandler:** Sorry man...
08 **Joey:** But you watched the tape?
09 **Chandler:** Yeah! I I I I liked it! But my bosses
10 didn't go for it. Stupid sons of bitches!
11 **Joey:** You didn't watch the tape.
12 **Chandler:** What? Of course I did!
13 **Joey:** Look, it's one thing not to cast me, but
14 to lie to me?
15 **Chandler:** I'm not lying to you, I watched it!
16 **Joey:** You lied again!
17 **Chandler:** I watched it!
18 **Joey:** Keep going Pinoquio!
19 **Chandler:** I did!
20 **Joey:** No, you didn't!
21 **Chandler:** I'm telling you, I watched the
22 tape!
23 **Rachel:** Did you watch the tape?
24 **Chandler:** NO!
25 **Chandler:** I can't believe Joe..., I hate being
26 called a liar.
27 **Rachel:** But you are a liar.
28 **Chandler:** What had I just said?
29 **Joey:** You're still here?
30 **Chandler:** Yes! And I have to say: I'm not
31 just hurt, I'm insulted. When I tell someone
32 I did something...
33 **Joey:** OK, all right, let me just stop you right
34 here, OK. First you lied right? Then you lied
35 about lying. OK, then you lied about lying
36 about lying, ok? So before you lie about
37 lying about lying about lying... STOP lying!
38 **Chandler:** Why are you so sure I didn't
39 watch this tape?
40 **Joey:** You know why? You wanna know
41 why?
42 **Rachel:** Oh! This is going well!
43 **Joey:** This is why I know you didn't watch
44 this tape. If you had seen what is on this
45 tape, believe me! You would have some
46 comments. Now remember, I got paid a lot
47 of money for this and it only aired in Japan.
48 **Joey:** And that's why I know you didn't
49 watch the tape!

4E. Find examples in the transcript that can illustrate the explanation below. Write the examples in the spaces provided.

In everyday dialogues, questions are expressed in the **interrogative form** or in a **declarative form** depending on the context.

Questions in the interrogative form are used when the speaker does not know the information and he wants to know it. They are formulated with an **auxiliar (or auxiliary verb) before the subject**. For example:

- Did you lie to him?
- Do you usually lie to him?
- Why are you lying to him?
- _____
- _____

Questions in the declarative form are affirmative sentences with an interrogation mark at the end. They are used when the speaker knows the answer, but he wants to make sure. They are also used to express surprise. Questions in declarative form are formulated **without the auxiliar before the subject**. Here are some examples:

- You lied to him?
- You usually lie to him?
- Why you are lying to him?
- _____
- _____

4F. Change the declarative questions below into the interrogative form considering that the speaker really wants to know the answer.

1. You **lied** to your mother? _____

2. You **called** him a liar? _____

3. You **worked** on the holiday? _____

4. You **invited** her to your party? _____

5. You **studied** on the weekend? _____

6. The teacher **explained** the homework? _____

7. She **moved** to the United States? _____

5A. Watch a video and, in pairs, give a title in English to the story.

https://www.youtube.com/watch?v=nwAYpLVyeFU

5B. The text below tells what the people in the video have done, but the actions are out of sequence. Watch the video again and, in pairs, give the correct sequence of the actions. Use numbers from 1 to 12.

a) ( ) The hot-dog vendor gives the "baggage man" a bottle of water to be given to the homeless man.

b) ( ) The boy offers help to an old lady who is carrying groceries.

c) ( ) The girl sees a lady crying in a restaurant and she decides to buy her some flowers. The lady appreciates the girl's gesture.

d) ( ) The woman sees a paper falling down a man's hand. She picks it up and returns to him.

e) ( ) A worker helps a boy when he falls off his skateboard.

f) ( ) The old lady is walking when she sees a woman looking for a coin in her purse. She gives the woman a coin for nothing in return.

g) ( ) The waitress sees that the worker is thirsty, and she gives him a glass of water.

h) ( ) When the man sees another man having difficulty in removing a large baggage from the trunk of his car, he immediately helps him.

i) ( ) The "restaurant lady" leaves the waitress a $100 dollar tip.

j) ( ) The florist sees the scene and gives the girl a flower in response to her nice gesture.

k) ( ) The "baggage man" buys two hot dogs, one for him and the other for the homeless man.

l) ( ) The homeless man goes after a girl to return her cell phone. She had left it behind.

5C. The following images are from the video you have watched. Write in English what these people may have said on these moments.

1.

Boy: _____

2.

Man: _____

3.

Vendor: _____

4.

Man: _____

5.

Homeless man: _____

5D. (Homework) During next week take notes of the good actions you see in people's behavior (your friends, classmates, parents, unknown people on the streets). Make a list in English to be reported in the classroom.

Example: I saw a _____,
_____, ...

5E. In pairs, write a positive phrase in English to be put on a T-shirt and inspire good actions in people. See an example.

http://rlv.zcache.com/being_good_is_one_thing_doing_good_is_everything_tshirt-rfadc3e0a8004463683d98ace38dc0efc_804gs_512.jpg

6A. Watch two videos and find out which description below refers to Video 1 and which description refers to Video 2. Write **Video 1**, **Video 2**, **Both** or **Neither** in the gaps provided.

Video 1

www.wimp.com/honestyunrewarded/

Video 2

https://www.youtube.com/watch?v=fmWo9iJzGW0

1. In this video a wallet is left on the floor. _____
2. This video was filmed at a shopping center. _____
3. This video praises good actions. _____
4. The purpose of this video is to make people aware of the environmental problems in the world. _____
5. This video is an “Honesty Experiment”. _____
6. In this video people who have returned a pair of sunglasses are surprised to get a discount on their purchase. _____
7. In this video an empty bottle is left on the floor. _____
8. In this video people receive flowers, and have their faces on cakes, posters and on TV. _____
9. In this video, the person receives a huge applause for her action. _____
10. In this video people receive unexpected rewards. _____
11. In this video nobody picks up the object on the floor. _____
12. In this video people return a pair of lost sunglasses to the customer service desk. _____
13. The purpose of this video is to inspire people to do good actions. _____
14. In this video a man picks up the bottle on the floor and puts it in the trash can. _____

6B. The instructions below explain how to make an awareness campaign. Each instruction has an explanatory text. Match the instructions to their corresponding texts. One instruction has no explanatory text.

Instructions

( ) 1. Establish an objective for your awareness campaign.

( ) 2. Identify your audience.

( ) 3. Give a title to your campaign.

( ) 4. Establish a message for your cause.

( ) 5. Decide on the strategies.

( ) 6. Decide on the means of communication to spread your campaign.

( ) 7. Execute your campaign.

A

Think of a name for your campaign. It should be short and easy to remember, and suit the objective of the campaign.

B

It is important to define who is going to benefit from your campaign. For example, your school, your community, your city, or even your country. Who are you trying to influence?

C

You can create a campaign using posters, videos, and flyers to promote your cause. An idea is to post a poster on your facebook or blog. You can also produce a video and post it in Youtube or hand out flyers around school, public libraries and high traffic places to reach as many people as possible.

D

How to make your campaign effective?

- Use emotion to grab your audience's attention.
- Use images.
- Use facts and statistics to make the problem specific and to establish your authority in defining the problem.
- Explicitly state what action you want your audience to do.

This text was adapted from: http://www.socialbrite.org/2013/03/13/how-to-build-awareness-for-your-campaign/

E

The campaign should state the problem and the action to be taken. Good messages are simple and clear. Bad messages confuse people. What is the content of your message?

F

The goal of any awareness campaign is to grab the audience's attention to a cause, as for example: bullying, racism, drugs, alcohol abuse, domestic violence etc. What is your cause?

6C. In trios, create an awareness campaign about a problem that you want other people to reflect upon and change their behavior. Reread the instructions provided in Activity 6B to guide you. Use the chart below to write your ideas **in English**.

Establish the objective of your campaign (what is your cause?):	
Why your campaign is important:	
Identify your audience:	
Give a title to your campaign:	
Means of communication to spread your campaign:	
The content of your message:	

BODY IMAGE

Girl Before a Mirror by Pablo Picasso, 1932

https://www.flickr.com/photos/31031857@N05/3910732110/

MAIN GOALS OF THIS UNIT: Encouraging students to reflect on the effects of media on self-image; Understanding that '*beauty*' is a subjective notion, and that body image concerns have solutions.

CONTENTS:

TEXTS FOR COMPREHENSION: self-esteem video campaign, descriptions of paintings and photographs, music video clip, song lyrics, interview, internet article, agony column posts (threads), comments, campaign posters.

LANGUAGE PRODUCTION: describing, explaining a term, interviewing, concluding a survey, posting a problem, giving titles to posts, giving advice, making a comment, making a campaign poster.

SALIENT FORMS: adjectives describing physical appearance (*blonde, curvy, small*), noun phrases (*food industry, fashion industry*), gerund phrases (*being tall, having straight hair*), parts of the body (*nose, ears, belly*), simple present tense: 3rd person singular (*The person criticizes..., The person shows...*).

INTRODUCING THE TOPIC:

Authors: Ana Maria de Souza Olivo & Rosely P. Xavier

Before proposing the activities of this unit, start a conversation with the students about the theme (*Today we are going to talk about body image*). Write BODY IMAGE on the board as a title and address the questions below to the class. Allow the students to answer in Portuguese, and convert their answers into English. Write them on the board in the form of an outline. The text of Activity 1A may help you in this conversation.

1. *What is 'body image'? // What does it mean?* (Imagem que temos do nosso corpo; a nossa auto-imagem; como nos sentimos em relação à nossa aparência física).

2. *In your opinion, is it important to have a positive body image? Yes or no? Why?*

3. *What is a positive body image for you? And a negative body image? Can you describe it?*

4. *Does the "perfect" body exist?*

   4a. *What is the "perfect body" for some people?*
   Write THE PERFECT BODY FOR SOME PEOPLE on the board as a subtitle, and list the students' answers next to it, in English. See the outline in Activity 1A for some possible answers.

5. *What influences the people's ideas about the perfect body?*
   Write INFLUENCES on the board as a subtitle, and list the students' answers next to it, in English. See the outline in Activity 1A for some possible answers.

Ask the students if they have any question or comment to make (*Any question? Any comment about the topic?*).

SUGGESTIONS AND ANSWER KEY:

1A. Watching a video campaign to identify specific information in an outline
Author(s): Ana Maria de Souza Olivo
Skill(s): reading

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4tenglish.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

After the students have understood the activity instructions, read the list of influences that appears in the outline, and check the meaning of each information (*What's the meaning of 'TV soap operas' in Portuguese?*). This way, the students can get familiarized with the information they are expected to identify in the video.

Question to elicit the students' answers during the activity correction: *What influences has the girl been exposed to in the video?*

Answer key: magazine ads, magazine covers, billboards, TV ads, food industry, plastic surgery industry, pharmaceutical industry, cosmetics industry, fitness industry, fashion industry.

1B. Watching the same video campaign to understand specific information and make inferences
Author(s): Ana Maria de Souza Olivo and Rosely P. Xavier
Skill(s): listening

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4tenglish.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

Before introducing the activity, address the following question to the class to elicit the students' knowledge about the activity topic:

1. *What influences people's ideas of what is beautiful? // What other factors influence people's notion of beauty?* Insist that the answers are given in English.

Answer key:

a) Possible answer: É conscientizar os pais das influências da mídia e da indústria da beleza que atuam sobre as suas filhas, e incentiva-los a conversar com elas sobre o assunto. // É anunciar uma campanha para apoiar a autoestima.

b) Aos pais ou responsáveis pela educação de suas filhas.

c) Possible answer: A intenção é mostrar que algo importante está por vir no vídeo: as influências. // A intenção é mostrar que a influência da mídia aumenta com a exposição das crianças a ela. Daí o significado da expressão "*Here it comes*" (lá vem ela).

d)
1. (x) *younger* - skin, face
2. (x) *smaller* - waist, belly, arms, boobs (breasts)
4. (x) *firmer* - skin, muscles, belly, abdomen (abs), thighs, arms
6. (x) *thinner* - waist, abdomen (abs), thighs, arms
7. (x) *softer* - skin, hair
9. (x) *lighter* - skin, hair
10. (x) *tighter* - skin, muscles, thighs, buttocks (tush), arms

e) Possible answer: Quer dizer que os pais devem conversar com suas filhas sobre a forte influência da mídia e da indústria da beleza, que costumam determinar o que é bonito.

2. Reading descriptions of works of art to understand how female beauty has been portrayed
Author(s): Ana Maria de Souza Olivo and Rosely P. Xavier
Skill(s): reading

Before introducing the activity, address the following questions to the class to start a conversation on *female beauty in the present and past*:

1. *How is the woman presented in the media? // What physical characteristics does the woman need to have to be considered beautiful according to the mass media?*
Write WOMAN on the board. Insist that the answers are given in English (*In English, please!*), and write them on the board. For example:

WOMAN
- She has to have a long straight blond hair.
- She has to be slim/curvy.
- She has to have an hourglass body.
- She has to have a symmetrical body.
- She has to be tall.
- She has to have smooth skin.
- She has to have blue/green eyes.
- She has to have a small nose.

2. *Were these physical characteristics considered beautiful in the past?*
Confirm the correct answer and conclude (*Ok, no. These characteristics have not been always considered beautiful. What is considered beautiful nowadays was not considered beautiful in the past*).

After the conversation, introduce the activity (*Now you're going to analyze some paintings and photographs that show different notions of female beauty*).

Questions to elicit the students' answers during the activity correction:

Description 1

a) *Which picture corresponds to description 1?*

b) *What words or phrases in the description helped you decide on this answer?*

c) *What is the meaning of [...] in Portuguese?*

Answer key: 1) b 2) e 3) c 4) a 5) d 6) h

3A. Watching a music video clip to describe how male beauty is shown
Author(s): Ana Maria de Souza Olivo and Rosely P. Xavier
Skill(s): writing

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4tenglish.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

Before introducing the activity, address the following questions to the class to start a conversation on *male beauty*.

1. *How is the man presented in the media? // What physical characteristics does the man need to have to be considered attractive, beautiful according to the mass media?*

Write MAN on the board. Insist that the answers are given in English, and write them on the board. For example:

MAN
- He has to be slim/muscular.
- He has to be strong and macho.
- He has to be tall.
- He has to have blue/green eyes.
- He has to have sculpted arms and broad shoulders.
- He has to have large muscles.
- He has to have a washboard abs.
- He has to wear earrings, gold chains.

After the conversation, introduce the activity (*Now you are going to watch a music video clip to describe how the man is presented*).

Answer key: Possible answer: According to the video clip, an attractive and sexy man is muscular, bald; he wears a sleeveless shirt, a leather jacket, sunglasses, a hat; he wears earrings and other accessories; he wears black. He has sculpted arms and a washboard abs.

3B. Reading the lyrics of a song to understand specific information
Author(s): Ana Maria de Souza Olivo and Rosely P. Xavier
Skill(s): reading

After distributing the activity, address the following questions to the class to start a warm-up conversation in English:

1. *What is the name of this song?*

2. *What is the song about? // What is the topic of the song?* (It is about male beauty.// It is about a man who thinks he is too sexy, too attractive).

3. *Do you know any other song that talks about male beauty?*
   3a. *How is male beauty described in these songs?*

4. *In general, how is a macho man described?* Possible answers:

A MACHO MAN IS DESCRIBED AS:

- being cocky
- being able to get all the girls' attention
- having expensive things (cars, motorcycles, electronic gadgets...)
- wearing brand name clothes
- wearing accessories (gold chains, diamond earrings...)

After the conversation, introduce the activity (*Now, you're going to read the lyrics of the song 'I'm too sexy' to identify specific information.*).

Questions to elicit the students' answers during the activity correction:

Letter A - a) *What line(s) in the song corresponds to letter A?*
b) *What is the meaning of Line 3 in Portuguese?*

Answer key:

a) Line(s): 3	d) Line(s): 10	g) Line(s): 9
b) Line(s): 1, 16	e) Line(s): 17	h) Line(s): 9
c) Line(s): 2	f) Line(s): 6, 12	i) Line(s): 14

After the activity, design a grammatical exercise exploiting degree adverbs (e.g. "too sexy", "extremely" "very", "rather", "really sexy", "so sexy that..." etc).

4A. Listening to an interview to understand the perceptions of beauty in different parts of the world
Author(s): Ana Maria de Souza Olivo
Skill(s): listening

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4tenglish.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

Before introducing the activity, address the following questions to the class to start a warm-up conversation in English:

1. *In your opinion, what is considered beautiful in Brazil is also considered beautiful in other parts of the world? // Is the notion of beauty different around the world?*

2. *Can you give an example of how male or female beauty is described in different countries? // in different parts of the world?*
If the students do not come up with an example, be prepared to exemplify (*For example, in some African tribes women wear many necklaces to make their necks longer. Long necks are considered beautiful. The longer the neck, more beautiful and elegant the woman is.*).

After the conversation, introduce the activity (*Now you're going to listen to an interview about beauty in different parts of the world.*).

Audio transcript:

Interviewer: Good evening! Welcome to the Late Night Show! Our special guest tonight is the American anthropologist Dr. Jane Smith. Welcome, Dr. Smith.
Dr. Smith: Thank you.
Interviewer: Dr. Smith, let's get right into it. What is beauty?
Dr. Smith: Well, beauty is the quality in a person or thing that gives pleasure to our senses, to our minds or to our spirits.
Interviewer: So, beauty is universal.
Dr. Smith: No, I believe that beauty is in the eye of the beholder!
Interviewer: What do you mean?
Dr. Smith: Well, different regions around the world have different perceptions of what beauty is. What is beautiful to us in the US may not be accepted as beauty in South Africa. What is considered beauty in India may not be considered to be beautiful in Japan.
Interviewer: So you are saying that the notion of beauty varies from place to place?
Dr. Smith: That's right. For example, in China, the attractive woman is someone slim with pale skin. Interestingly enough, pale skin was also recognized as a feature of attractive women in past historical periods, as in the Victorian Era.
Interviewer: I see...

Dr. Smith: In many parts of Africa, on the other hand, women with large breasts and big hips are desirable because this is associated with abundance and fertility.
Interviewer: Dr. Smith, I've heard that plastic surgery in Iran is very popular. Is that true?
Dr. Smith: Yes! In Iran, women love small noses, so they go to plastic surgery to reduce the size of their noses. In India, on the other hand, long nose, long hair and big eyes are considered to be beautiful.
Interviewer: That's very interesting, but these different perceptions of beauty are not present on Miss Universe' contest, for example, are they?
Dr. Smith: No they aren't. In beauty contests, all girls are slim, tan, and tall. And do you know why?
Interviewer: No.
Dr. Smith: These contests have set up certain criteria for the participants to enter, and they are based on...
Interviewer: Hollywood's perception of beauty?
Dr. Smith: That's right! Hollywood affects our society's perception of beauty.
Interviewer: Well, Dr. Smith, we could go on and on forever on this topic, but, unfortunately, we have to end the show. Thank you very much for being here with us tonight.
Dr. Smith: Thank you.
Interviewer: That's all for tonight, folks! We'll be back tomorrow at the same time and station!

Answer key:

China	Mulheres magras e com pele clara/branca são consideradas bonitas.
Parts of Africa	Mulheres com seios grandes e quadris largos são consideradas atraentes.
Iran	Mulheres com nariz pequeno são consideradas bonitas.
India	Mulheres com nariz longo, cabelo comprido e olhos grandes são consideradas bonitas.
USA	Mulheres magras, bronzeadas e altas são consideradas bonitas.

4B. Explaining the saying "Beauty is in the eye of the beholder"
Author(s): Ana Maria de Souza Olivo
Skill(s): writing

Answer key: Open answers

5A. Reading research findings on body image to understand specific information
Author(s): Ana Maria de Souza Olivo and Rosely P. Xavier
Skill(s): reading

Before introducing the activity, address the following questions to the class to start a warm-up conversation in English:

1. *Is it normal to be concerned with the appearance?* (Yes, it is normal. It's perfectly normal.).

2. *Is it normal to be obsessed with the appearance?* (No)

3. *Are you obsessed with your appearance?*

4. *When is a person obsessed with his/her appearance? // What makes a person obsessed with his/ her appearance?*

Possible answers:

- When she/he is never satisfied with her/his looks/appearance.
- When she constantly wears makeup products on her face.
- When she/he weights herself/himself constantly.
- When she/he looks in the mirror all the time.
- When she/he takes pictures of herself/himself all the time.
- When she/he spends too much money in beauty products and surgery.

After the conversation, introduce the activity (*Now you are going to read an article about people's concern / preoccupation with their appearance.*).

Answer key: Possible answers:

SEX	• Mulheres são muito mais críticas com a aparência do que os homens. • 8 em cada 10 mulheres vão ficar insatisfeitas com a sua imagem no espelho. • Mais da metade das mulheres poderá ver a sua imagem distorcida no espelho. • Homens geralmente têm uma imagem mais positiva do seu corpo do que as mulheres. • Alguns homens, quando se olham no espelho, não veem defeito algum em sua aparência.

	CHILDREN	ADOLESCENTS	ADULTS
AGE	• Meninas muito jovens estão fazendo regime, porque elas acham que são gordas e feias. • 25% das meninas com 7 anos de idade já fizeram regime. • Meninos são menos críticos com relação à aparência do que as meninas.	• Os adolescentes são influenciados pelo ideal masculino (alto, ombros largos e musculoso). • Pelo menos 50% das adolescentes com 13 anos de idade estão descontentes com a sua aparência.	• Pelo menos 80% das mulheres acima de 18 anos estão descontentes com o seu corpo. • Mulheres atraentes, sem problema de peso ou distúrbio psicológico clínico, veem sua imagem distorcida no espelho (se veem feias e gordas). • Homens entre 45 e 55 anos de idade são mais suscetíveis a se sentirem insatisfeitos com a aparência.

5B. Making a survey with people of the same sex
Author(s): Ana Maria de Souza Olivo and Rosely P. Xavier
Skill(s): speaking

Determine which half of the class is going to interview men and which half is going to interview women. Explain that the results will have to be handed in using the chart provided in the activity. Establish a date for the assignment, and collect it for correction. Activities 5C and 5D depend on the data the students will collect.

Answer key: Open answers

5C. Organizing and presenting findings of a survey
Author(s): Ana Maria de Souza Olivo and Rosely P. Xavier
Skill(s): speaking

Return the students' surveys with your feedback. Then organize the class in small groups (3 or 4 students per group) based on the single sex group they have interviewed (females / males). They are supposed to organize their findings using the chart provided in Activity 5C. Give them some minutes. Then ask for each group to report their findings for Question 1 (*This group, can you give your findings for Question 1, please?*). Encourage the students to express in English. Write the groups' answers on the board in an organized and clear way, because Activity 5D will depend on this organization. For Question 2, write only the parts of the body mentioned by the groups and the amount of answers. If a group gives different parts of the body, add them to the board.

After the data of all the groups have been presented and written on the board (for each sex group), introduce and distribute Activity 5D (*Now, individually, you are going to write a conclusion for this survey, considering the information on the board, for males and females. I'm going to distribute the activity.*).

Answer key: Open answers

5D. Making a conclusion for a survey
Author(s): Ana Maria de Souza Olivo and Rosely P. Xavier
Skill(s): writing

Collect the students' answers for correction.

Answer key: Open answers

6A. Reading forum posts to identify the person's problem and the piece of advice
Author(s): Ana Maria de Souza Olivo and Rosely P. Xavier
Skill(s): reading

Before introducing the activity, address the following questions to the class to talk about *advice*:

1. *When you have a problem, what do you do to find a solution?*
Insist that the answers are given in English (*In English, please.*). Possible answers:

- I talk to a friend.
- I talk to my parents.
- I write on my journal.
- I take some time to think about it.
- I post my problem on the internet and wait for an answer.

If nobody mentions the internet as a means of sharing problems and getting solutions, introduce this possibility (*Another possibility is posting your problem on appropriate sites and wait for an answer.*).

2. *What kinds of problems do people post on the internet?*
Write KINDS OF PROBLEMS on the board. Insist that the answers are given in English and write them on the board. Possible answers:

KINDS OF PROBLEMS
- Friendship problems
- Relationship problems
- Family problems
- Health problems
- Drug problems
- Bullying
- Low self-esteem
- Low self-confidence

3. *Recently, I have read about a boy's problem on the internet. He has a girlfriend and he really likes her, but the girl doesn't like him. She likes another guy. The boy knows that, but he likes the girl. What piece of advice would you give to him?*
Write ADVICE on the board and check students' comprehension of the word.

After the conversation, introduce the activity (*Now, you are going to read some internet posts to identify the problem and the advice. Let me distribute the activity.*).

Answer key: Message 1: Problem Message 2: Advice Message 3: Both

6B. Reading forum posts to understand specific information
Author(s): Ana Maria de Souza Olivo and Rosely P. Xavier
Skill(s): reading

Answer key:

Denise's problems:

Ela se acha muito feia e não gosta do seu corpo. Ela diz que não tem peito, nádegas, curvas, nada. Ela acha que os meninos nunca prestam atenção nela e, se prestam, dizem que ela é feia.

Pieces of advice:

- Você precisa aumentar sua autoconfiança.
- Aprenda a se amar.
- Dê mais atenção/concentre-se mais nos outros (ajudando as pessoas, sendo uma amiga melhor, ajudando a família) do que em sua aparência.
- Pense em outras qualidades que tornam uma pessoa atraente sem ser a aparência física, como a confiança, a personalidade, a inteligência e o sucesso.
- Faça um pacto com você mesma para se amar.
- Afaste os pensamentos negativos.

6C. Reading the same forum posts to understand how the texts are organized
Author(s): Ana Maria de Souza Olivo and Rosely P. Xavier
Skill(s): reading

Answer key:

Saaar's message organization: Advice – Line(s): 1
Comment – Line(s): 2, 3
Advice – Line(s): 4

Juliet's message organization: Presentation of personal experience – Line(s): 1 - 4
Comment – Line(s): 5 - 9
Advice – Line(s): 10
Presentation of personal experience – Line(s): 10 - 12
Advice – Line(s): 13, 14
Presentation of personal experience – Line(s): 15, 16
Comment – Line(s): 17, 18
Advice – Line(s): 18 - 21

6D. Reading a post to define the topic and organize the reply
Author(s): Rosely P. Xavier
Skill(s): reading

Answer key: Title: open answers

Dear **Leah**
(3)
(1)
(2)

6E. Reading the same post to understand specific information
Author(s): Ana Maria de Souza Olivo and Rosely P. Xavier
Skill(s): reading

Answer key:

THE GIRL'S PROBLEM	ADVICE
Ela se acha gorda e gostaria de perder peso. Como ela tem problema de coração, ela não pode correr.	Verifique se você está mesmo gorda. Além disso, não pense em perder peso, pense em ficar saudável, cortando gorduras e açúcares, comendo mais frutas e verduras, bebendo mais água e exercitando, conforme supervisão médica, devido ao seu problema de coração.

6F. Submitting a problem to an agony column
Author(s): Ana Maria de Souza Olivo
Skill(s): writing

Collect the students' texts for correction.

Answer key: Open answers

6G. Giving an advice
Author(s): Ana Maria de Souza Olivo
Skill(s): reading and writing

Bring the students' texts with your feedback, and distribute them randomly so each student

can respond to a problem. At the end, collect the students' pieces of advice for correction, and also the problems posed by the students. On the following class, return both posts (problem and advice) to the students who posed the original problem.

Answer key: Open answers

7A. Comparing two marketing campaigns on body image
Author(s): Ana Maria de Souza Olivo and Rosely P. Xavier
Skill(s): reading

Before introducing the activity, show the following image to the students using the data show.

Situate the students about what the title is about (*'Dove - Real beauty campaign' is the title of a marketing campaign*), and check the students' comprehension (*What's the meaning of this title in Portuguese?*). Then, address the following questions to the class:

1. *Based on this title, what is the purpose of this campaign?*
2. *What is the target audience, men or women? Why?*
3. *What kinds of products does Dove sell?*
4. *What do Dove products promise?*
5. *What image do you expect to see under this title?*

After the students' answers, show the full image of the campaign:

http://25.media.tumblr.com/tumblr_74lxinTyW1rw8qd0o1_500.jpg

After that, show the second image.

Situate the students about what the title is about (*'Love my body Campaign' is a title of another marketing campaign*), and check the students' comprehension *(What's the meaning of this title in Portuguese?*). Then, address the following questions to the class:

1. *Based on this title, what is the purpose of this campaign?*
2. *What is the target audience, men or women? Why?*
3. *What kinds of products does Victoria's Secret sell?*
4. *What do Victoria's Secret products promise?*
5. *What image do you expect to see under this title?*

After the students' answers, show the full image of the campaign:

http://36.media.tumblr.com/tumblr_74lxinTyW1rw8qd0o2_500.jpg

After the conversation, introduce the activity (*Now you are going to read some comments about these two campaigns. Let me distribute the activity*).

Questions to elicit the students' answers during the activity correction:

a) *Letter (a), which comment corresponds to this statement?*
b) *Which word or phrase indicates that this is the correct answer?*
c) *Letter (b), which comment corresponds to this statement?*
d) *Which word or phrase indicates that this is the correct answer?*
etc...

Answer key:
a) Comments 1 and 5
b) Comment 7
c) Comment 2
d) Comments 3, 1 and 5
e) Comments 6 and 1
f) Comment 4

7B. Making a comment on two body image campaigns
Author(s): Rosely P. Xavier
Skill(s): writing

Answer key: Open answers

7C. Analyzing two campaign posters
Author(s): Ana Maria de Souza Olivo and Rosely P. Xavier
Skill(s): reading and writing

Before introducing the activity, address the following questions to the class to start a warm-up conversation in English:

1. *How can the media help people to create a positive body image?* Possible answers:

- Including actors/actresses of different beauty standards in soap operas.
- Creating programs that talk about body image.
- Creating/Investing in body image campaigns.

If the students do not come up with the answer "campaigns", make sure to add it to the list.

2. *What is the objective of a campaign?* (to create awareness about a social issue, a product, a service, a politician, a political party etc).

3. *How can we spread // disseminate the message of a campaign?*
Write WAYS OF DISSEMINATING THE MESSAGE OF A CAMPAIGN on the board. Insist that the answers are given in English, and write them on the board under this title. Possible answers:

- videos (TV, internet)
- TV shows and news programs
- ads in magazines, newspapers, cell phones
- pamphlets
- lectures
- stickers
- posters

If the students do not come up with the answer "posters", make sure to add it to the list.

After the conversation, introduce the activity (*Now, you are going to analyze two campaign posters. Let me distribute the activity.*).

Answer key:

	Poster A	Poster B
1.	Love your body campaign	Love your body campaign
2.	women	women and men
3.	2008	2009
4.	communicated by both	communicated by words
5.	legible, small, clear	legible, large, clear
6.	black	blue
7.	Possible answers: power, elegance, formality	Possible answers: calm, peace, confidence
8.	Open answers	Open answers
9.	Possible answer: As pessoas são diferentes e devem ser consideradas desta forma (diferentes).	Possible answer: As pessoas devem se sentir bonitas, porque a beleza está dentro delas.
10.	Open answers	Open answers

7D. Creating a positive body image campaign poster.
Author(s): Ana Maria de Souza Olivo
Skill(s): writing

Display the students' posters outside and inside the classroom.

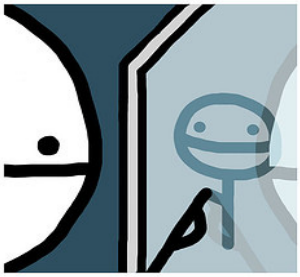
Answer key: Open answers

1A. The text below lists some influences that may affect our ideas about a positive body image. Underline the influences that are shown in the video you will watch.

BODY IMAGE

DEFINITIONS:

- How we see our body.
- How we feel in relation to our physical appearance.



https://www.flickr.com/photos

IMPORTANCE OF A POSITIVE BODY IMAGE:
- We feel good.
- We feel self-confident.
- It is good for our self-esteem.

THE PERFECT BODY FOR SOME PEOPLE:

- Being blonde/ brunette
- Being slim/ thin/ curvy/ muscular
- Being tall
- Having straight hair
- Having blue/ green eyes
- Having a small nose

INFLUENCES:

a) Media
- TV soap operas
- magazine articles
- magazine ads
- magazine covers
- billboards
- TV ads
- internet
- movies

b) Industries
- food industry
- plastic surgery industry
- pharmaceutical industry
- cosmetics industry
- fitness industry
- fashion industry

c) Environment
- friends
- family

1B. Watch the video again and answer in Portuguese the questions below.

https://www.youtube.com/watch?v=Ei6JvK0W60I

a) Qual é o propósito deste vídeo?

b) A que público se destina?

c) A música que inicia o vídeo traz a frase: "Here it comes...". Cada vez que ela é repetida, o volume do som vai aumentando. Qual é a intenção dessa estratégia?

d) Trechos de diversos comerciais aparecem no vídeo prometendo bons resultados no uso dos produtos. Assinale as promessas mencionadas e escreva em inglês a que partes do corpo elas se referem.

1. ( ) *younger* _____
2. ( ) *smaller* _____
3. ( ) *prettier* _____
4. ( ) *firmer* _____
5. ( ) *happier* _____
6. ( ) *thinner* _____
7. ( ) *softer* _____
8. ( ) *longer* _____
9. ( ) *lighter* _____
10. ( ) *tighter* _____

e) O vídeo finaliza com a frase: *Talk to your daughter before the beauty industry does*. O que isso quer dizer?

2. The notion of female beauty has changed over the years. Paintings and photographs have expressed these notions. Analyse the paintings and photographs below, and match them to the descriptions provided. Two paintings have no corresponding description.

a)

Portrait of an Ideal Woman
Sandro Botticelli

http://eddyandreuben.blogspot.com.br/2010_09_01_archive.html

b)

Hotline for Troubled Teens
Joe DeMers

https://www.flickr.com/photos/nb-maa/5184948616/

c)

The Birth of Venus
Sandro Botticelli

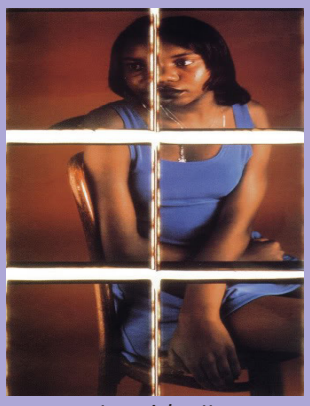
http://eddyandreuben.blogspot.com.br/2010_09_01_archive.html

d)

Mona Lisa
Leonardo da Vinci

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

e)



Laneisha II
Dawoud Bey

http://nbmaa.wordpress.com/2010/09/08/gallery-tours-late-20th-century-art/

f)

Untitled
Cindy Sherman

http://nbmaa.wordpress.com/2010/03/10/women-photographers-using-self-portraits-as-a-means-of-artistic-expression/

g)

Portrait of a Woman
Paul Cesar Helleu

http://www.jssgallery.org/other_artists/paul_helleu/Portrait_of_a_Woman2.html

h)

Nothing to wear
Talbot Hughes

http://goldenagepaintings.blogspot.com.br/2013/10/nothing-to-wear-talbot-hughes.html

DESCRIPTIONS:

1. The gender is nearly removed from the girl. There is no trace of sexiness or sensuality. She is wearing an over-shirt that hides her breasts, and her other feminine features are minimized. **PICTURE _____**

2. The woman is fragmented into six pieces and there is a significant deformation of her figure. Her face is extra wide and left arm seems long. This modern woman allows her flaws. She is a woman, not an object to behold. **PICTURE _____**

3. The woman has delicate features: elongated neck and torso as well as long hair, which looks like it is moving in the painting. For the men of the 16th century, she was a goddess representing physical beauty. **PICTURE _____**

4. The woman portrays beauty during Renaissance. Fare skin and hair were considered beautiful. Women were proud of their hair and decorated it with jewels, pearls, ribbons and hair combs. **PICTURE _____**

5. The woman has a mysterious smile and she has inspired many other artists over the years. Her hair is dark and her hands are free of rings and bracelets. She has no clearly visible eyebrows. It is believed that not having much hair in this area was a sign of beauty at the time. **PICTURE _____**

6. She represents the ideal body during the Victorian era, tall, elegant, delicate and fragile woman, with a small waist. Corsets were used to accentuate sinuous curves.
PICTURE _____

3A. The notion of male beauty has also changed over the years. Some songs have expressed notions of male beauty. Watch a music video clip and, according to it, describe in English what an attractive and sexy man looks like. Then, say if you agree/disagree with this notion. Justify your answer in English.

https://www.youtube.com/watch?v=39YUXIKrOFk

3B. Read the song lyrics below and identify the lines that express the ideas posed.

I'm Too Sexy
Right Said Fred

[1] I'm too sexy for my love, too sexy for my love ... Love's going to leave me.

[2] I'm too sexy for my shirt, too sexy for my shirt. So sexy it hurts.
[3] I'm too sexy for Milan, too sexy for Milan, New York and Japan.

[4] I'm too sexy for your party, too sexy for your party. No way I'm disco dancing.
[5] I'm a model, you know what I mean.
[6] And I do my little turn on the catwalk.
[7] Yeah, on the catwalk, yeah on the catwalk yeah.
[8] I do my little turn on the catwalk.

[9] I'm too sexy for my car, too sexy for my car. Too sexy by far.
[10] I'm too sexy for my hat, too sexy for my hat. What do you think of that?

[11] I'm a model, you know what I mean.
[12] And I do my little turn on the catwalk.
[13] Yeah, on the catwalk, on the catwalk yeah.
[14] I shake my little tush on the catwalk.

[15] I'm too sexy for my cat, too sexy for my cat. Oh pussy, poor pussy cat.
[16] I'm too sexy for my love, too sexy for my love ... Love's going to leave me.
[17] I'm too sexy for this song.

a) O compositor diz ser bonito em qualquer lugar do mundo. Line(s): _____

b) O compositor diz ser tão atraente que isso traz problemas na sua relação amorosa. Line(s): _____

c) O compositor diz ser tão atraente que causa inveja. Line(s): _____

d) O compositor diz ser tão bonito que os acessórios que ele usa ficam em segundo plano. Line(s): _____

e) O compositor diz que essa música não é tão sexy quanto ele. Line(s): _____

f) O compositor diz que, nas passarelas, ele fica mais bonito quando dá as suas viradas. Line(s): _____

g) O compositor afirma que é o cara mais sexy, sem dúvida alguma. Line(s): _____

h) O compositor diz que é tão irresistível que nem precisa estar motorizado para impressionar. Line(s): _____

i) O compositor diz que, nas passarelas, ele fica irresistível quando mexe o 'bumbum'. Line(s): _____

4A. Perceptions of beauty vary across countries and cultures. Listen to a radio interview and give the perceptions of beauty in different parts of the world. Answer in Portuguese.

	Perceptions of beauty
China	
Parts of Africa	
Iran	
India	
USA	

4B. In the interview Dr. Smith states that "Beauty is in the eye of the beholder". What does she mean by this expression? Explain it in English.

5A. Concern with appearance is quite normal, but when this becomes an obsession the person may have a problem. Read a summary of research findings on this topic. Based on the text, complete the charts below with two findings for "sex" and two findings for "age". Answer in Portuguese.

SEX	1. 2.

	CHILDREN	ADOLESCENTS	ADULTS
AGE	1. 2.	1. 2.	1. 2.

SIRC Social Issues Research Centre

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Mirror, mirror

A summary of research findings on body image

Images and reactions: what we see and how we feel about it

What people see and how they react to their reflection in a mirror will vary according to, among other things, sex and age.

Sex

All research to date on body image shows that women are much more critical of their appearance than men. Up to 8 out of 10 women will be dissatisfied with their reflection, and more than half may see a distorted image.

Research shows that men generally have a much more positive body-image than women. Some men looking in the mirror may literally not see the flaws in their appearance.

Why are women so much more self-critical than men? Because women are judged on their appearance more than men, and standards of female beauty are considerably higher and more inflexible. Women are continually bombarded with images of the 'ideal' face and figure. Constant exposure to idealised images of female beauty on TV, magazines and billboards makes exceptional good looks seem normal and anything short of perfection seem abnormal and ugly.

Age

Children: Female dissatisfaction with appearance begins at a very early age. The latest surveys show very young girls are going on diets because they think they are fat and unattractive. A recent Swedish study found that 25% of 7 year old girls had dieted to lose weight – they were already suffering from 'body-image distortion', estimating themselves to be larger than they really were. Boys were found to be significantly less critical of their appearance.

Adolescents: Boys go through relative dissatisfaction with their appearance in early adolescence. They are influenced by the masculine ideal - i.e. taller, broader in the shoulders, more muscular etc. For girls, the normal physical changes in adolescence take them further from the female ideal. A Harvard University study showed that at least 50% of 13-year-old girls are significantly unhappy about their appearance.

Adults: Research indicates that at least 80% of women over 18 are unhappy with what they see in the mirror. Increasing numbers of normal, attractive women, with no weight problems or clinical psychological disorders, look at themselves in the mirror and see ugliness and fat.

In the most recent research, there is some evidence of an increase in body-dissatisfaction among males. Men between the ages of about 45 and 55 are most likely to be dissatisfied with their appearance.

Kate Fox, 1997.

www.sirc.org/publik/mirror.html

5B. Individual work. Interview 8 people of the same sex: 4 teenagers and 4 adults, using the questionnaire below. Convert the respondents' answers into English and write them in the spaces provided.

QUESTIONNAIRE **( ) Female**
( ) Male

	Teenagers (13 to 19 years old)	**Adults (over 20 years old)**
1. Are you concerned with your appearance?	1. ( ) yes ( ) no 2. ( ) yes ( ) no 3. ( ) yes ( ) no 4. ( ) yes ( ) no	1. ( ) yes ( ) no 2. ( ) yes ( ) no 3. ( ) yes ( ) no 4. ( ) yes ( ) no
2. If you could change **one thing** about your physical appearance, what would you change?	1. 2. 3. 4.	1. 2. 3. 4.
3. If you had the money, would you undergo plastic surgery?	1. ( ) yes ( ) no 2. ( ) yes ( ) no 3. ( ) yes ( ) no 4. ( ) yes ( ) no	1. ( ) yes ( ) no 2. ( ) yes ( ) no 3. ( ) yes ( ) no 4. ( ) yes ( ) no
4. What makes a girl/woman beautiful for you? (**For male respondents**) 4. What makes a boy/man beautiful for you? (**For female respondents**)	1. 2. 3. 4.	1. 2. 3. 4.

5C. In groups, use the chart below to organize your data and to analyze the results.

( ) Female respondents
( ) Male respondents

	Teenagers	Adults
Question 1	Number of answers: ____ yes ____ no	Number of answers: ____ yes ____ no
Question 2	Number of answers: ____ nothing ____ nose ____ ears ____ chin ____ breasts ____ belly ____ weight ____ other(s):	Number of answers: ____ nothing ____ nose ____ ears ____ chin ____ breasts ____ belly ____ weight ____ other(s):
Question 3	Number of answers: ____ yes ____ no	Number of answers: ____ yes ____ no
Question 4	Number of answers: ____ physical appearance ____ inner beauty	Number of answers: ____ physical appearance ____ inner beauty

5D. Now write in English a conclusion for this survey according to the findings of all the groups.

http://pixabay.com/pt/notepad-memorando-l%C3%A1pis-escrito-117597/

6A. Some teenagers are insecure because of their appearance. They sometimes post their problems on the internet to get an advice from more experienced people. Read the posts below and check if the message explains a problem, gives an advice or states both.

Message 1 ( ) Problem ( ) Advice ( ) Both

05-14-2013, 03:01 PM #5 (permalink)

DeniseAfterAll
Status: Enamoured
Join Date: Jul 2012
Location: New Zealand
Gender: Female
Posts: 6,939

I'm so tired of feeling ugly

1 I'm a 16 year old girl and feel so freakin ugly when I compare myself to my friends.
2 They're all so beautiful. No wonder guys are after them. But then there's me...no guy ever
3 notices me. And when they do they actually say I'm ugly. And it's always the guys I like.
4 My FRIENDS always say I'm pretty but do I believe it? No. No guy has ever said that to
5 me. And I just feel really worthless. I just hate my body. I'm flat all around. I have no
6 boobs, butt, curves, nothing! What should I do to not be the ugly friend anymore?

Message 2 ( ) Problem ( ) Advice ( ) Both

06-15-2013, 01:59 PM #2 (permalink)

Saaar
Status: Beautiful people!
Join Date: May 2011
Location: UK
Gender: Female
Posts: 82

1 You need to build up your self confidence.

2 Everyone is different, that's what makes us unique. What a boring world if we
3 all looked and acted the same.

4 Learn to love who you are, cause that's what makes you you!

_____

Feel free to chat to me, I am happy to talk to anyone

Message 3 ( ) Problem ( ) Advice ( )Both

09-16-2013, 02:12 PM #30 (permalink)

HeyJuliet

Status: SAS Member
Join Date: Feb 2013
Location: San Francisco, CA
Gender: Female
Posts: 309

1 I totally feel you. I've suffered from horrible self-esteem and body image
2 for almost the past six years, and I'm still working on overcoming it.
3 I would isolate myself in my dorm room for days crying. I missed out on a
4 lot of fun with friends and memories because of that.

5 It also helps realize that appearances aren't important at all in the bigger
6 picture. When you look back on your life, you want to be remembered for
7 your own unique accomplishments and positive impact on people around you,
8 rather than just your appearance. Appearances are easily forgettable, but
9 people will remember how you made them feel.

10 Start focusing on others instead of yourself. For me, I stopped scrutinizing
11 imperfections in my appearance and started focusing on my goals to help
12 people around me, help my family, be a better friend, and so forth.

13 Also, think of all the other qualities that make someone attractive aside from
14 appearance: confidence, great personality, intelligence, success, and more.
15 I've met some people who are overweight or had bad acne, but they were
16 still attractive to others because of other redeeming qualities.

17 Realize that appearances are honestly unimportant and not worth obsessing
18 over when there are more important things in life to focus on. Really make
19 a commitment to loving yourself no matter what because you're stuck with
20 yourself for the rest of your life. ☺ Push away any negative thoughts you
21 might have and just do it. ❤

Adapted from: http://www.socialanxietysupport.com/forum/

6B. Based on the posts you read, explain Denise's problem and give at least three pieces of advice that she has received. Answer in Portuguese.

Denise's problem(s)	Pieces of advice
	1. 2. 3.

6C. Analyze how messages 2 and 3 are organized. Read them and identify the elements below that appear in each message. Give the sequence in which they appear. They can repeat throughout the message. Do not forget to specify the lines of the text that illustrate the elements you have identified.

ELEMENTS

Advice

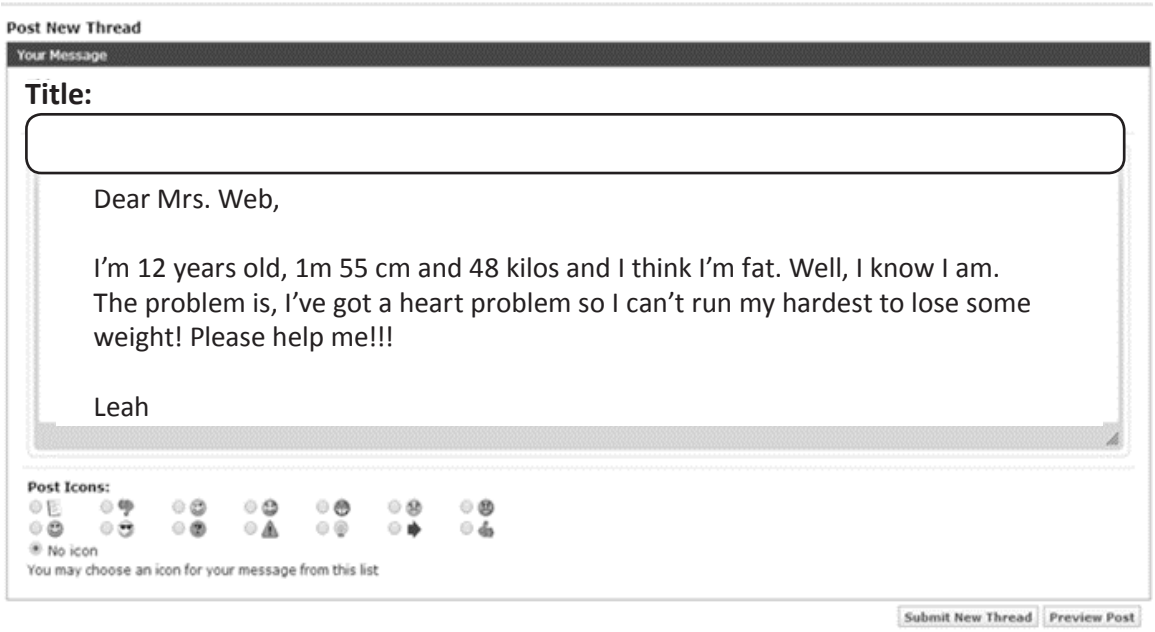
Conclusion

Comment

Presentation of personal experience

Saaar's message organization	Juliet's message organization
_____ Line(s): _____	_____ Line(s): _____
_____ Line(s): _____	_____ Line(s): _____
_____ Line(s): _____	_____ Line(s): _____
_____ Line(s): _____	_____ Line(s): _____
_____ Line(s): _____	_____ Line(s): _____
_____ Line(s): _____	_____ Line(s): _____
_____ Line(s): _____	_____ Line(s): _____
_____ Line(s): _____	_____ Line(s): _____

6D. A girl has posted the message below on an advice column. Give a title in English to her message using the space provided. After that, organize the reply the girl is going to receive, giving the correct sequence of the information. Use numbers in the parentheses.


Post New Thread

Your Message

Title:

Dear Mrs. Web,

I'm 12 years old, 1m 55 cm and 48 kilos and I think I'm fat. Well, I know I am. The problem is, I've got a heart problem so I can't run my hardest to lose some weight! Please help me!!!

Leah

Post Icons:

No icon

You may choose an icon for your message from this list

Submit New Thread | Preview Post

Dear _____

( ) Exercising is also important, but you need to take your heart problem into consideration first. Ask your doctor what sort of sports you can participate in. Your health is much more important than overworking your body.

( ) How do you know you're fat? Are you comparing yourself to models or celebrities? If that's what you're doing, I suggest you stop, because they're not good role models when it comes to body image. In fact, they've battled serious eating disorders like anorexia and bulimia!

( ) Squash your plan of trying to lose weight and concentrate on staying healthy! You can do this by cutting out unnecessary fats and sugars from your diet, eating more fruits and veggies and drinking more water.

Adapted from http://www.kidzworld.com/article/7642-dear-dish-it-i-think-im-fat

6E. Read the post again and explain in Portuguese the girl's problem and the advice she is going to receive.

THE GIRL'S PROBLEM	ADVICE

6F. Think of a problem that affects some teenagers and post a message in English explaining that you have this problem. Use a fake name. After writing your message, give a title to it. Use the spaces provided.

www.dearmrsweb.com

Dear Mrs. Web

May 27, 2015

Personal Advice Columns

Home | Daily Column | Dating Column | Email

Personal Advice for Your Life

Daily Advice Column

Dating Advice Column

SEARCH

Email Dear Mrs. Web

Daily Advice Archives

Dating Advice Archives

Bookshelf

Toys and Games

Favorite Links

Relationship Links

Title:

Your message:

Adapted from: http://www.dearmrsweb.com/

6G. Read your classmate's posted message and give an advice in English to him/her.

Post New Thread:

Title:

Your message:

7A. The images below are from two beauty campaigns. The comments that follow the images were posted on Facebook in response to these campaigns. Identify the comments that correspond to the statements provided.

http://25.media.tumblr.com/tumblr_m74lxinTyW1rw8qd0o1_500.jpg

http://36.media.tumblr.com/tumblr_m74lxinTyW1rw8qd0o2_500.jpg

Comment 1:

Reede Tomas I love this. The VC picture is gross, they should include at least one "curvy" girl. ☺ I like the Dove picture.
Like · Reply · 1 · 6 mins

Comment 2:

Vincent you can say whatever you want, i still prefer VC women!!
Like · Reply · 1 · 6 mins

Comment 3:

Laila Hellsing Way to go Dove!
Like · Reply · 23 · 5 hours ago · Edited

Comment 4:

Katherine LünaDïvïner Boyes Dove could include models! They are real too!
Like · Reply · 20 · 5 hours ago

Comment 5:

Louise Wetendorff Seehusen VC girls... eat a damn sandwich once in a while! Dove girls... Awesome!
Like · Reply · 16 · 5 hours ago

Comment 6:

John Smith They are all pretty girls, but Victoria's Secret should change the title... Skinny girls love their bodies!!
Like · Reply · 12 · 15 hours ago

Comment 7:

Austin Neal Howell Dove is supporting obesity with this campaign! Think about it, people!
Like · Reply · 15 · 16 hours ago

Created by Ana Maria de Souza Olivo

STATEMENTS:

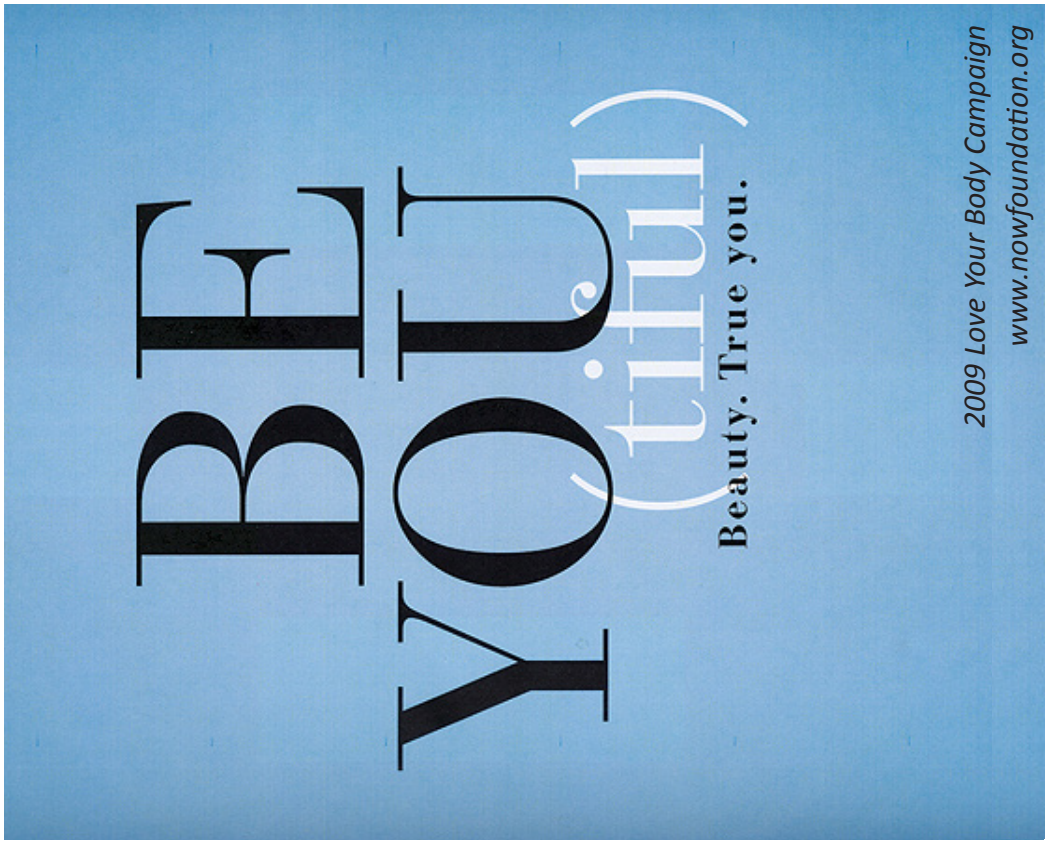
a) The person criticizes Victoria's Secret campaign. Comment(s): _____
b) The person criticizes Dove campaign. Comment(s): _____
c) The person shows preference for Victoria's Secret campaign. Comment(s): _____
d) The person shows preference for Dove campaign. Comment(s): _____
e) The person gives suggestions for the Victoria's Secret campaign. Comment(s): _____
f) The person gives suggestions for the Dove campaign. Comment(s): _____

7B. Now post your comment in English in response to these campaigns. Use the space provided.

YOU

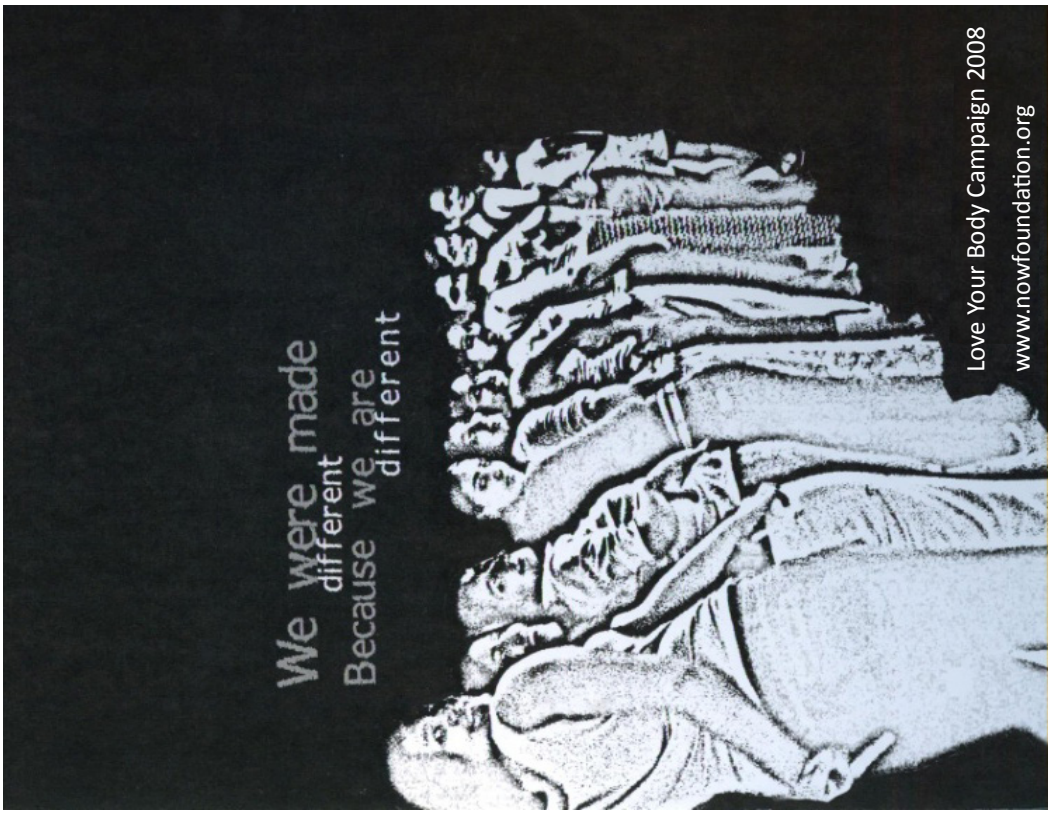
7C. Analyse the two campaign posters below and complete the chart with the correct information. Answer in English.

Poster B



https://salsa.wiredforchange.com/o/5996/images/LYB2009bushbaum.jpg

Poster A



http://s3images.coroflot.com/user_files/individual_files/original_202010_gM2IJhQ9yT0xnTzFn3vpBkIRD.jpg

INFORMATION	POSTER A	POSTER B
1. Theme of the campaign:		
2. Intended audience:		
3. Year of the campaign:		
4. Message:	( ) communicated by pictures ( ) communicated by words ( ) communicated by both	( ) communicated by pictures ( ) communicated by words ( ) communicated by both
5. Printing type (or font):	( ) legible ( ) small ( ) large ( ) clear	( ) legible ( ) small ( ) large ( ) clear
6. Dominant color:		
7. What the color symbolizes:		
8. Layout:	( ) balanced visually ( ) unbalanced visually	( ) balanced visually ( ) unbalanced visually
9. Overall idea of the poster:		
10. Overall effect:	( ) eye-catching ( ) direct ( ) simple ( ) clear	( ) eye-catching ( ) direct ( ) simple ( ) clear

7D. Now it is time to do your part in disseminating a positive body image. Elaborate a body image campaign poster to display in the school hallways.

HUMOR

http://pixabay.com/pt/humor-rir-rindo-homem-boca-aberto-155373/

MAIN GOALS OF THIS UNIT: Enriching the students' literacy skills; Sparking their creativity; and encouraging critical thinking with funny texts.

CONTENTS:

TEXTS FOR COMPREHENSION: powerpoint slides with elements of humor, jokes, a sitcom scene dialogue, cartoons, comic strips, memes, forum posts on sarcasm, transcripts of sitcom scenes.

LANGUAGE PRODUCTION: describing funny parts of a comedy film, explaining the context of a sitcom scene, finding out similarities among cartoons, creating a funny cartoon, writing speeches for a comic strip, creating memes, making sarcastic comments.

SALIENT FORMS: indefinite pronouns (*something, someone*), questions in the simple present with third person singular (*Does he...? No, he doesn't*), simple present continuous (*The cartoon is criticising...*), questions with TO BE in the simple past (*Was that sarcasm?, How was work?*).

INTRODUCING THE TOPIC:

Authors: Thayse Madella and Rosely P. Xavier

Before proposing the activities of this unit, start a conversation with the students about the theme (*Today we are going to talk about humor*). Write HUMOR on the board as a title and address the questions below to the class. Allow the students to answer in Portuguese, and convert their answers into English. Write them on the board in the form of an outline.

1. *Do you like to laugh?*
   Write LAUGH on the board and make sure the students understand the question. If necessary, negotiate the meaning of the verb through mimicry (laughing).

2. *What makes you laugh?*
   List the students' answers on the board, in English, next to the word LAUGH.

   Possible answers:
   - jokes
   - funny situations
   - funny videos / pictures

3. *What makes something funny?*
   Write WHAT MAKES SOMETHING FUNNY on the board as a subtitle, and list the students' answers in English.

   Possible answers:
   - surprise
   - exaggeration
   - the person's facial expressions
   - the way the person tells a joke

4. *Can you describe a funny situation that has happened to you?*

Ask the students if they have any comment to make (*Do you have any other comment about the topic?*).

SUGGESTIONS AND ANSWER KEY:

1A. Associating elements of humor with their examples
Author(s): Thayse Madella and Rosely P. Xavier
Skill(s): reading

Answer key: a) Slide(s): 4
b) Slide(s): 2
c) Slide(s): 3
d) Slide(s): 3, 4

1B. Explaining jokes and their elements of humor
Author(s): Thayse Madella and Rosely P. Xavier
Skill(s): reading

Before introducing the activity, address the questions below to the class to start a conversation on *jokes*. Write JOKE on the board.

1. *What is the meaning of joke in Portuguese?*

2. *Do you like jokes?*
   2a. *What type of joke do you like?*

3. *Do you tell jokes to your friends?*
If necessary, negotiate the meaning of the verb "tell" through gestures to facilitate students' comprehension.
   3a. *Do your friends laugh when you tell a joke?*

4. *What was the funniest joke you have already listened to/ read? Can you tell it?*

After the conversation, introduce the activity (*Now, you're going to read some jokes in English, ok?*).

Answer key: Possible answers:

Joke 1 – contradiction. A piada é engraçada porque a mulher pensa que o homem está pedindo socorro para o tubarão.

Joke 2 – surprise. A piada é engraçada porque a Mulher 1 está falando do seu bebê de 6 meses e não de um adolescente.

1C. Describing parts of a comedy film scene
Author(s): Thayse Madella
Skill(s): listening and writing

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4tenglish.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

Before introducing the activity, address the questions below to the class to start a conversation on *comedy films*. Write COMEDY FILMS on the board.

1. *Do you like to watch comedy films?*

2. *Have you already watched The Mask?*
   2a. *Did you like it?*

3. *Which comedy film would you suggest to a friend?*

After the conversation, introduce the activity (*Now, you're going to watch a comedy film scene, ok?*).

Answer key: Possible answers:

Surprise	● The man is wearing a green mask. ● The clock comes out of the man's pocket. ● The man gets a huge hammer out of his pocket to kill/destroy the clock. ● The woman appears with her face full of cream.
Exaggeration	● The size of the hammer. ● The man's and the woman's screams. ● The man's eyes pop up and his tongue comes out of his mouth. ● The man jumps very fast.
Contradiction	● The clock comes out of the man's pocket. ● The clock jumps. ● The clock runs away from the man. ● The clock laughs. ● The clock feels fear of the man's hammer. // The clock gets scared. ● The man gets flat when he falls down the building.

2A. Making hypotheses about the context of a sitcom scene
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 2) - AUDIOS and VIDEOS.

Before introducing the activity, address the questions below to the class to start a conversation on *sitcoms*. Write SITCOM on the board.

1. *What is the meaning of sitcom in Portuguese?*
If necessary, negotiate the meaning of the word through definition and examples (A *sitcom is a comedy based on humorous situations. For example, Escolinha do professor Raimundo, Chaves, A Praça é Nossa...*).

2. *Do you watch sitcoms? What sitcoms do you watch?*

3. *What is your favorite sitcom?*

After the conversation, introduce the activity (*Now, you're going to do an activity based on a scene of a sitcom. Let me distribute the activity.*).

For the correction, write the students' hypotheses on the board, and then play the video of the scene for the students to confirm or disconfirm their hypotheses.

Answer key: Possible answer: A man is trying to fix the TV antenna and, at the end, he falls down from the roof of the house.

2B. Unscrambling a funny dialogue
Author(s): Rosely P. Xavier
Skill(s): reading

For the correction, write the students' answers on the board, and then play the video of the scene for the correct sequence.

Answer key:
(7) **Charlie:** I said that's perfect.
(3) **Charlie:** No, no, that's worse. Move it the other way.
(1) **Charlie:** It's a little better.
(5) **Charlie:** I said, move it the other way. No, no, no... that's perfect.
(6) (4) **Alan:** What?
(4) (6) **Alan:** What?
(2) **Alan:** How about now?
(8) **Alan:** Great. I'm coming down. Ahhhhhhhhhhhhhh

2C. Describing the funniest part of a sitcom scene
Author(s): Rosely P. Xavier
Skill(s): writing and speaking

Answer key: Open answers

3A. Matching speeches to the images of cartoons
Author(s): Rosely P. Xavier
Skill(s): reading

Before introducing the activity, address the questions below to the class to start a conversation on *cartoons*. Write CARTOON on the board.

1. *What is a cartoon?* (It is a single drawing and it is often humorous, funny).
Show some examples of cartoons from Brazilian newspapers and magazines.

2. *Where are the cartoons published?* Insist that the answers are given in English.

Possible answers:
- in newspapers
- in magazines
- in textbooks
- on the internet

3. *What is the purpose of a cartoon?*

Possible answers:
- To be funny / to make people laugh
- To criticize something or someone

Answer key: (c) (d)
(e) (a)

3B. Finding out similarities among cartoons
Author(s): Rosely P. Xavier
Skill(s): writing

Answer key: Possible answers:

- They are all funny.
- They all involve the school context.
- They all involve the issue of technology/ the topic technology.
- They all criticize the students' dependence on technology.
- They show how students are addicted to technology.
- They show that the students' excuses / problems relate to the use of technology.

4A. Reading cartoons to understand the underlying criticism
Author(s): Thayse Madella
Skill(s): reading

Answer key: 1. (B) 2. (D) 3. (C) 4. (A)

4B. Creating a funny cartoon for a critical purpose
Author(s): Thayse Madella
Skill(s): writing

Ask the groups to write their texts and to make their drawings on different sheets of paper. Collect the students' texts to be marked, and also their drawings. At the next meeting, return them with your feedback. Ask the groups to write their corrected text versions on their drawings, and to hang them in the school hallways.

Answer key: Open answers

5A. Reading a comic strip to understand specific information and make inferences
Author(s): Thayse Madella
Skill(s): reading

Before introducing the activity, address the questions below to the class to start a conversation on *comic strips*. Write COMIC STRIP on the board.

1. *What is the meaning of 'comic strip' in Portuguese?*
If necessary, negotiate its meaning through definition and examples (*A comic strip is a sequence of drawings that tells a humorous story. They have dialogues printed in balloons. This is an example of a comic strip. What's the meaning of comic strip in Portuguese?*).

2. *Do you read comic strips? What comic strips do you read?*

3. *Where can we find comic strips? Insist that the answers are given in English.*

Possible answers:
- in websites
- in newspapers
- in textbooks

After the conversation, introduce the activity (*Now you are going to read a comic strip in English*).

Answer key:

1. Porque não há ninguém brincando no balanço.
2. Ele diz que, dificilmente, consegue brincar com o balanço no recreio.

3. Porque ninguém está mandando ele se apressar para sair do balanço.
4. Ele não sabe se este é o seu dia de sorte ou se ele não escutou o sinal tocar.
5. No último quadrinho. Surpresa. Porque Calvin percebe que ele pode não ter ouvido o sinal tocar.

5B. Formulating speeches for a comic strip
Author(s): Thayse Madella
Skill(s): writing

Collect the students' texts for correction.

Answer key: Open answers

6A. Reading internet memes to understand their humor
Author(s): Thayse Madella and Rosely P. Xavier
Skill(s): reading

Before introducing the activity, address the questions below to the class to start a conversation on *memes*. Write MEME on the board.

1. *What is a meme?* (Possible answer: A meme is an image together with a funny text that is spread on the internet).

2. *Have you ever received a meme by email or facebook?*
   2a. *How was the meme? Can you describe it?*

3. *Have you ever created a meme?*
   3a. *Can you describe it?*

After the conversation, introduce the activity (*Now you're going to read some memes*).

Answer key: Possible answers:

a) Este meme é engraçado porque a falta de vírgula na primeira frase faz parecer que a vovó será comida (vamos comer a vovó). Na segunda frase, com a vírgula, a vovó está sendo convidada para ir comer (vamos comer, vovó?). O uso da pontuação salva vidas, porque sem a vírgula a vovó morreria para virar alimento.

b) Este meme é engraçado porque o gatinho acha que estaria comendo bacon ao morder o porquinho.

c) Este meme é engraçado porque mostra Liam Neeson (ator de cinema) criticando o serviço de telefonia (Singtel 3G Network), pois não consegue ouvir o que a outra pessoa está falando. O meme faz lembrar do filme *Taken* (Busca Implacável) no qual atuou.

6B. Associating texts and images to create memes
Author(s): Thayse Madella
Skill(s): reading

Questions to elicit the students' answers during the activity correction:

1. *Which image corresponds to text 1?*
2. *What is the meaning of this text in Portuguese?*

Answer key:

1. (B)	3. (A)	5. (A)
2. (C)	4. (B)	6. (C)

6C. Creating a meme
Author(s): Thayse Madella
Skill(s): writing

Answer key: Open answers

7A. Reading some posts to understand the concept of sarcasm and its purpose
Author(s): Thayse Madella and Rosely P. Xavier
Skill(s): reading

Before introducing the activity, address the questions below to the class to start a conversation on *sarcasm*. Write SARCASM on the board.

1. *What is sarcasm?* (Sarcasm is an ironic comment. It is the opposite of what the person says.)

2. *Can you give me an example of sarcasm?*

3. *Do you use sarcasm? In what situations?*

After the conversation, introduce the activity (*Now you are going to read about sarcasm*).

Questions to elicit the students' answers during the activity correction:

1. *Who explained the definition of sarcasm in the forum? Who else did?*

2. *What is Suzanne's definition of sarcasm?*

3. *And what is Brandon's definition of sarcasm?*

4. *Who answered the purpose of sarcasm? Who else did?*

5. *What is the purpose of sarcasm according to Brandon? And according to Sean?*

6. *Who gave an example of sarcasm in the forum?*

7. *What was Suzanne's example of sarcasm? (Brandon's, Sean's)*

Answer key:
1. Suzanne, Brandon
2. Brandon, Sean
3. Suzanne, Brandon, Sean

7B. Interpreting sarcastic comments
Author(s): Thayse Madella and Rosely P. Xavier
Skill(s): reading

Answer key: Possible answers:

What the person says	What the person really means
- Como foi seu trabalho? - Ótimo! Eu adoro o meu emprego/trabalho.	O trabalho foi chato, pois a pessoa detesta o emprego/trabalho dela.
- Você é inteligente!	Você não é inteligente.
- Perfume gostoso. Você marinou nele?	O perfume que a pessoa passou está muito enjoativo.

7C. Identifying and interpreting sarcasm in sitcom scenes
Author(s): Thayse Madella
Skill(s): listening, reading and writing

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4tenglish.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

Answer key: Possible answers:

Video 1	What the person really means
Penny: Great! I hope I'll be a waitress in the Cheesecake Factory for my whole life. **Penny**: No.	She doesn't want to be a waitress in the Cheese Cake Factory for her whole life. Yes.
Video 2	**What the person really means**
Chandler: Oh my God! You almost gave me a heart attack.	You didn't give me a heart attack (because I knew where you were). // I was not scared at all.

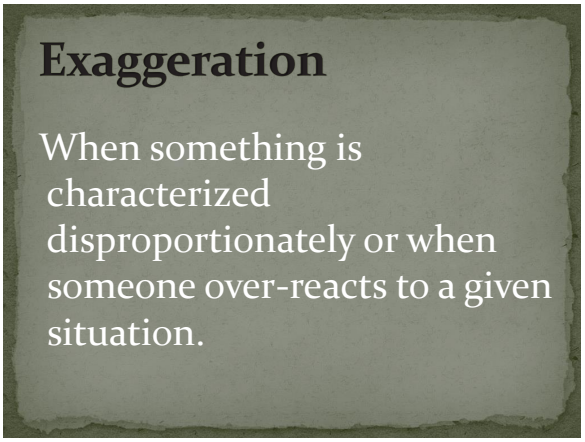
7D. Expressing sarcasm
Author(s): Thayse Madella and Rosely P. Xavier
Skill(s): writing

Answer key: Open answers

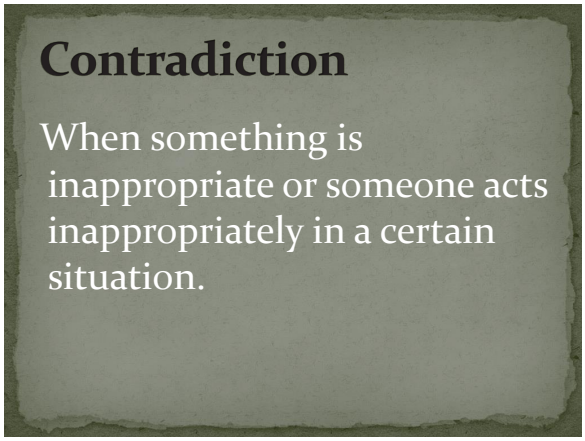
1A. The slides below explain some elements of humor. The examples that follow were removed from the slides. Associate the examples with the correct slides.

Slide 1

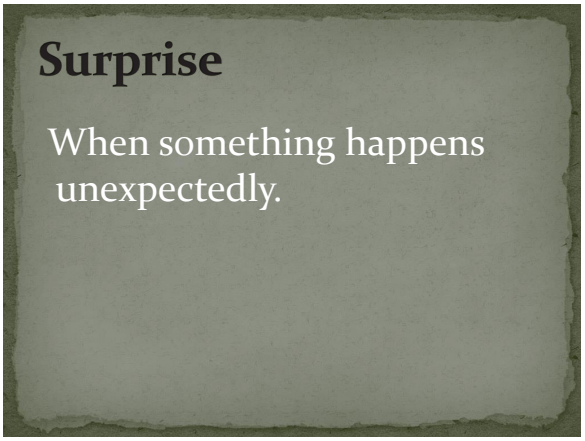
Slide 2



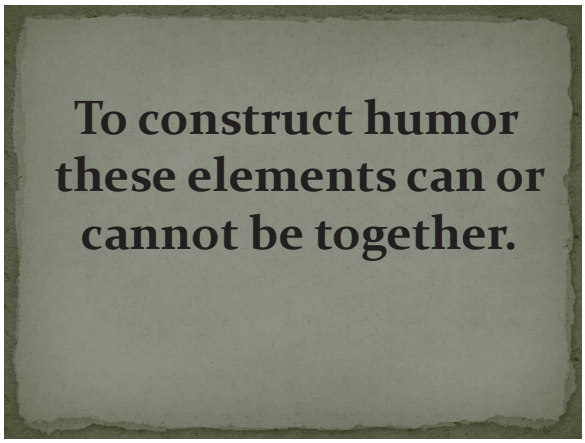
Slide 3



Slide 4



Slide 5



EXAMPLES:

a) Someone opens a birthday present and a 'jack in the box' pops up. Slide(s): ____

b) Someone is so scared of a cockroach that the person dies. Slide(s): ____

c) A baby is taking care of her parents. Slide(s): ____

d) A flower squirts water when a person smells it. Slide(s): ____

1B. Identify the elements of humor in the jokes below. Also explain in Portuguese why they are considered funny.

Joke 1

A woman is walking on the beach when she sees a man in the ocean.
"Help, shark! Help!", he yells.
The woman laughs because she knows the shark will never help that man.

Joke 2

Woman 1: I have the perfect son.
Woman 2: Does he smoke?
Woman 1: No, he doesn't.
Woman 2: Does he drink beer?
Woman 1: No, he doesn't.
Woman 2: Does he ever come home late?
Woman 1: No, he doesn't.
Woman 2: Wow, you really have the perfect son. How old is he?
Woman 1: He is six months old.

1C. Watch a comedy film scene and, in pairs, describe in English the parts of the film that illustrate the elements below.

THE MASK

https://www.youtube.com/watch?v=phWOcrG7sCQ

	DESCRIPTION OF THE FRAGMENT
Surprise	
Exaggeration	
Contradiction	

2A. Suppose you are watching a TV sitcom and, all of a sudden, you lose signal. Listen to the audio of the scene and try to explain in English what is happening.

thumbs.dreamstime.com/x/no-signal-tv-screen-27318047.jpg

2B. In pairs, organize the speeches of the scene to make the dialogue coherent. Use numbers from 1 to 8.

TWO AND A HALF MAN

Alan: Are you watching the TV?

Charlie: Yes!

Alan: How does it look now?

( ) **Charlie:** I said that's perfect.

( ) **Charlie:** No, no, that's worse. Move it the other way.

( ) **Charlie:** It's a little better.

( ) **Charlie:** I said, move it the other way. No, no, no… that's perfect.

( ) **Alan:** What?

( ) **Alan:** What?

( ) **Alan:** How about now?

( ) **Alan:** Great. I'm coming down. Ahhhhhhhhhhhhhh

Charlie: Did you say something?

2C. Which part of the scene is the funniest? Answer in English.

3A. Associate the speeches below with the cartoons to make them coherent and funny. There are more speeches than cartoons.

(a) No joystick? No mouse? No keyboard? How do you turn the pages?

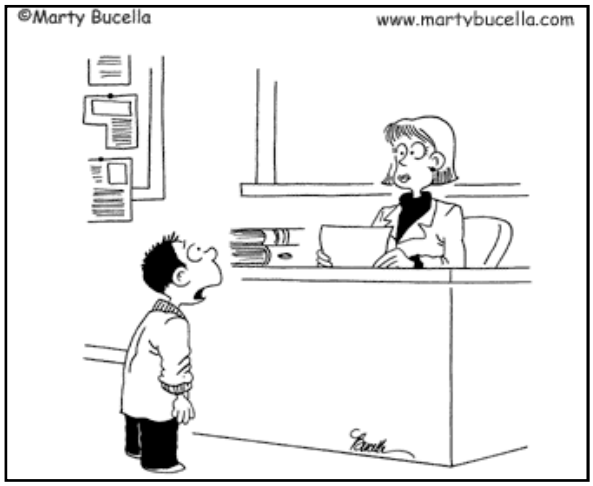
(b) By clicking on “I agree”, you agree to the terms and conditions.

(c) My dog deleted my homework.

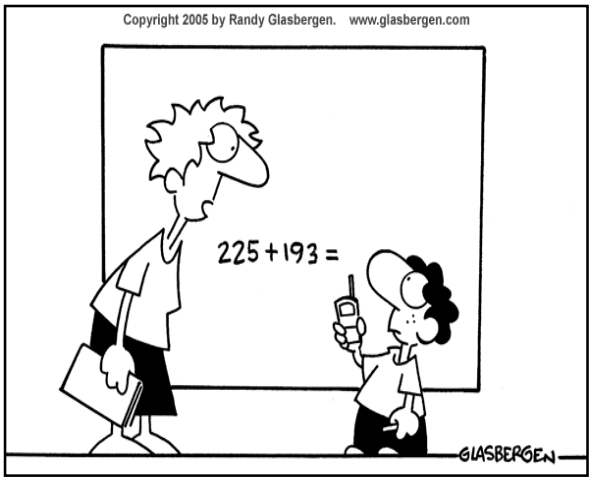
(d) You have to solve this problem by yourself. You can't call tech support.

(e) If you forgot your homework, Press 1. If your dog ate it, Press 2. If you lost it, ...

( )



( )



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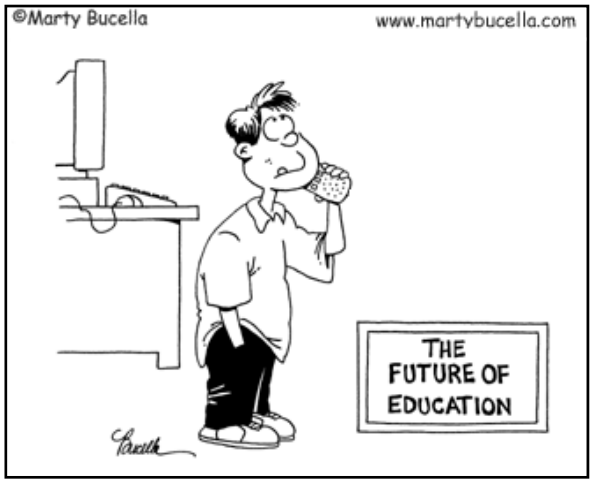

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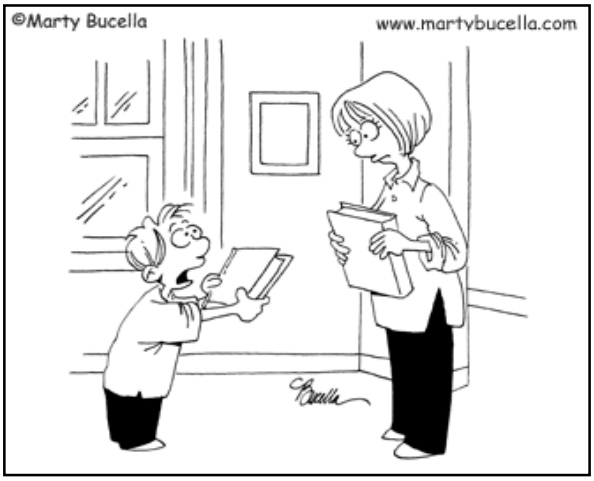
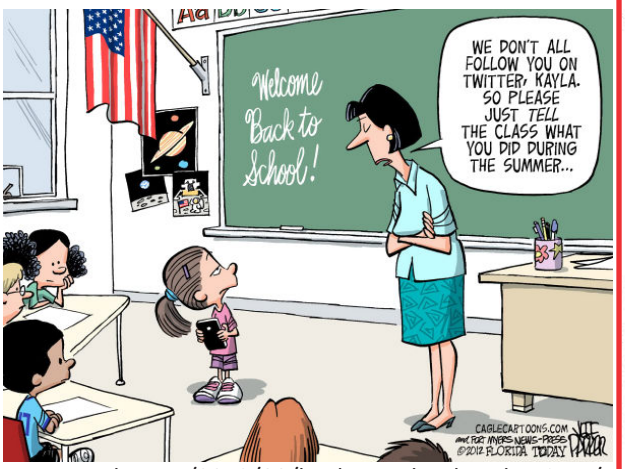


www.martybucella.com
www.glasbergen.com

3B. Read the cartoons again and answer in English what they have in common.

4A. Some cartoons use humor to criticize the educational system, the school, or the students' behavior. This is the case of the cartoons below. Associate them with the underlying criticisms.

(A)

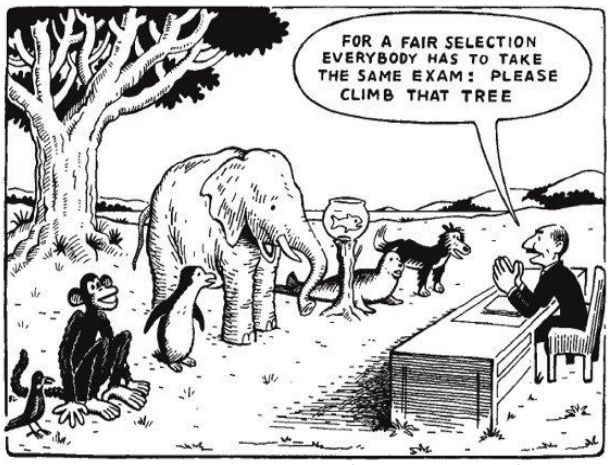


www.cagle.com/2012/08/back-to-school-and-twitter/

(B)

blogs.scholastic.com/.a/6a00e54faaf86b8833014e8a794850970d-800wi

(C)



www.susanohanian.org/nclb_cartoons/no+animal+left+behind.jpg

(D)

"It's always 'Sit', 'Stay', 'Heel' --
Never 'Think', 'Innovate', 'Be yourself'."

www.cardandcaboodle.com.au/media/catalog/product/cache/1/image/9df78eab33525d08dfb8d27136e95/i/m/img_0004_88.jpg

CRITICISMS:

1. ( ) The cartoon is criticizing the lack of flexibility of schools in terms of discipline.

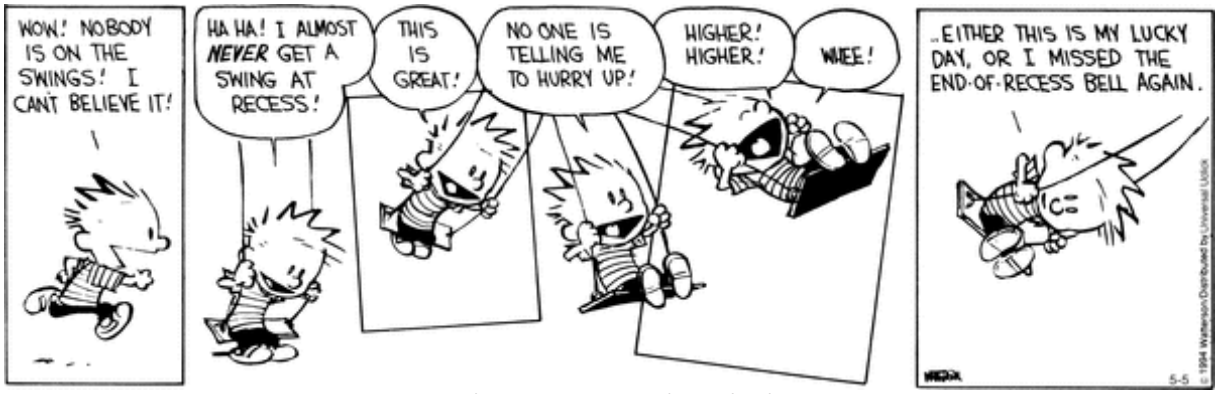
2. ( ) The cartoon is criticizing the way the educational system privileges quick and trained responses instead of critical thinking.

3. ( ) The cartoon is criticizing the way evaluation is conducted and how it can be discriminatory.

4. ( ) The cartoon is criticizing the students' dependence on social media to solve their problems.

4B. Work in pairs. Suppose you are working on the school newspaper. Your responsibility is to make a funny cartoon to criticize the educational system, the school, or the students' behavior in the classroom, to be published in the newspaper. Make your cartoon in English.

5A. Comic strips can make you laugh. Read the comic strip below and answer the questions in Portuguese.



www.gocomics.com/calvinandhobbes/2014/05/05#.U4u4d3JdUmg

1. Nos primeiros quadrinhos, por que Calvin está tão feliz?
2. O que ele diz no Quadrinho 2?
3. Por que Calvin se sente tão satisfeito no Quadrinho 4?
4. Qual é a dúvida de Calvin no último quadrinho?
5. Em que quadrinho está o elemento de humor? Qual é o elemento? Justifique sua resposta.

5B. Choose a comic strip (1 or 2) and write in English the texts for each balloon to create a funny story.

1)

www.gocomics.com/garfield/2014/04/28#.U4u58HJdUmg

2)

www.gocomics.com/garfield/2014/04/26#.U4u6EHJ

6A. The pictures below are internet memes. Memes are images with a funny text that are quickly spread on the internet. Explain in Portuguese why the memes below are funny.

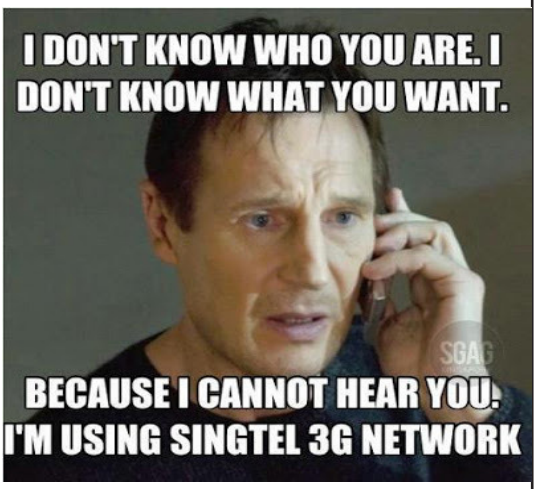
A)

memegenerator.net

B)

memegenerator.com

C)



memekid.com/funny-comment-memes.htm

6B. Memes can receive different texts from different people. Choose the appropriate texts for the images below in order to create a meme. Each image can have more than one text.

IMAGES

(A)

http://imgur.com/gallery/0lrbjeT

(B)

https://imgur.com/d0lM0hf

(C)

http://memegenerator.net/Really-Baby

TEXTS

1. ( ) No, I am not for sale!

2. ( ) Really!?
That's what he said?

3. ( ) Somebody wants to steal my breakfast.

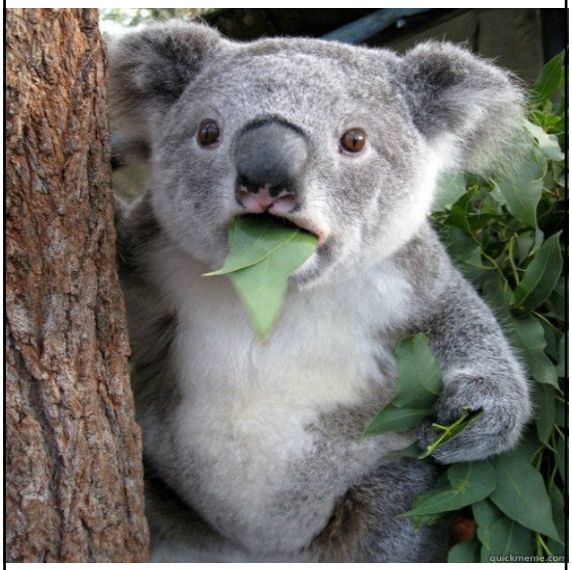
4. ( ) Please, get me out of here!

5. ( ) My stomach asks for a light meal.

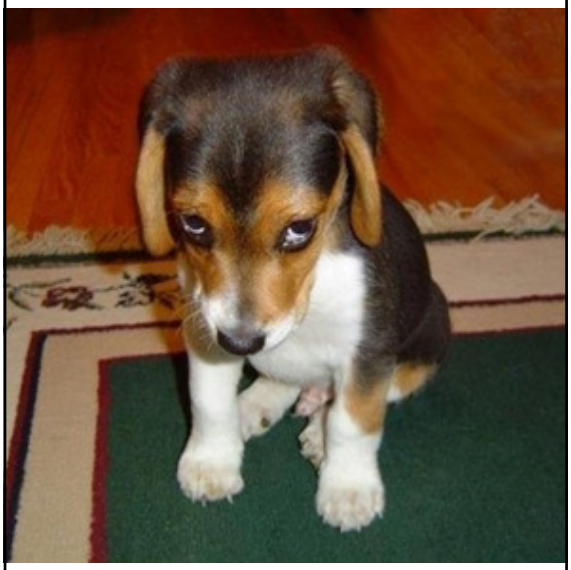
6. ( ) To be honest…
I am shocked!

6C. The images below have no text. Write in English a funny text for each image to create your own meme.

http://memegenerator.net/Lucky-Baby



http://memegenerator.net/Koala-CanT-Believe-It



http://memegenerator.net/Sad-Dog-In-Heat

7A. Sarcasm is a form of humor. Read the comments below and identify the person(s) who gave the following information.

1) Definition of sarcasm: _____

2) Purpose of sarcasm: _____

3) Example of sarcasm: _____

Education & Reference > Words & Wordplay Next

What is sarcasm??????

What is sarcasm?

Best Answer

Suzanne answered 2 years ago

Sarcasm is when a person says the opposite of what she means. Most of times, it appears in the tone of voice. For instance, someone asks "how was work?" and the person answers: "Great! I love my job!"

1 Comments (0)

Other Answers (11) Rated Highest

Brandon answered 2 years ago

Sarcasm is an ironic remark. It is used for comic or funny effect. When someone says something obvious, you answer: *you're clever*. This is sarcasm.

3 Comments (0)

Sean answered 2 years ago

Sarcasm is used to mock or offend someone. "Nice perfume. Have you marinated in it?"

3 Comments (0)

Adapted from: https://answers.yahoo.com/question/index?qid=20120107085017AA15Erm.

7B. Interpret the examples of sarcasm you have identified in the previous activity. Answer in Portuguese.

	What the person says	What the person really means
– How was work? – Great! I love my job!		
– You're clever! (For someone who says something obvious)		
– Nice perfume. Have you marinated in it?		

7C. Watch two sitcom scenes. The transcripts are below. Underline the sarcastic comments in the transcripts and interpret them in English.

Video 1	What the person really means
 Leonard: Hi Penny! How was work? **Penny:** Great! I hope I'll be a waitress in the Cheesecake Factory for my whole life. **Sheldon:** Was that sarcasm? **Penny:** No. **Sheldon:** Was that sarcasm? **Penny:** Yes. **Sheldon:** Was that sarcasm? **Leonard:** Stop it!	

Video 2	What the person really means
 Chandler: OK, I'm officially unpacked. Thanks for helping me man. Joe? **Joey:** Hi, hi, hi. **Chandler:** Well, I guess Joey went home. Oh, and look, there's still one box that I have to unpack. **Joey:** Hi, hi, hi... I got you! **Chandler:** Oh my God! You almost gave me a heart attack. **Joey:** Boy, it was so hard not to laugh...	

7D. Write a sarcastic comment in English for each situation below. **REMEMBER**: Sarcasm is NOT funny when it is used to offend or humiliate somebody. So, do not be offensive in your sarcastic comments.

http://people.howstuffworks.com/sarcasm1.htm

Situation 1

MAN: _____

_____

_____

_____

_____

_____

https://c2.staticflickr.com/4/3227/2746074234_ac2fa16950_z.jpg

Situation 2

BOY: _____

_____

_____

_____

_____

_____

http://upload.wikimedia.org/wikipedia/commons/5/5f/Gabriela_Naplatanova_taking_an_interview.jpg

Situation 3

MAN: _____

_____

_____

_____

_____

_____

MUSIC

Ilustração: Márcia Cardeal

MAIN GOALS OF THIS UNIT: Familiarizing the students with the sound of some instruments; Encouraging them to compose, create, perform and appraise songs.

CONTENTS:

TEXTS FOR COMPREHENSION: powerpoint slides, video clips, song lyrics, chorus, music festival posters, soundtrack album cover, blog text, song comments, commercial jingles.

LANGUAGE PRODUCTION: creating powerpoint slides, writing and singing a chorus, designing music posters, explaining incompatibilities, writing a song comment, writing and singing a jingle.

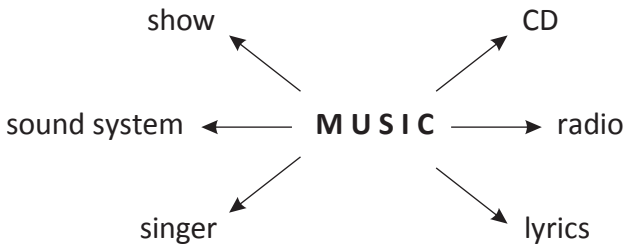
SALIENT FORMS: verbs in the infinitive form (*to communicate ideas, to express emotions and feelings*), gerund phrases (*translating the lyrics*, *singing the song*), how many... (*how many times*, *how many loves*) formulaic speech (*What's wrong with that?*), simple present tense: third person singular (*The jingle mentions*, *It uses repetition*), present continuous (*...is waiting for you*), rhymes (*responsibility, History, Geometry; Sun, begun*), adjective "double" (*double pleasure*, *double fresh*).

INTRODUCING THE TOPIC:

Author(s): Bianca M. Orrego, Marília Galvão, Tacyana V. Gonçalves & 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 music*). Write MUSIC on the board and address the following questions to the class:

1. *What ideas or words come to your mind when I say 'music'?*
   Insist that the answers are given in English (*In English please*). Use the students' answers to build a mind map on the board, as in the example below.



2. *What is your favorite type of music?*
   Write TYPES OF MUSIC on the board as a subtitle and list the students' answers next to it, in English.

   Possible answers:
   - rock
   - samba
   - country
   - pop

3. *What is your favorite song?*
   3a. *Why is this song your favorite?*

4. *What is your favorite singer/ band?*

5. *What is the purpose of music?*
   Write PURPOSES OF MUSIC on the board and write the students' answers next to it.

Convert them into English.

6. *In your opinion, is it possible to learn English with music? How? How is it possible to learn English with music?*

Write FORMS OF LEARNING ENGLISH WITH MUSIC on the board and write the students' answers next to it. Convert them into English.

Ask the students if they have any question or comment to make (*Any question? Any comment?*).

SUGGESTIONS AND ANSWER KEY:

1. Reorganizing information in powerpoint presentation slides
Author(s): Patrícia Regina Vieira and Rosely P. Xavier
Skill(s): reading

Answer key:

Types of music

- rock
- bossa nova
- dance music
- country
- jazz
- reggae
- rap
- gospel
- classical

Purposes of music

- To make a protest
- To communicate ideas
- To celebrate special occasions
- To express emotions and feelings
- To make people relax

Forms of learning English with music

- Translating the lyrics
- Singing the song
- Listening to it many times
- Understanding words and phrases

2A. Recognizing types of music
Author(s): Bruna Moser Quadros
Skill(s): listening

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4english.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

Question to elicit the students' answers during the activity correction: *What type of music is this?* Insist that the answer is given in English (*In English please*).

Answer key:

1. bossa nova	3. rock	5. opera	7. country
2. classical	4. rap	6. jazz	8. gospel

2B. Recognizing individual musical instruments
Author(s): Bruna Moser Quadros and Rosely P. Xavier
Skill(s): listening

Before introducing the activity, address the questions below to the class to start a conversation about *musical instruments*. Write MUSICAL INSTRUMENTS on the board.

1. *Do you play any instrument?*
   1a. *What instrument do you play?*
   1b. *What instrument would you like to play?*

2. *What instrument attracts you?*

Answer key:

Instrument 1 - saxophone
Instrument 2 - trumpet
Instrument 3 - mandolin
Instrument 4 - accordion
Instrument 5 - guitar
Instrument 6 - bass
Instrument 7 - harmonica
Instrument 8 - keyboard

After the activity correction, you may propose the following activity using the pictures provided in Activity 2B:

Classify the musical instruments provided in Activity 2B. Use the table below.

string instruments	wind instruments	percussion instruments	others
guitar violin bass mandolin cello	harmonica flute saxophone trumpet	drums	accordion piano keyboard

2C. Recognizing musical instruments in song fragments
Author(s): Bruna Moser Quadros and Rosely P. Xavier
Skill(s): listening and speaking

Answer key: Possible answers:

Music 1 – guitar and mandolin
Music 2 – violin, piano, cello
Music 3 – guitar, drums, bass and keyboard
Music 4 – drum
Music 5 – violin, piano
Music 6 – drums, piano, saxophone
Music 7 – guitar, bass, violin, mandolin, drums
Music 8 – piano

3A. Comparing two video clips of the song *Three Little Birds*
Author(s): Jéssica Ana Milan, Bruna Moser Quadros, Patrícia Regina Vieira and Rosely P. Xavier
Skill(s): writing

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4tenglish.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

Before introducing the activity, address the following questions to the class to start a warm-up conversation in English:

1. *Do you watch music video clips?*
2. *Where do you watch them?*
3. *What is your favorite music video clip?*

Questions to elicit the students' answers during the activity correction:

a) *What are the similarities between Video 1 and Video 2?*
Insist that the answers are given in English. Possible answers: Both videos play the same music. // They play the same type of music: reggae.

b) *What are the differences between Video 1 and Video 2?*
Insist that the answers are given in English. Possible answers: Video 1 and Video 2 were filmed in different countries. Video 1 was filmed in Jamaica, and Video 2 was filmed in Brazil. // Video 1 presents mother and father arguing, and Video 2 presents lack of water in the northeast of Brazil.

Answer key: Possible answers:

	VIDEO CLIP 1	VIDEO CLIP 2
Type of music:	reggae	(baião com) reggae
Country represented in the video:	Jamaica	Brazil
Problems presented:	mother and father arguing	lack of water

After the activity correction, address the following question to the class: *Which video clip did you like most? Why?* Insist that the answers are given in English.

3B. Interpreting the lyrics of the song *Three Little Birds*
Author(s): Jéssica Ana Milan, Bruna M. Quadros, Patrícia Regina Vieira and Rosely P. Xavier
Skill(s): reading

Answer key:

1. Mesmo que haja problemas, não precisa se preocupar, pois, no final, tudo vai dar certo/ tudo vai ficar bem. Versos 1 e 2.
2. Possíveis respostas: Verso 4 (*smiled, rising sun*); Verso 7 (*sweet songs*); Verso 8 (*pure and true*).
3. Possíveis respostas: Porque o passarinho nos faz lembrar de um mensageiro e, na música, ele é visto como quem traz uma mensagem boa. // Porque passarinhos estão sempre alegres e a mensagem da música é que não devemos nos preocupar tanto, pois tudo ficará bem no final.

3C. Making a home video clip of the song *Three Little Birds*
Author(s): Rosely P. Xavier
Skill(s): singing

Answer key: Open performances

4A. Identifying the chorus and the name of songs
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 2) - AUDIOS and VIDEOS.

Before introducing the activity, address the following questions to the class:

1. *What are the main parts of a song? // What are the elements of a song?*
Possible answers: title, verses, refrain, chorus.

2. *What is the difference between a refrain and a chorus?*
Possible answer: A refrain is one or two lines that are repeated in the song lyrics, while a chorus is a group of lines that is repeated. So, the refrain is shorter than the chorus.

3. *Can you give an example of a song refrain?*
Encourage examples from Brazilian song lyrics.

4. *Can you give an example of a song chorus?*

Questions to elicit the students' answers during the activity correction:

a) *Class, which chorus corresponds to Song 1?*
b) *What is the name of Song 1?*

Answer key:

	CHORUS	NAME
SONG 1	D	When the stars go blue
SONG 2	A	Only Teardrops
SONG 3	C	How many loves

4B. Translating and skimming song choruses
Author(s): Rosely P. Xavier
Skill(s): reading

Answer key:

Chorus A Quantas vezes a gente ganha e perde? Quantas vezes a gente quebra as regras entre nós. Somente lágrimas. Quantas vezes a gente briga? Quantas vezes até a gente se acertar? Somente lágrimas.	**Chorus C** Quantas vezes, quantas vezes, quantas vezes a gente pode se apaixonar? E quantos amores, quantos amores, quantos amores fazem/ perfazem uma vida?
Chorus B O que você quer de mim? Não é como costumava ser. Você tirou (acabou com; desestabilizou) a minha vida, Arruinando tudo.	**Chorus D** Onde você vai quando está sozinho? Onde você vai quando está triste? Onde você vai quando está sozinho? Eu te seguirei.... Quando as estrelas ficarem tristes.

Main idea of Chorus A: Ideia de amor sofrido, onde há perdas e ganhos.
Main idea of Chorus B: Ideia de amor que deixou marcas e ressentimentos.
Main idea of Chorus C: Questiona-se quantas vezes nos apaixonamos na vida.
Main idea of Chorus D: Ideia de companheirismo. Quando vc estiver sozinho ou triste, eu estarei com você.

After the correction of Chorus C, address the following question to the class: *How many times have you fallen in love?* Insista que as respostas sejam dadas em inglês (*In English please*).

Expand the conversation depending on the students' answers.

During the correction of Chorus D, explain that the word "blue" is a metaphor (*Blue is a metaphor in this song*). Write METAPHOR on the board and check students' comprehension of the term (*What is a metaphor? Can you give a definition of metaphor? Can you give an example of a metaphor in Portuguese?*). Give also some examples of metaphors in English:

(a) *She has the hair of a camel.*
Inquire the students: *Why is this phrase a metaphor? What is the metaphoric meaning of this phrase?* (She has a soft hair).

(b) *You've taken my life away (Chorus B)*
Inquire the students: *Why is this phrase a metaphor? Podemos, literalmente, levar a vida de alguém? What is this phrase expressing? What is the metaphoric meaning of this phrase?*

Write LITERAL MEANING and METAPHORICAL MEANING on the board and ask the students to explain. Inquire them so that the difference can become clear.

After the correction of Chorus D, address the following question to the class: *Where do you go when you are blue?* Insist that the answers are given in English (*In English please*) or convert them into English. Write them on the board.

4C. Composing the chorus of a song
Author(s): Rosely P. Xavier
Skill(s): writing

Collect the students' texts for correction. Return them on the following class for the students to prepare themselves for Activity 4D.

Answer key: Open answers

4D. Making a home video with the singing of a chorus
Author(s): Rosely P. Xavier
Skill(s): singing

Answer key: Open performances

4E. Assessing musical performances
Author(s): Bianca M. Orrego, Marília Galvão, Tacyana V. Gonçalves, Ana Maria Noronha and Rosely P. Xavier
Skill(s): listening, writing and speaking

Before starting the video presentations, distribute Activity 4E. Make sure the chart that appears in the activity covers all the groups. Explain in English what the students are supposed to do and check their comprehension (*Did you understand? Can you explain the activity in Portuguese, please? I want an explanation, not translation*). Confirm the students' correct explanation. Then ask for a group to volunteer to play the video (*Which group is going to present first?*). Instruct the other students to pay attention and complete their charts while watching the videos (*Pay attention to the video in order to complete your charts, ok?*).

At the end of all video presentations and chart completion, give the students some time to decide on the best group performance and to justify their answers in English. Name some students to report their answers.

5A. Comparing music festival posters
Author(s): Bianca M. Orrego, Marília Galvão, Tacyana V. Gonçalves and Ana Maria Noronha
Skill(s): reading

Before starting the actitiy, address the following questions to the class:

1. *Have you ever been to a music festival? Where? What kind of festival was it? What bands played in the festival?*

2. *How did you hear about this festival? // From what means of communication did you hear about this festival? Internet? TV? Radio?*

3. *How to announce / advertise a music festival? What means of communication can be used?*
Write down the students' answers on the board, in English, and introduce "posters" as a possible means of communication.

4. *Are posters a good means of communication to announce a music festival? Why (not)?*

Answer key:

1. Both	3. Both	5. Both	7. Poster A	9. Neither
2. Both	4. Both	6. Poster A	8. Poster B	10. Neither

After the activity correction, address the following question to the class in order to make a summary of the main elements of a music festival poster.

1. *In your opinion, what are the most important elements of a music festival poster?*
Insist that the answers are given in English. Write them on the board.

5B. Designing a music festival poster
Author(s): Bianca Machado Orrego, Marília Galvão and Tacyana Vieira Gonçalves
Skill(s): writing

Answer key: Open answers

6A. Explaining why a particular song is not part of a soundtrack album
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 2) - AUDIOS and VIDEOS.

Answer key: Possible answer: This song is not part of the soundtrack album, because it is a love song, and the album has only Christmas songs.

6B. Reading a blog text and the lyrics of a song to understand specific information
Author(s): Rosely P. Xavier
Skill(s): reading

Answer key:

1. Silly Love Songs - Músicas tolas de amor.

2. Paul and Linda McCartney. Eles fizeram essa música em resposta às críticas de John Lennon e de outros com relação ao fato de Paul McCartney compor músicas amenas, suaves.

3. Foi um grupo formado por Paul McCartney após o seu rompimento com os *Beatles*.

4. Porque dois de seus integrantes, Paul McCartney e John Lennon, tinham posições diferentes quanto ao tipo de música que eles queriam compor e cantar. Paul McCartney queria músicas populares, mais amistosas, enquanto John Lennon queria músicas mais politizadas, de protesto.

5. Ela diz que o amor não é algo que aparece de repente; às vezes, ele nem aparece (linhas 9 e 10). Fala também que o amor não é uma bobagem (linha 12).

6. (a) *What's wrong with that?* - o compositor questiona o que há de errado com as pessoas que querem encher o mundo com músicas de amor.

(b) *How can I tell you about my loved one?* - o compositor questiona como ele pode falar do seu amor para o mundo, sem as músicas românticas que ele compõe.

6C. Reading some comments about a song to understand specific information
Author(s): Rosely P. Xavier
Skill(s): reading

Answer key:

a) 6, 7	c) 5	e) 2, 3	g) 4	i) 1
b) 7	d) 4	f) 3	h) 2	j) 1

6D. Making a comment about a song
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 2) - AUDIOS and VIDEOS.

Answer key: Open answers

7A. Identifying the characteristics of a commercial jingle
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 2) - AUDIOS and VIDEOS.

Before starting the activity, address the questions below to the class to start a conversation on *jingles*. Write JINGLES on the board.

1. *What is a jingle?*
Possible answer: A jingle is a short piece of music used in advertising/ in commercials.

2. *Can you give an example of a jingle? Can you sing it?*
If necessary, bring up some examples of famous jingles, such as: Caixa Econômica jingle, Coca-Cola jingle, etc.

3. *What is the purpose of a jingle?*
Possible answers: To make the advertisement more attractive/ appealing/ memorable; to increase the popularity of the product/company; and to promote the artist and his/her music.

4. *What makes a jingle attractive?*

After the conversation, introduce the figures of speech that appear in the activity: **onomatopoeia, simile, metaphor** and **alliteration**, as techniques or stylistic devices that make a jingle more attractive. Ask the students to explain each figure of speech (*What is an onomatopoeia?*), and give an example in Portuguese (*Can you give an example in Portuguese?*). Add further information to make the students' explanations comprehensive. Also, use the definitions and the examples provided in the activity.

For the activity correction, address the following questions to the class:

1. *Letter a, does the jingle mention the name of the company? (No)*
2. *Letter b, does the jingle use repetition? Which words or phrases are repeated?*
3. *Letter c, is the jingle catchy? Does it make people memorize it?*
4. *Letter d, does the jingle describe the product? (No)*
5. *Letter e, is the jingle short? (No)*
6. *Letter f, does the jingle use rhymes? Which words rhyme in the jingle?*
   Possible answer: "tanto faz", "corre atrás", "debaixo do nariz", "o que faz você feliz".
7. *Letter g, does it have a tagline? What is the tagline? (O que faz você feliz?)*
8. *Letter h, does it use onomatopoeia? (No)*
9. *Letter i, does it use similes and metaphors? (No)*
10. *Letter j, does it use alliteration? Can you give an example of alliteration in the jingle?*
    Possible answer: O que faz você feliz, você que faz.

Answer key:
(x) b) It uses repetition.
(x) c) It is catchy.
(x) f) It uses rhymes.
(x) g) It has a tagline (slogan)
(x) j) It uses alliteration.

7B. Expressing personal feelings
Author(s): Rosely P. Xavier
Skill(s): writing and speaking

Answer key: Open answers

7C. Listing the characteristics of a commercial jingle
Author(s): Rosely P. Xavier
Skill(s): writing and speaking

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4tenglish.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

During the activity correction, tell the students that the jingle also uses anaphora (the repetition of a word or phrase at the beginning of several successive verses): "A double".

Answer key: Possible answer: The jingle is short and it uses alliteration, rhymes and repetition. The jingle has a tagline. It is catchy and it mentions the name of the product.

7D. Understanding the message of a TV commercial
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 2) - AUDIOS and VIDEOS.

Answer key: Possible answers:

1. Doublemint gum.
2. Because it wants to associate these images with the name of the product (**doublemint**). // Because it wants to associate the product with double pleasure.
3. Possible answer: Pleasure and refreshment, satisfaction, happiness.
4. Young adults of both sexes.
5. They want to show that the gum is tasty and refreshing; it gives pleasure and brings happiness.
6. Dobre o seu prazer.

7E. Comparing two commercial jingles
Author(s): Grupo PIBID 2014-2
Skill(s): listening and reading

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4tenglish.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

Answer key:

	Jingle 1	Jingle 2
a)	The best part of waking up is Folgers in your cup	The best part of waking up is Folgers in your cup
b)	● eight, late, great ● responsibility, History, Geometry ● deadlines, time, write ● stressed, rest, test ● air, stairs ● Monday, day, essay, Wednesday, away ● up, cup	● Sun, begun ● door, floor, ● up, cup
c)	no sleep, no time, no rest	up in the morning (lines 1 and 4), It's time to wake up (lines 3 and 5)
d)	------	Sun, sound, city
e)	and all my worry starts to melt away (line 6)	The sound of my city's begun (line 2)

7F. Designing a commercial jingle
Author(s): Rosely P. Xavier
Skill(s): writing and singing

Answer key: Open answers

7G. Deciding on the best jingles
Author(s): Rosely P. Xavier
Skill(s): listening

Answer key: Open performances

1. The powerpoint slides below were made for an oral presentation about the theme MUSIC, but they are badly organized. Reorganize the information using only three slides. For each slide, consider a title and its corresponding items.

TYPES OF MUSIC

- To make a protest
- rock
- Translating the lyrics
- bossa nova
- Singing the song

- Listening to it many times
- dance music
- country
- jazz
- Understanding words and phrases

FORMS OF LEARNING ENGLISH WITH MUSIC

- To communicate ideas
- To celebrate special occasions
- reggae
- To express emotions and feelings
- rap

PURPOSES OF MUSIC

- To make people relax
- gospel
- classical

SLIDE 1

SLIDE 2

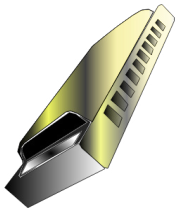
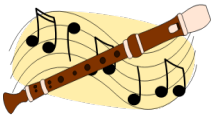
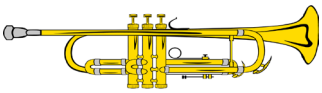
SLIDE 3

2A. Listen to eight song fragments and identify the type of music.

Music 1 - _____ Music 5 - _____
Music 2 - _____ Music 6 - _____
Music 3 - _____ Music 7 - _____
Music 4 - _____ Music 8 - _____

2B. Now listen to the sound of some instruments to identify them.

Instrument 1 - _____ Instrument 5 - _____
Instrument 2 - _____ Instrument 6 - _____
Instrument 3 - _____ Instrument 7 - _____
Instrument 4 - _____ Instrument 8 - _____

accordion	**guitar**	**harmonica** 	**cello**	**drums**
violin	**bass**	**mandolin**	**piano**	**saxophone**
keyboard		**flute** 	**trumpet** 	

https://openclipart.org

2C. Listen to the eight song fragments again and identify the main instruments that are played.

Music 1 - _____ Music 5 - _____
Music 2 - _____ Music 6 - _____
Music 3 - _____ Music 7 - _____
Music 4 - _____ Music 8 - _____

3A. Watch two video clips of the same song and complete the table below in English.

http://www.youtube.com/
watch?v=4cmffLlkwxc&feature=related

https://www.youtube.com/
watch?v=inxDFAQeCIo&feature=related

	VIDEO CLIP 1	VIDEO CLIP 2
1. Type of music:		
2. Country represented in the video:		
3. Problems presented:		

3B. Read the lyrics of the song and answer the questions in Portuguese.

Three Little Birds (Bob Marley)

1. Don't worry about a thing
2. 'cause every little thing is gonna be alright.
3. Rise up this morning,
4. Smiled with the rising sun,
5. Three little birds
6. Sit by my doorstep
7. Singing sweet songs
8. Of melodies pure and true,
9. Saying, "This is my message to you".

1. Qual é a mensagem da música? E em quais versos ela está evidente?

2. Escolha dois versos da música que sugerem **imagens positivas**. Cite também as palavras que as representam.

3. Por que será que o compositor desta música escolheu falar de passarinhos? Relacione essa escolha com a mensagem da música.

3C. In groups, make a home video clip of the song *Three Little Birds* to be presented in the classroom. Your group is expected to sing the song while the scenes are presented or dramatized to illustrate the message. You can play an instrument to make your video cool.

4A. Listen to three songs and identify their choruses and names. One chorus does not appear in any song.

CHORUS is a group of lines that is repeated; **REFRAIN** is one or two lines that are repeated in the song lyrics.

	CHORUS	NAME
SONG 1		
SONG 2		
SONG 3		

CHORUS A

How many times can we win and lose?
How many times can we break the rules between us?
Only teardrops
How many times do we have to fight?
How many times till we get it right between us?
Only teardrops

How many loves
Naomi

CHORUS B

What do you want from me?
It's not how it used to be.
You've taken ny life away
Ruining everything.

When the stars go blue
The Corrs

CHORUS C

How many times, how many times,
how many times can you ... fall in love?
And how many loves, how many loves,
how many loves .... make a life?

Only Teardrops
Emmelie de Forest

What do you want from me?
Monaco

CHORUS D

Where do you go when you're lonely?
Where do you go when you're blue?
Where do you go when you're lonely? I'll follow you...
When the stars go blue (bluuuuue)

4B. Suppose a friend of yours asked you to translate the choruses of the previous activity. Translate them using your own words. Use a dictionary for the unfamiliar words. At the end, give in Portuguese the main idea of each chorus.

Main idea of Chorus A: _____

_____

Main idea of Chorus B: _____

_____

Main idea of Chorus C: _____

_____

Main idea of Chorus D: _____

_____

4C. In trios, write a chorus in English for a song you like.

4D. (Homework) Film your group singing the chorus you wrote. Make a solo, a duet or a trio. You can also play an instrument to make your song chorus performance cool!

4E. Watch your classmates' performances and check **(excellent)**, **(very good)**, **(good)** or **(fair)** for each aspect below. At the end of all presentations, choose the best group performance and justify your answer in English.

	Rhythm				Voice (tone)				Pronunciation (clarity)				Creativity (presentation)			
G1																
G2																
G3																
G4																
G5																
G6																
G7																

5A. Which poster contains the information below? Write **Poster A**, **Poster B**, **Both** or **Neither** in the gaps provided. At the end, decide on which festival you would go to, and why.

1. Name of the event: _____
2. Music type/ genre: _____
3. City of the event: _____
4. Date of the event: _____
5. Venue of the event: _____
6. Ticket price: _____
7. Starting and ending times: _____
8. Names of the singers/ bands: _____
9. Names of the sponsors: _____
10. Phone for contact: _____

Poster A

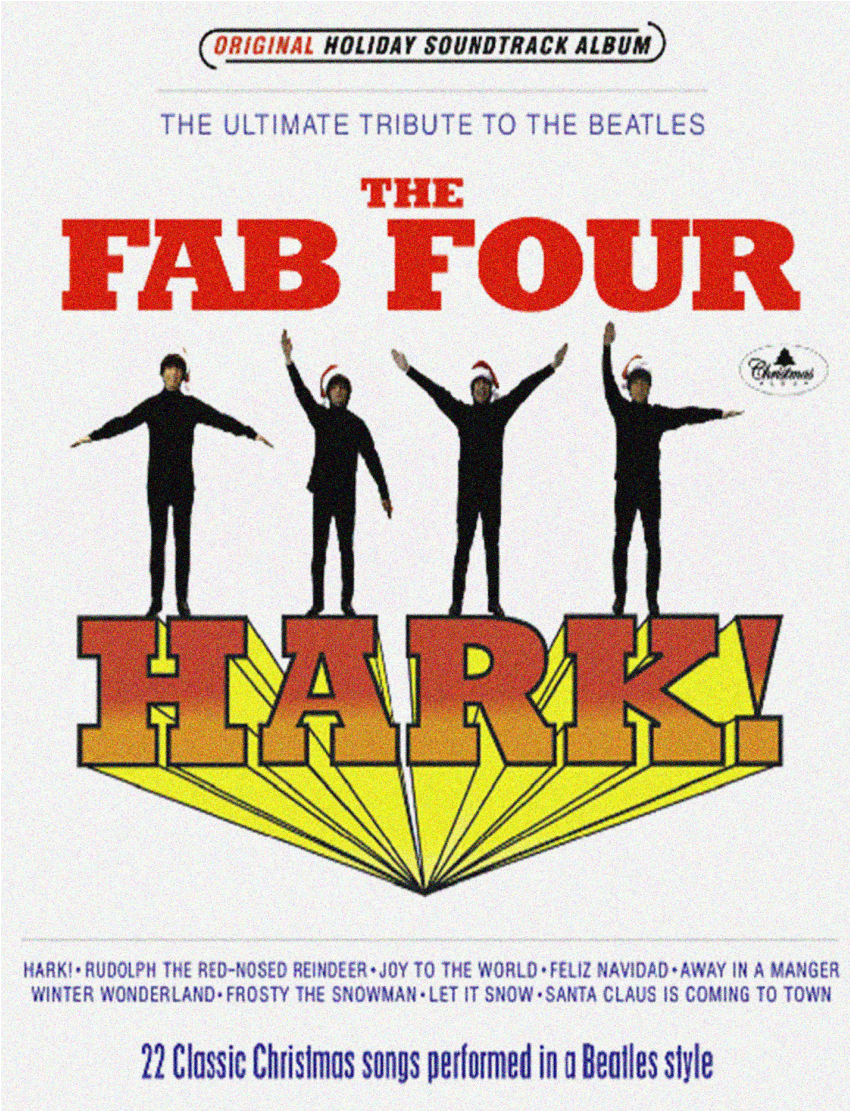
http://missgaza.comdancehall-reggae-events-florida-april-2011

Poster B

http://www.coroflot.com/klaracu/print-work

5B. Suppose you have to promote a popular music festival in your city. In pairs, make a poster in English to advertise it.

6A. Suppose you and your friends are going to the Beatles Cover Show. In this event, the cover band will play the songs that are in the album below. Listen to a song and find out if it **is** or it **is not** part of the soundtrack album. Justify your answer in English.



http://thefabfour.com/

[1] You think that people would've had
[2] enough of silly love songs.
[3] But I look around me and I see it isn't so.
[4] Some people wanna fill the world with
[5] silly love songs.

Chorus

[6] And what's wrong with that?
[7] I like to know, 'cause here I go … again
[8] I love you, I love you (2 times)
[9] Love doesn't come in a minute,
[10] Sometimes it doesn't come at all.
[11] I only know that when I'm in it.
[12] It isn't silly, no, it isn't silly, love isn't silly at all.

Chorus

[13] And what's wrong with that?
[14] I need to know, 'cause here I go … again
[15] I love you, I love you (2 times)
[16] I can't explain the feelings plain to me,
[17] Can't you see?
[18] Ah, she gave me more, she gave it all to me.
[19] Can't you see?
[20] How ….can I tell … you about … my loved one?

6B. The text below is about the song you heard in the previous activity. Based on it and on the song lyrics in Activity 6A, answer the questions below, in Portuguese.

Thursday, June 14, 2012

Silly Love Songs. What's Wrong With That?

"Silly Love Songs" is a song written by Paul and Linda McCartney and performed by the group Wings. Wings was a group formed by Paul McCartney after the breakup of The Beatles. The song appears on the 1976 album Wings at the Speed of Sound. It was also released as a single in 1976, and reached #1 on the Billboard Hot 100.

McCartney had often been teased by music critics as well as former Beatle and friend, John Lennon, for writing lightweight songs. He wrote Silly Love Songs in response to those critics. Part of the reason that the Beatles broke up was the direction that Paul and John wanted to go. Paul wanted to keep writing more pop friendly songs, while John wanted to be political.

Adapted from http://markdeutsch39.blogspot.com.br/2012/06/silly-love-songs-whats-wrong-with-that.html

1. Qual é o nome da música e como ela pode ser traduzida para o português?

2. Quem a compôs e por quê?

3. Quem foi o *Wings*?

4. Por que razão os Beatles se separaram?

5. O que a letra da música fala sobre o amor?

6. Explique o que os seguintes questionamentos querem dizer na letra da música:

(a) *What's wrong with that?* _____
_____

(b) *How can I tell you about my loved one?* _____
_____

6C. Read some comments about the song *Silly Love Songs.* They were posted on **http://www.songfacts.com/detail.php?id=3781.** Which comments correspond to the statements below? Write the number(s) of the comment(s) in the spaces provided.

STATEMENTS:

_____ a) O comentário menciona o bom desempenho de Linda McCartney na música.
_____ b) O comentário sugere que Linda McCartney não costuma cantar bem, exceto nesta música.
_____ c) O comentário traz fatos históricos sobre a música.
_____ d) O comentário associa a música a um fato pessoal.
_____ e) O comentário elogia a música.
_____ f) O comentário é um elogio direto para o compositor da música.
_____ g) O comentário traz uma declaração de amor para alguém.
_____ h) O comentário fala da boa qualidade do som.
_____ i) O comentário menciona que a música não é 'tudo aquilo', mas é legal.
_____ j) O comentário afirma que a música 'fica na memória'.

COMMENTS:

1. It's a very catchy song with the deep bassline. Not a lyrical masterpiece but a lot of fun.
Greg - Calgary, Ab

2. Great song with a beautiful message and a MONSTER bassline.
Kevin - Mobile, Al

3. This song is simply beautiful. Great song, Paul.
Brian - Cincinnati, Oh

4. I was recently married and this was our wedding song. Our first dance led to everyone at the wedding exclaiming, "Best dance to a great song choice ever!". It is upbeat and has a positive outlook on life. How we often forget to say I LOVE YOU! to those we love. I LOVE YOU MIKIE!
Mairin - Garden City, NY

5. This song got to number one in the American charts on May 22, 1976. It kept that position for 5 weeks. That same year Wings toured America which resulted in the triple live album "Wings over America". It was Paul's first American tour since 1966.
Patrick - Wevelgem, Belgium

6. This is my favourite Song! I love the parts of Linda.
Roberto - Punta Negra, Peru

7. This is the only song where Linda doesn't totally ruin the sound.
Deb - Melbourne, Australia

8. Your comment:

6D. Listen to *Silly Love Songs* again and post your comment about it. Use the space provided in the previous activity. Answer in English.

7A. Listen to a jingle in Portuguese that was made for a TV commercial and check the alternatives that best describe it.

http://www.clubedojingle.com/2013-paodeacucar/

( ) a) The jingle mentions the name of the company.

( ) b) It uses repetition.

( ) c) It is catchy.

( ) d) It describes the product.

( ) e) It is short.

( ) f) It uses rhymes.

( ) g) It has a tagline (slogan).

( ) h) It uses onomatopoeia.

( ) i) It uses similes and metaphors.

( ) j) It uses alliteration.

Onomatopoeia is a word that derives from a sound.

Similes and metaphors are forms of comparison.

Simile:

He sleeps <u>like</u> an angel.
You eat <u>like</u> a bird.

Metaphor:

Time is <u>money</u>.
You are my <u>sunshine</u>.

Alliteration is the repetition of the same sound or letter at the beginning of each word in a sentence.

<u>A</u>merican <u>A</u>irlines
<u>Z</u>ebras <u>z</u>igzagged through the <u>z</u>oo.

7B. What makes you happy? and **What do you do when you are happy?** Write your answers in English before reporting them to the class.

7C. Listen to a jingle in English that was made for a TV commercial. The lyrics are provided below. Give in English the characteristics of this jingle. For example: Does it mention the name of the product?, Does it use repetition? Use the information given in Activity 7A to help you in the analysis.

https://www.youtube.com/watch?v=aeEX3Cn8NgU

A double pleasure is waiting for you.
A double pleasure from doublemint gum.
A double great feeling, making you realize,
Doublemint's the one for you.
Double fresh, double smooth, double delicious to chew.
A double pleasure is waiting for you. Doublemint gum.
A double pleasure is waiting for you. Doublemint gum.

7D. Watch the same TV commercial and answer in English the questions below.

1. What is the name of the product?

2. Why does the commercial present images of twins (twin sisters, twin brothers, two identical dolphins)?

3. What feelings or sensations do the images communicate?

4. Who is the target audience of this commercial?

5. What idea do the actors want to communicate about the product?

6. The commercial ends with the phrase "Double your pleasure". What is the meaning of this phrase in Portuguese?

7E. Watch two finalists of a jingle contest for Folgers® Coffee. The lyrics are below. Compare the jingles using the chart provided on the next page. Answer in English.

JINGLE 1 - Ben S. (Nacogdoches, TX)

https://www.youtube.com/watch?v=IiQ4Oq0VCWU

[1] I wake at eight, running late, not a great way to start another Monday.
[2] Responsibility, History, Geometry, I'll get it together one day.
[3] Deadlines, no sleep, no time, got to write another essay.
[4] All stressed, no rest, got another test coming up on Wednesday.
[5] Something's in the air as I walk down the stairs
[6] and all my worry starts to melt away.
[7] **The best part of waking up is Folgers in your cup, the best part of waking up is Folgers in**
[8] **your cup.**

JINGLE 2 - Enoch K. (Chicago, IL)

https://www.youtube.com/watch?v=39o4ob2_73I

[1] Up in the morning, up with the Sun.
[2] The sound of my city's begun.
[3] It's time to wake up.
[4] Up in the morning (ah,ah), I open the door (ah,ah), the one above my kitchen floor (uh,uh),
[5] it's time to wake up.
[6] **The best part of waking up is Folgers in your cup, the best part of waking up is Folgers in**
[7] **your cup.**

	JINGLE 1	JINGLE 2
a) Tagline/ slogan:		
b) Words that rhyme:		
c) Repetition:		
d) Alliteration:		
e) Metaphor:		

7F. Suppose you and your classmates are going to participate in a jingle contest for a R$ 1.000,00 prize. In groups of 5, write a commercial jingle in English for a product. Follow the steps:

Step 1 - (In the classroom) Decide on a product for your jingle. Then write the lyrics for your teacher to correct. Don't forget to create a tagline/slogan for your commercial jingle. Make it catchy.

Step 2 - (Homework) After your lyrics are corrected by the teacher, create a melody for your jingle. You can play an instrument to make it cool!

Step 3 - (Homework) Film your commercial jingle to be presented in the classroom.

7G. Watch your classmates' videos and give a grade (1 to 10) to each aspect of the chart below. The idea is to select 3 finalists for the jingle contest.

GROUPS	ASPECTS TO BE JUDGED			
	slogan	melody	creativity & video presentation	AVERAGE
1				
2				
etc				

Your finalists: Group: _____ Group: _____ Group: _____

TRAVEL

https://openclipart.org/detail/170987/travel-map-by-gnokii-170987

MAIN GOALS OF THIS UNIT: Familiarizing students with what people in general do when traveling abroad and around their own country, and with travel language.

CONTENTS:

TEXTS FOR COMPREHENSION: travel packages, travel itinerary, tour overviews, travel agent - customer dialogue, flight itinerary details, dialogue transcript, puzzle, accommodation descriptions, hotel reviews, check-in and check-out transactions, definitions, airport and bus station announcements, airplane safety instructions, street maps, directions.

LANGUAGE PRODUCTION: comparing travel packages, taking decisions and justifying, describing what to do and see in your city, giving correct information, making an oral presentation about a city, making announcements, writing and dramatizing check-in or check-out dialogues.

SALIENT FORMS: travel vocabulary, questions related to airport check-in, questions related to hotel check-in and check-out.

INTRODUCING THE TOPIC:

Author(s): Kelly Cristina Vieira Lima

Before proposing the activities of this unit, start a conversation with the students about the theme (*Today we are going to talk about travel*). Write TRAVEL 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.

1. *What is the meaning of 'travel' in Portuguese?*
   If necessary, negotiate the meaning of the word through synonyms (*travel is a journey, a voyage*). Write 'journey' and 'voyage' on the board for the students to associate them with the corresponding words in Portuguese. Confirm the correct answer.

2. *Do you like to travel?*

3. *What city, in Brazil or abroad, have you traveled to?*
   3.1 *Did you like the city?*
   3.2 *What places did you visit/ see in this city?*
   3.3 *How long did you stay there? One day, two days, how long?*

4. *What kind of places do tourists generally visit/see in a city?*
   Write PLACES TO VISIT/ SEE IN A CITY on the board. Insist that the answers are given in English (*In English please*) and write them under this heading. Possible answers:

   - historical buildings (castles, temples, churches, cathedrals, former prisons, bridges)
   - beaches
   - zoo
   - botanical garden
   - monuments
   - aquarium
   - museum, art gallery

5. *In your opinion, what is necessary for a successful trip?*
   Write FOR A SUCCESSFUL TRIP on the board. Insist that the answers are given in English (*In English please*) and write them under this heading. Possible answers:

   - money
   - passport (if you travel abroad)
   - planning
   - visa (for some countries)

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

SUGGESTIONS AND ANSWER KEY:

1A. Comparing vacation packages
Author(s): Kelly Cristina Vieira Lima
Skill(s): writing

Answer key: Possible answers:

Similarities	● All the packages include 14 days. // They are all a 14-day package. ● All the packages include flights from UK. ● All the packages include culture, history and activity. ● All the packages are to South America. ● All the packages are expensive. ● All the packages show the prices per person.
Differences	● Package 1 is the cheapest. ● Package 3 is the most expensive. // Package 3 is more expensive than packages 1 and 2. ● Packages 1 and 3 are for honeymoon couples and package 2 is not. ● Packages 1 and 3 include wildlife and package 2 does not. ● Packages 1 and 2 are for family and package 3 is not. ● Package 1 includes walking and trekking and packages 2 and 3 do not. ● Packages 2 and 3 include railway journeys and package 1 does not. ● Packages 2 and 3 are for first visitors and package 1 is not.

1B. Taking decisions and justifying
Author(s): Kelly Cristina Vieira Lima
Skill(s): writing

Answer key: Open answers

1C. Reading a travel itinerary to understand specific information
Author(s): Kelly Cristina Vieira Lima and Rosely P. Xavier
Skill(s): reading

Answer key:

1. O voo sai de Londres. Não é direto. Tem conexão em Madri.
2. Vai ter uma pessoa que vai nos ajudar a pegar o voo doméstico para Cuzco.
3. Vai ter um carro particular que vai nos levar para o hotel.
4. Está planejado um tour pela cidade e pelas ruínas incas mais próximas com um guia.
5. Será feito de trem.
6. Não, é uma cidadezinha ao pé das ruínas de Machu Picchu.
7. Sim.
8. Foz do Iguaçu. Está planejada uma visita às Cataratas do Iguaçu, do lado argentino, com um guia.

9. Sim. Nós vamos ficar três noites (três dias e meio).
10. Cuzco, Aguas Calientes, Foz do Iguaçu e Rio de Janeiro.

1D. Comparing tour overviews
Author(s): Kelly Cristina Vieira Lima
Skill(s): reading

Answer key:
a) Tour 2
b) Tour 1
c) Tour 1 and Tour 2
d) Tour 1
e) Tour 1 and Tour 2
f) Tour 2
g) Tour 1
h) Tour 1 and Tour 2
i) Tour 1 and Tour 2
j) Tour 1 and Tour 2

1E. Taking decisions and justifying
Author(s): Kelly Cristina Vieira Lima
Skill(s): writing

Answer key: Open answers

1F. Describing places to visit in your city
Author(s): Kelly Cristina Vieira Lima and Rosely P. Xavier
Skill(s): writing and speaking

Answer key: Open answers

2A. Watching a travel agent - client transaction to understand specific information
Author(s): Kelly Cristina Vieira Lima and Rosely P. Xavier
Skill(s): listening

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4tenglish.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

Before starting the activity, address the questions below to the class to start a conversation on *travel agency*. Write TRAVEL AGENCY on the board.

1. *What is the meaning of 'travel agency' in Portuguese?*

2. *Have you ever been to a travel agency? Why did you go there?*
Write REASONS on the board. Insist that the answers are given in English, and list them next to the subtitle. Possible answers:

- to buy a ticket
- to book/ reserve a flight ticket
- to book/ reserve a hotel
- to ask for some travel information
- to ask for booklets/folders/itineraries
- to ask for prices of travel itineraries/ tickets

In order to elicit these reasons and others, you can also ask the following question:

2a. *Why do people go to a travel agency?*

3. *What type of questions do people ask at a travel agency?*

Insist that the answers are formulated in English. Help the students if necessary. List them on the board under the title QUESTIONS.

After the conversation, introduce the activity (*Now, you are going to watch a video with a conversation at a travel agency, ok? Let me distribute the activity*).

Answer key:

1. Bangkok
2. Sydney
3. One week (7 days)
4. Four Seasons Hotel
5. 026249734
6. 027771212
7. July 27th
8. August 3rd
9. Malaysia Airways
10. Direct flight
11. 8 hours long
12. Depart at: 7 am
    Arrive at: 6:30 pm
13. Depart at: 6 pm
    Arrive at: 11:15 pm

2B. Locating information in a flight itinerary
Author(s): Rosely P. Xavier
Skill(s): reading

Before starting the activity, address the following pre-reading questions to the class:

1. *What kind of text is this?*

2. *What kind of information does this text provide?*

After the conversation, read the activity instructions and ask the students to explain what they are expected to do.

Answer key: Possible answers:

1. 29 Jul.
2. 4 Aug.
3. Malaysia Airlines.
4. Boeing 737; Airbus A333.
5. Malaysia Airlines 775; Malaysia Airlines 123; Malaysia Airlines 142; Malaysia Airlines 782.
6. 10hr 25min from Bangkok to Sydney, and 10hr 55min from Sydney to Bangkok.
7. Economy.
8. Connecting flight (you change planes).
9. Terminal M and Terminal 1.
10. Tuesday.
11. Monday.
12. 507,60 pounds.
13. Complimentary food and drinks
14. 7pm to Kuala Lumpur, and 11:45pm to Sydney.
15. 7:25am to Kuala Lumpur, and 3:15pm to Bangkok.
16. 10:10pm in Kuala Lumpur, and 10am in Sydney.
17. 2:15pm in Kuala Lumpur, and 4:20pm in Bangkok.

18. 1hr 35min.
19. 1hour.
20. Suvamabhumi International airport, Kuala Lumpur International Airport, Sydney Airport.

2C. Correcting mistaken information in a dialogue
Author(s): Rosely P. Xavier
Skill(s): reading

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4english.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

Answer key:

Travel agent: [...]. So shall I try to book your flight for the next day (Monday)?

Mr. White: [...]. And return flight on Saturday (Tuesday) the 3rd (4th) of August.

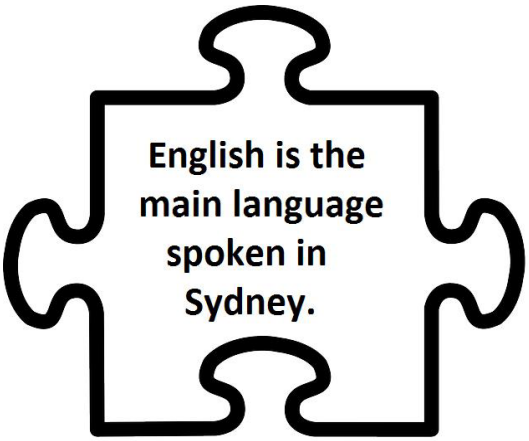
Travel agent: Yes, Malaysian Airways (No, I'm sorry). That flight (Malaysian Airlines) departs at 7 o'clock on Saturday morning (on Monday evening) and arrives in Sydney at 6:30pm (10pm) local time.

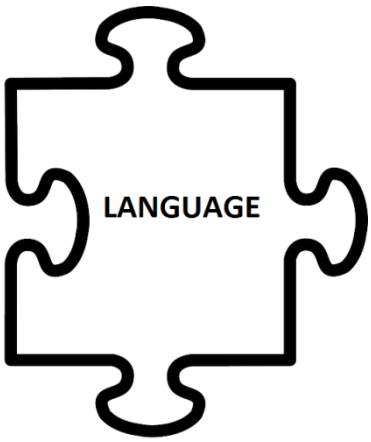
Travel agent: Well, it's an eight hour long flight. (a 10hr and 25min long flight// a 10hr and 25min flight)

Travel agent: Certainly. That fight departs at 6pm (7:25am) and arrives in Bangkok at 11:15 on that same night (4:20pm on the next / following day).

3A. Skimming a text to gather pieces of information
Author(s): Kelly Cristina Vieira Lima and Rosely P. Xavier
Skill(s): reading

Resources: Pieces of puzzles provided on the next pages.





Sydney is the state capital of New South Wales and the most populous city in Australia. It is located on east coast with kilometres of beaches stretching north and south of the city on the shores of the Pacific Ocean.

OVERVIEW

In July 1999, Sydney had 3.7 millions of people.

POPULATION

In summer (December-February), average maximum temperatures are around 26°C. Average maximum temperatures in the winter months (June-August) are around 16°C. Sydney's rainfall is highest between March and June.

CLIMATE

Sydney is 14 hours ahead of most Brazilian cities.

TIME ZONE

The minimum age for the purchase and consumption of alcohol is 18. Minors are not permitted to enter a bar if not accompanied by an adult.

BARS AND DRINKING

Australia's national currency is the Australian dollar (AUD$).

MONEY

Banks are generally open from 9:30am till 4:00/ 5:00pm from Monday to Friday. Some open on Saturday from 9:30am to 12:30pm. If you need money outside of banking hours, there are ATMs on almost every corner throughout Sydney.

OPENING AND CLOSING TIMES

It is prohibited at indoor public places and cigarettes are not sold to minors.

SMOKING

It is not expected in Australia. However, if you experience really good service and want to show your appreciation, 10% of the bill is an acceptable amount.

TIPPING

There is a comprehensive network of train, bus and ferry services. Taxi services complement the network.

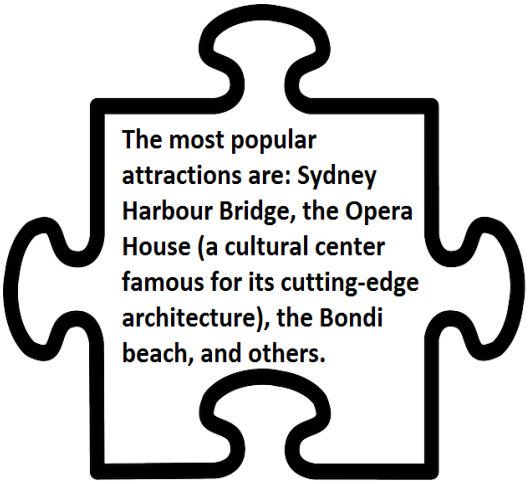
PUBLIC TRANSPORT

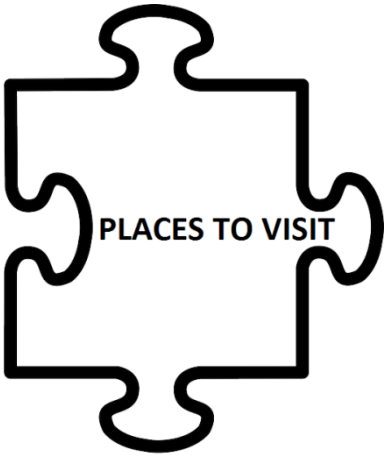
There are hotels, Bed and Breakfast, hostels, resorts and everything in between to suit all budgets.

ACCOMMODATION

Australian cuisine has been influenced by the large number of immigrants from Mediterranean, Asian and other countries.

FOOD





Before starting the activity, address the questions below to the class to start a conversation on what is necessary to know, or what type of information is useful to know, about the place you are traveling to.

1. *What type of information is useful to know about the place you are traveling to?*
Write USEFUL INFORMATION ABOUT THE PLACE YOU ARE TRAVELING TO on the board, as a title, and check the students' comprehension (*What's the meaning of this phrase in Portuguese?*). Confirm the correct meaning. Write the students' answers next to the title, in English. Possible answers:

- climate
- places to visit
- accommodation
- where to eat

2. *If a person is traveling abroad, for example, what type of information is useful for her to know?*
Add the students' answers to the list on the board. Possible answers:

- language of the country
- currency (money)
- visa
- type of food

3. *Where can we get all this information?* Possible answers:

- on the internet
- at a travel agency

After the conversation, introduce the activity (*Now you are going to play a game*). Distribute the instructions and explain them. Then distribute a piece of puzzle to each student. Establish some time for the students to find out their pairs. As soon as they finish, ask the pairs to sit together and to try to understand the information of the puzzle for an oral explanation in Portuguese. Make dictionaries available if necessary. Then name a pair to explain the information they have matched (*What information do you have about Sydney? Can you report it in Portuguese, please? Use your own words.*). Name other pairs for the presentation of their information.

After the game, you may use the same pieces of puzzle to design a matching activity on paper (title and texts) so the students can have an idea of which type of information they can survey about a city when carrying out Activity 3B.

3B. Collecting data for an oral presentation
Author(s): Kelly Cristina Vieira Lima and Rosely P. Xavier
Skill(s): reading, writing and speaking

Answer key: Open answers

At the end of each presentation, ask the students to guess the country that is being presented.

4A. Reading accommodation descriptions to find out their advantages
Author(s): Kelly Cristina Vieira Lima and Rosely P. Xavier
Skill(s): reading

Before starting the activity, address the questions below to the class to start a conversation on *types of accommodation*. Write TYPES OF ACCOMMODATION on the board as a title.

1. *What is the meaning of 'types of accommodation' in Portuguese?*
Confirm the correct translation (*Yes, tipos de alojamento, hospedagem, instalação*).

2. *Where do people stay when they travel?*
Insist that the answers are given in English. If necessary, convert them into English and list them on the board next to the title "Types of accommodation". Possible answers:

- in a hotel
- in a hostel
- in a Bed and Breakfast (B&B)
- in a relative's house
- in a resort
- in a motorhome / trailer

3. *What is the cheapest type of accommodation in your opinion?*

4. *And what is the most expensive type of accommodation?*

After the conversation, introduce the activity (*Now, you are going to read some descriptions of accommodations to find out their advantages. Let me distribute the activity*).

Answer key:

	ADVANTAGES
Option 1	▪ Quarto/ acomodação confortável ▪ Serviço de qualidade ▪ Ideal para pessoas jovens, estudantes e grupos de turistas ▪ Bom para pessoas que viajam a negócios e lazer
Option 2	▪ Quarto/ acomodação confortável ▪ Próximo a pontos turísticos ▪ Próximo à estação central ▪ Bom preço ▪ Localização boa: no coração de Sydney ▪ Acesso à internet na recepção ▪ Máquina de lavar com sistema de moeda ▪ Ferro de passar roupas ▪ Armários com chave, mini cofre e um depósito para guardar coisas ▪ Deck ao ar livre e um jardim coberto ▪ Sala de TV e uma sala de estar

Option 3	▪ Quartos modernos ▪ Localização boa: fácil acesso às atrações turísticas famosas da cidade ▪ Acesso à internet sem fio em áreas públicas ▪ Serviço de ajuda aos clientes ▪ Serviço de lavanderia e secagem ▪ Máquina de lavar com sistema de moeda

After the activity correction, ask the students if they can see any disadvantage of staying in these hotels. Possible answers:

Option 1
- The person shares the room/dormitory with strangers.
- The person shares the room/dormitory with boys and girls.
- The person shares the bathroom with strangers.

Option 2
- The person shares the room/dormitory with strangers.
- There is no bathroom in the dormitory.
- The bathroom is shared with strangers, outside the room.

Option 3
- The rooms are expensive.

4B. Gathering information from hotel reviews
Author(s): Kelly Cristina Vieira Lima and Rosely P. Xavier
Skill(s): reading

Before starting the activity, address the following questions to the class to start a warm-up conversation:

1. *Suppose you are going to travel and you have to decide on a hotel. You enter the internet and choose or select some hotels. How to know that the hotel you have selected is good or not?*

Possible answers:
- Entering the hotel site to read about the facilities, the prices...
- Reading some reviews of the hotel

2. *What is a hotel review?*

If necessary, negotiate the meaning through definition (*A hotel review is a person's opinion about the hotel he/she has stayed at*). Confirm the correct answer (*Right! opinião sobre um hotel, avaliação de um hotel, parecer sobre um hotel*).

After the conversation, introduce the activity (*Now, you are going to read some hotel reviews to find out if the hotel is good or not. Let me distribute the activity*).

During the activity correction, address the following questions to the class:

1. *What have these people reported about the hotel location?*
   Confirm the correct answers and write them on the board.

2. *Who said that?*
   Confirm the correct answers (*Right! Shirley and Kerry*).

3. *What were his/her/their own words in English?*
   Confirm the correct answer (*Ok, "great location"*).

Answer key: Possible answers:

LOCATION	STAFF
■ Bom, excelente. Graham - *good*, Michael - *excellent* Shirley and Kerry - *Great location* ■ Fica a poucos minutos do centro da cidade se for caminhando. Shirley - *just a few minutes walk to city* Lynette - *the hotel was in the centre of the city* ■ Próximo às estações de transporte público Shirley - *near public transport stations* ■ Próximo a Chinatown e ao Darling Harbour Kerry - *central to chinatown, and close to Darling Harbour*. ■ Próximo a vários lugares para comer Kerry - *loads of eating places* ■ Próximo ao teatro e ao estacionamento Kelly - *location for theatre, parking lot close by*	■ Simpáticos/ prestativos/ solícitos Shirley - *staff are nice* Kelly - *staff were friendly, helpful* ■ Não repuseram o papel higiênico Lynette - *the cleaners did not replenish toilet paper.*
ROOMS	
■ Minúsculos/ muito pequenos/ apertados Graham - *room too small* Lynette - *the size of my room was poky* Michael - *cramped rooms* ■ Limpos e confortáveis Shirley - *room is clean and comfortable* Kerry - *clean* Kelly - *room was clean* ■ Chão barulhento Michael - *old creaky floor* ■ Não se ouve o barulho da rua Lynette - *quiet when in the room, you couldn't hear any of the outside traffic* Kelly - *room surprisingly not noisy from traffic* ■ Bom tamanho, moderno Kerry - *good size, modern* ■ Chaves não funcionavam Kerry - *room keys not working* ■ Cheiro de cigarro Kerry - *our room smelt of cigarette smoke*	■ Cama confortável Kelly - *bed was comfortable* ■ Não há cadeira no quarto Kelly - *no chairs to sit in* ■ Sem cabeceira de cama Kelly - *no bed head to lean against* ■ Banheiro sem local para colocar *nécessaire* Kelly - *nothing to put the toiletries bag on in bathroom* ■ Não tem janelas adequadas para olhar para fora Kelly - *no proper windows to see out of* ■ Sem decoração Kelly - *no art work on wall* ■ Torneiras do banheiro trocadas (quente e fria) Kelly - *taps wrong in the bathroom sink (hot was cold and cold was hot)*

4C. Taking decisions and justifying
Author(s): Kelly Cristina Vieira Lima
Skill(s): writing

Answer key: Open answers.

5A. Identifying key information in an airport check-in conversation
Author(s): Kelly Cristina Vieira Lima and Rosely P. Xavier
Skill(s): listening

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4english.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

Transcript:

Clerk: Good morning sir, can I see your ticket and passport?
Passenger: Certainly, there you are.
Clerk: Thank you! Ok, and how many suitcases will you check in?
Passenger: Just one suitcase.
Clerk: Did you pack your baggage yourself?
Passenger: Yes, I did.
Clerk: Do you have any electrical goods?
Passenger: I have an electrical shaver in my hand luggage, is that ok?
Clerk: That's fine, so nothing in your suitcase?
Passenger: No.
Clerk: Ok. Do you like a window or an aisle seat?
Passenger: A window seat, please.
Clerk: Ok. Just one moment. This is your seat number and the departure gate. You can go straight through to the departure lounge. Enjoy your flight.
Passenger: What time will you be boarding?
Clerk: We'll begin boarding at 7.
Passenger: Ok, thank you.

Before starting the activity, address the following questions to the class to start a warm-up conversation:

1. *Have you ever flown in an airplane?*
   1a. *Did you like it?*
   1b. *Where did you go to?*

2. *What is the first thing that a passenger has to do when s/he arrives at the airport?*
Make sure the answer "s/he checks in" is introduced.

Possible answers:
- S/he dispatches his/her baggage.
- S/he checks in.

3. *What is a check-in procedure?*

After the conversation, introduce the activity (*Now, you are going to watch a check-in procedure at the airport. Let me distribute the activity*).

Answer key: A-8 B-6 C-2 D-4 E-3 F-5 G-7 H-1

5B. Identifying questions related to a check-in transaction
Author(s): Kelly Cristina Vieira Lima and Rosely P. Xavier
Skill(s): listening

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4tenglish.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

Answer key: b) d) e) g) i) j)

5C. Contrasting the meanings of "hand luggage", "suitcase" and "baggage/ luggage"
Author(s): Kelly Cristina Vieira Lima and Rosely P. Xavier
Skill(s): reading

Questions to elicit the students' answers during the activity correction:

a) *What is the definition of hand luggage?*
b) *What is the meaning of hand luggage in Portuguese?* (mala de mão)
c) *What is the definition of suitcase?*
d) *What is the meaning of suitcase in Portuguese?* (mala)
e) *What is the definition of baggage and luggage?*
f) *What is the meaning of baggage and luggage in Portuguese?* (bagagem)

Answer key: (2) (3) (1)

6A. Creating announcements
Author(s): Rosely P. Xavier
Skill(s): writing and speaking

Before starting the activity, address the following questions to the class to start a conversation on *announcements*:

1. *Have you ever been to an airport?*
   1a. *Which airport have you been?*
   1b. *Why did you go to the airport?* Possible answers:

- to take an airplane (expand the conversation: *Where did you go to?...*)
- to drop someone off (expand the conversation: *Who did you drop off?...*)
- to pick someone up (expand the conversation: *Who did you pick up?...*)
- to wait for someone to arrive (expand the conversation: *Who were you waiting for?...*)

Insist that the answers are given in English.

2. *Have you already been to a bus station?*
   2a. *Why did you go to the bus station?* Possible answers:

- to take a bus (expand the conversation: *Where did you go to?...*)
- to drop someone off (expand the conversation: *Who did you drop off?...*)
- to pick someone up (expand the conversation: *Who did you pick up?...*)
- to wait for someone to arrive (expand the conversation: *Who were you waiting for?...*)

3. *Can you give examples of messages that are announced at an airport or at a bus station?*
Explain that these messages are called "announcements". Write the word on the board and check the students' comprehension (*What is the meaning of announcements in Portuguese?*). Confirm the correct answer (*Ok, avisos*).

After the conversation, introduce the activity (*Now, you are going to write some announcements in English. Let me distribute the activity*).

Answer key: Open answers

6B. Contrasting airport and bus station announcements
Author(s): Rosely P. Xavier
Skill(s): listening

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4english.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

Transcript:

1) Passenger Mark Spencer. Plataform D27 please.

2) For the safety and security of all passengers, this bus station is monitored by closed circuit television cameras.

3) Flight 2318 to Cuiabá last call. Gate 5; Terminal 2.

4) For security reasons, do not leave your baggage unattended at any time.

5) Good afternoon, ladies and gentlemen. This is the pre-boarding announcement for flight 2131. We are now inviting those passengers with small children, and any passengers requiring special assistance, to begin boarding. Please have your boarding pass and identification ready. Boarding will begin in approximately five minutes time. Thank you.

6) Denise Foster please... your little daughter is waiting for you at the information service counter at Plataform 3.

Answer Key:

	PLACE(S)	WHAT THE PERSON IS ANNOUNCING
Announcement 1	at the bus station	Estão chamando Mark Spencer para comparecer na plataforma D27.
Announcement 2	at the bus station	Estão informando aos passageiros que a rodoviária é monitorada por câmaras de televisão.
Announcement 3	at the airport	Estão fazendo um último chamado de embarque para os passageiros que estão viajando para Cuiabá, pedindo a eles que compareçam ao portão 5, terminal 2.
Announcement 4	both	Estão alertando os passageiros para não deixarem as suas malas sozinhas.

Announcement 5	at the airport	Estão informando aos passageiros do voo 2131 que o procedimento de embarque já vai iniciar. Primeiramente, o embarque será feito com passageiros que estão com crianças pequenas e com aqueles com necessidades especiais. Informam também que todos deverão estar com o cartão de embarque e a identidade em mãos, e que o embarque será feito em 5 minutos.
Announcement 6	at the bus station	Estão chamando Denise Foster para ela comparecer no balcão de informações que fica na plataforma 3 para buscar a sua filhinha.

7A. Watching in-flight safety instructions to understand specific information
Author(s): Kelly Cristina Vieira Lima and 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 2) - AUDIOS and VIDEOS.

Answer key:

1. Electronic devices.
2. Upright position.
3. The aisles and the emergency exits.
4. Fastened.
5. On the ground when the door is open.
6. Closed and locked.
7. Along the ceiling, along the corridor and near the emergency exits.
8. Beneath your seat.
9. Pull the chord to inflate it, outside the plane.
10. Pull up the buckle.
11. On the safety card.

7B. Reading in-flight safety instructions to check the correct answers to the previous activity
Author(s): Rosely P. Xavier
Skill(s): reading

Answer key: See Activity 7A

8A. Unscrambling a hotel check-in dialogue
Author(s): Rosely P. Xavier
Skill(s): reading

Before starting the activity, address the following questions to the class to start a conversation on *hotel check-in*:

1. *Have you ever stayed in a hotel?*
   1a. *Did you like it?*

2. *What is the first thing that a person has to do when s/he arrives at a hotel?* (To check-in)

3. *What is a check-in procedure at a hotel?*

After the conversation, introduce and distribute the activity (*Now, you are going to organize a check-in dialogue. Let me distribute the activity*).

Answer key: Possible answer:

Receptionist: Good morning. Can I help you?
You: Good morning. I have a reservation. My name is _____.
Receptionist: Ok, let me see. Right. Can I see your passport please?
You: Sure. Here you are.
Receptionist: Thank you. You booked a single room for five nights. Is that correct?
You: Yes.
Receptionist: Can you fill out this form please?
You: Sure.
Receptionist: This is your room key. Room 623. Do you need any help with your suitcases?
You: No, thanks. I'm ok. By the way, does the room have wireless internet?
Receptionist: Yes. This is your access code. There is also internet available in the lobby 24 hours a day.
You: Ok, thanks.
Receptionist: My pleasure, sir / ma'am (madam).

8B. Listening to directions to locate places on a street map
Author(s): Kelly Cristina Vieira Lima and Rosely P. Xavier
Skill(s): listening

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4tenglish.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

Transcript:

You: Good afternoon.
Receptionist: Good afternoon.
You: Is there any restaurant near the hotel you would recommend?
Receptionist: well, there are lots of restaurants around here. Let me get a map. Well, we're here at Pensione Hotel, right? There is a Brazilian restaurant around here, on Liverpool Street. They serve different roasted meats. It's a good restaurant but a bit expensive. Uhm…Do you like Chinese food? There is a nice restaurant on Sussex Street. The name is China Town Noodle King. It's here. If you like Thai food, you must try Home Thai. It's on Sussex Street, and the price is very reasonable. But, if you want to try Korean food, there's a nice restaurant quite near the hotel. It's on Goulburn Street. Pensione hotel is here, right? You walk up George Street and turn the first left. The Korean restaurant is on your right. Another option is fast food restaurant. There are some in the World Square Shopping Center, two blocks from here.
You: Thanks a lot. Can I have the map?
Receptionist: Yes, sure.
You: Thank you.

Before starting the activity, address the following pre-reading questions to the class:

1. *What type of map is this?* (It is a street map)

2. *Where is Pensione Hotel Sydney on the map?* (It is on George Street)

3. *What does "St" stand for?* (Street)

4. *What are the names of the streets on the map?* (George, Liverpool, Harbour, Little Hay....)

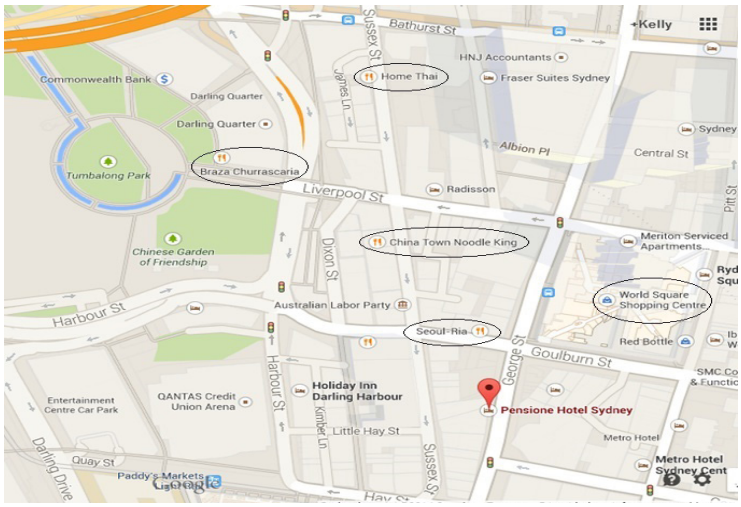
5. *What is the purpose of a street map?* (to locate places, to know where you are)

6. *What do these symbols on the map represent?*
Point to some of them, and encourage the students to say the meaning of each symbol (e.g. *What does this symbol here represent?*). Possible answers:

- restaurant
- bank
- accomodation (places to stay)
- traffic light
- driving directions (arrows)
- metro station/ subway station

After the conversation, read the activity instructions and ask the students to explain what they are expected to do.

Answer key:



8C. Listening to directions to track ways to the bank
Author (s): Kelly Cristina Vieira Lima and Rosely P. Xavier
Skill(s): listening

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4tenglish.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

Transcript:

(1) **You:** Excuse me. Is there a bank near here?
Person one: Well, the nearest bank is the Commonwealth bank. You walk up George Street until you find a traffic light. You turn left and continue ahead until you reach a roundabout. Walk on your right until you see the Commonwealth bank on your right.
You: Thank you.
Person one: No problem.

(2) **You:** Excuse me. Is there a bank near here?
Person two: Let me see. Well, you walk up George Street for three blocks until you reach Bathurst Street. Turn left and continue ahead until you reach a traffic light. Turn left again until you reach a second traffic light. Cross the street and walk to Darling quarter. The bank is on your right.
You: Thanks.
Person two: You're welcome.

(3) **You:** Excuse me. Is there a bank near here?
Person three: Well, it's a bit far. You walk up George Street and turn the first left on Goulburn Street. You go ahead until you find a traffic light on Harbour Street. Cross the Chinese garden until you reach the Tumbalong Park. You walk on your right until you see the Commonwealth Bank.
You: Many thanks.
Person one: My pleasure.

Before starting the activity, address the following pre-reading questions to the class:

1. *What type of map is this?* (It is a street map, the same presented in the previous activity)

2. *Where is Pensione Hotel Sydney on the map?* (It is on George Street)

3. *How many blocks do you need to walk from Pensione Hotel Sydney to Bathurst Street? One, two, how many?* (Two and a half blocks)

3a. *Now, how many blocks do you need to walk from Home Thai restaurant to Hay Street?* (Almost three blocks)

4. *Suppose you are at Pensione Hotel Sydney and you want to go to China Town Noodle King restaurant. Do you have to turn **right** or **left**?* (left)

4a. *You want to go to Braza Churrascaria. Do you have to turn **right** or **left**?* (left)
4b. *You want to go to the shopping center. Do you have to turn **right** or **left**?* (right)
4c. *You want to go to Metro Hotel. Do you have to turn **right** or **left**?* (right)

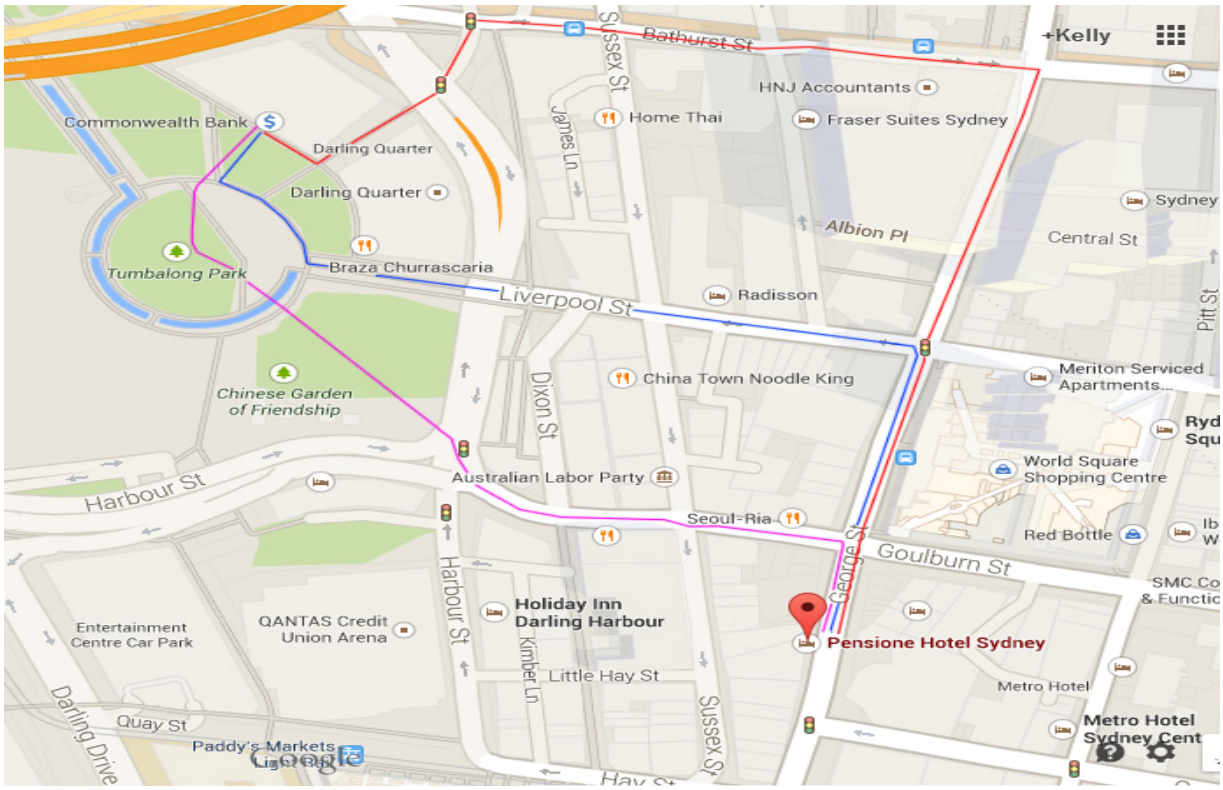
Ask other similar questions to make sure the students understand the meaning of "left" and "right". Finally, ask the meaning of these words in Portuguese (*What is the meaning of "right" in Portuguese? And "left"?*).

After the conversation, read the activity instructions and ask the students to explain what they are expected to do.

Answer key:
Possible answer: O caminho mais curto é pela Goulburn Street até a Harbour Street. Você cruza a Harbour Street e atravessa o Jardim Chinês até o Parque Tumbalong. O banco fica a sua direita.

Note: If you want to make the activity more challenging, ask the students to give their answers in English and collect them for correction (*The shortest way to the bank is walking along Goulburn Street until Harbour Street. You cross Harbour Street and the Chinese Garden until you reach Tumbalong Park. The bank is on your right.*).

Answer key:



8D. Following directions to locate places
Author(s): Kelly Cristina Vieira Lima and Rosely P. Xavier
Skill(s): reading

Answer key: 1. Darling Harbour Souvenirs
2. Australia Souvenir Gift shop
3. Australia Gift shop

8E. Defining what to buy and to whom with a low budget
Author(s): Kelly Cristina Vieira Lima
Skill(s): writing

Answer key: Open answers

9A. Watching a check-out transaction to identify key information
Author(s): Kelly Cristina Vieira Lima and Rosely P. Xavier
Skill(s): listening

Resource: **pibidinglesufsc.blogspot.com.br** or **www.t4tenglish.ufsc.br** to have access to LIVRO T4T (Volume 2) - AUDIOS and VIDEOS.

Transcript:

Hotel receptionist: Good morning, sir
Guest: Good morning. Can I have my bill, please? I'm checking out.
Hotel receptionist: Which room is it?
Guest: Room 425.
Hotel receptionist: Did you have anything from the mini-bar last night?

Guest: Yes, a mineral water.
Hotel receptionist: Here you are. How would you like to pay?
Guest: American Express.
Hotel receptionist: Thank you. Ok, can you sign here, please? Thank you. Would you like me to call a taxi for you?
Guest: No, thanks.
Hotel receptionist: Do you need any help with your luggage?
Guest: No, I'm fine, thanks.
Hotel receptionist: Have a good trip Mr. Roger.
Guest: Thank you
Hotel receptionist: Good bye
Guest: Good bye

Before starting the activity, address the following questions to the class to start a conversation on *check-out procedures*:

1. *What is a hotel check-in procedure?* Write CHECK-IN on the board.

2. *And what is a check-out procedure?* Write CHECK-OUT on the board.

3. *Suppose you are the receptionist of a hotel, and a guest is checking out. What questions would you ask to the guest for the check-out procedure?*

After the conversation, introduce and distribute the activity (*Now, you are going to listen to a check-out dialogue. Let me distribute the activity*). Read the activity instructions and ask the students to explain what they are expected to do.

Answer key: a) 4 b) 8 c) 3 d) 7 e) 1 f) 5 g) 2 h) 6

9B. Contrasting check-out and check-in related questions
Author(s): Kelly Cristina Vieira Lima and Rosely P. Xavier
Skill(s): reading

Answer key:

1. Check-out	5. Check-out	9. Check-in
2. Check-in	6. Check-in	10. Check-in
3. Both	7. Both	11. Check-out
4. Check-in	8. Check-out	12. Check-out or both

10. Creating a dialogue to be dramatized
Author(s): Rosely P. Xavier
Skill(s): writing and speaking

Answer key: Open answers

1A. Suppose you and your friends are planning to travel. Analyze the three vacation packages below and, in English, give two similarities and two differences among them.

Package 1

Amazon, Inca Trail and Machu Picchu

14 Days from £2,930pp

Tailor-made including flights from UK

- Culture and History
- Wildlife
- Activity
- Walking and Trekking
- Family
- Honeymoon

View itinerary | Enquire now

Package 2

Icons of South America

14 Days from £3,755pp

Tailor-made including flights from UK

- Culture and History
- Activity
- Railway Journeys
- Family
- First time visitor

View itinerary | Enquire now

Package 3

Incas & Islands

14 Days from £4,280pp

Tailor-made including flights from UK

- Culture and History
- Wildlife
- Activity
- Railway Journeys
- Honeymoon
- First time visitor

View itinerary | Enquire now

www.audleytravel.com/destinations/south-america/peru/itinerary-ideas.aspx

Similarities	1. 2.
Differences	1. 2.

1B. Which of these travel packages would you choose? Justify your decision in English.

1C. Suppose you and your friends chose the vacation package 2 (Icons of South America). Read the itinerary details below and answer in Portuguese the questions that your friends want to know. Read them on the next page.

DAY BY DAY

Day 1 London
Fly from London to Madrid this evening to connect with your overnight flight to Peru.

Day 2 Madrid Lima Cuzco
Upon arrival in Lima this morning you will be met and assisted to make your domestic flight to Cuzco. Here, you will be met and driven to your hotel in private vehicle.

Day 3 Cuzco
Enjoy a guided tour of Cuzco and the nearby Inca ruins with your guide.

Day 4 Cuzco
A further day to soak up the atmosphere and explore the charming city.

Day 5 Cuzco Sacred Valley
This morning you will be collected from your hotel to join an excursion into the stunning Sacred Valley. Your guide will show you some of the highlights including Incan ruins and colorful local markets. At the end of the day you will be taken to your hotel.

Day 6 Sacred Valley of Incas Machu Picchu
Transfer to the station to board your train to Aguas Calientes, the small town at the foot of Machu Picchu. In the afternoon you can enjoy a guided tour of the ancient Inca citadel before retiring to your hotel in Aguas Calientes.

Day 7 Machu Picchu Cuzco
Free morning to return to Machu Picchu before taking the train back to Cuzco and you overnight hotel.

Day 8 Cuzco Lima Iguaçu Falls
Transfer to the airport in time for your flight to Foz do Iguacu, via Lima. Here you will be met and taken to your hotel.

Day 9 Iguaçu Falls
Enjoy a guided tour of the Argentine side of the Iguacu falls.

Day 10 Iguacu Rio de Janeiro
Free morning to visit the viewing platforms on the Brazilian side of the falls before flying to Rio for three nights.

Day 11 Rio de Janeiro
Enjoy a guided tour of Rio.

Day 12 Rio de Janeiro
Free day to further explore this fascinating city.

Day 13 Rio de Janeiro
Evening transfer to the airport in time for your flight back to the UK.

Day 14 London
Arrive in the UK

www.audleytravel.com/destinations/south-america/peru/itinerary-ideas/icons-of-south-america.aspx

1.	**Sofia**	De que cidade sai o voo? Ele é direto?
2.	**Carlos**	O que vai acontecer quando chegarmos em Lima?
3.	**Vera**	Chegando em Cuzco, como a gente vai para o hotel?
4.	**Fernando**	E o que está planejado para fazermos em Cuzco?
5.	**Paula**	De Cuzco nós vamos para Aguas Calientes, certo? Como vai ser o translado?
6.	**Andreina**	Aguas Calientes é um balneário em Cuzco?
7	**Catarina**	A gente vai pernoitar em Aguas Calientes?
8.	**Daniel**	Depois de Cuzco, nós vamos para que cidade? E o que está planejado para fazermos lá?
9.	**Márcio**	Nós vamos para o Rio de Janeiro? E quanto tempo vamos ficar lá?
10.	**Dora**	Afinal, quais cidades a gente vai conhecer com este pacote?

1D. Based on the vacation package 2, you have a short stay in Rio de Janeiro. The hotel has offered you the tours below. Compare them using the chart provided on the next page.

Tour 1

Why you should go

Have the time of your life in tropical Rio, with a rainforest tour and ride up the Christ the Redeemer statue.

Highlights

- Visit the Rodrigo de Freitas Lagoon.
- Ride a train through the lush greenery of the Tijuca Rainforest.
- Ascend to the top of Corcovado.
- Mountain for incredible views and the Christ Redeemer statue.

Inclusions

- Roundtrip transfer to most hotels in São Conrado, Leblon, Ipanema and Copacabana.
- Professional tour guide.
- Train ticket.

Exclusions

x Food and beverages
x Optional gratuities

Please Note

- Please note the departure times for this tour vary by date with special departure times on Feb 9 through 12.

Cost:

Adults R$ 72
Children 3-12 R$ 54

Time: 2:00 pm - 6:00 pm
Duration: 4-5 Hours

Tour 2

Why you should go

Visit the city of Petropolis, called the Imperial City since the Emperor Pedro II.

Highlights

- Imperial Museum.
- Crystal Palace.

Inclusions

- Roundtrip transfer to most hotels in São Conrado, Leblon, Ipanema and Copacabana.
- Professional tour guide.
- Imperial Museum entrance ticket.

Exclusions

x Food and beverages
x Optional gratuities

Please Note

- The specific departure time for this tour will be determined upon reconfirmation.

Cost:

Adults R$ 65
Children 3-12 R$ 49

Time: 10:00 am - 6:00 pm
Duration: 10 Hours

www.grayline.com/tours/rio-de-janeiro/corcovado-with-christ-redeemer-statue-5954_49/
www.grayline.com/tours/rio-de-janeiro/petropolis-the-imperial-city-5954_40/

	Tour 1	Tour 2
a) This is a historical tour.		
b) This tour is more expensive.		
c) This tour includes pick up and drop off from the hotels.		
d) This is an afternoon tour.		
e) This is a guided tour.		
f) This tour takes longer.		
g) This tour includes more things to see and do.		
h) The price includes the tickets.		
i) Tipping the tour guide is not required.		
j) Meals and drinks are not included in this tour.		

1E. Which of these tours would you choose to make? Justify your answer in English.

1F. If a tourist visited your city, which places would you recommend? Decide on two top places and describe in English what the tourist can do or see in each place.

	WHAT THE TOURIST CAN DO OR SEE
Place 1. _____ _____	
Place 2. _____ _____	

2A. Watch a conversation between a travel agent and a client, and write down the necessary information to complete the chart below.

Adapted from: http://www.cruiseexpress.com.au/Diamond-Asia-Australia

TRAVEL DETAILS

1. City of departure:		
2. Destination city:		
3. Period of vacation (in days):		
4. Name of the hotel:		
5. Telephone number:		
6. Daytime number:		
7. Departure date:		
8. Return date:		
9. Flight company:		
10. Type of flight:	( ) connecting flight ( ) direct flight	
11. Flight duration time:		
12. Details of departure flight	Depart at:	Arrive at:
13. Details of return flight	Depart at:	Arrive at:

2B. This is the flight itinerary the man has received from the travel agent. Read it and give in English the information required in the chart provided.

FLIGHT ITINERARY

Leave	**Mon, 27 Jul**	**Total time: 12hr 0min**
Depart 19:00	Bangkok , Thailand Suvarnabhumi Int'l airport (BKK)	Malaysia Airlines 775 Economy Boeing 737 2hr 10min Meal: Complimentary food and drinks
Stop 1 22:10	Kuala Lumpur , Malaysia Kuala Lumpur Int'l airport (KUL) | Terminal M	
Change planes. Layover: 1hr 35min		
Depart 23:45	Kuala Lumpur , Malaysia Kuala Lumpur Int'l airport (KUL) | Terminal M	Malaysia Airlines 123 Economy Airbus A333 8hr 15min Meal: Complimentary food and drinks
Arrive 10:00	Sydney, New South Wales , Australia Sydney Airport (SYD) | Terminal 1	
Arrives Tue, 30 Jul (1 day later).		

Return	**Tue, 4 Aug**	
Depart 07:25	Sydney, New South Wales , Australia Sydney Airport (SYD) | Terminal 1	Malaysia Airlines 142 Economy Airbus A333 8hr 50min Meal: Complimentary food and drinks
Stop 1 14:15	Kuala Lumpur , Malaysia Kuala Lumpur Int'l airport (KUL) | Terminal M	
Change planes. Layover: 1hr 0min		
Depart 15:15	Kuala Lumpur , Malaysia Kuala Lumpur Int'l airport (KUL) | Terminal M	Malaysia Airlines 782 Economy Boeing 737 2hr 5min Meal: Complimentary food and drinks
Arrive 16:20	Bangkok , Thailand Suvarnabhumi Int'l airport (BKK)	

Trip cost	
Flight	
Adult: 1	£427.00
Taxes and fees	£80.60
Total trip cost	**£507.60**

https://www.ebookers.com

ITEMS	INFORMATION
1. Departure date:	
2. Return date:	
3. Name of the airline company:	
4. Types of aircrafts:	
5. Flight numbers:	
6. Total flight duration time between Bangkok and Sydney and vice versa:	
7. Travel class:	
8. Type of flight:	( ) connecting flight ( ) direct flight
9. Terminal locations:	
10. Day of the week the man is returning:	
11. Day of the week the man is leaving:	
12. Price of the ticket:	
13. Information about meals on board:	
14. Departure times in the one-way ticket:	
15. Departure times in the return ticket:	
16. Arrival times in the one-way ticket:	
17. Arrival times in the return ticket:	
18. Stopover time in the outward flight:	
19. Stopover time in the return flight:	
20. Names of the airports:	

2C. The flight itinerary in the previous activity does not match with the information the travel agent gave to the man in Activity 2A. Listen to part of the conversation between the travel agent and the man again. The transcript is provided below. Then, rewrite the underlined parts of the transcript that need correction in order to match the itinerary information.

TRANSCRIPT

Travel agent: Ok. You finish work on Friday the 26th. So shall I try to book your flight for the next day?

Mr. White: Yes, please. And return flight on Saturday, the 3rd of August.

Travel agent: I'll just check the availability. There are seats available on the Qantas Airways Flight, but there's a 3 hour stopover in Singapore.

Mr. White: Is there a direct flight that I can take?

Travel agent: Yes, Malaysian Airways. That flight departs at 7 o'clock on Saturday morning and arrives in Sydney at 6:30pm local time.

Mr. White: That sounds better, but it's a little longer than I thought.

Travel agent: Well, it's an eight hour long flight. Don't forget the time difference. All the times given are local times.

Mr. White: Oh, yes, that's right. They're 3 hours ahead, aren't they? Can I have the details of the return flight?

Travel agent: Certainly. That fight departs at 6pm and arrives in Bangkok at 11:15 on that same night. Shall I reserve a seat for you?

Mr. White: Yes, please.

3A. (GAME) You are going to receive a piece of a puzzle. It can be a title or a short text about Sydney. Find out the classmate that completes your puzzle. After finding her/him, report in Portuguese the information that you and your pair combined, using your own words.

3B. (SURVEY) What city would you like to visit? Collect relevant information in English about it to give an oral presentation in English. Do not reveal the name of the city in your presentation. Your classmates are expected to guess.

STEPS: 1. Go to different sites in English to read about the city you want to visit.

2. Take notes of the most relevant information you want to present. Do not simply copy the information from the site. Make your own text (short and simple) using the information you have read. Start with an overview of the city (where it is located, the language people speak, population, interesting places to visit etc).

3. Hand in your text to the teacher to be corrected.

4. After you receive your text with the teacher's feedback, make a PowerPoint presentation with 3 slides (maximum) with the information you have collected. The PowerPoint will help you in your oral presentation.

4A. Suppose you are looking for a place to stay in Sydney for 10 days. Read the options below and give in Portuguese the advantages of each accommodation. Use the chart provided.

Option 1

Westend Backpackers ★★☆☆☆

412 Pitt Street, Central Sydney, Sydney, NS 2000

Hotel overview

Offering comfortable accommodation with quality service, the Westend Backpackers Youth Hostel Sydney is an ideal choice for youth travellers, students or tourist groups. This property is also a one-stop destination for business as well as leisure travellers looking for a relaxing stay.

6 Person Female Dorm with Ensuite	US$30
4 Person Female Dorm with Ensuite	US$32
4 Person Share Dorm with Ensuite	US$34

Option 2

Home Backpackers Sydney ★★☆☆☆

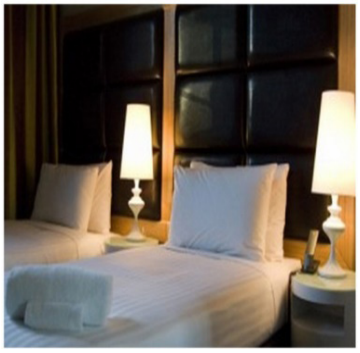
238 Elizabeth Street, Sydney, NS 2000

Hotel overview

Home Backpackers Sydney offers an ideal base for travellers looking for comfortable accommodations close to well-known city attractions in this side of Australia. Located just a few steps from Central station, we offer comfortable budget accommodation right in the heart of Sydney. Home Backpackers Sydney provides Internet access at the reception area, coin-operated laundry, ironing facilities, lockers, mini safe deposit box and storage room. Guests can spend free time at the outdoor deck, roof garden, TV room and lounge on site.

6 Person Dorm	US$22
4 Person Dorm	US$24

Option 3



Pensione Hotel Sydney ★★★☆☆

631-635 George Street, Sydney, NS 2000

Hotel overview

Pensione Hotel Sydney - contemporary rooms conveniently situated within easy access to famous city attractions in the bustling Australia city. Added conveniences on offer at Pensione Hotel include wireless Internet access in public areas, concierge desk, laundry/dry cleaning service and coin-operated laundry.

Standard Petite Double - 1 double bed	US$146
Deluxe Single	US$149
Standard Double - 1 double bed	US$159

ADVANTAGES		
Option 1	Option 2	Option 3

4B. Suppose you want to stay at Pensione Hotel Sydney considering the advantages of this accommodation. Read some reviews of this hotel and collect what the people have said about the location, the staff and the rooms. Answer in Portuguese in the table below, and give the name(s) of the person(s) who gave the information.

LOCATION	STAFF
ROOMS	

Graham
New Zealand
Couple

7.9 Good August 21, 2014

+ Location
- Room too small

Shirley
Australia
Group of friends

8.3 Very good July 2, 2014

+ great location, just a few minutes walk to city and near public transport stations. Staff are nice, room is clean and comfortable.
- A bit noisy

Michael
Australia
Couple

8.8 Excellent May 13, 2014

+ Location and value for money
- Old creaky floors and cramped rooms

Lynette
Australia
Solo traveler

7.5 Good June 28, 2014

+ The hotel was in the centre of the city but was nice and quiet when in the room. You couldn't hear any of the outside traffic.
- The size of my room was poky and there was little room to put luggage and I felt I was tripping over it when moving about the room. The cleaners did not replenish toilet paper at all during my stay and I ran out luckily on my last day.

Kerry
Australia
Couple

8.8 **Excellent** May 27, 2014

+ Great location, central to chinatown, loads of eating places and close to Darling Harbour. The rooms are a good size, modern and clean.

- The main downside was that we had 5 nights in a room right next to reception. Being not a heavy sleeper, I was woken up every night by people coming through 24 hour reception and having random conversations with the staff. We had a lot of trouble with our room keys not working too. At times, our room smelt of cigarette smoke, I put it down to one of the male staff members smoking nearby.

Kelly
Australia
Family

6.7 **Pleasant** April 10, 2014

+ Room was clean. Staff were friendly, helpful. Location for theatre great, parking lot close by. Bed was comfortable, and room surprisingly not noisy from traffic.

- Room not very nice. More like a hostel than hotel, i.e. no chairs to sit in (only bed or bunk bed) and yet no bed head to lean against. Nothing to put toiletries bag on in bathroom, no proper windows to see out of, no art work on walls (just painted white), AND taps wrong in bathroom sink (hot was cold and cold was hot.)

http://goo.gl/nCCBsA

4C. Based on these reviews, would you stay in this hotel? Justify your answer in English.

5A. Check-in is usually the first procedure when a passenger arrives at an airport. Watch a conversation in a check-in desk and give the sequence of the pictures according to the information given by the passenger and the check-in attendant. Use numbers from 1 to 8.

a) ☐

commons.wikimedia.org/wiki/File:Abflughalle,_Flughafen_Stuttgart_(Departure_lounge,_Stuttgart_Airport)_-_geo-en.hlipp.de_-_12897.jpg

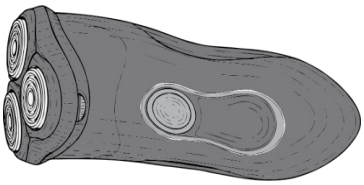
b) ☐

http://upload.wikimedia.org/wikipedia/commons/f/fb/InterCity2_-_passenger_car_interior.jpg

c) ☐

commons.wikimedia.org/wiki/File:Passporte095676.jpg

d) ☐



openclipart.org/detail/1694/electric-shaver-by-johnny_automatic

e) ☐

openclipart.org/detail/181230/luggage-by-cprostire-181230

f) ☐

https://openclipart.org/detail/181330/geanta04-by-cprostire

g) ☐

Credits: sodahead.com/living/do-you-prefer-the-window-seat-or-the-aisle-seat/question-582415/

h) ☐

Adapted from: https://www.bigcheques.com/product/large-novelty-airline-tickets/

5B. Watch the conversation again and check (✓) the questions that were asked by the check-in attendant.

a) ( ) What's the purpose of your trip?
b) ( ) Nothing in your suitcase?
c) ( ) How can I help you, sir?
d) ( ) Do you have any electrical goods?
e) ( ) Can I see your ticket and passport, please?
f) ( ) Are you carrying any liquids in your hand luggage?
g) ( ) Do you like a window or an aisle seat?
h) ( ) Can I see your visa, please?
i) ( ) How many suitcases will you check in?
j) ( ) Did you pack your baggage yourself?

5C. The words below are often used in a check-in procedure dialogue. Match them to their definitions.

1. HAND LUGGAGE ( ) It is usually a rectangular piece of luggage for carrying clothes when you travel.

2. SUITCASE ( ) It is all the suitcases that you take with you when you travel.

3. BAGGAGE / LUGGAGE ( ) It is a small bag that you carry when you travel.

6A. What announcements do you expect to hear at an airport and at a bus station? Write two announcements in English for each place.

AT THE AIRPORT	AT THE BUS STATION

6B. Listen to six announcements and check the possible place(s) they are being made. Then explain in Portuguese what the person is announcing.

	PLACE(S)	WHAT THE PERSON IS ANNOUNCING
Announcement 1	( ) at the airport ( ) at the bus station ( ) both	
Announcement 2	( ) at the airport ( ) at the bus station ( ) both	
Announcement 3	( ) at the airport ( ) at the bus station ( ) both	
Announcement 4	( ) at the airport ( ) at the bus station ( ) both	
Announcement 5	( ) at the airport ( ) at the bus station ( ) both	
Announcement 6	( ) at the airport ( ) at the bus station ( ) both	

7A. All airline companies provide passengers with safety instructions during the flight. Watch a video and check (✓) the alternatives that correspond to the given instructions. More than one alternative is possible in each question.

TAM AIRLINES

https://www.youtube.com/watch?v=_pGEsHXhyC0

1. O que deve ser desligado durante a decolagem e a aterrissagem da aeronave?
   ( ) *The TV in front of your seat.* ( ) *Electronic devices.* ( ) *The pilot's radio.*

2. Em que posição o assento do passageiro deve estar?
   ( ) *Laid-back position.* ( ) *Lying-down position.* ( ) *Upright position.*

3. Que espaços da aeronave não devem ficar obstruídos com as bagagens?
   ( ) *The aisles.* ( ) *Under the seat in front of you.* ( ) *The emergency exits.*

4. Como deve estar o cinto de segurança durante o voo?
( ) Unfastened. ( ) Fastened. ( ) Loose.

5. Em que momento os celulares podem ficar ligados?
( ) *On the ground when the door is open and closed.*
( ) *On the ground when the door is closed.*
( ) *On the ground when the door is open.*

6. Em que posição a mesa de refeições deve ficar durante o voo?
( ) *Closed.* ( ) *Open.* ( ) *Locked.*

7. Onde ficam as luzes de emergência da aeronave?
( ) *Along the ceiling.* ( ) *In the pilot's cabin.*
( ) *Along the corridor.* ( ) *Near the emergency exits.*

8. Onde fica o colete salva-vidas?
( ) *In the overhead compartment.* ( ) *Beneath your seat.* ( ) *In the pilot's cabin.*

9. O que o passageiro deve fazer com o colete salva vidas, em caso de aterrissagem na água?
( ) *Pull the chord to inflate it, outside the plane.*
( ) *Pull the chord to inflate it, inside the plane.*

10. Como fazer para desatar o cinto de segurança?
( ) *Pull down the buckle.*
( ) *Pull up the buckle.*

11. Onde obter mais informações sobre segurança?
( ) *On the safety card.* ( ) *With the flight attendant.* ( ) *With the pilot.*

7B. Read the video transcript below in order to correct the answers you gave to the previous activity.

TRANSCRIPT

Dear passengers, it is a pleasure to have you aboard. We hope that you have a good flight and ask you to please pay attention to the following safety instructions.

First, please stow your carry-on luggage in the overhead compartment, or beneath the seat in front of you, and please respect the non-smoking sign. Our lavatories are equipped with smoke detectors.

Return the seat back to the upright position, and be aware of the fastened seatbelt sign. It is important to keep seat belts visible and fastened throughout the flight. To unfasten the belt, just pull up on the top part of the buckle. Make sure that your tray table is closed and locked, and your foot rest is returned to its proper position. Remember that the use of portable electronic devices with wireless, Wi-Fi and Bluetooth technology is prohibited. Please turn off your electronic devices during takeoff and landing. Mobile phones may only be used when the aircraft is on the ground and the door has been open, and only in airplane mode while at cruising speed. Please, do not block the aisle and the emergency exits with luggage.

In the event of depressurization, oxygen masks will automatically drop down from the compartment above. Pull one of the masks to release the flow of oxygen. Place it over your nose and mouth. Adjust the elastic band around your head and breathe normally. If you are sitting next to a child, put on your own mask first, and then put it on the child.

In the event of a water landing, use the life jacket located beneath your seat or in the central console. Pull the life jacket over your head, adjust the safety lock and pull the chord on the side to inflate it. If it fails to inflate, blow it into the tube, but please do not inflate inside the airplane.

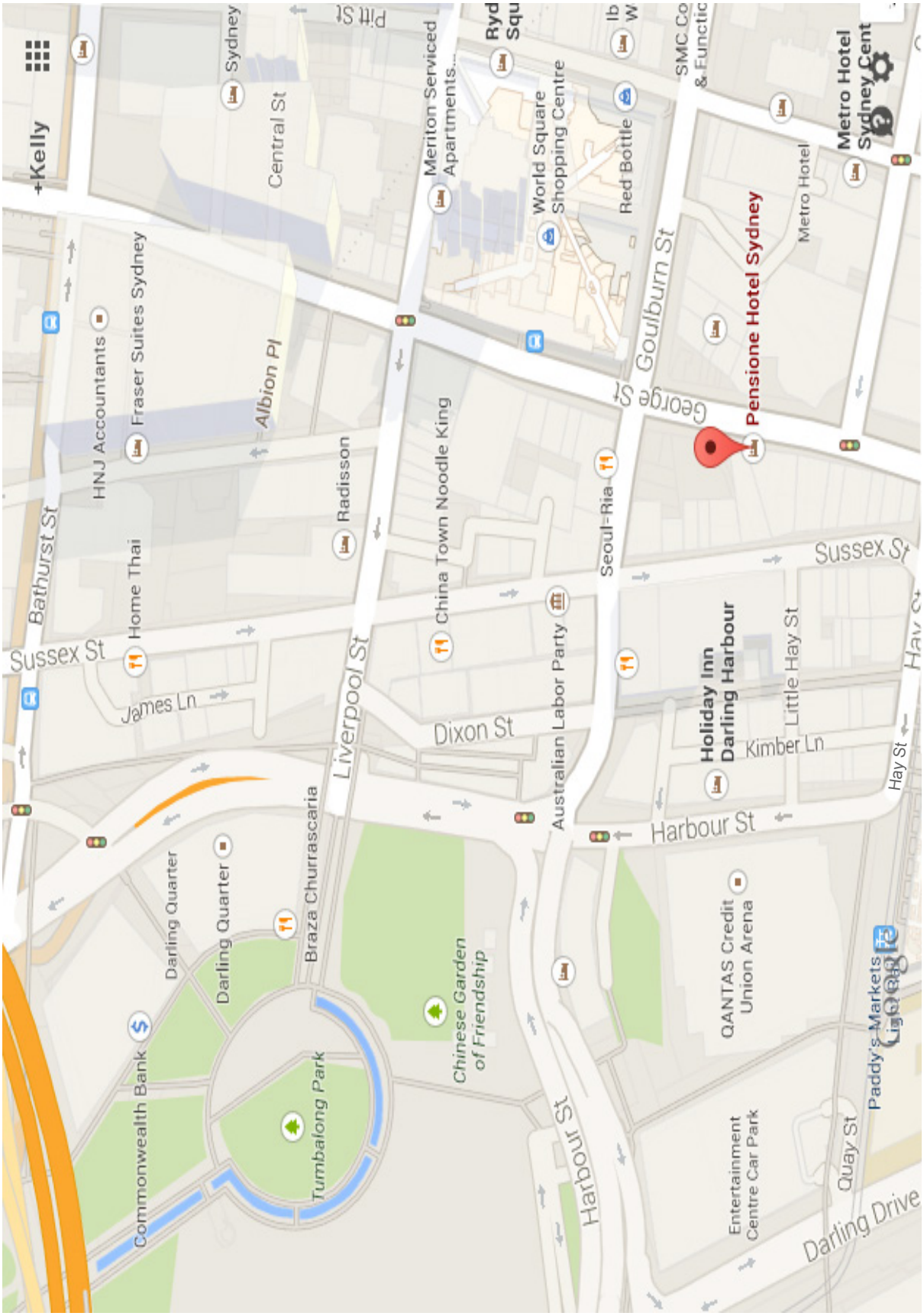
This aircraft has an emergency lighting along the corridor, the ceiling and near the emergency exits. Locate and identify the exit closest to your seat. Additional information can be found on the safety card located in front of you. Please, review it.

Thank you for your time and attention and have a great trip.

8A. Suppose you have arrived in Sydney after long hours by plane. You are insecure about how to interact in English with the hotel receptionist. You buy a travel phrasebook. The phrases below were taken from your phrasebook. In pairs, use them to construct a dialogue between **you and the hotel receptionist**. New phrases and words may be necessary for your dialogue to become coherent with your situation.

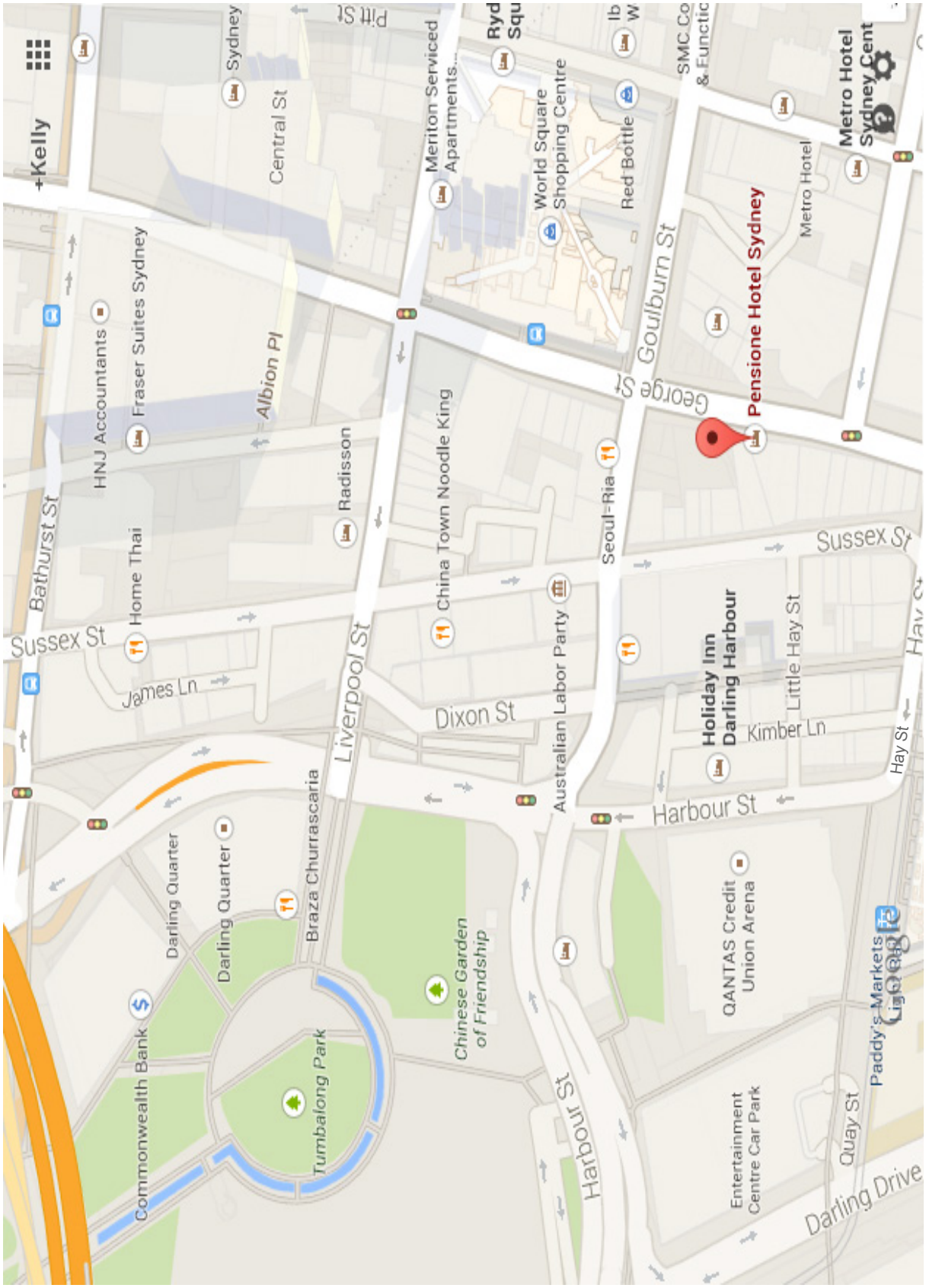
- This is your room key. Room 623. Do you need any help with your suitcases?
- Ok, let me see. Right. Can I see your passport please?
- No, thanks. I'm ok. By the way, does the room have wireless internet?
- Yes.
- Sure.
- Yes. This is your access code. There is also internet available in the lobby 24 hours a day.
- Good morning. I have a reservation. My name is José André Soares.
- Thank you. You booked a single room for five nights. Is that correct?
- Sure. Here you are.
- Ok, thanks.
- Can you fill out this form please?
- Good morning. Can I help you?
- My pleasure, sir.

8B. Listen to the hotel receptionist suggesting some restaurants for you to go. Circle them on the map according to his directions. Do not forget that you are at Pensione Hotel Sydney. See your location on the map.



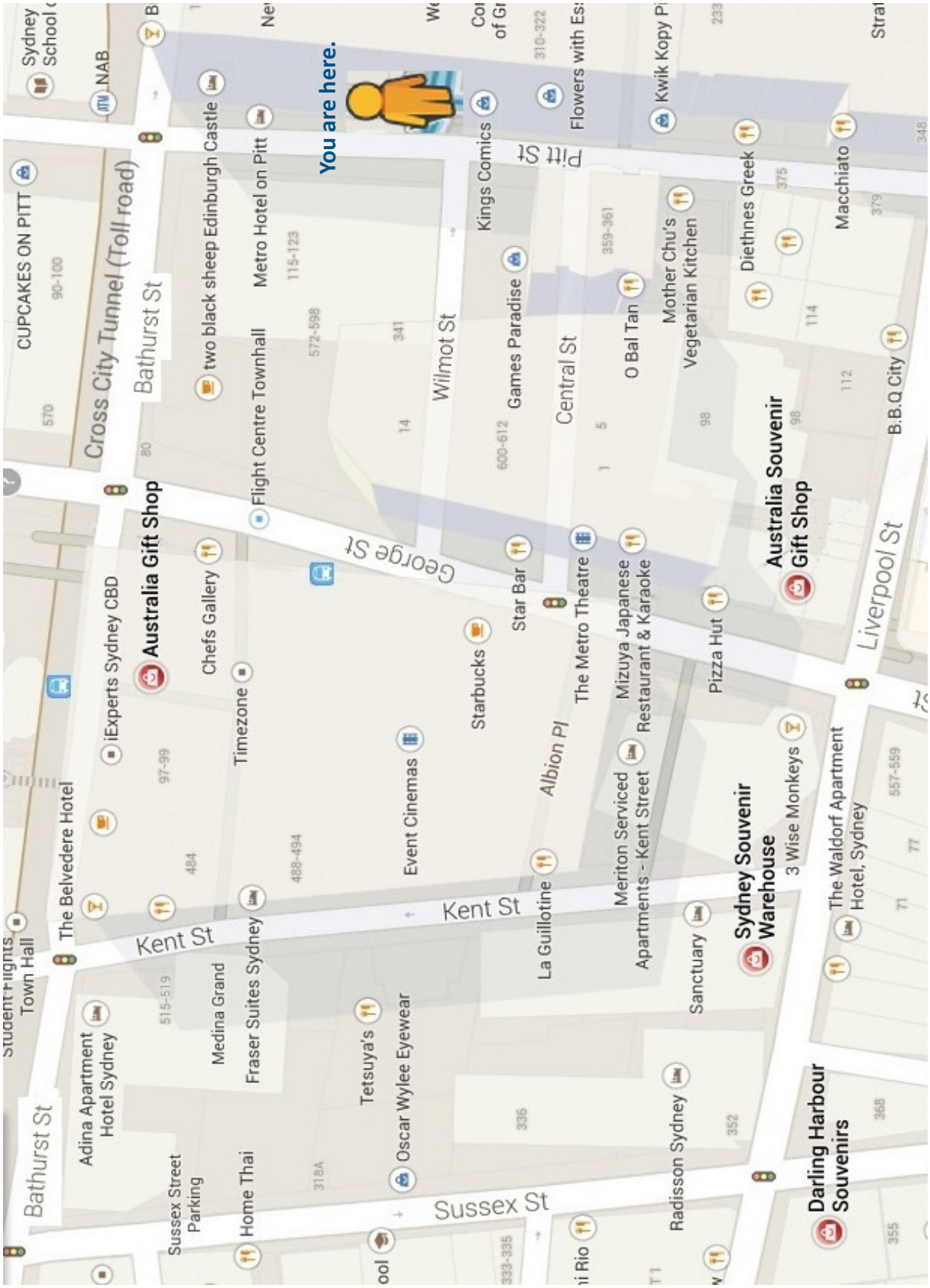
https://www.google.com.br/maps

8C. Suppose you want to go to the bank, but you do not know how to get there. You are in front of Pensione Hotel Sydney, on George Street. You ask three different people how to get to the bank. Listen to their answers and trace the ways on the map. At the end, explain in Portuguese the shortest way.



https://www.google.com.br/maps

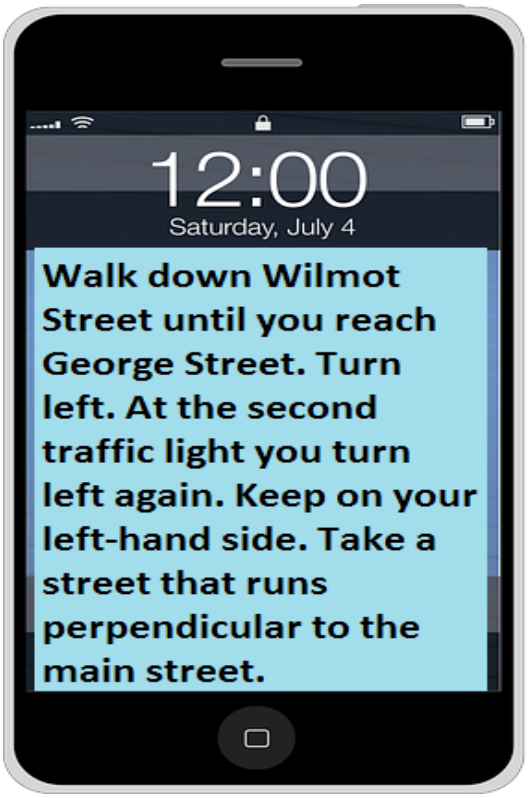
8D. Suppose you want to buy some souvenirs to your family and friends before you return to Brazil. You use your cell phone to enter the internet and google "shops in Sydney". Three directions are given. Read them on the next page, and name the shops according to the given directions.



https://www.google.com.br/maps

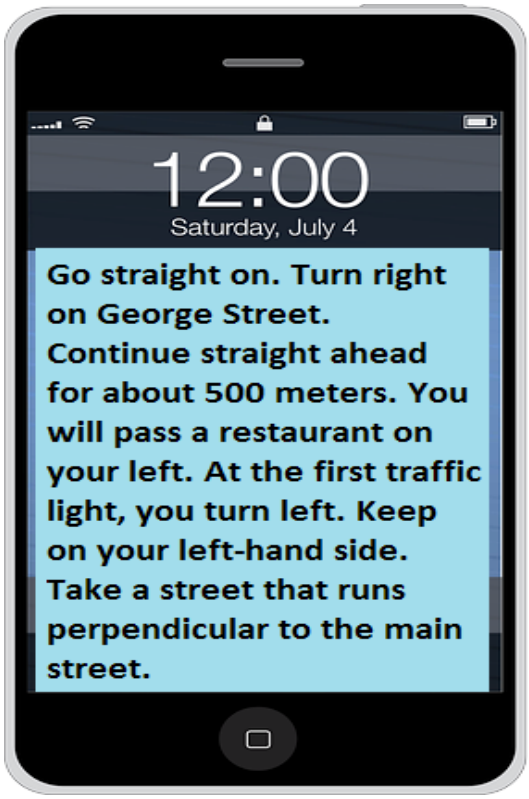
1. Name of the shop : _____

_____



2. Name of the shop : _____

_____



3. Name of the shop : _____

_____

8E. Browse the souvenirs below and decide on what to buy and to whom. The prices are in Australian dollars, and you have R$150,00 to spend. Convert your Reais into Australian dollars to know how much you can spend. Complete the table in English with the necessary information.

bag AUD$ 15.00	t-shirt AUD$ 25.00	mug AUD$ 10.00	keychain AUD$ 7.00	beach towel AUD$ 27.00

apron AUD$ 15.00	fridge magnet AUD$ 5.00	cap AUD$ 17.00	postcard AUD$ 3.00	pen AUD$ 12.00

www.zazzle.com

Souvenir	To whom	Price
Currency information 1 AUD = 2 BRL	Total in AUD: Total in BRL:	

9A. Watch a check-out procedure and give the sequence of the items below according to the information given by the receptionist and the guest. Use numbers from 1 to 8.

a) ☐

www.openclipart.org

b) ☐

www.openclipart.org

c) ☐

http://pixabay.com/pt/cerveja-coroa-frigobar-630330/

d) ☐

www.openclipart.org

e) ☐

PENSIONE HOTEL SYDNEY

631-635 George Street
CBD Sydney
NSW 2000

Address Agent | Address Guest

Booking number: 140072922116 3
Check-in: 10 Jun 2014, 3 nights
Check-out: 13 Jun 2014
Room number: A01

Invoice number: 00064
OPEN

Name: James Collington
Email: james@collington.com
Address: 123 Home Street, ,
Home Town, 1234ABCD, England.

New Item | Make Payment | Close (PAID) | Save | Print | New Invoice

	#	Date supplied	Description	Item Price	Qty.	Pre Tax Total	VAT 7%	CHT 10%	Netto
DELETE	1	13 Jun 2014	*Accommodation: 1st Floor : Open Dorm	1,080.00	1	1,009.35	70.65	100.94	1,180.94
	2	13 Jun 2014	*Accommodation: Prepaid: 0	0	1	0	0	0	0
DELETE	3	9 Jun 2014	Room Upgrade	300.00	1	280.37	19.63	0	300.00
DELETE	4	9 Jun 2014	Restaurant	125.00	1	116.82	8.18	0	125.00
DELETE	5	9 Jun 2014	Overseas Call	80.00	1	74.77	5.23	0	80.00
DELETE	6	9 Jun 2014	Bike Rental	500.00	1	467.29	32.71	0	500.00
DELETE	7	9 Jun 2014	Car Rental	1,500.00	1	1,401.87	98.13	0	1,500.00
DELETE	8	9 Jun 2014	Internet	90.00	1	84.11	5.89	0	90.00
				TOTAL: THB		3,434.58	240.42	100.94	3,775.94

Payments

	#	Date paid	Description	Amount	Netto
DELETE	1	10 Jun 2014	Payment by Visa	3,775.94	3,775.94
				TOTAL PAYMENTS: THB	3,775.94

Amount due

	Netto
TOTAL AMOUNT DUE: THB	0

VAT: Value Added Tax.
CHT: City Hotel Tax

Adapted from:
https://www.merlinsmatrix.com/img/Invoice.png
https://www.merlinsmatrix.com/Point_of_Sale_Invoicing.asp

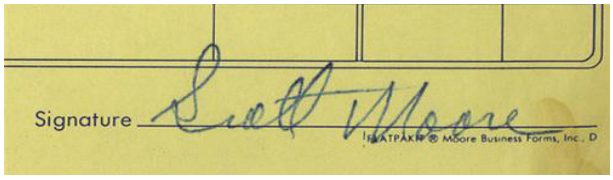
f) ☐

www.openclipart.org

g) ☐

www.openclipart.org

h) ☐



http://media.liveauctiongroup.net/i/4274/5477616_2.jpg?v=8C81C0869965290

9B. The questions below are usually asked in a check-out or in a check-in procedure. Identify the questions that refer to each one, writing **check-in**, **check-out** or **both** in the spaces provided.

1. How would you like to pay your bill? _____
2. Do you have a reservation? _____
3. Can you sign here, please? _____
4. May I have your passport, please? _____
5. Would you like me to call a taxi for you? _____
6. How long are you staying? _____
7. Do you need any help with your luggage? _____
8. Did you enjoy your stay with us? _____
9. Can you fill out this form please? _____
10. Is there internet access in the hotel? _____
11. Did you have anything from the mini-bar last night? _____
12. Do you accept American Express? _____

10. In pairs, write a dialogue between a hotel receptionist and a guest in a check-in **or** a check-out procedure to be filmed at home and presented in the classroom. Your dialogue can be dramatized in front of the class if your group prefers.

NOTES

NOTES