Teaching and Learning English in Digital Times:
SUGGESTED WORKSHOP MATERIALS
III. INTEGRATING TECHNOLOGY IN ENGLISH LANGUAGE LEARNING: SUGGESTIONS FOR TEACHERS AND LEARNERS
WHAT DO YOU KNOW ABOUT LANGUAGES?

AUTHOR
Lucas Moreira dos Anjos-Santos

OBJECTIVES:
• To get familiarized with the possibilities of online language learning through platforms and to discuss what endangered languages are and how important it is to learn languages.

DISCUSSING AND SHARING INFORMATION

1. Why do people learn foreign languages?

2. Do you think it is important to learn foreign languages? Justify.

3. How do you feel about learning English? What motivates you to learn this language? What resources do you make use of to improve your language proficiency?

4. How do you evaluate your English knowledge?

GETTING TO KNOW LIVEMOCHA

Surf through the following webpage http://livemocha.com/ and answer the question:

a) Have you ever heard about or surfed this webpage? What is it about? What is it made for?

8. Workshop offered to students.

a) Fill in the required information
b) Then, answer the following questions on the website in order to get started.

c) Once you’re logged in, edit your profile so that other people can get to know you through LIVEMOCHA.

d) After that, go the PRACTICE BOX, and choose an activity for you to do in order to practice your English. The activity you’re going to choose is supposed to be just a starting point. Later on, we can keep logging in the website and studying English as much as you want.
GETTING TO KNOW WHAT ENDANGERED LANGUAGES ARE AND THEIR IMPACTS

1. Discuss in groups:
   a) How many languages do you think there are in the world?
   b) How important is a language to their people?
   c) What makes some languages become worldwide known and others become extinct?

2. In pairs, come up with a definition for:
   “ENDANGERED” LANGUAGES ARE...

3. Now surf through this online dictionary www.collinsdictionary.com and look up the meaning of the word endangered.

4. What do you know about endangered languages? Surf through the following website and take a quiz to find out. Don’t forget to take notes of your score.

5. Surf through this website www.endangeredlanguages.com, find out what it is about and watch the video on its main page. Then, in groups, discuss the following questions:
   a) Have you ever thought about endangered languages before? Why?
   b) How important is it to learn foreign languages? How important is it to maintain your own language?
   c) Do you have any ideas and/or opinion on how to deal with this situation? Share them with your classmates.
As defined by the Reference Guide to English: A Handbook of English as a Second Language by Alice Maclin, an idiom “is a phrase or word used in a special meaning that you cannot understand just from knowing the dictionary definition and the grammar of the parts” (p. 167). While slang, on the other hand, is defined as “a label for words that are usually not acceptable in formal writing because they are imprecise, have changing meanings, or are understood by only a few people or special groups” (p. 308).

1. In groups: What are some slangs and idioms in Portuguese? Can you translate them and discuss their meaning?

2. Now, take a look at the slides (www.slideshare.net/serenarivera3762/slang-and-idioms) ‘Slang and Idioms’ and take notes:

   a) Do you know them?
   b) Use your notes and try to find out the meaning of 5 examples mentioned.

9. Workshop offered to teachers and students.
3. Match the expression with the correct definition. Place the number of the expression in its corresponding blank.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wicked</td>
<td>_______ Used in reference to things one wants to accomplish before dying.</td>
</tr>
<tr>
<td>2. To be beat</td>
<td>_______ Someone who is unreliable and/or always cancels plans.</td>
</tr>
<tr>
<td>3. To kick the bucket</td>
<td>_______ To blame someone else for something that was clearly your fault.</td>
</tr>
<tr>
<td>4. Caught red-handed</td>
<td>_______ When someone shows their emotions and feelings in an obvious way.</td>
</tr>
<tr>
<td>5. To throw someone under the bus</td>
<td>_______ To get a sensation in the stomach from being nervous or anxious.</td>
</tr>
<tr>
<td>6. Freak out</td>
<td>_______ To go crazy—most likely from stress.</td>
</tr>
<tr>
<td>7. See eye to eye</td>
<td>_______ When a series of bad events occurs one after the other/ in a short period of time.</td>
</tr>
<tr>
<td>8. To get cold feet</td>
<td>_______ Used as emphasis with adjectives such as “good” or “cool”.</td>
</tr>
<tr>
<td>9. Butterflies in one’s stomach</td>
<td>_______ To understand another’s point of view.</td>
</tr>
<tr>
<td>10. To be on cloud 9</td>
<td>_______ To get so scared of a commitment that you don’t follow through.</td>
</tr>
<tr>
<td>11. Let sleeping dogs lie</td>
<td>_______ To be really tired.</td>
</tr>
<tr>
<td>12. To be in someone else’s shoes</td>
<td>_______ To be extremely happy.</td>
</tr>
<tr>
<td>13. To wear many hats</td>
<td>_______ To experience the struggles of another.</td>
</tr>
<tr>
<td>14. To feel under the weather</td>
<td>_______ To fail at doing something sly—such as stealing.</td>
</tr>
<tr>
<td>15. To wear one’s heart on their sleeve</td>
<td>_______ To have many roles in life.</td>
</tr>
<tr>
<td>16. Elephant in the room</td>
<td>_______ When a big issue is not addressed and causes tension in a room.</td>
</tr>
<tr>
<td>17. When it rains, it pours</td>
<td>_______ Pretty good.</td>
</tr>
<tr>
<td>18. Flake</td>
<td>_______ To reluctantly allow an issue to remain untouched in order to avoid further trouble.</td>
</tr>
<tr>
<td>20. Not bad</td>
<td>_______ To feel sick.</td>
</tr>
</tbody>
</table>
OBJECTIVES:
- To make the relationships between the letters from the alphabet and sounds of English language more explicit.

GETTING TO KNOW THE SPEECH SOUND SYSTEM OF THE ENGLISH LANGUAGE

1. Answer the questions then compare your answers with a partner.

<table>
<thead>
<tr>
<th>Questions</th>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many letters are there in the alphabet?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How many vowel sounds are there?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How many diphthongs sounds (two vowels together) are there?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How many consonant sounds are there?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. How many sounds are there all together?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THE IPA – INTERNATIONAL PHONEMIC ALPHABET

VOWEL SOUNDS

<table>
<thead>
<tr>
<th></th>
<th>/i:/</th>
<th>/ɪ/</th>
<th>/u:/</th>
<th>/u:/</th>
<th>/e:/</th>
<th>/ɒ:/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>tree</td>
<td>fish</td>
<td>bull</td>
<td>food</td>
<td>egg</td>
<td>computer</td>
</tr>
<tr>
<td></td>
<td>/ɜ:/</td>
<td>/ə:/</td>
<td>/æ:/</td>
<td>/ʌ:/</td>
<td>/ɒ:/</td>
<td>/ɔ:/</td>
</tr>
<tr>
<td></td>
<td>bird</td>
<td>horse</td>
<td>cat</td>
<td>up</td>
<td>car</td>
<td>clock</td>
</tr>
</tbody>
</table>

2. Look the underlined letters of words below and match them to the correspondent sound symbol.

- too
- eraser
- heart
- her
- job
- law
- sun
- fee
- good
- plan
- big
- end

10. Workshop offered to teachers.
### Diphthongs

<table>
<thead>
<tr>
<th>/ɪə/</th>
<th>/eɪ/</th>
<th>/uə/</th>
<th>/ɔɪ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>ear</td>
<td>day</td>
<td>tourist</td>
<td>boy</td>
</tr>
<tr>
<td>/au/</td>
<td>/eə/</td>
<td>/ai/</td>
<td>/au/</td>
</tr>
<tr>
<td>phone</td>
<td>chair</td>
<td>bike</td>
<td>mouth</td>
</tr>
</tbody>
</table>

3. Look at the underlined letters of words below and match them to the corresponding sound.

<table>
<thead>
<tr>
<th>go</th>
<th>tour</th>
<th>dear</th>
<th>now</th>
</tr>
</thead>
<tbody>
<tr>
<td>train</td>
<td>why</td>
<td>enjoy</td>
<td>care</td>
</tr>
</tbody>
</table>

### Consonants

<table>
<thead>
<tr>
<th>/p/</th>
<th>/b/</th>
<th>/t/</th>
<th>/d/</th>
<th>/ʃ/</th>
<th>/ð/</th>
</tr>
</thead>
<tbody>
<tr>
<td>pen</td>
<td>bee</td>
<td>ten</td>
<td>do</td>
<td>chair</td>
<td>just</td>
</tr>
<tr>
<td>/k/</td>
<td>/ɡ/</td>
<td>/f/</td>
<td>/v/</td>
<td>/θ/</td>
<td>/ð/</td>
</tr>
<tr>
<td>can</td>
<td>go</td>
<td>five</td>
<td>very</td>
<td>thing</td>
<td>this</td>
</tr>
<tr>
<td>/s/</td>
<td>/z/</td>
<td>/ʃ/</td>
<td>/ʒ/</td>
<td>/m/</td>
<td>/n/</td>
</tr>
<tr>
<td>so</td>
<td>zoo</td>
<td>shoe</td>
<td>pleasure</td>
<td>me</td>
<td>nine</td>
</tr>
<tr>
<td>/ŋ/</td>
<td>/h/</td>
<td>/l/</td>
<td>/r/</td>
<td>/w/</td>
<td>/j/</td>
</tr>
<tr>
<td>long</td>
<td>house</td>
<td>love</td>
<td>right</td>
<td>we</td>
<td>yes</td>
</tr>
</tbody>
</table>

4. Look the underlined letters of words below and match them to the correspondent sound symbol.

<table>
<thead>
<tr>
<th>leave</th>
<th>yes</th>
<th>snow</th>
<th>nothing</th>
<th>take</th>
<th>well</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>casual</td>
<td>red</td>
<td>leaf</td>
<td>sing</td>
<td>jump</td>
</tr>
<tr>
<td>late</td>
<td>meet</td>
<td>choice</td>
<td>hotel</td>
<td>goal</td>
<td>dog</td>
</tr>
<tr>
<td>thin</td>
<td>post</td>
<td>zero</td>
<td>the</td>
<td>shoe</td>
<td>country</td>
</tr>
</tbody>
</table>
### SILENT LETTERS

**OBJECTIVES:**
- To raise awareness of some of the silent letters we can find in some words in English.

5. Fill in the blanks with the missing letters.

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. of____en</td>
<td>10. lis__ en</td>
<td>19. cas__ le</td>
<td>28. ___ hole</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. i ____land</td>
<td>11. plum__ er</td>
<td>20. forei__ n</td>
<td>29. wa__ k</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. i ____le</td>
<td>12. reci__ t</td>
<td>21. ya__ t</td>
<td>30. ta__ k</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ____rite</td>
<td>13. de__ t</td>
<td>22. ri__ t</td>
<td>31. ha__ f</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. ____now</td>
<td>14. lon__</td>
<td>23. bom__</td>
<td>32. mus__ le</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. ____nee</td>
<td>15. lam__</td>
<td>24. dau__ ter</td>
<td>33. ai__ le</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. ____nife</td>
<td>16. Autum__</td>
<td>25. su__ tie</td>
<td>34. ____ nock</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. dou____t</td>
<td>17. Chris__ mas</td>
<td>26. ____ sychology</td>
<td>35. thum__</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. We____nesday</td>
<td>18. si__ n</td>
<td>27. com__</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### STRESS PATTERNS

**OBJECTIVES:**
- To highlight that words receive stress in different syllables and by stressing the right syllable we can improve our pronunciation.

7. Underline the stress pattern on the following words

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>police</td>
<td>11</td>
<td>coherence</td>
<td>21</td>
<td>efficacy</td>
<td>31</td>
<td>obligatory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>environment</td>
<td>12</td>
<td>communicative</td>
<td>22</td>
<td>hospitable</td>
<td>32</td>
<td>obstacle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>individual</td>
<td>13</td>
<td>compulsive</td>
<td>23</td>
<td>optional</td>
<td>33</td>
<td>opponent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>adjective</td>
<td>14</td>
<td>politician</td>
<td>24</td>
<td>impeccable</td>
<td>34</td>
<td>pentagon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>adolescente</td>
<td>15</td>
<td>financial</td>
<td>25</td>
<td>conventional</td>
<td>35</td>
<td>industry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>ambiguity</td>
<td>16</td>
<td>interpret (verb)</td>
<td>26</td>
<td>beneficial</td>
<td>36</td>
<td>possessive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td>analysis</td>
<td>17</td>
<td>contribute</td>
<td>27</td>
<td>deficiency</td>
<td>37</td>
<td>provocative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08</td>
<td>percentage</td>
<td>18</td>
<td>controversy</td>
<td>28</td>
<td>private</td>
<td>38</td>
<td>temperature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09</td>
<td>significant</td>
<td>19</td>
<td>essential</td>
<td>29</td>
<td>modern</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>preliminary</td>
<td>20</td>
<td>redundancy</td>
<td>30</td>
<td>cinema</td>
<td>40</td>
<td>impact</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OBJECTIVES:

- In this workshop you will share your personal information through a visual profile. After that, you will reflect on ways to be safe when sharing personal information online.

GETTING TO KNOW EACH OTHER BETTER

Introducing myself

1. In groups of five, exchange information about yourselves. Use the following chart to guide you.

<table>
<thead>
<tr>
<th>Getting to Know Each Other Better</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>My name is ______________________________</td>
<td>I was born in ________</td>
</tr>
<tr>
<td>My birthday is on ______________, ________</td>
<td>I live in ________</td>
</tr>
<tr>
<td>I’m a teacher at _________________________</td>
<td>I’m _________(single/married)</td>
</tr>
<tr>
<td>I ____________________ children</td>
<td>I love ____________________</td>
</tr>
<tr>
<td>I like ________________________________</td>
<td>My favorite music style is __________</td>
</tr>
<tr>
<td>I studied at ___________________________</td>
<td>I______ have ______________(siblings)</td>
</tr>
<tr>
<td>My favorite TV program is __________</td>
<td>I am very proud of________________</td>
</tr>
</tbody>
</table>

11. Workshop offered to teachers and students.
Let’s have some fun?

2. Find someone who ...

<table>
<thead>
<tr>
<th>TOPICS TO GUIDE YOUR SEARCH...</th>
<th>THIS PERSON IS...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lives in a house as big as yours</td>
<td></td>
</tr>
<tr>
<td>Has 2 brothers</td>
<td></td>
</tr>
<tr>
<td>Has 1 sister</td>
<td></td>
</tr>
<tr>
<td>Is a single child</td>
<td></td>
</tr>
<tr>
<td>Has a dog</td>
<td></td>
</tr>
<tr>
<td>Has a cat</td>
<td></td>
</tr>
<tr>
<td>Has an unusual pet</td>
<td></td>
</tr>
<tr>
<td>Shares similar taste for pets with you</td>
<td></td>
</tr>
<tr>
<td>Shares similar taste for music style with you</td>
<td></td>
</tr>
<tr>
<td>Likes the same tv programs you do</td>
<td></td>
</tr>
<tr>
<td>Has common interests with you</td>
<td></td>
</tr>
<tr>
<td>Likes the same food types you do</td>
<td></td>
</tr>
<tr>
<td>Is opposite of you in terms of personality</td>
<td></td>
</tr>
<tr>
<td>Is very similar to you in terms of physical appearance</td>
<td></td>
</tr>
</tbody>
</table>

3. What is your personality like?

4. Do you know how to be safe when sharing personal information?

5. In the situations below, some people are sharing their personal information online. Discuss each of these situations with a classmate.

**SITUATION 1**
Mariana is opening a new email account so she can sign up for several forums online. She was born in 1995 and lives in Londrina. What Mariana should avoid including in her new e-mail address?

**SITUATION 2**
Lucas uses the library computer every day. What are some of the precautions he should take? Why?

**SITUATION 3**
Victoria is a huge volleyball fan. She met David on an online volleyball forum last week. David wants to meet her in person since they both live in the same town. How should she go about that?

**SITUATION 4**
Victor has a 10 year-old brother who loves to be online. Can you think of some safety hints that Victor can give his brother when using the internet?
6. Access the websites below and take notes on important tips:

<table>
<thead>
<tr>
<th>Cyber safety resources:</th>
<th>Social networking information:</th>
<th>Teacher shares personal information:</th>
</tr>
</thead>
</table>

7. Report back to your classmates, sharing your thoughts on how to be safe when sharing personal information online.

MAKING A VISUAL PROFILE

1. Now you have thought about what kind of information is adequate to share. Considering your position as a teacher (or a student), you are going to make a visual profile by using cut out pictures from magazines. The pictures will have to tell a story about yourself: your habits, your favorite activities, the number of siblings you have, etc. You can write sentences describing what you like and dislike as well.

2. Expose your profile in our mural, outside (remember to take pictures of your work).

3. Now you go online, access www.prezi.com, create your profile and create a presentation for your visual profile online. This profile can be used in your classes when you first meet a group of students. Exchange links so everybody gets to see your production.

Expanding you knowledge...
Check this website for more Online Safety Tips!
http://powertochange.com/world/onlinesafetips/
Who’s never dreamt of being interviewed on a talk show before? Now it’s your chance! Each of you is going to be interviewed by our special host! You will be answering questions about yourself, such as the ones that follow:

1. What is your name?  
   How old are you?  
   Where do you study?  
   What’s your favorite band/musician?  
   Do you play any instruments?  
   What’s your favorite kind of movie?

2. Do you like pets? Do you own one?  
   Do you have any siblings (brothers/sisters)?  
   What’s your favorite subject in school?  
   Where in the world would you like to travel to?  
   What course do you want to take at the University?

You may also post questions to the other interviewees by sending our studio assistant and correspondent (teacher assistant) a paper note or, if the internet is available, a tweet @leonardonc.

The best questions are going to be selected by our assistant and will be answered live by our guests.

12. Workshop offered to teachers and students.
**OBJECTIVES:**

- To discuss scientific information delivered through the web;
- To assess the suitability of gathering information online;
- To read and summarize web-based information and adapt it to other formats.

**IT ALL STARTED WITH A BIG BANG...**

1. Listen to the song and do the proposed activity.

**Put the sentences in the correct order:**

1. Our whole universe was in a hot dense state,
2. We built a wall (we built the pyramids),
3. The Earth began to cool,
4. Math, science, history, unraveling the mysteries,
5. Neanderthals developed tools,
6. Then nearly fourteen billion years ago expansion started. Wait...
7. That all started with the big bang!
8. The autotrophs began to drool,
Fill in the blanks:

“Since the dawn of man” is really not that long,
As every ______________ was formed in less time than it takes to sing this song.
A fraction of a second and the ______________ were made.
The bipeds stood up straight,
The ______________ all met their fate,
They tried to leap but they were late
And they all died (they froze their asses off)
The oceans and ______________
See ya wouldn’t wanna be ya
Set in motion by the same ______________!
It all started with the ______________!

Circle the correct option:

It’s expanding ever outward but one/some day
It will cause the planets/stars to go the other way.
Collapsing ever inward/outward, we won’t be here, it wont be heard
Our best and brightest future/figure that it’ll make an even bigger bang!
Australopithecus would really have been sick of us
Debating out while here they’re catching/killing deer (we’re catching viruses)
Religion or cosmology/astronomy, Encarta, Deuteronomy
It all started with the big bang!
Music and mythology, Einstein and astrology/astronomy
It all started with the big bang!
It all started with the big BANG!

2. Watch the following video
   http://www.youtube.com/watch?v=lhTSfOZUNLo, called “The Big Bang Theory Theme Song-
   Barenaked Ladies” and check your answers.

Expanding...
Here’s an extra link to another interesting video from the song!
http://www.youtube.com/watch?v=e0p0
3. Discuss in groups:
   a) What is the song about?
   b) Can you explain what the Big Bang is?
   c) Do you believe the Big Bang Theory is the way everything we know started? Why?

**READING, ANALYZING AND EVALUATING WEB-BASED INFORMATION**

1. At this website [http://science.howstuffworks.com/dictionary/astronomy-terms/big-bang-theory](http://science.howstuffworks.com/dictionary/astronomy-terms/big-bang-theory), we can find lots of explanations on how things, concepts, tools and other human products work. In groups, do the following tasks.

   a) Choose a topic from this website for your group to read.

   ![Website Preview](source.png)

   Source: [http://science.howstuffworks.com/physical-science-channel.htm](http://science.howstuffworks.com/physical-science-channel.htm)

   b) Read the encyclopedia entry; take notes (using word, powerpoint or any other program) about relevant information.

   c) Create a poster (by making use of powerpoint, for example) with relevant information so that other people can understand the chosen topic.
      - Main Ideas
      - Pictures
      - Videos
      - Personal opinion regarding the information and its usefulness.

   d) Present your poster to others from the group.
LETS BUILD SOMETHING EXPLOSIVE?

Now, let’s watch a video and see how to make a volcano. [Link](http://video.about.com/chemistry/Erupting-Volcano.htm)

**Extra Resource:**
Baking Soda & Vinegar Chemical Volcano By Anne Marie Helmenstine, Ph.D. [Link](http://chemistry.about.com/od/chemicalvolcanoes/ss/volcano.htm)

Now you know how to do it, in groups try to make your own volcano:

**VOLCANO RECIPE**

**Dough**
- 3 cups flour (120g.)
- 1 cup salt
- 1 cup water (150ml.)
- 2 tablespoons cooking oil

**Eruption**
- empty 20-oz drink bottle
- gel food coloring
- dishwashing detergent
- baking soda (sodium bicarbonate)
OBJECTIVES:
- To reflect on the value of Computer Science in today’s world. To learn vocabulary related to technology

DISCUSSING AND SHARING INFORMATION

a) How can Computer Science be relevant to your everyday life?
b) Do you think Computer Science is important or not? Please, explain your answer.
c) Can you evaluate your knowledge about computer science?

COMPUTER SCIENCE THROUGH THE EYES OF KIDS

1. Go on youtube and watch the following video:
   http://www.youtube.com/watch?v=gyW81V1Fv-g

2. Answer the questions below:
   a) What is the main purpose of this video?
   b) Why is computer science related to many careers these days?
   c) Can you name a few things that can be created through computer science?
   d) Who benefits from a video like this? Whose interest does it fulfill?
3. Now, let’s work on technology-related words in English! Name each of the devices below by using the words on the right columns.

<table>
<thead>
<tr>
<th>1)</th>
<th>2)</th>
<th>3)</th>
<th>4)</th>
<th>5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>robot</td>
<td>knees</td>
<td>exolegs</td>
<td>strides</td>
<td>hurricane</td>
</tr>
<tr>
<td>router device</td>
<td>wheelchair</td>
<td>debris</td>
<td>crutches</td>
<td>wireless link</td>
</tr>
<tr>
<td>arms</td>
<td>hurricane</td>
<td>arms</td>
<td>remote control</td>
<td>stability</td>
</tr>
<tr>
<td>paraplegic</td>
<td>eyelevel</td>
<td>hacker</td>
<td>simulator</td>
<td>doctor</td>
</tr>
<tr>
<td>steel</td>
<td>steel</td>
<td>steel</td>
<td>steel</td>
<td>steel</td>
</tr>
<tr>
<td>remote control</td>
<td>stability</td>
<td>simulator</td>
<td>doctor</td>
<td>rescue</td>
</tr>
</tbody>
</table>

4. Clarify your vocabulary doubts with your classmates and teacher. Then, watch the following videos on YouTube:

<table>
<thead>
<tr>
<th>Title</th>
<th>Link to the video</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bionic Exoskeleton Helps Wheelchair Users Walk</td>
<td><a href="http://www.youtube.com/watch?v=OQlj9Je94-w">http://www.youtube.com/watch?v=OQlj9Je94-w</a></td>
</tr>
<tr>
<td>Fire Truck Simulator</td>
<td><a href="http://www.youtube.com/watch?v=il6dBpdfKfE">http://www.youtube.com/watch?v=il6dBpdfKfE</a></td>
</tr>
<tr>
<td>University of Warwick Rescue Robot</td>
<td><a href="http://www.youtube.com/watch?v=dwhvJLGZQ">http://www.youtube.com/watch?v=dwhvJLGZQ</a></td>
</tr>
</tbody>
</table>
5. Discuss the following questions in your groups:
   a) Have you ever heard of Exoskeleton before?
   b) How does Computer Science relate to it?
   c) What are some of the advantages of having a fire truck simulator?
   d) How are robots used to help people trapped by an earthquake?
   e) Based on the videos you saw, can you name three areas in which Computer Science is used to help people?

6. You are going to play a video bingo! Go back to activity 2 and review the vocabulary words. Predict which words will come-up in the video and write them down on your chart. Then, watch the video your teacher shows. You must get at least 6 words right to win the game. Good luck!

<table>
<thead>
<tr>
<th>Video Bingo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
DO YOU KNOW YOURSELF INSIDE OUT?

OBJECTIVES:
• Students will be able to identify the parts of the human body.
• Students will practice spelling words associated with the body.

BRAINSTORMING:

1. Make a list of body parts:

[ ]
[ ]
[ ]
[ ]
[ ]

16. Workshop offered to students.

Source: http://humanbodysecret.blogspot.com.br/2012/03/human-body-parts.html
WARM UP:

1. Let’s sing along with the video?
   - www.youtube.com/watch?v=gxpho0OwTbo

   ______ and shoulders, _____ and toes, _____ and toes,
   ______ and shoulders, _____ and toes, _____ and toes,
   And _____ and _____ and ______.
   ______ and shoulders, _____ and toes, _____ and toes.

NOW LET’S TALK ABOUT WHAT YOU KNOW ALREADY:

It’s time for you to increase your knowledge:
Go online and search for the answers to these questions.

1. Do you know how to name the organs of the human body?
2. Do you know how many systems constitute our body?

LET’S LEARN SOME VOCABULARY?

1. Watch the video and complete the activity below.
   - www.youtube.com/watch?v=FvOW_FrFKqc

   Label the body parts using the words in the box:

   HAIR    MOUTH    TEETH    CHEEKS    SHOULDERs    HIPS    CHIN
   EYES    LEGS    FINGERS    STOMACH    NOSE    FEET    NECK
   EAR    FOREHEAD    ARMS    TOES    CHEST    HANDS    KNEES
2. Now watch another video and take notes.

www.youtube.com/watch?v=A9n0Nfh-G2c

3. Connect the words you learned with the corresponding parts in image below.
LET’S GET TO KNOW THE INTERNAL ORGANS

Get together in groups of 5 and:

a) Select 5 organs to find curiosities about

b) Create a 3 minute presentation using a presentation program as support.

c) Present your creation to your classmates and teacher.

IT’S TIME TO RELAX A LITTLE!

LET’S PLAY SIMON SAYS?

How to play: First, we choose one player to be Simon. Simon stands in front of the group, while the rest of the players stand facing him. The object of the game is for Simon to eliminate players from the round by tricking them into disobeying his commands. The objective of the game is for the players to stay in the round until they’re the last one remaining.

“Simon says touch your hair”
“Simon says point at your lungs”
Hey guys, do you remember how do we name the parts of the body in English?

What do you use them for?

Do you enjoy watching the Discovery channel?

**WATCH**


- **Sight**
  It will talk about a fireman who has used his ability to see through the smoke.

- **Strength**
  It’s about a man who fell off a cliff under a rock and manages to save himself.

- **Sensation**
  Firemen on a helicopter save a teenager who has gotten lost in the middle of the ocean.
1. Build the parts of the eye and read what their functions are.

2. Calculate the impact of jumping, running and climbing on your body.

3. Search online for a description of the human nervous system and share it in class.

**BRAIN POWER: STARTING WITH THE ACTIVITY**

---

**LET'S PLAY A MEMORY GAME TO SEE YOUR POWER OF MEMORIZING!**

**THE RULES FOR PLAYING “MEMORY”**

1. Mix up the cards.
2. Lay them in rows, face down.
3. Turn over any two cards.
4. If the two cards match, keep them.
5. If they don’t match, turn them back over.
6. Remember what was on each card and where it was.
7. Watch and remember during the other player’s turn.
8. The game is over when all the cards have been matched.
9. The player with the most matches wins.

Source: www.eduplace.com/ss/act/rules.html

---

**TALKING ABOUT SENSES**

1. What are the five senses in English, do you know?

2. Play the taste game:

   The teacher will bring different containers filled with peculiar things provoking your taste and your challenge is to find out which substance that is.
OBJECTIVES:

• To use language in an open area
• To strengthen and apply the body parts vocabulary through kinesthetic activities
• To exercise language, group negotiation and collaboration outdoors

GAMES

GAME 1: RING SONG

Divided into groups of six. Within your group, make an inner circle and an outer circle so that you end up facing another student. The student you are facing will be your partner throughout the game. When the teacher plays the song, the two circles must go around in different directions. When the music stops, the teacher yells “hands on the head” and you must find your partner, get back in the right position and touch his/ her body part. Be fast! The last student to find his/ her partner and touch his/ her body part is out of the game! The teacher will play the song several times and call out different parts of the body. Keep playing until there is only one pair remaining. The two students left will be the winners.

GAME 2: BODY TWISTER

This game is a serious competition in which students will have to hold their bodies up by touching only a few parts of their bodies on the ground. First, divided into trios, then, negotiate and vote for a “game master” who will supervise and coordinate the game along with the teacher. Two students from each group stand or sit on the floor. Then, the teacher calls out the body parts that are allowed to be touching the ground… hands and knees (not feet), for example, or two knees and one elbow, etc. The winner is the one who holds his body up for the longest period of time using only the body parts allowed in the game. Get your muscles ready!

18 Workshop offered to students.
GAME 3: ALERT

As a whole group assign one body part word for each student. Make sure to memorize your word! Then, play “Rock Scissor Paper” to find out which student will start the game. The one who starts throws the ball up in the air and calls a body part word... nose, tongue, knee, for instance. The student who has that word takes the ball and shouts “alert”. The other players, who were all running at this time, should stand still and not move. The player who yelled “alert” will take three steps and, in a standing position (not moving) throw the ball at the person who is closer to him/her. If he or she hits the person, then the person who was hit will be the one to throw the ball and call out a body part, if not, the one who tried to hit and missed it will throw the ball up in the air again and call out a body part.

BODY PARTS VOCABULARY LIST

| arm | back | ears | eyes | face | feet | fingers | foot | hair | hands | head | knees | legs | mouth | neck | nose | shoulders | skin | stomach | teeth | thumbs | toes | tongue | tooth |
|-----|------|------|------|------|------|---------|------|------|-------|------|-------|------|-------|-----|-------|----------|------|----------|------|--------|------|--------|------|--------|-------|
OBJECTIVES:
• To problematize human impacts on the environment and to reflect on our roles as a citizen in protecting or destroying the environment.

CHANGING THE WAY YOU THINK ABOUT THE ENVIRONMENT

1. Discuss in groups:
   a) How responsible do you think you are for the protection of the environment?
   b) Do you think humans have been destroying our planet? Why?
   c) Have you ever heard of WWF? What does it stand for?

2. You’ll watch 2 PSAs produced by WWF. Watch, analyze them and answer the questions below.
   
   > PSA 2 - http://youtu.be/EfK0wS3kxhU

19. Workshop offered to teachers and students.
1. Match the following words to their corresponding pictures and definitions.

(1) Global warming
(2) Climate
(3) Acid rain
(4) Endangered species
(5) Greenhouse effect
(6) Waste
(7) Renewable resources
(8) Rain forest

The meteorological conditions, including temperature, precipitation, and wind, that characteristically prevail in a particular region.

A dense evergreen forest with an annual rainfall of at least 406 centimeters (160 inches). Rainforests are often, but not always, located in tropical regions.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rain Containing Pollutants</td>
<td>Rain that contains a high concentration of pollutants, chiefly sulphur dioxide and nitrogen oxide, released into the atmosphere by the burning of fossil fuels such as coal or oil.</td>
</tr>
<tr>
<td>Greenhouse Effect</td>
<td>The phenomenon whereby the earth’s atmosphere traps solar radiation, caused by the presence in the atmosphere of gases such as carbon dioxide, water vapor, and methane that allow incoming sunlight to pass through but absorb heat radiated back from the earth’s surface.</td>
</tr>
<tr>
<td>Renewable Resource</td>
<td>Any natural resource (as wood or solar energy) that can be replenished naturally with the passage of time.</td>
</tr>
<tr>
<td>Endangered Species</td>
<td>A species present in such small numbers that it is at risk of extinction.</td>
</tr>
<tr>
<td>Waste Material</td>
<td>Any materials unused and rejected as worthless or unwanted.</td>
</tr>
<tr>
<td>Global Warming</td>
<td>An increase in the average temperature of the earth’s atmosphere, especially a sustained increase sufficient to cause climatic change.</td>
</tr>
</tbody>
</table>
2. Let’s take a quiz about the global warming. Take it and check how much you know about global warming.


3. Here: http://en.wikipedia.org/wiki/List_of_environmental_issues you can find a list of environmental issues. In pairs, choose one of them and come up with a list of 3 possible solutions and actions we might follow in order to help the planet.

   MY VIEW ON ENVIRONMENTAL ISSUES

   Problem:

   Solution(s) | Action(s)
   ------------|-------------
   
   
   

4. Then, share your proposal on how to deal with environmental issues with some of your classmates.
OBJECTIVES:
• Students will be able to get in contact with a current discussion about overconsumption and the environment.
• Students will practice language resources associated with sustainable agronomy and fair trade.

BRAINSTORMING

1. Make a list of foods you like.

________________________________________  __________________________________________  __________________________________________

________________________________________  __________________________________________  __________________________________________

________________________________________  __________________________________________  __________________________________________

2. Now let’s talk about what you already know:

• What do you know about the food you eat?
• Do you care about where it comes from?
• Who is affected by your food choices?
**WHAT IS FAIR TRADE?**

Fair trade is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world. By requiring companies to pay sustainable prices (which must never fall lower than the market price), Fair trade addresses the injustices of conventional trade, which traditionally discriminates against the poorest, weakest producers. It enables them to improve their position and have more control over their lives.

---

**USEFUL VOCABULARY**

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addresses</td>
<td>remete a; aborda.</td>
</tr>
<tr>
<td>Against</td>
<td>contra; de encontro a; diante; contrário; defronte; em oposição a; em comparação a.</td>
</tr>
<tr>
<td>Because</td>
<td>porque.</td>
</tr>
<tr>
<td>But</td>
<td>mas.</td>
</tr>
<tr>
<td>Earn</td>
<td>adquir; ganhar, lucr. (a partir de um esforço)</td>
</tr>
<tr>
<td>Enough</td>
<td>suficiente.</td>
</tr>
<tr>
<td>Fair</td>
<td>justo; leal; razoável; bom; honest; claro; bastante; louro; sério; reto.</td>
</tr>
<tr>
<td>Growing</td>
<td>crescendo; cultivando; desenvolvendo.</td>
</tr>
<tr>
<td>Ill</td>
<td>doente.</td>
</tr>
<tr>
<td>Poorest</td>
<td>mais pobre/ mais pobres.</td>
</tr>
<tr>
<td>Prices</td>
<td>preços.</td>
</tr>
<tr>
<td>Rules</td>
<td>regras.</td>
</tr>
<tr>
<td>Sustainable</td>
<td>sustentável</td>
</tr>
<tr>
<td>Trade</td>
<td>comércio; tráfico; negócio; ofício; intercâmbio; pechincha.</td>
</tr>
<tr>
<td>Weakest</td>
<td>mais fraco/ mais fracos.</td>
</tr>
<tr>
<td>Why</td>
<td>Por que.</td>
</tr>
<tr>
<td>Without</td>
<td>sem; destituído de.</td>
</tr>
</tbody>
</table>

---

**LET’S WATCH THESE VIDEOS AND TRY TO JOIN THIS DISCUSSION?**

- [www.youtube.com/watch?v=drvPrMtXcaE](https://www.youtube.com/watch?v=drvPrMtXcaE)
- [www.youtube.com/watch?v=drvPrMtXcaE](https://www.youtube.com/watch?v=drvPrMtXcaE)
3. Relate the sentences to their meanings:

1. What does it mean?
2. Over one billion people live in poverty.
3. For every $1 given to poor countries in ATD, they lose $2 to rich countries because of unfair trade.
4. Is this fair?
5. Rich countries subsidise their farmers by $1 billion a day.
6. And export their surplus crops to poor countries.
7. Which makes this harvest
8. Virtually worthless
9. When you buy a $2 cappuccino
10. This farmer won’t even get 2 cents
11. Someone’s making money
12. But it is not him
13. There is an alternative
14. Fair trade
15. Fair trade guarantees a better deal for Third World producers
16. Recognize any of these?
17. There are over 3,000 Fair trade products available in the UK.
18. Thanks to fair trade communities can invest in schools, health care and clear water.
19. Thanks to fair trade there is a hope.
20. Together we can put an end to the total injustice of the world today...
21. ...and give families of the world tomorrow a chance.
22. So dig out those extra pennies!
23. Thanks for your support.
4. Understanding words and expressions:
   a) **Step this way** means __________________.
   b) Dizemos “Nice to meet you” quando __________________.

5. Associate the images with the meanings:
   a) Work hard
   b) Skip meals
   c) Step this way
   d) Keep their kids out of schools
   e) Lots of people

6. Check the correct alternative.
   a) “They often have to go without medical treatment” means:
      1) They frequently do not go to doctors when they are ill.
      2) They get ill frequently, so they have to go to the doctor.
      3) Sometimes, they have to take medical treatment.
   b) “So, how about we change this?” means:
      1) Então, que tal mudarmos isso?
      2) Então, como sobre nós mudamos isso?
      3) Assim, como mudamos isso?
7. Listen to the expression “Stuck in poverty”, that in Portuguese corresponds to “Preso na pobreza”. Solve the activities below:

a) Anote a sentença em que a expressão aparece.

b) Leia em voz alta e explique o que a sentença significa neste texto.

8. What kind of things can you do to follow a fair trade perspective in your life?

9. From the video, select 4 sentences (expressions) you can use from now on.

FOOD FOR THOUGHT:

+ Is it important to have fair trade?
+ Is it possible to support fair trade in Brazil? Make comments.
+ What is the relation between fair trade and sustainable agronomy?

TIPS

IT’S TIME FOR YOU TO INCREASE YOUR KNOWLEDGE:

Go online and access the following web page: www.fairtrade.org.uk/what_is_fairtrade/faqs.aspx

Try to understand a little about fair trade in Europe. You may also learn something about Brazil by visiting the following video: www.youtube.com/watch?v=UKsyi6OF7re.

ACTIVITY SUGGESTED:

Create a debate where some students are defending fair trade and some are defending the right of free market laws. The teacher must be the mediator and the rest of group will be the public audience.
OBJECTIVES:
- To reflect on the impact of our lifestyles on the urban environment and how to make our cities more sustainable.

1. Brainstorming: List as many words as you can think of that relate to the idea of sustainability

2. Share your list with a friend and circle those which are similar. Talk to a friend about the reasons why sustainability would (not) be important for human beings. Some expressions might be useful:

- I believe sustainability is important because...
- I don’t care about sustainability because...
- Sustainability matters because...

21. Workshop offered to teachers and students.
SUSTAINABILITY IS USUALLY DEFINED BY THREE DIMENSIONS:

3. Which dimensions were mentioned in your group?

LET’S TALK ABOUT SUSTAINABILITY IN RELATION TO THE PLACE WHERE WE LIVE

According to Wikipedia, “a sustainable city, or eco-city is a city designed with consideration of environmental impact, inhabited by people dedicated to minimization of required inputs of energy, water and food, and waste output of heat, air pollution - CO₂, methane, and water pollution.”

4. Do you think this definition covers all of the dimensions above?

5. What have you been doing to make where you live an eco-city?

- I separate trash for collection
- I make compost out of the organic garbage
- I ride a bike or use the public transport system instead of taking a car
- I turn off the lights when nobody is in the room
- I take quick showers
- I turn off the tap when brushing my teeth
- I use recycled bags
- I know the laws about sound pollution and obey them
- I’m familiar with the idea of an ecometropolis, or sustainable city.
6. Is this right or wrong? Why?

a) Talk to your friends about the images and whether they show situations that contribute to sustainability.

7. Now let’s find what is right and wrong on campus and in our schools!

Find one example of what is right and one example of what is wrong. What would you do to correct what is wrong?
8. IT STARTS WITH YOU!

List things that can be done in your neighborhood to make your city an eco-city.

Let’s increase our knowledge

Go to http://www.un.org/en/sustainablefuture/cities.shtml and compare your initiatives to what has been done around the world in sustainable cities.
ARTS AND HISTORY

THIRD SECTION
workshop

WHAT’S A MUSEUM?

AUTHOR
Lauren Johanson

OBJECTIVES:
- To prepare students for their afternoon tour of the Museu Histórico.

1. Let’s have a conversation?
   a) Have you ever been to a museum? If so, which one?
   a) Describe it to a classmate:
   c) Answer the following questions:
   
   How many kinds of museums can you think of?
   What do you know about the history of Londrina?
   What is the purpose of a museum?
   What can you find in a museum?

2. Go online and search for words that are related to Museums. Ex: objects, collections, exhibit, curator, etc.

3. Let’s work in groups of 5:
   a) List 5 facts:
   a) Discuss as a group.
   c) Create a timeline of Londrina history.

4. As you visit the museum select objects from its collection and identify what each object is. Make sure you take enough notes.

5. Create a presentation in order to share your work with the class.

22. Workshop offered to students.
OBJECTIVES:
- Students will be able to perceive that there is ideology in images;
- Students will become aware of their own identity through personal image projection;
- Students will be able to increase their cultural knowledge;
- Students will be able to practice their oral production and comprehension.

1. What can you say about me?
   a) Describe the teacher in your group.
   b) Share the information.

2. What can I think of myself after what others have said about me?
   a) Why do different people have similar ideas of what represents me?
   b) Which interests are satisfied in those representations?
   c) Who is sharing those representations?

3. Describe your classmates:
   a) Select one of your partners and describe him/her.
   b) Explain your criteria.

23. Workshop offered to students.
4. Let’s think about this:

In groups of four or five, watch the video “Vida Maria” at [http://youtu.be/rcCAOUur2mg](http://youtu.be/rcCAOUur2mg) and discuss the following questions. Remember to respect your colleagues’ speaking turns.

a) Why is it important to know how to read?

b) What about reading images?

c) Are you literate when it comes to reading images?

d) What is the role of images in our society?

e) Can you identify the ideology in the images you access everyday?

f) Do you consider those images hold influences on your behavior and identity?

DID YOU KNOW THAT...
- Images can tell stories;
- Can represent proper time and space;

Look at the art pieces selected for our discussion and tell me the stories you can read from them. Also remember to mention what they represent to you regarding time and space.

Use technology to travel into the artistic world

Go online and search for an art piece: describe it and then show it to others.

TIPS

SUGGESTION FOR THE TEACHERS

Select images of classical art pieces in order to increase your own or your students’ cultural knowledge. In this activity you can work with Caravaggio, Delacroix, Gustave Doré, Leonardo Da Vinci and so on.

FURTHER ACTION:

Go online and get to know the famous Louvre Museum. Take a tour, have fun and increase your cultural knowledge.

- www.mfa.org/explore/interactive-tours
- [http://www.nga.gov/onlinetours/index.shtm](http://www.nga.gov/onlinetours/index.shtm)
- www.britishmuseum.org/explore/online_tours.aspx
1. Discuss:
   a) What comes to mind when you think of marching bands? What about brass bands?
   b) What are they and how might they be similar/different?

2. Watch the videos below and take notes:
   - Michigan Marching Band PSA
     [www.youtube.com/watch?v=q2FHJq_QCKc](http://www.youtube.com/watch?v=q2FHJq_QCKc)
   - Michigan Marching Band “Modern Pop/Rock”
     [www.youtube.com/watch?v=L0jdGj8lgQg](http://www.youtube.com/watch?v=L0jdGj8lgQg)
   - Ohio State University Marching Band
     [www.youtube.com/watch?v=rNz0VxHjmnQ](http://www.youtube.com/watch?v=rNz0VxHjmnQ)

3. Discuss the following questions:
   a) What have you learned about marching bands?
   b) Who participates in the band?
   c) Where/when do they perform?
   d) What are the characteristics of the marching band?

24. Workshop offered to students.
e) What do they have to do and why?
f) What could be the purpose of performing popular songs?
g) Is this something that could be popular in Brazil? At Brazilian universities? Why or why not?

4. Now, watch these video(s) and discuss the following questions:

   > Rebirth Brass Band “Do Watcha Wanna” live:
   www.youtube.com/watch?v=3E1VBCcA76E

   > Young Blood Brass Band “Brooklyn” live:
   www.youtube.com/watch?v=2DO3BwRZpZo

   a) What have you learned about brass bands from these videos and from any previous knowledge of this type of band?
   b) What appears to be the characteristics of a brass band?
   c) How do the two types of bands differ (Rebirth Brass Band vs. Young Blood Brass Band)?
   d) How do their styles differ? How are these bands and their styles similar?
   e) How do brass bands differ from marching bands? What’s different about them?
   f) Are similar bands popular in Brazil? Why or why not?
   g) Why do you think they are popular in the U.S.?

5. Personal statements:

   What have you learned about these different types of bands that you may not have known before?

   What was your favorite type and why?

   Would you like to join one of these bands?

   Why or why not?
• To improve students oral skills though theater acting games. In this session we will focus on intonation.

1. Have you ever considered how a change of “tone” can convey a different meaning in a text? In small groups read the sentences below out loud, exploring as many different tones as possible. What kind of feelings and intentions were you able to extract?

a) “Oh my God!”
b) “I have a surprise for you”
c) “Good morning to you too!”
d) “Do you know who am I”
e) “I don’t understand”
f) “Mom”
g) “What?”

PART 1: WARM-UP (5-10 min)
2. Now in pairs, practice the dialogue below, trying out different ways to interpret the texts:

- Have you seen, Peter?
- Peter?! Peter, who?
- You know... Peter!
- Ohhh... Peter!

**PART 2: ACTION - DRAMATIC READING** (30-35min)

Now in two groups you are going to read a play by D.M Larson called “From Waiting On Trains” (Available at www.freedrama.net). Read the full script with your group (dramatic reading) and discuss what would be the best tone for each of the lines. Then compare your interpretations of the play with the other group.

The questions that follow might help you find the “right” tone to your reading:

- How do you picture the characters (psychologically speaking)?
- How do you believe the characters would engage one another?
- How do you imagine the characters saying these lines?

---

**FROM WAITING ON TRAINS** by D. M. LARSON

**Cast of Characters**

**Verna:** A ticket window woman who would rather not be working.

**Sue:** Business person waiting for her train.

**Rut:** A gentleman, called a bum by some, who simply wants a nice quiet place to sleep.


(Lights come up on the waiting room of a train station. A woman, Verna, sits at a ticket window R, filing her nails and chewing gum)

A phone rings in Sue’s bag. A poorly dressed gentleman, some might call a bum, named Rut, pops up from where he has been sleeping on the upstage end of the row of chairs.
(Cries to sky)
- Hello!

(Jumps up when she sees rut)
- What in heaven’s name?!

(Ring)
Hello?!

(To verna)
What’s this bum doing in here?!

Sleepin’

(Ring)
Hello?!

Shouldn’t he be removed?

What for? He ain’t causin’ no harm.

(Ring. Stands on chair, arms to sky)
Hello, God? Is that you?

Look at him. He’s drunk.

Maybe we’re the ones who’s drunk and he’s the only one who’s sober.

(Gets phone)
Oh, you’re just a regular philosopher. (To phone) hello.

(Very intensely)
Hello, God.

(This and rut’s next dialog over lap)
Yes, yes. I’m sorry there’s a lot of noise here.

(Overlapping)
Yes, what? What do you want me to do God?

(Hand over phone)
Will someone shut him up!

(Shocked)
Oh, please God. Please don’t be angry with me. Please be easy on poor little rut.

He thinks you’re God.

`Bout time God had a little competition.

It’s not funny.

I never said it was funny God.

(To Rut)
Look here you.

(Innocent, saintly pose to sky)
Yes, God.

Quit calling me God. And...Will you look at me.

I am looking God.

No, not up there; down here.
RUT (Gets down)
Where?

SUE (Trying to get in front of him)
Over here.

RUT (Under chairs)
Where are you God?

SUE My name’s Sue, not God.

RUT (Shocked)
God’s real name is Sue?

SUE Will someone do something with him? I have an important call here.

RUT (Stands on chair, to sky)
Please, don’t be angry with me God...I mean, oh great sue. Please don’t cut me off.

SUE (To Verna)
Do something with him or I’ll complain to your boss.

VERNA Yes, ma’am.
(Goes to rut)
Okay, rut. That’s enough for now. Let’s go.

RUT (As he steps down with Verna’s help)
I think I lost my connection.

VERNA We know, rut. You lost it long before this though. Come on. Let’s get you some coffee.

RUT (As they go into Verna’s area)
Funny. I always imagined that God’s voice would be a little more manly.

SUE Thank god!
(Answers phone)
Hello, hello...He hung up.

End of script
1. How much do you know about Shakespeare? Take the following Shakespeare quiz and check your score with your colleagues.
### Quiz

1. Shakespeare was born in what town or city?
   a. London
   b. Stratford-upon-Avon
   c. Oxford

2. When was Shakespeare born?
   a. 1616
   b. 1558
   c. 1592

3. Who were Shakespeare’s father and mother?
   a. Thomas Quiney and Sara
   b. William and Anne
   c. John and Mary

4. Who did Shakespeare marry?
   a. Judith Sadler
   b. Susanna Hall
   c. Anne Hathaway
   d. Mary Elizabeth of Wales

5. Who were his children?
   a. Judith, Susanna, Hamnet
   b. Anne and Susanna
   c. Shakespeare did not have any children
   d. Adam Smith

6. How old was Shakespeare and his wife at the time they got married?
   a. He 18 and she 26
   b. He 17 and she 15
   c. He 31 and she 18
   d. He 26 and she 18

7. At one moment Shakespeare left his hometown because:
   a. He was afraid of being arrested.
   b. He went to live with his mistress.
   b. He found an English teaching job in London.
   c. It is not known for sure how or why he left.

8. The London theaters were closed because of a plague. What was the disease?
   a. Tuberculosis
   b. The Plague of Frogs
   c. Subonic Plague
   d. The pox

9. Shakespeare died when he was 52 years old. What year did he die in?
   a. 1599
   b. 1616
   c. 1623
   d. 1642

10. Shakespeare died a rich man. In his will, what did he leave his wife?
    a. 20 pounds to be paid and delivered within one year after his death.
    b. His share of the Globe in London.
    c. A property in Strafford along all the furniture and cattle.
    d. A bed and its bedclothes.

---

### ABOUT THE PLAY

1. Now that you have quizzed your knowledge on Shakespeare’s life, let’s think about one of Shakespeare’s most famous comedies, **A Midsummer Night’s Dream**. Discuss the picture in your group and write down a plot for the scene. Take into consideration the following questions: Who are the characters? Where are they? Why are they there? How does this scene fit into the play?

2. **VOCABULARY**: Match the words below with its respective definition.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>tinker</td>
<td>A convent of nuns.</td>
</tr>
<tr>
<td>b.</td>
<td>thou</td>
<td>To lose all hope or confidence.</td>
</tr>
<tr>
<td>c.</td>
<td>stumble</td>
<td>To float, wave, or soar in the air.</td>
</tr>
<tr>
<td>d.</td>
<td>stray</td>
<td>To tell confidentially.</td>
</tr>
<tr>
<td>e.</td>
<td>secrecy</td>
<td>Very angry, having an act that violated acceptance.</td>
</tr>
<tr>
<td>f.</td>
<td>revenge</td>
<td>To miss one's step in walking or running.</td>
</tr>
<tr>
<td>g.</td>
<td>rehearse</td>
<td>To cause to hurry, to speed up; accelerate.</td>
</tr>
<tr>
<td>h.</td>
<td>quarrel</td>
<td>The quality or condition of being secret or hidden.</td>
</tr>
<tr>
<td>i.</td>
<td>pursue</td>
<td>A traveling mender of metal household utensils.</td>
</tr>
<tr>
<td>j.</td>
<td>puck</td>
<td>To practice (a part in a play, for example) in preparation for a public performance.</td>
</tr>
<tr>
<td>k.</td>
<td>outraged</td>
<td>Inhabited or visited by a ghost or other supernatural being.</td>
</tr>
<tr>
<td>l.</td>
<td>nunnery</td>
<td>Any of several spiny mammals (as a porcupine).</td>
</tr>
<tr>
<td>m.</td>
<td>mischief</td>
<td>An angry dispute or a fight.</td>
</tr>
<tr>
<td>n.</td>
<td>haunted</td>
<td>To apply oil, ointment, or a similar substance.</td>
</tr>
<tr>
<td>o.</td>
<td>hateful</td>
<td>To follow in an effort to overtake or capture; chase.</td>
</tr>
<tr>
<td>p.</td>
<td>hateful</td>
<td>Behavior that causes confusion and annoyance in another.</td>
</tr>
<tr>
<td>q.</td>
<td>haste</td>
<td>An evil spirit/ a mischievous sprite.</td>
</tr>
<tr>
<td>r.</td>
<td>fly away</td>
<td>To move away from a group; to get lost.</td>
</tr>
<tr>
<td>s.</td>
<td>feast</td>
<td>An animal from the donkey's family.</td>
</tr>
<tr>
<td>t.</td>
<td>enamored</td>
<td>Inflamed with love.</td>
</tr>
<tr>
<td>u.</td>
<td>wedding</td>
<td>A woman just married or about to be married.</td>
</tr>
<tr>
<td>v.</td>
<td>confide</td>
<td>To request to come.</td>
</tr>
<tr>
<td>w.</td>
<td>bride</td>
<td>An elaborate meal for a ceremony, a banquet.</td>
</tr>
<tr>
<td>x.</td>
<td>despair</td>
<td>Deserving hatred; malevolent.</td>
</tr>
<tr>
<td>y.</td>
<td>ass</td>
<td>To inflict punishment in return for (injury or insult).</td>
</tr>
<tr>
<td>z.</td>
<td>anoint</td>
<td>Archaic form for &quot;you&quot;.</td>
</tr>
</tbody>
</table>
4. Watch the following videos and fill in the table reserved for the character’s description. Go back to the activity 1 and contrast the plot you created to the real one you saw in the video.

1) [http://www.youtube.com/watch?v=eCZndWMAL0o](http://www.youtube.com/watch?v=eCZndWMAL0o)
2) [http://www.youtube.com/watch?v=aqGEQ-832rl](http://www.youtube.com/watch?v=aqGEQ-832rl)
3) [http://www.youtube.com/watch?v=SOYAfq_7Xig](http://www.youtube.com/watch?v=SOYAfq_7Xig)

<table>
<thead>
<tr>
<th>CHARACTER</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theseus</td>
<td></td>
</tr>
<tr>
<td>Hippolyta</td>
<td></td>
</tr>
<tr>
<td>Egeus</td>
<td></td>
</tr>
<tr>
<td>Hermia</td>
<td></td>
</tr>
<tr>
<td>Lysander</td>
<td></td>
</tr>
<tr>
<td>Demetrius</td>
<td></td>
</tr>
<tr>
<td>Helena</td>
<td></td>
</tr>
<tr>
<td>Robin Goodfellow</td>
<td></td>
</tr>
<tr>
<td>Oberon</td>
<td></td>
</tr>
<tr>
<td>Titania</td>
<td></td>
</tr>
<tr>
<td>Nick Bottom</td>
<td></td>
</tr>
<tr>
<td>Peter Quince</td>
<td></td>
</tr>
<tr>
<td>Francis Flute</td>
<td></td>
</tr>
<tr>
<td>Robin Starveling</td>
<td></td>
</tr>
<tr>
<td>Tom Snout</td>
<td></td>
</tr>
<tr>
<td>Snug</td>
<td></td>
</tr>
<tr>
<td>Philostrate</td>
<td></td>
</tr>
<tr>
<td>Peaseblossom, Cobweb, Mote, and Mustardseed</td>
<td></td>
</tr>
<tr>
<td>Extra notes</td>
<td></td>
</tr>
</tbody>
</table>
WORKING ON THE PROJECT: STUDENTS AND TEACHERS

AUTHORS
Lucas Moreira dos Anjos-Santos
Raquel Gamero

ESTABLISHING OBJECTIVES (group activity)

1. Within your groups, fill in the chart below with information about your project. This outline is supposed to guide you throughout the week while working on your project.

<table>
<thead>
<tr>
<th>PROJECT OUTLINE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Our project theme(s):</td>
<td>What do we want to share?</td>
</tr>
<tr>
<td>* P.S.: remember your theme(s) must be related to education.</td>
<td>What do we have to share in terms of expertise?</td>
</tr>
<tr>
<td>Our Glogster (virtual poster) goal(s):</td>
<td>Why is it important for our audience?</td>
</tr>
<tr>
<td>Our audience:</td>
<td>What are our intentions when creating our virtual poster?</td>
</tr>
<tr>
<td>Resources we may need:</td>
<td>Who do we want to reach with our production?</td>
</tr>
<tr>
<td>Information we may make use of:</td>
<td>What kind of material/resources will we use?</td>
</tr>
<tr>
<td></td>
<td>How many resources will we apply to this composition?</td>
</tr>
<tr>
<td></td>
<td>What is their function in the production?</td>
</tr>
<tr>
<td>Roles each of us will take (information searcher, pictures finder and designer, writer, editor, among others):</td>
<td>What kind of information is important to achieve our goals with this glogster?</td>
</tr>
<tr>
<td></td>
<td>Where should we look for it?</td>
</tr>
<tr>
<td></td>
<td>Are there trustworthy sources that we can rely on this subject?</td>
</tr>
<tr>
<td></td>
<td>What are my strong points which may be useful for this task?</td>
</tr>
<tr>
<td></td>
<td>Which roles will I accept as a challenge to myself demonstrating my willingness to learn something new?</td>
</tr>
</tbody>
</table>
GETTING TO KNOW GLOGSTER (pair activity)

1. Surf through the following website <http://www.glogster.com/what-is-glogster> and explain, in your own words, what a gloster is.

   A gloster is ____________________________________________________________________________


3. Try to use Glogster’s features and check on www.youtube.com for tutorials on how to navigate Glogster. Take notes of aspects you find difficult and ask your tutors for assistance.

4. Check out some glogsters!

   › Multiliteracy - http://www.glogster.com/glog/6kk7o7h8eek67v4ein0a0
   › Deforestation - http://www.glogster.com/glog/6kkov7thr4k8u5mcq87jta0
   › TV Shows for the teaching-learning of English - http://www.glogster.com/glog/6kkkebikrj7gilied77je0a0
   › Songs and transversal themes - http://www.glogster.com/glog/6kkn4ba281i6i7e9t73a0
   › Blood donation - http://www.glogster.com/glog/6kkim0rngq603idd42d3ja0
   › Rock - http://www.glogster.com/glog/6kkovongq1n35r0punon7a0
   › Cell Phone - http://www.glogster.com/glog/6kkiluqq4tfqdb1h9ida0
   › Today’s Songs - http://www.glogster.com/glog/6kkk9qq5rof9dgt6d5ksua0
   › Blood donation 2 - http://www.glogster.com/glog/6kpl1ecvao62n3k269vkqa0

DAY 2

START PRODUCING YOUR GLOGSTER

1. On a piece a paper (A3) create a sketch of your Glogster.

   › Discuss the following questions (in English) and use them as criteria to guide you through this process.

   PRODUCTION: CHECK LIST

   Which is the content we will cover in this poster? ( ) covered ( ) needs revising

   How can we organize the information nicely and clearly for our audience? ( ) covered ( ) needs revising
### PRODUCTION: CHECK LIST

<table>
<thead>
<tr>
<th>Question</th>
<th>Covered</th>
<th>Needs Revising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where should the images go in order to create a pleasant layout and also to contribute to the meaning making process?</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Will we place any videos?</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Where should they go, considering the same aspects mentioned in the images setting?</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Did we check on the video quality and appropriateness in terms of size?</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Where is the proper place for our text in this visual poster?</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Are the language resources applied correctly and the message clearly stated?</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Did we work hard on bringing accurate information and trustworthy sources?</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Did we acknowledge the sources properly?</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Did we choose the format according to the communicative situation we are about to engage in?</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>In this situation are we allowed to use our own style? Which one should it be?</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Which colors will we apply in order to create a visual harmony?</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

2. Share your sketch with a different team.

   ▶ The teams will evaluate each other’s production, based on the checklist above, in order to provide them with feedback; so if necessary, make notes to explain your position.

3. Revise according to the feedback received. Then, share you sketch with the teacher assistant and ask for suggestions on how to improve it.

4. Gather online resources you will need to produce your glogster and start doing your first version online.
1. On a piece of paper (A3) create a sketch of your Glogster.

   > Discuss the following questions (in English) and use them as criteria to guide you through this process.


2. Visit at least 3 other glogsters on the platform and analyze them using the criteria above.

<table>
<thead>
<tr>
<th>EVALUATION SYNTHESIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLOGSTER 1</td>
</tr>
<tr>
<td>GLOGSTER 2</td>
</tr>
<tr>
<td>GLOGSTER 3</td>
</tr>
</tbody>
</table>

   > Ideas to be incorporated from the glogsters analyzed:

   

   

   

DAY 4

1. Use one of the criteria charts to evaluate your group’s glogster.

2. Revise, edit and produce the final version of your glogster.

   > In order to edit your production you must go to your dashboard, below the glogster templates, and click on edit – it must be placed in front of your project.

3. Plan and prepare a presentation of your group’s glogster (3 minutes maximum).
REFERENCES


DENARDI, D. A. C. Establishing Bridges between a Genre-based Approach to English Language Writing Instruction and Teacher Education. 2009. Tese (Doutorado em Letras/Inglês e Literatura Correspondente) - Universidade Federal de Santa Catarina.


Esta obra foi composta em Tee Franklin, Cafeta, Decima Nova e impressa em papel Offset 90g (miolo) e Duo Design 300g (capa) pela Midiograf em 2013.