**Anexo 11_ Plano aula Inglês_10ºA1**

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Lesson number</th>
<th>Date</th>
<th>Time</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teenage World</td>
<td>57th and 58th</td>
<td>16th January, 2017</td>
<td>90’</td>
<td></td>
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**Summary**

Young people today – Expressing likes, dislikes and indifference. What do teens really think about today’s trends and styles? Written practice.

**Assumptions**

The students (Ss) are already used to interact with the teacher (T) and among themselves in English classes.

**Anticipated Problems**

Some Ss might find difficult to give their opinions and support their positions perhaps due to some shyness or lack of vocabulary, which gives a very good reason to promote strategies to develop oral expression and interaction in FL classes.

<table>
<thead>
<tr>
<th>Aims</th>
<th>Procedures/Strategies</th>
<th>Interaction</th>
<th>Aids</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>- be aware of different lifestyles through an introductory image by</td>
<td>- The T greets the Ss and writes the summary on the board, while attendance is taken.</td>
<td>T ↔ Ss</td>
<td>Video Projector, Worksheet</td>
<td>5’</td>
</tr>
<tr>
<td>learning how to express likes, dislikes and indifference</td>
<td>- The T introduces the topic asking the Ss to look at the image and comment on it.</td>
<td>T ↔ Ss</td>
<td></td>
<td></td>
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<tr>
<td>- develop and practise speaking skills</td>
<td>- The image will be shown in order to elicit curiosity and check Ss perception on the subject. Meanwhile the T asks some questions to promote thinking about the topic:</td>
<td>T ↔ Ss</td>
<td></td>
<td>30’</td>
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| - Talk about the importance of **belonging** (idols and fans) | - What kind of ideas come to your mind?  
- Are you familiar with any of these fashions?  
- What do you think about these ways of dressing?  
- What other trends and styles are you keen on?  
- Why do young people feel compelled to follow someone’s lifestyle?  
- Do you agree that teens need to have idols? Are you a fan of somebody?  
- Is there any kind of prejudice against any trend or style? Why? |  |
| - discuss prejudice against certain trends |  |  |
| - Discuss the pros and cons of certain trends and styles |  |  |

- acquire vocabulary related to trends and styles: **Tattoo and piercing Cult, Addicted to the Internet, Nail art designs, Cosplay, Goths**  
- recognize the importance of having a **strong** notebook on their learning process  
- practise writing  
  - The T and Ss use the board to gather all the ideas brought to discussion by the Ss, classifying different trends and styles (an associogram will be drawn to facilitate vocabulary acquisition).  
  - The T asks Ss to take notes of the new vocabulary written on the board, emphasizing the importance of using their notebooks to learn the subjects given in class.  
  - The T asks Ss to choose any trend from the scheme on the board and organize a short text using the definitions/vocabulary written on the board. **Only then does she ask them to join in pairs.**  
  - Each pair shares with the whole class what they have written and present their preferences related to each trend or culture.  
- realize how important their feedback is to the teacher  
  - The T tries to analyse the work accomplished in class by asking the Ss what they think about having debates based on their own experiences as  |

| T ↔ Class  
| Board  
| Ss’ notebooks  |
| 10'  |

| Pair Work  
| Ss’ notebooks  |
| 15'  |

| Pair ↔ Class  
| Ss’ notebooks  |
| 15'  |

| T ↔ Class  |
| 5'  |
teenagers and if that might improve, in any way, their oral expression.

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<th>Oral and written assessment: (Students will be informed at the beginning of the class that an observation grid will be used for this purpose)</th>
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<tr>
<td>- Direct observation of students’ performance in classroom activities</td>
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<td>- Oral participation</td>
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<td>- Written production</td>
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**Observations**: At the end of the class the teacher is expected to reflect on the chosen strategy and to draw some conclusions. Can debates really promote the development of students’ oral expression and interaction in FL classes?
Anexo 12_Introductory Image for discussion
Anexo 13_Expressions Likes, Dislikes and Indifference

Here are some expressions you can use to express your preferences:

Expressing Likes 😊
I like to make crossword puzzles. It’s good for the memory.
I love going out with my friends. I never miss a Friday’s night.
I absolutely adore shopping. I could do it daily.
I’m very keen on jazz music. I’m always listening to it.
I’m mad about Brad Pitt. I watch all his movies.
I fancy reading. That’s my favourite hobby.
I’m crazy about skiing. I go to Serra Nevada every season.
I’m fond of swimming. I think it’s the best way to keep fit.

Expressing Dislikes 😞
I hate spiders. I’m absolutely terrified of them.
I don’t like spinach. I avoid eating it.
I don’t fancy playing cards. I prefer other games.
I can’t stand heavy metal music. It makes me feel nervous.
I can’t bear lazy people. We can never count on them.
I can’t put up with Mike. He shows no respect for people.
I’m fed up with watching the news on TV. It makes me feel depressed.
I’m sick of listening to political speeches. They never keep their promises.
I’m tired of being sick. It’s the third time I get flu this year.

Expressing Indifference 😞中途😊
Do you mind if I open the window? I don’t mind.
Do you want to go here or there? It doesn’t matter to me.
Which movie should we watch? It makes no difference to me.
Which book do you like more? It’s all the same to me.
What do you want for dinner? I don’t care.
Do you want this one or that one? I couldn’t care less.

In Oxford University Press (adapted)
**Tattoos**
- A form of body embellishment
- A work of art engraved on living skin
- A form of honouring the beloved ones and deceased
- Almost permanent surgeries for removal are expensive and painful
- Strong evidence of causing skin cancer
- Employers objection
- Diseases with infections like hepatitis B and C and HIV caused by non-sterile equipment and needles

**Goths**
- Usually identified by an increase use of black and anxious symbols
- Inspired by fantasy medieval games based on mythology
- A fascination with death, they try to find beauty in death
- The use of extreme black clothing, unusual hair styles, body piercing, and black fingernails
- A quest for immortality

**Cosplay**
- Always
- A personification of a character
- Eager to escape from reality
- Creativity they make their own costumes
- A desire to be a hero
- Escape from reality

(Cosplay & -zone)
- Act of dressing as fictional cartoon characters
- Wear costumes and accessories
- Usually at parties and conventions

**Nail Art Designs’ Definitions**
- A way of creating its own identity