

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras
Programa de Pós-Graduação em Estudos Linguísticos

Andreza Knaip Nobre

ENGLISH TO CONNECT AND GROW

Belo Horizonte
2025

Andreza Knaip Nobre

ENGLISH TO CONNECT AND GROW

Trabalho de Conclusão de Curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da Universidade Federal de Minas Gerais como requisito parcial para o grau de Especialista em Ensino de Língua Inglesa.

Orientadora: Profa. Dra. Valdeni da Silva Reis

Belo Horizonte

2025



UNIVERSIDADE FEDERAL DE MINAS GERAIS
CURSO DE ESPECIALIZAÇÃO EM INGLÊS: ENSINO E APRENDIZAGEM/EAD

ATA DE DEFESA DE MONOGRAFIA/TCC

Às 15:30 horas do dia 11 de fevereiro de 2025, reuniu-se na Faculdade de Letras da UFMG, a Comissão examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa, para julgar, em exame final, o trabalho intitulado, English to Connect and Grow, apresentado por Andreza Knaip Nobre, como requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca examinadora, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra à (ao) candidato(a) para a apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a).

Em seguida, a Comissão se reuniu, sem a presença do(a) candidato(a) e do público, para julgamento e expedição do resultado final, foram atribuídas as seguintes indicações:

Profa. Dra. Climene Fernandes Brito Arruda indicou a (X) aprovação/ () reprovação do(a) candidato(a);
Profa. Met. Raquel Rossini Martins Cardoso indicou a (X) aprovação/ () reprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado (X) aprovado(a)/ () reprovado(a).

Nota: 94

O resultado final foi comunicado publicamente ao(à) candidato(a) pelo Presidente da Comissão. Nada mais havendo a tratar, este encerrou a sessão, da qual foi lavrada a presente ATA assinada eletronicamente por todos os membros participantes da Comissão Examinadora.



Documento assinado eletronicamente por **Climene Fernandes Brito Arruda, Professora do Magistério Superior**, em 21/02/2025, às 08:34, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



A autenticidade deste documento pode ser conferida no site https://sei.ufmg.br/sei/controlador_externo.php?acao=documento_conferir&id_orgao_acesso_externo=0, informando o código verificador **3989210** e o código CRC **4F79205B**.

Documento assinado digitalmente

gov.br
INSTRUÇÃO
RAQUEL ROSSINI MARTINS CARDOSO
Data: 27/02/2025 09:25:00-0300
Verifique em <https://validar.iti.gov.br>

Este documento deve ser editado apenas pelo Orientador e deve ser assinado eletronicamente por todos os membros da banca.

RESUMO

Este material destina-se a adultos brasileiros a partir de 25 anos, considerados verdadeiros e falsos iniciantes (nível A1 do Common European Framework of Reference for Languages). Seu objetivo é colaborar para o ensino do inglês como ferramenta de inclusão e desenvolvimento pessoal, oferecendo uma abordagem que respeita as histórias de vidas dos alunos e suas individualidades. A estrutura do material compreende duas unidades interdependentes, cada uma com quatro lições que abordam leitura (com gramática indutiva), compreensão auditiva, fala e escrita, além de atividades de pronúncia. As aulas são projetadas para grupos de até dez alunos, promovendo um ambiente dinâmico e colaborativo. Foram selecionados textos e atividades relevantes para o contexto social e profissional do público-alvo, motivando o pensamento crítico, a autonomia e o contato com vocabulário e estruturas essenciais para a comunicação cotidiana.

Palavras-chave: ensino de inglês; inclusão social; adultos iniciantes; material didático; aprendizado colaborativo.

ABSTRACT

This material is aimed at Brazilian adults aged 25 and over, considered true and false beginners (level A1 of the Common European Framework of Reference for Languages). Its aim is to help teach English as a tool for inclusion and personal development, offering an approach that respects students' life stories and individualities. The structure of the material comprises two interdependent units, each with four lessons covering reading (with inductive grammar), listening, speaking and writing, as well as pronunciation activities. The lessons are designed for groups of up to ten students, promoting a dynamic and collaborative environment. Texts and activities relevant to the social and professional context of the target audience have been selected, motivating critical thinking, autonomy and contact with vocabulary and structures essential for everyday communication.

Keywords: English teaching; social inclusion; adult beginners; didactic material; collaborative learning.

SUMÁRIO

1 INTRODUCTION	6
2 READING	8
3 GRAMMAR	10
4 LISTENING	13
5 SPEAKING	15
6 PRONUNCIATION	17
7 WRITING	19
REFERENCES	21
UNIT 1: HELLO, WORLD!	22
UNIT 2 SIMPLE HABITS, HEALTHY LIFE	35
UNIT 1 TEACHER'S GUIDE	49
UNIT 2 TEACHER'S GUIDE	62

1 INTRODUCTION

These units were developed based on the author's academic and professional experience, especially in teaching English to adults. Her background in Law and experience in teaching English in the third sector has broadened her understanding of the importance of democratic access to education as an essential tool for social inclusion. Access to English is a social marker, as it enables students to achieve their personal and professional goals and thus contributes to building a society that is fairer and more equal. In addition, since the beginning of the author's career in education, it has been observed that the demand from adult beginners to learn English is one of the most significant. Many of these students face specific challenges, such as lack of time to study, difficulties with self-expression and emotional blocks related to learning a new language. Therefore, it was identified that there was a need for teaching material that was accessible, relevant and appropriate to the needs of this audience.

Therefore, the target audience of the material is Brazilian adults from the age of 25, considered true and false beginners, corresponding to level A1 of the Common European Framework of Reference for Languages (CEFR) and the purpose of this work is to contribute to the teaching of English as a tool for inclusion and personal development, offering an approach that respects their individual journeys and needs, aligned with the commitment to make the teaching of English more accessible and effective for adult beginners.

The material is organized in two interdependent teaching units, each comprising four lessons that address reading skills in conjunction with inductive grammar, listening, speaking and writing. There are also pronunciation activities, as this is an essential topic for building a solid knowledge of the language. The material is designed to be used in online classes in groups of up to ten students, providing a dynamic and collaborative learning environment. The activities are designed to encourage interaction between participants and promote the practical use of the language in everyday situations.

Texts and activities relevant to adults in social and professional contexts were selected to ensure that the material was appropriate for the target age group. The verbal and non-verbal texts used were chosen to stimulate students' critical thinking and autonomy, as well as providing exposure to vocabulary and grammatical structures that are essential for basic everyday communication. It is important to highlight that each of the units is supported by a

teacher's guide, in which teachers can find guidance on how to best develop and implement the activities in the classroom.

Finally, it is also important to highlight that the material developed is not intended for commercial purposes and can only be reproduced with the author's permission.

2 READING

The two units begin with a lesson focused on stimulating language acquisition and meaning-making through reading skills. As stated by Lawrence Jun Zhang in **Teaching Reading and Viewing to L2 Learners**: “Readers and viewers in today’s world need to know how to access and understand the multiplicity of reading and viewing that take place either in print or in multimedia environments”¹. Therefore, the texts and activities presented take into account different ways of understanding the proposed topic. The lesson text in Unit 1 is a conversation in a WhatsApp group, something that is common in learners' everyday lives, which makes the task attractive and relevant to learners. The warm-up and while-reading activities, together with the instructions in the teacher's guide, provide an opportunity to associate the content of the lesson with emojis and lead them to reflect on the meaning, function and use of this communication resource. In the same way, the text of the lesson in Unit 2 is introduced using an infographic taken from a blog post and students are encouraged to reflect on the relationship between the images and the title and the vocabulary covered, and between the colors and the purpose of the text.

Both reading lessons were designed based on the pedagogical principles for teaching reading and viewing in conjunction with the pedagogical cycle for teaching reading and the strategies for comprehension-based reading and viewing instruction proposed by Zhang.² As the units are designed for adult language learners, the lessons are focused on language acquisition and therefore an intensive study of the text is proposed. The images and questions presented in both the student book and the teacher's guide as a pre-reading/viewing stage aim to activate learners' prior knowledge so that they can relate the content to their own experiences and thus be more likely to grasp the new language that is presented and better understand the text that will follow. The vocabulary for each of the lessons is presented explicitly through a variety of activities using strategies such as reading and linking, text-mapping, e viewing and connecting “with an overall aim of further improving linguistic proficiency to get ready for more competent reading comprehension”³

¹ ZHANG, Lawrence Jun. *Teaching reading and viewing to L2 learners*. In: Renandya, W. A., & Widodo, H. P. (eds.). *English Language Teaching Today*. Springer, Cham, 2016. p.129

² Ibid.

³ Ibid., p.137

In order to encourage learners to engage in the reading activity, both lessons provide guiding questions for reading the text, which serve as objectives for learners to understand why they should do it. This choice was made in view of what Neil J Anderson advocates in *Developing Engaged Second Language Readers* when he states that "[...] reading purposes or goals determine the amount of effort and time we will invest in getting the information we need from a text"⁴. In addition, these questions make students aware of reading strategies, encouraging them to apply skimming and scanning to obtain information from the text. In this way, the activity encourages learners to concentrate, allowing them to recognize the language being worked on and to develop their reading and language use skills from a positive and conscious perspective. Then, after reading and understanding the text, an analysis of the grammar is presented, followed by writing-related extension activities and speaking practice to make the lesson dynamic and interactive, actively involving students in the language learning process.

⁴ ANDERSON, N. J. *Developing engaged second language readers*. In: Celce-Murcia, M; Brinton D; Snow A. M. (eds.). *Teaching English as a second or foreign language*, v. 4, 2014, p.172

3 GRAMMAR

Teaching grammar has proved to be a major challenge because many students find it difficult to accept, understand and apply the rules, especially when they don't correspond to those in Portuguese, and so they end up creating the perception that learning grammar is difficult and/or boring. This has led many people to seek out English classes that don't delve into grammar and teachers who promise conversation classes without focusing on grammar, arguing that it is possible to learn effectively this way. However, the view adopted in designing this material is that grammar is an essential part of language teaching and acquisition. Teaching grammar can increase students' confidence, as they often want to know if they are speaking correctly. Therefore, teaching grammar gives them the rules and structure they need to express themselves accurately and consequently encourages effective communication.

According to Michael Swan, a good reason for teaching grammar is to develop comprehension skills, because "[k]nowing how to build and use certain structures makes it possible to communicate common types of meaning successfully"⁵. Thus, by integrating the teaching of grammar with the practical use of the language, students can understand and apply the rules of the language without feeling overwhelmed. This makes learning more relevant and meaningful, which results in a more engaging and motivating experience for learners. From this perspective, both units are based on an approach to teaching grammar that focuses on form as a way of drawing the student's attention to selected points of grammar that are relevant to their needs in the given context. This stimulates their ability to communicate within the meaningful context of each unit lesson, fostering a balance between accuracy and fluency.⁶

In Unit 1, students will have their first contact with the simple present tense of the verb *be* by analyzing a group conversation on WhatsApp. This material will be used as a starting point for subsequent pronunciation and conversation activities. In Unit 2, the text used to explore the simple present of other verbs will be integrated with the other activities

⁵ SWAN, Michael. *Seven bad reasons for teaching grammar – and two good ones*. In: RICHARDS, Jack C.; RENANDYA, Willy A. (org.). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press, 2002. cap. 1, p. 151.

⁶ NASSAJI, H.; FOTOS, S. 2011. *Teaching grammar in second language classroom: Integrating form-focused instruction in communicative context*. London: Routledge, 2011

and the main theme of the unit. Once the presentation of verb tenses is contextualized, learners will expand their lexical repertoire and better understand the use of these structures in the context presented, in addition to working on grammatical aspects, thus stimulating their critical thinking and promoting a deeper retention of the grammatical topic.

The Exploring Language section then presents the grammar topic in an inductive way, by guiding learners to observe and analyze sentences they have previously come across in texts. In doing so, learners are encouraged to reflect on the rules rather than simply memorize them, so that they are more capable of generalizing them to new situations and contexts. A set of incomplete rules is presented to guide them in this process, since students may not yet have enough input to analyze the rules without them being explicitly taught. This approach is useful because it encourages learners to engage with grammar in a way that is more dynamic and connected to their own learning experience. After the moment of analysis and reflection, learners are led to notice the rules, testing and applying them progressively, through different practical exercises that involve working together and, consequently, meaningful communication among them.

The first activity in unit 1 (Find the match) and unit 2 (Rewrite the sentences below using he or she) promotes awareness of grammatical forms and their practical application, through the manipulation of structures in a controlled context. The next activity in both units (Quiz) ensures that students reinforce their understanding of the correct forms in a structured production task to foster grammatical accuracy. Next, a degree of personalization is incorporated into the production, when students will write true sentences about themselves (Unit 1) and create a self-care checklist (Unit 2). This increases the relevance of the task by offering students the opportunity to apply what they have learned by creating something personal, bringing them closer to contexts of real language use and, consequently, leading to deeper language processing. After the activities focused on identifying and manipulating the verb to be, the final activities in pairs allow students to apply the structure spontaneously. Find out about your partner (Unit 1) and Interview your partner (Unit 2) reflect the idea of active involvement in the construction of linguistic knowledge, where students practice the language in an interactive way. Finally, the activity “Tell the class about your partner's habits” promotes oral production based on information collected, which facilitates the application of learning in a context of real language use. This whole sequence promotes more meaningful learning by emphasizing the gradual transition from structured activities to the

communicative use of grammar, incorporating grammar into interaction and helping students to develop accuracy, fluency and naturalness in oral communication. This approach to teaching grammar not only helps students develop language skills, but also promotes deeper learning by making grammar more accessible and connected to real communication.

4 LISTENING

Developing speaking skills with confidence is the desire of most English learners, and many of them find it difficult to keep pace with English speakers and therefore set very high expectations of mastering these two skills. This is why improving learners' listening skills has a significant impact on their speaking development, as it provides information that can help them deal with such challenges. In the words of David Nunan in *Listening in Language Learning*: “Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking”.⁷ Based on this, one listening lesson was developed for each unit of this material.

Both units use authentic material as input: in Unit 1, a YouTube video where children introduce their parents to their peers and talk about their jobs; and in Unit 2 a YouTube video explaining the stress response cycle and ways to handle it. This choice was made based on the developments in planning effective listening lessons defended by John Field in *The Changing Face of Listening*, as it states that “[...] authentic passages where the language has not been graded to reflect the learners’ level of English afford a listening experience much closer to a real-life one”.⁸ This type of material allows learners to develop the ability to deal with the natural rhythms of everyday English, which is one of the main focuses of their learning. Although challenging, especially in the early stages, Field suggests that the ideal is to adjust the task proposed to the learner, rather than adapting a material to make the language simpler. When they can derive information from the content, learning becomes more engaging and stimulating.⁹

To this end, the two lessons begin with a pre-listening activity that presents images to contextualize and discuss the topic of the listening text. Three different activities are then proposed to guide students in developing a different set of listening comprehension strategies. Initially, students will watch the video with the aim of identifying the main information. They will then watch it twice more, focusing on extracting additional details from the content. This

⁷ NUNAN, David. *Listening in Language Learning*. In: RICHARDS, Jack; RENANDYA, Willy (Eds.). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press, 2002., p. 239

⁸ FIELD, John. *The Changing Face of Listening*. In RICHARDS, Jack; RENANDYA, Willy (Eds.). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press, 2002., p. 242

⁹ Ibid.

approach makes learners feel part of their own learning process by allowing them to share their knowledge and experiences, which contributes to increasing their involvement in the lesson, as well as developing listening skills in a gradual and structured way.¹⁰

Finally, in Unit 1, learners will be presented with an activity that aims to personalize the content they have seen, since they will use useful phrases taken from the video to describe their classmates and their professions, which makes the task meaningful and connected to their reality. In addition, the group task creates an environment where they have control over what they produce, increasing the engagement and relevance of the activity. At the same time, the proposed task establishes a connection with the next speaking lesson, where students will have the opportunity to consolidate their learning. This sequence promotes continuity and reinforces the progressive building of oral skills, making the process more structured and effective.

In Unit 2, learners will complete a table with causes and solutions for their own stress and share these answers in groups. According to Field, “[a]ctivities of this kind model the type of response that might be given to a listening experience in real life. They also provide a more reliable way of checking understanding”¹¹. Therefore, by providing an occasion for students to use the information they have accessed in the video, the activity reinforces the understanding and contextualized application of the content that has been covered. In this way, the lessons become interactive experiences, while at the same time leading learners to develop their listening skills with confidence and quality.

¹⁰ NUNAN, David. *Listening in Language Learning*. In: RICHARDS, Jack; RENANDYA, Willy (Eds.). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press, 2002.

¹¹ FIELD, John. *The Changing Face of Listening*. In RICHARDS, Jack; RENANDYA, Willy (Eds.). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press, 2002, p. 244

5 SPEAKING

Beginning English learners deal with the challenge of managing the high levels of anxiety, nervousness and embarrassment that practicing speaking can generate. Among some of the common behaviors that are observed in the classroom are: the fear of making mistakes and being judged for not speaking the language perfectly; the belief that they are not intelligent or capable of learning, that they should have started studying when they were younger. Thus, learners think it is almost impossible to learn to speak English correctly, which is a major obstacle to good performance and consolidation of this knowledge.

For this reason, the speaking activities in the two units were developed based on Anne Burns' Teaching-Speaking Cycle. According to Burns, in order to reduce this mental load during the speaking process and provide support for both the components of language speaking competence and affective factors, it is necessary to guide learners through a sequence of integrated activities “that allow students to raise their awareness of the knowledge, skills and strategies needed for various types of interaction and discourse.”¹²

The model proposed by Burns for planning this series of speaking activities consists of 7 stages: 1. Focus learners' attention on speaking; 2. Provide input and/or guide planning; 3. Conduct speaking tasks; 4. Focus on language/skills/strategies; 5. Repeat speaking tasks; 6. Direct learners' reflection on learning; 7. Facilitate feedback on learning.¹³ All these steps are the basis for the third lesson of each unit.

The first questions at the beginning of each lesson reflect stage 1 by preparing learners to carry out the speaking task, encouraging them to think about the vocabulary, expressions and structures relevant to the proposed context. The dialogue in Unit 1 and the video in Unit 2 then introduce the language and strategies needed to complete the task, providing an opportunity for learners to become familiar with them through reading and listening. They are therefore an extension of stage 1 and an introduction to stage 2 of the cycle.

This provides the basis for learners to then have the opportunity to plan, during the *Plan and share!* activity, what they want to say and how they can do it, which helps to manage the level of anxiety, nervousness and/or embarrassment that learners may have. Once

¹² BURNS, Anne. *A Holistic Approach to Teaching Speaking in the Language Classroom*. Paper presented at the Symposium Lärarrollen i svenska som andraspråk, 2013., p.168

¹³ Ibid., p. 172.

this is done, the activity provides the context for the communicative task in which the learners will put the linguistic repertoire they have acquired into practice with each other. So stages 2 and 3 are covered in this activity.

After these activities, there is a moment to bring learners' attention to the parts they need support with and to promote insights so that the teacher can create opportunities to help learners improve the skills and strategies they need, developed on the basis of stage 4 and materialized in the *Evaluate* activity.

Through the *One more time!* activity, learners have the opportunity to repeat the speaking activity, according to stage 5, applying what was explained and worked on in the previous activity, with other groups or partners, in a task similar to the previous one, improving their performance.

Later, the *Reflecting on my performance* section corresponds to stage 6 of the cycle, since it offers learners the space to evaluate their own development during the previous stages, thus encouraging their autonomy to monitor and plan their own learning process.

Finally, there is a space for *Notes*, where the teacher can record comments on the students' performance throughout the stages of the cycle, facilitating feedback on learning.

6 PRONUNCIATION

Lack of mastery over the pronunciation of English words is also a component of speaking competence that often leads to hesitation when speaking. The fear and shame of mispronunciation contributes to mental overload, which also affects reading and listening comprehension and, consequently, learning progress. Thus, teaching pronunciation in English classes is a way of giving students tools so that they can have more autonomy in their learning process, reflect on the patterns found in their speech, so that they can learn more effectively and develop their confidence in speaking, and consequently, their fluency.¹⁴ Therefore, the integrated exploration of all these linguistic and non-linguistic aspects of the language facilitates the language acquisition process, allowing English learners to achieve a pronunciation that is closer to what is expected in the target language.¹⁵ With these considerations in mind, each unit includes a pronunciation activity that works on two of the difficulties in pronouncing English words that are recurrent among Brazilian learners of the language: lexical accent (Unit 1, Lesson 2) and vowel epenthesis (Unit 2, Lesson 3). The activity in Unit 1, Lesson 2 encourages learners to interpret the phonetic transcription of the vocabulary presented, together with the use of the dictionary, to identify the accentuation of words, represented by the symbol (') that precedes the syllable to be pronounced more strongly. On the other hand, in Unit 2, Lesson 3, learners are encouraged to notice patterns in the syllabic structure of English that do not occur in Portuguese. This is an opportunity to approach the sound system of the language through new categories and thus develop the ability to produce the sounds of the language properly.¹⁶ Therefore, knowledge of the phonological grammar of English - the symbology that organizes the occurrence of sounds - together with an analysis of the sound representation in a dictionary can lead students to obtain accurate information about correct pronunciation. This will facilitate the development

¹⁴ WELLS, John. *Goals in teaching English pronunciation*. 2003; SILVA, Thais Cristóforo; SOARES, Victor Hugo Medina. *Ensino de Pronúncia do Inglês*. 2. ed. Mossoró/RN: Revista Colineares, 2021. 2-20 p. v. 8.

¹⁵ FRASER, Helen. *ESL Pronunciation Teaching: Could it be more effective?*. Perth: ALAA Conference, 1998.; ZIMMER, Márcia; SILVEIRA, Rosane; ALVES, Ubiratã Kickhöfel. *Pronunciation Instruction for Brazilians: Bringing Theory and Practice Together*. UK: Cambridge Scholars Publishing, 2009.; LIZA, Bruno Horta; SILVA, Thais Cristóforo; SOARES, Victor Hugo Medina. *Ensino de Pronúncia do Inglês*. 2. ed. Mossoró/RN: Revista Colineares, 2021. 2-20 p. v. 8.

¹⁶ LIZA, Bruno Horta; SILVA, Thais Cristóforo; SOARES, Victor Hugo Medina. *Ensino de Pronúncia do Inglês*. 2. ed. Mossoró/RN: Revista Colineares, 2021. 2-20 p. v. 8.

of a consistent accent, close to that of a native speaker, the transmission of a clear and intelligible message and stimulate the student's confidence in speaking.¹⁷

¹⁷ WELLS, John. *Why phonetic transcription is important*. Korea: Malsori (Phonetics), the Journal of the Phonetic Society of Korea, 1996. 239-242.; LIZA, Bruno Horta; SILVA, Thais Cristóforo; SOARES, Victor Hugo Medina. *Ensino de Pronúncia do Inglês*. 2. ed. Mossoró/RN: Revista Colineares, 2021. 2-20 p. v. 8.

7 WRITING

The speaking lessons are succeeded by writing lessons in order to offer learners the opportunity to develop their productive skills by putting into practice all the content that has been worked on during the other lessons in the unit. To this end, the writing activity was designed based on the writing subprocesses listed and exemplified by Anne M. Ediger, which consist of stages that support the development of students' writing, such as:

Having/considering a goal or purpose for writing [...] Considering the type of writing [...] Considering who the readers are, and what they know about the topic [...] Gathering ideas and information [...] Organizing ideas [...] Composing/putting ideas down [...] Reviewing what one has written [...] Revising what one has written [...] Editing what one has written [...] Publishing or sharing what has been written [...]¹⁸

These processes, as stated by the author, present themselves as a holistic approach to teaching and learning the writing skill, since it provides the integration of oral and reading skills, which makes learning motivating and relevant for learners.¹⁹

Therefore, the sequence of activities in the writing lessons has a clear purpose already established in the title of the lesson and in the guidelines in the teacher's guide, that is, learners start the lesson aware of the writing task they will have to carry out. In the Unit 1 lesson, questions are provided in the teacher's guide to take into account the learners' experience in relation to the topic of the activity. The “Analyze it” section provides examples of profiles and questions that lead learners to analyze the structure of the text, the purpose, the target audience, the context of use and the language needed to construct their own profile. Then, in the “Building a good bio” section, students have access to information on how to carry out the task, which enables them to put their ideas together. Next, the “Your first impression” section will guide them to put their ideas down on paper, followed by a “PAIR WORK”, in which they will have the opportunity to revise what they have written together by getting feedback from their peers and the teacher, and then editing their work. It's important to point out that some useful resources are provided in the “Building a good biography” section

¹⁸ EDIGER, A. M.; BRINTON, D. M.; SNOW, M. A. *Teaching second/foreign language literacy to school-age learners*. In: Celce-Murcia, M; Brinton D; Snow A. M. (eds.). *Teaching English as a second or foreign language*, p. 154-169, 2014., p. 159

¹⁹ Ibid.

so that they can use them at this stage. They will then share their work with the class and reflect on it through questions proposed in the class discussion box.

For Unit 2, the “Analyze it” section takes into account the learners' repertoire of vocabulary and their views on the topic. The activity sequences consider the type of writing when approaching the infographic as a textual genre, something the learners are already familiar with, since they were introduced to it in the unit's reading lesson. The section “Your ideal routine” helps learners gather the ideas and information they will need to develop the infographic and organize them, through the categorization of habits that is proposed, as well as composing a first draft of the writing. In the same section, learners have the opportunity to review, revise and edit their own work, getting feedback from peers and the teacher, adding more details and/or examples. This part also allows them to take into account the reader's point of view, since they will have access to each other's production. These activities are followed by a “GROUP WORK”, where learners will once again have the opportunity to gather different ideas and information and organize them to finally plan and compose the infographic. Then, in the “Share it!” section, they will share their work with the class and reflect on it by voting for the work they think has best achieved the aim of the writing task and thinking about how the activity they have done impacts on their own lives with the reflection proposed in the class discussion box. By following this framework, this material allows students to develop their skills gradually, promoting more meaningful and successful learning.

REFERENCES

- ANDERSON, N. J. *Developing engaged second language readers*. In: Celce-Murcia, M; Brinton D; Snow A. M. (eds.). *Teaching English as a second or foreign language*, v. 4, 2014.
- BURNS, Anne. *A Holistic Approach to Teaching Speaking in the Language Classroom*. Paper presented at the Symposium Lärarrollen i svenska som andraspråk, 2013.
- EDIGER, A. M.; BRINTON, D. M.; SNOW, M. A. *Teaching second/foreign language literacy to school-age learners*. In: Celce-Murcia, M; Brinton D; Snow A. M. (eds.). *Teaching English as a second or foreign language*, p. 154-169, 2014.
- FIELD, John. *The Changing Face of Listening*. In RICHARDS, Jack; RENANDYA, Willy (Eds.). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press, 2002.
- FRASER, Helen. *ESL Pronunciation Teaching: Could it be more effective?*. Perth: ALAA Conference, 1998.
- LIZA, Bruno Horta; SILVA, Thais Cristófaró; SOARES, Victor Hugo Medina. *Ensino de Pronúncia do Inglês*. 2. ed. Mossoró/RN: Revista Colineares, 2021. 2-20 p. v. 8.
- NASSAJI, H.; FOTOS, S. 2011. *Teaching grammar in second language classroom: Integrating form-focused instruction in communicative context*. London: Routledge, 2011
- NUNAN, David. *Listening in Language Learning*. In: RICHARDS, Jack; RENANDYA, Willy (Eds.). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press, 2002.
- SWAN, Michael. *Seven bad reasons for teaching grammar – and two good ones*. In: RICHARDS, Jack C.; RENANDYA, Willy A. (org.). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press, 2002. cap. 1.
- ZHANG, Lawrence Jun. *Teaching reading and viewing to L2 learners*. In: Renandya, W. A., & Widodo, H. P. (eds.). *English Language Teaching Today*. Springer, Cham, 2016. p. 127-141.
- ZIMMER, Márcia; SILVEIRA, Rosane; ALVES, Ubiratã Kickhöfel. *Pronunciation Instruction for Brazilians: Bringing Theory and Practice Together*. UK: Cambridge Scholars Publishing, 2009.
- WELLS, John. *Goals in teaching English pronunciation*. 2003.
- WELLS, John. *Why phonetic transcription is important*. Korea: Malsori (Phonetics), the Journal of the Phonetic Society of Korea, 1996. 239-242.

UNIT 1

Hello, world!

UNIT AIMS

At the end of this unit, you will be able to:

- Recognize common greetings and apply them to start conversations
- Identify and correctly use common professions in English
- Ask and say personal information
- Introduce yourself and someone else
- Plan and write a LinkedIn biography



From the Canva image database. Access: July 2024.

Look at the pictures. Describe the scene.

“You never get a second chance to make a good first impression.”

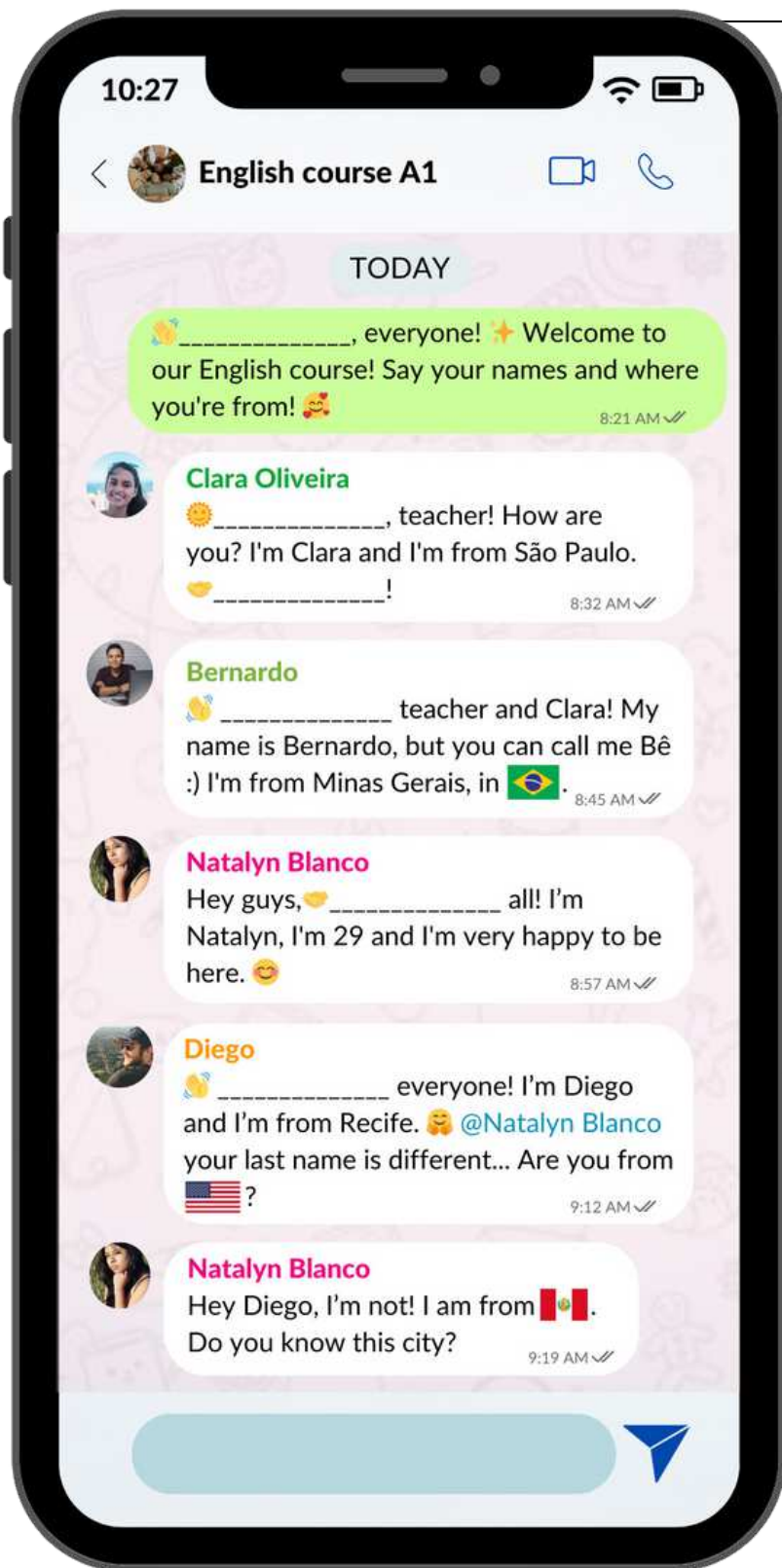
Will Rogers

Start the Conversation

1. Match the sentences with the emojis. Then, complete the conversation below with the sentences.

- a. 🌞 Nice to meet you
- b. 🤝 Hello
- c. 🙌 Good morning

2. Read the conversation. How many people are there in the group?



3. Read the conversation again. Match the information to the correct person.

Who is...	Clara	Bê	Natalyn	Diego
29 years old?				
from São Paulo?				
Mineiro?				
from Recife?				

CLASS DISCUSSION
How do people introduce themselves in your culture?

GROUP WORK Read the conversation aloud. Use your own information!

EVERYDAY CONVERSATION
"Hey, guys!" and "Hello, everyone!" are friendly and informal ways to greet people.

From the Canva image database. Access: July 2024.

4. Look at the words below. Write them in the correct list.

São paulo Minas gerais Brazil Recife USA Peru

City

-
-
-

State

-
-
-

Country

-
-
-

Learning fluent pronunciation: contractions

1. Listen and repeat the words below. Notice the pronunciation of the contractions.

I am = I'm You are = you're She is = She's

2. Listen. Which speaker says the contraction? Check A or B.

- a. Hi, I'm Carlos. A B d. No, I'm not. A B
- b. I'm from Belo Horizonte. A B e. She's an English student. A B
- c. Wow! You're from Rio!. A B

Exploring the language

1. Read the WhatsApp chat again. Highlight 3 sentences that say where people are from. What do they have in common?

2. Read the sentences below. How are they different?

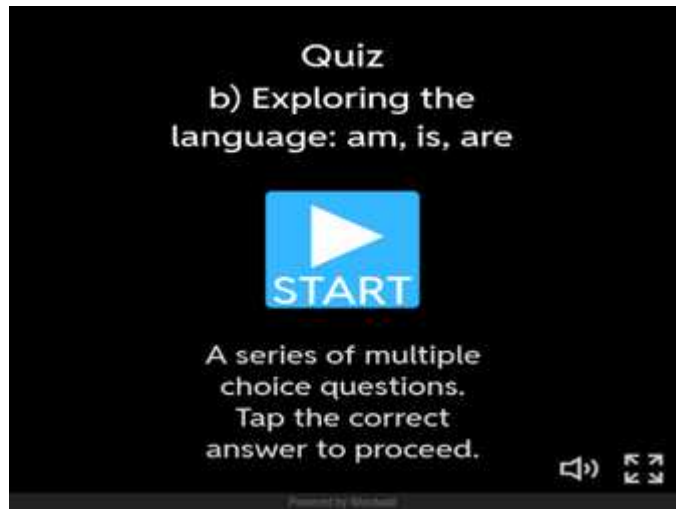
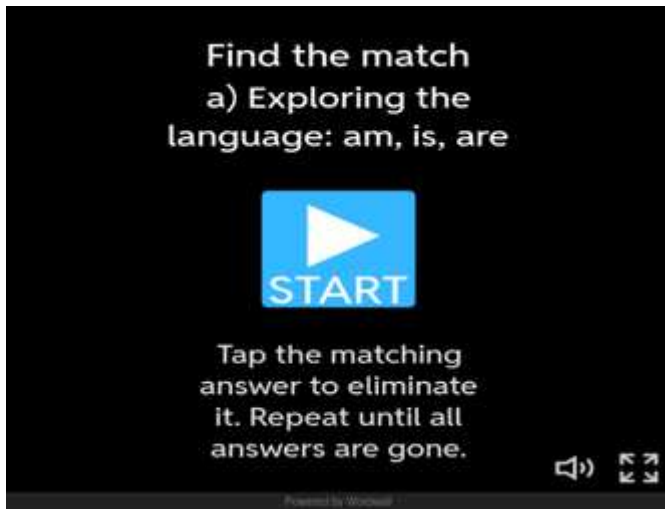
- I'm Clara and I'm from São Paulo.
- My name is Bernardo.
- I'm Natalyn. I'm 29 years old.
- I'm Diego and I'm from Recife.
- Are you from USA?
- I'm not from the USA! I am from Peru.

GROUP WORK Complete the table below with the missing forms. Then, complete the rules.

SIMPLE PRESENT OF BE (AM, IS, ARE)				
Subject	Affirmative	Negative	Questions	Short answers
I	I am	I _____ not	Am I... ?	Yes, I am. / No, I'm not.
You	You are			
He/She				

- a) For affirmatives (+) say "I _____", "You _____", and "He/She _____".
- b) For negatives (+) add _____ after 'am', 'are' or 'is'.
- c) For questions (?) say "_____ I...?", "_____ you...?", "_____ he...?".
- d) For affirmative answers (+), say "Yes, I _____." and "Yes, you _____."
- e) For negative answers (-), say "No, I _____ not." and "No, she is _____."

3. Practice with the [Find the match](#) activity and the [Quiz](#).



4. Combine words to form 3 different sentences. Use one item of each color.

I
NOT
SHE
YOU

IS
AM

FROM RIO DE JANEIRO.
FROM BRAZIL?
FROM CHINA.

ARE

- 1.
- 2.
- 3.

5. Write true sentences about you using the words below. Use the verb to be.

- a) teacher → *I'm a teacher.* _____
- b) student → _____
- c) American → _____
- d) Alessandra → _____
- e) Brazil → _____
-

PAIR WORK Find out about your partner.

Introduce yourself and say where you are from. Use contractions.

◆ **Example:**

A Hi, how are you? I'm Flávio.

B Hey, Flávio! Nice to meet you! Are you from BH?

A No, I'm not. I'm from Ipatinga.



What do you do?

1. Look at the pictures. What jobs do you think they have?



From the Canva image database. Access: December 2024.

2. Watch the [video](#) below. The children talk about their parents' job.

a) What jobs do they talk about? Check the boxes below.



- principal
- administrative assistant
- singer
- receptionist
- actress
- driver
- city council member
- teacher
- architect
- salesperson

From the [HiHo Kids Channel](#). Access: December 2024.

3. Watch the [video](#) again. Write the job next to the name.

Name	Job
Alissa	
Cynthia	
Luis	
Jed	

4. Match the jobs with their descriptions.

- 1. TikTokker _____ Saves people every day.
- 2. Doctor _____ Gets money for making videos.
- 3. City council member _____ Works with buildings to check if they are safe.
- 4. Lawyer _____ Helps people with the law and talks for them in court.
- 5. Architect _____ Makes laws and decides how to use the city's money.
- 6. Principal _____ Directs a school and makes school decisions.



CLASS DISCUSSION

1. What skills are important for these jobs?
2. Which job is the most stressful? Why?
3. How can people deal with stress from work?

PEER WORK

a) Listen to each word below on the [dictionary](#) and say each word out loud. Then, underline the stressed syllable.



b) Look at the phonetic transcriptions of the words below. Which symbol represents the stressed syllable? _____

Doctor → /ˈdɒk.tər/

Architect → /ˈɑː.kɪ.tekt/

Lawyer → /ˈlɔː.ə/

Principal → /ˈprɪn.sə.pəl/

c) Complete the sentences below with information from your classmates. Then, take turns reading the sentences to each other.

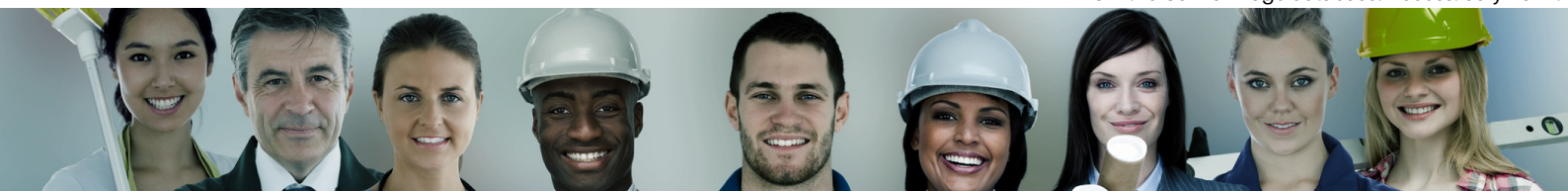
This is _____
 She/He is a _____
 She/He works with _____

◆ **Example:**

This is Gabriel. He is an architect. He works with buildings.



Search for new words.



Meet and Mingle

1. What questions can people ask when they meet for the first time?

- salary job name city
 age weight sexual orientation



CLASS DISCUSSION What's the importance of introducing yourself and someone you know in real-life situations, such as meetings, classes or social events?

2. Listen and read the dialogue. What's Melissa's job?

Emma: Hey, everyone, this is Melissa. She's a friend from my yoga class.

John: Hi Melissa, nice to meet you. I'm John. Make yourself at home!

Melissa: Oh, thanks, John. Nice to meet you, too.

Mark: Hey, I'm Mark. Uh... Sorry, what's your name again?

Melissa: It's OK. My name's Melissa, but you can call me Mel.

Jill: Hey, welcome! So, where are you from, Mel?

Melissa: Uh... I'm from Rio de Janeiro. And you?

Jill: Oh, Rio is a beautiful city, I love it! I'm from Tennessee, but I live and work in New York.

Melissa: Oh, nice! What's your job?

Jill: Well, I'm a graphic designer. How about you?

Melissa: That's interesting! I'm a psychologist and I'm a teacher too.

Jill: Wow, cool! But... How old are you?

Melissa: I'm 31.

John: Hey guys, let's get more drinks?

Jill and Melissa: Yes...



EVERYDAY CONVERSATION

"Make yourself at home" is a friendly way to say "You are welcome here!". If you say it to a guest, you want them to relax and be comfortable.



b) Underline the questions to find out more about Melissa and the answers to them.



Plan and share!

1. How would you introduce yourself?

What questions would you ask for a person you are meeting for the first time?

From the Carva image database.
Access: December 2024.



PAIR WORK Take turns introducing yourself.
Ask and answer simple questions about your partner.

◆ **Example:**

A Hi, how are you? My name is Ana.

B Hey, Ana! Nice to meet you! Are you from BH?

A No, I'm not. I'm from Ipatinga.



Evaluate

1. What was the experience like?

1 2 3 4 5

2. How confident were you with your pronunciation?

3. How nervous were you?

4. What do you think could be improved? Why?



One more time!

GROUP WORK Join another pair to form a group of four students.
Introduce yourself and your partner to the new group.

◆ **Example:**

A Hi, I'm Ana. This is my friend, João. He's from Salvador.

B Hey, guys! Nice to meet you! Are you students?

A Yes, I am. He's a mechanic.



From the Carva image database.
Access: December 2024.



Reflecting on my performance...

1. After following the proposed steps, I learned to:

2. I also learned to use the following expressions that can help me speak more efficiently:

3. What I think about my learning after following the proposed steps is:

- I am confident that I can introduce myself, say my name, age and job title in English again. I can do the same for someone I know.

 - I'm not so confident that I can introduce myself, say my name, age and job title in English again. I'm not sure I can do the same for someone I know.

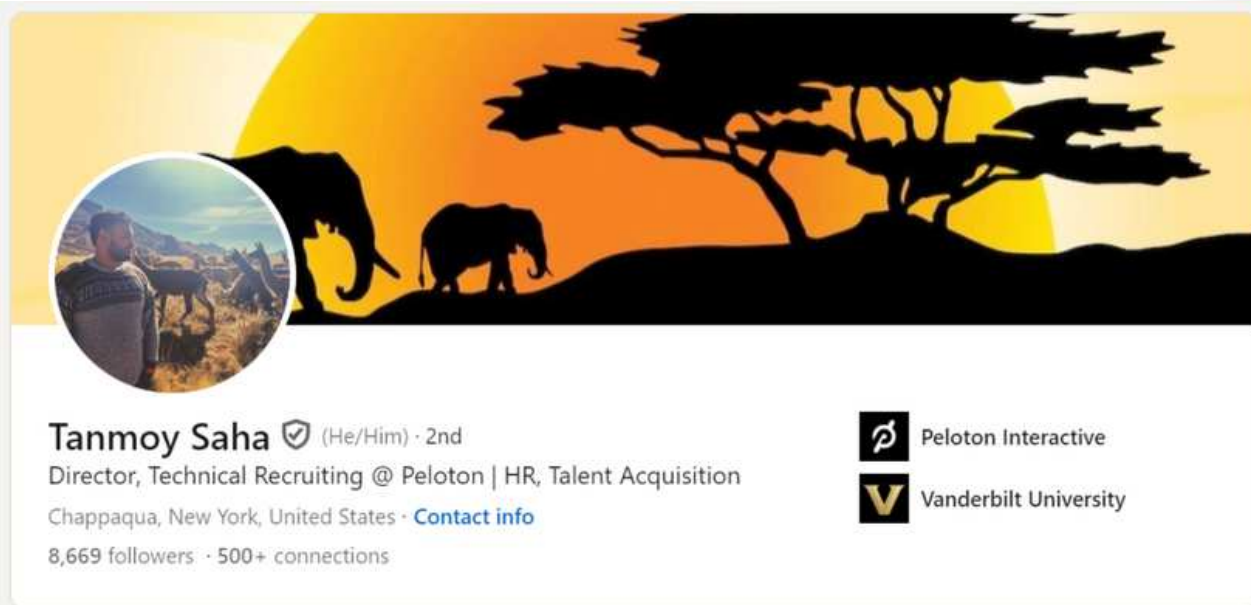
 - I'm still not clear on how I can introduce myself in English and do the same for someone I know.
-


Notes



Your LinkedIn Bio

Analyze it

1. Look at the LinkedIn profiles below.



Tanmoy Saha  (He/Him) · 2nd
 Director, Technical Recruiting @ Peloton | HR, Talent Acquisition
 Chappaqua, New York, United States · [Contact info](#)
 8,669 followers · 500+ connections

 Peloton Interactive
 Vanderbilt University

About

I love to read and travel. I volunteer regularly and am passionate about social good and technology.



Desiree Thompson  · 3rd
 Talent Acquisition Specialist, Recruiting, Human Resources
 Little Rock Metropolitan Area · [Contact info](#)
 1,835 followers · 500+ connections

 Acxiom
 Liberty University

About

I am able to communicate with people from all walks of life that all have one thing in common, they NEED A JOB.

Adapted from [LinkedIn article](#). Access: December 2024.

PAIR WORK Discuss these questions:

- What do you notice about the profile photos? Are they clear and professional?
- How is the text organized? What information is there?
- What do you like or dislike about the profiles?

Building a good bio

From ChatGPT. Access: July 2024.



1. Profile photo

- Choose a photo in which you look professional and friendly.
- Use good light and a clear background.

2. Cover photo

- Choose an image that represents your career or personal interests.

3. Bio text

- Write 2-3 sentences about yourself.

◆ Example:

I am Maria Santos (name).

I am a software developer at TechCorp (job/company).

I enjoy coding and solving problems (skills/hobbies).

4. Check your writing



Search for new words.



DeepL

Translate ideas.



ProWritingAid

Check for grammatical errors.

Your first impression

1. Write a short LinkedIn bio. Use the questions below to help you:

- What is your **name**?
- Where are you **from**?
- What do you do for **work** or **study**?
- What are your **skills** or **hobbies**?

PAIR WORK Read your partner's bio and give feedback:

- Is the bio easy to understand?
- Does it make a good impression?

Help each other to edit and improve your bios. Choose a profile and a cover photo.

Share it!

1. Present your final LinkedIn bio to the class.



CLASS DISCUSSION

- What is strong about each bio?
- What could be improved?

What I think about my learning after this unit is:

✓ I can do it.

? I'm not sure

- Recognize common greetings and apply them to start conversations
- Identify and correctly use common professions in English
- Ask and say personal information
- Introduce yourself and someone else
- Plan and write a LinkedIn biography

Notes

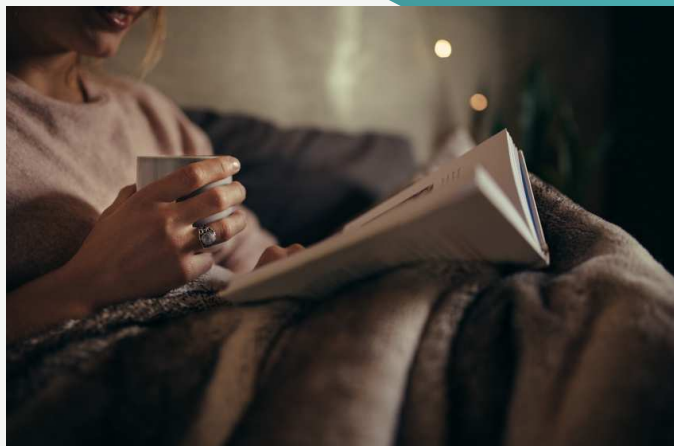
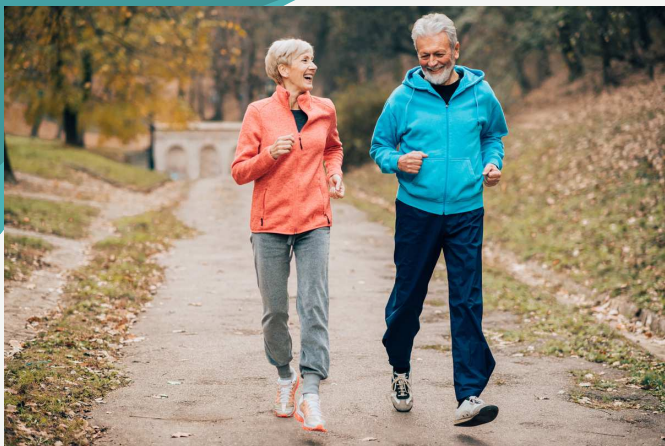
UNIT 2

Simple Habits, Healthy Life

UNIT AIMS

At the end of this unit, you will be able to:

- Use the present simple to describe habits and routines in affirmative, negative, and interrogative forms.
- Talk about daily habits and discuss ways to manage stress.
- Identify and apply common vocabulary related to daily routines, especially the morning routine.
- Plan, write and create an infographic about healthy habits in the routine.



From the Canva image database. Access: December 2024.

Look at the pictures. What time of day is it?

“The greatest wealth is health.”

Virgil

Boost Your Day!

1. Look at the infographic below. What is it about?

2. Match the words below to the icons in the picture.

- sleep connect exercise routine hobby
 say "No" outdoors relax healthy food positives

10 Self-care tips to boost your mental health



From the [Sprint Medical blog post](https://www.sprintmedical.in/blog/post/self-care-tips-to-boost-your-mental-health). Access: January 2025.

3. Fill in the blanks with the correct words from Activity 2.

- a) My favorite _____ is painting.
- b) Running is a good form of _____.
- c) I need to _____ after a long day.
- d) I always follow my _____.
- e) It is important to eat _____ every day.
- f) I _____ 8 hours every night to feel good.

PEER WORK Read the blog post. How many hours should you sleep?

What can you do to relax?

Then, match each tip in the infographic with the correct explanation.

The importance of self-care for mental health

Stress and anxiety are very common and self-care can help to reduce the symptoms.

Here are 10 self-care tips that can impact your mental health positively:

1. Take up a hobby

Activities like painting, cooking, or playing music can help you relax.

2. Create a routine

Plan your day. A routine helps you stay organized, so you don't feel very stressed.

3. Eat healthy food

Good food gives you energy and keeps you strong.

4. Take time to relax

Do relaxing activities like breathing, meditation, or yoga. Relaxation reduces stress.

5. Spend time outdoors

Walk in your neighborhood or go to a park. Nature helps you feel calm.

6. Focus on the positives

Think about good things in your life. Positive thoughts make you feel good.

7. Get enough sleep

Sleep 7 to 8 hours every night. Sleep helps your mind and body work well.

8. Say "No"

Do not say "yes" to many things. Saying "no" helps you balance work and life.

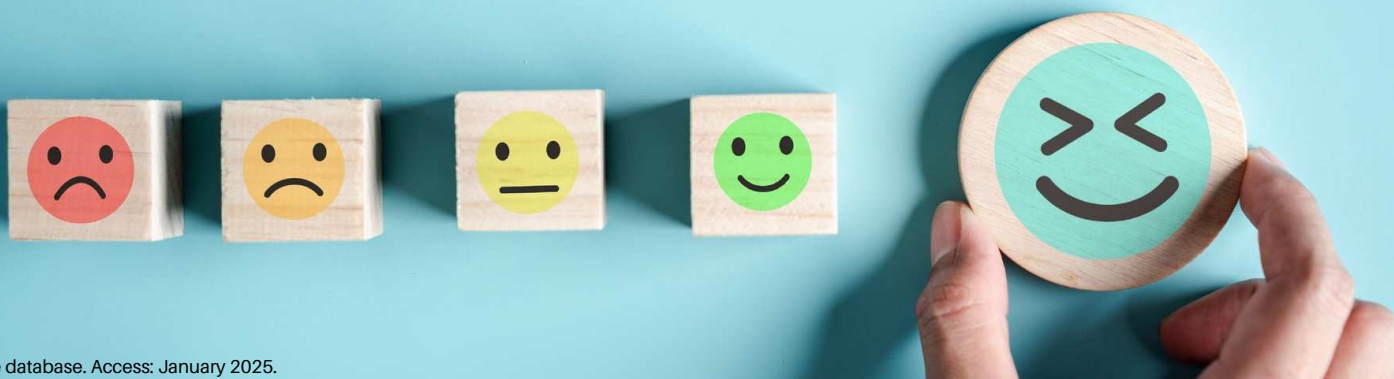
9. Exercise regularly

Run, dance or play with your dog. Exercise makes you happy and healthy.

10. Connect with others

Talk to your family and friends. Good relationships make you feel better.

Adapted from the [Sprint Medical blog post](#). Access: January 2025.



4. Answer the questions below.

- a) How many hours do you have to sleep every night? _____
- b) List two activities that help you relax: _____
- c) Why is it important to eat healthy food? _____
- d) What do you feel when you spend time outdoors? _____



CLASS DISCUSSION

What can happen if someone doesn't follow these habits?

Exploring the language

1. Look at the sentences from the text. How are they different?

What do you notice about the underlined verbs?

- Hobbies help you relax.
- Good food gives you energy
- Nature helps you feel calm.
- You don't feel very stressed with a routine.
- Do not say "yes" to many things.

2. Read the sentences below. What do you notice about the verbs?

SIMPLE PRESENT OF OTHER VERBS			
Affirmative	Negative	Questions	Short answers
I eat healthy foods during the week.	She doesn't get enough sleep every night.	Do you exercise regularly?	Yes, I do . No, I don't .
He spends time in nature in the mornings.	We don't have a hobby.	Does she take time to relax after work?	Yes, she does . No, she doesn't .

- a) These sentences are about the **past / present / future**.
- b) These sentences are talking about **habits and routines / plans**.
- c) For he and she, we add an "s" to the verb in **negative / affirmative** sentences.
- d) The verbs don't change for _____, you, we, and they.
- e) In negative sentences, we use **don't** for I, you, we, and they and _____ for he and she.
- f) In questions, we use **Do** for I, you, we, and they and **Does** for _____ and she.

3. Rewrite the sentences below using **he** or **she**.

- a) I get enough sleep every night. → *She gets enough sleep every night.*
- b) I take time to relax on weekends. →
- c) We connect with family on Sundays. →
- d) You like to exercise regularly. →
- e) I always focus on the positives. →
- f) You need to eat healthy foods more. →
- g) They take up a new hobby every year. →

4. Practice with the **Quizlet** activity.



Simple Present Tense Practice Test Questions
 Explore Quizlet's library of 10 Simple Present Tense Practice practice questions made to help you get...
 Quizlet

5. Create a self-care checklist using habits from the infographic. Add your own ideas.

self-care CHECKLIST

- ♡ *I eat healthy foods.* _____
- ♡ _____
- ♡ _____
- ♡ _____
- ♡ _____



From [Franklin Fitch website](#). Access: January 2025.

PAIR WORK Interview your partner. Check the activities they do.

◆ **Example:**

- A *Do you eat healthy foods?*
- B *Yes, I do. What about you?*
- A *Me, too. It's very important for me. And do you...?*

6. Tell the class about your partner's habits.
Which habit do most students have in common?

◆ **Example:**

- A *Marcos eats healthy foods every day, but he doesn't have a routine.*

Stress Less, Live Better

1. Look at the picture. How does the woman feel?



CLASS DISCUSSION

- Do you know the word "burnout"? What do you think it means?
- Do you think routines can help reduce stress? Why or why not?
- What do you do to relax after a busy day?

2. Watch the first part of the [video](#) about the stress cycle (to 00:39).

a) Why does the stress response exist?

b) What are the things that really cause stress?



3. Watch the second part of the [video](#) (00:40-02:02).

a) How many ways do Emily and Amelia suggest to deal with stress? What are they?



4. Match the things in the box below with their examples.

- Move
- Hug
- Sleep

-----: A good night's sleep.

-----: Any physical activity like running or a zumba class.

-----: Find someone you love and trust enough to do it for 20 seconds.



CLASS DISCUSSION

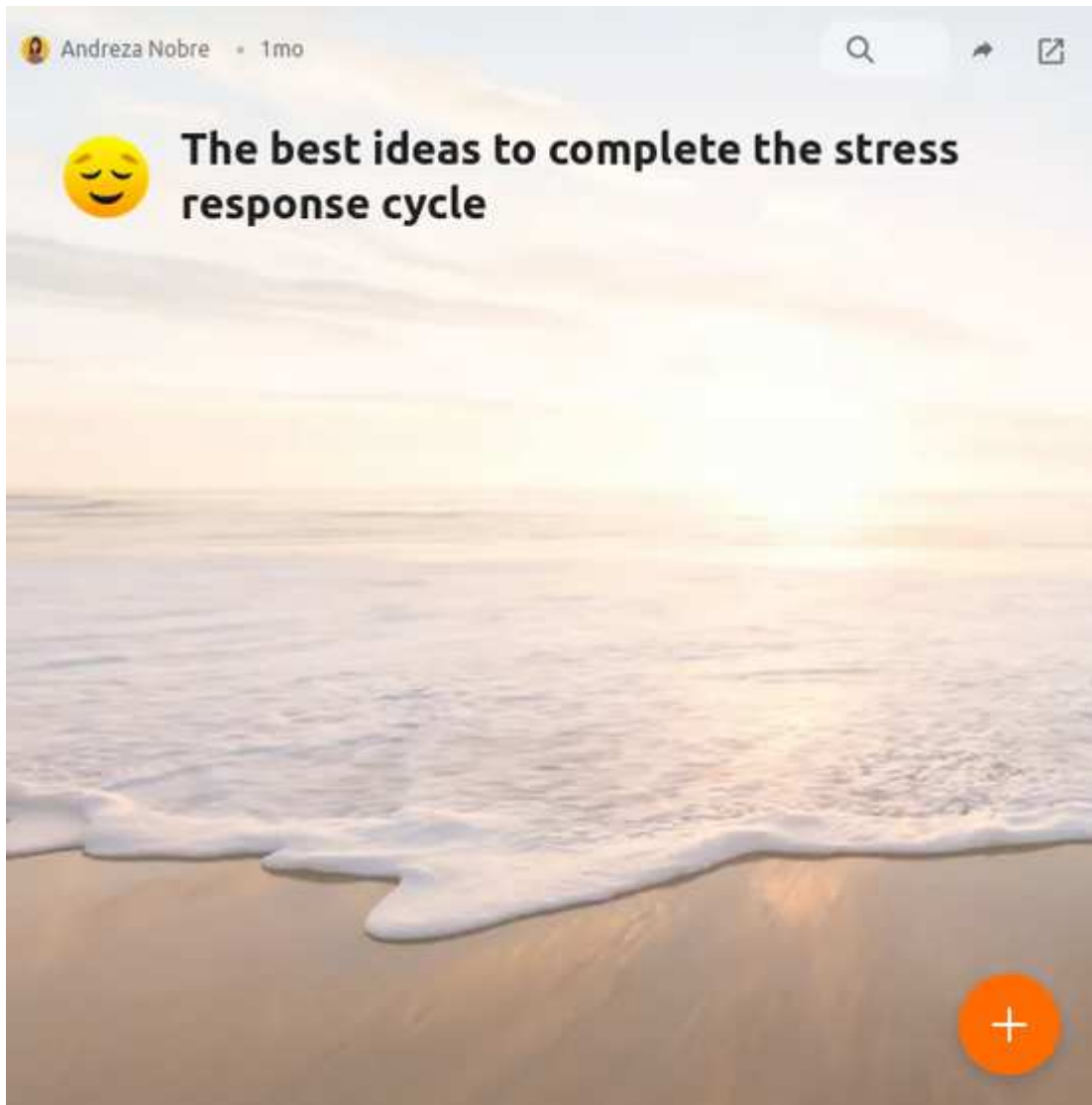
Emily and Amelia don't mention the benefit of a good night's sleep. Why is sleep important?

5. According to Emily and Amelia, stress response cycle is a biological process in our bodies. Complete the table below with true information for you.

The things that cause my stress are	The things I can do to complete the stress response cycle are

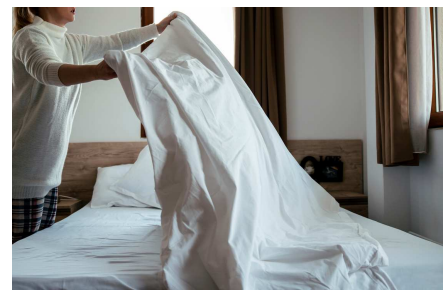
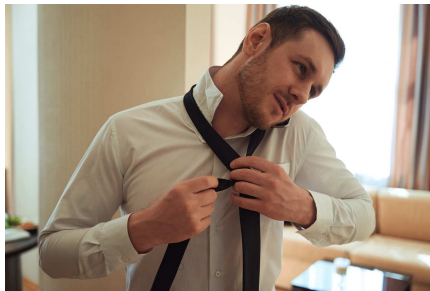
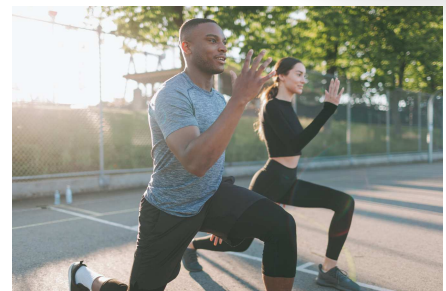
GROUP WORK Shares one thing that causes your stress. Your partners suggest a solution.

6. Choose one thing from your list that people can do to complete the stress response. Share it with the class on the padlet.



Your secret to a healthy morning routine

1. Look at the pictures. What do you think most people do in their morning routines?



From the Canva image database. Access: January 2025.

2. Watch the [video](#) below. Complete the sentences.



From the [Kate Horan Channel](#). Access: January 2025.

- She likes to _____ around 6 or 7.
- After that, she _____ her book for 15 minutes.
- Then, she _____ the bed, _____ dressed, _____ her teeth.
- She often cooks her _____ at home.
- Finally, she gets _____ for her work day.



CLASS DISCUSSION Which of these actions are part of your morning routine? Which ones would you like to try?



Plan and share!

Listen and read. What do you notice about the underlined letters in the words?

Practice the pronunciation.

- Wake up
- Get edressed
- Cook obreakfast
- Do makeup
- Read a book
- Brush sh my teeth
- Get e ready for work
- Do yoga
- Make a the bed
- Move o my body
- Do a skincare a routine
- Go for a walk

PAIR WORK Choose 3-5 activities from the list. Then create a sequence of sentences about your morning routine. Use the [Dictionary](#) and the [Translator](#) to help you.

From the Canva image database. Access: January 2025.



PAIR WORK Take turns sharing your work. Use the [Grammar Checker](#) to check your work and make it better.

◆ **Example:**

A This is my morning routine. I wake up early, then I make the bed... How about you?

★ ★ ★ Evaluate

1. What was the experience like?
2. How confident were you with your pronunciation?
3. How nervous were you?
4. What do you think could be improved? How?

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



One more time!

GROUP WORK Present the ideal morning routine for staying healthy.

Vote for the routine you consider healthiest and explain why.

◆ **Example:**

A Hi, guys. This is our plan for the ideal morning routine for staying healthy.



From the Canva image database. Access: January 2025.



Reflecting on my performance...

1. After following the proposed steps, I learned to:

2. I also learned to use the following expressions that can help me speak more efficiently:

3. What I think about my learning after following the proposed steps is:

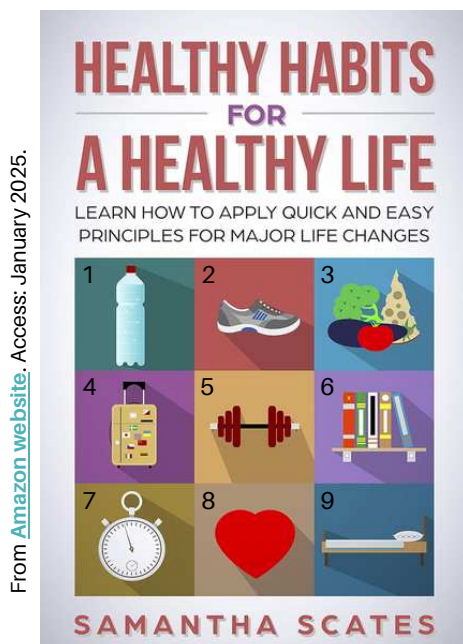
- I am confident that I can identify common vocabulary related to daily routines and talk about morning routines using simple present again.
- I'm not so confident that I can identify common vocabulary related to daily routines and talk about morning routines using simple present again.
- I'm still not clear on how I can identify common vocabulary related to daily routines and talk about morning routines using simple present.

Notes

My Guide to a Healthy Routine

Analyze it

1. Look at the book cover. Number the habits in the images.



- 6 Read books
- Drink water
- Exercise
- Sleep routine
- Eat healthy food (fruits and vegetables)
- Self-care
- Travel
- Time management



CLASS DISCUSSION How do these habits contribute to a healthy lifestyle? Are they easy to develop?

Your ideal routine

PAIR WORK Brainstorm daily habits for the categories below. Then, write a short paragraph about your ideal daily routine to have a healthy life.

Include habits from your list.



Physical health

Drink water



Mental health

Reading



Productivity

Time management

◆ **Example:**

Every morning, I wake up at 6 a.m. and drink water. Then, I do yoga for 20 minutes. After, I write and plan my tasks for the day. In the evening, I go for a walk and read a book before bed.

Exchange your paragraphs with your partner. Read your partner's paragraph and:

- Underline any grammar mistakes;
- Underline where they could add more detail;
- Give them suggestions on how to improve their routine or make it more realistic.

GROUP WORK Take turns describing your routines and habits.

Brainstorm and design an infographic called "7-day Healthy Habits Plan" using [Canva](#).

Your plan should include:

- At least one habit for physical health, mental health, and productivity each day.
- A schedule for when and how to practice these habits.
- A motivational quote or tips for staying consistent.

Go to [Pinterest](#) for ideas.

 **Share it!**

1. Present your final work to the class. Vote on the most practical and impactful plan.



CLASS DISCUSSION Create a personal pros and cons table:

Healthy habits I'd like to adopt	Habits I struggle with

What I think about my learning after this unit is:

✓ I can do it. ? I'm not sure

- Use the present simple to describe habits and routines in affirmative, negative, and interrogative forms.
- Talk about daily habits and discuss ways to manage stress.
- Identify and apply common vocabulary related to daily routines, especially the morning routine.
- Plan, write and create an infographic about healthy habits in the routine.

Notes

UNIT 1

Teacher's guide

UNIT AIMS

With this unit, you aim to give your students the chance to:

- Develop their ability to use common greetings to start conversations.
- Practice asking and answering questions related to personal information.
- Expand their vocabulary related to common professions in English.
- Gain confidence in introducing themselves and others in different contexts.

INTRODUCE THE TOPIC

Give students a few minutes to observe the pictures.

Then, ask questions to elicit answers about the situation presented:

“Where are the people?”; “What are they doing?”; “What do people usually say when they introduce themselves?”; “Have you ever had to introduce yourself in English?”.

Read the quote aloud. Clarify any new vocabulary they may not understand. Then, ask if they agree or not: *“What is the importance of a good first impression?”; “Do you think the women are making a good first impression, why?”; “What do you usually consider when you want to make a good first impression?”; “In what situations is it important to make a good first impression?”.*

Encourage students to research the author of the phrase after class. They can briefly share what they know and/or have discovered about him at the beginning of the next lesson.

Read the UNIT AIMS aloud. Explain what is expected from the students at the end of the unit. Clarify any new vocabulary they may not understand.

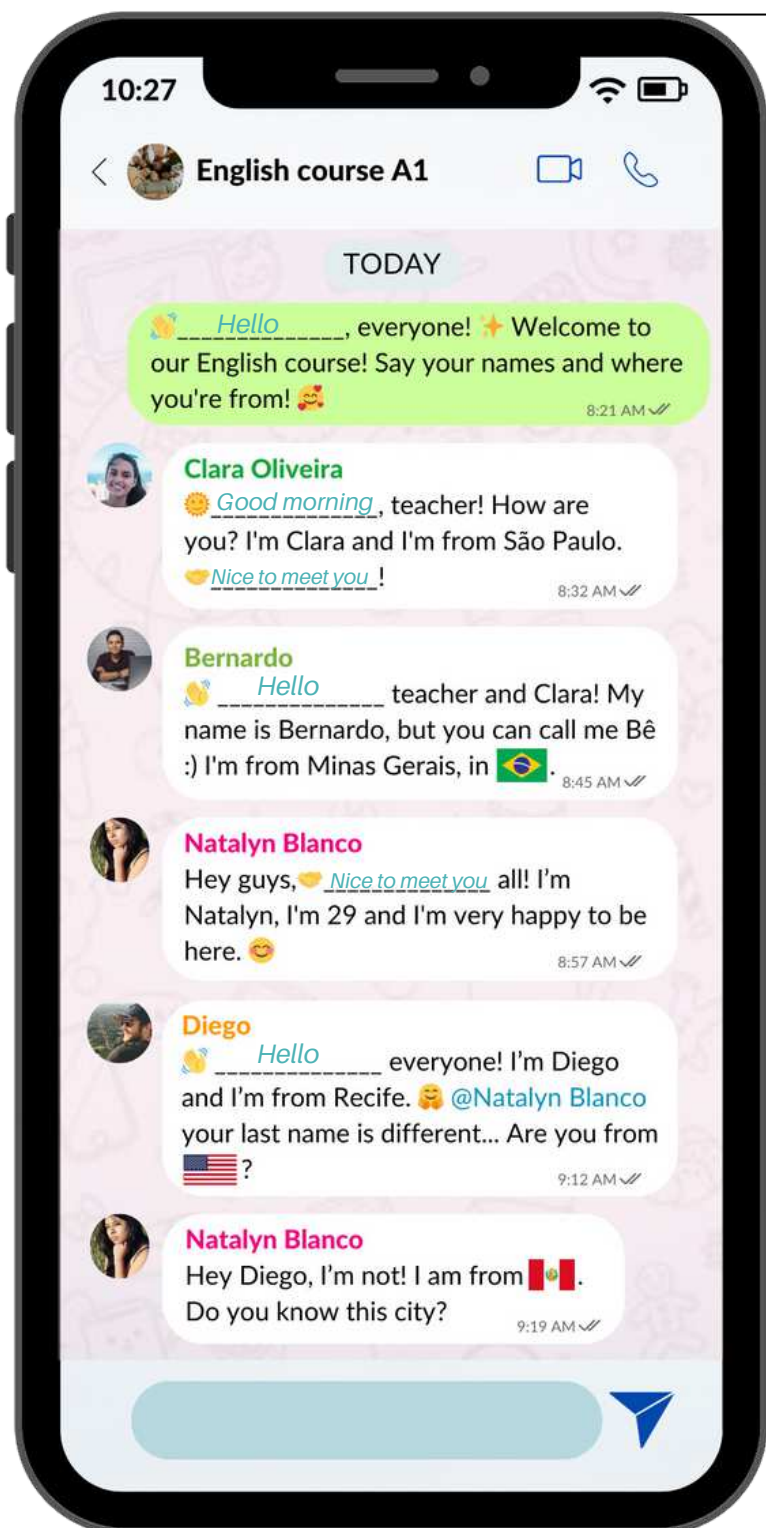
Start the Conversation

1. Ask the students: "Do you know what an emoji is?"; "What is their function in a conversation?"; "Do you use emojis in everyday life?"

- a. ☀️ **b** Nice to meet you
- b. 🍷 **c** Hello
- c. 🙌 **a** Good morning

Say the phrases aloud, students repeat after you. Explain any new words if needed. Then, ask them to match the phrases to the emojis. After, ask them to find the emojis in the conversation and write the sentences they represent next to each one.

2. Have students look at the picture. Call out the title of the group. Ask them what the situation is and if they ever joined a group chat for a course or a project. Then, set the goal for the reading task by reading the instruction and make sure students understand the information they need to find. Give them time to read it individually and then answer the question.



3. Read the information on the chart aloud and make sure the students understand the questions. Ask them to read the conversation again and write an "X" in the correct column. Check the answers with the class.

Who is...	Clara	Bê	Natalyn	Diego
29 years old?			X	
from São Paulo?	X			
Mineiro?		X		
from Recife?				X

CLASS DISCUSSION

Raise awareness of cultural differences in greetings and self-introductions. Show students how names are presented in the dialogue (e.g., "My name is Bernardo, but you can call me Bê"). Discuss: "Do people in Brazil often offer nicknames when introducing themselves?"

GROUP WORK Model the conversation with a volunteer. As students do the role play, circulate to listen for errors and good use of language. Encourage them to use the expressions from the box.

You could suggest that they create a whatsapp group after class and introduce themselves using the conversation as inspiration.

From the Canva image database. Access: July 2024.

4. Ask students if they can associate the words below with words in Portuguese to guess their translations. Then, say the translation for the words they can't figure out. Ask them which words in the box are cities, states and countries. After, ask them to write the words from the box in the right column.

City

- *São Paulo*
- *Recife*

State

- *São Paulo*
- *Minas Gerais*

Country

- *Brazil*
- *USA*

Learning fluent pronunciation: contractions

1. Tell students that contractions are common in spoken language and that they sound different from the non-contracted form. That's why it is important to learn how to pronounce them. Then, play the audio and pause after each one, so students can repeat both forms. Ask them how are the forms different.

2. Tell the students that they are going to hear two different people speaking the sentences below. One of them will pronounce the sentence using contractions and the other will not. They should identify and mark which person uses the contraction (A or B).

a. Hi, I'm Carlos.



d. No, I'm not.



b. I'm from Belo Horizonte.



e. She's an English student.



c. Wow! You're from Rio!.



Exploring the language

1. Ask the students to read the WhatsApp chat again. Then ask them to highlight three sentences that mention where people are from. Ask them to share them with the class. Write them on the board. Then, guide them to discuss what these sentences have in common: "Which words are repeated?"; "In what order do they appear?"

2. Read the sentences aloud and the students repeat them after you. Then ask the students to compare them. Ask them "What information is shared?". Get them to identify which sentences are affirmative, negative and interrogative. Ask "What do you notice about the structure of each sentence?" *Name, city, state, age and country.*

- I'm Clara and I'm from São Paulo. +
- My name is Bernardo. +
- I'm Natalyn. I'm 29 years old. +
- I'm Diego and I'm from Recife. +
- Are you from USA? ?
- I'm not from the USA! I am from Peru. - & +

GROUP WORK Divide the students into small groups. Ask them to fill in the table with the missing forms. After completing the table, ask the students to work together to fill in the rules for the affirmative, negative and interrogative forms. Go around the groups to monitor their progress and provide help when and if necessary. When the groups have finished, check their answers with the class, point out any correct answers and clarify any mistakes.

SIMPLE PRESENT OF BE (AM, IS, ARE)				
Subject	Affirmative	Negative	Questions	Short answers
I	I am	I <u>am</u> not	Am I ... ?	Yes, I am . / No, I'm not .
You	You are	<i>You are not</i>	<i>Are you ... ?</i>	<i>Yes, you are.</i> / <i>No you're not.</i>
He/She	<i>He/She is</i>	<i>He/She is not</i>	<i>Is he/she ... ?</i>	<i>Yes, he/she is.</i> / <i>No, he/she's not.</i>

- a) For affirmatives (+) say "I am", "You are", and "He/She is".
 b) For negatives (+) add not after 'am', 'are' or 'is'.
 c) For questions (?) say "Am I...?", "Are you...?", "Is he...?".
 d) For affirmative answers (+), say "Yes, I am." and "Yes, you are."
 e) For negative answers (-), say "No, I am not." and "No, she is not."

3. Tell the students that they will reinforce what they have learned using the "Find the match" and the "Quiz" activities. Open the activities before they start and show them how to do it. Make sure they understand. Encourage them to write their names on the leaderboard at the end. This can create a good opportunity for them to monitor their performance.

Find the match:

I am

You are

He/She is

Quiz:

1. Hi, I **am/m** Mariana!

2. Hello, Mariana! My name **is/s**

Gustavo. Nice to meet you!

3. **Are** you Spanish, Gustavo?

4. No. I **am/m** from Brazil.

5. Oh, cool. **Are** you from São Paulo?

6. No. I **am/m** from Minas Gerais.

7. Oh, OK... **Is** Minas Gerais near São Paulo?

8. Well, yeah, it **is**. The two states are next to each other.

9. **Are** you a student?

10. Yes. I **am**.

4. Tell the students that they are going to practice building sentences using the grammar and vocabulary they have learned to reinforce their understanding. Draw their attention to the list of words and tell them that they are categorized by color: green for subject pronouns, orange for verb to be and blue for places. Instruct the students to form three different sentences using one word from each color group. Ask them to give an example and confirm that it's correct. Clarify if it's wrong. Then give the students time to complete the activity. Offer help if necessary. After the students have finished the activity, ask them to share their sentences with the class or in pairs, checking the correct use of the verb "to be".

Some possible answers are:

I AM FROM RIO DE JANEIRO. / FROM CHINA.

I AM NOT FROM CHINA / FROM RIO DE JANEIRO.

ARE YOU FROM BRAZIL?

SHE IS NOT FROM CHINA. / FROM RIO DE JANEIRO.

SHE IS FROM RIO DE JANEIRO. /

FROM CHINA.

IS SHE FROM BRAZIL?

5. Tell the students that they are going to write true sentences about themselves using the verb “to be” and the words provided. Draw their attention to the example given. Make sure they understand what they have to do and give them time to complete the activity. Encourage them to share their sentences with the class.

Some possible answers are: *I am/'m not Alessandra.*

I am/'m a student. *I am/'m from Brazil.*

I am/'m not American.

PAIR WORK Tell the students that they are going to practice introducing themselves to each other and asking about their partner's information using contractions. Model the activity with a stronger student following the example. Then put the students into pairs and ask them to do the activity. Go around the class to make sure they use the verb “to be” in its contracted form.

◆ **Example:**

A Hi, how are you? I'm Flávio.

B Hey, Flávio! Nice to meet you! Are you from BH?

A No, I'm not. I'm from Ipatinga.



What do you do?

1. Write the word “job” on the board and ask the students if they know what it means. Then clarify the meaning and ask them if they can name any jobs in English. Then draw their attention to the two photos of the woman and the man. Ask them to describe their appearance and the scene. Ask: “What jobs do you think they have?”. Some possible answers are: designer, architect, lawyer, teacher or businessman. Consider any answer as a possibility.

2. Tell the students that they are going to watch a video showing children introducing their parents to their friends and talking about their jobs. Tell them that they will watch the video first just to identify which jobs they are talking about. Read aloud the list of job words next to the video and the students repeat after you. Explain any unfamiliar words. Play the video and ask the students to check the boxes next to the jobs they hear. Check the answers as a class. Ask “What job is not in the list?”; “What do you think about this job?”



- principal
- administrative assistant
- singer
- receptionist
- actress
- driver
- city council member
- teacher
- architect
- salesperson

From the [HiHo Kids Channel](#). Access: December 2024.

3. Tell the students that they will watch the video again to identify more details. This time, students should write the job title next to each person's name as they hear it. After the video, check the answers and ask the students how they associated the jobs with the names based on what they heard.

Name	Job
Alissa	<i>TikToker</i>
Cynthia	<i>City council member</i>
Luis	<i>Architect</i>
Jed	<i>Principal</i>

4. Ask the students to associate each work with its correct description. Tell them that they can watch the video again to do this and that they can do the activity in pairs if they prefer. Check the answers as a class, asking the students which words from the descriptions helped them find the answers. Lead the **CLASS DISCUSSION**, eliciting ideas about the responsibilities and tasks associated with each job.

- | | | |
|------------------------|------------------|--|
| 1. TikToker | ___ <u>2</u> ___ | Saves people every day. |
| 2. Doctor | ___ <u>1</u> ___ | Gets money for making videos. |
| 3. City council member | ___ <u>5</u> ___ | Works with buildings to check if they are safe. |
| 4. Lawyer | ___ <u>4</u> ___ | Helps people with the law and talks for them in court. |
| 5. Architect | ___ <u>3</u> ___ | Makes laws and decides how to use the city's money. |
| 6. Principal | ___ <u>6</u> ___ | Directs a school and makes school decisions. |



CLASS DISCUSSION

Facilitate a class discussion about the questions. You can suggest that students think about specific skills, such as communication, problem-solving or technical skills, that are essential for the jobs mentioned and how they relate to their jobs. Also, suggest that they think about different types of stress in different careers, such as deadlines, pressure from clients, etc. Ask them to share strategies for managing stress and allow them to express their ideas and opinions. Ask follow-up questions if necessary.

PEER WORK

a) Tell students that a stressed syllable is the part of a word that is pronounced with most energy. Write some examples on the board, such as “teacher” and “student”. Say the words out loud and ask the students to identify which part of the word you are pronouncing with more emphasis. Then underline them. Next, ask students to access the Cambridge Dictionary to look up the words given and play their audio. Help them to use the dictionary properly to do this. Ask students to practice pronouncing the words out loud and then underline the stressed syllable of each word. Circulate among the groups to listen to the students' pronunciation and give feedback if necessary.

Doctor

Lawyer

Architect

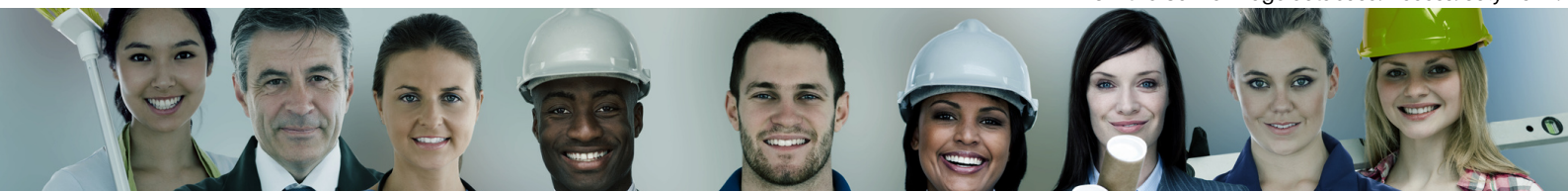
Principal

b) Ask them to identify the symbol that represents the stressed syllable in the phonetic transcription. Check the answer as a class and clarify any phonetic symbols that catch the students' attention.

Which symbol represents the stressed syllable? _____

c) Draw students' attention to the sentences with blank spaces. Tell them that these sentences are useful for introducing someone you know. Draw their attention to the example given and ask them to ask each other questions to complete the sentences with their information, following the example. Tell them they can use the dictionary to look up words they want to use. Tell them that once they have completed the sentences, they will take turns reading them out to their classmates. You can ask some students to share some of the sentences they have created with the class.

From the Canva image database. Access: July 2024.



Meet and Mingle

1. Ask the students to discuss whether the topics on the list are generally acceptable to ask about when meeting someone for the first time and why. Allow them to share their opinions. Encourage them to think of situations in which all the topics would be acceptable. Then ask them to mark the options they think that are appropriate.

Answers can vary.



CLASS DISCUSSION Ask students to brainstorm situations in which they feel they need to introduce themselves and other people. Ask them to say why first impressions are important and what makes a presentation effective.

2. Tell the students that they will listen to and read a real-life example of an English presentation. Read the question aloud (*"What's Melissa's job?"*) and tell them that they will need to pay attention to find out the answer. Play the audio and the students read the dialog. Ask them to share the answer. *Melissa is a graphic designer.*

Emma: Hey, everyone, this is Melissa.

She's a friend from my yoga class.

John: Hi Melissa, nice to meet you. I'm John.

Make yourself at home!

Melissa: Oh, thanks, John. Nice to meet you, too.

Mark: Hey, I'm Mark. Uh... Sorry, what's your name again?

Melissa: It's OK. My name's Melissa, but you can call me Mel.

Jill: Hey, welcome! So, where are you from, Mel?

Melissa: Uh... I'm from Rio de Janeiro. And you?

Jill: Oh, Rio is a beautiful city, I love it! I'm from Tennessee, but I live and work in New York.

Melissa: Oh, nice! What's your job?

Jill: Well, I'm a graphic designer. How about you?

Melissa: That's interesting! I'm a psychologist and I'm a teacher too.

Jill: Wow, cool! But... How old are you?

Melissa: I'm 31.

John: Hey guys, let's get more drinks?

Jill and Melissa: Yes...



EVERYDAY CONVERSATION

"Make yourself at home" is a friendly way to say "You are welcome here!".

If you say it to a guest, you want them to relax and be comfortable.



b) Ask students to read the conversation again and underline the questions that ask for information about Melissa and the corresponding answers.

Ask the students why these questions are useful in conversations.



Plan and share!

1. Tell the students that they are going to introduce themselves and ask questions to get to know each other better, but first they can prepare for this.

Ask the students: "How would you introduce yourself?", "What questions would you ask a person you're meeting for the first time?" and discuss common questions that can be asked when meeting someone for the first time.

Give them some time to plan what they are going to say based on the questions given.

Answers may vary.

What's your job?

Some possible answers are:

How old are you?

What's your name?

Where are you from?

PAIR WORK Tell the students that now it's time to practice their introductions.

Pair them up and encourage them to follow the example. Model a simple introduction with a stronger student.

Circulate to monitor mistakes, good use of the language and the degree of nervousness and confidence.



Evaluate

Ask the students to reflect on their speaking experience by answering the questions given. Tell them that number 5 is the highest level.

Ask them to write down what they think could be different and why.

Discuss with the class what they think could increase confidence and control nervousness when speaking.

Answers may vary.



One more time!

GROUP WORK Tell the students that they will have a new opportunity to practice.

Ask them to form groups of four by joining another pair. Tell them that each student should introduce themselves and their partner to the new group following the example. Encourage students to use contractions. Circulate among the groups to monitor mistakes, good use of the language and the degree of nervousness and confidence.

After the activity, ask them "What was different this time?"



Reflecting on my performance. . .

Ask students to complete the reflection questions to monitor their learning.

1. Ask the students to write down what they think they have improved in this lesson.

2. Ask the students to list useful phrases they have learned.

3. Ask students to mark the phrase that best reflects what they think about their performance.

Notes

Tell the students that this space is for you to give feedback on their performance.

Highlight student improvements and active participation.

Gently point out any errors in the introductions, such as incorrect use of the verb to be or pronunciation errors, and suggest the lessons they can revisit to reinforce the content. Suggest extra exercises if necessary.

End on a positive note with a motivational phrase to encourage their progress and confidence in speaking.

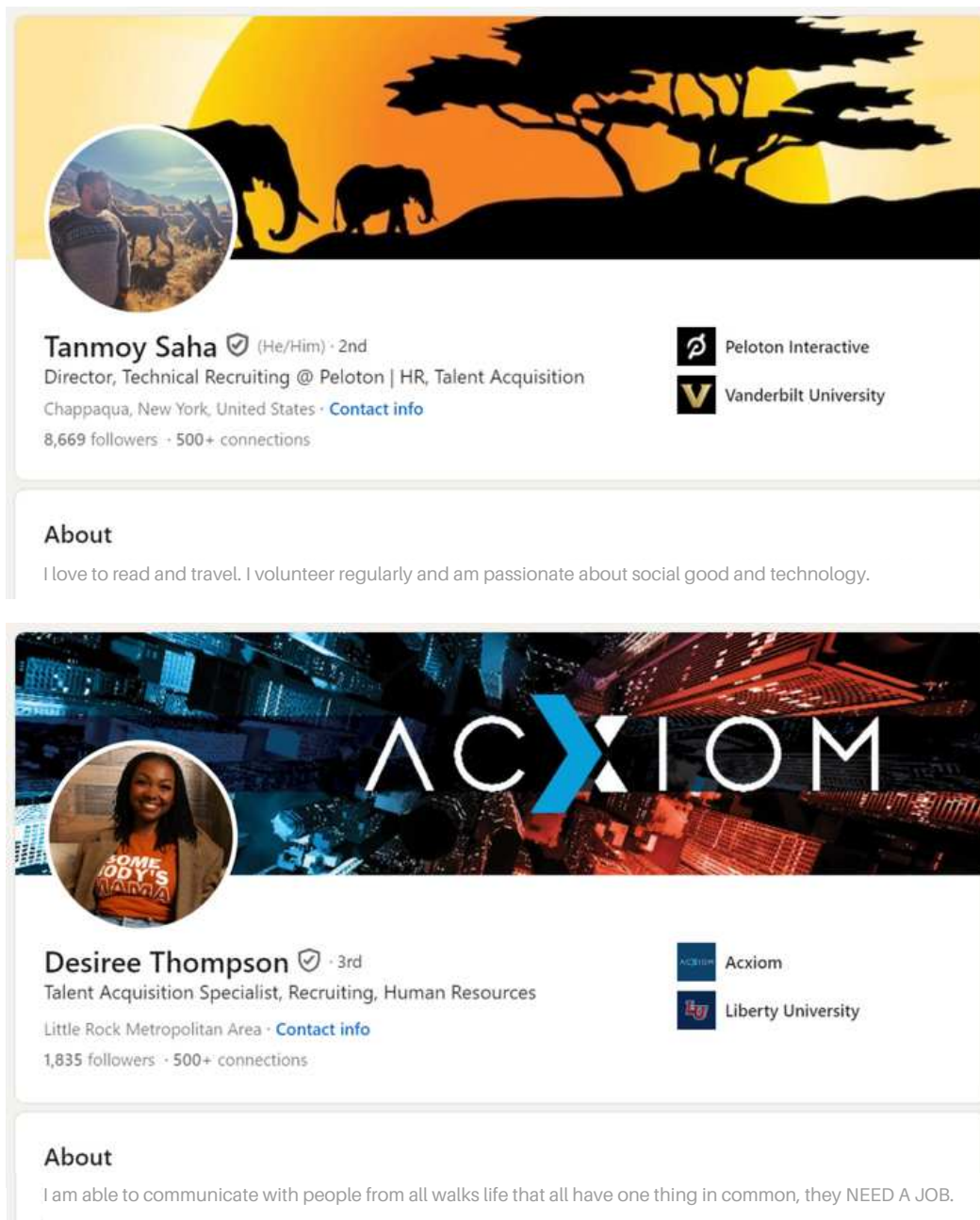
Your LinkedIn Bio

Analyze it

1. Ask students: "Do you know the LinkedIn website?", "Do you know what it's for?", "Have you ever created a profile there?". Allow them to share their knowledge and experience. Suggest that they go online to better understand what it's all about.

Tell students that they will understand the structure and main elements of a strong LinkedIn biography in order to create a similar one.

Draw their attention to the two examples and give them some time to observe all the elements.



Tanmoy Saha (He/Him) · 2nd
 Director, Technical Recruiting @ Peloton | HR, Talent Acquisition
 Chappaqua, New York, United States · [Contact info](#)
 8,669 followers · 500+ connections

About
 I love to read and travel. I volunteer regularly and am passionate about social good and technology.

Desiree Thompson (She/Her) · 3rd
 Talent Acquisition Specialist, Recruiting, Human Resources
 Little Rock Metropolitan Area · [Contact info](#)
 1,835 followers · 500+ connections

About
 I am able to communicate with people from all walks life that all have one thing in common, they NEED A JOB.

Adapted from [LinkedIn article](#). Access: December 2024.

PAIR WORK Ask them to analyze the profiles in pairs, discussing the questions given. Facilitate a class discussion in which students share their observations. Emphasize the importance of a professional and friendly profile picture, a well-organized biography and clear communication.

Building a good bio

Tell the students that the text will guide them in structuring their LinkedIn biography effectively.

Allow them to volunteer to read the text aloud. If they do, help them with pronunciation: throughout the reading, notice when they hesitate and wait a moment. If they pronounce the word correctly or close to it, just agree. If they hesitate and don't say anything, say the word out loud.

If there are no volunteers, read the text and guide them through each component.

After reading, tell them that the websites in item 4 are useful tools for editing and improving writing. Ask them to access the websites and show them how to use them appropriately.

Encourage them to brainstorm words, phrases and ideas for other elements they could use in their biography before writing.

Your first impression

1. Ask the students to answer the following questions as a guide to writing their own biography. Model the answers with your own information.

Then ask them to write their biographies using 2-3 short sentences. Give them some time to do this.

Let them know that you are available to offer any support they may need.

Answers will vary.

PAIR WORK Ask the students to choose a partner to exchange their biographies and give feedback based on the questions given.

Ask them to work together to improve their writing. Suggest that they use the tools in item 4 of the text to help them.

Ask them to help each other choose a profile picture and a cover photo.

Let them know that you are available to offer any support they may need.

Share it!

1. Ask the students to present their final version of their LinkedIn biography to the class.

After each presentation, ask them to provide positive feedback and suggestions for improvement (in that order) based on the questions asked in the **CLASS DISCUSSION** box.

Highlight the positive points of each one (picture, organization, creativity, clarity, coherence and cohesion).

What I think about my learning after this unit is:

Tell students that this page encourages them to reflect on their learning progress and identify areas for improvement.

Tell students that the skills listed below are the same as those listed on the unit's home page. Ask them to review them and mark: 'I can do it' - if they feel confident; 'I'm not sure' - if they feel they still need to practice.

Give them some time to reflect and complete the activity. Then ask them to share which skills they feel most confident in and which ones they need to improve.

Encourage them to share strategies that have helped them learn. Ask them to write down the strategies they find useful.

Answers may vary.

Notes

Provide constructive feedback based on students' self-assessment.

Suggest additional practice based on individual needs. You can recommend online tools, extra exercises or speaking practice activities to reinforce learning.

If many students feel unsure about a particular skill, review that lesson with additional practice (role-play, vocabulary/grammar review game, creating and practicing a short dialogue, reworking sentence structures, etc.).

UNIT 2

Teacher's guide

UNIT AIMS

With this unit, you aim to give your students the chance to:

- Develop their ability to use the present simple to describe habits and routines in affirmative, negative, and interrogative sentences.
- Engage in conversations about daily habits and strategies for managing stress.
- Expand their vocabulary related to daily routines, with a focus on morning routines.
- Foster creativity in writing and designing an infographic about healthy habits.

INTRODUCE THE TOPIC

Give students a few minutes to observe the pictures.

Then, ask the questions to elicit answers about the situation presented.

Write the following activities on the board: *exercise, dance, yoga, cook, read, meditation, sleep, eat*. Ask students which activities they see in the pictures.

Discuss students habits and routines: *"What do you do in the morning?", "How do you relax in the evening?", "Are your daily habits healthy?", "What habit would you like to add to your routine?", "What is one habit everyone should have for good mental health?"*.

Read the quote aloud. Clarify any new vocabulary they may not understand. Then, ask if they agree or not: *"What is the importance of a good first impression?"; "Do you think the women are making a good first impression, why?"; "What do you usually consider when you want to make a good first impression?"*

Encourage students to research the author of the phrase after class. They can briefly share what they know and/or have discovered about him at the beginning of the next lesson.

Read the UNIT AIMS aloud. Explain what is expected from the students at the end of the unit. Clarify any new vocabulary they may not understand.

Boost Your Day!

1. Draw the students' attention to the infographic. Ask: "How does the image in the center relate to the title of the infographic?", "What are the main colors and how do they relate to the title?", "Look at the source of the infographic. Who produced this material and what audience does it want to reach?", "Why is self-care important?", "What do you do to take care of yourself?". Write an example on the board to model the answer: "I exercise", "I eat healthy food", "I _____".

2. Read the words aloud and students repeat. Ask them to match the words with the icons in the infographic. Have students describe why each habit is important.

10 Self-care tips to boost your mental health

The infographic features a central illustration of a smiling brain with three red hearts above it. Surrounding the brain are ten circular icons, each with a corresponding label in a yellow rounded rectangle. The labels are: hobby, sleep, relax, healthy food, exercise, outdoors, connect, say "No", routine, and positives. The background is light blue with faint, wavy lines.

www.sprintmedical.in

From the [Sprint Medical blog post](#). Access: January 2025.

3. Ask students to read the sentences and say which words or phrases they don't understand. Clarify the meaning. Then ask them to complete them using the words from Activity 1. Ask: "Which sentence is true for you?". Talk about the habits the students have and what their routine is like.

- My favorite hobby is painting.
- Running is a good form of exercise.
- I need to relax after a long day.
- I always follow my routine.
- It is important to eat healthy foods every day.
- I sleep 8 hours every night to feel good.

PEER WORK Ask the students to arrange themselves in trios to read the blog post about self-care and answer the questions.

Draw their attention to the questions and make sure they understand the information they need to find. Ask them to read the text quickly to find the answers. Give them one or two minutes.

Once they have answered, tell them that this is a reading strategy called scanning and that they should do it when they want to get information from a text without having to read it all.

Ask them to read the whole text. After they have read the text, clarify any words, expressions or phrases whose meaning they are unsure of. Ask them to match the numbers with the icons on the infographic. Ask: "What tips do you already follow?", "What new habits would you like to try?".



From the [Sprint Medical blog post](#). Access: January 2025.

4. Read the questions aloud and make sure the students understand them.

Ask them to read the blog post again and write the answers. Check the answers with the class.

- a) How many hours do you have to sleep every night? 7 to 8 hours every night.
- b) List two activities that help you relax: Answers may vary. Some possible answers: painting, cooking, playing music, breathing, meditation, yoga.
- c) Why is it important to eat healthy food? Good food gives you energy and keeps you strong.
- d) What do you feel when you spend time outdoors? You feel calm.



CLASS DISCUSSION

Facilitate a discussion about the consequences of a lack of routine and healthy habits. Ask the students if they have ever had to deal with this and how.

Exploring the language

1. Read the sentences out loud and have the students repeat them after you. Then ask the students to compare them.

Ask: "Which sentences are affirmative?", "Which are negative?", "How can you know that?", "What do you notice about the structure of each sentence: which word comes first?", "Which comes next?".

- Hobbies help you relax.
- Good food gives you energy
- Nature helps you feel calm.
- You don't feel very stressed with a routine.
- Do not say "yes" to many things.

2. Give students some time to observe the table.

After, guide them to notice the verb forms in affirmative and negative sentences, the -s added to verbs for he/she subjects, the structure of negative and interrogative sentences.

Ask: "Are these sentences about past, present, or future?", "Are they talking about habits, routines, or future plans?", "What happens to the verb when the subject is "he" or "she"?", "Which word appears both in negative and questions?".

Then, ask them to complete the rules. Provide help when and if necessary.

When they have finished, check their answers with the class, point out any correct answers and clarify any mistakes.

- a) These sentences are about the **present**.
- b) These sentences are talking about **habits and routines**.
- c) For he and she, we add an "s" to the verb in **affirmative** sentences.
- d) The verbs don't change for I, you, we, and they.
- e) In negative sentences, we use **don't** for I, you, we, and they and **doesn't** for he and she.
- f) In questions, we use **Do** for I, you, we, and they and **Does** for he and she.

3. Tell the students that they are going to rewrite sentences given using the subject "he" or "she" "to be" and the words provided.

Draw their attention to the example. Make sure they understand what they have to do and give them time to complete the activity. Encourage them to share their sentences with a partner.

Check the answers with the class.

- a) I get enough sleep every night. → *She gets enough sleep every night.*
- b) I take time to relax on weekends. → *She/he takes time to relax on weekends.*
- c) We connect with family on Sundays. → *She/he connects with family on Sundays.*
- d) You like to exercise regularly. → *She/he likes to exercise regularly.*
- e) I always focus on the positives. → *She/he always focuses on the positives.*
- f) You need to eat healthy foods more. → *She/he needs to eat healthy foods more.*
- g) They take up a new hobby every year. → *She/he takes up a new hobby every year.*

4. Tell the students that they will reinforce what they have learned using the "Quizlet" activity. Open the activities before they start and show them how to do it. Make sure they understand. Give them some time to answer it. Suggest they can discuss the answers with partners during the exercise.

5. Tell the students that they are going to practice building sentences using the grammar and vocabulary they have learned to reinforce their understanding.

Draw their attention to the list of words in exercise 2 and in the blog post. Instruct the students to form at least three different sentences using the words and their own ideas, following the example.

Ask them to give an example and confirm that it's correct. Clarify if it's wrong.

Then give the students time to complete the activity. Offer help if necessary. After the students have finished the activity, pair them up to share their sentences with a partner.

PAIR WORK Tell the students that they are going to practice asking questions to each other about their habits based on the self-care checklist they created.

Model the activity with a stronger student following the example. Highlight the need of using "Do you...?" questions. Then give students some time to do the activity.

Go around the class to monitor for any errors and good use of the language.

6. Tell the students that they are going to report their partner's self-care habits to the class.

Remind them that this task recycles what they did in exercise 3. Ask them to review the exercise and clarify any doubts about building the sentences. Give them some time to do the activity and then ask them to share it with the class.

Ask them to pay attention to a habit that is very common among them. Then facilitate a discussion about what is the most common habit and encourage them to think about why.

Stress Less, Live Better

LISTENING

1. Ask the students to look at the picture and describe what they see. Ask: "How does she feel? Why?", "What do you think is causing her stress?", "Have you ever felt like this? What did you do?"



CLASS DISCUSSION

Write burnout on the board. Ask: "Do you know this word?", "What do you think it means?". Allow them to share their ideas and summarize: *Burnout is extreme stress caused by excessive work or pressure.* Facilitate a discussion based on the remaining questions. Encourage them to raise their hand or say something in agreement when a classmate says something they also enjoy doing.

2. Tell the students that they are going to watch the first part of a video about the stress response.

Read the questions aloud. Ask the students to brainstorm ideas to predict the answers.

Then ask them to watch the video and answer the questions. After that, students compare their answers with their partners.

Check the answers as a class and offer feedback by writing the main points on the board.

a) *It's to help us run away from the lion.*

b) *Traffic and our kids and money and the fate of the world.*

3. Tell students they are going to watch the second part of the video about how to complete the stress response cycle.

Read the question aloud. Ask the students to brainstorm ideas they already know to manage stress to predict the answers. Ask: "What do you do to feel better when you're stressed?", "What are some healthy ways to reduce stress?". Give students one minute to think and share their ideas. Write some answers on the board.

Instruct students to play the video and check if any of their predictions were correct. Tell them to compare answers with partners before sharing with the class. Then, write the correct answers on the board.

a) *They suggest 3 ways to deal with stress: Move, 20 Second Hug and Good Night Sleep.*

4. Suggest that students watch the video again to match the actions with their examples. Tell them that the answers are in the video. Then check the answers with the class.

_____ *Sleep* _____: A good night's sleep.

_____ *Move* _____: Any physical activity like running or a zumba class.

_____ *Hug* _____: Find someone you love and trust enough to do it for 20 seconds.



CLASS DISCUSSION

Facilitate a discussion to get students to associate sleep with stress reduction.

5. Tell the students that they are now going to relate what they have learned to their own experiences.

Draw their attention to the table. Read the headings of the two columns aloud and make sure they understand. Ask a few students to give some examples.

Then give them some time to fill in the table with personal answers.

Answers will vary.

GROUP WORK Organize students in groups and tell them to share one stressor with their group. Group members should suggest a solution based on the lesson. Model the activity with a stronger student.

6. Ask students to choose a solution from their table and post it on a shared Padlet board. Read a few posts aloud to highlight the key insights.

Your secret to a healthy morning routine

1. Draw the students' attention to the pictures. Ask: "What activities do you see?", "What do you think most people do in their morning routines?". Ask the students to share their ideas with their classmates.

2. Tell the students that they are going to watch a video about a real example of someone's morning routine.

Read the sentences aloud. Clarify any unfamiliar words or expressions. Tell them that they will need to pay attention to what the woman does in the morning to find out the answer.

Ask the students to play the video as many times as they like and complete the sentences.

Check the answers with the class.

- a) She likes to wakes up around 6 or 7.
- b) After that, she reads her book for 15 minutes.
- c) Then, she makes the bed, gets dressed, brushes her teeth.
- d) She often cooks her breakfast at home.
- e) Finally, she gets ready for her work day.



CLASS DISCUSSION

Encourage students to share their ideas in small groups and then discuss them together.



Plan and share!

Tell the students that they are going to talk to their classmates about their morning routines, but first they can prepare for it.

Draw their attention to the list of expressions and the underlined letters in each one. Play a recording or read the words aloud. Ask: "What do you notice about the underlined letters?".

Point out the fact that Brazilian English speakers tend to add an "e" sound after consonants. Practice the correct pronunciation together. Show them the difference.

PAIR WORK Give them some time to choose their pairs and the activities on the list and create a sequence of sentences about the morning routine, planning what they are going to say. Encourage them to use the dictionary and translator if needed.

Answers will vary.

PAIR WORK Tell the students that now it's time to practice talking about their mornings.

Tell them to take turns talking about their routines. Encourage them to follow the example. Model a simple sequence of activities with a stronger student.

Circulate to monitor mistakes, good use of the language and the degree of nervousness and confidence. Tell them they can use the Grammar Checker to improve their sentences.

 **Evaluate**

Ask the students to reflect on their speaking experience by answering the questions given. Tell them that number 5 is the highest level.

Ask them to write down what they think could be different and why.

Discuss with the class what they think could increase confidence and control nervousness when speaking.

Answers may vary.

 **One more time!**

GROUP WORK Tell the students that they will have a new opportunity to practice.

Ask them to form groups to design the ideal morning routine for staying healthy. Give them time to prepare a short presentation. When they are ready, ask each group to present their routine to the class. Encourage them to follow the example as a model. Ask the other groups to take notes on what they found interesting in their classmates' presentation to share at the end. Monitor mistakes, good use of the language and the degree of nervousness and confidence.

After all the presentations, the class votes on the healthiest routine. Allow them to share their own opinions to explain why.

After the activity, ask them *"What was different this time?"*.



Reflecting on my performance. . .

Ask students to complete the reflection questions to monitor their learning.

1. Ask the students to write down what they think they have improved in this lesson.

 2. Ask the students to list useful phrases they have learned.

 3. Ask students to mark the phrase that best reflects what they think about their performance.
-

Notes

Tell the students that this space is for you to give feedback on their performance.

Highlight student improvements and active participation.

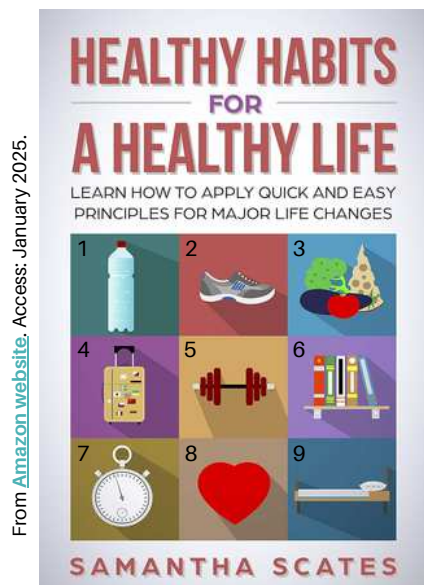
Gently point out any errors in their morning routine descriptions, such as verb tense mistakes or pronunciation challenges, and suggest the lessons they can revisit to reinforce the content. Suggest extra exercises if necessary.

End on a positive note with a motivational phrase to encourage their progress and confidence in speaking.

My Guide to a Healthy Routine

Analyze it

1. Point out the cover of the book to the students. Ask: "Have you read this book?", "What do you think it's about?", "What kind of habits might it include?", "Would you like to read it?". Ask the students to number the habits on the list based on the images they see. Quickly review the vocabulary to ensure comprehension.



- 6 Read books
- 1 Drink water
- 2.5 Exercise
- 9 Sleep routine
- 3 Eat healthy food (fruits and vegetables)
- 8 Self-care
- 4 Travel
- 7 Time management



CLASS DISCUSSION Encourage students to share which habits they already follow and which they find difficult. Ask them to rank which 3 habits are the most important and which are the easiest to include in the routine.

Your ideal routine

PAIR WORK Pair the students up and ask them to list the habits in the three categories. Encourage students to think of realistic habits that they could implement in their daily lives. Give them some time to do this and circulate to monitor their performance and offer help if necessary.

Tell them to use their brainstorming notes to write a short paragraph about their ideal daily routine for a healthy life. Draw their attention to the example and remind them to use it as a model. Let them know that you are available to offer any support they need.

Ask the students to exchange their paragraphs with their partner to read and give feedback based on the instructions given.

Ask them to work together to improve their writing. Suggest that they use the editing tools in Unit 1, lesson 4 to help them.

Let them know that you are available to offer any support they may need.

GROUP WORK Ask students to join another pair to design an infographic about healthy habits.

Tell them to share their edited paragraphs to each other to gather ideas. Tell them that the infographic should be called “7-day Healthy Habits Plan” and they should use Canva to build it.

Check if any students have experience with this platform so they can help their classmates. If no one knows how to use it, take some time to show them what the site looks like and what features are useful for doing the activity.

Encourage students to look at Pinterest for inspiration.

Remind students of what needs to be in the infographic, according to the instructions in the exercise.

Let them know that you are available to offer any support they may need and circulate among groups to monitor their performance.

Share it!

1. Ask each group to present their final work to the class.

After each presentation, ask them to provide positive feedback and suggestions for improvement (in that order).

Highlight the positive points of each one (picture, organization, creativity, clarity, coherence and cohesion).

After all the presentations, the class votes on the most practical and impactful plan. Encourage students to share the reasons for their choices.



CLASS DISCUSSION The students fill in the pros and cons table. Encourage students to think about the habits they want to try and the challenges they might face. Facilitate a brief class discussion. Ask: “*What strategies could help overcome these challenges?*”

What I think about my learning after this unit is:

Tell students that this page encourages them to reflect on their learning progress and identify areas for improvement.

Tell students that the skills listed below are the same as those listed on the unit's home page. Ask them to review them and mark: 'I can do it' - if they feel confident; 'I'm not sure' - if they feel they still need to practice.

Give them some time to reflect and complete the activity. Then ask them to share which skills they feel most confident in and which ones they need to improve.

Encourage them to share strategies that have helped them learn. Ask them to write down the strategies they find useful.

Answers may vary.

Notes

Provide constructive feedback based on students' self-assessment. Highlight students' improvements in reading, listening, speaking, writing and participation.

Gently point out common mistakes, such as errors in the present simple or missing connectors. Suggest additional practice based on individual needs. You can recommend online tools, extra exercises or conversation practice activities to reinforce learning.

If many students feel unsure about a particular skill, review that lesson with additional practice (role-plays, vocabulary/grammar review games, sentence structure exercises or dialogue practice).

End with a motivational message, encouraging students to take small, consistent steps to stay engaged in their studies and create healthier habits.