

UNIVERSIDADE FEDERAL DE MINAS GERAIS
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TEACHING IS A WORK OF HEART

Belo Horizonte

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Monografia de especialização apresentada à Faculdade de Letras Universidade Federal de Minas Gerais, como requisito parcial à obtenção do título de Especialista em Ensino de Língua Inglesa.

Orientador: Prof. Dr. Cândido Samuel
Fonseca de Oliveira

Belo Horizonte

2023



UNIVERSIDADE FEDERAL DE MINAS GERAIS
FACULDADE DE LETRAS DA UFMG
CURSO DE ESPECIALIZAÇÃO EM LÍNGUA INGLESA - CEI/ELI

ATA DE DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Às 09:45 horas do dia 02 de dezembro de 2023, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa -CEI/ELI , para julgar, em exame final, o trabalho intitulado Teaching is a work of heart, apresentado por **Stéfany Marcelly Vieira Carmo**, como requisito final para obtenção do Grau de Especialista em Língua Inglesa . Abrindo a sessão, a banca examinadora, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra ao candidato para 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 candidato e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Prof(a). Dr(a). Júnia de Carvalho Fidélis Braga, indicou (X) **aprovação**/ () **reprovação** do(a) candidato(a);

Prof(a). Dr(a). Ronaldo Correa Gomes Júnior, indicou a (X) **aprovação**/ () **reprovação** do(a) candidato(a).

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

Nota: 90

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 **Júnia de Carvalho Fidelis Braga, Professora do Magistério Superior**, em 18/12/2023, às 14:08, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



Documento assinado eletronicamente por **Ronaldo Correa Gomes Junior, Professor do Magistério Superior**, em 18/12/2023, às 14:12, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



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Acknowledgments

First of all I need to thank God to follow me on this course, without him I would not be able to start and finish this specialization. Second, I would like to thank my family, my mom Luzirene, my dad Adilson, and my little brother Luan for supporting me since I was on graduation. They have been always trying to make me relax, to be easygoing with my insecurities, and they always gave me their shoulders to cry when I needed, which was so important on my trajectory here.

I need to thank my wife Ingrid who also helped me a lot, making my dinner while I was studying, listening to my insecurities and cheering me up every time I thought I could not do something. She was also incredible at the end of the year when we decided to tie the knot. I was so stressed with the move, my master classes, and also this course she was such a patient person that I am impressed.

I cannot forget my classmates, who became my friends, Luísa Gabriel, Luísa Cardoso, and Marilúcia Toledo to be so supportive all course long, without them I could never arrive here, they were all the time giving suggestions, explaining things I could not understand, listening my complaints, laughing with me, sharing secrets, and so on. I am sure they made this course really lighter. Thank you so much girls, I love you all.

I also would like to thank my students and co-workers who listened to me completely excited with the things I was learning, who could understand when I was tired because of the nights studying hard. I cannot measure how thankful I am, guys. You are the best.

My psychologist, Samanta, who listened to me a lot, saw me freaking out, and helped me to control my emotions and point out the good side of my situation. She could clear my thoughts and make me understand that it was not a big deal, that I am strong enough to deal with anything. I can imagine how difficult it was to make me understand it. That's why I need to thank her a lot. I'm glad to have you in my life every single week Samanta, thanks a million.

Thank you so much Marisa, Gilmar, and all the professors who taught me here. I learned many things with you and I am so proud of myself to arrive at the end of this course. You are great professors, I would never forget you and everything I have acquired with you.

At least, but not less important, I would like to thank Natália, my English professor, who helped me to organize my documents to start this course, who advised me what should I do and do not, who assist me with everything about post graduation, who listened to me complaining, crazy about the quantity of activities to do through the weeks. I do not have enough words to thank you for everything Nat. You were so important the last two years.

RESUMO

Este trabalho tem por objetivo desenvolver o ensino de superlativo e passado simples nas unidades 1 e 2, respectivamente. O arquivo é dividido em unidades 1 e 2, guia do professor 1 e 2, e embasamento teórico. Na unidade 1, a linguagem em contexto é apresentada e discutida, abordando os tipos de gerações, com foco especial na geração Z. Utilizando um artigo da BBC sobre a geração Z e o mercado de trabalho, a matéria citada para a unidade em questão será apresentada e trabalhada por meio de atividades de vocabulário e gramática. Para a sessão de áudio, um vídeo do TED talk foi escolhido para acrescentar conhecimento sobre a geração Z e sua relação com o mercado de trabalho. Para as sessões de escrita e fala, foram elaboradas atividades de anúncio para vaga de emprego e entrevista de emprego, focando tanto no empregado quanto no contratante, visando ensinar como essas ações funcionam na vida real. Na unidade 2, apresenta-se o livro "O Pequeno Príncipe" para ensinar passado simples e suas regras. Também são propostas atividades de vocabulário, compreensão e absorção da gramática. A sessão de áudio é marcada por um vídeo contendo a biografia do autor Antoine de Saint-Exupéry, onde será possível conhecer a vida do autor e suas obras, além de possuir atividades de compreensão e pronúncia. Na sessão de escrita, é proposto que se faça um texto no gênero narrativo pessoal, onde será possível trabalhar as características textuais exigidas por esse estilo. A última parte da unidade traz a arte de contar histórias de forma divertida, onde a criatividade será um requisito essencial. O guia do professor é dinâmico e separado em seções para facilitar a leitura. As respostas de todas as atividades estão disponíveis para ajudar o professor e dicas são apresentadas para tornar as aulas mais divertidas e atraentes. Por fim, o embasamento teórico apresenta todos os autores utilizados como estudo para a elaboração do trabalho, citados de maneira simples e objetiva.

Palavras-chave: superlativo; passado simples; geração z; o pequeno príncipe.

ABSTRACT

This work aims to develop the teaching of the superlative and simple past in units 1 and 2, respectively. The file is divided into units 1 and 2, teacher's guide 1 and 2, and rationale. In unit 1, language in context is presented and discussed, addressing the types of generations, with a special focus on Generation Z. Using a BBC article on Generation Z and the workplace, the grammar cited for the unit will be presented and worked on through vocabulary and grammar activities. For the audio session, a TED talk video was chosen to add knowledge about Generation Z and its relationship with the job market. For the writing and speaking sessions, activities for job ads and job interviews were developed, focusing on both the employee and the employer, aiming to teach how these actions occur in real life. In unit 2, the book "The Little Prince" is presented to teach the simple past and its rules. Vocabulary, comprehension, and grammar absorption activities are also proposed. The audio session is marked by a video containing the biography of the author Antoine de Saint-Exupéry, where it will be possible to learn about the author's life and his books, as well as engage in comprehension and pronunciation activities. In the writing session, it is proposed to create a text in the personal narrative genre, where it will be possible to work on the textual characteristics required by this style. The last part of the unit brings the art of storytelling in a fun way, where creativity is an essential requirement. The teacher's guide is dynamic and divided into sections to facilitate reading. The answers to all activities are there to help teachers and tips are presented to make the classes more enjoyable and attractive. Finally, the rationale presents all the authors used as a study for the elaboration of the assignment, cited in a simple and objective manner.

Keywords: superlative; simple past; generation z; the little prince.

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INTRODUCTION

I've decided to do this specialization, because I felt that I did not learn enough in college, it was a private institution, where I studied on-line. They had taught me exactly what I learnt all the years before in English courses, and I wish for more.

When CEI started I was finally learning how to be a teacher. During this course I learnt a lot about teaching and learning a language and this improved my view of everything around my job. I used to teach for 6 years, but it wasn't based on real teaching skills. According to Palmer (2007) Knowing your students and your own subjects depends on self-knowledge. When we do not know ourselves, it is not possible to know who our students are. This quote made me reflect my own attitudes in front of my students.

The name of this book was designed thinking about what one of our professors taught us in class, her name is Valdeni, and she could show us how important we are, she shows us the importance of being a good teacher. "Teaching is a work of heart" was crafted to present to my students that teaching them is a pleasure I will always be grateful for.

This book was designed considering the four skills of learning, according to Common European Framework of Reference for Learning (CEFR). They are: reading, speaking, listening and writing. The texts and videos were carefully chosen, and they are authentic, as required. The tasks were crafted pondering communicative approaches, focusing on real-life situations.

The textbook was produced for English course's students in their teens (14 to 17), in basic English level, considered by CEFR as A2. Unit 1 is talking about generation Z in the workplace and is going to teach Superlatives, in which students are going to learn how to distinct the generations using the grammar suggested. This unit can be taught in class to show students how they can behave in the workplace, and also meet older/earlier generations and their characteristics. Another interesting point is about how to make and be in an interview. The book also works with critical thinking, in which students are going to share opinions and experiences around the workplace. The intention is to prepare these students for the job market.

Unit 2 talks about the Simple Past and is going to present "The little Prince", a famous book written by Antoine de Saint Exupéry, in which students are going to examine the first chapter of the book, where the narrator talks about an experience he's lived once. Another interesting thing about this part of the book is the author's biography. Students are going to learn how they can create a personal narrative and also practice storytelling.

My objective with this book is to inspire students to learn in a communicative-based approach, focusing on real-life examples, with dynamic and interesting tasks that will make them feel interested in language, and minimize those boring classes that all of them fear. I also

want to inspire teachers to implement dynamic classes, with games, interesting and creative tasks, and make use of technology in their classes with games, websites, and so on.

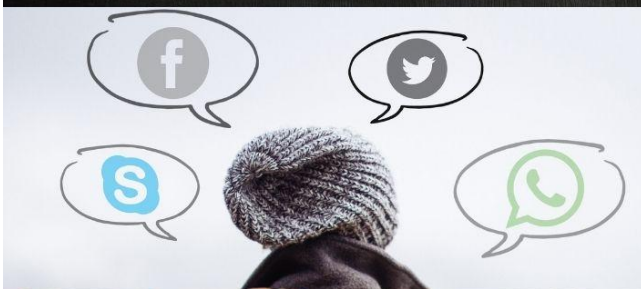
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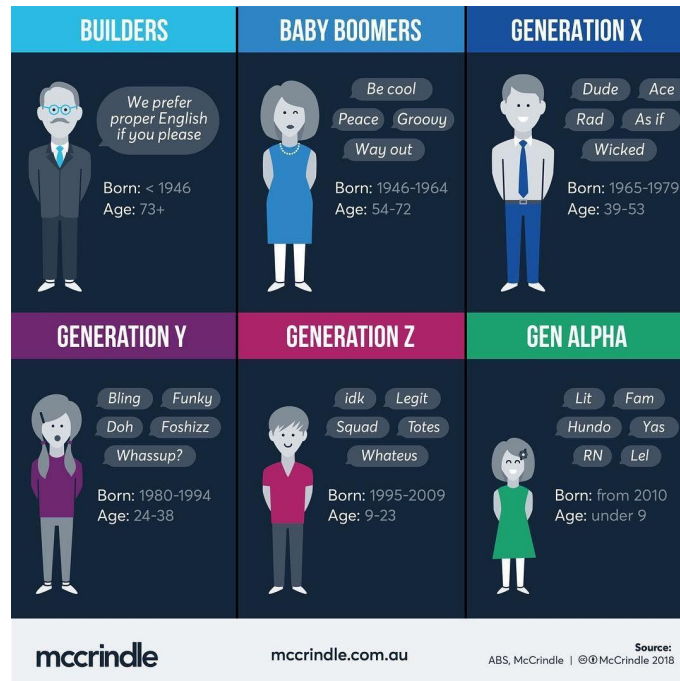
Stefany Marcelly Vieira Carmo.



STEFANY MARCELLY

Teaching is a work of heart





Excerpt from

<https://www.instagram.com/p/BnqCKRpB-45/?igshid=jtp0wz6i2cg&epik=dj0yJnU9anAtSlkybk1Rc0V3S2owc3FuUzg1Q2cvZi1wVnFGRTMmcD0wJm49Q0NiRFkxYmlIVHFCT3dQTDVqbUt1dyZ0PUFBQUFBR1VXSXhv>

PAIR WORK Read the title of the article: “**Are Gen Z the most stressed generation in the workplace?**”. Share with your partner what you think is going to be discussed in the article. What would be your own answer to the question in bold?

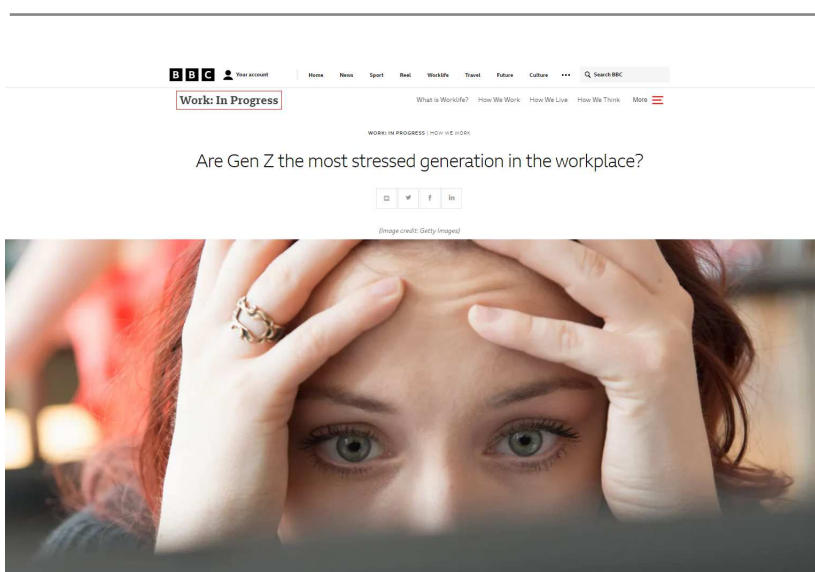
D. Can you guess which sentences are True(T) or False(F)?

- Gen Z is the most engaged group at work.
- Gen Z reports more overall stress and work-related burnout than other cohorts.
- Gen Zers admitted to giving a full effort at work during the pandemic.
- Gen Zers are more likely to quit their jobs compared to other age groups.
- The December 2022 LinkedIn survey showed that 61% of US workers are considering leaving their jobs in 2023.
- McKinsey's research showed that 77% of Gen Zers are looking for a new job.
- Gen Zers are the least stressed group in the workplace.
- Gen Zers are the least likely to experience burnout at work.
- Gen Zers are the least likely to experience unclear communication at work.
- Gen Zers are the least likely to experience loneliness at work.

E. Look at the picture and the title of the article. Which of the three titles below would also fit on this article?

1. How Gen Z's Ambivalence is Leading to Career Growth
2. The Alarming Impact of Stress and Burnout on Gen Z Workers
3. Are Gen Zers the Most Engaged Group at Work?

F. Read the article. Check your predictions.



The fact that the youngest people in the workplace are **struggling to keep their heads above water** should alarm everyone.

In the short term, Gen Z's stress is leading to ambivalence and **withdrawal** in their professional lives. According to 2022 data from Gallup, they are the most **disengaged group at**

work. They also report more overall stress and work-related burnout than other cohorts. "We found that during the pandemic, a good portion of Gen Zers admitted to not giving a full effort at work, which is a symptom of burnout and other **workplace behaviors**, like disengagement, unclear communication, **lack of manager support** and loneliness," says Nishizaki.

In the long term, this stress and burnout will influence job performance and **career growth** as well as increase the likelihood that workers will simply quit. It's already a tempting prospect for the youngest workers: in the US, for instance, 61% of US workers who responded to the December 2022 LinkedIn survey are considering leaving their jobs in 2023, leaping to 72% among Gen Zers, by far the most significant group. Globally, McKinsey's research showed 77% of Gen Zers are looking for a new job – almost double the rate of other respondents.

Excerpt from <https://www.bbc.com/worklife/article/20230215-are-gen-z-the-most-stressed-generation-in-the-work-place>

G. Check the correct answers according to the article.

1. According to Gallup's 2022 data, which group is the most disengaged at work?
 - a. Gen Zers
 - b. Millennials
 - c. Baby Boomers
 - d. Gen Xers
2. What workplace behaviors are mentioned as symptoms of burnout and other issues?
 - a. Clear communication and manager support
 - b. Full effort at work and engagement
 - c. Disengagement, unclear communication, lack of manager support, and loneliness
 - d. Ambivalence and withdrawal
3. What is the percentage of US workers considering leaving their jobs in 2023, according to the December 2022 LinkedIn survey?
 - a. 61%
 - b. 72%
 - c. 77%
 - d. 50%
4. Among the respondents, which group has the highest percentage of workers considering leaving their jobs?
 - a. Gen Zers
 - b. Millennials
 - c. Baby Boomers
 - d. Gen Xers
5. What impact will stress and burnout have on job performance and career growth?
 - a. They will have no impact.
 - b. They will lead to improved performance and growth.

- c. They will decrease the likelihood of quitting.
 - d. They will influence job performance and career growth negatively.
6. According to McKinsey's research, what percentage of Gen Zers are looking for a new job?
- a. 61%
 - b. 72%
 - c. 77%
 - d. 50%

- H.** What's the main issue discussed in the article? What factors contribute to burnout and other workplace behaviors mentioned in the article?
- I.** Time to make a survey.

Surveys are a method of gathering information from a group of individuals by asking them questions. Surveys can be conducted through various mediums such as paper and pencil, online forms, telephone, or face-to-face interviews.

Excerpt from: https://www.questionpro.com/blog/surveys/#what_is_a_survey?.

- Create five questions related to the topic of the article to collect data about Gen Z in the workplace and burnout.
- Ask your questions to your colleagues in class, then make an infographic to share your results with them. Make a brief comment about your conclusions.

VOCABULARY: WORKPLACE DYNAMICS AND CHALLENGES

A. Look at the expressions in the box and make a journal with them. Discuss in groups what these expressions are and create sentences to memorize them. Then check the definitions online. Were you correct?

withdrawal - career growth - keep their heads above the water - disengaged group at work - lack of manager support - struggling workplace behaviors

B. Can you match these definitions to the correct expressions?

DEFINITIONS:

- a. a group of employees who are not interested or involved in their work or workplace
- b. having difficulty with something, trying hard to do or achieve something despite challenges
- c. absence of assistance, guidance, or encouragement from one's supervisor or boss
- d. advancement and development in one's profession or occupation over time.
- e. the act of pulling back or removing oneself from a situation or relationship
- f. managing to survive or cope in a difficult situation, especially financially
- g. actions and attitudes displayed by individuals in a work environment

WORDS AND EXPRESSIONS:

- 1. withdrawal ____
- 2. career growth ____
- 3. keep their heads above water ____
- 4. disengaged group at work ____
- 5. lack of manager support ____
- 6. struggling ____
- 7. workplace behaviors ____

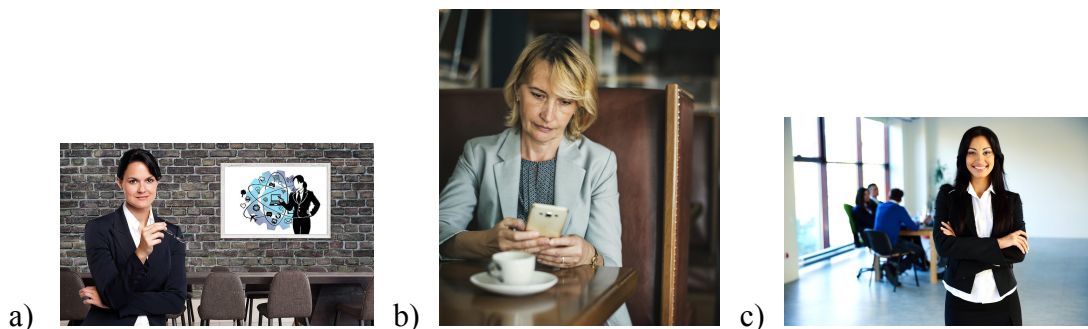
C. Can you fill the expressions from the box in the blanks?

keep your head above water - struggling - withdrawal
 disengaged group at work - career growth - workplace behaviors - lack of
 manager support

_____ (1) from a substance can be very difficult to deal with.

_____ (2) is important for personal development and job satisfaction.

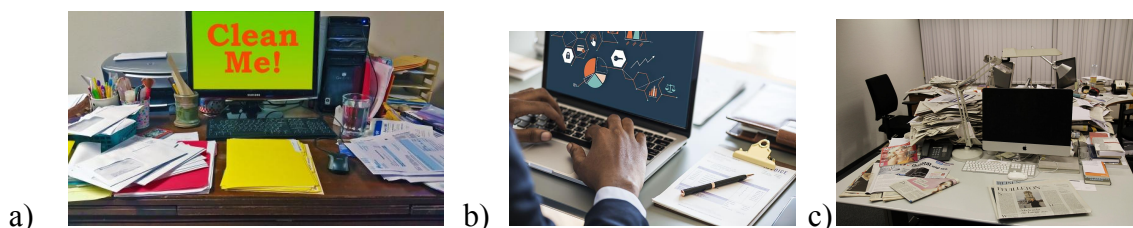
It's hard to _____ (3) when you have too many responsibilities.



Which picture represents **the happiest** people/person at work?



Which is **the most organized** at work?



A. Look at the words in bold above. What do they have in common? What is the purpose behind their usage in that context?

Superlatives are used to describe the highest or lowest degree of a quality among a group of three or more things. They indicate that something has the greatest or least amount of a particular characteristic.

When we have short adjectives, one or two syllables, we add -est at the end of them. We also need to add “the” before the adjective.

E.g: “The fact that **the youngest** people in the workplace are struggling to keep their heads above water should alarm everyone.”

When we have long adjectives, three or more syllables, we add “the most” before the adjective.

E.g: “According to 2022 data from Gallup, they are **the most disengaged** group at work.”

SPECIAL RULES

Short adjectives ending in consonant + y we change “y” to “i” and add -est.

For example: pretty - the prettiest
happy - the happiest

Short adjectives ending in consonant + vowel + consonant, you need to repeat the last consonant and add -est.

For example: big - the biggest
fat - the fattest

IRREGULAR SUPERLATIVES

Example: good - the best
bad - the worst
far - the farthest/furthest

A. Now it is your time. Can you complete these sentences with the right superlative form?

1. Gen Z faces _____ (big) challenges in the workplace compared to other generations.
2. Gen Z demonstrates _____ (high) levels of resilience when approaching the challenges met in the workplace.
3. Gen Z is _____ (innovative) generation in the workplace.
4. Compared to previous generations, Gen Z brings _____ (diversity) and inclusion awareness to the workplace.
5. Among different age groups, Gen Z displays _____ (large) level of creativity and fresh perspectives in the workplace.
6. Gen Z is _____ (adaptable) generation in the workplace.

B. Look at the words from the box, separate them into the correct rule.

HOT - SHORT - COLD - HIGH - THIN - GOOD - RICH
FAR - FAT - OLD - BAD - EASY - HEAVY - SAD

est	iest	consonant +est	irregular
_____	_____	_____	

_____	_____	_____	

_____		_____	

- C. In pairs research and discuss the characteristics of Generations that came before Generation Z (i.e. gen X, Millennials, and so on). Focus on identifying their highest and lowest traits. Then create sentences using superlative forms to highlight these characteristics.

E.g: “**Generation X** has **the lowest levels** of screen time because of their limited access to technology.”

LISTENING

1. How do you think Gen Z is revolutionizing the workplace?
2. What do you think are the most important things to Gen Z employees?
3. Why is professional growth important to Gen Z employees, in your opinion?

- Read and listen to this excerpt from the video.

“The Guardian newspaper shows that university students are very likely to change their jobs five times more in comparison to other generations. In the following case, companies lose around \$36 billion annually for countermeasures, taking into account the time spent on recruiting, acquiring, retaining, and training the candidates inside the company. With \$36 billion, you can manage to give every man, woman, and child in Canada \$1,027. Huge number, right? So with this number in mind, companies think that we, Generation Z people, are a great struggle and headache for them.”

- In pairs, discuss with a partner what kinds of solutions the company could implement to solve this problem with Gen Z people.

Here are some questions to help you with your problem-solving discussion:

- How can companies keep Gen Z working and avoid changing jobs so often?
- Do you think Gen Z are good employers? Why are they leaving their jobs often?
- Do you think this situation can be changed? How?

Share your solution to the problem with the rest of the class. Which solution is the most effective? Do you think it is possible to solve this problem? Watch the video to find out the answers.

- A. Watch the video. Then, answer the questions and



discuss with your classmates.

1. Why do companies have a hard time dealing with Generation Z?
 - A) They are too old-fashioned
 - B) They are too demanding
 - C) They are too inexperienced
 - D) They are too expensive

2. What is the least important thing that Generation Z people care about when it comes to their job?
 - A) The location of the office
 - B) The company's brand
 - C) Job security
 - D) Professional growth

3. What is the most important thing that Generation Z people care about when it comes to their job?
 - A) The location of the office
 - B) The company's brand
 - C) Job security
 - D) Professional growth

B. Watch the first part of the video again. (0:00 - 0:56)

- a. What does **bundle** mean?
 - generation Z
 - a collection of items
 - a group of people sharing common characteristics or traits

- b. What does **turnover rate** mean?
 - percentage that illustrates how many employees left an organization in a period of time.
 - how many employees were hired in a company.
 - how many people are working in the factory.

C. Watch the last part of the video again. (5:27 - 6:43)

- a. What does **tackle** mean?
 - try to deal with something or someone.
 - report a problem.
 - discuss a topic.

- b. What does **struggle** mean?
 - a problem
 - to experience difficulty

() hard workers

- Read these sentences. They were spoken in the video. Can you remember the order of the information? You can check your answers on the video.

() In the meantime, developing my startup, I've been studying as a bachelor degree student at the university.

() We want to take a job that we will grow day by day, that will improve us, not just in personal terms, but also in professional terms.

() Nowadays companies are not choosing the candidates, rather than candidates are choosing the companies.

() Guardian newspaper shows that university students are very likely to change their jobs five times more in comparison to other generations.

- Now that you are into the mood of the topic, write a short essay talking about the video. You need to answer the question in the title of the video: **“How Gen Z is revolutionizing the workplace?”**.

You can share your own opinion about the topic or be based on the video's idea.

PRONUNCIATION /ʃən/ SOUND

Words with -tion in their composition, we pronounce /ʃən/. See some examples from the video.

generation
/ˌdʒen.ə'reɪ.ʃən/

ambition
/æm'bɪʃ.ən/

innovation
/ˌɪn.ə'veɪ.ʃən/

Now it is up to you. Practice this sentence with a friend. Try to pronounce it correctly.

“[...]the problem is the gap between the companies and students nowadays, which has emerged to **misunderstanding, misconception, mis-expectation, and mis-communication.**”

WRITING

LET'S MAKE A JOB AD

Job advertisement is an announcement that informs people that a certain job position is available.

Excerpt from <https://www.talentlyft.com/en/resources/what-is-job-advertisement>

Look at this ad:

CREATIVE GRAPHIC DESIGNER

A leading advertising agency in Sri Lanka, is looking for excellent graphic designers. You should be self motivated and efficient. Other qualifications should include:

CREATIVE GRAPHIC DESIGNER

- A strong knowledge in Illustrator, Photoshop and Indesign.
- Ability to operate Adobe Premier, Adobe After Effects and 3D Max will be at your advantage.
- Minimum 1 year experience.



Please Send your CV with your Creatives to
careers@novart.lk

novart
No.165 1/3, Galle Road, Mt. Lavinia, Sri Lanka.
Hotline 0112 735 505

Available at <https://www.dreamjobs.lk/jobs/creative-graphic-designer-2>



What is a Graphic Designer? What does this job do?
Scan the QR code and search more about it.

- A. Now it is your time! You are the owner of a big company and you need a Graphic Designer to take care of the company's image. In groups of three, you need to create a job ad.

JOB ADS:

- Write a short description of the company's necessity.
- Write some abilities the person needs to have to apply for the job.
- Give a brief information about the company.
- Write how the people interested in the job can contact the company.
- Be creative. People who see your ad need to be interested in the company when they see it.

- B. Which was the best ad? Which was the most creative? Choose one. Why is this the best?

TIME TO SPEAK

TO DO THIS ACTIVITY YOU NEED TO USE THE AD CHOSEN IN THE WRITING SECTION.

A. Now, the class will be divided into two groups A and B. Group A are employers, group B are employees.

B. What are the main requirements for a Graphic Designer's job? Make notes.

GROUP A: You work for the employer. Decide on the questions to ask the candidates.

GROUP B: You have applied for the job. Prepare yourself for the interview. Think of the experience and qualification you need to have.

C. Each student from Group A is going to interview a student from Group B.

GROUP A: Take notes on the answers.


GROUP B: Make notes of any information you get about the job and the company.

D. Work again with your original group. Report and discuss everything you got from the other group.

Choose the best candidate.

Choose the best employer.

SELF-ASSESSMENT

Lesson: SUPERLATIVE												
EXIT	How do you feel about this lesson?											
												
	This is because:											
	<table border="0"> <tr> <td>Can I...</td> <td></td> <td></td> </tr> <tr> <td>make superlative sentences properly?</td> <td>YES</td> <td>NO</td> </tr> <tr> <td>talk about "gen Z" and workplace?</td> <td>YES</td> <td>NO</td> </tr> <tr> <td>pronounce "-tion" words properly?</td> <td>YES</td> <td>NO</td> </tr> </table>	Can I...			make superlative sentences properly?	YES	NO	talk about "gen Z" and workplace?	YES	NO	pronounce "-tion" words properly?	YES
Can I...												
make superlative sentences properly?	YES	NO										
talk about "gen Z" and workplace?	YES	NO										
pronounce "-tion" words properly?	YES	NO										
TICKET												



LANGUAGE IN CONTEXT

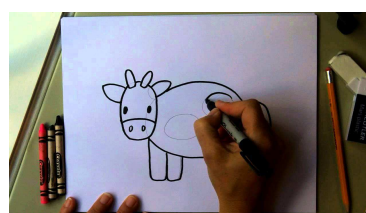
A. What do you usually do on your vacations? Check the activities you like to do.



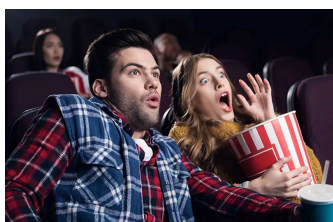
go to the beach



visit relatives



draw pictures



watch movies



read books



play games

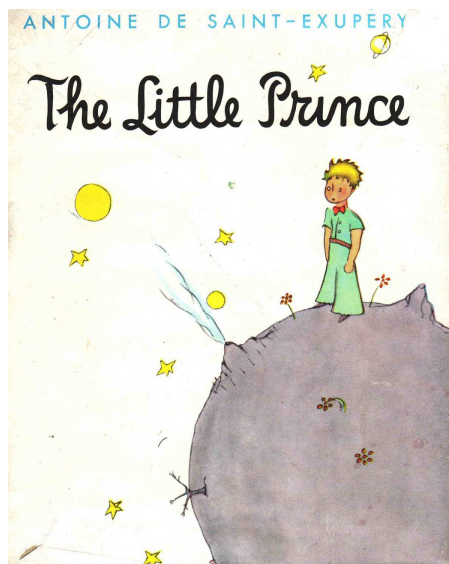
B. Do you like doing them? In pairs, tell your partner what you did on your last vacation.

C. Make a list with the verbs you use. Now search for these verbs in the past and write them down. You can use the list of the verbs in the appendix to help you.

Present

Past

- D. Into pairs discuss with your friends similarities and differences among these verbs in the past. What do they have in common? Tell the class.
- E. Look at this picture. What 's this? Have you ever seen this picture before?



Read these questions. Discuss in pairs possible answers.

- Where's the boy in the picture?
 - Is he happy?
 - Who 's he?
 - What's the author's name?
 - What is this book going to talk about?
- F. Do you know what an illustrated book is? Have you ever read a book with pictures before?



Discuss the questions below in groups of three.

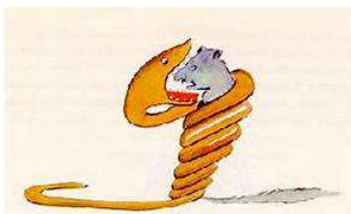
- How can the pictures help while reading a book?

- Do you think that illustrated books are just for kids? Why or Why not?

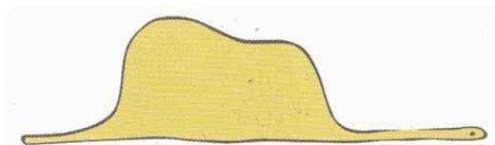
G. Read the excerpt from "The little Prince" book below. What is the text talking about?

CHAPTER 1

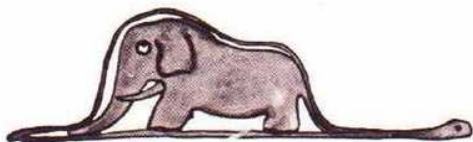
Once, when I **was** six, I **saw** a beautiful picture in a book about an old forest called "True Stories from Nature". It **showed** a picture of a boa --a kind of snake-- swallowing a beast. This is the picture:



In the book it **said** that boas swallow, with no chewing, all the beast. After that, they can't move and sleep for six months to digest the food. I **reflected** a lot on the jungle adventures and **made**, using color pencils, my first drawing. My picture number one was like that:



I showed this picture to the grown-ups and **asked** them if that scared them. They asked me: "Why would we fear a hat?" My drawing **didn't show** a hat. It showed a boa swallowing an elephant. So, I **drew** the insides of a boa for the grown-ups to understand it. They always need an explanation. That was my drawing number two and it looked like this:



de Saint-Exupéry, Antoine . The Little Prince (p. 1). Edição do Kindle.

GLOSSARY:

SWALLOWING: cause or allow (sth., especially food or drink) to pass down the throat.

CHEWING: bite and work (food) in the mouth with the teeth.

GROWN- UPS: adults.

H. Is it possible to say who the narrator is? What is the narrator's problem? Was he comprehended by grown-ups?

I. Look at these questions. Check the correct answer according to the text.

1. What did the picture in the book depict?

- A. A beautiful forest
- B. A boa swallowing a beast
- C. Jungle adventures
- D. A hat

2. According to the book, what happens to boas after they swallow their food?

- A. They can't move and sleep for six months
- B. They continue to hunt for more food
- C. They chew their food to digest it
- D. They become scared

3. Why did the grown-ups think the drawing shows a hat?

- A. They didn't understand the drawing
- B. They were afraid of boas
- C. The drawing was not clear
- D. They were joking with the child

4. How did the child try to make the grown-ups understand the drawing?

- A. By explaining it to them
- B. By drawing the insides of a boa
- C. By showing them a different picture
- D. By asking them questions

5. What was the child's first drawing like?

- A. A picture of a beautiful forest
- B. A picture of a hat
- C. A picture of a boa swallowing an elephant
- D. A picture of jungle adventures

6. What did the child do to reflect on the jungle adventures?

- A. He drew a picture
- B. He asked the grown-ups for their opinion
- C. He read a book about nature
- D. He went on a trip to the jungle

In pairs Is the text about the past, the present or the future? Why? Tell your partner what you think.

VOCABULARY: PAST VERBS

A. What are the infinitives of these verbs? Some of the verbs are on the appendix.

INFINITIVE	PAST	INFINITIVE	PAST
_____	<u>WAS</u>	_____	<u>MADE</u>
_____	<u>SHOWED</u>	_____	<u>ASKED</u>
_____	<u>SAID</u>	_____	<u>SAW</u>
_____	<u>REFLECTED</u>	_____	<u>DREW</u>

B. Match the words or expressions from the box with the best verb.

some questions - a picture - some coffee - the bible quotes - a tree
 dinner - at home - for help - her new boyfriend - the video tips
 his new apartment - at work

drew	_____	_____
made	_____	_____
was	_____	_____
reflected	_____	_____
showed	_____	_____
asked	_____	_____

C. Match the words with the correct definition.

Words:

1. saw _____
2. drew _____
3. reflected _____
4. said _____
5. was _____
6. made _____
7. asked _____
8. showed _____

Definitions:

- a. past tense of the verb "be," used to indicate that something existed or happened in the past
- b. past tense of the verb "ask," meaning to inquire or request information from someone
- c. past tense of the verb "draw," meaning to make marks on a surface using a pen, pencil, or other tool
- d. past tense of the verb "reflect," meaning to think deeply about something or to bounce back light, heat, or sound waves off a surface
- e. past tense of the verb "show," meaning to display or present something for others to see
- f. past tense of the verb "see," meaning to perceive with one's eyes
- g. past tense of the verb "say," meaning to express words or thoughts verbally

h. past tense of the verb "make," meaning to create or produce something

GRAMMAR: SIMPLE PAST

A. Write sentences. Use simple past of the verbs in parentheses. Then discuss with a partner your answers. Were they similar?

I _____ (be) at the beach on my last vacation.

My friends _____ (make) a delicious cake for our party on the weekend.

The little prince _____ (visit) a lot of different planets.

My cousin _____ (read) more than 20 books on her last vacation.

I _____ (not exercise) so much last year, but I'm not like that anymore.

I _____ (sleep) really late last night. Now, I'm sleepy and tired.

B. What's wrong with these phrases? Why? Discuss in pairs. Correct the sentences.

I play soccer last Saturday evening with some friends.

I didn't visited my relatives last weekend.

Did you went to Vanessa's party on Sunday?

I runned really fast in the marathon.

My friends didn't won their last soccer match.

My mom were worried about me while I was traveling to Rio de Janeiro.

Simple Past is used to talk about actions, short/quickly finished activities, repeated events, happenings, and longer activities in the past.

e.g. I **drew** the insides of a boa for the grown-ups to understand it.

Simple Past is also common in stories and descriptions of past events.

e.g. I **showed** this picture to the grown-ups and **asked** them if that scared them. They **asked** me: "Why would we fear a hat?"

It can be used with words referring to finished times.

e.g. Once, when I **was** six, I **saw** a beautiful picture in a book about an old forest called “True Stories from Nature”.

When we talk about the Past we have two kinds of verbs. **REGULARS** and **IRREGULARS**.

Regular verbs we usually add -d, -ed, or -ied in the end. Let’s check some examples.

Verbs finished in “e” we just add -d

e.g. invite - **invited**

Most of the verbs we add -ed

e.g. show - **showed**

ask - **asked**

Verbs that finished in “consonant + y” we change “y” to “i” and add -ed

e.g. study - **studied**

cry - **cried**

*When before “y” is a vowel we just add -ed

e.g. play - **played**

Verbs ending in one stressed vowel and a consonant (except w and y) we repeat the consonant and add - ed

e.g. shop - **shopped**

plan - **planned**

Verbs ending in -c in the present become -ck in the past.

e.g. picnic - **picnicked**

Irregular verbs are known because they totally change their base forms to be in the past. See these examples:

e.g. go - went

do - did

draw - drew

make - made

* to see more irregular verbs go to the appendix

Affirmative sentences:

In the book it **said** that boas swallow, with no chewing, all the beast.

It **showed** a picture of a boa --a kind of snake-- swallowing a beast.

*we need to use past verbs.

Negative sentences:

My drawing **didn't show** a hat.

*we need to use the auxiliary did + not + base form of the verb

Interrogative:

Information question:

What **did** the Little Prince's picture **show**?

*we need to use wh question + did + base form of the verb

Yes/No question:

Did the Little Prince draw a snake?

Yes, he did. / No, he didn't.

*we need to use the auxiliary did + base form of the verb.

In the Simple Past it is common to use some time expressions. They will show that your phrase is about something that happened in the past. Some examples are:

yesterday, last night, last Friday, last weekend, (time) ago, today morning, and so on.

REGULAR OR IRREGULAR?

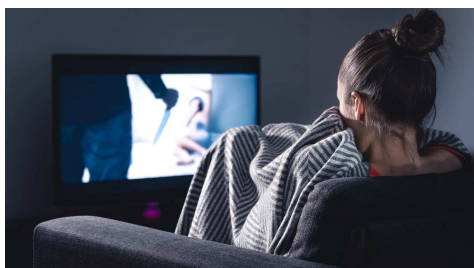
In pairs Separate the past verbs from the box into Regular or irregular. Talk to your partner which verbs are regular or irregular?

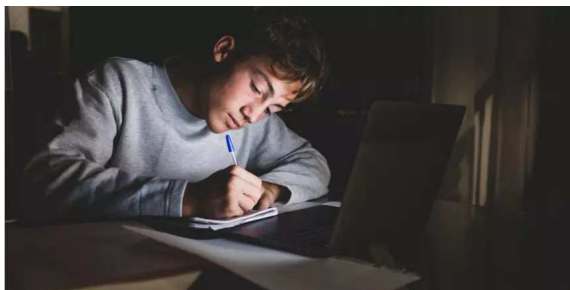
visit - make - sleep - fly - invite - play - cry
go - call - get - cook - do

REGULAR VERBS

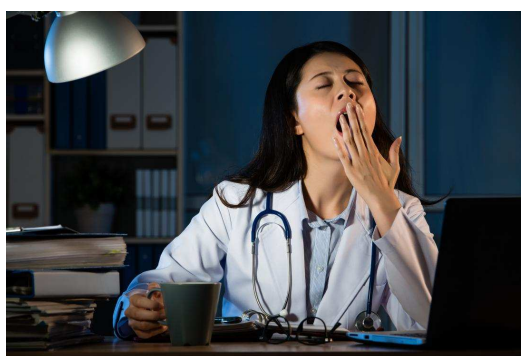
IRREGULAR VERBS

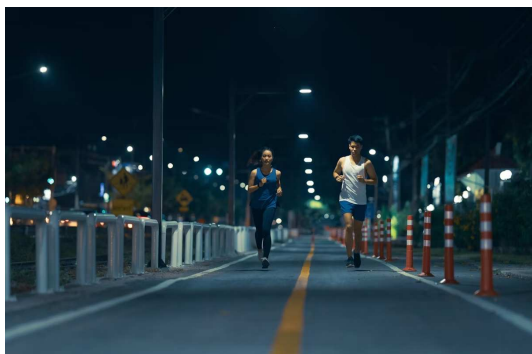
C. These people were doing some things last night. What did they do? Write sentences in Simple Past.

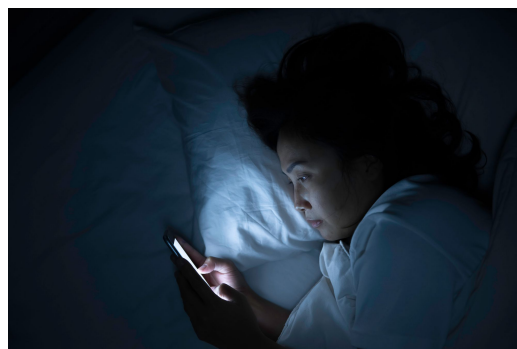












D. Can you fill in the blanks? Use the words from the box to complete the book summary.

came - believed - was - called - learned - asked
 learned - introduced - had - encountered - told -
 was

The narrator _____ (1) himself as a man who _____ (2) when he _____ (3) a child that adults lack imagination and understanding. He _____ (4) now a pilot who _____ (5) crash-landed in a desert. He _____ (6) a small boy who _____ (7) him for a drawing of a sheep, and the narrator obliged. The narrator, who _____ (8) the child the little prince, _____ (9) that the boy _____ (10) from a very small planet, which the narrator _____ (11) to be asteroid B-612. Over the course of the next few days, the little prince _____ (12) the narrator about his life.

LISTENING

- Read this excerpt from the audio, can you fill in the blanks? Use the words from the box to help you, then watch the video to check your predictions.

lost - was - took - decided - impressed - flew

Antoine-Jean-Baptiste-Marie-Roger de Saint-Exupéry _____ (1) born on 29 June 1900 in Lyon, France. He _____ (3) the third child in the aristocratic family that called him the Sun King, for his blonde hair. He _____ (4) his father when Antoine _____ (5) only four years old, so his mother _____ (6) care of his upbringing. In 1912 Saint-Exupéry _____ (7) for the first time in an airplane, this experience _____ (8) the young boy so much that he _____ (9) to dedicate his life to the sky.

- A.** Do you usually search for the author's biography after reading a book? Why or why not?
- B.** Which author's do you know briefly? Can you tell the class some curiosities?
- C.** Who's your favorite author? What's your favorite book?
- D.** Scan the QR code. We are going to meet Antoine de Saint Exupéry.

Then discuss the questions below with your friends.

1. Who was Antoine de Saint Exupéry?

- a) a tour guide
 b) a taxi driver
 c) a pilot

2. When did he decide to become a pilot?



- a) 1912
- b) 1923
- c) 1926

3. What's his most popular book named?

- a) Romeo and Juliet
- b) The secret garden
- c) The little prince

4. When did he write his most famous book?

- a) in 1930
- b) in 1926
- c) in 1942

E. Which irregular past verbs did the narrator use? Write, at least, 10 verbs.

PRONUNCIATION /ɪd/ /t/ /d/

F. Watch the video again. Listen to the verbs from the box. How did the narrator pronounce these words? Separate them into categories. (0:00 - 1:38)

called	managed	promoted
impressed	received	returned
decided	suffered	started
drafted	moved	enlisted

/t/

/d/

/ɪd/

_____	_____
_____	_____
_____	_____
_____	_____

- /d/ pronunciation happens after verbs and voiced consonants - except /d/:
/ð/, /b/, /v/, /z/, /ʒ/, /dʒ/, /g/, /m/, /n/, /ŋ/, /l/

- /t/ pronunciation happens after voiceless consonants - except /t/:
/θ/, /p/, /f/, /s/, /ʃ/, /tʃ/, /k/

- /ɪd/ pronunciation happens after /d/ and /t/

Now it is up to you. Write three regular verbs with each pronunciation rule. Check for examples online.

_____	_____	_____
_____	_____	_____
_____	_____	_____

WRITING

LET'S MAKE A PERSONAL NARRATIVE TEXT

Personal narratives are short pieces of creative nonfiction that recount a story from someone's own experiences.

Excerpt from <https://blog.reedsy.com/personal-narrative-examples/>

In pairs Make a list of ideas you brainstormed with a friend. Write them down.

Steps to write a Personal Narrative text:

- Choose your topic.
- Think of what important things happened
- Your narrative needs to have an introduction: What are you going to share?
- Your narrative needs to have a body paragraph: What happened?
- You can use transition words like: First, Then, Next, After, Last or Finally.
- Your narrative needs to have a conclusion: How did you feel?
- The text needs to be in Simple Past
- Don't forget to create a title to your story!

- A. Exchange your text to your friend. Then you can read your friend's personal narrative. What did you think? Did you like their story? What did you like the most? Share your thoughts with your friends.

TIME TO SPEAK

LET'S DO STORYTELLING?

What's storytelling?

Storytelling is the social and cultural activity of sharing stories, sometimes with improvisation, theatrics or embellishment. Every culture has its own stories or narratives, which are shared as a means of entertainment, education, cultural preservation or instilling moral values. Crucial elements of stories and storytelling include plot, characters and narrative point of view. The term "storytelling" can refer specifically to oral storytelling but also broadly to techniques used in other media to unfold or disclose the narrative of a story.

- A. Look at the four prompts below. In a circle decide which prompt you are going to use in your storytelling activity.






1. The first time I met a famous person was the funniest day of my life because...
2. I went to a birthday party that I was not invited to. It was a really crazy day and...
3. My best friend was my biggest enemy. I didn't like him/her because...
4. When I traveled to ... was the best day of my life because...

- In a random order (can be previously decided) you need to create a story.
- When the teacher says change, the next person needs to continue the story.
- When everybody tells your part of the story, the second time will be reordered according to the teacher's call.

SELF-ASSESSMENT

Lesson: SIMPLE PAST

How do you feel about this lesson?

This is because:

.....

.....

.....

Can I...

ask and answer questions about past activities?	YES	NO
pronounce regular verbs in the past properly?	YES	NO
use regular and irregular past verbs properly?	YES	NO

EXIT

TICKET

APPENDIX
MOST USED IRREGULAR VERBS

GROUP 1: FORM DOESN'T CHANGE		
BASE FORM	PAST SIMPLE	PAST PARTICIPLE
cost	cost	cost
cut	cut	cut
hurt	hurt	hurt
put	put	put
let	let	let
hit	hit	hit
GROUP 2: SAME PAST AND PARTICIPLE FORM ending in -ought		
buy	bought	bought
bring	brought	brought
catch	caught	caught
fight	fought	fought
teach	taught	taught
think	thought	thought
BASE FORM ending in -d CHANGES to -t		
lend	lent	lent
spend	spent	spent
send	sent	sent
build	built	built
Also ending in -t		
smell	smelt	smelt
spell	spelt	spelt

deal	dealt	dealt
mean	meant	meant
learn	learnt	learnt
feel	felt	felt
leave	left	left
meet	met	met
keep	kept	kept
sleep	slept	slept
Ending in -d		
feed	fed	fed
hear	heard	heard
say	said	said
pay	paid	paid
hold	held	held
sell	sold	sold
tell	told	told
OTHER COMMON IRREGULAR SAME PAST AND PARTICIPLE FORM		
get	got	got
have	had	had
make	made	made
find	found	found
sit	sat	sat
win	won	won
understand	understood	understood
GROUP 3: THREE DIFFERENT FORMS		

Same vowel pattern: / i // a // u /		
sing	sang	sung
begin	began	begun
swim	swam	swum
drink	drank	drunk
ring	rang	rung
Past participle ending in -en		
take	took	taken
give	gave	given
eat	ate	eaten
break	broke	broken
wake	woke	woken
choose	chose	chosen
speak	spoke	spoken
steal	stole	stolen
fall	fell	fallen
write	wrote	written
ride	rode	ridden
drive	drove	driven
bite	bit	bitten
Past participle ending in -own		
throw	threw	thrown
know	knew	known
blow	blew	blown
grow	grew	grown

fly	flew	flown
wear	wore	worn
swear	swore	sworn
tear	tore	torn
OTHER COMMON IRREGULAR DIFFERENT PAST AND PARTICIPLE FORM		
be	was/were	been
see	saw	seen
do	did	done
go	went	gone

TEACHER'S GUIDE - UNIT 1

LANGUAGE IN CONTEXT

WARM UP

Write GENERATION on the board and ask students what they think it means. There are a lot of possible answers (e.g. *refers to the age group, it's about a group of people that lived at the same moment.*) Write their answers on the board.

Ask them if they know what generations exist. Possible answers are *Gen Z, gen alpha, gen x, millennials*, and so on.

- A. Read the question aloud. Students (Ss) will answer what they know about Gen Z and discuss what are the characteristics of this generation. Ss can use the picture to help them with their guesses.
- B. Ss are going to discuss what kind of challenges Gen Z is facing in the workplace. After that, Ss can use the cell phone to go on the site [mentimeter.com](https://www.mentimeter.com) and share their predictions making a cloud of guesses. Later, share the cloud with them in a whats app group, where they will be able to review when they want.
- C. Ask Ss to look at the picture and say what the picture is about. They need to say that the picture is showing some generations. Call their attention to the balloons next to the people and ask them what it represents. They need to answer that they are the way people communicate all over the years. Ask Ss what has changed.

BEFORE READING: Ask Ss to discuss the title of the article. What are their predictions about the article? They will share their predictions in pairs. Ask Ss their opinion about the question, do they think that Gen Z is the most stressed generation in the workplace? Why?

- D. Ask Ss to try to guess which sentences are true or false. They do not need to read the text yet. They will just try to discover the answer. Later they will be able to check their predictions.

Answers:

1. False - Gen Z is the most disengaged group at work.
2. True
3. False - Gen Zers admitted to not giving a full effort at work.
4. True
5. True
6. True
7. False - Gen Zers report more overall stress.
8. False - Gen Zers report more work-related burnout.
9. False - Gen Zers report unclear communication at work.
10. False - Gen Zers report loneliness at work.

- E. Ask Ss to see the title and the picture and ask what they have in common. Then ask Ss to read the head of the activity E. They need to find the best title to replace the current one.

Answer: 2

- F. Ask them to read the text aloud taking turns. Ss now are going to be able to check their predictions and check their activities answers. Ask them if their answers were correct. Ask Ss to highlight words and expressions they did not understand.

- G. Ask Ss to answer the questions about the article.

Answers:

1. A 2. C 3. B 4. A 5. D 6. C

- H. Ask Ss what burnout is. Ss can discuss and share their opinions about the illness. They will also discuss what the main issue of the article is and what factors contribute to burnout in the workplace.

BACKGROUND NOTES

“Burn-out is a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed. It is characterized by three dimensions:

- feelings of energy depletion or exhaustion;
- increased mental distance from one’s job, or feelings of negativism or cynicism related to one's job; and
- reduced professional efficacy.

Excerpt from

<https://www.who.int/news/item/28-05-2019-burn-out-an-occupational-phenomenon-international-classification-of-diseases#:~:text=%E2%80%9CBurn%2Dout%20is%20a%20syndrome.related%20to%20one's%20job%3B%20and>

Read the instruction on letter H aloud. Encourage Ss to answer the questions correctly.

Answers:

The main issue discussed in the article is the significant stress and burnout experienced by Generation Z. Some factors that contribute to burnout and other negative workplace behaviors are pandemic-related stress, disengagement, high overall stress, career uncertainty, and global factors.

- I. POST-READING: Ask Ss to create some questions and explain to them what a survey is. They need to ask their questions in class and design an infographic with a brief

comment about their results. They can also associate their results with the results mentioned in the article.

VOCABULARY: WORKPLACE DYNAMICS AND CHALLENGES

- A. Write some expressions from the text on the board, ask Ss to find them on the text and say the definition according to the context. Then they can search online for supporting their predictions. Ss can discuss what is correct and incorrect.
- B. Ss need to match the definitions with the correct expression. They can do it in pairs and discuss according to their predictions from the activity before and about their search.

Answers:

1. e 2. d 3. f 4. a 5. c 6. b 7. g

- C. Explain Ss what fill in the blanks is. Give them an example on the board, then ask them to do the task.

Answers:

1. withdrawal
2. career growth
3. keep your head above water
4. disengaged group at work
5. lack of manager support
6. struggling
7. workplace behaviors

- D. Ask Ss to select vocabulary they had difficulties to understand and help them to create a mind map, where they are going to create a list with synonyms and antonyms of the expressions. Then, they are going to be able to create some sentences to support their activity.

GRAMMAR: SUPERLATIVE FORM

WARM UP

Briefly introduce the usage of superlatives to the class. Explain Ss that superlative is going to talk about the highest degree or the most extreme quality of something or someone. Tell them that we use the suffix -est or the most to describe this degree. Give them an example of this saying something about Ss in class (e.g Gabriela is the tallest girl in class, João is the most serious guy in class). Then show them some pictures (e.g The Mount Everest, The Burj

Khalifa, The Nile, and so on) ask them to make sentences using superlative. Sometimes they can be wrong. Teachers can correct unconsciously, for example, repeating the sentence in the correct way to make them repeat automatically.

Ask Ss to read the questions and look at the pictures. What would be the correct answer to each question? Ss need to choose the correct option and discuss with their partners why they chose that picture to represent the question.

- A. Ask Ss to read the task. Ask them to explain about the words in bold and what they remember about the usage of them. Let Ss try to explain the usage of -est and the most according to the examples they see in the book and the ones they made before.
- B. Ask Ss to find examples of superlatives in the article.

Sentences they can find in the article:

“Are Gen Z the most stressed generation in the workplace?”

“The fact that the youngest people in the workplace are struggling to keep their heads above water should alarm everyone.”

“According to 2022 data from Gallup, they are the most disengaged group at work.”

“It’s already a tempting prospect for the youngest workers...”

“...by far the most significant group.”

Explain Ss the grammar deeply. Teach the rules and details about the grammar. Try to ask them to make some examples in each part of the rule. Answer possible questions.

- A. Ask Ss to complete the task. Tell them that they need to complete each sentence using the verbs in parenthesis and the superlative form of these verbs. Ss can do it in pairs, so they can discuss and write down the answers.

Answers:

1. the biggest
2. the highest
3. the most innovative
4. the most diversity
5. the largest
6. the most adaptable

- B. Read the task out loud. Tell Ss that they need to add -est in the adjectives and complete the rules. They can use the grammar box to help them.

Answers:

-est	-iest	consonant+est	irregulars
shortest	easiest	hottest	best
coldest	heaviest	fattest	worst
highest		saddest	furthest/farthest
richest			
oldest			

- C. Ask Ss to search about the generations' characteristics. They are going to focus on the generations before Gen Z. Then they are going to identify the generation's traits. Ss need to write sentences using superlatives to describe the highest and lowest differences. Ss are going to work in pairs to discuss possibilities and understand the usage of the grammar. Ask a volunteer to read the example below the task.

LISTENING

Ask Ss to discuss the three questions in pairs. They can share opinions and suppositions. Then elicit some Ss to say their conclusion out loud.

Ask Ss to read the excerpt in bold, play the excerpt while they read it. (0:44 - 1:32)

Ask them to make pairs and find a solution to the problem. Suggest them to answer the questions before the discussion to help them to find better solutions.

Ss need to share their conclusions to the class and find the most effective solution to the problem.

Let Ss find out the girl's answers to the problem while listening.

- A. Play the video. Ask Ss to pay attention to details of the video. Ss try to find similarities with the answers given previously. Do they agree with the girl? Ss need to answer the questions below. If necessary, play the video one more time.

VIDEO TRANSCRIPTION

We, Generation Z, people who were born since 1995, are a difficult bundle, aren't we? We know how the world works and we are persistent, humble, rebellious, and with grand ambitions towards the future. We are extremely open to change and innovation and we want to make our own impact on this world more than any other generation. But this seems to make companies have a hard time dealing with us. The turnover rate of Generation Z people is considered very low. The Guardian newspaper shows that university students are very likely to change their jobs five times more in comparison to other generations. In the

following case, companies lose around \$36 billion annually for countermeasures, taking into account the time spent on recruiting, acquiring, retaining, and training the candidates inside the company. With \$36 billion, you can manage to give every man, woman, and child in Canada \$1,027. Huge number, right? So with this number in mind, companies think that we, Generation Z people, are a great struggle and headache for them. So but what actually matters to us? That we, as junior employees, will stay in a company for the long term. As a co-founder of the junior hiring startup, it's already been two years that I'm engaged in the recruitment field. In the meantime, developing my startup, I've been studying as a bachelor degree student at the university. And yay, finally this year I will graduate. Actually this is an exceptional case that you can do startup and not drop out from the university as usual startup founders are doing. So helping students to get jobs and internships without having any past work experience has become like a part of my life responsibility. As I've worked in three different companies with different type and industry size, I knew how it's hard to get the job that exactly matches your interests, preferences, skills, and future desires. I also have been surrounded with a lot of friends who were switching their jobs very often, like staying in a company less than a month. But I will never think that the problem is so big scale and our action will have a substantially negative impact on the company. So recruitment industry nowadays has changed. It's more customer centric, meaning candidates have much more power on their hands. Nowadays companies are not choosing the candidates, rather than candidates are choosing the companies. Meanwhile, the recruitment of our generation, Generation Z, is dramatically different because we have our own idea, what is the quality of the job, what is the good working environment, and what are the great working ethics. We are always trying new things, we are always trying to do experiments, and we are really afraid of being stagnant at the same place. So the problem is not our generation, the problem is the gap between the companies and students nowadays, which has emerged to misunderstanding, misconception, mis-expectation, and mis-communication. In the scope of the university project, in order to understand what really matters to us, to junior employees, to staying in a country for a long term, so we have done a small research, and here are the results. So the least important things that we, Generation Z people, really care about are here. By around 44% is the location of the office. We are not so into about the location of the office, because we can't spend that travel time using our mobile phone and internet, surfing on social media, listening to our favorite music and playing the video games. The second one comes the company's brand. We are so not into about the company, that we go to the interview without reading about the company, and this is a very common story in Armenia. The third point comes the job security. Our generation is not afraid of dangers, adventures, risks, because we are actually born under the Hunger Games, Avengers, Happy Death Day. Yeah, so on the contrary, what actually matters to us, by 82% is the professional growth. We want to take a job that we will grow day by day, that will improve us, not just in personal terms, but also in professional terms. The second one comes the team. We want a team with mentors who will direct us, will help us, and will give us knowledge regarding our sphere. And the third one comes the salary. There is no free job anymore. Even though we don't have four years of experience, even though we don't have a lot of knowledge, we know our value and we want to receive that value back, even in monetary terms. So, companies need to take into consideration all of these aspects when they are creating their recruitment message, when they are designing their working atmosphere, and where they are defining their company's culture. A lot of IT companies nowadays, in order to tackle the issue of the gap between the company and generation Z people nowadays, using augmented reality, virtual reality, and gamification to solve the issue. I'm not anymore a usual employee in usual company. I'm a player in a game

who earns points, who passes the levels, who is more engaged in the company. This helps to be increased the employer satisfaction level, which correspondingly affects the quality of the job in the company. So, we, Generation Z, are not a struggle. We are just the change in the workplace. We are here to challenge and improve companies. We are here to be understood and be accepted by our personalities and units. We, Generation Z, we don't want jobs. We want life experience. Thank you.

Answers:

1. b, 2. a, 3. d

Ss discuss their answers with their peers alone. Let them talk about their ideas and then the answers can be shared correctly.

B. Tell Ss they are going to guess the vocabulary by the context of the sentences they are listening to. Play the video until the seconds suggested and let them check the correct answer.

Answers:

a. a group of people sharing common characteristics or traits.
b. percentage that illustrates how many employees left an organization in a period of time.

C. Play the video in the time suggested. Let Ss guess the meaning of the words according to the context again. Ss will check the correct answer.

Answers:

a. try to deal with something or someone.
b. a problem

Ask Ss to read the four sentences below. Tell them that those phrases are in the video, but they are not in the correct order according to the girl's speech. Ask them to try to predict what sequence should be the one used on the video.

Answer:

(2) , (4) , (3) , (1)

Ask Ss to make an essay sharing their opinion about the Gen Z revolution in the workplace. Suggest them to write their own opinion or base their text on the video.

PRONUNCIATION

Tell Ss that when we speak the suffix “-tion” in English the sound looks like “shun”. These words are often nouns.

Ask Ss to read the sentence loudly, in pairs. Correct them, if necessary.

WRITING

Tell Ss they will do a Job ad. Ask a volunteer to read the meaning of a job ad. Elicit some other Ss to read the job ad example.

Questions to ask Ss about the job ad:

- What’s the job they are looking for?
- What do you need to do for this job?
- Which skills do the person need to have?
- What do you need to do to be a candidate?
- What’s a graphic designer? What does this job do?

To this last question, Ss can search it deeper. Ask Ss to scan the QR code in case they do not know what the job is and what this job does.

- A. Explain Ss the task. Read it out loud and tell them that they are going to create their own job ads. Tell them that they are going to do the activity in groups of three.

Ss need to be creative and follow the rules below. Elicit some Ss to read the rules.

Follow their activity closely and help them whenever necessary.

- B. The group needs to present their ads. The other Ss are going to share their opinions and rate their peers' job ads. Then they are going to see what was the best and most creative job ad. They need to explain why they like/did not like the ad.

TIME TO SPEAK

Tell Ss they are going to work in groups now. They need to read the AD chosen in the writing section to know what they need to ask, what kind of skills they need to have, and so on.

- A. Separate Ss into 2 groups. Group A are employers, group B are employees.

- B. Read the question. Ask Ss to brainstorm ideas and discuss what they think about it. They can make a list of things they think are important to get the job. Group A is going to create questions to ask the other group. Ss need to be professionals, assertive, and objective with the requirements the company has. Group B needs to discuss possible questions and answers the other group can make to them. It is important to be

prepared for the interview. Ss are going to think about interesting skills and acknowledgement they need to have to apply for the job.

- C. **TIME TO INTERVIEW:** Ss from group A ask, group B answer. Go around and check if the questions are going well, suggest improvements, help when necessary. Employers can take notes to be clear about employees' answers and to help on the time to choose the best candidate.
- D. Tell Ss they need to return to their original Group. Both groups are going to choose the best employer, and the best employee. Tell Ss they need to report to their group their opinions and notes. They need to be fair and choose the best profile to be part of the company.
Elicit Ss from group A and group B to share their thoughts and share the chosen person.

Make notes of the Ss mistakes to discuss later in class. It is important to be clear and make them recreate sentences they made incorrectly. It is also nice to ask Ss to make different sentences to solidify learning. Use the chart to help.

Students	Grammar and vocab	comprehension and fluency	pronunciation	interactive communication
1.				
2.				
3.				
4.				
5.				
6.				

KEY SYMBOLS:

E = excellent VG= very good G= good F= fair P= poor

TEACHER'S NOTES

TEACHER'S GUIDE - UNIT 2

LANGUAGE IN CONTEXT

WARM UP

Write vacation on the board. Ask students(Ss) to share some ideas they like to do on vacation.

- A. Read the instructions aloud. Ask Ss to check the activities they usually do on vacation. Were they similar to the ones they mentioned previously?
- B. Tell Ss to be in pairs. Ask them to share with their friends the activities they did on their last vacation. Ask them to pay attention to the verbs they are using. Ss need to take notes of them.
- C. Ss are going to make a list of the verbs used in the conversation and with the appendix's help they are going to complete the activity by writing down the past of those verbs. Verbs can vary.
- D. Explain to students that there are two kinds of verbs in the past tense. Regulars and Irregulars. Tell them the characteristics of them and ask Ss to discuss in pairs what their differences are and what they have in common. Elicit some Ss to share with the class what they discussed together.
- E. Ask Ss about the cover of the book. Ask them if they have already seen it before. If their answers are yes, ask them about the story and if they have already read the book. If the answer is no, ask them to start discussing the questions below the picture.

Answers:

- The boy is in a planet (a small planet)
 - He 's not happy. He looks curious.
 - He's the little prince
 - The author's name is Antoine de Saint-Exupery
 - The book talks about a boy who decided to leave his planet to get rid of his flower. According to him, the flower was jealous and asked him a lot of things to do. Because of that he decided to leave the planet and explore different worlds in order to meet something new.
- F. Ask Ss about illustrated books. What do they know about this kind of book?
Ask Ss to discuss the questions in groups and then share their answers in class.

Answers will vary.

- G. Read the task. Tell Ss they are going to read the text and then answer the questions from the task.

Ask Ss to read the text silently first. Then Elicit some Ss to read it out loud.

Answers:

It is a narrative. It's about a person talking about a situation when he was six, when he drew a picture of a snake eating an elephant and adults thought it was a hat.

Ask some students to read the glossary. Then answer any other questions they have.

- H. Read the questions to Ss. Elicit some of them to answer the questions. They can share what they think about it.

Possible answers:

Yes, probably the narrator is a grown-up. However we do not know if it is a boy or a girl. His problem is that nobody understands his draws. They always say that is a hat, it isn't, though. He is never comprehended.

- I. Ask Ss to read the text again and answer the questions.

Answers:

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

Ask Ss to be in pairs. Analyze the text again and discuss the tense it was written. They need to explain why they think like that. Then elicit some Ss to share with the class their group conclusion.

Possible answer:

It is about the past. because of the usage of the age. (Ss can also mention the usage of probable verbs they used previously in activity C.)

VOCABULARY: PAST VERBS

- A. Read the task to the students. Remember Ss to use the appendix when necessary.

Answers:

be make

show ask
 say see
 reflect draw

B. Read the task. Tell them to match the activities on the expressions from the box and the best verb to complement the activity.

Answers:

drew	a picture	a tree
made	dinner	some coffee
was	at home	at work
reflected	the video tips	the bible quotes
showed	his new apartment	her new boyfriend
asked	for help	some questions

C. Ask a Ss to read the task. Explain to them that they need to find the definition of the words.

Answers:

1. f 2. c 3. d 4. g 5. a 6. h 7. b 8. e

EXTRA

GAME: Pie on the face.

OBJECTIVE: A nice way to practice vocabulary is playing nice games with them.

Set up a time to make PIE ON THE FACE game. You can use verbs in infinitive and ask them to say the past tense of the verbs or vice versa.

How to play it?

Let some chantilly on two disposable plates. Elicit a nice place to play and let a lighting bell close to each student. You make the question, for example "What's the past tense of the verb see?" Students need to tap the lighting bell as fast as they can. The student who presses it first will answer. If they answer correctly, the pie will be on the friend's face. If incorrect, they receive the pie from their friends.

At the end, the student that had a clean face or received less quantity of pie, will win a prize.

GRAMMAR: SIMPLE PAST

- A. Ss are going to complete the activity alone, then discuss with a partner their answers. They are going to check if their answers are similar. Then they can agree or disagree, and change their answers if they think it is better.

Answers:

was | made | visited | read | didn't exercise | slept

- B. Tell Ss that the phrases below have a mistake each. They need to find it and correct it. They can do this activity in pairs.

Answers:

I **played** soccer last Saturday evening with some friends.

I **didn't visit** my relatives last weekend.

Did you **go** to Vanessa's party on Sunday?

I **ran** really fast in the marathon.

My friends **didn't win** their last soccer match.

My mom **was** worried about me while I was traveling to Rio de Janeiro.

WARM UP

Ask Ss what they did and did not do last night. Reminds them to use the verbs they have been learning. Let them be creative.

Explain grammar box. Elicit some Ss to read the examples from the box.

Sentences structures:

subj + past verbs + complement

Subj + didn't + base verb + complement

(Wh) + did + base verb + complement.

Tip: write the structures with different colors and write the examples the same way. It will be easier to Ss recognize the parts of the sentences.

To reinforce the grammar taught, ask Ss to google kahoot.it on their cell phones. Explain how the game works and play with them about simple past rules and structures.

EXTRA

GAME: kahoot

OBJECTIVE: Students review grammar in a funny and interesting way.

How to play it?

Ss search for kahoot.it on google, then they need to type the PIN presented on teacher's TV and create a nickname. They can also choose a character face.

To play, students need to read the questions and the answers' option on teacher's TV then type the correct answer on their cell phone.

At the end, the winner can have a prize.

REGULAR OR IRREGULAR?

Elicit a Ss to read the task. Give them time to complete the chart. They need to separate the verbs in the box into regular or irregular. Tell them that the verbs are in infinitive form. When they write them in the correct place it needs to be with simple past tense.

Answers:

REGULAR	IRREGULAR
visited	made
invited	slept
played	flew
cried	went
called	got
cooked	did

C. Read the instructions aloud. Ask Ss to do the task. Answers can vary.

Possible answers:

She watched a horror movie last night.

He studied hard last night.

They went to a nightclub last night.

She worked late last night

They ran 12km last night.

She used her cell phone last night.

Ss can also create different sentences from the pictures and share their ideas with their friends in a short talking activity.

D. Read the task to Ss and tell them they need to use the verbs from the box to complete the sentences.

Answers:

- | | |
|----------------|--------------|
| 1. introduced | 7. asked |
| 2. learned | 8. called |
| 3. was | 9. learned |
| 4. was | 10. came |
| 5. had | 11. believed |
| 6. encountered | 12. told |

EXTRA ACTIVITY

Write some verbs on pieces of paper and put them in a dark bag. Ask Ss to pick up the paper without checking, then they will open the paper and create a sentence using the verbs they faced.

LISTENING

Tell Ss they are going to listen to a piece of the video, and explain that they need to complete the text with the verbs from the box. Ask them what kind of verbs they are, and also the tense of the verbs. (0:00 - 0:30)

Answers:

- (1) was (2) was (3) lost (4) was (5) flew (6) took (7) impressed (8) decided

In class ask the three questions from activities A, B and C to make Ss get into the topic from the listening. Ss can talk about books and authors, books they like, authors that called their attention. Ss can also talk about possible biographies they have read before.

D. Read the instructions aloud. Play the video to Ss and tell them to answer the questions about Antoine de Saint Exupéry.

VIDEO TRANSCRIPTION

Antoine-Jean-Baptiste-Marie-Roger de Saint-Exupéry was born on 29 June 1900 in Lyon, France. He was the third child in the aristocratic family that called him the Sun King, for his blonde hair. He lost his father when Antoine was only four years old, so his mother took care of his upbringing. In 1912 Saint-Exupéry flew for the first time in an airplane, this experience impressed the young boy so much that he decided to dedicate his life to the sky. Even in college he was called lunatic for the habit to gaze at starry night. In 1921

Saint-Exupéry was drafted into the army and enlisted in the 2nd Regiment of the Light Cavalry near Strasbourg. At first, he was assigned to the work team at the repair shops, but soon he managed to pass the exam for a civilian pilot. In the future, he also received a military pilot's license. In January 1923, Saint-Exupéry got into a plane crash and suffered a traumatic brain injury, after which he was discharged from the army. He moved to Paris, where he started writing. At first, he had to take any kind of work, because he wasn't successful, he was a salesman in a bookstore and an automobile salon. In 1926, he was lucky to become a pilot for Aeropostale company, which was engaged in delivering mail to the north of Africa. On the 19th of October 1926, he was promoted to the airline stopover manager in the Sahara Desert, where he tamed a fennec fox, which most likely became the prototype of the fox from the *The Little Prince*. In the desert he wrote his first novel, called *Southern Mail*. In March 1929, Exupéry returned to France and entered the higher aviation courses of the navy. Soon after he was transferred to Latin America, as a director of the Aeropostale Argentina Airline. In 1930, for his contribution to the development of civil aviation, Exupéry was made a Knight of the Legion of Honor. In the same year, he wrote his second novel, *Knight Flight*, for which he was awarded the Prix Femina. In 1931, Exupéry returned to France and worked for various airlines, mainly engaged in mail transport. In 1932, after getting a job as a test pilot, Exupéry got into a plane crash while testing a new seaplane, which overturned, and he barely managed to get out of the cockpit of the sinking plane. As a correspondent for the Paris Soir newspaper in April 1935, Santex Exupéry visited the USSR, and described this visit in five essays. He was a first Western writer, who attempted to understand Stalinism in these essays. He also met the writer Mikhail Bulgakov there. Soon, he became the owner of his own plane Simun and on 29 December 1935, decided to break the speed record in a Paris to Saigon air race. But in the Libyan desert the plane crashed, and only thanks to the Bedouins, who accidentally discovered him, Antoine de Santex Exupéry dying of thirst was miraculously rescued. He went to New York in January 1938, where he started working on the book *When, Sand and Stars*. Same year, in February, he suffered another serious accident in Guatemala, after which he was restoring health for a long time, first in New York and then in France. On 4 September 1939, the day after the announcement by France of war with Germany, Exupéry was on a military airfield to lose Montaudran. Until the defeat of France in 1940, he flew combat missions, performing aerial reconnaissance tasks, for which he was awarded the Croix de Guerre. In 1941, after the defeat of France, Exupéry moved first to the unoccupied part of the country, and then went to New York. The following year, he wrote his most famous novel, *The Little Prince*. In 1943, he joined the Free French Air Force under the command of General Charles de Gaulle, and with great difficulty achieved his enlistment in a combat unit. On 31 July 1944, he departed Borgo, Corsica, on a reconnaissance flight, and was shot down by a German fighter. Even though Antoine de Santex Exupéry dedicated his life to the sky, he will remain in our memory as a writer, philosopher, and dreamer, able to get us right in the fields by his works. His novels are translated on more than 100 languages and are annually republished in millions of copies. Performances, films, and cartoons are based on his works. That was a story of Antoine de Santex Exupéry. You are on the Short History Channel. Subscribe to our channel if you don't want to miss our new short stories. Click the bell, like, leave comments, stay with us.

Ss can discuss the answers in pairs. Ask them to watch the video again if necessary.

Answers:

1. c

2. a
3. c
4. c

E. Ask Ss to watch the video again. Tell them about the usage of past verbs. Ask Ss to write down ten verbs or more mentioned in the video.

PRONUNCIATION

F. Explain Ss about pronunciation of the regular verbs in the past.

TEACHER EXTRA NOTES

1. /d/ pronunciation happens after verbs and voiced consonants - except /d/:
/ð/, /b/, /v/, /z/, /ʒ/, /dʒ/, /g/, /m/, /n/, /ŋ/, /l/

lived /lɪvd/
seemed /si:md/
failed /feɪld/

2. /t/ pronunciation happens after voiceless consonants - except /t/:
/θ/, /p/, /f/, /s/, /ʃ/, /tʃ/, /k/

worked /wɜ:rkɪt/
watched /wɒtʃt/
stopped /stɒpt/

3. /ɪd/ pronunciation happens after /d/ and /t/

ended /'endɪd/
started /'stɑ:tɪd/
invited /ɪn'veɪtɪd/

Ask Ss to watch the video again until 1:38 min and separate the verbs in the past into the correct pronunciation rule according to the explanation they listened to.

Answer:

/t/	/d/	/ɪd/
impressed	called	decided
	managed	drafted
	received	promoted
	returned	started
	moved	enlisted

Answers can vary.

WRITING

Tell Ss they are going to write a personal narrative. Explain to them how it works and how they can write one.

Explain the steps they need to follow and how the sequence of a personal narrative is. Explain about introduction, body paragraph and conclusion. Tell them that to write a good text they can answer the questions below to organize their ideas:

What are you going to share?

What happened?

What's the order of the events?

How did you feel?

Tell Ss that these questions are going to help them with the text organization.

- A. Ask Ss to exchange their text with another friend (organize the exchange in a way that the texts won't be with their friends next to, but a friend away). They need to analyze their friend's text and point out their review about it. They need to tell the class what they like/ did not like, what was the most interesting part, and share general improvements that can be done.

In the end of the activity, ask Ss to make the improvements necessary and take their texts to correct in a deeper analysis.

TIME TO SPEAK

WARM UP

Write **storytelling** on the board and ask Ss if they've already seen this word before. Write on the board their supposition, then elicit a volunteer to read the box and check if their predictions were correct.

- A. Read the instructions aloud. Ask Ss to decide in a group which story they would like to create. If they cannot decide, make a raffle to help them.

The activity will happen as soon as the first person (chosen in a raffle) starts. Every 1 or 2 minutes say the word "change" and the next student (decided previously or just the next in the circle) continues the story.

SELF-ASSESSMENT

Ask Ss to read the information from the exit ticket on their books. They need to check the emoji that most describe them about the grammar. Emphasize that they need to be clear and sincere with themselves while answering. They will also write down their feelings about the grammar. Teachers can ask them the following questions to help their reflection: What was the most difficult thing about the grammar? What was easy to learn? Do you have a question about something? Is there something you'd like to review? In the end see what their answers are. Try to help them develop their difficulties.

RATIONALE

GENERAL COMMENTS

“Teaching is a work of heart” is a book focused on communication, but also on grammar. In this book we are trying to gather social, cultural and real-life communication in the classroom that was mentioned by Brown (2007) as something important when teaching a new language. It is also important to highlight that everything was designed overthinking everything studied in classes, the authors mentioned were extremely important and all tasks, grammar and texts were chosen based on these resources, and also based on the updated Common European Framework of Reference for Languages - CEFR (2020).

This book also focuses on teaching the four skills considered important to an efficient second language speaker: reading, writing, listening and speaking. All the activities were designed thinking about the best method to learner’s knowledge. It was also a priority to apply texts, videos and tasks completely authentic.

The book was developed for students in A2 level that according to CEFR (2020) are basic learners and they are going to learn about Superlatives (Unit 1) and Simple Past (Unit 2). “Teaching is a work of heart” is proper to students above 16 years old that study at English courses.

In topics, we detailed each skill individually, to be clear and organized, and all the authors mentioned are on the references in case of search.

TEACHING READING SKILLS

Reading is a receptive skill, which involves receiving and processing input according to Common European Framework of References for Languages (CEFR, 2020). In order to improve this competence, the book incorporates two key components. They are: Language in context and Vocabulary.

Language in context follows intensive reading discussed by Harmer (2007), who spoke about the importance of pre-reading activities such as speculation and discussion of questions related to the text before reading it. According to the author, these preliminary activities provide students with the necessary tools to approach text with purpose. Students will have an idea of how to read and what to look for while reading. Indeed, they are setting out to be directed to the environment of the text, moreover it will prepare them for what is coming in their reading journey.

The tasks in this first competence were intentionally designed to get students into context, therefore we selected activities involving mental mapping, thought-provoking discussion questions, and the expansion of their vocabulary repertoire were chosen to compose the two units produced.

Two approaches also applied on the material are bottom-up and top-down. According to Anderson (2008 apud NUNAN, 2015) the combination of both approaches is what makes the best readers, students are guided to adopt these strategies to get deeper into textual context, make use of previous knowledge to predict the articles. They are also encouraged to recognize and comprehend vocabulary quickly, easily, and efficiently.

Another important section is vocabulary, in which students put into practice what they have acquired within the 'Language in context' category. As emphasized by Nunan(2015), "The more limited the learner's vocabulary, the less will be his or her ability to communicate". This underscores the importance of teaching vocabulary in class and how it is effective for a great communication. Words are the key of communication, without them, it is impossible to speak. To enhance students vocabulary skills, a bunch of purposeful tasks have been applied to the textbook.

Activities such as word blank exercises, matching definitions, and creating meaningful phrases were carefully chosen to compose the section, and improve students' vocabulary and language proficiency.

TEACHING WRITING SKILLS

According to Harmer (2007), writing is a skill that everybody feels uncomfortable to do, teachers and students are reluctant and hesitate to study and improve it. There are some challenges that make Second Language Speakers (SLS) avoid writing skills.

On one hand, time spent. Effective writing instruction requires teachers to introduce various writing genres to students gradually, which can be a time-consuming process. Additionally, the writing tasks themselves are time-intensive, due to the need for research and revisions.

Furthermore, teachers can feel tired by extensive tasks of correcting written assignments or may encounter difficulties when providing feedback on some tasks. These challenges can contribute to the reluctance to engage with writing skills.

Harmer also discussed that "To be successful as writers in our own or another language, we need to be aware of these layouts and conventions and use or modify them when appropriate to get our message across as clearly as we can. This is all part of successful genre writing". Therefore, understanding genres is the most important approach when teaching and learning a second language writing skill. Students and teachers must comprehend the significance of genres, coherence, and cohesion in order to write things successfully.

Another crucial aspect to consider is the ability to produce and process writing skills. Students must be guided in comprehending the steps involved in the written process, including planning, drafting, revising, re-planning, and so on, to have their abilities improved.

Teaching these stages can be complex sometimes, and most of the times difficult to be applied because of the time limitation.

To implement the knowledge acquired, the textbook incorporates a writing section with meaning boxes, real-life examples, and a helpful list of tips. These resources empower students to check and organize their writing activity effectively. They were also conducted to engage self-correction and peer correction as mentioned in Nunan(2015), as these practices provided valuable feedback, and consequently, enhanced learning.

TEACHING LISTENING SKILLS

Authors consistently underscore the importance of teaching listening skills through authentic, real-life content. For this reason, the 2 Units in the book's listening section have been designed to employ real-life strategies. According to Field (2008):

“Recordings of spontaneous speech expose learners to the rhythms of natural everyday English in a way that scripted materials cannot, however good the actors. Furthermore, 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.”

Two distinct videos have been incorporated, providing students with an opportunity to listen, analyze, and enhance their listening skills effectively. To ensure comprehensive skill development, the book incorporates pre-listening activities that familiarize the students with the video's context. The listening itself embraces both extensive listening, which involves general questions to establish context, and intensive listening, which provides detailed comprehension questions.

In Unit 1 and 2, students were also engaged in post-listening tasks where they needed to share past verbs they listened to on the video, to improve their ability with the vocabulary. Unit 1 also included a vocabulary activity, centered on word-meanings.

PRONUNCIATION

Pronunciation is becoming extremely essential when speaking about language teaching. First, because students can be closer to native speakers and consequently, feel more confident. Second, poor communication can block students from an effective interaction (Fraser, 1999).

Recognizing the importance of pronunciation, in unit one was designed the rules to pronounce the suffix of the words ending in -tion. Thanks to pronunciation teaching, students

can feel more comfortable in learning new words, mainly when they can find a pattern on the rules. This can help them to improve their speaking faster and more confidently.

In unit 2, it was designed as an activity in which students need to analyze regular past verb pronunciation. This activity was crafted aiming at the students' difficulties in pronouncing past verbs and aims to enhance their speaking proficiency.

Students will rewatch segments of the video, listening carefully and filling the verbs into the correct pronunciation. It is important to mention that the teacher's instructions should be exceptionally clear, as this approach is always regarded as one of the most challenging aspects to both learn and teach.

TEACHING SPEAKING SKILLS

Burns (2012) said that speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes – cognitive, physical and socio-cultural. Effective speakers must activate their knowledge by engaging with real-life language in real-time. This demands quick cognitive processing to comprehend everything that's been spoken, and also understand the person's cultural context. Indeed, it is important to recognize idioms, specific vocabulary, humor, and other nuanced linguistic vocabulary.

Burns(2012) highlights that speaking in a second language can create a great deal of anxiety for language learners, and so it is very important that teachers offer support for speaking tasks, allowing learners time for planning their thoughts and how to express them. What is important in this skill process is that students feel freedom to speak at their own pace, and free from anxiety-induced inhibition.

There are many students that develop fear of speaking a new language because of past traumas, such as being ridiculed by other students, encountering teachers who react negatively to mistakes, and many more situations that provoke these feelings in the students.

We have two distinct types of verbal communication: pragmatic or transactional and interactional or interpersonal. The first one is predominantly focused on giving information or providing services. It typically involves formal language, reserved for serious discussions, often in necessity or formality. On the other hand, the second encompasses our daily life, when we talk to our family, friends, conducted in a more relaxed and informal manner.

Burns (2012) elucidates that phrases can often cover both categories, combining examples of pragmatic or transnational communication.

In both units of the book, students are exposed to both types of speaking situations. Unit 1, the focus is on pragmatic or transactional, where students engage in a job interview scenario. Unit 2, encourages students to engage in informal speech by creating a story that fosters a relaxed and social atmosphere.

Another critical aspect highlighted in the study pertains to the importance of students' feedback after speaking. Because of that, the teacher's book has been thoughtfully structured to include sections for teachers to make notes regarding their students' progress and development during speaking activities.

TEACHING GRAMMAR

Teaching is a work of heart, is based in a Communicative-based approach, which is focused in communicative language learning using an inductive method. According to Widdowson (1978, apud Nassaji and Fotos, 2011), communicative approaches acquire students with the ability to use and interpret in real-life communication settings. Consequently, activities were crafted thinking about the ability to recognize a grammar by their context, and then by the rules.

Some authors, such as Krashen (2008 apud Nassau and Fotos, 2011), defend that language is acquired unconsciously, but this perspective is not totally true, especially for those who are not native speakers or have not had language contact since you were born. When you are learning a second language, a grammar-based approach or a communicative-based approach are necessary, because of your different background, which changes all the learning process.

The importance of teaching grammar was valued in both units, where students could use the grammar into context, and real-life strategies. The grammar was introduced by an inductive approach and then grammar was presented to facilitate students' understanding and encourage them to connect their practical exercises with the underlying grammar rules.

TEACHING WITH TECHNOLOGY

“Technology, we were told, will transform learning, empower students, and liberate teachers. It will automatically bring about more active creative, student-centered forms of education: anybody who opposes it is simply a dinosaur.”
(BUCKINGHAM 2020)

Hockly and Dudeney (2007) point out that technology started around the 1960s. Furthermore, they highlight how the internet has been growing recently, mainly among the latest generation, which were born in a world infused with digital technology, they are known as digital natives.

The incorporation of internet usage is part of the language teaching, because it can connect students and real-life. Different strategies can be applied, and these recent apps are accelerating the integration of technology in the classroom.

A lot of teachers are afraid of adopting technology in education, however their mind is changing post-pandemic landscape. Their necessity to adopt technology during the pandemic prompt many educators to acquire new skills, as a result, many of them recognize the benefits to implement technology into their classroom.

In the present day, there are multiple technology tools to use in class. Students have much more access to the internet than ever before, it has integrated resources such as Youtube, Mentimeter, Kahoot, QR codes to complement the textbook. Students will be able to use their cell phones and connect their real-life experience into the classroom settings.

According to Hockly and Dudeney (2007) it's important that both teachers and learners see the use of the Internet as an intrinsic part of the learning process, rather than as an occasional activity which has nothing to do with their regular study programme. This is why the integration of digital literacies has been considered essential to compound all textbook construction.

Another important aspect to highlight is the usage of authentic texts and videos sourced from reputable websites, the topic selection was made carefully, ensuring they do not include misinformation or fake news, but provide real and reliable information.

LEARNING ASSESSMENT

Grades are always overvalored and students most of the time feel upset when they get a bad grade. Thinking about this, the book was crafted with summative and self-assessment, which according to Brown and Abeywickrama (2004) are two distinct possibilities to assess students without giving them just letters or numbers as a grade to decide if they are good or not.

Summative assessment is present at the end of the lessons, where the teacher can print and write general or brief comments, suggestions for improvement, and performance during the tasks. This is an important assessment, because students can see their evolution in simple and objective description. And also visualize possible mistakes.

Self assessment was developed to students be sincere about their real knowledge. This assessment can be printed by the teacher, who can analyze and help students with their difficulties. Brown and Abeywickrama (2004) highlight the importance of self-assessment as “the most important application of reflective self-assessment is the potential for setting goals for future learning and development.” They also say that students can use self-assessment to improve their learning skills and recreate self-study to be more practical and learnable.

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