

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras
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TEACHING MATERIAL FOR TEACHING ENGLISH
The importance of English skills

Belo Horizonte
2022

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MATERIAL DIDÁTICO PARA O ENSINO DO INGLÊS

The importance of English skills

Trabalho apresentado ao Curso de Especialização em Ensino de Língua Inglesa da Faculdade de Letras - UFMG como requisito parcial para a obtenção do título de especialista em ensino de Língua Inglesa.

Orientadora: Mara Passos Guimarães

Belo Horizonte
October 30th, 2022



Universidade Federal de Minas Gerais
Faculdade de Letras
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ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO.

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Às 17:30 horas do dia 03 de dezembro de 2022, reuniu-se, na Faculdade de Letras da UFMG, a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa/EAD, para julgar, em exame final, o trabalho intitulado **TEACHING MATERIAL FOR TEACHING ENGLISH: The importance of English skills**, como requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra à(o) candidata(o) 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 da(o) candidata(o) e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Prof(a). Dr(a). Marisa Mendonça Carneiro. indicou a aprovação do(a) candidato(a);

Prof(a). Dr(a). Edelvais Brígida Caldeira, indicou a aprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi aprovado(a).

Nota__70__

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

Belo Horizonte, 03 de dezembro de 2022 ,

Prof^a Marisa Mendonça Carneiro

Prof^a Edelvais Brígida Caldeira

O trabalho atende aos requisitos do CEI

Prof^a. Dra. Marisa Mendonça Carneiro
Coordenadora do Curso de Especialização em Língua Inglesa
Faculdade de Letras/UFMG

MESQUITA, Francisco Renato Rodrigues de. **MATERIAL DIDÁTICO PARA O ENSINO DO INGLÊS – A importância das habilidades da língua inglesa**. 2022. 35p. Monografia (TCC) – Curso de Especialização em Língua Inglesa, Minas Gerais, 2022.

A monografia intitulada como “**MATERIAL DIDÁTICO PARA O ENSINO DO INGLÊS – A importância das habilidades da língua inglesa**”, tem como objeto a Língua Inglesa e como objetivo geral mostrar a importância de se trabalhar às habilidades da língua inglesa para que o processo de aquisição dessa língua estrangeira moderna difundida no mundo inteiro como língua franca e essencial nos dias atuais, seja prazeroso e de fácil assimilação por parte dos educandos. Este trabalho tem com objetivo específico mostrar aos professores atividades elaboradas com foco nas principais habilidades da língua inglesa de modo que auxilie e facilite o trabalho do professor. No Brasil, a inclusão de uma língua estrangeira na educação deu início em 1809, mas mesmo com o passar dos anos, com as mudanças educacionais em nosso país e principalmente com a globalização, o inglês ainda não é devidamente valorizado, especialmente na rede pública. Desta forma, o leitor encontrará neste trabalho, unidades com temas atuais, atividades para o aluno, guia do professor, além de outros recursos de forma que minimize as dificuldades enfrentadas por professores de idiomas nas escolas regulares, especialmente o inglês, tais como a falta de recursos, número de alunos por sala de aula, carga horária reduzida e até mesmo a qualificação desses profissionais.

Palavras-chave: língua inglesa; ensino; habilidades; material.

MESQUITA, Francisco Renato Rodrigues de. **TEACHING MATERIALS FOR TEACHING ENGLISH - The importance of English language skills.** 2022. 36p. Monograph (TCC) - Specialization Course in English Language, Minas Gerais, 2022.

The monograph entitled "TEACHING MATERIAL FOR TEACHING ENGLISH - The Importance of English Language Skills" has as object the English language and as general objective to show the importance of working to the English language skills so that the process of acquisition of this modern foreign language spread throughout the world as a *lingua franca* and essential in nowadays, it is pleasant and easy to assimilate by the students. This work has the specific objective to show teachers activities designed with a focus on the main skills of the English language so that it helps and facilitates the work of the teacher. In Brazil, the inclusion of a foreign language in education began in 1809, but even with the passing of the years, with the educational changes in our country and especially with globalization. English is not yet properly valued, especially in the public school. In this way, the reader will find in this work units with current themes, activities for the student, teacher's guide, and other resources in a way that minimizes the difficulties faced by language teachers in regular schools, especially English, such as lack of resources, number of students per classroom, reduced workload and even the qualification of these professionals.

Keywords: English language; teaching; skills; material.

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INTRODUCTION

Learning English is essential because it is the most spoken language in the world. Its importance is revealed especially in the labor market, culture and economy. Today, the formation of plural citizens with a keen critical sense can no longer be done without the introduction in this global language.

For this, the teaching of this language should be effective, focusing on the development of language skills and should be taught in a contextualized way, exceeding the limits of functionalism. It should therefore be dynamic and enjoyable so that the student does not feel discouraged or unable to learn.

This paper aims to discuss and propose teaching strategies that include the four language skills for teaching English, which can be useful to develop communicative competence in the student and contribute to the integral training of the student. You will find no relation of the difficulties of working with the four skills, but suggestions of activities to overcome these difficulties that can be replaced by the creativity of the teacher.

A brief and simple theoretical approach is made on the importance of the four skills to develop communicative competence in the student. Finally, we suggest some teaching strategies that may be useful for English language teaching, covering all communication skills. After these considerations and analyzes, it is concluded that it is possible to learn English not being necessary for this much effort, but creativity, continuing education.

In this sense Farrel (2007, 2015) mentions that reflective practice is now a major component of most language teacher education and development programs worldwide. It occurs when teachers consciously take on the role of reflective practitioner and subject their own beliefs about teaching and learning to critical analysis, take full responsibility for their actions in the classroom, and continue to improve their teaching practice.

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SMALL TALK COMMON INTERESTS

Finding a common interest can start a great conversation.

Do you like sports?

Where are you from?

What do you like to do for fun?

What kind of music do you listen to?

Have you seen any good movies lately?

How do you know (a mutual friend*)?

*A mutual friend is someone you and the person you are talking to both know.



2. Look at the image below about common interests and see how to start a *small talk*.

3. Now it's your turn. Choose a friend or a family member and perform a *small talk* on the care we should take when posting on social media.

1. *Should I trust social media?*
2. *What social networks should I be present?*
3. *Can I make my posts safely?*
4. *What should I post?*
5. *What is better to post?*
6. *How should I interact safely?*

Now that you know what small talk is, answer the question: *Did you enjoy this experience?*



1. Do you know what *social media* is? If so, explain.

2. Click on the image below or in the link and watch the video about what social media is and after that answer the follow question.



What is Social Media In Simple Englis.mp4



(<https://youtu.be/jQ8J3IHhn8A>)

3. Watch the video again and answer the questions below.

a) Social media can come in many types and shapes. What are they?

b) Is YouTube a kind of video sharing?

c) Write an example of a photo sharing site.

4. Listen the text again and check the correct alternative:

a) World War Craft is kind of ...

() online game () video sharing

b) Mark the media that allow you to post
micro blog like post.

() online game () video sharing



5. What's your favorite social media? Why?



1. Choose a classmate and list with him some possibilities of use of the medias and talk about the cares they should have when accessing these medias.

1.1 In small group discuss some benefits of using the internet and the concerns we should have when using social media, especially outside the family environment.

IT'S TIME TO OPEN THE BLACK BOX OF SOCIAL MEDIA

Social media companies need to give their data to independent researchers to better understand how to keep users safe



Social media platforms are where billions of people around the world go to connect with others, get information and make sense of the world. These companies, *including* Facebook, Twitter, Instagram, Tiktok and Reddit, collect vast amounts of data based on every interaction that takes place on their platforms.

And despite the fact that social media has become one of our most important public forums for speech, several of the most important platforms are controlled by a small number of people. Mark Zuckerberg controls 58% of the *voting* share of Meta, the parent company of both Facebook and Instagram, effectively *giving* him sole control of two of the largest social platforms. Now that Twitter's board has accepted Elon Musk's \$44 billion offer to take the company private, that platform will likewise soon be under the control of a single person. All these companies have a history of *sharing* scant portions of data about their platforms with researchers, *preventing* us from *understanding* the impacts of social media to individuals and society. Such singular ownership of the three most powerful social media platforms makes us fear this lockdown on data *sharing* will continue.

After two decades of little regulation, it is time to require more transparency from social media companies.

In 2020, social media was an important mechanism for the spread of false and *misleading* claims about the election, and for mobilization by groups that participated in the January 6 Capitol insurrection. We have seen misinformation about COVID-19 spread widely online *during* the pandemic. And today, social media companies are *failing* to remove the Russian propaganda about the war in Ukraine that they promised to ban. Social media has become an important conduit for the spread of false information about every issue of concern to society. We don't know what the next crisis will be, but we do know that false claims about it will circulate on these platforms.

This is an opinion and analysis article, and the views expressed by the author or authors are not necessarily those of Scientific American.

*By Renée DiResta, Laura Edelson, Brendan Nyhan, Ethan Zuckerman on April 28, 2022
<https://www.scientificamerican.com/article/its-time-to-open-the-black-box-of-social-media/>*

2. After reading the article, circle the statement that expresses its main idea.

- a) people use social media to entertain themselves, make friends, get information and understand the world.
- b) Tik tok is one of the most widely used social media in the world.
- c) Media is transparent and user data is fully secure.
- d) Social media is not a channel for the dissemination of false information on all issues that concern society.



2.1 Circle T (true) or F (false)

- a) We have seen misinformation about COVID-19 spread widely online during the pandemic. (T) (F)
- b) Unfortunately, social media companies are stingy about releasing data and publishing research. (T) (F)
- c) Platforms don't have assured legislators that they are taking steps to counter mis/disinformation by flagging content and inserting fact-checks. (T) (F)
- d) The conversation around transparency and accountability for social media companies has grown deeper and more substantive, moving from vague generalities to specific proposals. (T) (F)
- e) We don't believe such research would help platforms develop better. (T) (F)
- f) Research suggests that misinformation is often more engaging than other types of content. (T) (F)

3. Do you usually use social media? For what purpose do you use it?



GERUND or INFINITIVE?

1. Read the sentence and answer the question below:

When didn't exist social media I rode a bike and you what's your favorite hobbies when you aren't connected?

2. Read the text. Why the children prefer to be on social medias than doing other activities?

Riding a horse was one of my favorite hobbies when I was child. Once, on vacation, the horse ran really fast and it didn't stop **running**. I was really frightened of **falling**. My best friend hates **riding** a horse and has a phobia about this animal so I encouraged him to lose this afraid and help him.



3. Mark the correct sentence about the verbs **highlighted** in the text of the previous question:

() they received a suffix

() they received a prefix

4. Observe the verbs below.

+ ing	double letter	-e removed
falling	Sitting	riding
playing	Swimming	smoking
barking	Getting	writing
learning	Running	typing
watching	Stopping	dancing

5. Complete the chart.

We use gerunds:	
a) as a subject	1. <i>Riding a horse</i> was one of my favorite hobbies.
b) after some verbs, e.g. <i>enjoy, like, finish, hate, love practice, start, suggest</i>	2. My dad hates _____ _____ _____
c) after prepositions	3. I was really frightened of _____

6. Reading the following sentence.

Reading a book is my favorite hobby.

Observe that the subject of the sentence is a verb in the gerund form. Therefore, a gerund (**base form of the verb + -ing**) can be used as the subject of a sentence. See another example.

Playing games is a wonderful pastime.

It's possible to say the same things using the structure **it + be + adjective + infinitive**. See some examples.

It's wonderful to swim.

It's important to learn a foreign language.

- Change the sentences using gerund as subjects.

a) It's important to bring your documents

b) It was very exciting to visit Rio de Janeiro.

HOW TO CREATE PERFECT SOCIAL MEDIA POSTS

Social Media Messaging Is NO "One Size Fits All"

Tailor your social media posts for each social community

- 1** Add personal comments, ask questions and encourage discussion to get more engagement and clicks.
- 2** **Content is still king**
Capitalize on content that converts best for each of your social communities.
- 3** **Create multiple Visuals**
Visuals are great to draw attention to your post. Visual content generates additional reach and more clicks, and can drive more traffic to your site.
- 4** **Use Hashtags**
Add # for keywords to join discussions and better search results.
- 5** **Harness the power of Emojis**
Not all social networks allow emojis, Use them where you can to boost shares, likes and comments up to 57%.
- 6** **Choose the right Post Format**
Image Posts or Link Post can make a big difference on impact for engagement and conversion - on each network.
- 7** **Share Your Posts at the Best Time on each social network**
Every social community has peak hours for engagement. Post at the best times to get more visibility and outreach.

Use Tools for Social Media Automation
Social media automation to save time, but choose tools that allow you to tailor your social media posts for each network and to schedule your posts for the best time and frequency for each social community.

2. Read the box below and learn about the genre.

POST - content published on a web page, post.

Message, text, image or any other content published on the internet, especially on social networks.

Actress reveals in post is cured of the (...)

3. Now that you know what a social media post is, choose a social network of your choice and **make an interesting post about the care we must take when performing a post.** Do not forget to make a print and send it to the teacher.

4. Think about this: **Why are the people so trapped by social media?**

WHAT IS SOCIAL MEDIA?



SOCIAL MEDIA REFERS
TO THE CHANNEL OF
INTERAC**T**IONS AMONG PEOPLE
IN WHICH THEY
CRE**A**TE, SHARE, AND
SHUFF**L**E DIFFERENT TYPES

OF INFORM**M**ATION AND
IDE**A**S IN A
DIVERSE WORLD OF
VIR**T**UAL COMMUNITIES
AND SOCIAL NETWORKS.

TEACHERS GUIDE

Unit 1

Hello teacher!

This guide was made especially for you and aims to facilitate your valuable work in the classroom.

This unit can be taught in 4 classes of 1h each, though if you have the opportunity to use extra material or decide to give students extra time for the activities that would be great.

The unit's topic is social media, a very relevant topic of interest to all students. The topic is more present than ever in our lives and in the lives of students. It was chosen aiming reflect about social media, its presence everywhere and in everything we do, and reflect on security and care we should have when we connect with these media. If possible, you can expand the topic or bring up subtopics intelligible with social media and technology so present in nowadays.

This is a light topic, but it can not only inspire students and broden their horizons as it can change the way they understand things, being meaningful. And this should be the greatest gift of all.

Hope you have fun and feel inspired!

Best of luck,

The author.





OVERVIEW

The unit is divided more or less between sections that are highlighted in the names of the English skills in colored boxes.

WARM UP

The beginning of the unit is a warm up to introduce the student to the subject. They are supposed to brainstorm about themes connected to the unit. The warm up starts with the vocabulary about social media.

SPEAKING

The speaking part is about the oral genre small talk. It presented an image about common interests and invites the students to choose a friend or a family member and perform a *small talk* on the care we should take when posting on social media.

LISTENING

This section presents access link to YouTube video about the concept of social media and some questions for the students to solve about the video.

READING

The reading part consists of a text in which students should understand the main idea to solve the exercises. This skill aims to work in pairs or in groups, reflecting about possibilities of use of the media and talk about the cares they should have when accessing these media especially outside the family environment, in addition to list some possibilities of use of the media.

GRAMMAR

The grammar part expands what they have had contact with throughout the unit. You should encourage them to do the exercises and guide their answers if needed. The idea at this skill and the exercises is to understand what is gerund and infinitive and when to use each of these forms

WRITING

The last skill of this unit aims to produce social networking posts and presents images with the concept of this genre and tips on how to produce a post in social media.

Unit 1 – What is social media?

WARMING UP & GETTING STARTED

individually // time: 5 to

10 min

Teacher: Before introducing the subject properly ask them which of the media they know.

Answer: 2, 4, 1, 5, 3

SPEAKING

individually or in group // time: 5 to 10 min

Answer: As this is an open question, there are no wrong answers

LISTENING

individually // time: 10 to 15 min

Answer key: 1 and 2 - As these are open questions, there are no wrong answers.

Transcription

What is social media in simple English. Many of you are interested in search engine optimization or internet marketing may have heard of the term social media it is a phrase that gets thrown around a lot nowadays in the search engine marketing world but upon questioning many people do not know what social media actually is and types of websites are classed as social media websites so what is social media essentially social incorporates the online technology and methods through which people can share content personal opinions swap different perspective insights into world issues and generally discuss the evolution of media itself social media website content can come in many shapes and forms, text. Text is often used to put across opinion or write blog post, images. Images and photos can display anything from holiday photos to shots by professional photographers, audio. Social media lets to create podcasts for users to download. Video. Video sites mean that you'll be able to record a video of your child's birthday for friends all over the world to see the most popular types of social media websites are huge at the moment a few example of these social media websites are social networking websites that allow you create a personal profile about yourself then chat discuss and share information with others such as friends and family prime example of social networking sites are My Space, Bebo and Facebook, Wiki's. Wiki's are websites that allow you to create, edit and share information about a subject or topic. Wikipedia for instance is one of the most popular Wki's. Video share. Video share sites allow

you to upload and share your personal videos with the rest of the web community a perfect example of a video sharing websites is YouTube. Photo sharing. Photo sharing websites users to upload pictures and images to a personal account which can then viewed by web users the world over. Flickr acts as a great example of a successful photo sharing sites news aggregation. News aggregators provide a list of the latest news stories published by users from range of different websites. Digg for instance is one of the web's largest news aggregators with one of the most dedicated communities, Social bookmarking. Social bookmarking sites allow users to publicly bookmark webpages they find valuable in order to share them with other Internet users online gaming. online gaming is often based around communities World of Warcraft is a prime example of online gaming apps these websites allow you to post micro blog like post to announce what you are currently doing. Twitter is a good example of a presence app this list by no means exhaustive and there are many more types of social media sites available on the Internet and because the social media front is moving so fast even if it was possible to list all the varieties of social media websites that exist new and innovation social media sites spring up nearly every day.

3. a) Text, video, images and photos, etc.
- b) Yes.it is.
- c) Facebook or any other social media.

4. a) online game
- b) video sharing

5. Personal answer.

READING

individually // time: 15 to 25 min

Answer key: 1 and 1.1 - As these are open questions, there are no wrong answers.

2. a) people use social media to entertain themselves, make friends, get information and understand the world.

2.1 A (T), B (T), C (F), D (T), E (F), F (T)

3. Personal answer.

GRAMMAR**individually // time: 25 to 35 min**

Answer key: 1 - As this is an open questions, there are no wrong answers.

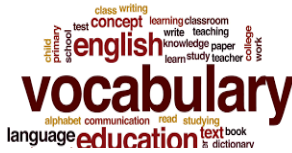
2. It's an oral answer.
3. The first option (They received a suffix)
4. In this question the students just must observe.
5. Personal answer.

6. a) Bringing your documents is important.
- b) Visiting Rio de Janeiro was very exciting.
- c) Doing this activity is impossible.
- d) Traveling do France will be exciting.

7. a) It was easy to find your book.
- b) It's typical in Minas to have bread with cheese in your meal.
- c) It was difficult to making all the questions.
- d) It's impolite to ask someone questions.


WRITING**individually // time: 25 to 35 min**

Answer key: All the questions in this skill are personal.



1. Do you know what mindfulness is? Read the entry and learn.

mind·ful·ness
 /'mɪn(d)f(ə)lnəs/
 noun



1. the quality or state of being conscious or aware of something.
 "their mindfulness of the wider cinematic tradition"
2. a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique.


- (1) Mind
- (2) Aware
- (3) Acknowledge
- (4) Awareness
- (5) Conscious



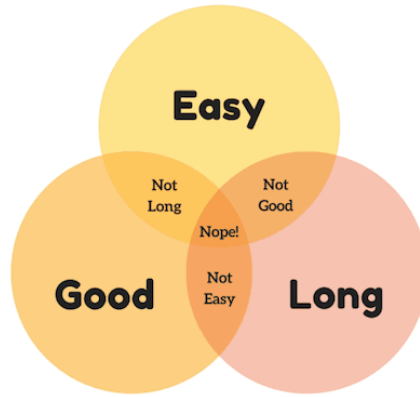
- () knowing that something exists, or having knowledge or experience of a particular thing.
- () the part of a person that makes it possible for him or her to think, feel emotions, and understand things:
- () knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience:
- () to notice that a particular thing or person exists or is present.
- () to accept, admit, or recognize something, or the truth or existence of something:



1. The advancement of technology has influenced the emergence of many oral genres. Read below example of one of these very common genres today.

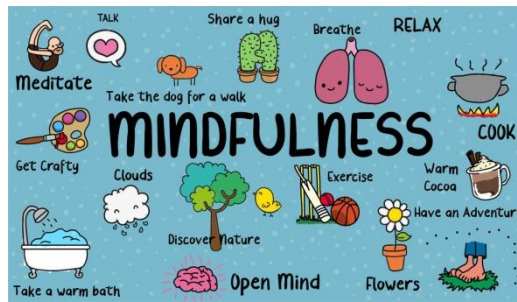
 **What is a *podcast*?**
 A digital recording of music, news, or other media that can be downloaded from the Internet to a portable media player.

2. After learning the concept of podcast, in pair or individually do a podcast on the importance of the mindfulness post pandemic and post it on a social network of yours or your school. Read the image below with a tip how to create a good podcast. Do not forget to plan your recording and send link to your teacher.



1. The excess of daily activities, stress and the deafening of information that we receive every day has left us increasingly inattentive. What do you think of attention and concentration? Are they important?

2. Click on the image below or in the link and watch the video about the concept of the mindfulness.



<https://youtu.be/OaRDbLWeSXE>

3. Watch the video again and answer the questions below.

a) What is the mindfulness?

b) We live an epoch of lack of attention and many needs. Do you think that mindfulness is important? Why?

c) Write the names of the senses that you hear in the video.

2. After reading the article, circle the statement that expresses its main idea.

- a) tips to improve your attention and take care of your mind’s health.
- b) list of benefits of the practice known as mindfulness and it has proven.
- c) the importance of taking care of the health of the mind in nowadays.
- d) we take care of them that we must have with the post-pandemic mind.

2.1 Circle T (true) or F (false) according to the text.

- a) When you notice you mind wandering – and it will – bring your attention back to your breath. (T) (F)
- b) Mindfulness focus on the past moment, without judgment, has proven benefits for health and happiness. (T) (F)
- c) There are many types of attention. (T) (F)
- d) We must select one area that our body affected by our breathing and focus our attention there. Control our focus, not the breathing itself. (T) (F)
- e) After 5 to 15 minutes, switch from focus to monitoring. Think of your mind as a vast open sky and your thoughts, feelings and sensations as passing clouds. (T) (F)
- f) Concentrative focus (a narrowing of attention and open monitoring) and a broad awareness of sensation and surroundings are types of attention (T) (F)

3. Do you think that the mind health is as important as physical health? Why?



Some types of suffixes

1. Read the sentences and then choose the correct option according to the words in bold.

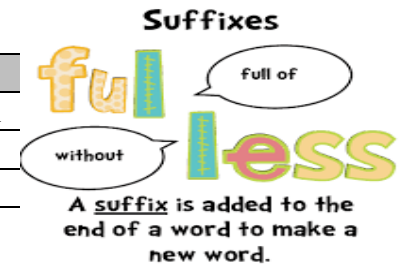
Mindfulness, a focus on the present moment, without *judgment*, has proven benefits for health and *happiness*.

- () they received a suffix
- () they received a prefix



2. Read the concept of prefix and then do what is asked in the question below.

Suffix	Examples of nouns
-sion, -tion, -xion	expression, population, complexion
-er / -or	driver, writer, director
-age	baggage, village, postage



Circle the prefixes in the words below.

- a) introduction
- b) upcycling
- c) instructions
- d) slightly
- e) recycling
- f) teacher
- h) doctor
- i) easily
- j) production
- k) pollution
- l) waiter
- m) player

3. Read the text *Capturing Attention* again and after write ten words with prefix.

4. Observe the verbs below.

Word	Suffix	New words
forget, use	-ful	forgetful useful
state, govern	-ment	Statement, government
complicate, create	-ion	Complication, creation

* change the class of the words below adding suffix to them:

- a) commit _____
- b) content _____
- c) use _____
- d) breath _____
- e) monitore _____
- f) happy _____
- g) sad _____
- h) comfort _____

5. Observe the language tips and then mark the correct answer.

The suffix *-ly* is usually used to form adverbs from adjectives. In this case it corresponds to the suffix *-mente* in English. Note the examples below.

easy - easily
beautiful - beautifully

* What information does the word in bold "*slightly decreases*" provide about the verb?



FREE- → Adv

() the place where the actions occurs.

LIVE- → Adj

() the manner in which the action occurs.

6. Reading the following sentence.

Suffixes: spelling

Often, the suffix causes a spelling change to the original word. In the table above, the *-e* ending of *complicate* and *create* disappears when the *-ion* suffix is added. Other examples of spelling changes include:

1. *beauty, duty* + *-ful* → *beautiful, dutiful* (*-y* changes to *i*)
2. *heavy, ready* + *-ness* → *heaviness, readiness* (*-y* changes to *i*)
3. *able, possible* + *-ity* → *ability, possibility* (*-le* changes to *il*)
4. *permit, omit* + *-ion* → *permission, omission* (*-t* changes to *ss*)



Make new words by adding the suffixes *-ion*, *-tion*, and *-ly*.

- | | |
|------------------|--------------------|
| a) produce _____ | c) reduce _____ |
| b) pollute _____ | d) dangerous _____ |

7. Match the columns after you analyze the words you formed in the previous activities.

- a) which words have a different meaning from the base word?
- b) Which words have their grammatical category (e.g from verb to noun; from adjective to adverb)?

() Words with suffixes

() Words with prefixes



Look at the image below and learn what acrostic poem is.



Now it's your turn. Create an acrostic mural and invite other classmates, teachers and school staff to appreciate it.

TEACHERS GUIDE

Unit 2

This guide was made especially for you and aims to facilitate your valuable work in the classroom.

This unit can be taught in 4 classes of 1h each, though if you have the opportunity to use extra material or decide to give students extra time for the activities that would be great.

The unit's topic is a current and necessary after facing difficult times. It deals with the importance of the cares we must have for our mental health, the slowdown in such a hectic world, a relevant concept and that our students need to deepen and know that is mindfulness.

If possible, you can expand the topic or bring up subtopics intelligible with mindfulness and the competencies and socio-emotional skills present in BNCC.

Due to a recurring number of mind health problems so present in our schools and in society it is necessary a deepening by teachers and students in order to soften and minimize them in our school environments. It is a topic that should be worked clearly and lightly by teachers.

Hope you have fun and feel inspired!

Best of luck,

The author.





OVERVIEW

The unit is divided more or less between sections that are highlighted in the names of the English skills in colored boxes.

WARM UP

The beginning of the unit is a warm up to introduce the student to the subject. They are supposed to brainstorm about themes connected to the unit. The warm up starts with the text genre entry and vocabulary with some words related to mental health.

SPEAKING

The speaking part is about the oral genre podcast. It is presented concept the genre and motivates the students in pair or individually a make a podcast according to the choice of them.

LISTENING

This section presents access link to YouTube video about the mindfulness and some questions for the students to solve about the video.

READING

The reading part consists of a text in which students should understand the main idea to solve the exercises. This skill aims to work in pairs or in groups, reflecting about mind health and talk about the cares they should have with their mind health.

GRAMMAR

The grammar part expands what they have had contact with throughout the unit. You should encourage them to do the exercises and guide their answers if needed. The idea at this skill and the exercises is to understand what a prefix is and when to use some rules about the grammar topic.

WRITING

The last skill of this unit presents an image with the concept of the acrostic and asks to the students to produce an acrostic mural and post it in the classroom or other place in the school.

Unit 2 – Mental health is just as important as physical health.

WARMING UP & GETTING STARTED

individually // time: 5 to 10 min

Teacher: Before introducing the subject properly ask them some questions like *How do you feel today? How is your mind? Are you happy or Are you sad? Why? Listen to students during some minutes and start the content of the unit.*

Answer key: 2, 1, 4, 5, 3

SPEAKING

individually // time: 5 to 10 min

Answer key 1: Ask some students what a podcast is.

2. It's an oral answer.

LISTENING

individually // time: 10 to 15 min

Answer key: 1 and 2 - As these are open questions, there are no wrong answers.

2. In this question you just will hear the audio.

Transcription

Just as helps us take care of our bodies mindfulness is a skill that keeps our minds healthy. Mindfulness helps us perform at our best and better navigate the inevitable ups and downs of life. Mindfulness is noticing, and being curious about what's happening right now. It's the opposite of being autopilot. When our bodies are doing one thing, and our minds are somewhere else. Often thinking about the past or, worrying about the future. When we're mindful, we engage our senses deliberately, and really take in the things that we can see, smell, hear, taste and touch. Just as we can build our muscles by going to the gym we can build our mindfulness muscle through regular practice, known as meditation. All it takes is a few minutes a day to see the benefits. So find the time – your mind will thank you for it.

3. a) Mindfulness is a skill that keeps our minds healthy.

b) Personal answer.

c) See, smell, hear, taste and touch.

4. a) skill.

b) right now.

5. Personal answer.

READING

individually // time: 15 to 25 min

Answer key: 1. Personal answer.

1.1 Only read the text.

2. a) tips to improve your attention and take care of your mind's health.

2.1 a (T), b (F), c (F), d (T), e (F), f (T)

3. Personal answer.

GRAMMAR

individually // time: 25 to 35 min

Answer key: 1 – The first option (They received a suffix)

- | | | |
|---------------------------|---------------------|----------------------|
| 2. a) introduction | e) recycling | j) production |
| b) upcycling | f) teacher | k) pollution |
| c) instructions | h) doctor | l) waiter |
| d) slightly | i) easily | m) player |

3. Mindfulness, judgment, happiness, engaging, following, designed, narrowing, monitoring, surrounding, resting (these are only the first ten words with suffixes, but there are others with suffixes too).

4.

- | | | | |
|------------|------------------|-------------|--------------------|
| a) commit | committed | e) monitore | moniored |
| b) content | contently | f) happy | happiness |
| c) use | useful | g) sad | sadness |
| d) breath | breathing | h) comfort | comfortable |

5. The second option (the manner in which the action occurs)

6.

- | | | | |
|------------|-------------------|--------------|--------------------|
| a) produce | production | c) reduce | reduction |
| b) pollute | pollution | d) dangerous | dangerously |

7.

The order is B – A.

WRITING

individually // time: 25 to 35 min

Answer key: It's a personal activity where each student will produce an acrostic poem.

RATIONALE

Understanding the world and its different realities is one of the great challenges of today's education. Especially in recent decades, new technologies have facilitated access to information and at the same time enabled the emergence of linguistic communities increasingly globalized and diffuse. Inserted in this context of revolution, Brazilian students need to be prepared to participate critically and responsibly in society. Teaching needs to go beyond knowledge about a particular area of specialty, covering broader purposes.

For this reason, the current material was developed considering it was going to be used by teenagers, young or adults in public school, which are learning English as a Second Language in an intermediate level (B1).

It has been prepared to offer more than grammatical and linguistic content; due to the fact that the teacher has the opportunity and the duty to present meaningful knowledge, useful for life in many aspects, supporting critical thinking and enlarging abilities for personal growth in students. The content was carefully chosen in order to introduce relevant topics and also use them to favor grammar comprehension.

In this work we will make a brief analysis of each linguistic skill and its importance for the English language learning process. For this, we will see what some authors say about each English skill.

Speaking

Communicative approach is one of the dominant models in language teaching. Considering the main objective of this teaching, to develop communicative competence, it becomes necessary to insert in the English Language - LI classes strategies that contemplate the four language skills. Given that in order for the individual to become linguistically competent - to employ the language in the most varied communication situations, he necessarily needs to acquire such skills.

According to Burns (2012) the teaching and learning of speaking are a vital part of any language education classroom; not only does the spoken language offer 'affordances' for learning as the main communicative medium of the classroom, but it is also an important component of syllabus content and learning outcomes.

However, teaching speaking remains challenging for many teachers. A key issue here is whether what happens in a speaking classroom is concerned with 'doing' teaching or 'teaching' speaking.

Discussing the relevance of the four skills is indispensable because these constitute the integral development of the student. In addition, some strategies may contribute to language teaching, in the development of the four skills, to demystify the idea that it is not possible to learn English in Brazilian public schools.

Therefore, an immediate change in the way some teachers still deal with the teaching of this discipline is advocated. English language classes (or any other language), should not be worked mechanically, segmented, where it is believed that objective language teaching only "metalinguistic knowledge and conscious mastery of grammatical rules that allow, at most, to achieve purely average results in written examinations" (PCNs, 1999, p. 150), based on the reading, speaking and listening), transforming classes into simple repetitive exercises of grammatical rules.

Based on the literature consulted for the elaboration of this work, it was found that the language teaching aiming only metalinguistic knowledge has little positive effects for the training of the student, because it cannot exceed the grammar. And when the student is put to the test, it demonstrates that the communicative competence was to be desired.

Finally, when speaking, we express our thoughts and feelings. Speaking is an activity that usually implies communicating with other people. In this skill, what really matters is getting your message through.

Grammar

As Nassaji and Fotos (2010) the grammar is fundamental to language. Without grammar, language does not exist. However, nothing in the field of language pedagogy has been as controversial as the role of grammar teaching. The controversy has always been whether grammar should be taught explicitly through a formal presentation of grammatical rules or implicitly through natural exposure to meaningful language use. This controversy has existed since the beginning of language teaching. However, whatever position we take regarding grammar instruction, "it is bound to be influenced by the recent history of grammar teaching" Therefore, to provide a background to the book, we begin by providing a brief overview of the changing in the teaching of grammar over the years.

The result that is expected that the English language learner no longer see the relationship of the various elements that grammar in an isolated and decontextualized way, but that reflects

on the relationship of these elements in the utterances in which they are inserted, privileging the communicative use.

When addressing grammar in English language teaching it is of fundamental importance to highlight the difference between Normative Grammar and Grammar of Use. Unfortunately, many linguists and English teachers forget [or do not know about] this difference and end up giving misleading information, which does not reflect what the experts say. Therefore, understanding this difference avoids the occurrence of erroneous interpretations and the diffusion of simplistic and prejudiced concept of the maxim "not teaching grammar".

It is essential to keep in mind that Normative Grammar is the grammar of the set of rules and technical terms [metalinguism] used to describe the language mechanically. When we talk about grammar people soon think of this grammar; for they are the only grammar that exists. We can always be against the exhaustive and early teaching of Normative Grammar [rules + metalinguism] that some teaching methodologies and approaches preach.

Reading

You probably know that even in your own language reading is regarded as important because it can be entertaining and educational, can open up new worlds and enrich your life, and can improve hand-eye co-ordination and enhance social skills.

But for learning a foreign language, in this case English, reading in that language has additional important benefits that can help you learn the language faster and more completely. Reading is an essential skill for language learners. When your reading skills improve, your listening, speaking and writing skills improve too.

It was believed (and still is) that learners are in control of their learning and make use of strategies to learn according to their needs. Good language learners are risk-takers, since they have to reason, face challenges and make errors in order to succeed. In order to put learners in control of their learning, reading strategies started being taught in the context of ESP for reading, particularly in Brazil. These strategies included: the use of previous knowledge, context, cognates, nonverbal information, spatial organization of text layouts, and textual characteristics of genres.

In the words of Harmer (2015) to get the maximum benefit from their reading, students need to be involved in both intensive and extensive reading. Intensive reading is often (but not exclusively) teacher chosen and directed. It is designed to enable the students to develop their ability to read for a number of different purposes, such as getting the general meaning of a text (the gist) – sometimes called skimming, finding specific details that the reader is looking

for – sometimes called scanning, or understanding what is behind the words (inference). We will want to give our students a variety of texts and reading purposes. This is not so much because they need to acquire such reading skills (they may, after all, have them in their own language), but because they need to have these experiences in English.

Writing

Writing is one of the core English language learning skills. However, this skill is not much explored by English learners, especially when it comes to beginner learners. Therefore, it is so important to develop the practice of writing from the beginning of studies, as well as how to improve your writing.

Writing is one of the skills that students leave for later. Many people do not even like to write in their native language, imagine in a foreign language. However, writing is one of the skills that if studied since the beginning of language learning, can help you overcome several barriers of the English language. In addition to assisting in learning all other three major foreign language acquisition skills.

Of all the skills, writing is the one that teachers and learners seem most reluctant to focus on because it requires them to make special efforts. As a result, it sometimes tends to be neglected. Listening, by contrast, happens whether we like it or not – every time the teacher speaks. Students and teachers accept the need for reading, too, and speaking is part of the natural rhythm of learning (though, of course, we have to make sure that our students are involved in speaking activities which are appropriate for their level). But writing, although it is needed for language practice and tests, is often not popular as a skill, perhaps because it takes too much time.

According to Harmer (2015) to produce good texts, to become a true writer when we are studying a second language we need first of all understanding about coherence, which means understanding how to put a text together in a comprehensible way – that is, in an order that makes sense.

Listening

Listening to English is a ghost that scares many students across Brazil. One of the great problems of those who study English is to believe that the ability of Listening is something that will be developed miraculously over time. Thus, people dedicate much more to writing, reading, increasing vocabulary (learning loose words) and memorizing grammar rules. And automatically, they create the habit of leaving speaking and listening skills out.

Speaking is put last, because people are afraid to speak English, afraid to make mistakes, afraid to be judged by those who know better. But listening is left aside by the simple fact that people are not used to hearing the sounds of the English language. They end up thinking that native speakers speak too fast, talk in a tangle or speak mixing everything.

That's the sad reality of most English learners: thinking that listening and speaking are two monsters that are hard to tame, so it's best to leave them for later. These two skills must be practiced frequently. In other words, you should always take the time to listen to English and develop strategies that will help you improve more and more.

Even people who have spoken English for 10, 20 or 30 years are faced with some situations in which one does not understand something that is said. When that happens, there are some strategies that are used according to what you are listening to.

Many learners of English encounter more difficulties in listening and speaking than in reading and writing. One of the contributing factors is that much emphasis is laid on the written text in the teaching syllabus. The effect is that young learners start learning the written form of the language with little regard to its aural-oral aspect. When listening to natural, unscripted speech, students are exposed to loose, flowing texts. On the other hand, when reading, they are exposed to dense, structured texts. Many teachers fail to highlight this difference to the students and subsequently the teaching and learning of listening and speaking skills can only achieve minimal results.

Finally, not only the engagement, dynamism and willpower of the teacher has helped in the process of acquiring the English language, but also the technology, the electronic games and the internet of a coin in general has helped significantly in the process of acquiring the English language, making the development of language skills of this language something dynamic, pleasant and possible to materialize.

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