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Programa de Pós-graduação em Estudos Linguísticos – POSLIN

Curso de Especialização em Língua Inglesa – CEI

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THE ART OF LEARNING

Belo Horizonte

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THE ART OF LEARNING

Trabalho apresentado ao Curso de Especialização em Língua Inglesa da Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito parcial para a obtenção do título de Especialista em Língua Inglesa.

Orientadora: Prof^ª Dra. Reinildes Dias.

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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 09:00 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....., apresentado por **Mateus Henrique de Vasconcelos**, 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.



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RESUMO

O estudo das línguas tem sido um tema de interesse há séculos. Desde as civilizações antigas até aos tempos modernos, as pessoas têm sido fascinadas pela complexidade e diversidade da linguagem. As línguas desempenham um papel importante na comunicação, permitindo que os indivíduos expressem seus pensamentos, sentimentos e ideias. Neste trabalho, exploraremos o ensino de Língua Inglesa, examinando sua estrutura, aplicabilidade e significado cultural. Através desta exploração, esperamos obter uma compreensão mais profunda do papel que a linguagem desempenha nas nossas vidas e no mundo que nos rodeia. Foram desenvolvidas duas unidades para ensino de Língua Inglesa, tendo como público-alvo estudantes da modalidade EJA (Educação de Jovens e Adultos), podendo ser adaptado para alunos do Ensino Fundamental II ou iniciantes. Os capítulos foram planejados de forma interdisciplinar, abrangendo outras áreas do conhecimento, como artes e geografia. As unidades abordam as habilidades listening, speaking, reading, grammar e writing, de forma indutiva e dedutiva. Cada uma dessas habilidades são divididas por sessões (pre, while e post), apresentando o conteúdo de forma contextualizada. Todos os textos são autênticos, fazendo parte do repertório natural da língua e não sendo criados para fins pedagógicos.

Palavras-chave: Ensino de Língua Inglesa; EJA; Linguagem.

ABSTRACT

The study of languages has been a topic of interest for centuries. From ancient civilizations to modern times, people have been fascinated by the complexity and diversity of language. Languages play an important role in communication, allowing individuals to express their thoughts, feelings and ideas. In this work, we will explore English language teaching, examining its structure, applicability and cultural significance. Through this exploration, we hope to gain a deeper understanding of the role that language plays in our lives and the world around us. Two units were developed for teaching the English language, targeting students in the EJA (Youth and Adult Education) modality, which can be adapted for Elementary School II students or beginners. The chapters were planned in an interdisciplinary way, covering other areas of knowledge, such as arts and geography. The units cover the skills of listening, speaking, reading, grammar and writing, in an inductive and deductive way. Each of these skills are divided into sessions (pre, while and post), presenting the content in a contextualized way. All texts are authentic, forming part of the natural repertoire of the language and not being created for pedagogical purposes.

Keywords: English language teaching; EJA; Language.

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Introduction

The study of languages has been a topic of interest for centuries. From ancient civilizations to modern times, people have been fascinated by the complexity and diversity of language. Languages play an important role in communication, allowing individuals to express their thoughts, feelings, and ideas. In this book, we will explore the world of languages, examining their structure, and cultural significance. Through this exploration, we hope to gain a deeper understanding of the role that language plays in our lives and in the world around us.

Although I work more with teaching Portuguese, I have always wanted to deepen my knowledge in teaching English. The times I worked with this subject, I felt a need for improvement. The postgraduate in English Language offered by UFMG was the perfect opportunity, as I greatly improved my pedagogical practices, not only in teaching English, but in my teaching processes as a whole.

When I was developing this material, I thought about addressing topics that would expand not only the students' linguistic repertoire, but also their cultural repertoire, since the target audience for this work are EJA (Youth and Adult Education) students, or beginner level A1 of the Common European Framework of Reference – CEFR, that is, students who interoperate their studies and return to school as adults to finish basic education. Classes I have been teaching for five years. A teaching modality that has been a tool to reduce the number of illiteracy and deficits in education, helping students to establish themselves as active and critical people.

The topics covered in the two chapters were selected in a way that explored interdisciplinarity within the area of languages, in an attempt to promote knowledge in a broad and multicultural way.

The first chapter, entitled “You, me: we” was produced for the first English teaching classes. In this unit they will talk about themselves, introduce themselves and meet their classmates, a great opportunity to get the class involved within a specific content, and most of them will probably be getting to know each other. In addition to looking at themselves, they will also look at each other, learn about countries, nationalities and hobbies. Presentations will take place in a variety of ways, from presenting yourself orally and introducing your colleague, writing a

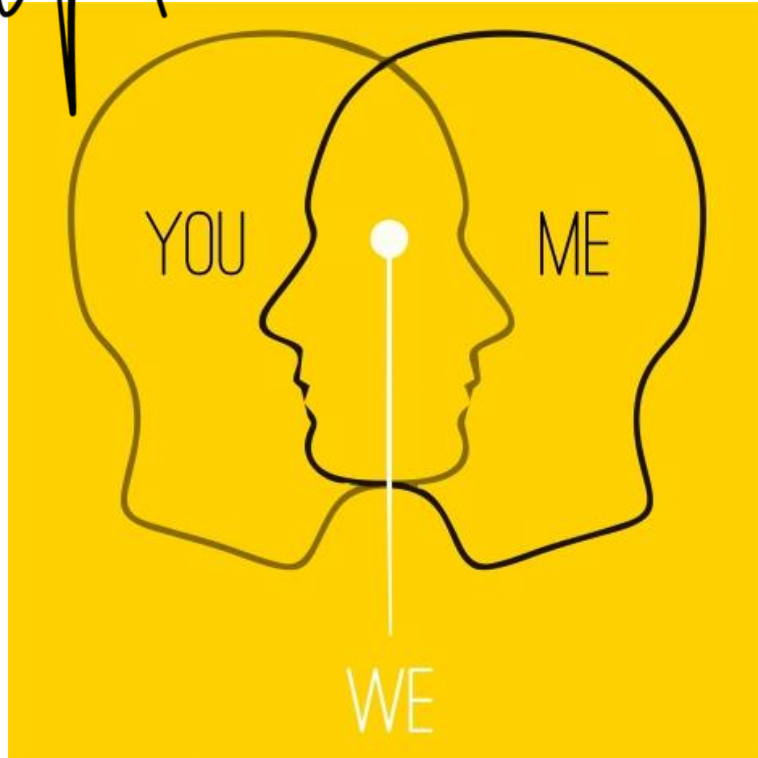
profile and posting it on an online wall, and even taking a selfie. As it will be a return to school, it will be a time to talk about yourself, to see yourself as a person participating in the world.

In the second chapter, “Exploring different art forms”, I wanted to explore language in different ways, through not only written language, but also through painting, sculpture, architecture and other forms of language and art. This session presents a series of works and artists that will promote reflection on what art is and how it affects us, increasing the student's cultural repertoire and expanding aesthetic appreciation. Working in an interdisciplinary way, readings and productions flow between verbal, non-verbal and mixed texts, such as the genre covered in it: comic strips. As a visual arts student, this unit was extremely satisfying to develop and I believe it will help students think about themselves and learning in a confident and creative way.

The two chapters are divided into sessions: “warming up”, which is an introductory activity to present the topic that will be covered through the activation of prior knowledge, Reading, listening, grammar in focus, speaking, writing and reflecting on your learning, which is a learning assessment session. All texts follow the requirement of the work proposal to be authentic and approached in a contextualized way, as well as the teaching of grammar, which will be explored inductively.

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Chapter 1



Available at: <<https://eumtorno.wordpress.com/2017/08/17/doi-divas/>>. Accessed in: iune 2023.

In this chapter, you will:

- Learn how introduce yourself;
- Knowing the profile of people on the internet;
- Recognize personal pronouns and forms of the verb To Be;
- Learn vocabulary from countries, nationalities and hobbies;
- Orally introduce a colleague to the class;
- Take a selfie and create a profile on your class's electronic wall.





Warming up!

Me, Myself, & I



Available at: <<https://www.betterup.com/blog/self-love>>. Accessed in: may 2023.



Available at: <<https://br.freepik.com/fotos/selfie-amigos-trabalho>>. Accessed in: may 2023.



Available at: <<https://www.pathsocial.com/pt/resources/instagram-captions-for-selfies/>>. Accessed in: may 2023.



Available at: <<https://instax.com.br/blog/tendencias/instax-mini-11-modo-selfie/>>. Accessed in: may 2023.

Discuss the questions below with your classmates and the teacher.

1. Do you like to talk about yourself? Why?
2. Do you like photograph?
3. If someone asked for a description of you, what information would you give?
4. How would you share this information with others?
5. What about a selfie? How would you like to photograph yourself?
6. Where would you post or share this photograph?
7. What impression do you have when observing the images above?
8. In your opinion, why do people like to photograph themselves?



Selfie [sel-fee]

NOUN

A photograph that one has taken of oneself, typically one taken with a smartphone or webcam and uploaded to a social media website.

9. If you could write a comment about the photographs above, what would you write?

10. If the people in the photos could introduce themselves to each other, what would they say?



Reading



Pre-reading



1) Look at the texts below and mark the correct alternatives:

- a) The texts have photos as illustration.
- b) Both profiles describe the hobbies that people practice.
- c) The texts were written by the people who appear in them.
- d) The names of the people in the texts are Nattasit and Kittipong.
- e) The educational institution where they studied is informed.
- f) The texts are available on the Internet.

The screenshot shows a web browser displaying a profile page titled 'JEEZ PROFILE'. The page has a navigation menu on the left with links for HOME, MY HOBBY, MY PROFILE, MY PROUD, and SITEMAP. The main content area is titled 'MY PROFILE' and features a circular profile picture of a young man. Below the photo, the name 'NATTASIT LERTCHAIPRASERT' is displayed in large bold letters, followed by the phone number '1580211843 | SECTION 6111'. To the right of the photo, there are sections for 'PROFILE', 'EDUCATION', 'INTEREST', and 'SKILLS'. The 'PROFILE' section includes fields for NAME, BIRTHDAY, E-MAIL, FACEBOOK, INSTAGRAM, and LINE. The 'EDUCATION' section lists '2014 - PRESENT' at Bangkok University and '2001 - 2013' at Assumption College. The 'INTEREST' section lists 'Football, Fashion, Movies'. The 'SKILLS' section lists 'Football', 'Swimming', and 'Driving' with progress indicators. At the bottom, there are three circular buttons labeled 'STYLE', 'FASHION', and 'FOOTBALL'.

Available at: <<https://sites.google.com/a/bumail.net/jeez-profile/my-hobby>>. Accessed: June 16, 2023.

The screenshot shows a web browser window with the URL mrx7s.wordpress.com/about/my-profile/. The page has a navigation menu with 'About', 'ประวัติการศึกษา', and 'Red Army'. The main content area is titled 'My Profile' and features a large profile card. The card has a yellow pushpin icon in the top left corner and a photo of a young man on the right. The text on the card is as follows:

MY PROFILE

- ▶ Name : Mr. Kittipong Parintanan
- ▶ Nickname : Bank
- ▶ Date of Birth : 22 February 1990
- ▶ Student ID. : 115210101023-7
- ▶ Studying : Tourism, Faculty of Liberal Arts ,Rajamangala University technology of Thunyaburi
- ▶ Address : 77/16 Jungkapong Rd. Pranakorn Bangkok Thailand, 10200
- ▶ Mobile No.: 084 644 4131
- ▶ E-mail Address : kittipong_pr@hotmail.com
- ▶ Hobby : Playing a football, Listening a music, Take and look a Photograph
- ▶ My Favorite : Manchester United football club. Going to take a photograph in free time, I like to take a portrait.
- ▶ Hate : Mosquito

My Motto : **"Let's tomorrow for our day"**

Below the profile card, there is a 'Share this:' section with buttons for Twitter and Facebook.

Available at: <<https://mrx7s.wordpress.com/about/my-profile/>>. Access 16 Jun. 2023

While Reading

2) Circle in the texts the words that you know or that look like the spelling in Portuguese. Write their meaning next to them. Read your answers to your classmates and teachers.

3) Note the introductions to the texts. Read the questions below and answer them.

a) What do Nattasit and Kittipong have in common when they use the word "profile" in their texts?

b) What is the purpose of the authors of the texts in publishing them on the internet?

c) Analyze the design of the texts. Are they recent? What elements support your answer?

4) Read the questions below and return to the texts to find the information. Answer the questions by selecting the right person for each statement.

- a) _____ studies tourism.
- b) _____ is older than _____.
- c) _____ is interested in fashion.
- d) _____ likes to listen to music.
- e) _____ studied at Assumption College.
- f) _____ hates mosquitoes.
- g) _____ has the nickname Bank.



5) Read Sergio Lozano's self-introduction. Then circle the correct alternatives.

YEARBOOK 2020

Sergio Lozano

My name is Sergio Lozano, I'm from Venezuela, I'm 16 years old. I live in La Estrella. I'm Passionate about fashion, I love languages and traveling. My hobbies are watching Netflix, going to the cinema, haging out with my friends, family, and my dogs, shopping. My favorite colours are black and white. I'm crazy about animals so I love to spend time with them.

Available at: <<https://www.calameo.com/read/006508763ee82c6d5fa98>>. Accessed in September 2023.

- a) Age: 15 years – 16 years – 20 years.
- b) He's from: U.S. – Canada – Venezuela.
- c) His favorite colors are: black and red - White and blue – black and white
- d) His hobbies are: Listening to music and Reading novels - learning chinese and portuguese - Watching Netflix, going to the cinema.
- e) He loves spend time with: animals – studying – sleeping.

6) Compare Nattasit and Kittipong's personal profiles and Kostantino's self-introduction. Check (✓) the correct sentences:

	PERSONAL PROFILES	SELF-INTRODUCTION
a) It is a personal page on the internet.	<input type="checkbox"/>	<input type="checkbox"/>
b) The text is written in prose.	<input type="checkbox"/>	<input type="checkbox"/>
c) It have contact information.	<input type="checkbox"/>	<input type="checkbox"/>
d) It is organized by topics.	<input type="checkbox"/>	<input type="checkbox"/>
e) It is organized by paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>
f) It have a profile picture.	<input type="checkbox"/>	<input type="checkbox"/>

Post-Reading

1) Answer the questions below and discuss the answers with your classmates and teacher.

- a) Why do people publish their personal profiles on websites?
- b) Who would read Nattasit and Kittipong's profiles and Sergio Lozano's self-introduction? Why?
- c) In addition to internet sites, where else would you be able to find personal profiles and self-introduction ?
- d) Which of the three profiles do you most identify with? Why?



Vocabulary Study

1) In previous texts, Kittipong and Sergio Lozano informed their nationality or where they live. Write the name of the country and nationality according to the information analyzed in the texts.



Thailand / Thai

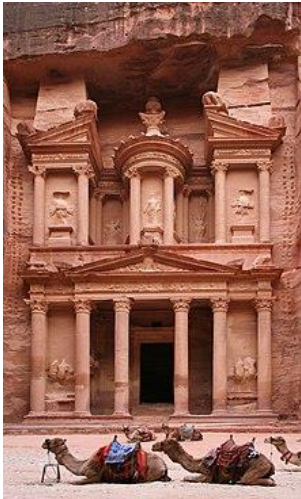


Venezuela / Venezuelan

- a) Kittipong is _____. He lives in _____.
- b) Sergio Lozano is _____. He lives in _____.

2) Below are the seven wonders of the world. Complete the images with their country of origin and nationality. Use the information in the table below:

Brazil, Brazilian - Peru / Peruvian - Mexico / Mexican - Italy / Italian - Jordan / Jordanian - India / Indian - China / Chinese.



a)



b)



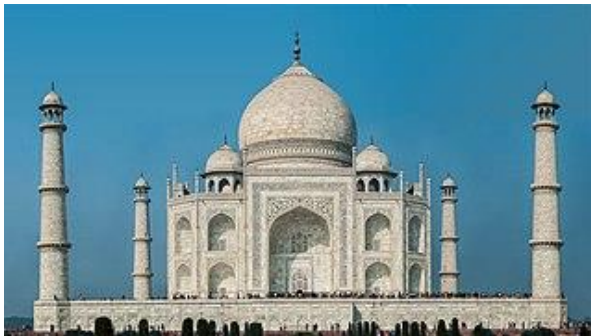
c)



d)



e)



f)



g)

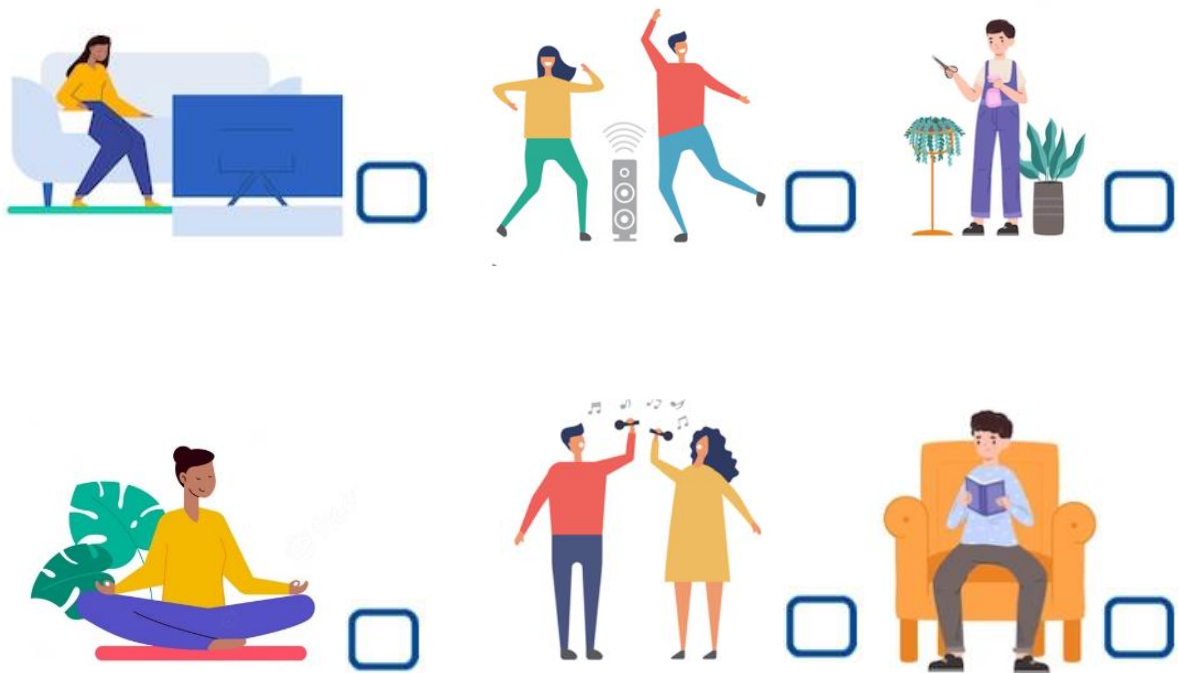
- a) Ruins of Petra is _____, It's from _____,
- b) Christ the Redeemer is _____, It's from _____,
- c) Machu Picchu is _____, It's from _____,
- d) Chichén Itzá is _____, It's from _____,
- e) The Coliseum is _____, It's from _____,
- f) The Wall of China is _____, It's from _____,



1) Match the picture with the right hobby or free time activity.

1 - listening to music	5 - painting	9 - riding
2 - practicing yoga	6 - photographing	10 - shopping
3 - cooking	7 - gardening	11 - watching TV
4 - reading	8 - meditating	12 - singing





2) What are your hobbies? Create a list with them.



Grammar in focus

Britain's Got Talent is a television show where people go to perform and showcase their talents in a competition that elects a winner per season. Scan the QR's codes and watch the videos of some presentations in this program.

a)



SCAN HERE

"My name is Malakai.

I'm thirteen years old and my big dream is to be a singer.

*I started singing at seven. My mom made me join the choir because **she's** very bossy."*

b)



SCAN HERE

- *How **are** you guys?*
- *Hi, Simon!*
- ***We are** good, **we are** so excited!*
- *So, tell everybody where **you're** from and what brings you to Britain's Got Talent today.*
- *Okay. **We are** from Uganda, Kampara, Africa. So **we are** going to dance for you guys and for you judges.*
- *(...) we call him dad (the trainer) **he's not** our real father but he's the one who takes care of all of us(...).*

c)



SCAN HERE

- Hello!*
- They are** so cute!*
- *Hello!*
- Welcome to Britain's Got Talent!*
- *(...) Please introduce yourselves.*

Answer the questions:

1) According to the correspondence, write for each statement below:

- (A) for the presentation of Malaka,
- (B) for the Ghetto Kids presentation.
- (C) for the Disco Dogs presentation.

- a) () It was the presentation with the funniest, most unusual and unexpected ending by the audience.
- b) () His biggest dream is to be a great singer.
- c) () Use music and dance to make life better.
- d) () He said he lives in London.
- E) () He said he lives in Uganda Kampala.

2) Answer the following questions:

- a) What words did Malakai use to refer to himself?
- b) What word did Malakai use to refer to his mother?
- c) What word do Ghetto kids refer to their coach?
- d) What word did Ghetto Kids use to refer to the judges?
- e) What word did Ghetto Kids use to refer to the group?
- f) What word did the judges use to refer to the group Disco Dogs?

3) What function were the answers to exercise 2 used for? Mark the correct alternative:

- a) To put the person/people in the spotlight.
- b) To replace the name of the person/people with an equivalent, that is, a personal pronoun.
- c) To simplify the text.

4) Look at the images below of other artists who have performed on Got Talent. Fill in the blanks with the missing information about them.

a) MB14 – Muhammed



b) Lettuce Rowhathan



c) Donchez Dacres



d) Paddy and Nicko



e) Unity



a) My name _____ MB14. My real name _____ Muhammad. _____ 28 years old and _____ a singer from France.

b) She _____ Lettuce Rowhathan. _____ 24 years old and _____ a violinist.

c) He _____ Donchez Dacres. _____ Jamaican and _____ 60 years old.

d) They _____ Paddy and Nicko. _____ dancers.

e) We _____ Unity. _____ all friends in college.

5) The phrase used in the Ghetto Kids presentation “he’s no our real Father” is in the form:

a) Affirmative b) negative c) interrogative

6) In interrogative sentences, the position of the verb To Be in relation to the name or pronoun is: Choose the correct alternative:

a) Before the personal pronoun or name.

b) After the personal pronoun or name.

c) At the end of the sentence.



Pre-speaking

For this activity, you will have to make an oral presentation from a classmate.

- In pairs, talk to your partner about yourselves.
- Write down important information about him/her in your notebook, such as his/her age, where he/she is from, what his/her hobbies are and other information you find interesting.
- Use the knowledge gained in “grammar in foco” to make sentences.
- Take advantage of the activity to interact and make new friends.

Speaking

1) Get ready to present your work to the whole class:

- Rehearse your text to present to the class.
- Organize ideas and sentences so that your speech is as spontaneous as possible.
- Write down the main topics so you don't forget.
- Keep your notebook on hand during the presentation in case you have any questions or need to consult any information.

- With the class distributed in a circle or in groups, give the presentation to the whole class.

2) Discuss the following questions with your classmates.

- What facts did you find most interesting about your fellow interviewee? What were your impressions of him? Did you enjoy being interviewed? What extra facts did you tell us about yourself?
- What was it like presenting this work to you? What did you find easiest? What did you find most difficult?
- Were you able to express yourself the way you wanted? What would change?



Pre-writing

What do you consider important in a profile? Review the content studied in this chapter on personal profiles. Consult your material to remember your answers to previous exercises. This material will be important for the next stage.

Writing

The teacher will provide a link to the PADLET platform, which is a kind of digital wall. Each student must take a selfie and post their profile on the padlet. To do so, follow the instructions:



1) In your notebook:

- Write the text that will be posted on your profile.
- Use the information observed in the studied texts and in the speaking activity.
- You can also add new content.

- Review the text.
- Ask other colleagues to read and comment on your work.
- Make the final revision of the text taking into account his comments.

2) Watch the tutorial on how to use the PADLET (available in the QR code below - with subtitle available). It is an easy access tool. If in doubt, consult the teacher or a classmate.

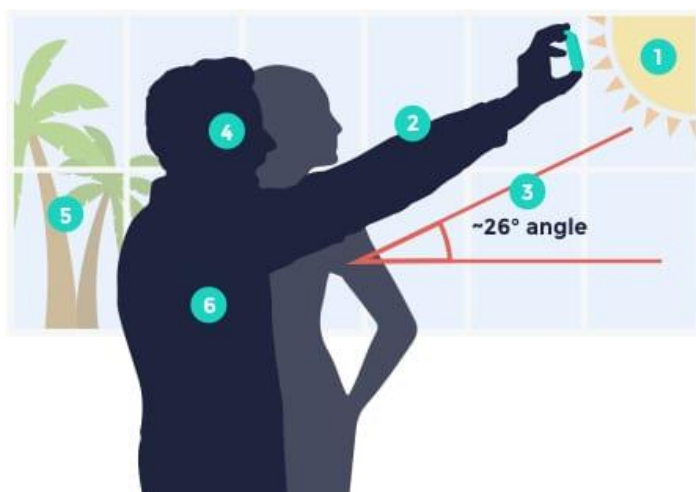


SCAN HERE

3) In Padlet:

- Through the link that the teacher sent, as it will be a mural made collaboratively by all students, create a post with your profile and a selfie.
- Your post should contain a title (which will be your name), a photo of a selfie of you, and text that will be your profile.
- If you have doubts about how to take a good selfie, follow the instructions below:

How to Take A Great Selfie



1. Diffused natural light
2. Arm fully extended
3. High angle
4. Squinched eyes, bright smile
5. Dream travel location in the background
6. Stand on the right (if someone else is in the pic)
7. Post, tag, repeat



4) After everyone has posted their activities, read and comment on your classmates' profile posts.



Reflecting on your learning

1) Select the emoji that best represents your learning about this chapter:

- I can do it well and confidently.
- I think I can do it, but I can be better.
- I need to work on it because I think I am not good at enough.

To learn to introduce yourself			
To recognize personal pronouns and forms of the verb To Be;			
Knowing the profile of people on the internet;			
To learn vocabulary from countries, nationalities and hobbies;			
Orally introduce a colleague to the class;			
To take a selfie and create a profile on your class's electronic wall.			

2) How did you feel presenting a paper about yourself to the class?

3) Have you ever published a profile about yourself on the internet? How did you experience it?

3) In the answers you marked what could be done to improve? Discuss with your classmates and teacher which strategies could be improved or added.

Chapter 2

EXPLORING different ART FORMS



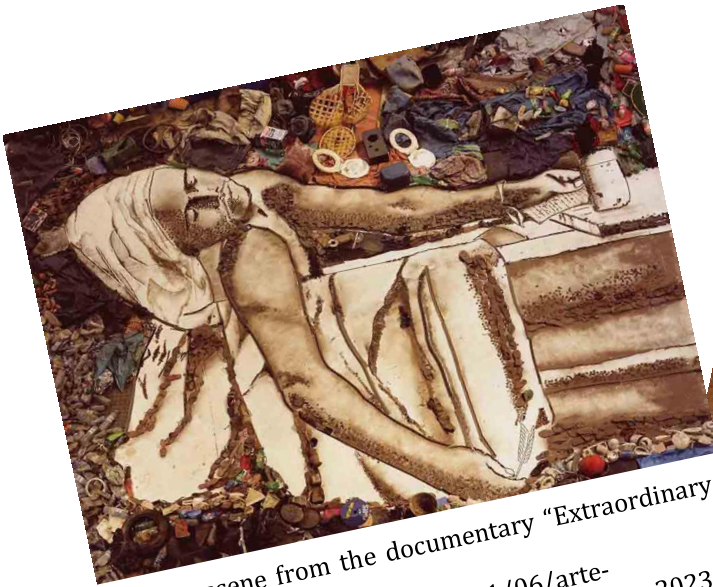
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<https://40forever.files.wordpress.com/2011/09/danca01ed40.jpg>. Accessed in: Jun



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<https://arteref.com/arte/as-etapas-de-el-toro-de-picasso-do-academico-ao-abstrato/>. Accessed in: Jun 2023.



Aleijadinho. Detail of Christ carrying the cross, early 19th century, part of a large group in the Santuário do Bom Jesus de Matosinhos.
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<https://www.capitalinicial.com.br/noticias/capital-inicial-de-volta-ao-rio-de-janeiro-em-fevereiro>. Accessed in: Jun 2023.

In this chapter, you will:

- Explore different types of art;
- Recognize and read comic strips;
- Learn the language of comics;
- Discover the work of artist Yayoi Kusama;
- Learn how to use the verb can;
- Talk about abilities;
- Write a comic strip.



Warming up!

In the images in the introduction to this chapter, we can see different forms of art.

1. What are they?
2. Do you know any of their authors?
3. Do you know other forms of art? Which?
4. Do you express yourself artistically?
5. What forms do you use?



Reading

Pre-reading

1) Look at the pictures below, they represent different forms of art. Match the pictures with their respective art form.

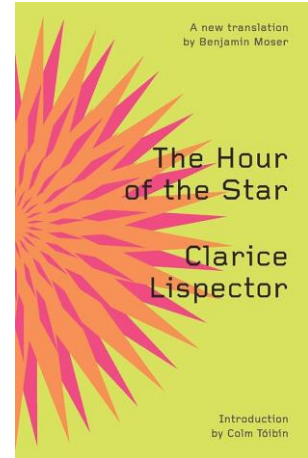
- a) photography
- b) literature
- c) dancing
- d) sculpture
- e) Architecture



Oscar Niemeyer, Pampulha Church, 1943.
<https://casacor.abril.com.br/profissionais/oscar-niemeyer-obras/>. Accessed in: Jun 2023.



Sebastião Salgado. Zo'é men in the Zo'é Indigenous Land, in Pará. <https://brasil.mongabay.com/2021/05/a-amazonia-deve-viver-fotografo-sebastiao-salgado-volta-para-a-floresta-em-seu-novo-livro/>. Accessed in: Jun 2023.



Clarice Lispector. The hour of the star, 1977. <https://www.benmoser.com/books/the-hour-of-the-star/>. Accessed in: Jun 2023.



Romero Britto, Bear statue made by Romero Britto displayed in Berlin, Germany. 2012. <https://brasilecola.uol.com.br/biografia/romero-britto.htm>. Accessed in: Jun 2023.



Capoeira ginga. <https://www12.senado.leg.br/noticias/materias/2014/08/22/ce-decidira-sobre-criacao-do-dia-nacional-da-capoeira>. Accessed in: Jun 2023.

2) Take a look at the following text, observe its structure and scenes. Select the correct option according to the sentence below.

a) The caracteres are:

friends

brothers

cousins

b) What did Haroldo think to do?

draw a comic trip

draw a cartoon

painting

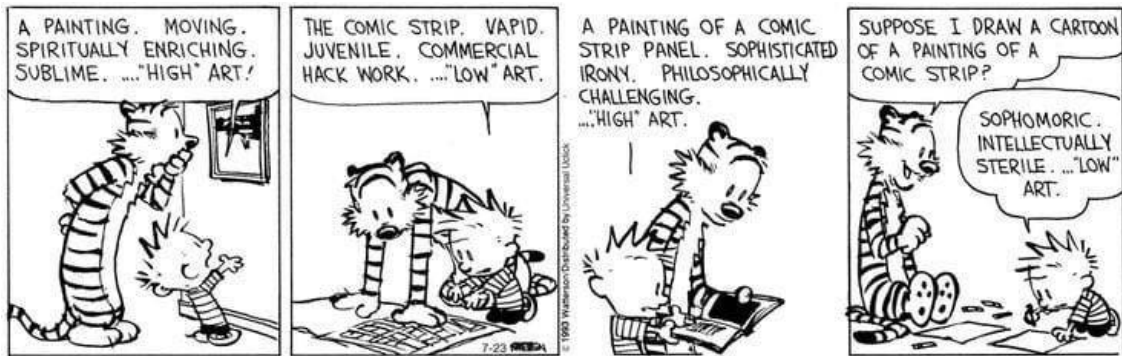
c) the text is:

a painting

a cartoon

a comic trip

Now, read the text and answer the following questions:



WATTERSON, Bill. High or low art? CALVIN AND HOBBS, 1993. Available at: < <https://blogdoxandro.blogspot.com/2019/10/tiras-n12162-calvin-and-hobbescalvin-e.html>>. Accessed in: July 2023.

While Reading

1) Search for the words below and complete the blanks with the correct word according to its meaning.

a) vapid

b) hack commercial

c) sophomoric

() literary, artistic, or professional work done on order usually according to formula and in conformity with commercial standards.

() lacking in maturity, taste, or judgment.

() showing no intelligence or imagination.

2) The text used two concepts “low art” and “high art” to classify different types of art according to their content. Complete the sentence below with the appropriate concept.

a) _____ is for the masses, accessible and easily comprehended.

b) _____ stands as the pinnacle of artistic expression, emphasizing aesthetics over functionality.

3) Mark the works that had the most positive comments:

() a painting

() the comic trip

() a painting of a comic trip

() a cartoon of a painting of a comic trip

4) Why was Hobbes' idea considered “low art”? Select the correct alternative:

a) Because it was challenging.

c) Because it was not creative.

b) because it was intellectual.

d) Because it was original.



Pre-listening

Take a look the Japanese artist Yayoi Kusama's work titled "Lunar Flowers", at her museum in Tokyo. Answer the question that follow.



Available at: < <https://designboom.es/arte/la-exposicion-primaveral-de-yayoi-kusama-trae-a-nueva-york-flores-y-calabazas-de-lunares-12-05-2023/>>. Accessed in: August 2023.

According to the Inhotim museum, "Yayoi Kusama is one of the most influential artists in the world contemporary art, known for the diversity of formats and languages in her works, notably the immersive installations that invite the public to enter a universe that sharpens our understanding of what is considered reality."

Available at:
<<https://www.inhotim.org.br/en/events/yayoi-kusama-gallery/>>. Accessed in: august 2023.

a) What colors can you find in the work above? Use the table below to list them.



While listening

1) Watch the report below about the artist Yayoi Kusama. Than, answer the questions:



SCAN HERE



Available at:< <https://www.iberdrola.com/cultural/entrevista-lucia-agirre-exposicao-yayoi-kusama>>. Accessed in: July 2023.

a) when did Yayoi Kusama begin her work as an artist? Select the correct decade:

40's 50's 60's

b) What types of art does Yayoi produce? Select the correct options:

Painting theater Performance art Sculpture
 Dance drawing literature installation

c) Mark F for false and T for true:

- Yayoi was born in Japan.
- Yayoi has never been to the USA.
- Kusama struggled with mental illness
- Yayoi used art therapeutically.
- During the First World War Yayoi sewed army uniforms.
- Kusama is the living female artist with the most sold works in the world.
- Yayoi was one In the "Obliteration Room", the last room of the exhibition, visitors also become artists, and they help with the composition of the work by sticking the stickers they receive at the entrance to the room.
- Yayoi had fame from the beginning of her career.

Post-listening

1) In your opinion, does Yayoi Kusama's work qualify as "Low art" or "high art"? Discuss your answer with your classmates.

2) What were your impressions of Yayoi Kusama's work? Do you know or would you like to know any of her works? Share your opinion with your classmates.



Grammar in focus

1) Read the comics trips that follow and answer the questions:

TEXT 1



DAVIS, Jim. Garfield comics, 2019. Available at: <<http://pt.jikos.cz/garfield/2019/9/>>. Accessed in: August 2023.

TEXT 2



DAVIS, Jim. Garfield comics, 2017. Available at: <<https://br.pinterest.com/pin/308848486926884087/>>. Accessed in: August 2023.

A) In text 1, the verb *can* expresses:

Possibility ability

b) In which of the two texts was the verb *can* used in the negative form?

text 1 text 2

c) In both texts, the verb *can* was used:

before the main verb after the main verb

d) In which text was there a change in the conjugation of the verb *can* when used with different people?

text 1 text 2 In none of the texts

2) Look at the images below. All of the people depicted are artists and possess at least one exceptional skill. Fill in the gaps with information about them. Follow the example.



David Hockney, painter. <<https://mubi.com/pt/cast/david-hockney>>. Accessed in: December 2023.

Björk, singer. Available at: <<https://www.correiobraziliense.com.br/diversao-e-arte/2022/09/5035435-cantora-bjork-lanca-atopos-primeiro-single-do-novo-album.html>>. Accessed in: December 2023.



(David Hockney – painter)

(Björk – singer)

David Hockney **can paint** _____
 _____ very well.

Björk _____
 _____ beautifully.



Eduardo Kobra, graffiti. Available at: <<https://www.guiadasartes.com.br/eduardo-kobra>>. Accessed in: August 2023.

Marina Abramovic, performer. Available at: <<https://historia-arte.com/obras/la-artista-esta-presente>>. Accessed in: August 2023.



(Eduardo Kobra – Graffiti)

(Marina Abramovic – performer)

Eduardo Kobra _____
 _____ Well.

Mariana Abramovic _____
 _____ surprisingly.



Will Smith. Available at: <<https://www.adorocinema.com/personalidades/personalidade-19358/>>. Accessed in: August 2023.

Rupi Kaur, Writer. Available at: <https://en.wikipedia.org/wiki/Rupi_Kaur>. Accessed in: December 2023.



(Will Smith – actor)

(Rupi Kaur – Writer)

Will Smith _____
 _____ pretty well.

Rupi Kaur _____
 _____ fantastically

3) What can you do? Fill in the blanks below with your skills. Choose a classmate and fill in the information he/she answers. Share your answers with the class.

- a) I can _____ and _____, but I can't _____.
- b) My classmate can _____ and _____, but (he/she) can't _____.
- c) My teacher can _____ and _____, but (he/she) can't _____.
- d) _____.

4) We can use the verb can in different situations, such as expressing ability, asking permission or making a request. Connect the uses of the verb *can* with according to the meaning it expresses in each comic strip.

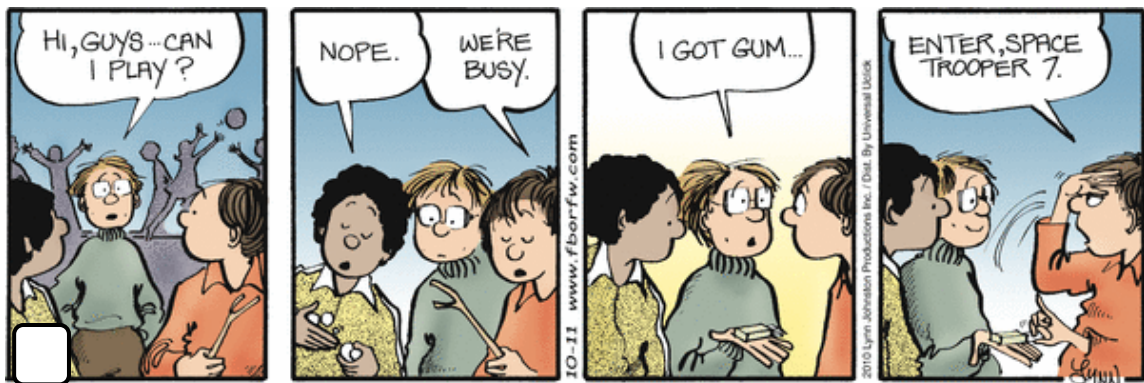
- a) To make a request
- b) To ask permission
- c) To express ability.

TEXT 1



WATTERSON, Bill. High or low art? CALVIN AND HOBBS. Available at: <https://www.reddit.com/r/calvinandhobbes/comments/15pg3ff/mom_can_i_set_fire_to_my_bed_mattress/?rdt=48667>. Accessed in: July 2023.

TEXT 2



JOHNSTON, Lynn. For Better or for worse. 2010. Available at: <https://fborfw.com/strip_fix/monday-october-11-2010/>. Accessed in: August 2023.

TEXT 3

COOKING SIMPLE FOODS



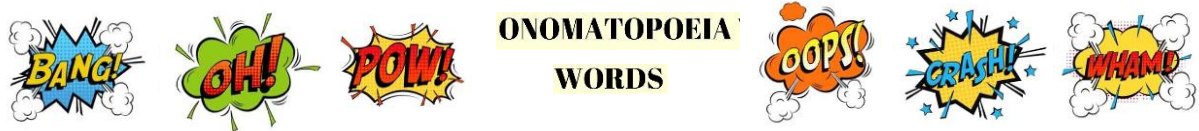
CALIN, Cassandra. Cooking simple food. 2019. Available at: <<https://br.pinterest.com/pin/518758450812800417/>>. Accessed in: August 2023.

4) Onomatopoeia are words that describe sounds. In which text can we observe the use of this resource.

a) Text 1

b) Text 2

c) Text 3



5) In texts 1 and 2, the verb *can* was used at the beginning of the sentence. In the sentences in which this occurred, the phrases are in the form:

a) Negative

b) Affirmative

c) Interrogative



1) Who is your favorite artist?

- Do some research on the internet or another source and write down some interesting facts about him or her in your notebook.
- Remember to write down your favorite work, what skills he/she has and why do you like him/her.
- Use the structure of exercise 3 of the grammar in focus session to write and talk about the skills of your chosen artist.
- Depending on the art produced by the chosen artist, select pictures, musics, videos or other media to illustrate your presentation.

Speaking

1) Get ready to present your work to the whole class:

- Rehearse your text to present to the class.
- Organize ideas and sentences so that your speech is as spontaneous as possible.
- Write down the main topics so you don't forget.
- Keep your notebook on hand during the presentation in case you have any questions or need to consult any information.
- Ask the teacher to test the media first if you are going to show a video or music.
- Give the presentation to the whole class.

2) Discuss the following questions with your classmates.

- What was it like talking to your class about your favorite artist? Did they know him/her? What was it like discovering new artists? What did you like or wake up to the most? What caught your attention most about the presentations? What do you see in common between them? And what were the differences?
- What was it like presenting this work to you? What was easiest and hardest?
- What was it like talking about your favorite artist? Were you able to express yourself the way you wanted? Could you modify or add information? What would you change?



Pre-writing

1) Review what you learned in this chapter about comic strips, types of balloons, the language used in this textual genre, onomatopoeia and their purpose. Review the grammar of the verb can and think about how you could use it on a comic strip about art, take into account all the content covered in this chapter. Write down any ideas that come up in your notebook.

Writing

1) On the topic of different types of art, choose something in the world of art that attracts you. Think of an artist or work that you really like or that caught your attention. You can make a joke, criticize or even reflect.

2) Once you have chosen the theme, define who your characters will be and what their roles will be in the strip. Sketch what they will look like. Define whether the text will be produced entirely by hand or whether you will use other resources such as images from the internet, collages from newspapers and magazines.

3) Create the characters' speech taking into account the context of the story. Create the speech bubbles and check if there is synchrony between the verbal and non-verbal text. Onomatopoeia are welcome.

4) Check if the first version of the draft is good. Show it to your teacher and ask your classmates for their opinion.




5) Review your text with the considerations made by your teacher and classmates. Copy out your draft and hand in the final version to your teacher.




6) With the teacher's guidance, produce a mural in the classroom or in some space at school to share the texts produced by your class. Before producing the mural, digitize your text to produce a digital magazine with texts that your class produced. This magazine will be made available in your school's digital archive and can be shared with other students, friends and Family.



Reflecting on your learning

1) Select the emoji that best represents your learning about this chapter:

-  I can do it well and confidently.
-  I think I can do it, but I can be better.
-  I need to work on it because I think I am not good at enough.

			
To identify different types of art			
To recognize and read comic strips			
To understand the language of comics			
To understand and use the verb can			
To talk about abilities			
To write a comic strip			

2) Did you enjoy learning about other types of art? How was your experience?

3) What learning strategies did you use during this chapter?

4) In conversation with the class, what other strategies could have been used to improve your performance and that of the entire class?

Having fun

Find the colors in the word search.

I W E U R A E T O R S R R I W R N O E U O A
 N O G T U A S E H E G E R N H O G S G F E A
 Y L A N G E E N R E A D L T I H E D N O F E
 L L C G R A Y / G R E Y C E T G E I A N M D
 L E O E E U S O M Y H D G S E I G C R E T I
 I Y B Y E R I T L S O S N S G R N O O H E W
 T S O L N W O R B S S E D L L L R T H I R R
 Q E H S A O W D G C N W E A E W H A T E Y W
 I M C F N C B Y G M A L A H A H E T C G E B
 L A A S R E K S H T V L U O T I T I R W W C
 S U O W I E D E H O Y G I T O A P O A S A A
 C P W G O T N A I E B F C L S H I S T H I A
 N O E O A U T T E I L E N E U D N S H N T H
 A G E E P U R P L E U H E S O S K E O W N R
 O B O Y R D F L Y I E T L E E D H A Y H H L
 C H E I I T N N R T S O T O T M C R H O U S

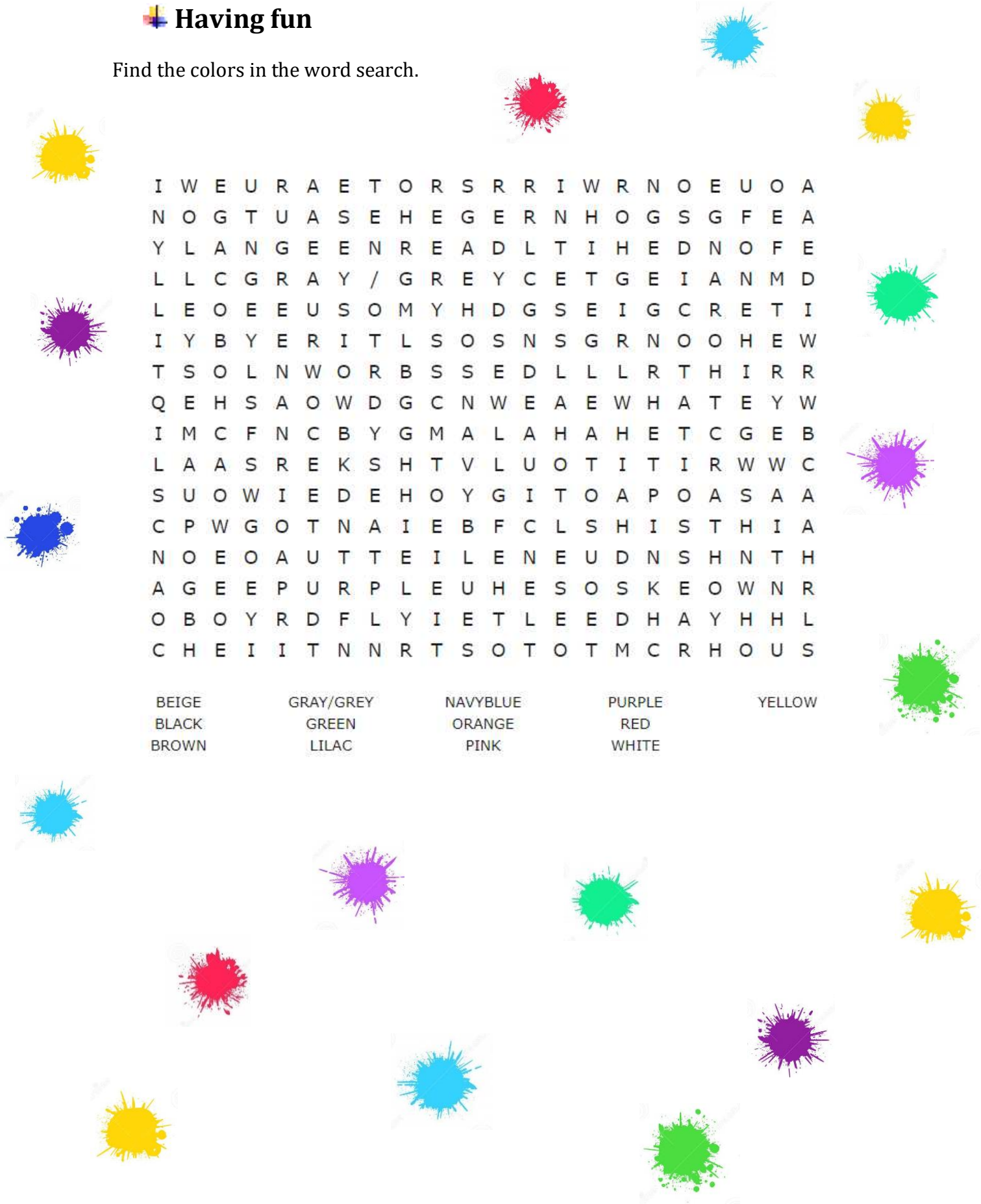
BEIGE
 BLACK
 BROWN

GRAY/GREY
 GREEN
 LILAC

NAVYBLUE
 ORANGE
 PINK

PURPLE
 RED
 WHITE

YELLOW



Teacher's guide

Chapter 1: “You, me: we”. (page 5)

This chapter will be divided into seven sessions, namely: warming up, reading, vocabulary, grammar in foco, speaking, writing and reflection on your learning.

In the chapter introduction, page 5, I ask students to analyze the pictures and infer which subject they will study in this unit. Based on their answers, ask which verbal and non-verbal elements will help them reach this conclusion. Explain the box “In this chapter you will,” and make sure their impression was correct.

Warming up! (page 6)

The objective of this session is to activate students' prior knowledge about the themes of this unit, serving as an introduction to reading.

The answers to the exercise are individual, but students are expected to answer:

- 1) Personal response.
- 2) Personal response.
- 3) The student is expected to describe their physical appearance and mention some qualities and defects.
- 4) Possible answer: on a social network, such as a blog, for example.
- 5) Personal response. Use the FYI (for your information) board to explore the concept of the selfie.
- 6) When using the words “post or share” in the statement, the student is expected to respond to a social network.
- 7) Personal response. Suggestion: that people were having fun while taking photos.
- 8) Personal response. Suggestion: because the person can manipulate and record a good moment.
- 9) Personal response. Praise is expected.
- 10) Personal response. Suggestion: in the first photo, the girl could say that she is romantic or affectionate, as she is making a heart with her hands. In the second, people could praise each other by saying that they are a great team, as they apparently are in a workplace. In the third,

the girl could talk about her happiness, as she is very smiling in the photograph. In the last photo, the boy could say that he likes to travel, as he is on a beach.

Reading (page 7)

Pre-reading

The pre-reading exercise aims to sharpen students' prior knowledge about the text genre that will be explored, encouraging them to identify characteristics inductively. Start by asking if they have social networks. If so, what descriptions about them are provided in them.

Correct answers: A, C, D, E and F.

While reading

These activities are designed to help students learn about and explore the textual genre.

2) Ask students to circle the cognate words in texts.

Suggestion: The concept of cognate and non-cognate words can be explored.

Some words that can be used: profile, name, education, August, football, data, student, favorite.

3) a) They have in common a text with personal information about them, a text describing the personal profile that each one of them has.

b) Make their profile available for other people to read and get to know them.

c) The first text, by Nattasit, presents a more modern designer than Kittipong.

4) a) Kittipong, b) Kittipong / Nattasit, c) Nattasit, d) Kittipong, e) Nattasit, f) Kittipong, g) Kittipong.

5) a) 16 years b) Venezuela c) black and White d) Watching Netflix, going to the cinema. e) animals

6) a) personal profiles, self-introduction b) self-introduction c) personal profiles d) personal profiles, e) self-introduction f) personal profiles, self-introduction.

Post-reading

a) Possible answers: To meet people and make new friends, to get a job.

b) Possible answers: People interested in meeting new people or other personal interests.

c) On social networks.

d) Personal response.

Vocabulary study (page 10)

The objective of this session is to improve and increase students' vocabulary. Ask students if they have ever traveled abroad and what places they know. What places would they like to visit? Also ask if they have already spoken to someone foreign and what the experience was like.

1) a) Thailand, Thai b) Venezuela, Venezuelan

2) a) Jordanian, Jordan b) Brazilian, Brazil c) Peruvian, Peru d) Indian, India

e) Italian, Italy f) Chinese, China.

Hobby (in sequence from left to right, top to bottom): 3, 9, 6, 2, 5, 10, 11, 1, 7, 8, 12, 4.

2) Personal response.

Grammar in foco (page 13)

The **listening session** in this unit is linked to grammar in focus, that we are working on both skills simultaneously.

If possible, show the proposed videos to the class. After each one, ask the students what they thought and understood of the presentations, which one they liked the most, if they were judges, what the evaluation would be for each of the presentations.

Ask students if they have a habit of watching talent shows and what their opinions are about this type of attraction. Also ask if anyone in the class has any distinctive talents and has performed on a talent show or other TV program.

1) a) c, b) a, c) b, d) a, e) b.

2) a) I, b) she, c) he, d) you, e) we, f) they

3) B – Explore with students the meaning of a personal pronoun and cite other examples.

The pronoun “it” and how to apply it may be mentioned.

4) a) is, is, I'm or I am, I'm or I am.

b) is, She is, she is.

C) is, He is.

d) are, we are.

5) B. The teacher may cite other examples in the negative form. If necessary, use the sentences from exercise 4 and, with the participation of the students, change the sentences to negative form on the board or other resource you have in the class.

6) A. The teacher may cite other examples in interrogative form. If necessary, use the sentences from exercise 4 and, with the participation of the students, turn the sentences into interrogative form on the board or another resource you have in the class.

Speaking (page 17)

Pre-speaking

In this session, guide students in creating and organizing ideas for the oral texts that will be created. Separate students into pairs or groups and explain the activity. Present yourself as an example.

Speaking

1) Organize the class in a circle. Position yourself in a strategic place where you can see all the students. Ask students to introduce themselves. At the end of the presentations, feedback on what they said and how the work went. Make some considerations about pronunciation. If necessary, help students with pronunciation after each presentation.

2) Still with the class in a circle, talk to the students about what the experience of the activity was like. Use this moment as a “post-speaking”. Make a survey of what you found easiest and most difficult. Write down these points, explain according to the questions and explore the difficulties in future activities or extra tasks.

Writing (page 18)

Pre-writing

In the introduction to this session, make sure your students understand the textual genre “profile”. Briefly review the content with the students orally, citing the activities carried out and the texts studied as examples, reviewing the content together with them.

Writing

Padlet is an online tool that allows you to create dynamic and interactive bulletin boards to record, save and share multimedia content. It works like a wall, where you can insert any type of content (text, images, video, hyperlinks) together with other people.

Do you know and have used the Padlet platform? If you don't know, install the application or access the website (<https://pt-br.padlet.com/>). Explore the possibilities this tool provides. If you have difficulties, there are several instructional videos on YouTube (<https://www.youtube.com/>) that guide you step by step on how to use this tool. Other applications, websites or social networks may also be useful to replace Padlet.

In addition to the digital version, the texts from the final version of the notebook can be used to create a physical mural in the class.

1) Guide students in preparing the initial text. Talk to them and help organize the ideas that emerged during pre-writing. When they finish writing, ask them to proofread their text for the first time. Then, instruct students to exchange notebooks to review and suggest improvements to their classmates' texts. Then, review the final version of the texts and make suggestions that will contribute to a more cohesive text.

2) Make the Padlet wall link available to students, you can send it via email, What'sApp group, take a printed QR code with the access link, or any other way that is viable.

Explain to students what Padlet is and how this tool works. If possible, show the class the video indicated in the unit's QR code, available at this link: (https://www.youtube.com/watch?v=deIW1Jtoq_w&t=3s&ab_channel=EvgeniiPermiakov).

This same channel also provides an excellent video for teachers on how to use Padlet, available at this link: (https://www.youtube.com/watch?v=OPkq5q8nRbM&ab_channel=EvgeniiPermiakov).

Both videos have subtitles and translation available.

3) When taking a selfie, choose a strategic place in the school with an interesting background. The library, gardens or patios are good options. Enjoy the activity and take a selfie with the whole class.

4) Ask your students to comment on their classmates' posts. Comment on the posted profiles giving feedback on the texts.

Reflecting on your learning

In the final session of this chapter, students will survey how they learned the content proposed. Talk to your students about the results. If many students have indicated that they need to improve the same aspect or content, carry out a review and propose extra exercises that will help students with the identified difficulty.

Comment on the answers, indicating tools that will help improve your studies, such as making drafts, summaries, reviews, asking a classmate or teacher for help, studying an extra session. Ask students what other strategies could be used.

Chapter 2: “Exploring different art forms”. (page 21)

This chapter will be divided into eight sessions, namely: warming up, reading, listening, grammar in focus, speaking, writing, reflecting on your learning and having fun.

In the introduction to this unit, page 21, ask students to analyze the pictures. What types of art are depicted in them? Which ones do they know? What can each of them represent? Which ones caught your attention the most? Why? Where are these works from? When were they created? According to the answers, promote a discussion about them based on the students' perception. If you don't know any works, do a brief survey or research together with the students and find out some curiosities about them.

Read with students the box “in this chapter, you will”, ask students which topics will be discussed in this session based on the box analyzed and the images available so far. Confirm the correct hypotheses and discuss possible answers.

Warming up! (page 23)

The objective of this session is to activate students' prior knowledge about the themes of this unit, linking the chapter introduction with pre-reading.

1) The answers can be found in the caption of each image. Emphasize with students the importance of reading the captions of the activities and what information can be found in them. The works are, respectively, from left to right, top to bottom, Graffiti Mural, by Gêmeos; Oil on canvas, by Tarsila do Amaral; Painting, by Adriana Varejão; sculpture, by Vik Muniz; dance, by Ballet Kirov; Charcoal drawing, by Picasso; Sculpture, by Aleijadinho and music, by the band Capital Inicial.

- 2) Personal response. Tell students some interesting facts about them. Use your prior knowledge or research a brief biography of each of them together.
- 3) Personal response. Ask students to tell the class a work of art or artist that they like.
- 4) Personal response. Ask what art forms they would like to learn.
- 5) Personal response. Encourage students to show their artistic skills, such as drawing, painting, singing, acting, among others.

Reading (page 23)

Pre-reading

This activity serves as a link between the introduction and reading, connecting the subject of the chapter with the topic covered in the text that will be analyzed.

In this activity we observed other works and different styles of art.

Read the pictures with students, as in the introduction to this unit. Note that all the works used in this activity are by Brazilian artists.

Research the works and artists with your students and discuss your impressions of them. Use the pictures captions as a reference.

- 1) E, A, B, D, C
- 2) a) friends, b) draw a cartoon, c) comic strip.

While-reading

- 1) This activity is to help students understand the meaning of new words.

Answers: B, A, C. Take advantage of the activity and present online English dictionaries to your students. Website suggestion: Cambridge Dictionary, available at: <https://dictionary.cambridge.org/us/dictionary/>.

- 2) Discuss with students the concepts of “low art” and “high art”. Explore the theme with students questioning what standards are established to select and classify works and styles. If you are in doubt about how to mediate this discussion, read this brief article on the topic, “Is it useful to think of art in terms of high and low?”, available at:

[https://www.therapidian.org/high-and-low-](https://www.therapidian.org/high-and-low-art#:~:text=Most%20people%20are%20aware%20of,about%20fine%20art%20and%20craft.)

[art#:~:text=Most%20people%20are%20aware%20of,about%20fine%20art%20and%20craft.](https://www.therapidian.org/high-and-low-art#:~:text=Most%20people%20are%20aware%20of,about%20fine%20art%20and%20craft.)

3) A painting, a painting of comic strip.

4) C 5) A, C. 6) Comic strip / entertain / high art / low art / humor.

Post reading

1) a) Personal response. Understand the concept that the student absorbed from the “while-reading” discussions.

b) Personal response. Collectively construct the concept of art. There are several concepts about what art is. Research some of them and compare them with the result you created. A great reference in arts teaching in Brazil is Ana Mae Barbosa.

c) The most valued work techniques are oil on canvas or wood and acrylic on canvas or wood.

Encourage students by asking who finances works of art and museums and galleries. Where does the money that moves the art world come from and how the choice of what to buy or sponsor is made.

2) Explain to students that there are several other types of balloons that were not mentioned and that can be researched. Also explain that the font style can also complement the meaning of the balloon.

Listening (page 27)

Pre-listening

This session's activity will be about Yayoi Kusama. The artist, in 2023, gained an exclusive gallery in Inhotim, one of the main museums in Brazil, located in Brumadinho, Minas Gerais. The artist has three works in this museum. Depending on the location of the school, it would be an interesting trip to take with the class. The museum has works by artists from all continents. Visit the institution's website to find out more information: <https://www.inhotim.org.br/>.

1) a) Yellow, White, black, red, blue, green, pink.

Ask students which colors are most attractive and which is their favorite.

While listening

1) Show the video to students, drawing attention to how the public reacts and interacts with the works. Ask if anyone knows any of her works and what the experience was like.

a) 50's

b) Painting, Performance, Sculpture, drawing, installation.

c) T, F, T, T, F, T, T, F.

Post-listening

1) Personal response. Students are expected to answer that they are “high art”, due to the relevance of the artist and her trajectory in the world of arts, the iconic works she created and the revolution she caused in the history of art.

2) Personal response. Suggest a visit to the Inhotim Museum to see the gallery and three of the artist's works in Brazil.

Grammar in foco (page 28)

1) Ask if students know Garfield. Start exploring the non-verbal elements, ask where he is? What are you doing? What do his facial expressions reveal? What the speech bubbles suggest. And what about onomatopoeia? Discuss first impressions of the texts.

a) ability. b) Text 2. c) Before the main verb d) In none of the texts.

2) Ask which artists they know. Which of these artists' works do you like most?

b) can sing, can do graffiti, can perform, can act, can write.

3) Personal responses. Students are expected to respond with their skills, such as dancing, running, singing, drawing, playing a musical instrument, among others.

4) In this activity, the can modal will be explored with its possible uses. Make sure the student notices the differences in usage.

Text 1: to ask permission. **Text 2:** to make a request. **Text 3:** to express ability.

4) Text 3.

Ask what other onomatopoeia they know.

5) C

Speaking (page 32)

Pre-speaking

In this session students will talk about their favorite artists.

1) Instruct them to look for productions that can help with speaking skills. Assist in producing the draft that will serve as support for the presentation. Examples of works are welcome to enrich presentations, such as pictures of painting, videos, music.

Speaking

1) Observe your students' presentations. Make considerations after each presentation. Point out the strong points and which aspects can be improved. Discuss with the class the information that was presented during the work.

2) In this activity, evaluate the feedback students will give about their presentations. Observe which aspects they had difficulties and facilities to explore in future activities.

Writing (page 34)

Pre-writing

In the introduction to this session, make sure your students understand the textual genre "Comic Strip". Briefly review the content with the students orally, citing the activities carried out and the texts studied as examples, reviewing the content together with them. Review the types of balloons, onomatopoeia, breaking expectations with humor and other doubts that arise.

Writing

Help students organize the insights they gained in pre-writing. According to the ideas they present, make suggestions for possible applications in the text.

With the draft ready, instruct students to do the first review, then exchange notebooks and review their classmates' texts. After the changes have been made, do the final review and make final suggestions.

The finished texts can be displayed on a wall in the classroom, library or school hallways. A digital magazine is also a possibility for sharing texts with other students, family and friends.

Ask students what the experience of producing a comic strip was like, what the main difficulties were.

With the mural assembled, discuss the result with the class, observing the considerations they point out.

Reflecting on your learning

In the final session of this chapter, students will survey how they learned the content proposed. Talk to your students about the results. If many students have indicated that they need to improve the same aspect or content, carry out a review and propose extra exercises that will help students with the identified difficulty.

Comment on the answers, indicating tools that will help improve your studies, such as making drafts, summaries, reviews, asking a classmate or teacher for help, studying an extra session. Ask students what other strategies could be used.

Having fun

The last session of this unit proposes an activity to establish vocabulary through a playful activity, the word search.

Read the colors with the students, teach the pronunciation of those they don't know.

If the students don't know the spelling of the colors, suggest that they color the name with the corresponding color.

Answers:

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W           R           W           E
O           E           H           G
L           G           D           I           N
L   G R A Y   G R E Y   T           A
E           E           E           R
Y B   E           O
           L N W O R B
           A           C N
           C B           A
           E K           V L
           I           Y   I           P
           G           B           L           I
           E           L           N
           P U R P L E U           K
           E

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Rationale

The art of learning was inspired by my career as a teacher. I have been working with youth and adult education for five years and have not always received pedagogical support material for this type of teaching, such as textbooks and handouts, so I decided to create material that would be useful in my classes, considering this audience. As I am a visual arts student, I explored an interdisciplinary approach, covering areas of language knowledge, aiming for teaching with a broader purpose, based on my experiences, knowledge and pedagogical experiences, according to PALMER (1997) “teaching holds a mirror to the soul. If I am willing to look in that mirror, and not run from what I see, I have a chance to gain self-knowledge-and knowing myself is as crucial to good teaching as knowing my students and my subject. ”

In the art of learning, the teacher is invited to explore various types of languages, sharpening the student's view of the world, refining perception through the provocation of topics discussed and questioned in the classroom, placing the student as the author of their own education, According to DIAS (2022)

The new students are encouraged to be active agents of their own learning and textbooks must encompass multimodal texts like the ones they read outside of school together with challenging activities, themes of social relevance that give them the opportunity of developing smart communication and critical thinking.

The two chapters of this work were developed with a structure designed exclusively for each of them, with the first having an extra vocabulary session and the second having a fun session, so that the content is cohesive and interconnected as a whole. The units begin with the warm-up session, with exercises that activate students' prior knowledge to introduce the Reading session. Some sessions are subdivided to deepen skills, namely Reading, Speaking, Listening and Writing.

As the objective of this work was an interdisciplinary approach, the vocabulary session was added in chapter one, exploring the nationality of monuments that are titled as The Seven Wonders of the World and hobbies, being complementary content that will also serve as prior knowledge for the next chapter. Of art forms and skills for activities with the modal verb can. In the second unit, a having fun session was added with a fixation activity on colors, which are an important subject of the chapter and an extremely relevant factor in the visual literacy process (CHIA & CHAN, 2017). The two units end with the reflecting on your learning session, which encourages the student to reflect on the objectives proposed at the beginning of the chapter, evaluating whether the goals were achieved and pointing out possible strategies to work

on the gap found and improve the program, offering easy and agile feedback (WOOF & STEVENS, 2007).

Reading

For second language students, reading is a very important and advantageous aspect of learning because they can do it alone, which helps in independent and autonomous learning (NUNAN, 2015).

The Reading sessions were developed in three stages: pre, while and post-reading, designed for two important functions of reading, for communicative purposes and for didactic purposes (NUNAN, 2015). Communicative to read the real world, in its applicability in everyday life, such as reading profiles on the internet and different forms and compositions of art, and teaching aids to improve and develop their reading skills with textual genre awareness activities, that is, focusing on the purposes of communication and the people involved, with texts being short and easy to understand, with the target audience in mind (MILLAR, 2011).

The choice of texts was carried out aiming at a multimodal approach, which can be understood as (CHIA & CHAN, 2017)

Any framework which enables the 'reading' of a multimodal text presupposes that the text is made up of more than one semiotic mode to communicate meaning. The practice of reading' a print or non-print multimodal text involves the learner 'figuring out how the different semiotic modes complement or work against one another' (Chan & Chia, 2014). For example, an effective television commercial often employs the use of moving images, speech, music, sound and often traditional texts in the form of words, phrases and sentences. The challenge for teachers is to unpack these different semiotic modes in accessible ways so that their students are able to understand how the commercial is effective in persuading the consumer to buy the product. Chan & Chia's (2014) 6 Semiotic Modes framework outline a number of semiotic modes Linguistic, Oral, Audio, Visual, Spatial and Gestural (ideas adapted from New London Group, 1996; Bull and Anstey, 2010) - which could be seen as 'vehicles' for teachers and learners to read, listen, view and understand different kinds of texts. The framework requires that teachers and learners tap on their 'senses' and powers of awareness and observation when analysing a multimodal text (Anderson, 1999).

In this way, it's helps the student gain confidence during reading and provides greater pedagogical terms for the teacher during the application of reading and interpretative activities, helping to engage students so that they can increase their reading strategies and create, over a longer period of study, reading automatisms so that in the future they can read more complex texts (ANDERSON, 2014).

Therefore, the two units were developed with the aim of developing reading strategies aiming at the results presented according to the vision of ANDERSON (2014)

Readers must be able to make inferences and use their world knowledge to make connections between the text and their knowledge. Readers must also be able to make predictions and build knowledge from the combinations of words they encounter in a text. Meaning does not reside in the meaning of the individual words in a text; it is the combination of the text and the reader's cognitive processing strategies that allows meaning to emerge.

Listening

The listening skill was developed differently in the two chapters, being coupled with grammar in focus in the first unit and developed separately in the second. Listening plays an important role in learning, contributing mainly to the development of linguistic knowledge, as listening awakens awareness of language, being one of the first receptive skills that human beings develop (RENUKADEVI, 2014). According to the author,

Listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. Especially in learning a language for communicative purpose, listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch and accent; and it is only possible when we listen. Without understanding input appropriately, learning simply cannot get any improvement.

To develop listening skills satisfactorily, key strategies in foreign language teaching were addressed. The activities were designed taking into account that the student should know what is being said, the speaker's previous information and intentions, and the differences between spoken and written language (MESTI & BASSO, 2009). Bottom-up and top-down strategies were applied in both units, according to ARDINI (2015), and can be understood as “Top-Down processing in listening involves the liveliness of building meaning based on presumption, conclusion, purpose, and other relevant knowledge. Bottom-Up in listening is more detail in grammar and the meaning of words”.

Authentic videos were selected from the same platform, YouTube, with people from different places speaking in different accents so that students could observe a broader dimension of the language, taking into account the contexts and uses of language, and thus exposing students to natural rhythms of everyday English, naturally and with real-life listening experience (NUNAN, 2010).

Speaking

Communicating increasingly requires students to be able to differentiate patterns of meaning from one context to another and express themselves according to the demands of situations. We move between different social spaces, with different languages. The choice of these linguistic

differences and their patterns becomes a primordial aspect in learning and literacy (KALANTZIS & COPE, 2012).

The process of teaching and learning speaking is a fundamental part of language classes. Spoken language provides resources for learning as an important communicative means in the classroom, being one of the most important components of curricula and learning outcomes (BURNS, 2012).

The activities of the two units were designed taking into account the concept of speech explored by BURNS (2012), apud Johnson (1996)

describes speaking as a “combinatorial skill” that “involves doing various things at the same time”: Knowledge of language and discourse, core speaking skills, and communication and discourse strategies. Learning to speak in a second language involves increasing the ability to use these components in order to produce spoken language in a fluent, accurate and socially appropriate way, within the constraints of a speaker’s cognitive processing.

Therefore, the activities explored basic speaking skills, such as listening with understanding to classmates and interacting with them while respecting other people's opinions, participating in oral interactions with ease and respect and recognizing non-linguistic expressive resources (BICALHO, 2014). Communication strategies were explored, helping the student in the process of creating and organizing their text and also in the development of their speech.

The speeches were induced by the social and functional motivation of speech, and pragmatic or transactional conversations can be understood as those that involve the exchange of information or service goods and interpersonal or interactional conversations as those aimed mainly at creating and maintaining personal relationships (BURNS, 2012). Therefore, mixing functional and social speech. Firstly, learning to introduce yourself, which is extremely useful in everyday life, and functional by talking about your personal tastes, such as your favorite artist or work of art.

Writing

According to FRODESEN (2014) “Writing is a dynamic process in which writers interact with their intended readers and draw on their knowledge of text types in the co-construction of meaning for specific purposes. ” The act of writing does not just involve a choice of structures, but a more global view of the communicative task.

The writing activities of the two sessions were prepared guided by the process approaches, which focus on the procedures involved to reach the final product, thinking, planning,

production, review, that is, the entire process until reaching the final version of the text (NUNAM, 2015).

In the studies by WHITE and ARNDT (1991), apud NUNAM (2015) thirteen steps are mentioned that writers advance from initial ideas to the final production of a text, all steps are part of the processes of guiding the writing of unit activities, being them:

1. Learners engage in discussion as a whole class, and in small groups and pairs.
2. They brainstorm, making notes and asking questions.
3. They then do fast-writing, selecting ideas and establishing a viewpoint without worrying about such things as errors of punctuation, spelling, or grammar.
4. Based on the fast-writing phase, they produce a rough draft.
5. They then carry out a preliminary evaluation of what they have written.
6. They then focus on the arrangement of information and the structure of the text.
7. A first draft is then produced.
8. Groups and peers evaluate and respond to other students' drafts.
9. Learners take part in a conference, discussing their drafts and deciding on what changes to make as they produce a second draft.
10. The second draft is written.
11. The writer self-evaluates the second draft, focusing on accuracy through proofreading and editing.
12. A finished draft is produced.
13. Peer readers provide a final response to the draft.

Although the most used methodology was process approaches, the product-focused process was also considered, as the activities reviewed the structures, but with a more general and non-fragmented view of the text.

The text produced in the first unit was shared on the Padlet platform, using technological tools to mediate and disseminate students' knowledge, expanding the barriers of learning through technology (BRAGA; SILVA & GOMES JUNIOR, 2017).

In both units, in addition to written texts, other visual and even sound resources were explored in the second chapter, to convey meaning beyond words and phrases, complementing learning with multimodal text design (KALANTZIS, 2012).

Grammar

In the two units developed, grammar was approached as a communicative resource to create different types of texts, both oral and written. From this perspective, according to RICHARDS & REPPEN (2014) apud HEWINGS & HEWINGS (2005)

Text here is used to refer to structured and conventional sequences of language that are used in different contexts in specific ways. For example, in the course of a day a person may use English for a variety of interactional and transactional purposes, both spoken and written, such as casual conversation, telephone calls, requests, reports, discussions and so on. Each of these uses of language involves the use of texts, that is, stretches of language that consist of a unified whole with a beginning, middle and

end, that conform to norms of organization and content, and that draw on appropriate grammar and vocabulary (Hewings and Hewings, 2005).

and in this way, grammar being an effective communicative resource, and not just as an isolated body of knowledge (FRODESEN, 2003).

Accordingly, grammar was taught implicitly, that is, through natural exposure to the meaningful use of language, in a way that allows students to perceive things as they are and thus reducing the opportunity for grammatical explanations. With this, an inductive teaching method is used, in other words, students analyze the topics studied in a context to discover the grammatical rules for themselves and then create their own examples using the language. (CORREA; TORRES; CUEVA & SARITAMA, 2019).

The texts to be analyzed were authentic materials, that is, texts that circulate in society and that were not created exclusively for educational purposes, offering real exposure to the texts used in a community, making classes more attractive, providing authentic information about the culture target, providing a more creative approach to teaching (MESTARI & MALABAR, 2015).

Finally, grammar teaching followed the PPP model (presentation-practice-production), which is divided into three stages. The first of these is presentation, when the new rule or grammatical structure is introduced, in the units through texts, to help students become familiar with the new grammatical structure and keep it in short-term memory. The second phase is practice, in which students practice a series of exercises, focusing on the structures studied and then with more open activities, to gain control of the knowledge acquired in the previous phase and transfer it to long-term memory. The last phase, production, is when students apply the knowledge acquired in the previous phases and apply it to other activities, not only in the grammar in focus session, but also as the prospects of the writing session. The objective of this last phase is internalization of the grammatical form so that the student can master and apply it automatically and spontaneously (NASSAJI & FOTOS, 2011).

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