

UNIVERSIDADE FEDERAL DE MINAS GERAIS – UFMG
Faculdade de Letras – FALE
Curso de Especialização em Ensino de Inglês – CEI

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Unidades Didáticas para o Ensino de Inglês

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

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Data da defesa: 06/12/2018

**Belo Horizonte – MG
Dezembro/2018**

ACKNOWLEDGMENTS

I would like to thank *The* person who is responsible for putting me in this challenge. I thank my Lord, who has always guided me, offering me His hands when I most need them.

I would like to thank my parents, Rita Toledo e Miguel Toledo, who have always been by my side, giving the necessary support for me to go ahead. It was their support I have had since I started school that motivated me to accomplish so many good things in my life.

There is also a very special person who became part of my life five years ago. I thank my boyfriend Iago Alberte Eleutério for his friendship along the years and for believing in me when I myself did not believe.

I thank my classmates at CEI, who were important keys for the improvement of my teaching practices. I enjoyed it very much to share ideas with the class and learn from many people teaching in different places in Brazil. Thank you all!

At CEI, there is a person who I consider to be a big figure: Gilmar, the secretary. Thank you, Gilmar, for being such a helpful person and for enrolling me in the elective disciplines of the master's degree when I was away from BH.

I give special thanks to all my professors at CEI, who were very, very important in my development along the course. I could not mention a name because I would risk forgetting some. So thank you all!

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INTRODUCTION

During my university course (Letras/Inglês), I had a great experience as a volunteer student in a scientific beginning program that made me want more after graduating from the State University of Montes Claros – Unimontes. As I was sure about continuing my studies on English teaching, I knew that the next step would be a postgraduate course. So, I decided to take CEI (Curso de Especialização em Inglês) course. When I finally was in the first module, I started to be very anxious to get into the “research life” and thought of trying the master’s program before finishing it. But then I was advised to finish CEI course first because it would be a nice opportunity for me to enrich my knowledge and, consequently, make me feel more confident to go to the master’s. In the end, I decided to finish CEI course and today I see I could not have made a better choice.

At CEI, I had a huge number of opportunities to review what I had already studied and mainly get to know what I had not seen at university. I thank CEI for giving me chances to make so many good and rewarding readings because they definitely helped me shape my teaching practices in the public English classrooms. CEI also helped me find out that I am not that keen on producing teaching materials as I was when I started university. I found out it is much more complex than I had thought before.

The two units presented in this paper – *Make the world a better place* and *Being a friend of nature* – have as their target audience students from public high school because this is the public with whom I work every day. *Make the world a better place* (Unit 1) and *Being a friend of nature* (Unit 2) were designed to students from public high school, aging from 15 and 17, respectively, who are expected to have B1 or B2 according to the Common European Framework Reference (CEFR). Public high school English textbooks usually approach a certain social theme related to the Cross-Cutting Issues or *Temas Transversais* proposed by the National Curriculum Parameters, of the Brazilian Ministry of Education (1997).

Among the Cross-Cutting Issues – Ethics, Health, Environment, Sexual Orientation, and Cultural Plurality – for the units it was selected the Environment and Ethics related to solidarity. The sad results of the last research in 2018 made by the NGO WWF (World Wide Fund for Nature) was a motivator for the choice of the environment issue whereas the motivator for the Ethics related to solidarity was the belief on the importance of cultivating solidarity among the students and their local communities. Besides that, during my teaching practices, I realized that they are the kind of themes that provide debates in which students usually get interested.

About their organization, the units are divided into ten sections (Opening Discussion, Reading, Language Awareness, Vocabulary, Writing, Listening, Pronunciation Time,

Speaking, Self-Assessment, and Time for ENEM), which some of them are subdivided into subsections: Pre-, While, and Post-. In *Opening Discussion*, students and teacher start a discussion on the unit theme, activating the students' previous knowledge and his knowledge about the world as a way to break the ice and involve students in what the unit proposes. In *Reading*, students are invited to prepare for the reading, read the text and think critically and beyond the message conveyed by the text. In *Language Awareness*, students analyze contexts and identify their intentions as a way to raise awareness about the use of a certain linguistic topic. When necessary, students have grammatical support in *A bit more*.

In both units, *Vocabulary* is brought as a way to enrich students' knowledge about the vocabulary related to the main text and a moment for them to put into practice some strategies they could use to acquire new words for their language repertoire. In *Writing*, students are expected to connect all they have learned so far with the proposed writing, following a process that would lead them to the final product: the text. In the end, they are invited to make critical points about the result. In *Listening*, again students are invited to prepare for the listening, anticipating the contexts they might find in *While Listening*. After that, they are invited to think beyond in *Post-Listening* and look around their community. Students also have a moment in *Pronunciation Time* to practice the pronunciation directly related to what they have just seen in Language Awareness and heard in the listening.

Then, as an attempt to integrate all the four skills in the unit, students are presented with a *Speaking* proposal that leads them to the performance of a certain function. Finally, to assess their own learning, students have the chance in *Self-Assessment* to think about what they could do to learn better and, in *Time for ENEM*, prepare themselves for ENEM (*Exame Nacional do Ensino Médio*) solving questions related to the unit theme. Along the units, students receive linguistic input (blue balloons/Useful Language) for them to start making the discussions suggested. Besides this general organization, in the *Teacher's Guide*, teachers are provided with access to theoretical information, articles, books, and websites so they get more ideas on what and how to do a specific lesson. The units also propose students individual, pair and group activities that will be guided by teachers according to the Teacher's Guide. The units attempt to offer students the best we expect in an English course book, although I recognize the public high school context in Brazil and my limited abilities in producing teaching materials. After the Teacher's Guide, it is presented the *Rationale*, which attempts to explain the theoretical basis for the units. Then, there are the *References*. Last, but not least, the two units designed and presented here have no commercial purposes. It cannot be reproduced, neither partially nor as a whole, without the express authorization of the author.

UNIT 1

MAKE THE WORLD A BETTER PLACE



OPENING DISCUSSION

1. *Let's start!* Read the fragment of the song *Heal the world*, by Michael Jackson, and do the activity with a classmate.

“Heal the world
 Make it a better place
 For you and for me
 And the entire human race
 There are people dying
 If you care enough for the living
 Make a better place for you and for me”

Source: <<https://www.vagalume.com.br/michael-jackson/heal-the-world.html>>

a) Choose (✓) the idea expressed in the fragment above. According to the singer, if we care enough for the living,

- we will have a large space to live in.
 we will create a comfortable place for the next generations.
 we will make the world better for everybody.
 we will keep the world as we have it today.

2. Look at the pictures below. Do you know these people? How would you relate them to the fragment of the song above? In pairs, discuss ideas.



Source: <https://bit.ly/2r3sMUx>



Source: <https://bit.ly/2Qjchww>



READING

PRE-READING

1. Look at the pictures below. What kind of posters are they? Check (✓) the correct option:

___ a political campaign ___ an environmental campaign ___ a social cause campaign



Source: <https://bit.ly/2DN4shl>



Source: <https://bit.ly/2FFKJIY>

2. Which words or elements from the posters above help you identify their type? What about your classmates? Did they look at the same words/elements? Share information.

MY WORDS/ELEMENTS	MY CLASSMATES' WORDS/ELEMENTS

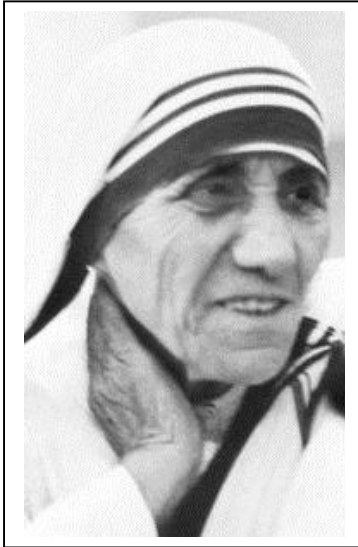
3. Take a look at the biography of the text in While Reading about one of the women in the Opening Discussion and answer the questions below:

a) What are the characteristics you expect in a biography?

WHILE READING

1. *Let's read!* The biography below is about Mother Teresa (nobelprize.org), the Nobel Peace Prize in 1979. After reading, why is she so recognized around the world?

Mother Teresa



Mother Teresa was born Agnes Gonxha Bojaxhiu in Skopje*, Macedonia, on August 26**, 1910. Her family was of Albanian descent. At the age of twelve, she felt strongly the call of God. She knew she had to be a missionary to spread the love of Christ. At the age of eighteen she left her parental home in Skopje and joined the Sisters of Loreto, an Irish community of nuns with missions in India. After a few months' training in Dublin she was sent to India, where on May 24, 1931, she took her initial vows as a nun. From 1931 to 1948, Mother Teresa taught at St. Mary's High School in Calcutta, but the suffering and poverty she glimpsed outside the convent walls made such a deep impression on her that in 1948 she received permission from her superiors to leave the convent school and devote herself to working

among the poorest of the poor in the slums of Calcutta. Although she had no funds, she depended on Divine Providence, and started an open-air school for slum children. Soon she was joined by voluntary helpers, and financial support was also forthcoming. This made it possible for her to extend the scope of her work.

On October 7, 1950, Mother Teresa received permission from the Holy See to start her own order, "The Missionaries of Charity", whose primary task was to love and care for those persons nobody was prepared to look after. In 1965, the Society became an International Religious Family by a decree of Pope Paul VI.

[...]

The Society of Missionaries has spread all over the world, including the former Soviet Union and Eastern European countries. They provide effective help to the poorest of the poor in a number of countries in Asia, Africa, and Latin America, and they undertake relief work in the wake of natural catastrophes such as floods, epidemics, and famine, and for refugees. The order also has houses in North America, Europe and Australia, where they take care of the shut-ins, alcoholics, homeless, and AIDS sufferers.

[...]

Mother Teresa's work has been recognised and acclaimed throughout the world and she has received a number of awards and distinctions, including the Pope John XXIII Peace Prize (1971) and the Nehru Prize for her promotion of international peace and understanding (1972). She also received the Balzan Prize (1979) and the Templeton and Magsaysay awards.

*Former Uskup, a town in the Ottoman Empire.

**Mother Teresa's date of birth is disputed: "So unconcerned was she about accuracy in relation to the chronicling of her own life, and so disinclined actually to read anything written about her, that for many years and in a succession of books her birthdate was erroneously recorded as 27 August 1910. It even appeared in the Indian Loreto Entrance Book as her date of birth. In fact, as she confided to her friend, co-worker and American author, Eileen Egan, that was the date on which she was christened Agnes Gonxha Bojaxhiu. [...]"

Source: < <https://www.nobelprize.org/prizes/peace/1979/teresa/biographical/>>. (Adapted)

2. According to the author of the text, write T (true) or F (false). Correct the false statements with the correct information from the text.

___ Mother Teresa wanted to be a nun since she was a teenager.

___ Her initial vows took place in Macedonia.

___ She got very impressed by the poor and suffering conditions of people in Calcutta.

___ To start her mission, she got funds from different individuals and employed people to help her.

3. Scan the text and find out to which the years below refer. Discuss your findings with the whole class. Did you find the same information? Share your ideas.

1910:	1931:
1948:	1950:
1965:	1972:

4. Check the elements that make the text be a biography:

___ Tells about the life of a real person.

___ Information is based on facts.

___ Tells a moral lesson at the end of the story.

___ The majority of the verbs used is in the past.

___ Develops an understanding of the places, times, events, and other people when the person lived.

Source: <<http://www.homeofbob.com/literature/genre/nonfiction/bioElmnts.html>>.

5. Biographers usually make a huge use of time expressions to delineate when the events happened. Match the expressions from the text below to their corresponding ideas:

From 1931 to 1948	In 1965	At the age of twelve	on May 24, 1931
-------------------	---------	----------------------	-----------------

I. At the time of being a specified age: _____

II. Preposition used as a function word to indicate a time frame during which something takes place; usually appears in complete dates with month, day and/or year and days of the week:

III. From a time to another: _____

IV. Preposition used to indicate a time frame during which something takes place; usually appears together with months or centuries:

Source: <merriam-webster.com>.

POST-READING

1. Do you think people like Mother Teresa can inspire other people to do positive things for the needy ones? Why (not)? Use the expression below to give your opinion.

I really think/ I strongly believe...

I don't think...



LANGUAGE AWARENESS

1. The sentences below were taken from the text. What do they have in common? Check (X) the correct option:

___ They refer to ongoing actions and happenings in the past.

___ They refer to finished actions and happenings in the past.

I. "At the age of twelve, she **felt** strongly the call of God".

II. "Although she **had** no funds, she **depended** on Divine Providence, and **started** an open-air school for slum children".

2. Read the text once more and scan for the words missing in the sentence below. Then, complete the statements in questions a-b.

"From 1931 to 1948 Mother Teresa _____ at St. Mary's High School in Calcutta, but the suffering and poverty she _____ outside the convent walls _____ such a deep impression on her that in 1948 she _____ permission from her superiors to leave the convent school and devote herself to working among the poorest of the poor in the slums of Calcutta".

a) The verbs _____ and _____ are examples of (regular/irregular) past verbs, which usually ends in (-ed/-ing).

b) The verbs _____ and _____ are examples of (regular/irregular) past verbs, which have a (different/similar) form in the past tense.

3. Read the quotations below and choose the best alternatives in parentheses:

"Poverty is like punishment for a crime you **didn't commit**."

– Eli Khamarov, writer (*goodreads.com*)

a) In negative forms, we use the subject + _____ + not + the verb in its (past/base) form for both regular and irregular verbs. Its contracted form is _____.

“[...] Rather he will ask, ‘*How much LOVE did you put into what you did?*’”
 – Mother Teresa (everydaypowerblog.com)

b) In question forms, we use the word _____ + the subject + the verb in its (past/base) form for both regular and irregular verbs.

4. Read a fragment of the obituary from *theguardian.com* of the second woman presented in the Opening Section considered the Brazilian “Mother Teresa” (*cnn.com*). Do you remember her name? Use the verbs below in their appropriate past form to complete the blanks:

study	think	have	return	be (3x)	begin	go
-------	-------	------	--------	---------	-------	----



[...]
 Arns _____ born in Forquilha, a small town in the southern state of Santa Catarina. Her mother _____ a health worker and she _____ one of 14 brothers and sisters. Following in her mother's footsteps, Arns _____ medicine at Curitiba University and after graduating in 1959 she _____ on to work as a pediatrician in the city's children's hospital.
 The foundations for the Pastoral da Criança were laid in 1982 when her brother, a Catholic bishop, _____ from a conference in Europe which had been discussing the best way to drastically reduce child mortality. He immediately _____ of his sister. Her quest _____ in Florestópolis, a small town in the southern state of Parana, which then _____ one of the region's highest rates of infant mortality. Within two years, thanks to Arns's work with local mothers, the death rate had plummeted. The coming years saw the Pastoral expand across South America's largest nation. [...]
 Source: *Zilda Arns obituary*: < <https://www.theguardian.com>> (Adapted)

5. Do you know any person from your local community or even in your family who has contributed very positively to a social cause? Write a description of what the person did. Use the questions and the useful language below for your writing and check the irregular past verbs list in the section “A bit more” if necessary.

- Who is she/he? -What did she/he do? -When? -Where? -Who with?
- Who benefited from it? -What was the impact?

USEFUL LANGUAGE	
<p>Describing the experience</p> <p>This person is... She/He... The event/action... ...with the help of... The impact of the event/action... The community/people...</p>	<p>Telling the past time</p> <p>At the age of... In... Yesterday Last (night/week/month/year, etc) (a week/ a month/ a year/ two days, etc) ago</p>

A Bit More

INFINITIVE	PAST	INFINITIVE	PAST
begin	began	leave	left
bring	brought	let	let
buy	bought	make	made
come	came	pay	paid
do	did	put	put
drive	drove	say	said
eat	ate	see	saw
feed	fed	sleep	slept
fight	fought	speak	spoke
fly	flew	spend	spent
forget	forgot	take	took
get	got	teach	taught
give	gave	tell	told
go	went	think	thought
have	had	wake	woke
know	knew	write	wrote

*Past forms of *be*: I/He/She/It: was

You/We/They: were



VOCABULARY

Words Related To Charity

1. Use the suffixes below to make new words and complete the rule with the words *nouns* and *adjectives*:

-y -ship -ity -ism -ion -ness	
Altruistic	
Generous	
Kind	
Dedicated	
Sympathetic	

We use the suffixes *-y*, *-ship*, *-ity*, *-ism*, *-ion*, and *-ness* to turn _____ into _____.

Now, use the new words to describe a person you know who would suit any kind of social work because of those characteristics. Tell why you think so.

2. Google or look up in an English dictionary the best definition for the words below. Make up a sentence for the one (s) you did not know yet. Compare your answers.

Word	Definition	Example Sentence
<i>Fund</i>		
<i>Philanthropy</i>		
<i>Charity</i>		

Source: <<https://www.merriam-webster.com/thesaurus/charity>>.

3. Vocabulary Game! Go around the class and play the game:

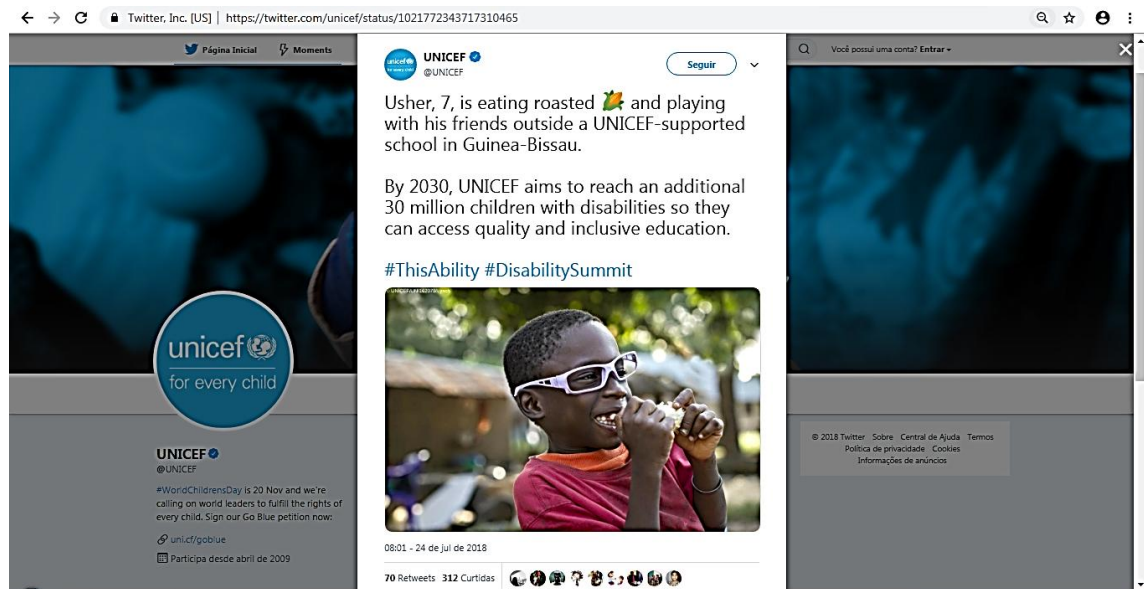
<i>Find someone who...</i>	
<i>...was generous to a person in need two days ago.</i>	
<i>... donated to charity in the last months.</i>	
<i>... was dedicated to a volunteer work last year.</i>	
<i>... helped to raise funds for a social institution in the past.</i>	



WRITING

PRE-WRITING

1. UNICEF is an international organization that defends the rights of children and mothers (simple.wikipedia.org). Read below a UNICEF tweet and write down what it is about. Share your thoughts with your class and your teacher.



Source: <https://bit.ly/2S73eBk>

2. Look at the pictures below. What do you know about these programs? Share your experience with your class to find out more about them.



Source: <https://bit.ly/2Rdm21M>



Source: <https://bit.ly/2P03rUR>

WHILE WRITING

1. According to *lifewire.com*, “a tweet is simply a post on Twitter, which is a very popular social network and microblogging service”. What can you find in a tweet? Look at the UNICEF’s tweet again and analyze its characteristics.

2. Formality in a tweet depends on its purpose. Analyze the tweets below and decide whether they are formal or informal.

a) The tweets below are () formal () informal, because they have...

() use of formal greetings	() exaggerated use of punctuation	() abbreviations of words
() symbols substituting words	() formal language	() text written in capitals

President Obama @POTUS

Incredible speech by an incredible woman. Couldn't be more proud & our country has been blessed to have her as FLOTUS. I love you, Michelle.

103,627 RETWEETS 254,642 LIKES

3:25 AM - 26 Jul 2016

Source: <https://bit.ly/2AqiqlY>

Shia LaBeouf @thecampaignbook

I WILL APOLOGIZE TO TAYLOR 2MRW. WELCOME TO THE REAL WORLD!!!! EVERYBODY WANNA BOOOOO ME BUT I'M A FAN OF REAL POP CULTURE!!! NO DISRESPECT.

225 RETWEETS 292 FAVORITES

2:12 PM - 6 Jan 14

Source: <https://bit.ly/2TJWV8g>

b) The tweets below are () formal () informal, because they have...

() use of formal greetings	() exaggerated use of punctuation	() abbreviations of words
() symbols substituting words	() formal language	() text written in capitals

Pope Francis @Pontifex

Dear friends, I thank you from my heart and I ask you to continue to pray for me. Pope Francis.

6,320 RETWEETS 2,806 FAVORITES

11:17 AM - 17 Mar 13

Source: <https://bit.ly/2DXiy0u>

President Obama @POTUS44

Thank you for everything. My last ask is the same as my first. I'm asking you to believe—not in my ability to create change, but in yours.

871,960 Retweets 1,855,918 Likes

8:52 PM - 10 Jan 2017

Source: <https://bit.ly/2QlfP6D>

3. Complete the tips below from *wikihow.com* on how to write a tweet. Use the words above each tip to complete it.

characters	type	spaces
------------	------	--------

Enter your tweet's text. You can _____ up to 280 _____ ' worth of text (including _____) into the Compose new Tweet box.

symbol	tag	username
--------	-----	----------

Tag someone in your tweet if necessary. To _____ another Twitter account, type the @ _____ and a few letters of their name or _____; this will prompt a drop-down menu from which you can select the proper person.

pound	hashtag	after
-------	---------	-------

Use a hashtag. You can add a _____, which groups your tweet with other tweets that have used the same hashtag, by typing a _____ (#) sign and then typing a word or phrase with no spaces or punctuation _____ the pound sign.

GIF	photos	visual
-----	--------	--------

Add a _____ to your tweet if you like. You can add _____, a video, or a _____ to your tweet.

4. *Let's write!* A tweet can be used to spread social campaigns all over the world. In groups of four, imagine you want to start a campaign about a problem you see in your community and a way for people to know about it is by posting a tweet. Follow the steps below and write your tweet:

- a. With your partners, identify the problems in your community and choose the problem you want to address.
- b. Having your problem in hands, think of a possible solution for it. If it is actions, tell what they are and how they will make a difference. If it is money, tell how much it is and how it will help the cause. Take as an example the UNICEF's tweet presented in the Pre-Writing.
- c. After identifying a possible solution, write your tweet carefully for outer support. Go back to activities 2 and 3 to see if your tweet message (formal or informal) suits the characteristics found in a tweet.

- d. When you have already written the tweet, proofread it and ask your teacher for revision. If you like, you might also share your tweet with a classmate for peer editing.

POST-WRITING

1. In the classroom, exchange tweets with the other groups and display them in the school so more people get to know your ideas.
2. If you think it is possible to go for your cause, get together with your classmates and the teacher so you can try it out. As a start, you can post your own tweet about the campaign's cause in your Twitter account if you have it. If not, try creating one at *twitter.com* and make it happen!



LISTENING

PRE-LISTENING

1. Look at the pictures below and tell what the people are doing.



Source: <https://bit.ly/2PXnoRP>



Source: <https://bit.ly/2zpt6Bs>

2. Have you ever done any of the two activities? Which one (s)? Are there any other activities common in your community? Use the language below to help you.

I have already (planted trees in my neighborhood).

Last year, I (participated in a social campaign in my church).

WHILE LISTENING

1. *Let's listen!* TED Talks are a series of conferences in which people spread their ideas in form of talks (*ted.com*). Watch the beginning (00:00-02:00) of Joyce Bertram's talk about her experience while volunteering for *Nowhere*. Then, write down two things Joyce tells about her involvement with *Nowhere*. Share your notes with the class.

How volunteerism can change your world | Joyce Bertram | TEDxVilnius



Source: <https://bit.ly/2zIWNTW>

Video available at: <https://www.youtube.com/watch?v=wXb6bDX9FD0>

- a. _____
b. _____

2. Watch the beginning (00:00-02:00) again and check (✓) only the true statements. Explain why the others are false.

- a. People who volunteer expect money in return. ___

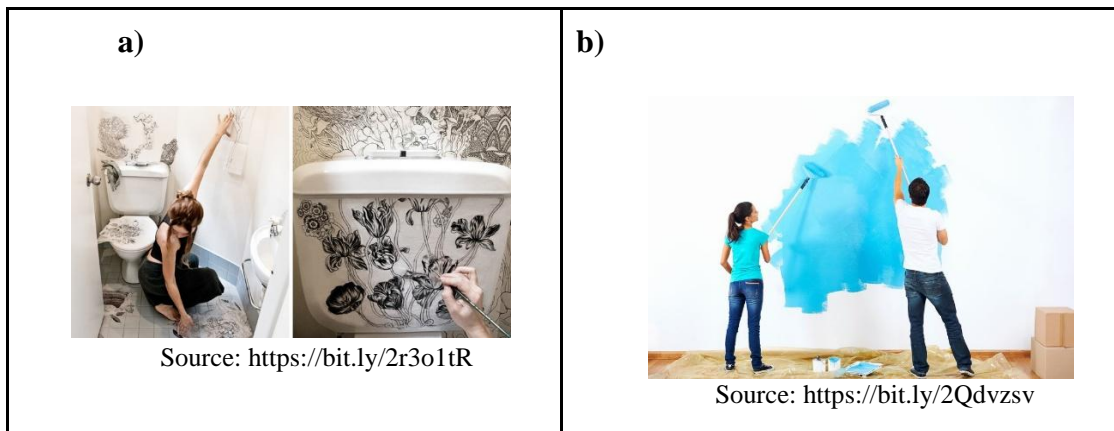
- b. Volunteerism does not change the world. ___

- c. Self-expression, self-reliance and inclusion are principles shared by both *Nowhere* and *Burning Man*. ___

- d. Joyce has been involved with *Nowhere* for about five years. ___

- e. All volunteers dedicate the same amount of hours at *Nowhere*. ___

3. Choose the picture that best describes the first task Joyce had when she joined *Nowhere* and compare your choice with a partner.



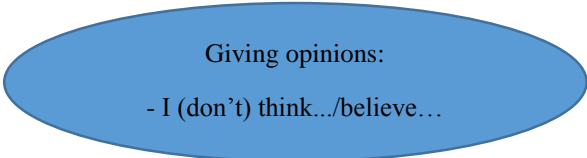
4. Listen to Joyce talking about what she has learned from the experience (02:00-02:40).

Choose the correct alternative that best describes what she has learned:

- a) Joyce has learned how to teach people what she learned during the experience.
- b) Joyce has learned only how to build structure by using tools such as power drills.
- c) Joyce has learned how to build structures, how to use building tools, how to give herself a break and to deal with stressing situations.
- d) Joyce has learned different things, but she was not able to teach the others.

POST-LISTENING

1. Do you think such an experience as a volunteer can change a person's life as it happened to Joyce? If so, how? Discuss with the whole class.



2. Have you heard about the Youth Ambassadors Program? What do you know about it? Visit its Facebook webpage to get to know more about it:



Source: <https://bit.ly/2eUp7RB>



Source: <https://bit.ly/2DHvuqi>



PRONUNCIATION TIME

Final –ed in past verbs

Take a look at some regular past verbs taken from Joyce's Ted Talk. Are they all pronounced the same way? Why (not)? Write the correct pronunciation (*phonetic transcription*) from the box in the right column:

[lɜ:rnd] [sta:rtɪd] ['ju:zd] ['ɛndɪd]

Word	learned	used	ended	started
Pronunciation				

For the regular past verbs in English, there are three different sounds for the pronunciation of the final *-ed*: [d], [t] and [ɪd]. With words ending in vowels, diphthongs or voiced consonants (except [d]), we use the _____ sound. When the word ends in unvoiced consonants (except [t]), we use the _____ sound. Finally, if the word ends in [d] or [t], we use the _____ sound.

Tip: Voiced consonants include: [ð], [b], [v], [z], [ʒ], [dʒ], [g], [m], [n], [ŋ], [l].
Unvoiced consonants include: [θ], [p], [f], [s], [ʃ], [tʃ], [k]. All vowels are voiced.

Talk to your partner about any experience you had with social work (at school, in the church, in the community, etc.). Use the following questions to guide your description. Pay attention to how you describe your experience in the past!

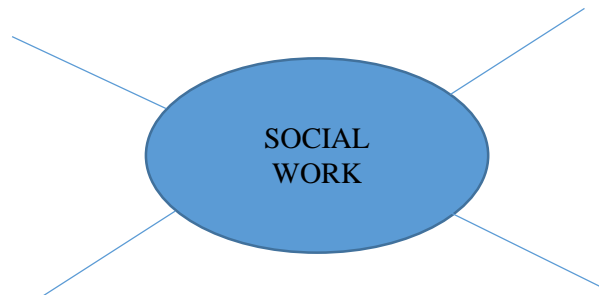
What did you do?
When did you do it?
How did you do it?
Who did you do it with?
Why did you do it?
How did you like it?



SPEAKING

PRE-SPEAKING

1. Would you like to join a social work? What kind of social? Discuss ideas with a classmate and create a mind map to represent all the possibilities for social work in your community.



WHILE SPEAKING

1. Imagine you have decided to join a social work that is going on in your community. Tell a partner how the experience is being like. Use the Useful Language below to discuss your classmate's ideas.

GETTING MORE INFORMATION	MAKING COMMENTS	MAKING SUGGESTIONS/PROPOSALS
<ul style="list-style-type: none"> -What is ... like? - What are you going to do, then? - How come? Why? 	<ul style="list-style-type: none"> - I see / I know - Great! - Really? - That's amazing/etc. - Oh, yeah, I love that! 	<ul style="list-style-type: none"> - I have an idea. - Listen. I have a great idea. - Why don't you...? - How about (verb-ing)...? - That's a good idea. Sure.

Source: <http://www.talkingpeople.net/tp/usefullanguage/langfunc/langfunc_conversation.htm>.

POST-SPEAKING




1. Did you like the idea of social work brought by your classmate? Would you like to do it? Why (not)? Share your ideas with your classmates over an audio recording. Then, put it in the *Whatsapp* group and discuss your ideas.

I did like (João's) **idea about** (helping the church with the poor).
I didn't like (Ana's) **idea about** (singing for the sick people in hospital) **because** (I'm a terrible singer).



SELF-ASSESSMENT

Use the *emojis* below and check the one that best describes your learning process along the unit.

I learned how to...	 Got it!	 I don't think I got it...	 I didn't get it!
... identify the use of completed actions in the past.			
... identify and use the different sounds of the final <i>-ed</i> in past regular verbs.			
... use suffixes to turn adjectives into nouns related to charity.			
... write and use a tweet post for a social campaign.			

What can I do to improve my learning?

I can _____



TIME FOR ENEM

ENEM (*Exame Nacional do Ensino Médio*) usually brings texts about charities or social causes. Read and answer the questions below carefully about this theme.

1. ENEM 2014

	<p>A internet tem servido a diferentes interesses, ampliando, muitas vezes, o contato entre pessoas e instituições. Um exemplo disso é o site WeFeedback, no qual a internauta Kate Watts</p> <p>A) comprou comida em promoção. B) inscreveu-se em concurso. C) fez doação para caridade. D) participou de pesquisa de opinião. E) voluntariou-se para trabalho social.</p>
--	--

Source: <<http://portal.inep.gov.br/web/guest/provas-e-gabaritos>>

2. ENEM 2018

<p>Lava Mae: Creating Showers on Wheels for the Homeless</p> <p>San Francisco, according to recent city numbers, has 4,300 people living on the streets. Among the many problems the homeless face is little or no access to showers. San Francisco only has about 16 to 20 shower stalls to accommodate them.</p> <p>But Doniece Sandoval has made it her mission to change that. The 51-year-old former marketing executive started Lava Mae, a sort of showers on wheels, a new project that aims to turn decommissioned city buses into shower stations for the homeless. Each bus will have two shower stations and Sandoval expects that they'll be able to provide 2,000 showers a week.</p> <p>ANDREANO, C. Disponível em: http://abcnews.go.com. Acesso em: 26 jun. 2015 (adaptado).</p>	<p>A relação dos vocábulos <i>shower</i>, <i>bus</i> e <i>homeless</i>, no texto, refere-se</p> <p>A) empregar moradores de rua em lava a jatos para ônibus. B) criar acesso a banhos gratuitos para moradores de rua. C) comissionar sem-teto para dirigir os ônibus da cidade. D) exigir das autoridades que os ônibus municipais tenham banheiros. E) abrigar dois mil moradores de rua em ônibus que foram adaptados.</p>
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Source: <<http://portal.inep.gov.br/web/guest/provas-e-gabaritos>>

UNIT 2

BEING A FRIEND OF NATURE

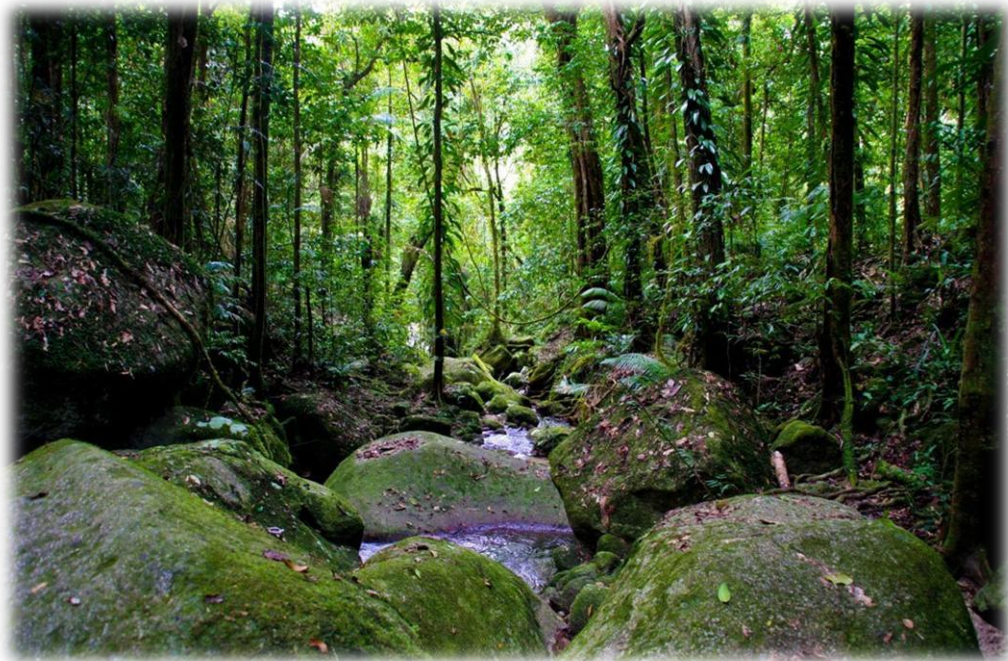


OPENING DISCUSSION

1. Do you know the places of the pictures below? What could humankind do to preserve them? Discuss ideas with your classmates.



Source: <https://bit.ly/2DVSPW1>



Source: <https://bit.ly/2DN7rq3>



Source: <https://bit.ly/2TM4ECG>



Source: <https://bit.ly/2RfdTd6>

- 2. What do the pictures represent? Do you believe humanity is taking care of nature? Why (not)?**
- 3. Would you like to visit any of these places? What is expected from a tourist when visiting these places? Would you be aware of your duty of preserving the nature? Why (not)?**



READING

PRE-READING

1. In pairs, take a look at the *heading* of the text in **While Reading** and check (✓) the correct alternatives for the questions below:

a) Who is the text aimed for?

() For kids () For parents () For teens () For young people

b) In the sentence “They may prefer to stick to their screens, but here’s why getting outdoors matters”, what does the author mean?

() Because kids like to stay indoors, there is no reason why they need to go outdoors.

() Even if kids like to stay indoors to play with their phones, there are reasons why it is important for them to go outdoors.

() Going outdoors only matters if kids keep on being connected in their virtual life.

WHILE READING

1. Read the text below and, while reading, identify its central idea. How did you like the text? Share information with your classmates.

The screenshot shows a web browser window with the URL <https://childmind.org/article/why-kids-need-to-spend-time-in-nature/>. The page header includes navigation links like 'About Us', 'News & Press', 'Events', 'Blog', 'Symptom Checker', and 'Recursos en Español'. The main content area features the title 'Why Kids Need to Spend Time in Nature' and a sub-headline: 'They may prefer to stick to their screens, but here's why getting outdoors matters'. The author is identified as Danielle Cohen. Below the article text, there are social media sharing icons for Facebook, Twitter, Email, Pinterest, and a plus sign for more options. The article text begins with: 'In the early 1980s, a Harvard University biologist named Edward O. Wilson proposed a theory called biophilia: that humans are instinctively drawn towards their natural surroundings. Many 21st century parents, however, would question this theory, as they watch their kids express a clear preference for sitting on a couch in front of a screen over playing outside. The national panic about kids spending too much time indoors has become so extreme that the crisis has a name: Nature deficit disorder. [...]'

Increasing parental fears about diseases and dangers of playing outside—despite evidence to the contrary—are another big factor.

[...]

Why go outside?

Recent studies have exposed the benefit—even necessity—of spending time outdoors, both for kids and adults. Some argue that it can be any outdoor environment. Some claim it has to be a “green” environment—one with trees and leaves. Others still have shown that just a picture of greenery can benefit mental health. These nuances aside, most of the studies agree that kids who play outside are smarter, happier, more attentive, and less anxious than kids who spend more time indoors. While it’s unclear how exactly the cognitive functioning and mood improvements occur, there are a few things we do know about why nature is good for kids’ minds.

- **It builds confidence.** The way that kids play in nature has a lot less structure than most types of indoor play. There are infinite ways to interact with outdoor environments, from the backyard to the park to the local hiking trail or lake, and letting your child choose how he treats nature means he has the power to control his own actions.
- **It promotes creativity and imagination.** This unstructured style of play also allows kids to interact meaningfully with their surroundings. They can think more freely, design their own activities, and approach the world in inventive ways.
- **It teaches responsibility.** Living things die if mistreated or not taken care of properly, and entrusting a child to take care of the living parts of their environment means they’ll learn what happens when they forget to water a plant, or pull a flower out by its roots.
- **It provides different stimulation.** Nature may seem less stimulating than your son’s violent video game, but in reality, it activates more senses—you can see, hear, smell, and touch outdoor environments. [...]
- **It gets kids moving.** Most ways of interacting with nature involve more exercise than sitting on the couch. Your kid doesn’t have to be joining the local soccer team or riding a bike through the park—even a walk will get her blood pumping. [...]
- **It makes them think.** [...] The phenomena that occur naturally in backyards and parks everyday make kids ask questions about the earth and the life that it supports.
- **It reduces stress and fatigue.** [...] In natural environments, we practice an effortless type of attention known as soft fascination that creates feelings of pleasure, not fatigue.

Source: <<https://childmind.org/article/why-kids-need-to-spend-time-in-nature/>>. (Adapted)

2. Read the text again and tick the statements (✓) that are true about the text:

___ The author of the article believes kids nowadays prefer to be at home playing with their electronics to going outside to play outdoors.

___ The author of the article says that all the researchers agree that the outdoors activities should happen in a “green” environment.

___ According to the author, nature is good for the kid’s mind because it provides them with a list of positive points such as those described in the article.

3. Read the section “Why go outside?” once more and complete the sentences below:

a) When compared to kids who spend more time indoors, kids who spend more time outdoors become _____.

b) There are many things kids can do outdoors such as _____.

c) During the outdoor activity, kids can stimulate all the senses. They can _____.

4. Have a look at the structure of the text and answer the following questions:

a) To talk about the benefits of spending time in nature, does the author of the article use a narrative text or topics? _____.

b) Which typographic resource does the author use to highlight each one of the benefits: *italics*, CAPITAL LETTERS or **words in bold**? _____.

5. In pairs, have a look at the words below, find them in the text and guess their meanings. Match the words to their corresponding ideas. Ask your teacher for help, if necessary.

a) indoors	b) disorder	c) outdoors	d) environment	e) fatigue
------------	-------------	-------------	----------------	------------

_____	: out in the air, not in a building.
_____	: the air, water, and land in or on which people, animals, and plants live.
_____	: an illness of the mind or body.
_____	: into or inside a building.
_____	: the condition of being extremely tired.

Source: <<https://dictionary.cambridge.org/pt/dicionario/ingles>>.

POST-READING

1. What do you think about the benefits brought by the author of the article? Do you agree with them? Use the language below, if necessary.

Giving opinions:
- I (don't) think.../believe...
- Well, some people would argue that...

2. Would you add any other to the list of the author? Which one (s)? Use the structure discussed in question 4 in the While Reading and complete the table below. Compare answers with a partner.

MY BENEFITS



LANGUAGE AWARENESS

1. Read the sentences taken from the text and choose the best option in parentheses to complete the analysis:

I. “Some argue that it can be any outdoor environment.”

II. “Others still have shown that just a picture of greenery can benefit mental health.”

III. “[...] you can see, hear, smell, and touch outdoor environments.”

a) In sentence I, we can infer that it is (impossible/possible) for kids to have different ways to be outdoors.

b) In sentence II, we understand that it is (impossible/possible) for a picture of greenery be a benefit for mental health.

c) In sentence III, the actions of seeing, hearing, smelling and touching (are/are not) one of the things possible to be done in outdoor environment.





2. Read the sentences above again and complete the statement with the words given in the box below:

can (2x)	possible	negative	can't (2x)	cannot
----------	----------	----------	------------	--------

When we want to express something that is _____ in the situation, we use the modal verb _____ + infinitive as in “We _____ go to Paris this weekend, because I don't have to work?”. Its _____ form is _____ or the contracted word _____ + infinitive as in “I _____ come out this evening: I have to see my brother”.

(Source: *Practical English Usage*, SWAN, 2016, entry 82.2)

3. Look at the pictures below and write a sentence saying if the activities in parentheses are possible or impossible for you to do outdoors. Refer back to the language studied in the previous activity:

 <p>Source: https://bit.ly/2FDok9a</p> <p>I _____. (practice physical activity)</p>	 <p>Source: https://bit.ly/2zkKNCf</p> <p>I _____. (run in the park)</p>
 <p>Source: https://bit.ly/2DKIFH3</p> <p>I _____. (study or work)</p>	 <p>Source: https://bit.ly/2DVtQ5f</p> <p>I _____. (go cycling)</p>

4. In pairs, role play the situation below and give each other advice for a healthier life. If time allows, switch roles.

Student A: You have decide you definitely need to be a healthier person. Ask a friend for advice on what kind of physical activity he/she thinks you can do outdoors to help you in your endeavor. Use the Useful Language to help you ask for advice.

Student B: A friend of yours needs advice on what kind of physical activity he/she can do outdoors to be healthier. Use the Useful Language to help you give advice.







Asking for advice	Giving advice
What do you think I should do? What should I do? What do you suggest? What do you advise me to do? If you were me what would you do? What ought I to do? Do you think that I should...?	If I were you I would/wouldn't.... If I were in your shoes/position I would... You had better/ you'd better..... You should... Your only option is to.... Why don't you....? Have you thought about....? Have you tried...?



VOCABULARY

Nature Idioms

1. Did you know that many words related to nature are combined with others to form idioms? Match the idioms below to their corresponding definition and example.

<p>a) <i>(A) Leopard Can't Change its Spots</i></p>  <p>Source: https://bit.ly/2TKM65P</p>	<p>b) <i>"Oops-a-daisy!"</i></p>  <p>Source: https://bit.ly/2P4qWfs</p>	<p>c) <i>green fingers/a green thumb</i></p>  <p>Source: https://bit.ly/2RcFLPb</p>
<p>d) <i>(A Breath of) Fresh Air</i></p>  <p>Source: https://bit.ly/2ScQ0mG</p>	<p>e) <i>break the ice</i></p>  <p>Source: https://bit.ly/2PSUnq5</p>	<p>f) <i>grass roots</i></p>  <p>Source: https://bit.ly/2zos0Gg</p>

I. _____: the ability to make plants grow.

Example: *You don't need _____ to fill your home with lush leaves.*

II. _____: the ordinary people in a society, movement, or organization.

Example: *She spent years trying to design education policy from the _____ up.*

III. _____: an expression of mild annoyance used when something has gone wrong.

Example: "*_____, I dropped my keys*".

IV. _____: something you say that means a person's character, especially if it is bad, will not change, even if they pretend that it will.

Example: *Judith swears she'll tell the truth from now on, but _____.*

V. _____: to make people who have not met before feel more relaxed with each other.

Example: *Someone suggested that we play a party game to _____.*

VI. _____: someone or something that is new and different and makes everything seem more exciting.

Example: *Angela's so cheerful and lively - she's like _____ when she visits.*

Source: <https://www.spellzone.com/blog/Twenty_Idioms_about_Nature.htm>/<<https://7esl.com/nature-idioms/>>

2. Have you seen any similar idioms in Portuguese? How are they? Discuss ideas with a classmate and take notes of your findings.

IDIOM	Similar idea in Portuguese

 **WRITING**

PRE-WRITING

1. WWF (or World Wide Fund for Nature) is a nongovernmental organization (NGO) that has as a mission “to conserve nature and reduce the most pressing threats to the diversity of life on Earth” (worldwildlife.org) and works around six areas: food, climate, fresh water, wildlife, forests and oceans. Read the beginning of the news from the website newsarchyuk.com telling about the findings of a WWF’s research and answer the questions that follow:

Nature Crisis: Planet loses 60% of its wildlife in 50 years | Nature | news

 admin  October 30, 2018 at 1:59 pm  33 Views  0



Elephant sounds death knell for vanishing wildlife (Image: GETTY)

From simple hedgehogs to powerful whale sharks, elephants and rhinos to magnificent coral reefs – many of nature's iconic wonders are disappearing to alarming levels due to man-made threats of climate change, habitat destruction and pollution.

Today, with the release of WWF's Living Planet Report 2018, there are calls for a new deal to launch "a global recovery program" for nature and people.

Source: <<https://www.newsarchyuk.com/nature-crisis-planet-loses-60-of-its-wildlife-in-50-years-nature-news/>>.

a) According to the news, what are the causes for the disappearing of nature's iconic wonders?

b) The poster below is an example of the animal species defended by the NGO WWF. How can you relate the campaign poster to the findings of the WWF's Living Planet Report 2018 stated above?



Source: <https://bit.ly/2TJDnRC>

WHILE WRITING

1. *Brainstorming!* The author of the news above considers necessary “a new deal to launch ‘a global recovery program’” for nature and people. In groups of four, think about the actions you can take in your own community to start this “recovery program”. What can you do to take a better care of nature? Take notes and share the ideas with the whole class:

ACTIONS FOR TAKING CARE OF THE NATURE

2. After discussing the actions you can take, it is time for you to call your local community to join in it! Your group is going to create a campaign poster in favor of nature. Below there are some tips for you:

- a) Use your findings from the previous activity to show people from the community what they also can do to preserve nature.
- b) Take the poster of the Pre-Writing as an example and search for a good picture that could represent your campaign. Remember to make people know the source of the pic!
- c) Decide if you are going to tell your message to the community by writing small sentences, topics or just a warning sentence like the one in the poster above. You might also want to include an attractive and short title.
- d) After writing what you want to say on your poster, proofread it and ask help from your classmates and teacher.
- e) Last, but not least, be as much creative as possible!

POST-WRITING

1. Present your poster to the class and take notes on the campaigns created by the other groups. How were they different from yours? Would you join in theirs? Why (not)? Share ideas with your classmates.



Source: <https://bit.ly/2DKKaoF>

2. Together with your teacher, make the poster a real one and display it around your school and the places you go in your local community. Talk to the people you find about your campaign and help them understand your plea. It is time to make a difference!



Source: <https://bit.ly/2Kv24Nj>



LISTENING

PRE-LISTENING

1. Take a look at the picture below and read the definition of Biodiversity made by Damian Carrington from *theguardian.com* and discuss the following questions with your class.

- What does it represent to you?
- Why is it so important?
- Do you agree with Professor David Macdonald when he states “Without biodiversity, there is no future for humanity”? Why (not)?



Source: <https://bit.ly/2TKsRJO>

What is biodiversity?

It is the variety of life on Earth, in all its forms and all its interactions. If that sounds bewilderingly broad, that's because it is. Biodiversity is the most complex feature of our planet and it is the most vital. "Without biodiversity, there is no future for humanity," says Prof David Macdonald, at Oxford University.

The term was coined in 1985 - a contraction of "biological diversity" - but the huge global biodiversity losses now becoming apparent represent a crisis equalling - or quite possibly surpassing - climate change.

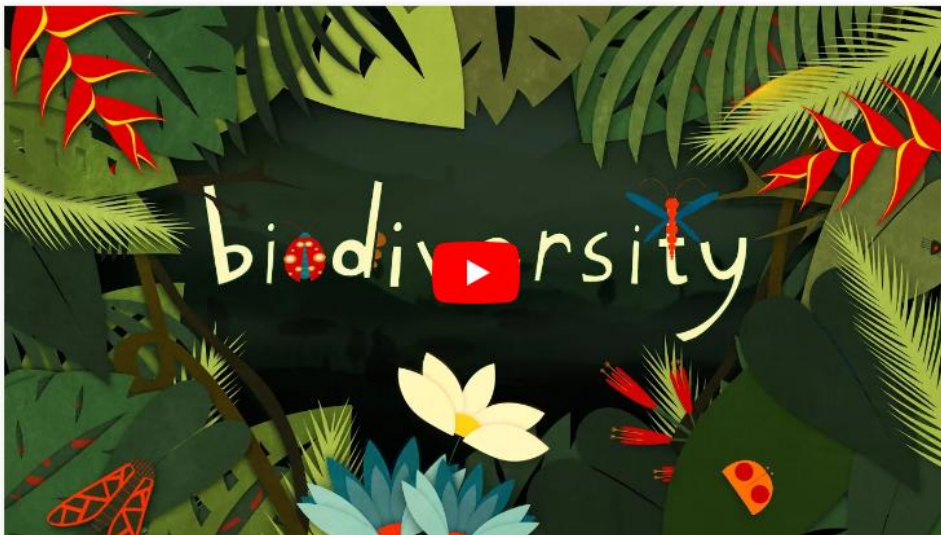
More formally, biodiversity is comprised of several levels, starting with genes, then individual species, then communities of creatures and finally entire ecosystems, such as forests or coral reefs, where life interplays with the physical environment. These myriad interactions have made Earth habitable for billions of years.

Source: <<https://www.theguardian.com/news/2018/mar/12/what-is-biodiversity-and-why-does-it-matter-to-us>>.

WHILE LISTENING

1. Let's watch! You are going to watch the first fragment of a TED-Ed animation about biodiversity (00:00-01:20). Compare the definition of biodiversity you have just read above and the definition given in the video. How were they similar or different? Share your ideas with the class.

Why is biodiversity so important? – Kim Preshoff



Video available at: <<https://ed.ted.com/lessons/why-is-biodiversity-so-important-kim-preshoff>>

2. Watch the first fragment again (00:00-01:20) and choose the best alternatives to answer the questions. More than one is possible.

a) Which are the diversity features that build biodiversity?

Ecosystem Cultural Species Genetic

b) Which is one of the most biodiverse region on Earth mentioned by the speaker?

___ The Daintree, Queensland, Australia. ___ Cloud forests of Ecuador.





___ The Amazon, Amazon-North, Brazil. ___ Alaska's backcountry, United States.

3. Watch the second fragment of the TED-Animation (02:30-04:00) and complete the sentence with one of the words in the box:

fish sharks coral whales

The keystone organism on which many others depend on for their survival is the _____.

4. Still in the second fragment (02:30-04:00), the speaker says that coral reef provide key microhabitats, shelter and breeding grounds for thousands of species. Look at the pictures below and check the species mentioned. Write their names on the space given.

<p>a)</p>  <p>Source: https://bit.ly/2FFPsEe</p>	<p>b)</p>  <p>Source: https://bit.ly/2DWSdiL</p>
<p>c)</p>  <p>Source: https://bit.ly/2THhSkg</p>	<p>d)</p>  <p>Source: https://bit.ly/2QIZazG</p>

POST-LISTENING

1. The speaker says that destructive “fishing practices, pollution and ocean acidification weaken coral or even kill it altogether”. Have you ever thought about the importance of corals for our ecosystem? Why (not)?



Source: <https://bit.ly/2DJmroC>



Source: <https://bit.ly/2FDrh9K>



Source: <https://bit.ly/2KxU65X>

2. In group, make a research about the coral reefs and its role in biodiversity. Prepare a presentation and give a brief speech on what you found. Remember to bring pictures to illustrate your presentation.

Giving presentations:

- Today I am here to talk to you about...
- Let me begin by explaining why/how...
 - For example, ...
- I'd like to illustrate this point by showing you...
 - To sum up...



PRONUNCIATION TIME

Weak and Strong Forms of the Modal Verb CAN

Some English words have two pronunciations: one is used when they are not stressed ('weak'), and the other when they are ('strong'). Some words are not usually stressed because they are generally found together with other important words which carry the stress. Besides, some words can be stressed when they are emphasized, or when there is no other word to carry out the stress. The 'weak' form usually has the vowel schwa [ə] or no vowel.

The weak form of the modal verb *can* is [kən] and its strong form is [kæn].

Contracted negatives always have a strong pronunciation. That is the case of the contracted negative *can't*: in the UK, [kænt] and in the US, [kɑ:nt].

(SWAN, 2016)

Look at the sentences from the TED animation *Why is biodiversity so important?*. Pay attention to how it is pronounced. Is it strong or weak?

- a) "Jungles can become deserts, and reefs can become lifeless rocks".
- b) "The forest can stay resilient and recover from change".
- c) "What the future brings is unpredictable, but biodiversity can give us an insurance policy".

Together with your classmates, think of possible things humankind can do to protect coral reefs from danger. Also, think of what is not possible to do, but could be changed. Use the prompts below to help you start the discussion:

We can... / We can't..., because...



SPEAKING

PRE-SPEAKING

1. As said in Pre-Listening, biodiversity is vital for our survival. Thinking about this statement, in your opinion, what does the human being need to do to preserve our biodiversity? Share your thoughts with the whole class.

Giving opinions:
 - I (don't) think.../believe...
 - Well, some people would argue that...

WHILE SPEAKING

1. In groups of three, go around the class and make a brief survey to know how important your classmates consider the following actions to protect the environment. Take notes of your findings. Use the language in the balloons to help you interview your classmates.

Actions to protect the environment		Very important	Important	Not important
1	Bring your own bags			
2	Grow your own food			
3	Spend time in your garden			
4	Cut down on your energy use			
5	Turn off your devices			
6	Snag a reusable water bottle			
7	Try Meatless Mondays			
8	Choose local produce			
9	Clean like your grandparents did			
10	Use a natural sunscreen			

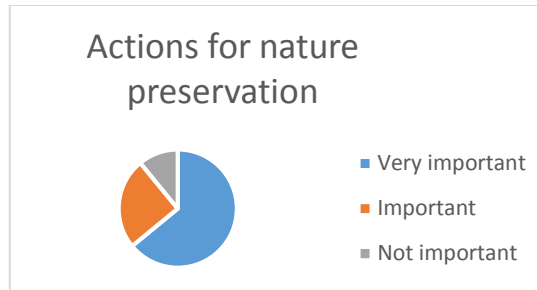
Source: < <https://www.hyperbiotics.com/blogs/recent-articles/10-steps-you-can-take-to-protect-the-environment-today>>.

-How important do you consider (bringing my own bags)?

-I consider (bringing my own bags) very important/important/not important.

Source: <https://www.extension.iastate.edu/Documents/ANR/LikertScaleExamplesforSurveys.pdf>

2. It is time to present your results to the class. You might prepare beforehand a PowerPoint presentation to guide your presentation. Remember to make use of charts (see the pie chart below), images and graphs to represent your statistics. Use the Useful Language below to start, develop and conclude your presentation.



Source: made by the author

USEFUL LANGUAGE		
INTRODUCING	PRESENTING THE RESULTS	CONCLUDING
<p>-Good morning/afternoon/evening.</p> <p>-Today I am here to talk to you about...</p> <p>-What I am going to talk about today is...</p> <p>-I would like to take this opportunity to talk to you about...</p> <p>-I am delighted to be here today to tell you about...</p> <p>-I want to make you a short presentation about...</p> <p>-I'd like to give you a brief breakdown of...</p>	<p>-Our data shows/indicates...</p> <p>-Based on our findings...</p> <p>-Let me use a graphic to explain this.</p> <p>-If you look at this table/bar/chart, you can see that...</p> <p>-I'd now like to move on to the next part...</p> <p>-This leads me to my next point, which is...</p> <p>-Turning our attention now to...</p> <p>-Let's now turn to...</p>	<p>-I'd like to conclude by...</p> <p>-In conclusion, let me sum up my main points.</p> <p>-Weighing the pros and cons, I come to the conclusion that...</p> <p>-That brings me to the end of my presentation. Thank you for listening/your attention.</p> <p>-Thank you all for listening. It was a pleasure being here today.</p> <p>-Well, that's it from me. Thanks very much.</p>

Source: < <https://www.topcorrect.com/blog/useful-english-phrases-for-a-presentation/>>

POST-SPEAKING




1. Do many of your classmates contribute to nature preservation according to your presentation? What about their contribution presented by the other groups?
2. How did you like the presentation of your classmates? What could they do to improve their speaking abilities? Make a list of your ideas and switch with a partner. How did you like his/her idea?

-Show more confidence.
- Look at the audience.
- Avoid reading papers.



SELF-ASSESSMENT

Use the *emojis* below and check the one that best describes your learning process along the unit.

I learned how to...	 Got it!	 I don't think I got it...	 I didn't get it!
... identify the idea of possibility of the modal verb <i>can</i> .			
... identify the weaker and strong sounds of <i>can</i> and <i>can't</i> .			
... use idioms related to words from nature.			
... create a campaign poster.			

What can I do to improve my learning?

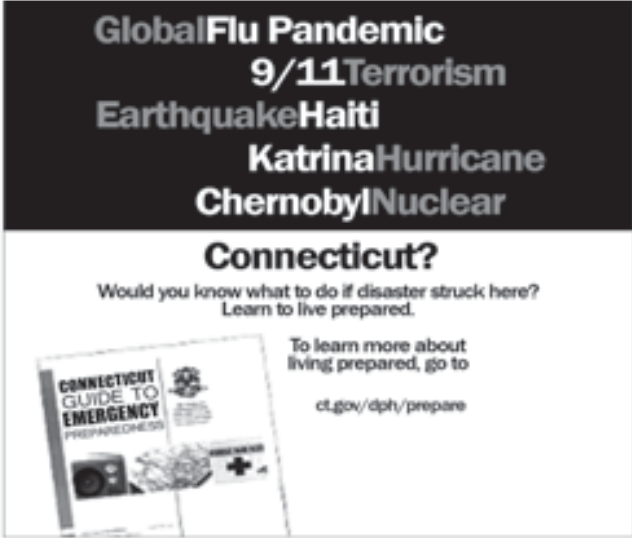
I can _____



TIME FOR ENEM

One of the recurrent themes in *Exame Nacional do Ensino Médio* (ENEM) is the environment. Read and answer the questions below carefully.

1. ENEM 2016 (1ª APLICAÇÃO)

	<p>Orientações à população são encontradas também em <i>sites</i> oficiais. Ao clicar no endereço eletrônico mencionado no cartaz disponível na internet, o leitor tem acesso aos(às)</p> <p>A) ações do governo local referentes a calamidades. B) relatos de sobreviventes em tragédias marcantes. C) tipos de desastres naturais possíveis de acontecer. D) informações sobre acidentes ocorridos em Connecticut. E) medidas de emergência a serem tomadas em catástrofes.</p>
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Source: <<http://portal.inep.gov.br/web/guest/provas-e-gabaritos>>

2. ENEM 2015

<p>My brother the star, my mother the earth my father the sun, my sister the moon, to my life give beauty, to my body give strength, to my corn give goodness, to my house give peace, to my spirit give truth, to my elders give wisdom.</p> <p>Disponível em: www.blackhawkproductions.com. Acesso em: 8 ago. 2012.</p>	<p>Produções artístico-culturais revelam visões de mundo próprias de um grupo social. Esse poema demonstra a estreita relação entre a tradição oral da cultura indígena norte-americana e a</p> <p>A) transmissão de hábitos alimentares entre gerações. B) dependência da sabedoria de seus ancestrais. C) representação do corpo em seus rituais. D) importância dos elementos da natureza. E) preservação da estrutura familiar.</p>
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Source: <<http://portal.inep.gov.br/web/guest/provas-e-gabaritos>>




TEACHER'S GUIDE

UNIT 1: MAKE THE WORLD A BETTER PLACE

<i>Target Audience</i>	1 st year of public high school (CEFR: B1)
<i>Unit Theme</i>	<i>Make the world a better place</i>

GETTING TO KNOW THE UNIT FRAME

SECTION	SECTION ICON	AIM SECTION
OPENING DISCUSSION		Talk about inspiring people that caused positive changes in society.
READING		Practice reading skills and strategies during the reading of a biography.
Pre-Reading		Prepare for the reading and activate previous knowledge about the central idea of the text.
While Reading		Reading a biography.
Post-Reading		Consolidate and expand the understanding of the biography's central idea.
LANGUAGE AWARENESS		Be aware of the use, meaning and form of actions in the past simple.
VOCABULARY		Learn new words related to the unit theme. Make use of suffixes in word builders, definitions/examples and games to learn new vocabulary.
WRITING		Practice writing skills and strategies during the writing of a tweet post.
Pre-Writing		Prepare for the writing and activate previous knowledge about the text genre.
While Writing		Writing a tweet post.
Post-Writing		Consolidate and expand the writing to a real social action.
LISTENING		Practice listening skills and strategies during the listening of a TED talk.
Pre-Listening		Prepare for the listening and activate previous knowledge about the subject of the TED talk.
While Listening		Listening to a TED talk.
Post-Listening		Consolidate and expand the listening topic to real life.
PRONUNCIATION TIME		Learn the different sounds pronounced in the final <i>-ed</i> in past verbs.

SPEAKING		Practice speaking skills and strategies.
Pre-Speaking		Prepare for the speaking and activate previous linguistic knowledge.
While Speaking		Having a conversation with a classmate.
Post-Speaking		Consolidate and expand the speaking topic to real life.
SELF-ASSESSMENT		Assess the learning of the unit.
TIME FOR ENEM		Practice the reading skills in ENEM tests.

*All the section icons were taken from Google images.

OPENING DISCUSSION

1. Introduce the unit theme to the students and ask them if they know the song “Heal the World”, by Michael Jackson. Tell them to read question *a* first. Read or listen to the song at <https://www.vagalume.com.br/michael-jackson/heal-the-world.html>.

Answer key: *we will make the world better for everybody.*

2. First see if students know the women in the pictures. Discuss who they are and what they have done for society. Tell students they will get to know them better later in the unit.

Answer key: *Mother Teresa; Zilda Arns.*

READING

Aim: To develop reading skills

Text Genre: A biography “Mother Teresa”

PRE-READING

1. Analyze the pictures together with the students. Invite them to pay attention to words like “give”, “advocate”, “volunteer”, and “share” and to the images in each campaign poster.

Answer key: *a social cause campaign.*

2. While discussing the question 1, ask students to register their findings in the column “MY WORDS/ELEMENTS”. Then, ask them to be together with a classmate and complete the second column “MY CLASSMATES’ WORDS/ELEMENTS” with new information.

Possible answer key: *The words “give”, “advocate”, “volunteer”, and “share”; the image of the little girl; the idea of having one breakfast for every share, tweet, pin, or watch.*

3. Tell students to read the title and predict the biography’s characteristics. Remind students of what they discussed in Opening Discussion about the same woman. Recall any information they might have.

Answer key: *a. possible answer: a person’s past experiences and life events.*

WHILE READING

1. Ask students to read the text and answer the question. Elicit different answers from the class.
2. Ask students to read the text again to check if the statements are true or false. Remind them to correct the false ones.

Answer key: T; F (Her initial vows took place in India); T; F (She had no funds and she was joined by voluntary helpers).

3. Explain to students that two reading strategies are skimming and scanning (see NOTE below). Tell them they are going to work with the scanning strategy, that is, look for specific information in the text.

NOTE: *Skimming* and *Scanning* are useful reading strategies that students could learn to help them interpret any text. Go to <<http://www.bbc.co.uk/skillswise/factsheet/en05skim-e3-f-skimming-and-scanning>> and learn more about it.

Answer key: **1910:** Mother Teresa was born; **1931:** she took her initial vows as a nun; **1948:** she received permission to leave the convent school and devote herself to working in the slums of Calcutta; **1950:** Mother Teresa received permission from the Holy See to start her own order, “The Missionaries of Charity”; **1965:** the Society became an International Religious Family by a decree of Pope Paul VI; **1972:** she received the Nehru Prize for her promotion of international peace and understanding.

4. Tell students the activity focuses on the type of the text: a biography. Tell them to find evidences in the text for each of the options they believe to be found in a biography. Check answers orally.

Answer key: Tells about the life of a real person; Information is based on facts; The majority of the verbs used is in the past; Develops an understanding of the places, times, events, and other people when the person lived.

NOTE: This is the right moment to approach the genre of the text: biographies. You may want to help students understand this genre by asking them: Why do people write biographies? What are biographies for? Are biographies different from autobiographies? How? Have you ever written your autobiography? What for?

5. Explain to students that past time expressions are very often found in biographies. Tell them to match the time expression from the text to their corresponding idea.

Answer key: **I.** At the age of twelve; **II.** on May 24, 1931; **III.** From 1931 to 1948; **IV.** In 1965.

POST-READING

1. Discuss with the students their opinions. Tell them to use the language provided if necessary.
Personal answers.

LANGUAGE AWARENESS

Linguistic topic: Simple Past

1. First ask students to read the sentences and then choose the best option. Call their attention to the words in bold.

Answer key: *They refer to finished actions and happenings in the past.*

2. Tell students they have to go back to the text and find the paragraph described in the activity. Explain they have just to complete the missing words and then use the same words to complete activities a-b.

Answer key: *Words missing: taught; glimpsed; made; received.*
a. *glimpsed, received; b.* *taught, made.*

3. Tell students they are going to read some quotations about helping the other. Tell them to choose the best options to complete the rule.

Answer key: *a. did, base; b. did, base.*

4. Ask students the name of the woman (Zilda Arns). Tell them they have to complete the blanks using the appropriate past form of the verbs in the box. Advise them to look at the context of the sentence to see which action best fits the idea conveyed. Tell students to refer to “A bit more” to check the spelling of the past verbs.

Answer key: *was, was, was, went, returned, thought, began, had.*

5. Tell students they are going to write about a person’s past experience with a social cause. Remember them to use the past form of the verbs and the Useful Language. Then invite students to make peer correction in everyone’s description. Refer them to “A bit more” to check the spelling of the past verbs.

Answers may vary.

VOCABULARY

Vocabulary: Nature Idioms

Words related to charity

1. Explain to students that they are going to know some words related to the unit theme: charity. Tell them they are going to use suffixes as a strategy to acquire new vocabulary (word builders). Ask students to complete the table and analyze the rules. After that, ask students to make a description of someone they might know who would suit the characteristics.

Answer key: *altruistic: altruism; generous: generosity; kind: kindness; dedicated: dedication; sympathetic: sympathy. Adjectives; nouns.*

2. Tell students they are going to use another vocabulary strategy: definition and examples. Help them find the definition and make up sentences if necessary.

Possible answers: *Fund*: an amount of money saved, collected, or provided for a particular purpose. Example: “Contributions are being sought for the disaster fund”.

Philanthropy: the activity of helping the poor, especially by giving them money. Example: “He argues that corporate philanthropy transforms the culture of the firm concerned”.

Charity: a system of giving money, food, or help free to those who are in need because they are ill, poor, or have no home, or any organization that has the purpose of providing money or helping in this way. Example: “People tend to give to (= give money to) charity at Christmas time”.

Source: < dictionary.cambridge.org >.

3. Tell students they are going to play a game to consolidate the vocabulary learned in the previous activities. Explain the game and say that the first to complete the table is the winner.

Answers may vary.

WRITING

Aim: To create a tweet post

PRE-WRITING

1. Talk to students about UNICEF and its mission. Introduce the tweet post and ask students if they have a Twitter account or any other social network account (*Instagram, Facebook, etc.*). Ask them the use of social networks specifically for a social cause.

Answer key: *It is a post about UNICEF’s raising funds campaign for people with disability.*

2. Connect UNICEF’s campaign from the previous activity with the campaigns made by the two Brazilian organizations.

NOTE: The Criança Esperança Programme, a Globo TV initiative in partnership with UNESCO since 2004, is a social mobilization programme aiming at transforming the future of vulnerable children and young people. Every year, a large campaign mobilizes Brazilians who donate to support social projects in all five regions of Brazil (source: <<http://www.unesco.org/new/en/brasil/social-and-human-sciences/youth/crianca-esperanca-programme/>>).

Teleton (Telethon: Television Marathon): In order to maintain the Units distributed throughout the country and expand the number of its services, which until 1998 were centralized in the São Paulo unit, AACD created Teleton. Teleton is a television marathon that seeks to raise awareness of the possibilities of a disabled person, while generating great social mobilization. In addition to reporting on the activities carried out by the entity, it is one of the main fundraising tools of the institution (Source: < <https://aacd.org.br/como-ajudar/teleton/> >).

WHILE WRITING

1. Prepare students to write a tweet post to support a social cause. Ask them to go back to the Writing and analyze the characteristics found in UNICEF’s tweet.

Possible answers: We can find emojis, small text, images, hashtags.

NOTE: Approach with students the use and forms of posts for divulging an idea or a simple thought. Ask them: *What kind of tweet post are you used to seeing in everyday life? What kind of people are using tweet post to express their opinion? Do tweet posts have a unique form to be written? Why (not)? Do you tweet? What for?*

2. Discuss with students what makes a tweet formal or informal. Tell them it depends on the purpose of the tweet. Invite them to guess what the purpose of the following tweets was.

Answer key: *a. informal: exaggerated use of punctuation; abbreviations of words; symbols substituting words; text written in capitals; b. formal: use of formal greetings; formal language.*

3. Tell students they are going to learn how to create a tweet post, what tools they can use and how they can convey their messages.

Answer key: *In sequence: type, characters, space; tag, username, symbol; hashtag, pound, after; visual, photos, GIF.*

4. Invite students to gather all the information they have got so far on how to create a tweet and write a tweet post. Divide the students in groups of four and study with them the steps they can follow to convey their message. Help them as much as necessary.

POST-WRITING

1. In the classroom, ask the groups to exchange their tweets so they can get to know the other groups’ idea. Provide the groups with paperboard and markers so they can reproduce their tweets and display them in the school. Tell them the title of the exhibition is going to be “Good ideas for positive changes”.

2. Invite students to make their idea happen. Talk to them about the possibility of putting into practice what they have created. After everything is set, invite students to create a Twitter account (in case they do not have it) and post a tweet. Go to < <https://www.wikihow.com/Tweet>> to learn more about how to tweet.

NOTE: If the students prefer, they can post their campaign on Facebook. For more on this, check < <https://www.wikihow.com/Post-to-Facebook>>.

LISTENING

PRE-LISTENING

1. Ask students to look at the pictures and describe what the people are doing. One of them has a famous person on it (the second picture: Michelle Obama). Ask who she is and why she is doing that. Make students understand the people are doing volunteer work, that is, “an altruistic activity where an individual or group provides services for no financial or social gain ‘to benefit

another person, group or organization” (Source: <<https://en.wikipedia.org/wiki/Volunteering>>).

Answer key: 1st picture: they are collecting trash from the streets. 2nd picture: they are planting.

2. Ask students about their social engagement. Refer to the language in the balloons.

Personal answers.

WHILE LISTENING

1. Ask students if they have already heard about TED talks. Tell them they are going to listen or watch a talk of Joyce Bertram, who has been a volunteer at *Nowhere*. Play the video/audio (00:00-02:00) and give students a time to complete activity a-b.

Answers may vary.

2. Ask students to read the statements first and predict the true ones. Play the video/audio (00:00-02:00) again.

Answer key: True statements: c, d, e. **False statements:** a (people volunteer for free), b (volunteer work make positive changes in the world).

3. If necessary, play the video/audio (00:00-02:00) again for students to get the right picture.

Answer key: a.

4. Tell students they are going to listen to the second part of Joyce’s talk (02:00-02:40). Ask them to read the questions and the alternatives first. Then play the video/audio. Play the video/audio for a second time to check students’ answer.

Answer key: c.

POST-LISTENING

1. Create a debate on volunteer work. Refer back with the students to the language on the side.

2. Ask students what they know about the Youth Ambassadors Program. If not, introduce it and tell students about the process of getting a trip to the USA. Read the note below to know more about the program:

NOTE: “Youth Ambassadors Brazil is a three-week youth leadership exchange based in the United States for 50 Brazilian high school students and 2 adult mentors focused on civic education, community service, and youth leadership development. Subthemes include human rights, multiculturalism, social justice, and social transformation.

Participants engage in a variety of activities such as workshops on leadership and service, community site visits, interactive training, presentations, visits to high schools, local cultural activities, homestays, civic education programming in Washington, D.C. and various partner cities.

Follow-on activities with the participants are an integral part of the program, as the students apply the knowledge and skills they have acquired by planning service projects in their home communities. Youth Ambassadors Brazil is sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs and the U.S. Embassy in Brazil”

(Source: < <http://interactives.worldlearning.org/brazil-youth-ambassadors/>>).

To learn more about the Youth Ambassadors Program, go to < <https://br.usembassy.gov/pt/education-culture-pt/programa-jovens-embaixadores/>> or visit the program Facebook page on < <https://www.facebook.com/JovensEmbaixadores/>>.

PRONUNCIATION TIME

Pronunciation topic: Final –ed in past verbs

Explain to students that regular past verbs have a particularity in their pronunciation: the final *-ed*, which has three different ways of pronunciation. Ask them to complete the table with the corresponding phonetic transcription of the words. Analyze with them what they can conclude just by looking at their phonetic transcription: “*What are the three types of pronunciation?*”.

Answer key: *learned:* [lɜrnd]; *used:* [ˈju:zd]; *ended:* [ˈendɪd]; *started:* [stɑ:rtɪd].

NOTE: you might want to play the verbs for the students to listen. Use an English online dictionary, which provides the pronunciation, or just play the listening again and ask students to identify the regular past verbs.

In pairs, students share their past experience. Remind them to pay close attention to how they pronounce the regular verbs in the past. Help them if necessary.

Go through the “Tip” box and explain the difference between voiced (vibrating vocal cords) and unvoiced consonants (nonvibrating vocal cords).

NOTE: Invite students to put their hands on their neck and pronounce voiced and unvoiced consonants so they understand better the vibration of vocal cords. Remind them that all vowels are voiced. For more details on English pronunciation, go to <http://www.fonologia.org/ingles_sites.php> or check CRISTÓFARO-SILVA (2015).

SPEAKING

PRE-SPEAKING

1. Tell students the mind map is a preparation for the speaking activity they are going to perform. Connect what you discussed in the Listening and ask students to share their thoughts about social work.

WHILE SPEAKING

1. Invite students to share their ideas with another classmate. Study the Useful Language with students. Help them when necessary.

Personal answers.

NOTE: When studying the Useful Language with students, refer to supra-segmental features such as intonation and stress while they make comments, for instance. Ask them to pay close attention to when they could take turns to get more information, make comments, suggestions and proposals.

POST-SPEAKING

1. After the pair discussion, ask students to tape an audio about his/her classmate's ideas and post it in the Whatsapp group for a digital debate. Refer to the language in the circle.




Personal answers.

SELF-ASSESSMENT

Ask students to assess their own learning throughout the unit. Give them 3-5 minutes to complete the table. Then, check each item together with them. Ask them to explain and give examples that could support a happy face. Help them set goals for their improvement.

NOTE: Explain students they have to choose one emoji face to represent their learning at the end of the unit. See references below. To help students understand the self-assessment, follow the four steps established by Brown (2004, p. 277):

1. Tell students the purpose of the assessment;
2. Define the task (s) clearly;
3. Encourage impartial evaluation of performance or ability;
4. Ensure beneficial washback through follow-up tasks.

 <p>Winking Face: Got it!</p>	 <p>Worried Face: I don't think I get it...</p>	 <p>Sad Red Face: I didn't get it!</p>
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Source: < <http://emojipedia.com.br/#people>>

Ask students to complete the sentences in “What can I do to improve my learning?” according to the skills acquired in the unit. Refer back to the use of the modal verb *can* as learned in Language Awareness.

TIME FOR ENEM

Tell students that the theme of the unit about charities and volunteer work (*Make the world a better place*) is also one of the themes found in ENEM English tests. Remember them to use all they have learned so far (especially all the reading strategies). Emphasize the importance of reading many different text genres in English and answer this type of test so they get even more familiar with them.

Answer key: 1. C; 2. B.

TRANSCRIPTS OF WHILE LISTENING – Unit 1

How volunteerism can change your world | Joyce Bertram | TEDxVilnius

Activity 1-3 (00:00-02:00):

I often get the question why do people volunteer. What is it that makes a person dedicate their time and effort to something without expecting money in return? I think we can all agree that people don't usually do it because they get a couple of free drinks, a cool T-shirt, or a handful of stickers. What these people are doing makes them part of the volunteerism culture. And I would like to tell you how volunteerism culture can change our world. This is Nowhere. It's basically the European baby-brother of Burning Man. We base ourselves on the same principles such as self-expression, self-reliance, and inclusion, and we basically do the same things as our friends in the US. We go out into a desert area in Spain, we build a settlement, we live there for a while, and then we take it all down again, and we leave nothing but footprints. I've been involved with Nowhere as a volunteer for about five years now. I started out decorating toilets, and I ended up being in charge of volunteer coordination, media, and currently, communication. Nowhere is completely depending on volunteers. Without these people there would be no settlement, there wouldn't be any art, and there would simply be no event. I know people who dedicate months of their lives, every single year, to make this thing happen, and I know other people, who just dedicate a few hours during one afternoon. The difference between them doesn't matter to us because of another principle that we have in common with Burning Man which is participation. Every single individual is able to get involved whenever they want, in whatever way they choose, regardless of their backgrounds.

Video available at: <<https://www.youtube.com/watch?v=wXb6bDX9FDo>>.

Activity 4 (2:00-2:40)

Because of this participation, I was able to learn a lot while working with the people at Nowhere. For example, I learned to build a structure, and I used to be someone who didn't even know how to use a power drill. I learned how to give myself a break, so as to not overwork myself, and I learned how to prepare myself for a stressful situation. I was also able to teach people. I was able to teach people how they could organize their teams, and help people dealing with stressful situations between individuals. And this year, I'm going to go out there again, and maybe I will be able to teach others how they can build their structures.

Source of the transcript: <<https://amara.org/ur/videos/3LzCEbzf6RWR/en/989621/>>.








Video available at: <<https://www.youtube.com/watch?v=wXb6bDX9FDo>>.




TEACHER'S GUIDE

UNIT 2: BEING A FRIEND OF NATURE

<i>Target Audience</i>	3 rd year of public high school (CEFR: B1)
<i>Unit Theme</i>	<i>Being a friend of nature</i>

GETTING TO KNOW THE UNIT FRAME

SECTION	SECTION ICON	AIM SECTION
OPENING DISCUSSION		Talk about natural places in the world and their biodiversity.
READING		Practice reading skills and strategies during the reading of an online article.
Pre-Reading		Prepare for the reading and activate previous knowledge about the central idea of the text.
While Reading		Reading an online article.
Post-Reading		Consolidate and expand the understanding of the online article's central idea.
LANGUAGE AWARENESS		Be aware of the use, meaning and form of the modal verb <i>can</i> as possibility.
VOCABULARY		Learn new words related to the unit theme.
		Make use of definitions/examples and translation to learn new vocabulary.
WRITING		Practice writing skills and strategies during the writing of a campaign poster.
Pre-Writing		Prepare for the writing and activate previous knowledge about the text genre.
While Writing		Writing a campaign poster.
Post-Writing		Consolidate and expand the writing to a real social action.
LISTENING		Practice listening skills and strategies during the watching of a TED animation.
Pre-Listening		Activate previous knowledge about the subject of the TED animation.
While Listening		Watching a TED animation.
Post-Listening		Consolidate and expand the listening topic to real life.
PRONUNCIATION TIME		Learn the weak and strong sounds of the modal verb <i>can</i> .

SPEAKING		Practice speaking skills and strategies.
Pre-Speaking		Prepare for the speaking and activate previous linguistic knowledge.
While Speaking		Giving a presentation about a survey's results.
Post-Speaking		Consolidate and expand the speaking topic to real life.
SELF-ASSESSMENT		Assess the learning of the unit.
TIME FOR ENEM		Practice the reading skills in ENEM tests.

*All the section icons were taken from Google images.

OPENING DISCUSSION

1. Ask students to share what they already know about the places. Discuss with students ideas to protect nature.

Pictures in sequence: A. The Amazon, Amazon-North, Brazil; B. The Daintree, Queensland, Australia; C. Cloud forests of Ecuador; D. Alaska's backcountry, United States.

2. Make a group discussion and make students feel free to talk about the topic.

Personal Answers.

3. Make a group discussion and make students feel free to talk about the topic.

Personal Answers.

READING

Aim: To develop reading skills (cognates, keywords, known word, scanning)

Text Genre: An online article “Why Kids Need to Spend Time in Nature”

PRE-READING

1. In pairs, students read the heading of the text and answer the questions together. Make a group discussion to anticipate the topic of the Reading Time.

Answer key: a. For parents; b. Even if kids like to stay indoors to play with their phones, there are reasons why it is important for them to go outdoors.

WHILE READING

1. Ask students to read the text individually. Discuss with students what the main idea of the text is and how they liked it.

Answers may vary.

NOTE: Tell students they do not need to understand every single word from the text. Tell them to pay more attention to cognate words, keywords and finally the words they already know. If necessary, ask them to download an offline English-Portuguese dictionary by Google playstore app.

2. Tell the students to read the statements and go back to the text to check what is true about the text. Make a group correction.

Answer key: ✓ The author of the article believes kids nowadays prefer to be at home playing with their electronics to going outside to play outdoors. ✓ According to the author, nature is good for the kid's mind because it provides them with a list of positive points such as those described in the article.

3. Ask students to read the text again and scan for information that completes the idea of the sentences. Ask them to compare with a classmate their answers.

Answer key: a. ... smarter, happier, more attentive, and less anxious; b. ... join in the local soccer team, ride a bike through the park, walk (possible answers); c. ... see, hear, smell, and touch outdoor environments.

4. Ask students to analyze the structure of the text. Make them be aware of the strategies used by the author to highlight her arguments. Help them if necessary.

Answer key: a. topics; b. words in bold.

NOTE: This is the right moment to approach the genre of the text: an online article. You may want to help students understand this genre by asking them: *Why do people write articles? Do people give their opinion on articles? What kind of subjects do online articles have? Do you prefer reading online or in paper? Why?*

5. Tell students to go back to the text and find out the meaning of the words by looking at the context. If necessary, ask them to look up the words in a dictionary or google them for their corresponding translation.

Answer key: from the top to the bottom: outdoors, environment, disorder, indoors, fatigue.

POST-READING

1. Make students feel free to talk about their opinion on the text. Elicit answers from different students. Study with them the Useful Language on the side.

Personal Answers.

2. Remember students of what they have discussed in question 4 in the While Reading. Tell them they are free to use any of the typographic resource studied. Ask them to share with a classmate and write any other they have not added yet.

Personal Answers.

LANGUAGE AWARENESS

Linguistic topic: Can as possibility

1. Read the sentences with students and ask them to choose the correct option in parentheses.

Answer key: a. possible; b. possible; c. are.

2. Help students to get to the rule by reading again the sentences in question 1 and using the correct words from the box (note that the words *can* and *can't* will be used twice). Tell them that the idea of possibility of the modal verb *can* is one of its ideas. For further studies, ask students to go to websites like *engvid.com* and check for more lessons on the subject.

Answer key: possible; can; can; negative; cannot; can't; can't.

3. Explain students they have to use the expression in parentheses to describe what they *can* or *can't* do outdoors. Correct the activity orally and ask students for more examples.

Answer key: I can practice physical activity; I can run in the park; I can/can't study or work in the park; I can go cycling.

4. Arrange students in pairs and ask them to role play the situations. Explain what students A and B are supposed to do and study the Useful Language with them. If time allows, ask students to switch roles.

VOCABULARY

Vocabulary: Nature Idioms

1. Explain students what idioms (or idiomatic expressions) are. Refer back to *Practical English Usage*, 4th edition, by Swan (2016) for further information. Tell them to use the picture to help them find the correct definition for the idiom more easily.

NOTE: Tell students that there are many vocabulary strategies to learn/acquire new words in a language. These strategies can be grouped in Metacognitive Strategies, Cognitive Strategies, Social Strategies, and Communication Strategies. For more on this, refer back to *Ensino de Vocabulário* (PAIVA, s/p. Available at: < <http://www.veramenezes.com/vocabulario.pdf>>).

Answer key: *I. green fingers/a green thumb; II. grass roots; III. "Oops-a-daisy!"; IV. (A) Leopard Can't Change its Spots; V. break the ice; VI. (A Breath of) Fresh Air.*

2. Help students to complete the table. If necessary, google the idioms to find out similar idioms in Portuguese.

WRITING

Aim: To create a campaign poster in favor of nature

PRE-WRITING

1. Ask students to search for the NGO WWF (World Wide Fund for Nature) previous this class. Read the text together with the students and help them answer the questions that follow.

a) Ask students to read the paragraphs once more and answer the question.

Answer key: *Man-made threats of climate change. Habitat destruction and pollution.*

b) Help students relate the campaign poster and the news they read in the previous activity.

Possible answer: *The news tell that some animal species are disappearing because of man-made threats, and the poster campaign defends one of these species in danger.*

WHILE WRITING

1. Tell students about the importance of making a local change so that they can reach a global change later. Arrange the students in groups of four and provide them with white paper sheet and pens so they can brainstorm their ideas on how to take care of nature.

Personal answers

2. Ask students to agree on the best idea and create a campaign poster so more people in their local community also get to know how to take care of nature. For the first draft of the poster, provide them with more paper sheet and markers. Read the tips together with the students and clear up any question the groups might have before and during the writing process.

Personal answers

NOTE: Approach the purpose on creating a campaign poster to defend a cause, in this case, an environmental cause. Help students identify how the poster tries to call the audience's attention, what strategies, tools and typographic resources are used to make it look like a poster. Tell them that one online symbol (*hashtag #*) and a popular word (*selfie*) were used as a way to attract attention. Ask them which symbol and word are these. Tell that they can make the same use of technology and internet in the poster they are going to create in the While Writing. If necessary, ask students to google for more examples on poster, but remind them to use their own imagination!

POST-WRITING

1. Ask students to go to the front to present their poster. Ask them to say what they are using the poster for, the target audience (if any specific one), the strategies they used to attract people's attention to their cause, the reason why they chose a certain picture (or why they did not use any), etc.

2. Invite students to go beyond the classroom walls! Help them to make the poster a real one and display it around the school (and even out of school).

LISTENING

PRE-LISTENING

1. Ask students to read the definition of biodiversity and answer the questions individually. Then, make a group discussion on biodiversity making a comparison between its definition and the picture.

Personal answers.

WHILE LISTENING

1. Play the first fragment (00:00-01:20) without subtitles. Anticipate to students that the video will tell about the aspects that form our biodiversity. Advise them to pay close attention to the pictures and animation along the video. Ask them to make the comparison between what the video tells and what they read about the definition of biodiversity.

2. Ask students to read all the questions and tell them to anticipate some answers they might believe to be the right choices. Then, play the first fragment (00:00-01:20) again and give students time to complete the activity after it is finished. Then, make an oral check.

Answer key: a) *Ecosystem, Species, Genetic*; b) *The Amazon, Amazon-North, Brazil*.

3. Before playing the second fragment (02:30-04:00), give students time to read the sentence and the words in the box. Play it and then check the correct answer.

Answer key: *Coral*.

4. Ask students to identify the species on the picture so they can anticipate the answer for the activity. Then, play the second fragment (02:30-04:00) again and make an oral check.

Answer key: a. *Fish*; c. *Crustaceans*; d. *Mollusks*.

NOTE: See the video transcript at the end of this Guide.

POST-LISTENING

1. Ask students what they know about coral reef and its importance for the ecosystem. Make a small debate on the subject.

2. Tell students they are going to make a research on corals so they get to know it better. Explain the presentation and tell them to use more pictures than words. Refer to the Useful Language.

NOTE: The teacher can use a *Kahoot* game as a tool to check students' understanding of the presentation. However, invite students to create a game or play one that is already available at *Kahoot.com*. Remind the other students they have to bring their cellphones for the class at this day. For games, enter *Kahoot.com* and search for:

<<https://create.kahoot.it/search?filter=1&tags=biodiversity&query=biodiversity>> or
<<https://create.kahoot.it/search?filter=1&tags=coral%20reefs&query=coral%20reefs>>.

PRONUNCIATION TIME

Pronunciation topic: weak and strong forms of the modal verb *Can*

Explain to students what the difference between weak and strong forms is. Tell them about other words, which have both forms such as prepositions (*for* and *from*), pronouns (*his* and *us*), and articles (*a* and *the*). For further details, go to *Practical English Usage*, 4th edition, by Swan (2016).

Play the audio again and emphasize the sentences from the activity. Ask students to repeat if you find it appropriate. Then, put students in pairs and ask them to perform the activity trying to pay attention to the weak and strong forms of *can* and *can't*.

NOTE: Explain to students that the schwa sound /ə/ is associated with weak syllables, although not all weak syllables present a schwa. Tell them that the case of *can* is having the schwa /ə/ to describe its weak form. For more uses of the schwa /ə/ sound, go to *English Phonetics and Phonology*, 2nd edition, by Peter Roach (1991). If possible, tell students that the schwa sound is similar to the unstressed vowel *a* occurring at the end of words in Portuguese, for instance, *casa* [ˈka.zə]. For more on this, go to *Pronúncia do Inglês*, by Cristóvão-Silva, 2015.

SPEAKING

PRE-SPEAKING

1. Make this question as an ending for the listening and an opening for the speaking. Make students express their own ideas.

Personal answers.

WHILE SPEAKING

1. Divide the students in groups of three and guide them during the survey around the class. Explain them that it is going to work as the game “Find someone who”, but they do not need to write the classmate’s names. They are going to check one of the survey options (Very important, Important, Not important) according to what their classmates say.

NOTE: Explain to students what a survey is (for more details, go to <<https://www.qualtrics.com/experience-management/research/survey-basics/>>). Tell them they are going to do a face-to-face survey with their classmates to collect data. Study with them the language in the balloons so they know how to guide their survey question.

2. Give students time to prepare their presentation. Ask them to write the first draft on their notebooks and make the necessary corrections. Set a day for the *PowerPoint* presentations of all groups. Study the Useful Language together with the students. Tell them to look for presentation tips on internet such as <<https://www.getfeedback.com/blog/turn-survey-results-into-awesome-presentations/>> and <http://www.readwritethink.org/files/resources/lesson_images/lesson1063/CreatingPowerPointSlide.pdf>. Study with them the Useful Language.

NOTE: When studying the Useful Language with students, refer to the level of formality implied in such presentation. Tell them it is expected the use of cohesion markers and coherence in what they say. Ask them to pay close attention to how start, develop and conclude their talk.

POST-SPEAKING

1. Help students analyze the results of each other’s survey. Ask them: *What is different from a survey to another? Why do you think the results were like this?* Lead students to a result analysis.

2. Give students a time to reflect upon each other’s performance in front of the class. Ask them to write what they think could be improved by the class as a whole. Advise them to not write anybody’s name. Explain this is a collective activity so they have to think themselves as one group.




SELF-ASSESSMENT

Ask students to assess their own learning throughout the unit. Give them 3-5 minutes to complete the table. Then, check each item together with them. Ask them to explain and give examples that could support a happy face. Help them set goals for their improvement.

NOTE: Explain students they have to choose one emoji face to represent their learning at the end of the unit. See references below. To help students understand the self-assessment, follow the four steps established by Brown (2004, p. 277):

1. Tell students the purpose of the assessment;

2. Define the task (s) clearly;
3. Encourage impartial evaluation of performance or ability;
4. Ensure beneficial washback through follow-up tasks.

		
Winking Face: Got it!	Worried Face: I don't think I get it...	Sad Red Face: I didn't get it!

Source: < <http://emojipedia.com.br/#people>>

Ask students to complete the sentences in “What can I do to improve my learning?” according to the skills acquired in the unit. Refer back to the use of the modal verb *can* as learned in Language Awareness.

TIME FOR ENEM

Tell students that the theme of the unit about the environment (*Being a friend of nature*) is also one of the themes found in ENEM English tests. Remember them to use all they have learned so far (especially all the reading strategies) to two questions proposed in the unit. Emphasize the importance of reading many different text genres in English and answer this type of test so they get even more familiar with them.

<i>Answer key: 1. E; 2. D.</i>

TRANSCRIPT OF WHILE LISTENING – Unit 2

Why is biodiversity so important? – Kim Preshoff

Activity 1-2 (00:00-01:20)

Our planet's diverse thriving ecosystems may seem like permanent fixtures, but they're actually vulnerable to collapse. Jungles can become deserts, and reefs can become lifeless rocks, even without cataclysmic events, like volcanos and asteroids. What makes one ecosystem strong and another weak in the face of change? The answer, to a large extent, is biodiversity. Biodiversity is built out of three intertwined features: ecosystem diversity, species diversity, and genetic diversity. The more intertwining there is between these features, the denser and more resilient the weave becomes. Take the Amazon rainforest, one of the most biodiverse regions on Earth due to its complex ecosystems, huge mix of species, and the genetic variety within those species. Here are tangled liana vines, which crawl up from the forest floor to the canopy, intertwining with treetops and growing thick wooden stems that support these towering trees. Helped along by the vines, trees provide the seeds, fruits and leaves to herbivores such as the tapir and the agouti, which disperse their seeds throughout the forest so they can grow.

Video available at: <<https://ed.ted.com/lessons/why-is-biodiversity-so-important-kim-preshoff>>

Activity 3-4 (02:30-04:00)

The forest can stay resilient and recover from change. But that's not true in every case. In some environments, taking away just one important component can undermine the entire system. Take coral reefs, for instance. Many organisms in a reef are dependent on the coral. It provides key microhabitats, shelter and breeding grounds for thousands of species of fish, crustaceans and mollusks. Corals also form interdependent relationships with fungi and bacteria. The coral itself is a loom that allows the tangled net of biodiversity to be woven. That makes coral a keystone organism, one that many others depend on for the survival. So what happens when destructive fishing practices, pollution and ocean acidification weaken coral or even kill it altogether? Exactly what you might think. The loss of this keystone species leaves its dependents at a loss, too, threatening the entire fabric of the reef. Ecosystem, species and genetic diversity together form the complex tangled weave of biodiversity that is vital for the survival of organisms on Earth. We humans are woven into this biodiversity, too. When just a few strands are lost, our own well-being is threatened. Cut too many links, and we risk unravelling it all. What the future brings is unpredictable, but biodiversity can give us an insurance policy, Earth's own safety net to safeguard our survival.

Video available at: <<https://ed.ted.com/lessons/why-is-biodiversity-so-important-kim-preshoff>>

RATIONALE

In both units, the aim was to address social issues relevant for the students' real life and propose the learning of English through a Communicative Approach (CA) allied to a critical thinking (Critical Literacy). As the target audience of both units was public high school students, in this paper it will also be used some of the official documents that guide the teaching practice of public teachers such as the National Curriculum Parameters – PCN – (BRASIL, 1998) and the Curriculum Guidelines for Secondary School – OCEM (BRASIL, 2006).

READING

Along the history of the teaching of a foreign language, a variety of methods were proposed in an attempt to explain how the learning of a language would happen. In the mid-1970s, the communicative approach received a special attention from the ones interested in describing the process of acquiring a foreign language. As stated by Richards and Rodgers (2002, p. 155), the aim of the Communicative Language Teaching was “(a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication”. Thus, a set of criteria were established so that a teaching method could be seen as communicative.

Among those criteria, there was the discussion on the use of “‘authentic’, ‘from-life’ materials in the classroom” (RICHARDS; RODGERS, 2002, p. 170). Authenticity was considered the “most efficient input to prepare the apprentice to cope with real situations of communication” (MATTOS; VALÉRIO, 2010, p. 144, *free translation*). The use of an authentic texts would also be considered important for the development of the Critical Literacy once they would provide students with the opportunity to understand the ideologies and sociocultural, discursive and linguistic rules of different social substrates (MATTOS; VALÉRIO, 2010, *free translation*).

Because of that, the two texts of both units were taken from real life and are, thus, considered authentic. The biography from Unit 1 represents a way for the present to get to know the past, specifically a person's past. The same happens with the article from Unit 2, which represents a kind of text genre very often found by anyone who navigates on internet. Through the reading of these two texts, students have the chance to identify the different voices echoing

from them, their function for a social change, their purpose and their target audience, their formality level and their participants.

Reading is divided into three small sections: Pre-, While, and Post-. In both units, students are asked to situate the text and activate their pre-knowledge about the disposition of the text. Besides, in *Pre-Reading*, students are invited to share their previous knowledge so much claimed by the official documents that govern the Brazilian public educational system such as the National Curriculum Parameters – PCN (BRASIL, 1998) and the Curriculum Guidelines for Secondary School – OCEM (BRASIL, 2006).

In *Reading*, students finally get the contact with the texts and check their predictions made in *Pre-Reading*. As the National Curriculum Parameters – PCN – (BRASIL, 1998) tells about this part, students then make use of reading strategies (scanning, skimming, cognates, keywords, and words they already know) to understand the message conveyed by the text. For this, the two units provide students with a set of activities aiming at those strategies that help them get a better idea of the text. Moreover, students have the chance to systematize the structure of the text and learn new vocabulary.

In *Post-Reading*, students reflect beyond the text and make connections with their own reality. It is mostly at this point that students will practice their critical thinking and see what they can do in their local community with the information they got from the text. Students are called to participate in the extent of the text they read, to be a coauthor of it but in their community through a “participatory citizenship” (MATTOS, 2012, p. 196). Both *Pre-* and *Post-Reading* depend most on the role of teachers in the classroom since they are the ones who will guide the students to the discussion proposed by the units. As Tilio (2012) states in his article, the mediation of teachers seems to be crucial.

GRAMMAR

Batstone (1994), in *Grammar*, discusses the difference between grammar as a product and grammar as a process. As he says, students need both sides of the coin, because “we can help learners to develop their knowledge of the grammatical system, and the meanings which it helps to signal” through the study of a particular set of grammatical forms and meaning as well as help them “employ grammar effectively in their own language use” through the understanding of a variety of ways in which grammar is “deployed from moment to moment in communication” (BATSTONE, 1994, p. 5). Having these two perspectives of grammar in mind, the two units propose a study of certain linguistic topics in sentences taken from the main texts

found in *Reading* by leading students to analyze not only their forms but also their meaning and use.

In the two units, there was an attempt to raise students' awareness by the understanding of the language use in context and the rules involved in the language structure in an inductive way, going from the procedure knowledge to the declarative knowledge, from examples to rules (JOHNSON, 1994). That is why the grammar section is called Language Awareness. The section structure tries to follow the four steps established by Zhou Ke (2008) divided into five activities in Unit 1 and into four activities in Unit 2 in order to contemplate all those steps.

Those four steps guide students to learn grammar inductively, that is, first students are invited to analyze sentences taken from the unit text and describe the use of a certain grammar topic. At this point, students work with the ideas brought by a pre-determined set of sentences. They are given options in which only one is the correct. Second, students generalize a grammatical rule according to the sentences they have just analyzed. Those sentences are authentic and when not taken from the text, were taken from a person's speech related to the same theme.

Third, students test the grammatical rule they found in a more controlled practice. They are asked to use the knowledge acquired to build sentences already proposed by the unit and complete the idea of a text. Then, finally they use the rules to accommodate sentences in a freer and more communicative practice. For instance, as a final language task, in Unit 1 and Unit 2, respectively, students are invited to create a mind map and write a description of a person's past experience, consequently, consolidating their learning through all this process.

In Unit 1 (*Make the world a better place*), it is discussed the positive changes made by some special people, who have still passed away. As a way to bring those people back to the present, it is possible to make use of biographies (or obituaries) and, surely, the telling of their life story. Because of this, the use of the Simple Past was almost mandatory. In Unit 2 (*Being a friend of nature*), the modal verb *can* was chosen as the unit grammatical topic due to the opportunity it gives to students to reflect upon what it is possible to do in nature, the central theme of the unit. Once the author of the article works with the benefits of kids spending time in nature, immediately the possibilities of outdoor activities come to our mind, leading us to the modal *can*.

As stated by Batstone (1994),

[...] The communicative approach defined the aim of language learning as acquiring communicative ability, that is, the ability to use and interpret meaning in real-life communication, Widdowson (1978) not simply learning formal grammatical rules and structures (BATSTONE, 1994, p. 6).

Based on that, the units attempted to provide students with communicative opportunities to learn and practice the language topics proposed. More than knowing how to describe a rule, students are challenged to use the language learned in their real life events in which they will be required to communicate according to the communicative function of the message they want to convey.

VOCABULARY

Both units have two moments for the learning of new vocabulary. The first moment comes in *While Reading*. It provides students with the study of time expressions commonly used in biographies (Unit 1) found in the main text and the study of specific words (Unit 2) that facilitate the understanding of the text. The second moment is specifically designed to the study of new vocabulary, which is not related to the text itself, but to the unit theme. For instance, in Unit 1 (*Make the world a better place*), students work with words related to charity and, in Unit 2 (*Being a friend of nature*), the vocabulary is about nature idioms.

Paiva (2004) claims that there are four types of vocabulary learning strategies: metacognitive, cognitive, social, and communicational. Taking those strategies into consideration, each vocabulary presented in the units brings two or three different vocabulary learning strategies suggested by Paiva (2004). In Unit 1, firstly students use Word Builders to create new words by adding suffixes and secondly they combine words with definitions and translation. In this unit, there is also a game – *Find Someone Who...* – another strategy to help students give an interactional and communicative use for the new words they have just learned.

In Unit 2, students are invited to associate words with definitions and also apply the new words into sentences. They are also invited to find out idioms with similar ideas in Portuguese. The application of the word in sentences also helps students understand the necessity of learning a word in a context and not in isolation. Therefore, this vocabulary time is proposed to help students develop a huge number of different vocabulary learning strategies so they become even more autonomous in their learning process.

WRITING

Both units provide students with the opportunity to produce two different genres of written texts: in Unit 1, they are asked to produce a tweet post, and in Unit 2, a campaign poster. Those two genres were chosen for two reasons: firstly, it was considered the relevance and

recurrence of them in students' life; and secondly, they were chosen to attend the needs around the unit theme. So, in order to divulgate a social project that students might want to engage in, online support such as social networks are one of the most used tools for such a purpose whereas in order to defend a cause and attract people's attention, the poster would be a good one.

Discussing the plan for the genre writing classes around themes, Hyland (2007) states that

Themes are best seen as real-life activities in which people do specific things through writing, providing potentially relevant and motivating ways into writing by drawing on students' personal experiences and prior knowledge (Feez, 1998). General topics such as *Health, Work, Pollution, Relationships, or Crime* can be a useful way to contextualise research and reportwriting skills, although they can also stimulate other kinds of writing. The topic *Technology*, for example, suggests a factual description (explaining how something works), a narrative of personal experience (an encounter with a computer helpline), an argumentative essay (pros and cons of ICQ), and so on (HYLAND, 2007, p. 154).

The writing proposals in the units invite students to use their creativity and identify how they might use both writing genres to cause positive changes in their local community. Surely, the writing proposals have considerable chances to reach society if students get motivated and involved in their production. The writing of the units make an attempt to follow some of Hyland's genre and writing principles (HYLAND, 2007). In *While Writing*, students receive orientations necessary for the writing production. Such orientations will also lead them to what they are required to present at the end of the writing process. During the writing, students are given the chance to interact with one another so they get feedback not only from the teacher, but also from their peers.

Both units try to follow the cycle of learning a genre discussed by Hyland (2007). In both units, to help students, in *Pre-Writing*, teachers set the context of the genres in which they usually appear; still in *Pre-Writing* and even in the *While Writing*, the teacher model the genre by analyzing samples of the genres students are going to produce; in *While Writing*, students focus on the functions of the genres for them to build their own text. As Hyland (2007) puts it, this cycle refers to the scaffolding students need in their writing production. At the end of the writing, students are invited to present their writing for group evaluation and for them to think of how they could start the campaign for real.

LISTENING

Following the orientations of the National Curriculum Parameters – PCN (BRASIL, 1998), the listening in the two units is also divided into three phases: Pre-, While, and Post-. In

Pre-Listening, there is a contextualization of what is going to happen in *While Listening*, characterizing one of the dimensions discussed by Ableeva (2008), the contextualized dimension. According to Ableeva (2008, p. 4), it is important to contextualize the listening “for L2 settings in order to avoid situations in which decontextualized listening will most certainly impede comprehension because it represents ‘unnatural listening’”. Thus, students anticipate the information they are going to receive through the analysis of pictures (Unit 1) and text (Unit 2).

In *While Listening*, students are going to connect what they have discussed to the video content so they get its idea as much as possible. At this point, students are expected to develop strategies to help them improve their listening abilities. The *While Listening* activities in the units work with fragments from a short TED talk (Unit 1) and a TED animation video (Unit 2) around the unit theme. In the activities, students are asked to gather general information as in the true-or-false activity and specific (detailed) information as in the activities students need to find a word or elements mentioned by the speaker.

In *Post-Listening*, similarly to what happens in *Post-Reading*, students think beyond the listening and connect its subject to their real life. They are asked to put themselves in someone else’s shoes and meet opportunities (Youth Ambassadors Program) related to what they have been discussing so far in Unit 1. In Unit 2, they are asked to give a special attention to a certain topic from the listening (coral reefs) and learn more about it. It is the moment for students to think more critically about what the listening suggests.

PRONUNCIATION

The two units approach pronunciation right after *Language Awareness* so students connect the linguistic knowledge to the sound it concerns. Unit 1 brings Simple Past as the grammatical topic; then, *Pronunciation* works with the three different sounds found in the final -ed of past verbs from the listening. As Cristófaros-Silva (2015) mentions, the teaching of the pronunciation of final -ed in past verbs helps students generalize what happens to all regular past verbs. Moreover, teaching such rules to students helps them understand what happens when they transfer additional sounds from Portuguese to English. Such teaching raises students’ awareness about the influence of their mother tongue in the learning of a foreign language, consequently, helping them learn better (CRISTÓFARO-SILVA, 2015).

Unit 2 deals with weak and strong sounds of the modal verb *can* once in *Language Awareness* students study its use, form and meaning. This sound is presented not only to tell

students about the differences in the pronunciation of *can*, but also to show them that in English there are words with weak and strong syllables, which will be important in deciding where the stress goes or how intonation is going to be (ROACH, 1991). This *Pronunciation* topic also aims at describing to students a very special sound in English: the schwa [ə]. As said in the Teacher's Guide, students will have the opportunity to get to know one of the schwa [ə] particularities in English pronunciation, making connections to similar sounds in Portuguese.

SPEAKING

The speaking of the two units, also divided in Pre-, While and Post-, attempts to provide students with the chance to do task-based activities, that is, they are asked to imagine themselves in a social project (Unit 1) and a formal presentation (Unit 2). Students are presented to linguistic input necessary in specific contexts (describing a volunteer work in Unit 1) and for specific purposes (carrying out a survey in Unit 2). In Unit 1, there is an attempt for the speaking activity to serve the purpose of talk as transaction (CARNEIRO; OLIVEIRA, 2017), because students are invited to pass on their message while they are using language to get more information, make comments and make suggestions/proposals.

In Unit 2, students make use of the talk as performance once they have to give a presentation on information they have gathered before through the survey. As Carneiro and Oliveira point out (2017), the talk as performance

[...] often has a recognizable format and tends to be in the form of a monolog, bearing some resemblance to written language. Its effectiveness or impact on the audience may be evaluated, which does not usually happen with talk as transaction or interaction. Examples of talk as performance include class reports on a given topic, class debate, lecture and speech (CARNEIRO; OLIVEIRA, 2017, p. 109).

The evaluation made by the audience mentioned by the authors is suggested in *Post-Speaking*, when students have time to reflect not only on the results presented by the groups but also in their presentation itself. In both units, the main purpose of the speaking activities is to make students simulate situations they might find in real life if they get involved with the context proposed, which is connected to the unit theme.

SELF-ASSESSMENT

This part of the unit provides students with an opportunity to reflect upon their own learning throughout the main points of the units by using a formative assessment. According to

Brown's five categories of self-assessment, the two units present an indirect assessment of (general) competence because "the objective is to ignore minor, nonrepeating performance flaws and thus to evaluate general ability" (BROWN, 2004, p. 271). As pointed out by the author,

Self-assessment derives its theoretical justification from a number of well-established principles of second language acquisition. The principle of **autonomy** stands out as one of the primary foundation stones of successful learning. The ability to set one's own goals both within and beyond the structure of a classroom curriculum, to pursue them without the presence of an external prod, and to independently monitor that pursuit are all keys to success. Developing **intrinsic motivation** that comes from a self-propelled desire to excel is at the top of the list of successful acquisition of any set of skills (BROWN, 2004, p. 270).

Because of that sense of autonomy, students are invited to think individually about what they have learned (or haven't) so far. Furthermore, they are asked to think about possible solutions for getting better in the next learning opportunity. For this, in a teacher-students conference, goals are set to minimize the weaknesses identified previously and registered in the activity "*I can...*" (BROWN, 2004). In the Teacher's Guide, teachers are given guidelines to help students be as fair as possible in their self-assessment.

TIME FOR ENEM

As it is put by the Curriculum Guidelines for Secondary School – OCEM (BRASIL, 2006), the units do not try to teach students to do well in entrance exams. They try to provide students with satisfactory conditions of learning for them to go well in any test that require a compatible learning of what was taught (BRASIL, 2006, p. 76, *free translation*). Having that in mind, in the two units, students find two questions taken from ENEM (*Exame Nacional do Ensino Médio*) past editions. The two questions are related to the unit theme. In Unit 1, students find questions related to charity, whereas, in Unit 2, they find questions about the environment. Thus, those ENEM questions also show how the unit themes could be relevant for the students in a context of public school, matching accordingly the target audience: students from the 3rd year, who are supposed to take ENEM test very soon, and students from the 1st year, who are expected to take the test in a near future.

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