UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras – FALE

Programa de Pós-graduação em Estudos Linguísticos – POSLIN

Curso de Especialização em Ensino de Inglês – CEI

AMANDA CRISTINA GOMES DE ALMEIDA

Teaching English to Elementary and Intermediate Students from Private Schools in a Critical
and Meaningful Way

(Unidades didáticas para o ensino de inglês)

BELO HORIZONTE

2021

AMANDA CRISTINA GOMES DE ALMEIDA

Teaching English to Elementary and Intermediate Students from Private Schools in a Critical and Meaningful Way
(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.

Orientadora: Ana Larissa Adorno Marciotto Oliveira

BELO HORIZONTE
2021

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do(a) aluno(a): Amanda Cristina Gomes de Almeida, matrícula 2019654541.

Às 14 horas do dia 25 de maio de 2021, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI) para julgar, em exame final, o trabalho intitulado Teaching English to Elementary and Intermediate Students from Private Schools in a Critical and Meaningful Way (Unidades didáticas para o ensino de inglês), requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final. passaram a palavra a(o) candidato(a) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Logo após, a Comissão se reuniu sem a presença do(a) candidato(a) e do público para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

O(A) Prof(a). Ana Larissa Adorno Marciotto Oliviera indicou aprovação do(a) candidato(a);

O(A) Prof(a). Edelvais Brígida Caldeira indicou a aprovação do(a) candidato(a);

Pelas indicações, o(a) candidato(a) foi considerado(a) APROVADO.

Nota: 90

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

Belo Horizonte, 25 de maio de 2021

Edelvais Caldeira

Marisa Mendonça Carneiro

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

Resumo

O presente trabalho foi desenvolvido para adolescentes do ensino fundamental de nível elementar e pré-intermediário (A1 / 2 - A2) da sexta série do ensino fundamental. O material foi desenvolvido com base no pensamento crítico e na abordagem comunicativa de ensino de línguas. Os temas das unidades foram selecionados considerando a oportunidade de promover o pensamento crítico e sua relevância para a vida dos alunos. As atividades, de forma integrada e contextualizada, visam dar voz aos alunos, suscitando discussões e convidando-os a refletir sobre os seus conhecimentos prévios.

Plavras-Chave: Ensino de Inglês, Material didático, Ensino fundamental, Pensamento crítico.

Abstract

Women killing it and Born to game were designed aiming elementary and pre intermediate (A1/2 – A2) teenagers from sixth grade of Elementary school. The material was developed based on critical thinking (CT) and communicative language teaching (CLT). The themes of the units were selected considering the opportunity to promote critical thinking and its relevance to the students' lives. The activities, in an integrated and contextualized way, aim at giving voice to learners by raising discussions and inviting them to reflect upon their background knowledge.

Keywords: English teaching, Book units, Elementary school, Critical thinking.

Sumário

Introduction

Since I finished my under graduation course I have taught English to children and teenagers. Over the last three years I have adapted the course books, previously established by school, to work with the students in a way that they tend to be more interested in the adapted material which is brought closer to their reality.

During my last internship when I was attending my last semester at the university, together with a partner, I had the chance to develop some activities and also a course book unit to work with the high school classes that we were teaching during our training. At that time I had the chance to learn a lot about how to produce English activities and also how to adapt ready made activities in order to benefit the students. That's why when I started to work as an English teacher I used all my knowledge and energy to try to improve as much as possible all available materials that I had at my disposal, in order to help and contribute with the students in the process of learning.

As soon as I discovered that the final paper at CEI was to come up with two course book units I became very excited, because I was already thinking about developing these units to work with my elementary school students. Thus I developed two units destined to the sixth grade of elementary school. They are eleven and thirteen year old students and thinking, especially, about the classes that I have been teaching during these three years, their English level, according to The Common European Framework of Reference for Languages – CEFR is (in general) from elementary to intermediate (A1/2 – A2), in other words, they are able to say and understand some words in English and they can also communicate simply and understand the language in familiar situations, but only with some difficulty.

All the information given above was taken into consideration during the development of the two units. The themes, the written texts, the audios and even the images were chosen based on their relevance to the students' lives.

There are two independent course book unites. In the first unit the students will have contact with different texts and activities related to women's achievements. The main text shows the biography of Marie Curie, who was the first person in the world to win two Nobel Prizes and in the second unit they will have the opportunity to learn a lot of things related to games and the main text is Sonic the Hedgehog movie synopsis, which is based on the global blockbuster videogame franchise from Sega. Both course book units were produced aiming the

development of the four ability skills (listening, speaking, reading and writing) through communicative tasks and the texts.

This material was designed for educational purposes and has no commercial aspirations. It cannot be reproduced, partially or as a whole, without the express authorization of the author.

UNIT 1

WOMEN KILLING IT!

In this unit you will have contact with different texts and activities related to women's achievements. The main text shows the biography of Marie Curie, who was the first person in the world to win two Nobel Prizes. All over the unit you will be engaged in activities that feature the following elements:

Genre: Biography

Vocabulary: Jobs and Occupations

Grammar: Simple past

WARMING UP

1. Discuss the quotes below with a partner or in small groups.
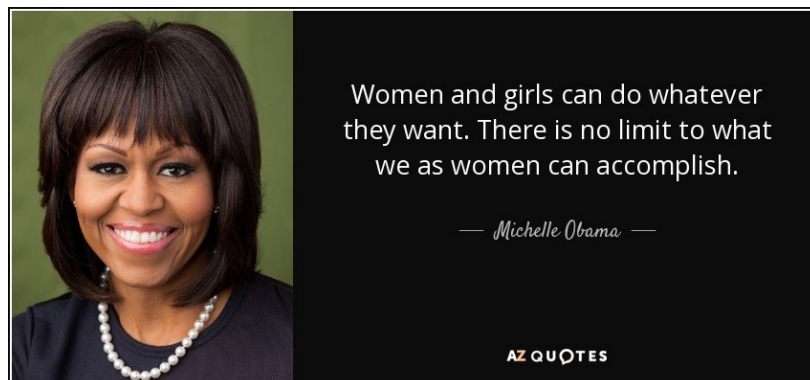
IT'S A BEAUTIFUL THING WHEN A CAREER AND PASSION COME TOGETHER.

CAREERS HAVE NO GENDER

"Girls should never be afraid to be smart."
Emma Watson

https://bit.ly/2Qk7XkE   https://bit.ly/2U8j0hS   https://bit.ly/2QeZYp1

Women and girls can do whatever they want. There is no limit to what we as women can accomplish.

— Michelle Obama —

AZ QUOTES

3. Now, match the words from exercise 2 with the pictures from exercise 1. Which word better describes their profession? Write it under the pictures.

LET'S READ!

Before you read...

- Do you like Chemistry? Which elements from the periodic table do you remember?
- Would you like to become a scientist?

Reading

1. Quick read the text on the next page and check [✓] the characteristics that you can see in it.

    a) [ ] Information about the person's name, date and place of birth

    b) [ ] Detailed information about the city where the person died

    c) [ ] Chronological order of facts

    d) [ ] Important facts about the person's life

2. Match the headings below to their corresponding paragraph in the text.

Nobel Prizes	-	Where did Marie Curie grow up?
Death	-	Scientific discoveries

Marie Curie

Marie Curie
Source: Nobel foundation

Marie Curie grew up in Warsaw, Poland where she was born on November 7, 1867. Her birth name was Maria Sklodowska, but her family called her Manya. Her parents were both teachers. Her dad taught Math and Physics and her mom was headmistress at a girl's school. Marie was the youngest of five children.

One day Marie was examining a material called pitchblende. She expected there to be a few rays from the uranium in pitchblende, but instead Marie found a lot of rays. She soon realized that there must be a new, undiscovered element in pitchblende.

In 1903, the Nobel Prize in Physics was awarded to Marie and Pierre Curie. Marie became the first woman to be awarded the prize. In 1911 Marie won the Nobel Prize in Chemistry for discovering the two elements, polonium and radium. She was the first person to be awarded two Nobel Prizes.

Marie died on July 4, 1934. She died from overexposure to radiation, both from her experiments and from her work with X-ray machines. Today there are lots of safety measures to keep scientists from getting overexposed to the rays.

Available at <http://www.ducksters.com/biography/women_leaders/marie_curie.php>. Access on JAN/2020

3. Read the text carefully and answer the questions below.

a) Where was Marie born?

[   ] France
[   ] Poland
[   ] Germany
[   ] Spain

b) Which elements of the periodic table did Marie discover?

[   ] krypton
[   ] radium
[   ] polonium
[   ] phosphorus

c) How did she die?

[   ] During a car crash

[   ] In a laboratory's explosion

[   ] From overexposure to radiation

4. Are the following statements true or false?

a)   [   ] Marie Curie was the first woman to win a Nobel Prize.
b)   [   ] Her birth name was Manya.
c)   [   ] Her dad taught Chemistry and Physics.
d)   [   ] She was the first person to win two Nobel Prizes.
e)   [   ] Her mother worked as a nurse.

5. Now, rewrite the false sentences to make them true.

_____

_____

_____

After you read...

6. Talk about these questions with a classmate.

a) Do you think Marie Curie had an interesting career? Why or why not?

b) Which information about this scientist interested you the most?

Entertainment tips

Learn more about Marie Curie by watching Radioactive (2019) which is a biographical film about her life available on Amazon prime. You can also watch Marie Curie: The Courage of Knowledge (2016).

LET'S LISTEN!

Before you listen...

1. Do you like games?

2. Can you play any of these games? Check [✓] the ones you can.

[   ]

https://bit.ly/33oPdFK

[   ]

https://bit.ly/2Qjtr16

[   ]

https://bit.ly/2Wh9jR1

[   ]

https://bit.ly/2U9qGk1
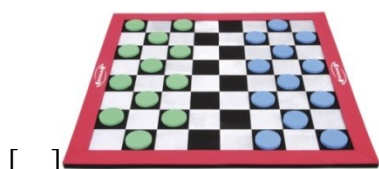
3. Look at the scenes below from the film Queen of Katwe (2016). Talk about the differences between them and answer the questions.

http://abre.ai/aQMB

http://abre.ai/aQMB

https://bit.ly/2ITgffk

https://bit.ly/39TrUq8

a) It shows a popular game. This game is:

[   ] domino

[   ] chess

[   ] checkers

[   ] cards

b) Can you guess what the story is about?

Listening

> **Queen of Katwe** is a 2016 American biographical drama feature film directed by Mira Nair and written by William Wheeler. Starring David Oyelowo, Lupita Nyong'o, and Madina Nalwanga, the film depicts the life of Phiona Mutesi, a girl living in Katwe, a slum of Kampala, the capital of Uganda. She learns to play chess and becomes a Woman Candidate Master after her victories at World Chess Olympiads.

4. Listen to the audio of Queen of Katwe trailer and check [✔] the correct option.

Available at <https://www.youtube.com/watch?v=z4l3-_yub5A> Accessed on March 16, 2020.

a) The main character in the film is:

[   ] Amelia

[   ] Olivia

[   ] Phiona

b) The film is about:

[   ] A girl that sees her world rapidly change after being introduced to chess.

[   ] A young orphan that is sent to live with siblings in their fifties and sixties.

[   ] A Latina teenager that wants to be a superstar singer and actress.

5. Read the sentences below and try to guess the correct word to complete the statements.

a) Can we do **great / big** things from such a small place?

b) In chess the **small / little** one can became the big one.

c) Sometimes the **place / position** that you are used to is not the place you belong.

d)   You belong where you **think** / **believe** you belong.

6. Now listen the audio again and check your answers for activity 5. Underline the correct words.

After you listen...

7. Are you curious about this film? Can you guess what the end of the story is?

> ### Entertainment tips
> Read the book that inspired the film titled *The Queen of Katwe: A Story of Life, Chess and One Extraordinary Girl's Dream of Becoming a Grandmaster*. The book was written by Tim Crothers.

GRAMMAR

1. Read the statements below and pay special attention to the words in bold. Check [✔] the correct option:

   I.   "Marie Curie **grew up** in Warsaw, Poland where she **was** born on November 7, 1867."
   II. "In 1911 Marie **won** the Nobel Prize in Chemistry for discovering the two elements, polonium and radium."
   III. "She soon **realized** that there must be a new, undiscovered element in pitchblende."
   IV. "She **died** from overexposure to radiation, both from her experiments and from her work with X-ray machines."

   a) The verbs in bold tell us that the events happened:

   [   ] in a specific time in the past
   [   ] in the present time
   [   ] in a certain time in the future

> We use **Simple Past** to describe an action that happened before the present time and is no longer happening.

2. Complete the sentences with the words below:

grew up – was – won – realized - died

a) The verbs that end in -ed are _____ and _____. These verbs are called **regular verbs.**
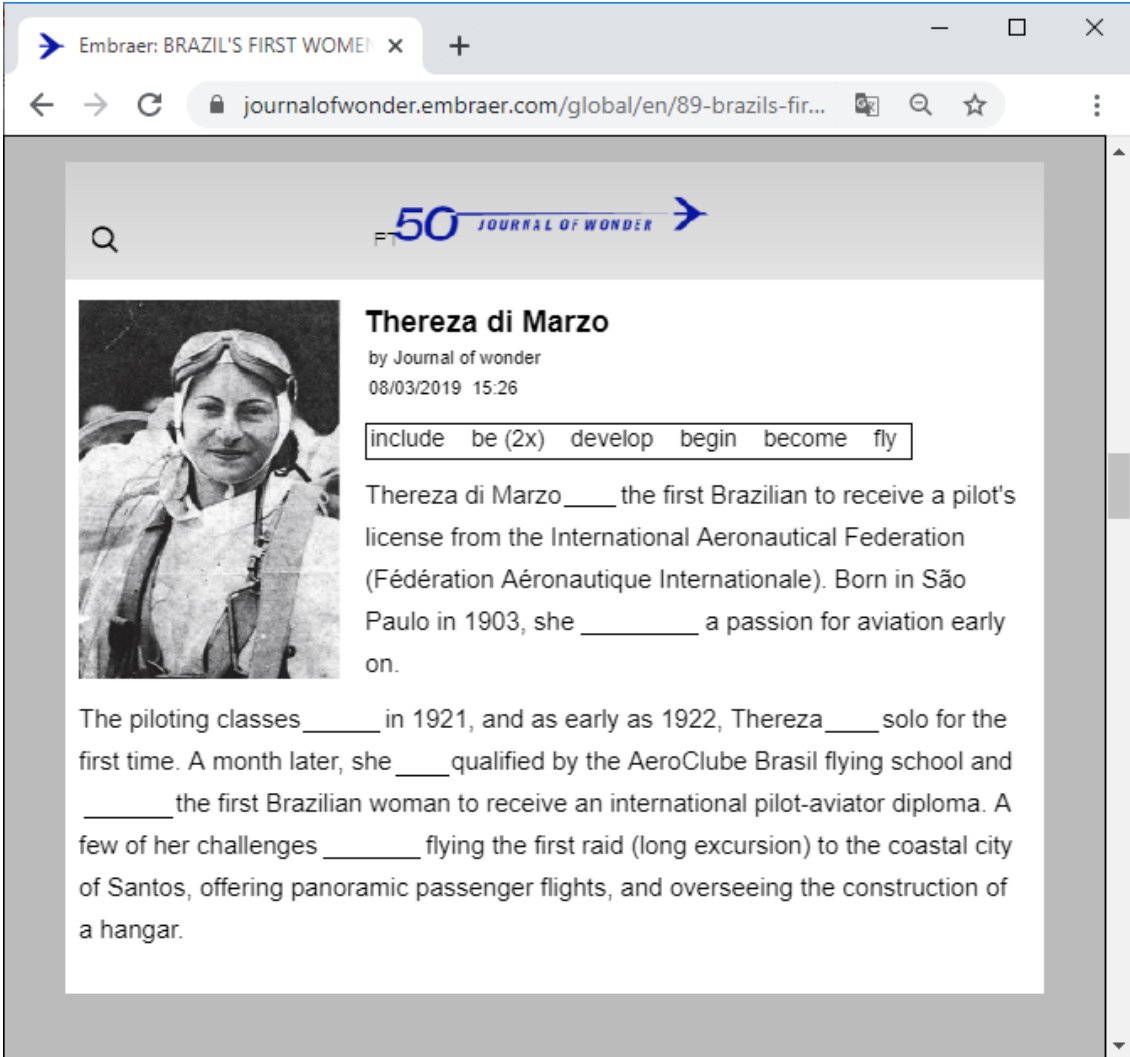
b) Based on this, we can say that _____, _____ and _____ are examples of **irregular verbs.**

In **Simple Past**, regular verbs are formed using the verb + ed. In addition, there are many verbs with irregular past forms.

3. Read the biography in the reading section again and circle the verbs in the **Simple Past**.

4. Read about a Brazilian woman who achieved her dream of flying changing a professional scenario that had always been exclusively male before. Now, do the activities below:

a) Fill the gaps with the appropriate form of the verbs in the box.

b) Check [✓] Thereza di Marzo's achievements mentioned in the text.

[   ] Being the first Brazilian to receive a pilot's license from the International Aeronautical Federation

[   ] Flying the first raid to the coastal city of Santos.

[   ] Receiving numerous medals, honors and titles.

Entertainment tips

Learn more about Brazil's first women pilots: inspiring stories. Available at: <https://journalofwonder.embraer.com/global/en/89-brazils-first-women-pilots-inspiring-stories>. Accessed on: January 29, 2020.

LET'S WRITE!

Before you write...

- In your opinion, why do people write biographies?
- What is the importance of writing about a person's life?

Writing

1. Now it is your turn to write a short biography. Choose a woman to write about and make a draft. Look below at the information it should contain:

- ✓ Name
- ✓ Place and date of birth
- ✓ General information about her life
- ✓ Notable works/ achievements
- ✓ Place and date of death

2. Write a first version of your text. If necessary, check the activities and examples on the previous page as a reference.

3. Ask your classmates and teacher to read it and give you feedback. Make the corrections based on the feedback you received.

Biography Checklist

- ⃝ date & place of
  death & birth
- ⃝ family information
- ⃝ lifetime
  accomplishments
- ⃝ major events in life
- ⃝ lasting impact on
  society

https://www.teachstarter.com/au/teaching-resource/biography-writing-checklist-2/

After you write...

4. Would you like to share your work? How about putting all the texts together and posting them on the internet?

SPEAK UP!

1. Discuss the questions below in small groups:

   a) What careers are common among women you know?
   b) Is there prejudice against women in the job market?
   c) Is the profile of the job market more demanding with women than with men?

2. Search careers and jobs that are still typically regarded as female professions in your community to share with your classmates. You must prepare a presentation to share the results of your research.

3. Read these tips in order to give your presentation a good performance:

   ✓ Research your topic. Take detailed notes.
   ✓ Decide which information is necessary, and cut the rest.
   ✓ Familiarize yourself with the topic and prepare you presentation.
   ✓ Practice your presentation out loud until you are confident with it.
   ✓ Choose what visual aids you will use to help you.
   ✓ Research oratory techniques.
   ✓ Ensure a good night's sleep.

While you are presenting you speech:

✓ Put your notes in a place where you can see them easily;

✓ Pronounce your words clearly and vary the way you speak to avoid a "robot-like" presentation.

✓ Don't read directly from your notes. Look at them sometimes to refresh your memory only.

✓ Close your speech by thanking the audience.

Based on: <https://www.wikihow.com/Give-a-Speech-in-Front-of-Your-Class>. Accessed on: February 26, 2020.

Useful language

Good morning/afternoon everyone and welcome to my presentation. First of all, let me thank you all for coming here today…

Today I am here to talk to you about…

The purpose of my presentation is to…

The results of my research are…

Moving on now to…

Finally…

If you have any questions, I am happy to answer them…

---

4. When you finish the presentation discuss the questions below:

a) What were the most common professions presented?

b) Why do you believe that these professions were the most common?

c) Would you like to pursue any of these careers?

Useful language

I (really) think that…

Let me put it this/another way ....

I would like to be a/an…

Sorry to interrupt you, but ....

I agree/ don't agree with you…

My view/point of view is that ....

UNIT 2

BORN TO GAME

In this unit you will have the opportunity to learn a lot of things related to games. The main text shows Sonic the Hedgehog movie synopsis, that is based on the global blockbuster videogame franchise from Sega. All over the unit you will be engaged in activities that feature the following elements:

Genre: Movie synopisis

Vocabulary: Videogame genres

Grammar: Passive voice

WARMING UP

1. What do these images have in common?

2. How many games can you name in the images below?

3. What other game would you include here?

http://abre.ai/aQMS

http://abre.ai/aQMT

http://abre.ai/aQMU

http://abre.ai/aQMZ
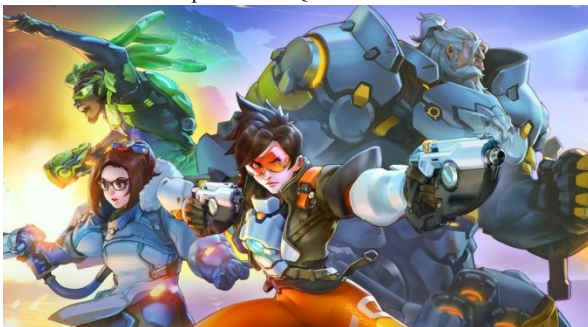
SPEAK UP!

1. List your three favorite games.

1. _____

2. _____

3. _____

2. Now, interview three classmates to complete this chart.

1. Do you like playing games?			
2. How often do you play games?			
3. What's your favorite game?			
4. On which platform do you play?			
5. Do you usually play games alone or with friends?			

3. Share your results with a group and answer the questions below. Take notes of the answers to report to your class.

a) What are the most popular games among the students in your classroom?

b) Are your favorite games among the most popular ones?

c) Can you come to any conclusions?

┌───┐
│ **Useful language**   │
│   │
│ In my opinion/view ....   │
│   │
│ Let me put it this/another way …   │
│   │
│ Sorry to interrupt you, but ....   │
│   │
│ I entirely/completely agree with you on that …   │
│   │
│ That's a very good/important point.   │
└───┘

VOCABULARY

1. Which of these words do you know? Talk about some of these videogame genres.

┌───┐
│ Action – sport – battle royale – Role-playing – adventure – racing – fighting – simulator. │
└───┘

2. Label these videogame covers choosing words from the box above.

http://abre.ai/aQM3   http://abre.ai/aQM5   http://abre.ai/aQM6   http://abre.ai/aQM4

_____   _____   _____   _____

http://abre.ai/aQNb   http://abre.ai/aQNc   http://abre.ai/aQNe   http://abre.ai/aSYv

_____   _____   _____   _____
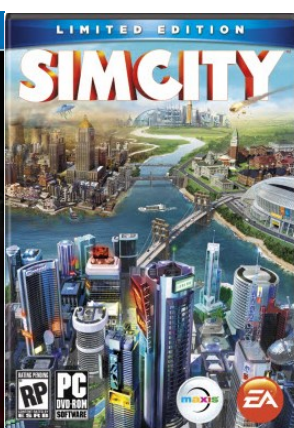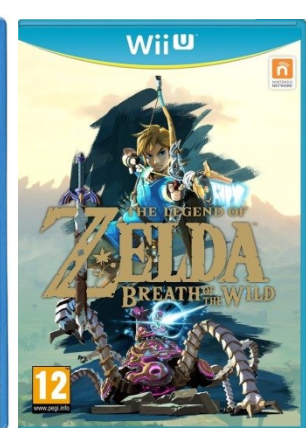
3. Match three of the games in activity 2 to the definitions below. Write their names.

a) It is a series of association football video games or football simulator, released annually by Electronic Arts under the EA Sports label: _____

b) It is a survival game where 100 players fight against each other in player versus player combat to be the last one standing: _____

c) It is a racing game set in a persistent open world environment for free-roaming across a scaled-down recreation of the contiguous United States. _____

READING

Before you read...

1. What's your earliest memory of playing a game?

2. Do you know Sonic?

Reading

3. Quick read the text and check [✓] the characteristics that you can see in it.

a) [   ] It talks about different aspects of the film.
b) [   ] It says everything that happens in the film, especially the ending.
c) [   ] It does not show the film's title.
d) [   ] It brings the director's name.
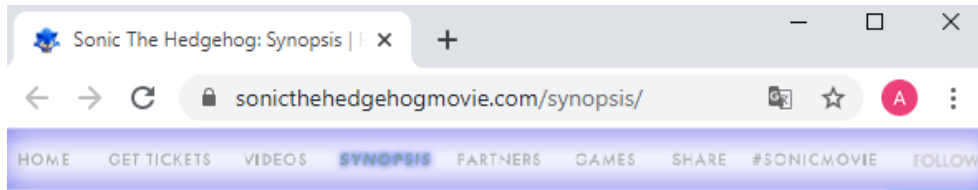
Based on the global blockbuster videogame franchise from Sega, SONIC THE HEDGEHOG tells the story of the world's speediest hedgehog as he embraces his new home on Earth. In this live-action adventure comedy, Sonic and his new best friend Tom (James Marsden) team up to defend the planet from the evil genius Dr. Robotnik (Jim Carrey) and his plans for world domination. The family-friendly film also stars Tika Sumpter and Ben Schwartz as the voice of Sonic.

DIRECTED BY
Jeff Fowler

WRITTEN BY
Pat Casey & Josh Miller

PRODUCED BY
Neal H. Moritz, p.g.a, Toby Ascher, Toru Nakahara, Takeshi Ito

CAST
James Marsden, Ben Schwartz, Tika Sumpter and Jim Carrey

Available at < https://www.sonicthehedgehogmovie.com/synopsis/sis/> Accessed on FEB/2020

4. Now, read the text carefully and answer the question below:

a) What is the purpose of the text?

_____

_____

b) What is the title of the movie?

_____

_____

c) Who are the main actors?

_____

_____

5. Are the following statements about the movie true or false?

   a) [ ] It was directed by Jeff Fowler

   b) [ ] It tells the story of the world's speediest hedgehog on Earth

   c) [ ] It has Jim Carey as a part of the production

   d) [ ] It is a live-action adventure comedy

   e) [ ] It is based on a franchise from Nintendo

6. Now, compare your answers with a classmate and rewrite the false sentences to make them true.

After you read...

7. Talk about these questions with a classmate:

   a) Would you like to watch this movie? Why or why not?

   b) Which information about this movie interested you the most?

Entertainment tips

Sonic the Hedgehog is an iconic character. Know more about him checking the 10 craziest facts about Sonic the Hedgehog. Available at < https://www.thegamer.com/craziest-facts-about-sonic-the-hedgehog/> Accessed on FEB/2020

LISTENING

Before you listen...

1. What do you know about the history of the videogames?

2. The questions below are related to the history of videogames. Can you predict what the right answers are? Try to guess based on your previous knowledge.

a) Who is known as the "father of video games"?

[   ] Ralph Baer
[   ] Steve Russell
[   ] Allan Alcorn

b) In 1972, the very first home video game console was released. How was it called?

[   ] Nintendo
[   ] Atari
[   ] Odyssey

c) How much money did Pac-Man arcade game earn during the first year of its release?

[   ] $1 billion
[   ] $1 million
[   ] $100 billion

d) Which was the earliest videogame to have a story?

[   ] Space invaders
[   ] Asteroids
[   ] Donkey Kong

Listening

3. Listen to the audio of the video A Brief Story of Video Games and check [✓] if your predictions were correct.

Available at <https://www.youtube.com/watch?v=x24KoVNliMk> Accessed on March 16, 2020.

4. Listen to the audio again and number the games below in the order they are mentioned.

[   ]   [   ]

[   ]

[   ]   [   ]

All the images above are available at: Available at <https://www.youtube.com/watch?v=x24KoVNliMk> Accessed on March 16, 2020.

After you listen...

5. Do you know the games above?

6. Which one have you played or would like to play?

7. Why do you think arcade games became less popular in the '80s?

Entertainment tips

Play arcade games on an online emulator. All the best arcade games are available for different retro emulators including GBA, Game Boy, SNES, Nintendo and Sega. Available at <https://emulatoronline.com/games/arcade/ Accessed on FEB/2020>

GRAMMAR

1. Read the statements below then write T (True) or F (False).

   V.   "Videogames **are used** by scientists, the military, and people like you."

  VI.   "Ralph Baer **is known** as the "father of videogame.""

 VII.   "Released in August 1972, the odyssey **was manufactured** and **distributed** by Magnavox."

VIII.   "Space war **was played** on a machine that cost over $100,000 in 1961."

a) [ ] The focus of sentences in the passive voice is on the person or object that performs the actions.

b) [ ] The name of who or what performed the action is mentioned at the end of all the sentences.

c) [ ] It's possible to understand the meaning of the sentences that don't mention the name of who or what performed the actions.

We form passive voice with **be + Past Participle** of the main verb.

---

2. Complete these rules with the words below.

Who – person - object - written - experiences - passive voice

---

a) The passive voice is used to show interest in the _____or _____ that _____ an action.

b) Sometimes we use the _____because we don't know or don't want to express _____ performed the action.

c) The passive voice is used mainly in _____texts.

3. Circle the best form to complete this short synopsis about Pokémon: Detective Pikachu.

Pokémon: Detective Pikachu

From Wikipedia, the free encyclopedia

Pokémon: Detective Pikachu (also known as Detective Pikachu) is a 2019 American urban fantasy mystery movie. It **directed / was directed** by Rob Letterman. It **wrote / was written** by Nicole Perlman and Letterman. It **is based / bases** on the video game of the same name. The movie **was produced / produces** by Warner Bros. Pictures and Legendary Pictures.

This was the first live-action movie **based / was based** on the Pokémon franchise. The movie stars Ryan Reynolds as the voice of Detective Pikachu. Justice Smith, Kathryn Newton, Bill Nighy and Ken Watanabe with Rita Ora have live-action roles.

The movie **came out / was come out** in Japan on May 3, 2019. It came out in the United States on May 10, 2019.

Avaliable at: <https://simple.wikipedia.org/wiki/Pok%C3%A9mon:_Detective_Pikachu>. Accessed on: March 24, 2020.

4. Complete the statements with information from the image below and the verbs from the box in the appropriate form.

http://abre.ai/aRD1

> Consider (2x) – males – spend (2x) – play – video game – hours – health risk.

a) Video games _____ mostly by _____ .

b) 22, 41 billion dollars _____ on _____ .

c) 6.3 _____ per week _____ playing video games.

d) Migraines _____ as a _____ from videogames.

Thinking out of the box...

5. How does the use of video games affect your life? Positively or negatively?

6. What could you do to guarantee a conscious way of playing games?

WRITING

Before you write...

1. Do you know any movies that are based on videogames?

2. What is the purpose of a movie synopsis?

Writing

3. Now it is your turn to write a movie synopsis. Choose a movie you have watched. Look below at the information it should contain:

- ✓ The title
- ✓ The director's name
- ✓ The protagonists
- ✓ If the movie is based whether on a book or on a videogame
- ✓ The positive and negative aspects of the movie

4. Write a first version of your movie synopsis. If necessary, check the activities and examples on the previous page as a reference.

5. Ask your classmates and teacher to read it and give you feedback. Make the corrections based on the feedback you received.

After you write...

6. Would you like to share your work? How about posting it on the internet?

Teacher's Guide

UNIT 1 – WOMEN KILLING IT!

WARMING UP

Activity 1

The teacher can ask the students to discuss the quotes in pairs or in small groups. The students can write key-words on their notebooks and the teacher can help them with new vocabulary. The speaking activities can be challenge, so the teacher must encourage the students to use the paraphrase to express some ideas in an alternative way. The teacher can ask other questions to explore the topic and lead the discussion.

Personal answer

VOCABULARY

Activity 1

The teacher is suggested to ask the students if they know the women in the pictures. The students must be asked by the teacher to talk about the women, their names, their careers, their birth places, etc. The teacher can write some useful language on the board to help the students.

Personal answer

Activity 2

The students must check the professions that they would like to choose and if they are not in the options listed they can write others. The teacher must check their comprehension about the vocabulary.

Personal answer

Activity 3

The students must use the professions available on activity 2 to write the professions of the women in the pictures on activity 1.

Answer key

singer	soccer player
journalist	writer
model	scientist

LET'S READ!

Before you read…

The teacher is suggested to read the questions with the students and make sure that they understood the meaning. If necessary the teacher can write a list of useful words on the board. The speaking activities can be a challenge, so the teacher must encourage the students to paraphrase to express some ideas in an alternative way.

The teacher can ask other questions to explore the topic and lead the discussion.

Personal answer

Reading

Activity 1

The students must quick read the text and check its characteristics. The teacher must explore the Biography genre.

Answer key

a	c	d

Activity 2

The students must match the headings on the box to their corresponding paragraph in the text.

Answer key

Where did Marie Curie grow up?
Scientific discoveries
Nobel Prizes
Death

Activity 3

The students must read the text carefully and answer some questions about it. The student is suggested, before reading the text, to explore the verbal and non-verbal information in the text in order to activate previous knowledge and create some expectations about what they are going to read.

Answer key

a) Poland
b) Radium and Polonium
c) From overexposure to radiation

Activity 4 and 5

The students will read some statements about Marie Curie's biography and must mark true or false. After that they must rewrite the false statements correctly.

Answer key

a) T	
b) F	Her birth name was Maria Sklodowska
c) F	Her dad taught Math and Physics
d) T	
e) F	Her mom was headmistress at a girl's school

After you read…

Activity 6

The teacher can ask the students to discuss the questions in pairs or in small groups. The students can write key-words and the teacher can help them with new vocabulary. The speaking activities can be a challenge, so the teacher must encourage the students the paraphrase to express some ideas in an alternative way.

Personal answer

LET'S LISTEN!

Before you listen…

Activity 1

The teacher must promote a discussion with the whole class and help them with vocabulary related to games. The teacher can write, if necessary, a list of games (in English) on the board to help the class.

Personal answer

Activity 2

The students must check the games that they know how to play. The teacher may use the opportunity to teach the name of the games available in the options.

Personal answer

Activity 3

The students must look at some scenes of the movie Queen of Katwe and talk about the differences between them. It can be in pairs or in small groups. After the discussion they must answer some questions.

Answer key

a) Chess
b) Personal answer

Listening

Activity 4

The listening activities can be a challenge for the class, so the teacher is suggested to use strategies to help and support the students with their listening skill, for example, to explore their previous knowledge about the audio theme before listening it, to play the audio once with their books closed and explore its general idea, write on the board some words and key expressions and ask the students to read the questions before they listen to it.

Answer key

a) Phiona
b) A girl who sees her word change rapidly after being introduced to the chess.

Activity 5 and 6

The students must read some sentences and try to guess the correct word to complete the statements. The teacher must ask the students to write their predictions with a pencil so, if necessary, they can correct them when they listen the audio to check.

Answer key

a) big
b) small
c) place
d) believe

After you listen…

Activity 7

The teacher can ask the students to discuss the question in pairs or in small groups. The students can write key-words and the teacher can help them with new English vocabulary. The speaking activities can be a challenge, so the teacher must encourage the students to paraphrase to express some ideas in an alternative way.

Personal answer

GRAMMAR

Activity 1

The students must read some statements taken from the reading section and check the correct option.

Answer key

a) In a specific time in the past.

Activity 2

The students must fill the gaps with the words in bold from exercise 1.

Answer key

a) Realized and died.
b) Grew up, was and won.

Activity 3

The student must read the biography again in the reading section and circle the verbs in the simple past.

Answer key

Grew up	Found
Was	Realized
Called	Became
Were	Died
Taught	

Activity 4

The students must read a Thereza di Marzo's biography and complete the gaps with the appropriate form of the verbs available in the box. After filling the gaps they must check Thereza di Marzo's achievements mentioned in the text.

Answer key

a) Was, developed, began, flew, was, became and included.
b) Being the first Brazilian to receive a pilot's license from the International Aeronautical Federation; Flying the first raid to the coastal city of Santos; Receiving numerous medals, honors and titles.

Activity 5

The students must complete the rules according to the previous activities.

a) simple past
b) ed
c) irregular

LET'S WRITE

Before you write…

The teacher is suggested to read the questions with the students and make sure that they understood the meaning. If necessary the teacher can write a list of useful words on the board.

Personal answer

Writing

Activity 1

The students must write a biography. They can choose a woman to write about and make a draft. The teacher can suggest the students to choose non-famous women, like women in their neighborhood.

Personal answer

Activity 2 and 3

The teacher must highlight the characteristics of the Biography genre. A good strategy can be to share with them some biographies and ask them to point their main characteristics. Ask them to work in a collaboratively way, encouraging them to give feedback and suggestions on the work of their classmates.

Personal answer

After you write…

Activity 4

The teacher can create a project to publish the student's work.

SPEAK UP!

The teacher is suggested to read the questions with the students and make sure that they understood the meaning. If necessary the teacher can write a list of useful words on the board. The teacher can ask other questions to explore the topic and lead the discussion.

Personal answer

The speaking activities can be a challenge, so the teacher must use strategies to give the students support for the oral production, for example, to write on the board some key-words that they can use; suggest a planning and organization of their ideas before their presentation. The teacher must encourage the students to use teacher must encourage the students to paraphrase to express some ideas in an alternative way.

Personal answer

After you speak…

The students must discuss the questions in pairs or in small groups. The teacher can ask other questions to explore the topic and lead the discussion.

Personal answer

UNIT 2 – BORN TO GAME

WARMING UP

Activity 1

The teacher is suggested to read the questions with the students and make sure that they understood the meaning. If necessary the teacher can write a list of useful words on the board. The speaking activities can be a challenge, so the teacher must encourage the students to paraphrase to express some ideas in an alternative way. The teacher can ask other questions to explore the topic and lead the discussion.

Personal answer

SPEAK UP!

Activity 1

The students must make a list of their favorite games. The teacher can suggest the students to share their answers with their classmates.

Activity 2

The students must interview three classmates to complete a chart. The teacher must explore the characteristics of interviews and write some useful language to support the students during the activities.

Personal answer

Activity 3

The speaking activities can be a challenge, so the teacher must use strategies to give the students support for the oral production, for example, to write on the board some key-words that they can use; suggest a planning and organization of their ideas before their presentation. The teacher must encourage the students to paraphrase to express some ideas in an alternative way.

Personal answer

VOCABULARY

Activity 1, 2 and 3

The students must talk about some videogame genres. The teacher can write the words on the board and promote a discussion with the whole class. The teacher must check their comprehension about the vocabulary.

Personal answer

Activity 2

The students must label some videogames covers with the words from activity 1.

Answer key

Sport	Role-playing	Racing	Battle royale
Fighting	Simulator	Action	Adventure

Activity 3

The students must match the games from activity 1 to the definitions from this activity.

a) FIFA
b) Fortnite
c) The crew

READING

Before you read…

Activity 1 and 2

The teacher is suggested to read the questions with the students and make sure that they understood the meaning. If necessary the teacher can write a list of useful words on the board. The speaking activities can be a challenge, so the teacher must encourage the students to paraphrase to express some ideas in an alternative way. The teacher can ask other questions to explore the topic and lead the discussion.

Personal answer

Reading

Activity 3

The students must quick read the text and check its characteristics. The teacher must explore the Synopsis genre.

Answer key

a	d

Activity 4

The student is suggested, before reading the text, to explore the verbal and non-verbal information in the text with the aim to activate previous knowledge and create some expectations about what they are going to read. The students must read the text carefully and answer some comprehension questions. We suggest the teacher to ask the students to work in pair or in small groups to check their answers among each other to in order to exchange knowledge.

a) Answer may vary.
b) Sonic the hedgehog.
c) James Marsden, Jim Carey, Ben Schwartz and Tika Sumpter.

Activity 5 and 6

The students will read some statements about Sonic the Hedgehog movie synopsis and must mark true or false. After that they must rewrite the false statements correctly.

Answer key

a) T	
b) T	
c) F	It has Jim Carey as part of the cast.
d) T	
e) F	It is based on a franchise from Sega.

After you read…

Activity 7

The teacher can ask the students to discuss the questions in pairs or in small groups. The students can write key-words and the teacher can help them with new vocabulary. The speaking activities can be a challenge, so the teacher must encourage the students to paraphrase to express some ideas in an alternative way.

Personal answer

LET'S LISTEN!

Before you listen…

Activity 1

The teacher must promote a discussion with the whole about their previous knowledge about the history of the videogames.

Personal answer

Activity 2 and 3

The students must read some questions and try to predict the correct answers. The teacher must ask the students to write their predictions with a pencil so, if necessary, they can correct them when they listen the audio to check.

Answer key

Ralph Baer
Odyssey
$ 1 billion
Donkey Kong

Activity 4

The students must listen to the audio again and number some games in order they hear them mentioned. The listening activities can be a challenge for the class, so the teacher is suggested to use strategies to help and support the students with their listening skill, for example, to explore their previous knowledge about the audio theme before listening to it, to play the audio once with their books closed and explore its general idea, write on the board some words and key expressions and ask the students to read the questions before they listen to it.

Answer key

1. Space Invaders
2. Asteroids
3. Pac-man
4. Donkey Kong
5. Double Dragon

Answer key

a) Person	Object	Experiences
b) Passive voice	who	
c) formal		

After you listen…

Activity 6, 7 and 8

The teacher can ask the students to discuss the question in pairs or in small groups. The students can write key-words and the teacher can help them with new vocabulary. The speaking activities can be a challenge, so the teacher must encourage the students to paraphrase to express some ideas in an alternative way.

Personal answer

GRAMMAR

Activity 1

The students must read some statements taken from the reading section and check the correct options.

Answer key

b	c

Activity 2

The students must complete some rules with the words in the box.

Activity 3

The students must circle the best form to complete a short synopsis about Pokémon: Detective Pikachu.

Was directed
Was written
Is based
Was produced
Based
Came out

Activity 4

The students must complete the statements with information from the image and the verbs from the box in the appropriate form.

a) were played – females
b) were spent – video games
c) hours – were spent
d) are considered – health sick

Thinking out of the box…

The teacher can ask the students to discuss the question in pairs or in small groups. The students can write key-words and the

teacher can help them with new English vocabulary. The teacher can ask other questions to explore the topic and lead the discussion.

LET'S WRITE

Before you write…

Activity 1 and 2

The teacher is suggested to read the questions with the students and make sure that they understood the meaning. If necessary the teacher can write a list of useful words on the board.

Personal answer

Writing

Activity 3

The students must write a movie synopsis. They can choose a movie to write about and make a draft.

Personal answer

Activity 2 and 3

The teacher must highlight the characteristics of theMovie Synopsis genre. A good strategy can be to share with them some movie synopsis and ask them to point their main characteristics. Ask them to work in a collaboratively way, encouraging them to give feedback and suggestions on the work of their classmates.

Personal answer

After you write…

Activity 4

The teacher can create a project to publish the student's work.

TEXT TRANSCRIPTS: LISTENING COMPREHENSION

Unit 1 - Queen of Katwe - Official Trailer

Phiona: Mama Can you do big things from such a small place?

Nakku: Don't think about such things.

Phiona: Why not?

Nakku: You'll be disappointed.

Unknown: Hey Phiona how is your life?

Phiona: It is fine!

Robert: Thank God! Let me say what is your name?

Phiona: Phiona.

Robert: Venus would you please show Phiona how to move the pieces?

Venus: In chess the small one can become the big one.

Robert: Chess help us solve sort of problems it teaches us to make a plan.

Robert: Use your minds and you will all find safety.

Phiona's brother: Why are you letting her win?

Phiona: I am not let her!

Robert: You can see it moves ahead.

Phiona and friends: Check mate. Check mate. Check mate.
She won.

Robert: You could be the best in all Uganda.

Phiona: Coach how can I become a champion?

Robert: Sometimes the place you are used to is not the place you belong.

Robert: You belong where you believe you belong.

Robert: Where is that for you?

Phiona's opponent: You didn't get this it is not like in ghetto.

Phiona: I don't need to win.

Phiona: Check mate.

Judge: This year's Gold medalist is Phiona Mutesi.

Robert: Your children are blessed because they have a mother will never give up on them.

Nakku: You are my daughter.

Phiona: Yes ma'am I am.

Phiona: Because he told us to make a plan but I fear things will never change.

Robert: What matters is when you reset that piece and play again.

Phiona's brother: Yes she is weeping.

Unit 2 - A brief history of video games - Part I

Hi, I'm Medium Invader from the classic video game Space Invaders and I want to tell you a little bit about where video games came from. A video game is an electronic game that has an interface designed for human interaction on a video device. Simple.

Video games are used by scientists, the military, and people like you, and their evolution has spread across arcades, consoles, computers, smart phones, and all kinds of other electronics. These days video games are everywhere, but they were actually made in science labs. In fact, the earliest U.S. video game patent on record was in 1948, and at the time it was referred to as a cathode-ray tube amusement device.

That's a mouthful! Some of the earliest video games include the Nimrod computer, OXO, Tennis for Two, and my personal favorite, Space war! But none of these early video games were ever sold to the public because they were either too huge or too expensive to get out of the lab.

This all changed when a man named Ralph Baer looked at his television screen and wondered how else it might be used. In 1972, Baer's idea to get video games out of the science lab and into the living room led to the release of a game console called Odyssey. Odyssey allowed you to play a game on your TV.

At about the same time, two other people, Nolan Bushnell and Ted Dabney, were working on something similar in a little company called Atari. You might have heard of it, and even if you haven't, I'm sure that your Dad has. Atari's first major game release was in 1972, an arcade game called Pong. It was an immediate hit, and it's credited as the first commercially successful video game.

Atari then released a home version of Pong in 1974. By 1978, competition between Atari and another game company called Midway was heating up. Midway had licensed an arcade game for the Japanese company, Taito that put them on the map. The game: Space Invaders. It featured iconic actors, like me, and it went on to become the second highest selling arcade game of all time.

Space Invaders also helped kick off what is known as the Golden Age of Arcade Games. In response, Atari followed with the release of the arcade game Asteroids, which ranked sixth on the list of highest selling arcade games. It was a good game, but it's

no Space Invaders. By 1980, color came to arcade games, and this was also the year that another video gaming milestone was born.

Pac-Man, created by the Japanese company Namco, was brought to the U.S. by Midway. Important to the spread of video games into popular culture, Pac-Man was a character that could be licensed. It wasn't long before it had a song on the charts, a Saturday morning television show, and all sorts of other products. In just a year, Pac-Man arcade games made over one billion dollars in quarters.

Then, in 1981, a company called Nintendo started making waves in the U.S. video game market with their release of Donkey Kong. It was the earliest video game to have a storyline. The story went a bit like this: Donkey Kong is the pet of a carpenter named Jumpman. Jumpman mistreats his pet ape, so the ape steals his girlfriend, leaving the game player to assume the role of Jumpman and rescue the girl.

Jumpman was eventually renamed to Mario. Other iconic arcade games from the early 80s include Frogger, Dragon's Lair, and Mario Brothers. Perhaps the last iconic game considered to be part of the Golden Age of Arcade Games is Double Dragon. It was the first really successful example of the beat-them-up genre. It was released in 1987, and, like Donkey Kong, it featured a damsel in distress storyline, a storyline common in many video games.

By the mid-90s, the Golden Age of Arcade Games was coming to an end, and the home game console was gaining in popularity. While arcade games continued to decline in sales over the years, the popularity of video games was merely beginning, and we'll talk about that and a lot more in part two of a brief history of video games.

Rationale

Women killing it and Born to game were designed aiming elementary and pre intermediate (A1/2 – A2) teenagers from sixth grade of Elementary school. The material was developed based on critical thinking (CT) and communicative language teaching (CLT).

The themes of the units were selected considering the opportunity to promote critical thinking and its relevance to the students' lives. The activities, in an integrated and contextualized way, aim at giving voice to learners by raising discussions and inviting them to reflect upon their background knowledge.

The units are divided in sections, whose objectives will be detailed moreover. The sections present in both units are: Warming up (section that opens the units), Grammar (section that focus on linguistic content) and sections that present activities for the development of the four language skills (speaking: Speak up!, writing: Let's write!, listening: Let's listening! and reading: Let's read!).There are also activities aimed at developing vocabulary in a contextualized way that are available in the vocabulary section.

In addition to the sections mentioned above, strategies were created throughout the units in order to contemplate and enrich the content presented. At the beginning of each unit the general content is presented. There are also some boxes with curiosities, information and tips related to an activity or text presented (entertainment tips) and questions related to the themes of the texts with the purpose of promoting discussions and reflections (before/ after activities and beyond the lines).

Reading

Both units present authentic and varied texts, which were chosen according to the interest of the students and which offered an opportunity to reflect on society and broaden the worldview. There are also pre, while and post reading activities to guide the students and help them to get the gist of the text. According to BNCC (2017):

> From a methodological point of view, the presentation of reading situations organized in pre-reading, reading and post-reading should be seen as an enhancer of these learnings in a contextualized and meaningful way for students, in the perspective of a (re)

> dimensioning of practices and existing reading skills, especially in the mother tongue. (BNCC, 2017). [1]

The reading activities, in the section Let's read!, explore the information conveyed and inserted in the text, besides that the activities conduct the students to go beyond the lines to establish connections with their previous knowledge and their reality in order to position themselves in a critical way, for example, in activities like before/ after reading and beyond the lines.

Listening

As in reading activities, authentic materials were used for the development of oral comprehension activities. As mentioned by Harmer (2001, p.205) "Authentic material is language where no concessions are made to foreign speakers", in other words it means that through authentic materials the students have the chance to work with the language that they will encounter in real life instead of artificial productions like they are (mostly) used to.

Strategies like top-down and bottom-up processing were also explored. Richards (2009) claims that:

> Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. (RICHARDS, 2009, p.7)

In both units students are supposed to answer some questions related to the listening topic in other to get a general view based on their background knowledge to make sense of what they are listening to (top-down) and after that they need to listen to the audio carefully to answer more specific questions focused on individual words and phrases (bottom-up). There are also post-listening activities that allow students to go beyond listening text and use it as a springboard for other linguistic practices such as speech.

All the listening transcriptions are available on Teacher's guide. It is up to the teacher to decide whether or not to offer the written version of these oral texts.

---

[1] Do ponto de vista metodológico, a apresentação de situações de leitura organizadas em pré-leitura, leitura e pós-leitura deve ser vista como potencializadora dessas aprendizagens de modo contextualizado e significativo para os estudantes, na perspectiva de um (re) dimensionamento das práticas e competências leitoras já existentes, especialmente em língua materna. *Versão para o inglês feita por mim*
.

Speaking

All over the units, opportunities for oral practice are offered, providing the students the chance to interact with different peers, for different purposes. Also, being encouraged to make use of the core language presented in class.

The section Speak up! presents activities related to the oral production, somehow, related to the theme developed at the unit. This thematic relationship allows the use of vocabulary, linguistic structures and other content already studied and discussed by students throughout the unit, providing them more confidence to express themselves.

The purpose of speech activities is to help the learners to develop the ability to express themselves in English in appropriate situations to their age in an understandable and appropriate way "refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus." (RICHARDS, 2009). None of the activities of these units require complex answers from students, as learning to speak goes beyond the domain of syntactic strings and vocabulary.

Writing

The textual production of these units is based on the approach of writing as a process associated with genres. In the approach of writing as a process, conform says (RAIMES, 1998) there is an emphasis on planning and developing ideas and producing multiple drafts of a text, giving relevance to the recursive, non-linear character of writing, in other words, students have the opportunity to produce a textual genre with many revisions and different types of feedback, for example, from the teacher and colleagues. According to Ur (1996), "Rewriting is very important: not only because it reinforces learning, but also because rewriting is an integral part of the writing process as a whole."

As previously said, both units provide students with samples of authentic texts, so the teacher can explore the genres with the students before starting the process of writing, and this preliminary study can help in the development of written activities.

It is important to emphasize the need for feedback that should be focused on the process and not just grammatical errors. This feedback should happen, if possible, in the different stages of the textual production process. Good feedback shows mistakes, suggests changes, but also

praises, as positive comments contribute to the formation of a critical citizen capable of recognizing mistakes, but also qualities. Ur (1996) claims that:

> In general, yes, peer-correction can be a time-saving and useful technique; also, critical reading for style, content and language accuracy is a valuable exercise in itself. This does not release us from the duty of checking and evaluating student writing; but it can be a substitute for first-draft reading. Students can work together on their first drafts, giving each other feedback on content, language and organization; they then rewrite and give in the final version to the teacher. (UR, 1996, p. 75)

Finally, in the last stage (after you write…), that of publication, the texts created by the students can circulate outside the classroom. If students have access to the internet, it is suggested that they publish their productions on social media.

Grammar and vocabulary

Vocabulary work, is carried out throughout the units and, especially, in the vocabulary section. There is the development of different activities of comprehension and production, both written and oral. Thus, lexical items are approached in contextualized ways.

In addition, the teacher's guide suggests the teacher to encourage the student to seek more vocabularies on the topic to expand their knowledge, because it is known that "It is important to enrich the students' vocabulary, but it is even more important to provide the tools for them to discover the meanings of the words by themselves.[2]" (HOLDEN; ROGERS, p. 40 apud PATZLAFF et al, 2008, p. 5).

The grammar section presents the grammatical structures of the English language covered in each unit. In addition, the structures and rules presented in the grammar section are also present in other sections, this way the teaching of grammar takes place in a contextualized and integrated way, "[…] not simply learning formal grammatical rules and structures" (NASSAJI, H., & FOTOS, S.,2011, p.6).

In both units grammatical structures are always presented from examples extracted from authentic texts. In this way, from the observation and analysis of a stretch of language in context

---

[2] "É importante enriquecer o vocabulário dos alunos, mas é ainda mais importante fornecer meios para que possam descobrir sozinhos os significados das palavras." *Versão para o inglês feita por mim.*

of use, students are led to draw their own conclusions about the rules and use them properly. According to Santos (2011):

> For the student to participate in a true teaching-learning process, it is necessary for him/her to interact with the target language and infer about its forms and uses, by the formation of a true interlanguage while this new knowledge is not formalized. When the rules are given in their entirety, students do not reflect on grammatical constructions and memorize decontextualized rules. [3]

In conclusion, it is worth noting that, in these units, the importance is given to the use of language, and not to decontextualized grammar.

---

[3] Para que o aluno participe de um verdadeiro processo de ensino-aprendizagem é necessário que ele interaja com a língua alvo e faça inferência sobre formas e usos, utilizando-se da formação de uma verdadeira interlíngua enquanto este novo conhecimento não é formalizado. Quando as regras são dadas em sua íntegra, os alunos não refletem sobre as construções gramaticais e memorizam regras descontextualizadas. *Versão para o inglês feita por mim.*

References

BRASIL. Base Nacional Comum Curricular. Brasília: MEC, 2017. Disponível em: <http://basenacionalcomum.mec.gov.br/images/BNCC_20dez_site.pdf>. Acesso em: 22 fev. 2020.

HARMER, J. The practice of English language teaching. Essex, England: Longman, 2001.

NASSAJI, H., & FOTOS, S. Teaching grammar in second language classrooms: Integrating form-focused instruction in communicative context. New York: Routeledge, 2011.

PATZLAFF, et al. Leitura e vocabulário na língua inglesa. Revista Voz das Letras, Santa Catarina, n. 10. Disponível em: <http://www.educadores.diaadia.pr.gov.br/arquivos/File/2010/artigos_teses/Ingles/patzlaff.pdf>. Acesso em: 24 fev. 2020.

RAIMES, A. Teaching writing. Annual Review of Applied Linguistics, v. 18, 1998.

RICHARDS, J. Teaching Listening and Speaking From Theory to Practice, 2009.

SANTOS, E. O ensino de gramática e os métodos indutivos e dedutivos: análise de gramáticas de língua inglesa. In: Anais do I Seminário Formação de Professores e Ensino de Língua Inglesa, vol. 1, 2011, São Cristóvão. Disponível em: <https://ri.ufs.br/bitstream/riufs/9862/2/Elaine_Maria_Santos.pdf>. Acesso em: 1 fev. 2020.

UR, P. A course in language teaching. Practice and theory. Cambridge: Cambridge University Press, 1996. p. 73-75.