

UNIVERSIDADE FEDERAL DE MINAS GERAIS – UFMG  
FACULDADE DE LETRAS – FALE  
CURSO DE ESPECIALIZAÇÃO EM ENSINO DE INGLÊS: ABORDAGENS  
CONTEMPORÂNEAS - CEI

RENATA CRISTIANE ABREU PEREZ ROMANIUK

**JUST LIVE IT!**

**(Material Didático Para o Ensino de Inglês para Brasileiros)**

Data da defesa: 10 de Agosto de 2017

BELO HORIZONTE

2017

RENATA CRISTIANE ABREU PEREZ ROMANIUK

**JUST LIVE IT!**

**(Material Didático Para o Ensino de Inglês para Brasileiros)**

Trabalho de conclusão de curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade Letras da UFMG como um dos requisitos para a obtenção do título de Especialista em Ensino de Língua Inglesa. Orientadora: Profa. Dra. Maralice de Souza Neves.

Data da defesa: 10 de Agosto de 2017

BELO HORIZONTE

2017

CONTENTS:

INTRODUCTION.....	04
AGRADECIMENTOS.....	06
BOOK COVER.....	07
TO THE TEACHER.....	08
TEACHER’S GUIDE UNIT 1.....	09
UNIT 1.....	14
TEACHER’S GUIDE UNIT 2.....	26
UNIT 2.....	31
IMAGES.....	51
RATIONALE.....	55
REFERENCES.....	60

## Introduction

*JUST LIVE IT!* is an authentic material developed based on the principles learned during the course offered by CEI and it is a required final paper for the conclusion of the Teaching English Specialization Course at UFMG.

I wish with this material provide not only content, but also, introduce the some 21<sup>st</sup> century skills like critical thinking, creativity, communication, collaborative work and cross cultural understanding to those teachers interested in working with inquiry-based learning techniques and realia.

*JUST LIVE IT!* is a material divided in two units approaching the four communicative skills: speaking, listening, reading and writing.

Two units with up-to-date themes were carefully designed for Brazilian young learners from high school or language schools, on the Pre-Intermediate/Intermediate Level (according to the Common European Framework - B1). I do believe with these two units, people who have never thought about being a volunteer or becoming an exchange student will see both opportunities with different eyes.

In this level, students are able to understand and interact with others in real life situations at a school, or while traveling where this language is spoken and also describe experiences and events, dreams, hopes, and ambitions, and briefly give opinions and talk about plans. It is important to inform that this material has been created without commercial purposes and cannot be reproduced, unless with previous consent from the author.

These units are about topics which young students tend to demonstrate interest in doing based on my previous in-class conversation experiences and they can be interesting for adults, or maybe, family discussions. "*Volunteering programs*" and "*Becoming exchange students*" lead people directly and indirectly to live an experience some of them will have never lived before like helping the community they belong to or living abroad.

Throughout unit 1, students and teachers will perceive a variety of things that can be done and developed in order to help our community. There are many different ways of helping people close to us to improve their quality of life; we just have to donate not only money but a bit of our time which is not much, and this is exactly what unit 1 wants the learner to think about doing as a citizen.

In unit 2, being an exchange student means much more than learning a new language but also improving yourself as a human being. When you decide to live abroad, you will be able to match your culture and the new habits of a different one and get the best of both for your life. Being an exchange student means much more than just living abroad because when you come back, you are not the same person you were before traveling. Our attitudes change and we learn so many new things. This is the reason I chose this topic; I wanted to stimulate the learner to experience it.

I chose the name JUST LIVE IT! for this project because this is what I expect the students to do while using this material to improve their knowledge in the English language. My main goal is to provide a communicative material full of critically based activities that could make the students experience something new while learning the target language and thinking about their future carrier as well.

The Teacher's Guide is a helpful tool for teachers with detailed information about the activities and all answers are provided in order to help teachers guide their students' development. The units are organized following the steps below:

**Get Started:** the main purpose of this section is to make both students and teacher involved on the themes. As a brainstorming activity, a conversation will be held and the students' background is going to be pretty useful to motivate the class and inspire them to take part of it.

**Listening and Speaking:** in this section authentic materials were used to provide with the learner a closer contact with the topics through real videos, leading the students to get connected to the world and expressing their point of view.

**Reading:** the main purpose of this section is to improve the students' reading skills developing tasks, both while reading the authentic texts and doing the pre and the post reading activities observing the different text genres. The student will also have the chance to acquire new vocabulary and practice it in the activities proposed.

**Grammar Point:** in this section the students will practice grammar structures contextualized according to the units' topics but they will learn it inductively.

**Writing:** the students will be able to produce their own material related to the units' topics putting into practice what they have learned through a genre-based approach.

**Going Further:** in this section the students will use technology to acquire more information about a task developed while doing all the activities proposed in each unit.

**Self-Assessment:** the students will be able to measure how much from each unit they were able to acquire.

I have great expectations about this material I developed because I tried to get involving topics that I believe will be suitable for my audience and I could base on the theories I learned throughout my post-graduation course. Creating a material is not an easy task. I could feel that while producing it but it is rewarding when we have it printed and ready for using. I hope you enjoy it.

## **Agradecimentos**

Agradeço primeiramente a Deus e aos meus pais Marisa e Edson pelo dom da vida, pelo incentivo constante à busca do saber e por todas as vezes que ousei desistir de algum sonho e eles perseveraram ao meu lado, não me deixando desanimar e concluir tudo o que iniciei.

Ao meu marido Júlio, por abdicar das nossas tão sonhadas férias durante dois anos consecutivos para viver o meu sonho de estudar na UFMG.

Aos meus alunos que são o combustível para eu desejar aprender cada dia mais para oferecer a eles sempre o melhor.

A minha família e todos aqueles que compartilharam desse sonho comigo.

Aos meus colegas, pois, com eles, fui capaz de analisar cada situação de diversas maneiras, aprendendo coisas novas e contribuindo para o aprendizado mútuo; sem vocês, talvez nossas longas discussões não tivessem tornado esse nosso desafio tão prazeroso.



# JUST LIVE IT!



**AUTHOR: RENATA CRISTIANE ABREU PEREZ  
ROMANIUK**



**CURSO DE ESPECIALIZAÇÃO EM  
ENSINO DE INGLÊS**  
FACULDADE DE LETRAS DA UFMG

# Teacher's Guide

Hello, dear teacher!

JUST DO IT! is a material developed for people who dare to experience new things life can offer and also to those who are eager to learn in a different way: expressing opinion about the themes, working collaboratively and being able to get in touch with realia.

You will see, right after each unit, the instructions you should follow in order to use this material in a relevant way in your class.

Each unit can be taught in 4 classes of 50 minutes each. There are some activities you can go further and more time to develop them with your students would be suitable.

Every class should start with a warm up activity in order to make the students feel inserted in the language atmosphere, and then, start working on the activities carefully prepared for you.

In class, avoid speaking the mother tongue. Use commands in English. The more you use them, the easier it gets to the students. Make your pupils feel motivated to learn the new language. Use mimics, different gestures, facial expressions, body language in general to make them understand what you are talking about. Praise your students; give them positive feedback. Write down the mistakes you notice they made during the class, and, in the end, comment the mistakes and correct them in unison. This way, all your students will perceive them and help you with the correction (it can be a grammar, spelling or even the pronunciation mistake) and they will not feel frustrated because people will not know who said something wrong in the class.

Encourage your students to look up for further practice outside the classroom. Boost their confidence; inspire your students talking about previous situations in which you needed to speak English succeeded. Stimulate them to use the internet to watch videos, ted talks and also chat rooms. Use this useful tool to make them connect themselves to real life situations. In the last minutes of your class, discuss a topic or a situation any person can face while trying to incorporate the new vocabulary.

I hope with "JUST LIVE IT!" you and your students can have a great time together experiencing lots of new things and being citizens of the world!

Have a great journey!

The author.



# Step by Step

Let's learn how to work with UNIT 1 of "JUST LIVE IT!" step by step.

## Let's Start!

First of all, the teacher should visit the website <https://pt-br.padlet.com/> and create a padlet to each unit of this material. Through this tool, students will be able to post the assigned homework and the teacher will be able to interact and boost the students' participation. Encourage them to use technology.

**WARM UP:** The teacher will start working on the unit cover exploring and asking the students to describe each picture, making students think and express their opinion about the topic and the title of the unit. The teacher can provide students some flashcards if you notice they do not know any vocabulary related to theme.

**TIP:** The teacher can write down on the board some words they said while doing this activity to check pronunciation and/or relevance to the theme. Provide positive feedback for your students and praise them. As homework, the students should create a poster to post on the padlet the teacher created for the group.

After doing this brainstorming activity, the students are supposed to answer the questions provided in the book in pairs, trios or groups, according to the number of students you have in the class. The teacher will check the students' answers and start a conversation using their answers.

**LISTENING AND SPEAKING:** As a pre-listening activity, the students will work in pairs or trios and discuss about the questions from the book. The teacher can boost students' participation asking if they are familiar with this YouTube channel, what they think this kid is going to say, the reason to wear this kind of clothes and the reasons he had to make this video. Give them the chance to compare this situation with their reality. Reassure to your students that it's ok if they do not understand everything at first. You will show the video twice.

**Watch out:** The teacher needs to prepare an environment where students will have the chance to watch this video with a projector and audio system or on a TV. Encourage them to look for other videos on L2 to boost their listening.

After watching it, the teacher has to check the students' understanding in as much it has a connection to the questions asked above. Ask the students to do the activities in their books.

**Activity 1:** The teacher has to provide the students some time to answer (T for true sentences or F for false sentences), **individually**. Check students' answers developing deep understanding of content knowledge.

**Answer key:**     A) F            B) T            C) F            D) F

**Activity 2:** Students need to write down explaining how they would be able to change the world based on the Kid President's speech, **individually**. (This activity has open answers – there are no wrong or right answers).

**TIP:** An alternative approach: The teacher can also create a group using the app *WhatsApp* and ask the students to record themselves answering this activity.

**Let's talk:** The students should answer the questions provided in the book, first *in pairs*, and then talk about their point of view to the whole class. Encourage them to solve problems or create a solution, raise their hands to participate. (As this is an open activity, there are no wrong answers)

**READING:** The reading part consists of a pre-reading activity in which students should recognize the character Waldo in order to understand and interact with the main text.

**TIP:** The teacher can take to class some samples of activities where students should find Waldo or go to the website <http://whereswaldo.com/index.html#home> and ask the students to do this activity online.

The main text will be recorded by a native speaker, so, reproduce it while the students follow reading it Ask them if they could find out the speaker's nationality according to the accent they heard. Reinforce to your students that there will always be an accent when a person uses ESL and there is no problem on that. The best English accent is always ours!

The post-reading activities 1 and 2 should be done *individually*. The students will have the chance to get to know the text genre provided in the main text. Allow them to check meaning of words on the internet, if necessary.

**TIP:** Tell them the importance of using a monolingual dictionary at their level. Teach them how to use it if necessary. Let them know there are monolingual dictionaries for free online. Here you are some examples:

<http://www.oxfordlearnersdictionaries.com/us/>

<http://www.macmillandictionary.com/> or <https://www.merriam-webster.com>

**Activity 1 - Answer Key:** ( x ) News Report

**Activity 2 - Answer Key:** open answers

In activities 3 and 4, the students are going to test their understanding about the text and scan some important information to do the activities. Encourage your students to read the text again whenever necessary. The teacher can allow them to work collaboratively in this part. The students should pair up and do the activities. After doing them, students should check their answers among each other and then, the teacher corrects the activities.

**Activity 3 - Answer Key:**

- A) F
- B) T
- C) F
- D) F
- E) F



**TIP:** Encourage your students to observe the examples and make up sentences based on the examples provided. Practice some drills with them, if necessary.

- 1) Ask them if they are able to see anything in common among these sentences presented in the examples.
- 2) Ask them to make up sentences orally about things they started doing in the past and they have not finished them yet. Use drills, if necessary.

**TIP:** The teacher should use body language, mimics, facial expressions to make inductively grammar teaching. Guide them whenever they need when using the Present Perfect and do the activities 1 to 4.

The teacher should prepare a free kahoot sample at the website <https://kahoot.it/#/> with the sentences from activity 1. This is going to be a quiz game where students will click on the right answer. It is a good opportunity to make a grammar activity in a funny way.

**Activity 1:** After doing this activity using technological devices, the students have to circle the correct answers.

**Activity 1 -Answer Key:**

- a) Jason has been abroad.
- b) Alisson and Monica have studied English before.
- c) My course has started in 2014.
- d) Of course they have played those songs before.

**Activity 2:** Guide your students to read the sentences from the example and circle the right alternative according to the Present Perfect structure.

**Activity 2 - Answer Key:**

- a) Selina has traveled to Thailand.
- b) Selina has enjoyed her experience abroad.
- c) Selina has traveled by plane.
- d) Selina has worked as an English teacher over there.

**Activity 3** Guide your students to read the text again and underline the structure or sentence where it shows the evidence about what Chiang Mai provided Selina. The students are supposed to write 2 sentences which are similar to the examples the students had seen before.

**Activity 3 - Answer Key:**

“My time in Chiang **has allowed** me to experience so much more [...]”. The other sentences are open; the students are supposed to create sentences using the grammar structure they have learned. The teacher has to check if the grammar structure is correct. If not, help your student to reach the correct way.

**WRITING:** The students will have the chance to learn how to fill out a form following the steps provided on the instructional text. This activity is to wrap up the unit while putting into practice everything new your students have learned about volunteering. Help them to understand the content if necessary and use the provided vocabulary.

**TIP:** Suggest a volunteering work to your students in your city. Ask them what kind of work you guys could do in order to help others. Schedule the date to do it. Take pictures about this experience the students had and post them on your padlet.

**GOING FURTHER:** In this section, the students will need to check on the internet extra information about the character Waldo in activity 1 and answer some questions. The students can try to find some Waldo’s challenge and glue it on the class wall.

**TIP:** Provide your students the chance to look for Waldo 360 video. It is going to be a lot of fun. Visit the following website to live this experience. <https://www.youtube.com/watch?v=1RG6ThD6Ynw>

In activity 2, the students are supposed to visit the social network FACEBOOK in order to answer the questions. Allow your students to search for further information in different websites. It is a good time to explain your students about the veracity of information on the internet.

**TIP:** If you notice that your students are not able to find information about this news, show them the video below. <https://www.youtube.com/watch?v=tUIV8eQViDs>

**SELF ASSESSMENT:** In this section the students will be able to evaluate themselves analyzing their development in English according to their commitment and expectations. Guide them about the importance of this section and reinforce that learning a new language requires lots of effort and practice but it can be fun!



# Volunteering



## Get started!

- Do you know the meaning of the word VOLUNTEERING?
- Have you ever thought about volunteering?
- Is volunteering a common practice in your country?





# Unit 1 – How to change the world

## Listening and Speaking



Take a look at the picture. In groups of 3 or 4, discuss about the following questions with your classmates:

- What is the relation between this picture and the unit's title?
  - What do you think about the clothes this kid is wearing? Are these common clothes for a boy in your country? What situations do you think it is common to wear them?
  - What is the relation to this kid and the flags on the table shown in this picture? Come up with a conclusion and tell your conclusions to the whole class.
- Now, you are going to watch a very important video from the channel Kid President on YouTube. This boy uses his channel to spread his thoughts using this social network. Let's see what he has to tell to people all over the world.

A screenshot of a YouTube video player. The main video shows a young boy in a dark suit and red tie, standing behind a wooden desk. On the desk are two small American flags and a nameplate that says "PRESIDENT". The boy is holding a small object in his hand and appears to be speaking. The video player interface includes a progress bar at the bottom showing 0:03 / 3:43, and a search bar at the top with "kid president" entered. To the right of the main video, there are three suggested videos with thumbnails and titles: "How Good SPREADS", "20 THINGS WE SHOULD SAY MORE OFTEN", and "Kid F the F Unite".

<https://youtu.be/4z7gDsSKUmU>

1. Now that you have already watched the video, read the sentences below about the Kid President and write **T** (true) or **F** (false).

- a) ( ) Only smart, famous and super cool people can change the world.
- b) ( ) You don't need to be loud and yell a lot.
- c) ( ) You need to have lot and lots of money to do something to help others.
- d) ( ) You have to complain a lot.

2. According to Kid President's speech, it is possible to change the world. What message would you provide to your friends, family and people interested in volunteering based on his statement? Write down a message (at least 2 lines) explaining your point of view.

---

---

---

It's time to have a talk with your classmate about volunteering work. After working in pairs, discuss with the whole classes about your opinions. Use the topics below to guide your discussion.

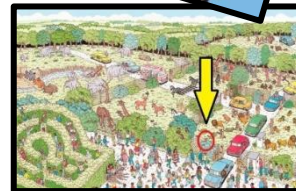
- ✓ What is necessary to become a volunteer?
- ✓ Is there more than one way of volunteering? If so, how is it?
- ✓ Is there any project in your community that helps those in need? How can you take part of it and help?
- ✓ Have you volunteered already?



## Reading Time!



- a) Do you know **Waldo**? If so, what can you say about him?
- b) If you don't, read the curiosity about him below.



Waldo is a character known for his distinct wardrobe and bobbed hat. He has traveled all over the world, through time, and to distant magical lands. He is always ready for an adventure with his walking stick in hand and trusty dog Woof by his side. His favorite hobbies are reading and collecting things from his many travels. ([www.waldo.wikia.com](http://www.waldo.wikia.com))

## Real Life Stories: *WHERE'S WALDO TAKES ON DEEPER MEANING FOR CONSTRUCTION WORKER*

For Jason Haney, he believes he's more than just helping to construct the new home for Memorial Children's Hospital; he's building a better future for children around the region. A labor foreman with J.J. White, general contractor of the \$50 million-dollar expansion, Jason takes this project personally. "My daughter needed special care when she was 3 years old and we took her to a children's hospital," says Jason, 41, of Walkerton.

Now 14 years later — his daughter Taylor, a recent graduate of John Glenn High School who is soon headed to Ball State University — Jason is filled with both pride and excitement for her future. It's the kind of future that he hopes for other kids, especially those receiving care at Memorial Children's Hospital.

In addition to using his construction skills five days a week at Memorial, Jason has been gladly applying his exceptional artistic skills to the delight of our pediatric patients. Ever since he was a kid, Jason has loved drawing portraits of everything from people to animals, and he's quite good at it.



So when co-worker Bob Taylor suggested the idea of a life size "Where's Waldo" cutout around the children's hospital construction area for patients to see, Jason knew it was something he had to do. Using



a 4-by-8 sheet of plywood at home, he cut out the outline of Waldo. With the help of his daughter Taylor, the father-daughter duo painted the wooden creation. With it completed by early April, Jason began the fun of randomly placing the figure in various locations that were visible to pediatric patients from the sixth floor.

It quickly developed into a game — once a child six floors up found Where's Waldo amid the construction work, Jason was notified and he would then move it to another location. It's become so popular that Jason even created a [Facebook page](#).

Tracy Byler, coordinator of the Child Life Program at Memorial Children's Hospital, says the kids really enjoy the challenge of looking for Waldo. But even bigger than the seven-foot-tall Waldo is the amazing bonds being forged between the construction teams and the staff and patients.

"I have been pleasantly surprised by their interest," says Tracy. "I had no idea that the construction crews would want to do anything extra special like this, outside of their typical work responsibilities. They have even come up to participate in our Bingo games."

Even if "Where's Waldo?" means only a momentary respite from the pain a child is being treated for at Memorial, Jason says the work he put into it is more than worth it. "I'm glad the kids are enjoying it," he says. "Being part of this construction project that is going to help kids means a lot to me and the others on the construction teams. It's going to be a great thing for our community."



What's the next artistic project for Jason at Memorial? Can anyone say Minions?

Thank you to Jason and the construction teams for their ongoing dedication to the construction of the 116,000-square-foot expansion as well as their kindness in giving of their time and talents to our patients.

<https://www.beaconhealthsystem.org/news/news-article?news=47>

### Glossary:

- Delight** = a strong feeling of happiness
- Cutout** = a shape or picture that is cut from a piece of paper, cardboard, etc.
- Outline** = a drawing or picture that shows only the shape of an object
- Staff/Crew** = a group of people who work for an organization or business





1. According to the text you have just read about Jason Haney, tick the right text genre.

( ) personal letter ( ) to do list ( ) greeting card ( ) song lyrics

( ) news report ( ) recipe

2. When do you use this kind of text genre in our daily lives? Write it down.

---

---

3. According to the text you read “Where is Waldo? takes on deeper meaning for construction worker”, write **T** for True or **F** for False:

a) ( ) Jason Haney is a psychologist that’s why he develops this job.

b) ( ) Jason Haney is working for Memorial Children’s Hospital, building it.

c) ( ) Jason began the fun of randomly placing the figure in various locations that were visible to pediatric patients from the fifth floor.

d) ( ) The kids at the Memorial Children’s hospital are not enjoying Jason’s idea.

e) ( ) The next artistic project for Jason at Memorial is Little Red Riding Hood.

4. In pairs or trios, find the information below in the text and write your answers down:

a) Jason daughter’s age when she needed special care:

---

---

b) Amount of money that is going to be spent constructing the hospital’s expansion:

---

---

c) University Jason’s daughter is about to go:

---

---

d) A talent Jason has since he was a kid:

---

---

e) Date of beginning of the game “Where is Waldo?”:

---

---

f) Child Life Program's coordinator about Waldo's project:

---

---

g) Social network used to "spread the news" about Waldo's project:

---

---

## Vocabulary

1. In the text you have just read there are some underlined words. Match the columns below to its correct definition. If you need help, you can use the online dictionary [dictionary.cambridge.org](http://dictionary.cambridge.org).

a) Hope /hoʊp/

b) Care /ker/

c) Bonds /bɑːndz/

d) Kindness /'kaɪnd.nəs/

e) Growth /grəʊθ/

( ) a close connection joining two or more people.

( ) an increase in the size or the importance of something.

( ) to want something to happen or to be true, and usually have a good reason to think that it might.

( ) the quality of being kind, gentle.

( ) the process of protecting someone or something and providing what that person or thing needs.



## Peer Work

✓ With a partner, talk about the following topics. Use the words provided in the Vocabulary Section above. Write your conclusions down. Comment about your answer.

1. What was the connection you could do between the text and volunteer work?

---

---

2. There are many projects that you can become a volunteer of. List how a person can help at a volunteering project in your community and post your conclusions on the group's padlet.

---

---

## Grammar Point



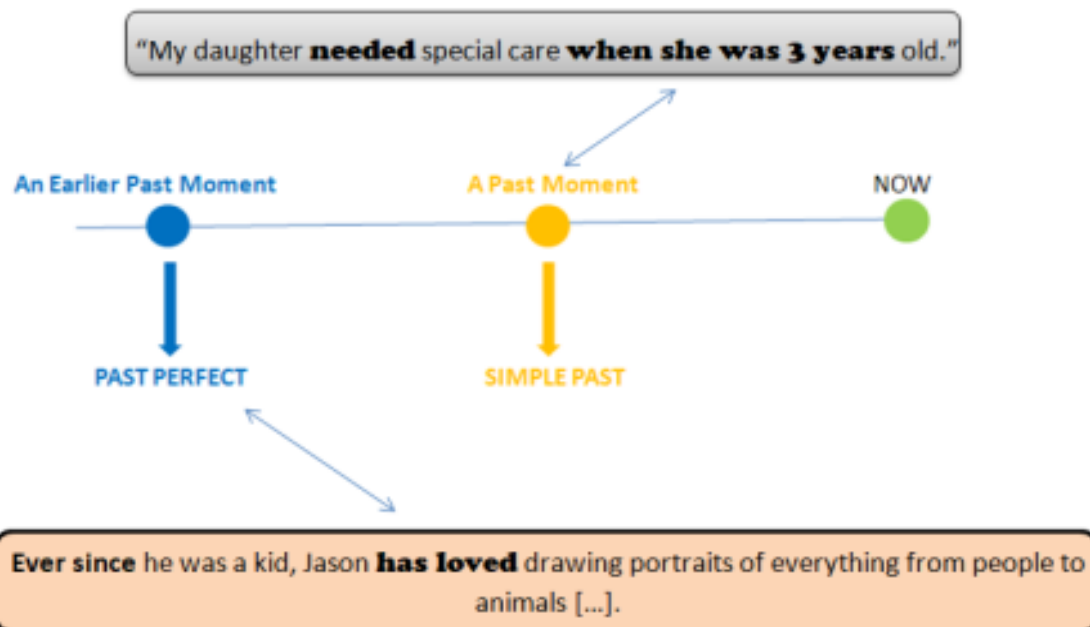
The sentences below were from the text you have just read about Jason Haney and his volunteer work. Go back to the text and highlight them. After doing this, pay attention to the structures in bold.

"My daughter **needed** special care **when she was 3 years** old."

**Ever since** he was a kid, Jason **has loved** drawing portraits of everything from people to animals [...].

- When we read both sentences, is there any similarity between them?
- Do both sentences express the same idea of time?
- Does the daughter still need help?
- Does Jason still love drawing portraits?

Let's check this:

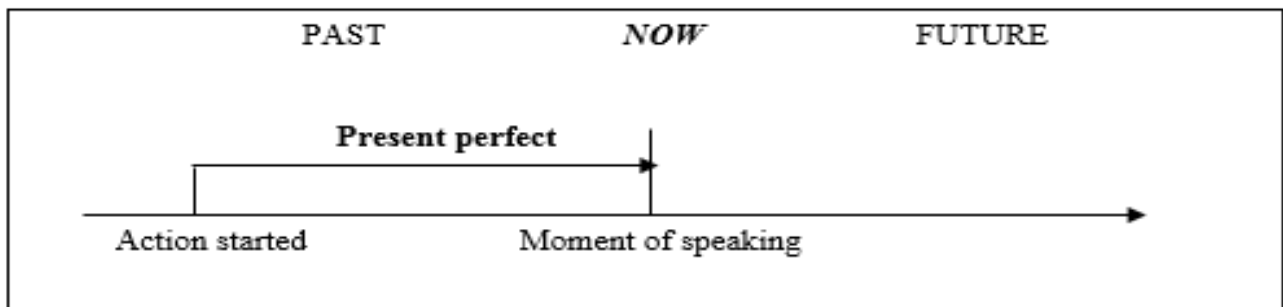




It's become so popular that Jason even created a [Facebook page](#).



It was not a success and now it has become one.



Jason **has been** gladly [...]

I **have been** pleasantly surprised by their interest," says Tracy.

➔ All of these sentences were talking about past action without specifying the exact moment they happened.

We use **HAVE** for the pronouns I, YOU, WE and THEY.

We use **HAS** for the pronouns HE, SHE, IT.

1. Following the example you have just seen; fill out the blanks with the right word.

- a) Jason \_\_\_\_\_ (has/have) been abroad.
- b) Alisson and Monica \_\_\_\_\_ (has/have) studied English before.
- c) My course \_\_\_\_\_ (has/have) started in 2014.
- d) Of course they \_\_\_\_\_ (has/have) played those songs before.

2. Read the blog entry below carefully. Pay attention to Selina's information then, do the activities.

The screenshot shows the Love Volunteers website. At the top left is the logo with a heart and a world map, and the text "love volunteers". To the right are social media icons for Facebook, Twitter, YouTube, Pinterest, and Instagram, along with "Sign Up" and "Log in" links. Below this is a navigation menu with buttons for "destinations" (Where you can go), "projects" (What you can do), "our model" (How it works), "our community" (Who has been), and "apply now" (And start changing lives). A secondary menu below has "how it works", "FAQ", "resources", "about us", and "contact".

The blog entry is titled "selina". It includes the following information:

- Name:** Selina
- Nationality:** UNITED STATES
- Age:** 20
- Destination:** Thailand
- Program Type:** Education Program
- Date:** Aug 2016, 2 weeks.

The main text of the blog entry reads: "My time in Chiang Mai has allowed me to experience so much more than I could have ever anticipated. I remember getting on my plane to Thailand with butterflies in my stomach, nervous because I simply didn't know what I would expect. Would I be adequate as an English teacher, especially since I had never formally taught before? Would I meet many other volunteers, especially since I was starting so late in the summer?"

A second paragraph reads: "Arriving in Chiang Mai and getting acquainted with Love Volunteers' partner organization, Friends for Asia, first thing really dispelled my anxieties. The FFA staff was very accommodating and were more than willing to address any concerns I had during my two weeks, whether it regarded my"

The image shows a group of about 15 children in white school uniforms posing in a classroom. Many of them are making a 'V' hand gesture. In the background, there is a whiteboard with Thai text and a clock. On the wall above the whiteboard are three small framed pictures.

<https://www.lovevolunteers.org/>

2. Underline the right alternative about Selina's experience in Thailand:

- a) Selina has/have traveled to Thailand.
- b) Selina has/have enjoyed her experience abroad.
- c) Selina has/have traveled by plane.
- d) Selina has/have worked as an English teacher over there.

3. What has Chiang Mai provided Selina? Underline the structure or sentence where it shows this evidence in the blog entry above and write down 2 sentences telling us about past experiences as a volunteer in your community or experiences you would have done while volunteering.

---

---

---

## It's time to write!



People need to fill out hundreds of forms throughout their lives.

Practicing this necessary and important skill can ease the process and prevent needless do-overs.

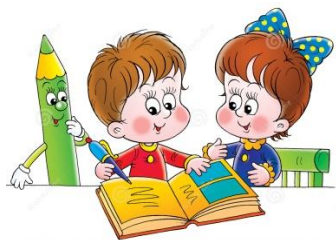
Whenever you decide to become a volunteer, it will be required from you to fill out an application form.

These kinds of forms and applications will require some basic information such as:

- ✓ Your full names;
- ✓ Birth dates;
- ✓ Address;
- ✓ Telephone number;
- ✓ E-mail address;
- ✓ Any other useful information they require.

## Let's practice!

There are many NGOs around the world and today we are going to talk about The Stroke Association. Before working with them, they require all participants to fill out a form. When you found out about the work they develop over there, you felt in love and you decided to apply for this volunteering experience.



They are going to interview people to join their staff and you are one of the pre-selected participants. Provide them all required information about yourself. Use the VOCABULARY and GRAMMAR you have just learned.



The Stroke Association is a NGO in London that helps people affected by stroke. You can have more detailed information about their job at [www.stroke.org.uk](http://www.stroke.org.uk)



Stroke Helpline: 0303 3033 100  
stroke.org.uk

Stroke  
association

# Volunteer application form

Please complete ALL sections of this form carefully.

## Personal details

Surname: \_\_\_\_\_

First names: \_\_\_\_\_

Please tick the appropriate box:

Mr

Mrs

Ms

Miss

Other: \_\_\_\_\_

Date of birth: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Address: \_\_\_\_\_

Postcode: \_\_\_\_\_

Telephone no (including area code): \_\_\_\_\_

Mobile no: \_\_\_\_\_

Email address: \_\_\_\_\_

## What are your interests?

- Work with stroke survivors (one to one, communication support, group activities)
- Fundraise for stroke (raise funds, support our events, events marshall)
- Speak up for stroke (campaign, share your experiences of stroke in the media)
- Help to prevent stroke (give talks, support Know Your Blood Pressure events, attend conferences and events)
- Help us run smoothly (special project work, internships, office and business support)
- Tell us what matters (share your experience, shape future policy)

## What skills and experience can you offer?

- |   |   |
|---|---|
| <input type="checkbox"/> Project management                           | <input type="checkbox"/> Fundraising                  |
| <input type="checkbox"/> Public speaking                              | <input type="checkbox"/> Arts and Crafts              |
| <input type="checkbox"/> Languages (please specify below)             | <input type="checkbox"/> Marketing                    |
| <input type="checkbox"/> Administration                               | <input type="checkbox"/> Managing people              |
| <input type="checkbox"/> Driving                                      | <input type="checkbox"/> Media and journalism         |
| <input type="checkbox"/> Event organisation                           | <input type="checkbox"/> Websites and social media    |
| <input type="checkbox"/> IT skills                                    | <input type="checkbox"/> Speech and language therapy  |
| <input type="checkbox"/> Campaigning                                  | <input type="checkbox"/> Training and Facilitation    |
| <input type="checkbox"/> Using my experience of stroke to help others | <input type="checkbox"/> Leadership and Governance    |
| <input type="checkbox"/> Sport and Exercise                           | <input type="checkbox"/> Other (please specify below) |

Briefly tell us about any other skills and interests you can share with us?

Tell us about your previous volunteering experience. If you did not have the chance to be a volunteer before, tell us why you want to become one.

## Going further...

1. Now that you know a little bit more familiar about the character Waldo, write down more detailed information about him below. Visit the website: [http://waldo.wikia.com/wiki/Waldo\\_Wiki](http://waldo.wikia.com/wiki/Waldo_Wiki) to get extra information.

a) Waldo's favorite color of clothes:

---

b) Waldo's accessories:

---

c) Waldo's company in trips:

---

d) Waldo's possible age: \_\_\_\_\_

2. Do a quick research on the internet about Jason's Facebook page and write down 2 new facts you found out about his project.



Fact 1-

---

---

Fact 2-

---

---

## Self Assessment

Ao final dessa unidade, já sou capaz de:

- Expressar a minha opinião sobre trabalho voluntário.
- Preencher formulários.
- Utilizar vocabulário específico sobre o tema voluntariado.
- Reconhecer a estrutura e o uso do presente perfeito simples.
- Ler e interpretar textos sobre o tema proposto pela unidade.





# Step by Step

Let's learn how to work with UNIT 2 of "JUST LIVE IT!" step by step.

Let me just remind you that the teacher should visit the website <https://pt-br.padlet.com/> and create a new padlet to this unit. Through this tool, students will be able to post the required activities previously asked by the teacher and he/she will be able to interact and boost the students' participation. The students can see their progress in this source.

**WARM UP:** The teacher will start working on the unit cover exploring and asking the students to describe each picture, making students think and express their opinion about the topic and the title of the unit. This brainstorming needs to make students involved to the theme.

**TIP:** The teacher can write down on the board some words they said while doing this activity to check pronunciation and/or relevance to the theme. As homework, the students should create a poster to post on the padlet the teacher created for the group. The teacher can also ask the student to make a collage with a picture of the student and the place they dream about visiting. This way, you as a teacher, can create an atmosphere to talk about exchange programs and trips abroad. Introduce the words ABROAD and OVERSEAS to your class.

After doing this brainstorming activity, the students are supposed to answer the questions provided in the book in pairs or trios. The teacher will check the students' answers and start a conversation using them.

**TIP:** The teacher can take some pictures of Michelle Obama and her family. This will give more credibility to the important role she developed not only as a brilliant citizen but also as a FLOTUS.

**LISTENING AND SPEAKING:** As a pre-listening activity, the students will work in pairs or trios and discuss about the questions from the book. The teacher can boost students' participation asking if they are familiar with this YouTube channel, if they know Michelle Obama and the important role she developed, the reason they made this video with her and etc. Reassure to your students that it's ok if they do not understand everything at first. You will show the video twice.

**Watch out:** The teacher needs to prepare an environment where students will have the chance to watch this video with a projector and audio system or on a TV. Encourage them to look for other videos on L2 to boost their listening.

After watching it, the teacher has to check the students' understanding in as much it has a connection to the questions asked above. This is a moment they will develop their critical thinking. After that, ask the students to do the activities.

**Activity 1:** The teacher has to provide the students some time to answer (**T** for true sentences or **F** for false sentences), **individually**. Check students' answers orally and discuss with them..

**Answer key:**      A) T              B) F              C) T              D) F              E) F

**TIP:** Highlight the difference between ADVISE and ADVICE giving some examples on how to use both words. The teacher can create a new kahoot game and ask the students to use them. Access the website <https://kahoot.it/#/>

**Activity 2:** Students need to check (✓) the correct statements. This activity must be done, ***individually***. The students should pair up to check their classmates' answers. This way, they are going to work collaboratively.

( ✓ ) ( ✓ ) ( ) ( ✓ ) ( ) ( ) ( ✓ )

**Let's talk/Peer Work:** The students should answer the questions provided in the book, first ***in pairs***, and then talk about their point of view to the whole class.

(As this is an open activity, there are no wrong answers)

**TIP:** An alternative approach: The teacher can also create a group using the app *WhatsApp* and ask the students to record themselves answering this activity or post their recording on their group padlet.

**READING:** The reading part consists of a pre-reading activity with charts which students should get to know the most famous destinations to those who wish doing an exchange program. After this activity, the students are supposed to read the main text and connect the pre listening texts to the main one.

The main text will be recorded by a native speaker, so, reproduce it while the students follow reading it.

**TIP:** The teacher should explore the glossary with the students giving examples when and how to use the new words from the text.

The post-reading activities 1 and 2 should be done ***individually***. The students will have the chance to give their opinion about the theme.

**Activity 1 - Answer Key:** (As this is an open activity, there are no wrong answers) – The teacher should correct this activity orally.

**Activity 2 - Answer Key:** ( ✓ ) Advising people about the advantages of being an exchange student.

**Activity 3 - Answer Key:** (As this is an open activity, there are no wrong answers)

**TIP:** The teacher should correct these activities ***orally*** or ask the students to post their answers on the padlet.

**VOCABULARY:** In order to acquire new vocabulary based on the texts the students have read, they should listen to the new words and then, match the columns on activity 1. In activity 2, students have to fill in the blanks the right word. In both activities, the teacher has the chance to check and correct pronunciation and also reinforce the importance of the use of a monolingual dictionary. In activity 3, the teacher should review the countries and nationalities. These activities should be done ***individually***.

**Activity 1 - Answer Key:**

( C )

( E )

( G )

( A )

( D )

( B )

( F )

**Activity 2 - Answer Key:**

a) incredible

b) needless

c) brand new

d) landmark

e) wonder

**Activity 3 - Answer Key:**

a) Brazilian

b) Canadian

c) English

d) Japanese

e) American/North American

f) South African

g) Spanish

h) Argentinian

i) Portugal

j) French

k) Mexican

l) Italian

**TIP:** The teacher should correct these activities orally asking the students the country and the nationality.

**GRAMMAR:** In this part, the students will have the chance to explore the grammar structures presented along the unit, but do not forget that you have to teach it inductively (without explaining only the rules).

**TIP:** Encourage your students to observe the examples and challenge themselves to learn through examples and practice them.

- 1) Ask them if they are able to see anything in common among these sentences presented in the examples.
- 2) Ask them to make up sentences orally giving advices about some situations you will prepare previously.

**TIP:** Guide them about possible sentences we use whenever we need to give advices.

**Activity 1:** Match the columns using the correct advice.

**Activity 1 -Answer Key:**

( b )

( e )

( f )

( d )

( a )

( c )

**Activity 2:** Students need to write their own pieces of advice about the situations provided in the book, *individually*. (This activity has open answers – there are no wrong or right answers).

**TIP:** Reinforce to your students that we can also give “negative pieces of advice”.

**Activity 3:** Tell your students to give some pieces of advice about the situations provided on the book when we decline giving an advice. (This activity has open answers – there are no wrong or right answers).

**WRITING:** The students will have the chance to learn about the importance of a testimony and when we write it. Call your students’ attention to the stories provided on the book and boost them to get any common thing on them.

**Activity 1:** Ask the students to write their opinion down about the topics asked in activity 1. (This activity has open answers – there are no wrong or right answers).

**TIP:** The teacher can invite a foreigner or somebody who had already been an exchange student to talk about this experience to the whole class. The students can prepare some questions in advance to ask this visitor. If there isn’t anybody you know who had already experienced that, you can show this video to the group.  
<https://www.youtube.com/watch?v=1Ai1KB8XSUU> or <https://www.youtube.com/watch?v=4uxSnC81EZo>

**TIP 2:** Show your students some commercial profiles on social networks and explain to them the impact a post can have in the niche marketing.

Now it is your students' chance to advise a foreign friend who is interested in living in Brazil as an exchange student. Ask them to write their pieces of advice and post it on the group's padlet. They will have the chance to share their opinion about a common topic and they will also have the chance to check their classmates' point of view.

**GOING FURTHER:** In this section, the students will need to check further information on the internet about foreigners shock while in Brazil. This video can give students an overview about foreigner's opinion about their own country. The teacher can create a fantastic debate about Brazilian culture and compare it to the L2 culture. This will be a valid moment where they will learn how to respect others' culture and habits.

**TIP:** Provide your students the chance to watch the video on You Tube on the Wolters World Channel.

<https://www.youtube.com/watch?v=SpnNuSQZcKE>

**Activity 1:** Group discussion about cultural differences.

**Activity 2:** The students are supposed to write down and summarize the 12 shocks foreigners will have when they talk about Brazil. Allow your students to watch this video more than once. You can also comment about the places this family had been while recording this video, in specific.

**SELF ASSESSMENT:** In this section the students will be able to evaluate themselves analyzing their development in English according to their commitment and expectations. Guide them about the importance of this section and reinforce that learning a new language requires lots of effort and practice.

Have a nice trip! ;)

# Living Abroad



## Get Started

### **Find someone:**

- a) who has already ever thought about spending some time in a foreign country.
- b) who thinks it is important to travel abroad.
- c) who has expectations do you have about living/studying abroad.
- d) who has a fear about going to another country.
- e) who wants to visit an exotic place.



# Unit 2 – Being an Exchange Student



## Listening and Speaking



Before doing the listening activity, take a look at the picture below and answer the questions:

- Do you know this woman from this picture? If so, what was her role in society until 2016?
- How do you think this woman's speech can contribute to the theme of unit's title?



Michelle Obama has become one of the most admired women of the world for being able to discuss many different subjects as THE FIRST LADY of the United States . She made the difference while her husband, Barack Obama, was the president of the United States of America. Michelle developed a lot of volunteering work and engaged not only her family but a lot of American citizens on this cause.

Now that you are a little bit more familiar with the FLOTUS (First Lady Of The United States) Michelle Obama, let's watch this message she has to say to us.

<https://www.youtube.com/watch?v=mVBx1HQ0GRc>

The screenshot shows a YouTube video player with the title "MICHELLE OBAMA ON STUDYING ABROAD". The video is at 0:41 / 2:55. The player interface includes a search bar, a play button, and a progress bar. To the right of the video, there is a "Próximo" (Next) section with several video recommendations, including "Why Study Abroad | Marina Meijer | TEDxDelftSalon" and "The First Lady on the Importance of Studying Abroad".

1. According to the video you have just watched where Michelle Obama gives advices about studying abroad, check (✓) the correct statements.

( ) CNN Student News is a ten-minute, commercial-free, daily news program designed for middle and high school classes.

( ) Michelle Obama criticizes students who believe living abroad can be helpful when people decide to get a job.

( ) Michelle Obama was in China discussing about exchange programs with Chinese international students.

( ) Michelle Obama said we do not need to be open minded while living abroad.

( ) When Michelle Obama got her first passport stamp, she had the chance to visit France and she was able to speak French very well.



**Advice** = *noun* [U] UK /əd'vaɪs/ US /əd'vaɪs/ an opinion that someone offers you about what you should do or how you should act in a particular situation.

**Advise** = *verb* UK /əd'vaɪz/ US /əd'vaɪz/ to give someone an advice.

2. In Michelle Obama's message we could see some precious hints. If you had to advise a friend who is interested in becoming an exchange student, what pieces of advice would you give? Check (✓) the correct statements.

( ) Choose a country of your preference.

( ) You should have a valid passport to travel abroad.

( ) You should travel abroad just for fun.

( ) In order to save money, you should look for better prices while making a reservation or buying an airplane ticket.

( ) You should speak more than three languages.

( ) You can only travel abroad if you are less than 65 years old.

( ) You should save money to spend in the country you are going to visit.



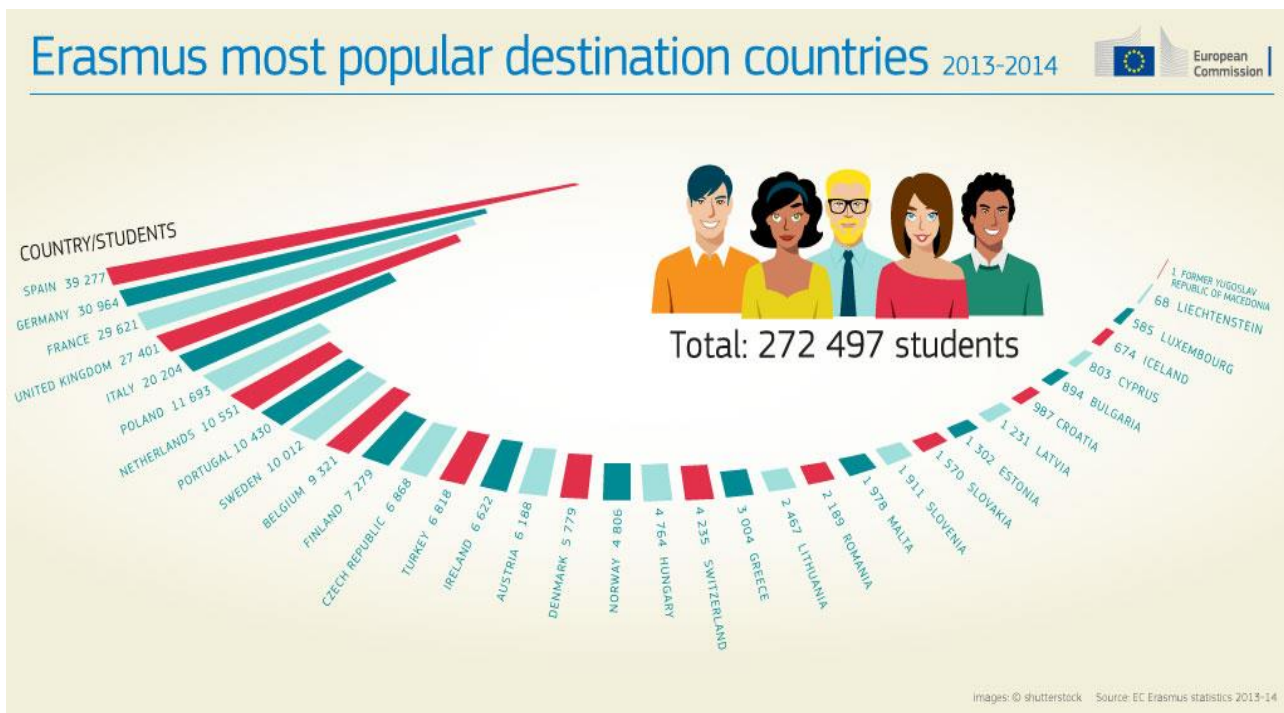
# Peer Work

It is time to have a talk with a partner! Let's talk about the challenges and the experience of being an exchange student. Use the questions below to guide your conversation.

- a) When a person decides to travel abroad, do you think they will always feel welcome in the host country?
- b) Have you been abroad? If so, where have you been? If not, where would you like to visit?
- c) In your opinion, what are the most challenging things an exchange student goes through while getting the documents to travel?
- d) What situation do you think it is the worst one to deal with when you are abroad, lack of vocabulary to keep a conversation, missing home or missing food?
- e) In your opinion, what are the pros and cons of being an exchange student?

# Reading Time!

Have you ever had the curiosity to research about the most famous destinations to do an exchange program? How old are the participants? What kind of course do they usually attend abroad? Let's check the data ERASMUS provided us below.



[http://ec.europa.eu/programmes/erasmus-plus/about\\_en](http://ec.europa.eu/programmes/erasmus-plus/about_en)



## Typical Erasmus student

2012-2013



**61%**  
of Erasmus students are **women**



Age

**22**  
years old

### Erasmus student levels



Time abroad

**6**  
months

### Equipped with skills that boost employability



Average grant per month

**272**  
€

[http://europa.eu/rapid/press-release\\_IP-14-821\\_en.htm](http://europa.eu/rapid/press-release_IP-14-821_en.htm)



**ERASMUS +** is the EU's programme to support education, training, youth and sport in Europe. Its budget of €14.7 billion will provide opportunities for over 4 million Europeans to study, train, gain experience, and volunteer abroad. [http://ec.europa.eu/programmes/erasmus-plus/about\\_en](http://ec.europa.eu/programmes/erasmus-plus/about_en)

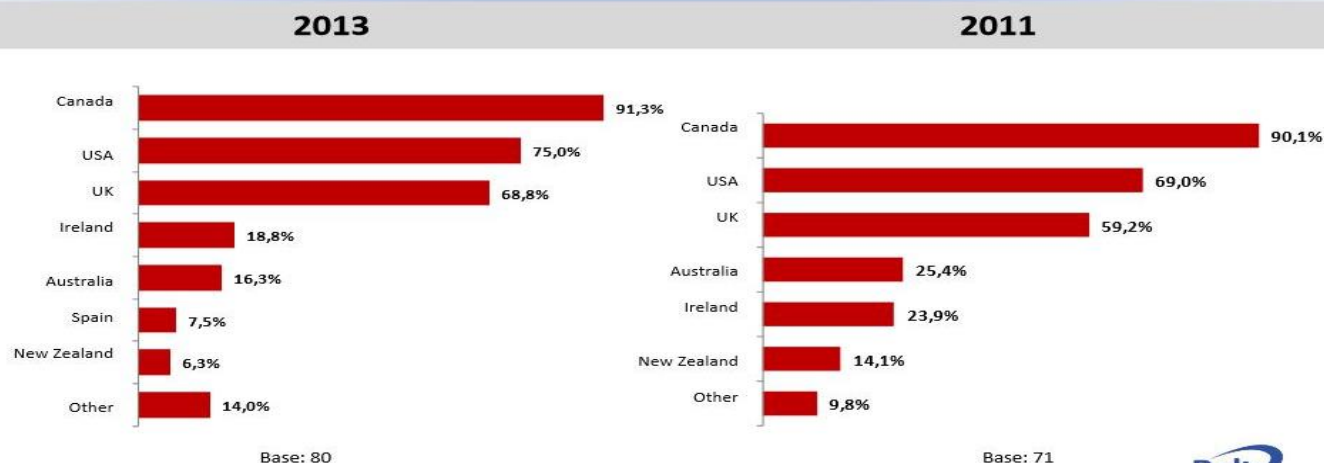
**BELTA** is a non-profitable civil society created in 1992 committed to acquainting, promoting, intermediating and executing education and exchange program services in Brazil and overseas. [www.belta.org.br](http://www.belta.org.br)

What about Brazilian students? In your opinion, what are the most common destinations Brazilians in general choose? Let's check it in the data provided by BELTA below.

## Ranking of destinations remain

The Countries USA, Canada and UK remain among the most favorite of the students. Note that both in 2011 and 2013, the significant interest in the UK is exclusively for England.

### Main countries of destination for students



Q. Currently, what are the 3 main countries that have attracted more interest from students looking for courses abroad? (AND MULTIPLE SPONTANEOUS)



Belta Educacional & Linguagem Associados

# 10 Benefits to Studying Abroad

Studying abroad may be one of the most beneficial experiences for a college student. By studying abroad, students have the opportunity to study in a foreign nation and take in the allure and culture of a new land. Here is a list of the top 10 reasons to study abroad!



## 1. See the World

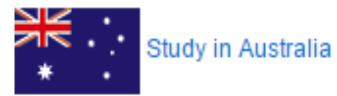
The biggest reason you should consider a study abroad program is the opportunity to [see the world](#). By studying abroad, you will experience a brand-new country with incredible new outlooks, customs and activities. The benefits of studying abroad include the opportunity to see new terrains, natural wonders, museums and landmarks of your host nation.

In addition, when you're abroad, you won't be limited to traveling in just the nation in which you are studying – you can see neighboring countries as well! For example, if you study in France, you'll have the option to travel through various parts of Europe including [London](#), [Barcelona](#), and [Rome](#).

## 2. Education

Another reason you might consider studying abroad is for the chance to experience [different styles of education](#). By enrolling in a study abroad program, you'll have the chance to see a side of your major that you may not have been exposed to at home.

You'll find that completely immersing yourself in the education system of your host country is a great way to really experience and understand the people, its traditions, and its culture. Education is the centerpiece of any study abroad trip—it is, after all, a study abroad program—and choosing the right school is a very important factor.



## 3. Take in a New Culture

Many students who choose to study abroad are leaving their home for the first time. When they arrive in their new host country, they are fascinated by the distinct cultural perspectives. When you study abroad you will find incredible new foods, customs, traditions, and social atmospheres.

You will find that you have a better understanding and appreciation for the nation's people and history. You will have the opportunity to witness a completely new way of life.

### Study Abroad Center

› Program Search

› Study Abroad Blog

› Study Abroad Guide

*Study Abroad Advice*

› [An Overview of Study Abroad](#)

› [Collaborative Study Abroad](#)

› [Making Adjustments While Studying Abroad](#)

› [Study Abroad Safety Tips](#)

› [Keeping in Touch](#)

› [Study Abroad, Learn About Yourself](#)

› [UK vs. USA Education System](#)



#### 4. Hone Your Language Skills

Chances are if you're planning on studying abroad, one of the major draws is the opportunity to study a foreign language. Studying abroad grants you the opportunity to completely immerse yourself in a new language, and there is no better way to learn than to dive right in.

In addition to the considerable language practice you will get just in day to day life, your host university will likely offer language courses to provide you with a more formal education. Immerse yourself in a new culture and go [beyond a purely academic experience](#)

#### 5. Career Opportunities

When you finish your study abroad program and return home, you will return with a new perspective on culture, language skills, a great education, and a willingness to learn. Needless to say, all of these are very attractive to future employers.

Many students find that they love their host country so much that they decide to seek work there. If you can relate, you will find that a local education will be very valuable when searching for a potential job in that country.

#### 6. Find New Interests

If you are still questioning why to study abroad, you should know that studying in a different country offers many new activities and interests that you may never have discovered if you'd stayed at home. You might find that you have an as-yet undiscovered talent for hiking, water sports, snow skiing, golf, or various other new sports you may never have tried back home.

You'll also have the chance to discover other new and exciting forms of entertainment. Plays, movies, dancing, nightclubs, and concerts are just a few activities that you can enjoy.

#### 7. Make Lifelong Friends

One of the biggest benefits of studying abroad is the opportunity to meet new lifelong friends from different backgrounds. While studying abroad, you will attend school and live with students from your host country. This gives you the opportunity to really get to know and create lasting relationships with your fellow students.

After the study abroad program ends, make an effort stay in contact with your international friends. In addition to rewarding personal relationships, these friends can also be important networking tools later down the road.

#### 8. Personal Development

There is nothing quite like being on your own in a foreign country. You might find that studying abroad really brings out your independent nature. Students who study abroad become explorers of their new nation and really discover the curiosity and excitement that they harbor.

A benefit to studying abroad is the opportunity to discover yourself while gaining an understanding of a different culture. Being in a new place by yourself can be overwhelming at times, and it tests your ability to adapt to diverse situations while being able to problem solve.

#### 9. Graduate School Admissions

Like future employers, graduate school admissions boards look very highly on study abroad experiences. Students that study abroad display diversity and show that they aren't afraid to seek out new challenges or put themselves in difficult situations.

Most importantly, students who have studied abroad show just how committed they are to their education. Graduate schools regularly look for candidates who will bring a unique aspect to their university. Students who have studied abroad have shown that they have the curiosity and educational acumen to be a leader in graduate school.

## 10. Life Experience

Why study abroad? For most students, this time may be the only opportunity they ever get to travel abroad for a long period of time. Eventually you will find a job and career, and the opportunity to study abroad may turn out to be a once in a life time opportunity.

Take this opportunity to travel the world with no commitments but to study and learn about new cultures. Studying abroad is an experience unlike any other.

<https://www.internationalstudent.com/study-abroad/guide/ten-benefits-to-studying-abroad/>

### Glossary:

**Allure:** the quality of being attractive, interesting, or exciting.

**Land:** the surface of the earth that is not covered by water.

**Brand new:** completely new, especially not yet used.

**Enroll:** to put yourself or someone else on an official list for an activity or for membership in a group, or to accept someone in such a list.

**Draw:** to make a picture of something or someone with a pencil or pen.

**Immerse:** to become completely involved in something.

**Lifelong:** lasting for the whole of a person's life.

1. In our opinion, why do Brazilian students prefer to do their exchange program in English Speaking Countries like Canada, United States of America, United Kingdom, Ireland and Australia, respectively?

---

---

---

2. In your opinion, the text 10 Benefits to Studying abroad has the intention of:

- ( ) Advising people about the problems of being an exchange student.
- ( ) Advising people about the advantages of being an exchange student.
- ( ) Getting people more and more confused about exchange programs and how they work.

3. The text *10 Benefits to studying abroad* only shows the advantages of doing an exchange program. After reading it, do you believe there are also cons to those who dare to live a new life in a different country? Justify your answer.

---

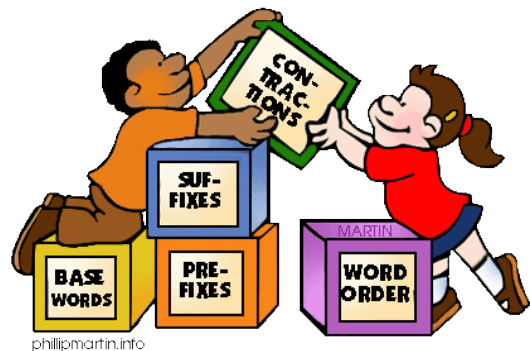
---

---

## Vocabulary

1. Match the columns below to its correct definition. If you need help, you can use the online dictionary [dictionary.cambridge.org](http://dictionary.cambridge.org):

- a) terrain /tə'reɪn/
- b) hone /hoʊn/
- c) dive in /daɪv/
- d) fellow /'fel.oʊ/
- e) harbor /'hɑːbər/
- f) overwhelming /,oʊ.və-/
- g) acumen /ə'kjuː.mən/



- ( ) to start doing something suddenly and energetically, often without stopping to think
- ( ) a protected area of water next to the land where ships and boats can be safely kept
- ( ) skill in making correct decisions and judgments in a particular subject, such as business or politics
- ( ) an area of land, when considering its natural features
- ( ) used to refer to someone who has the same job or interests as you, or is in the same situation as you
- ( ) to make an object sharp
- ( ) difficult to fight against

2. Complete the sentences using the provided words in the box.

BRAND NEW NEEDLESS WONDER INCREDIBLE LANDMARK

- a) Maria had an \_\_\_\_\_ experience on her exchange program.
- b) \_\_\_\_\_ to say she is a great professional.
- c) Take a look at my \_\_\_\_\_ car.
- d) That's an amazing \_\_\_\_\_.
- e) I \_\_\_\_\_ when he is going to be back.

## Grammar Point

The sentences below were all in the text 10 Benefits to Studying Abroad. Read them carefully.

**The biggest reason you should consider a study abroad program is the opportunity to see the world.**

**Another reason you might consider studying abroad is for the chance to experience different styles of education.**

**Immerse yourself in a new culture and go beyond a purely academic experience.**

**Make an effort stay in contact with your international friends.**

- ✓ Were you able to find anything in common on those 4 sentences?

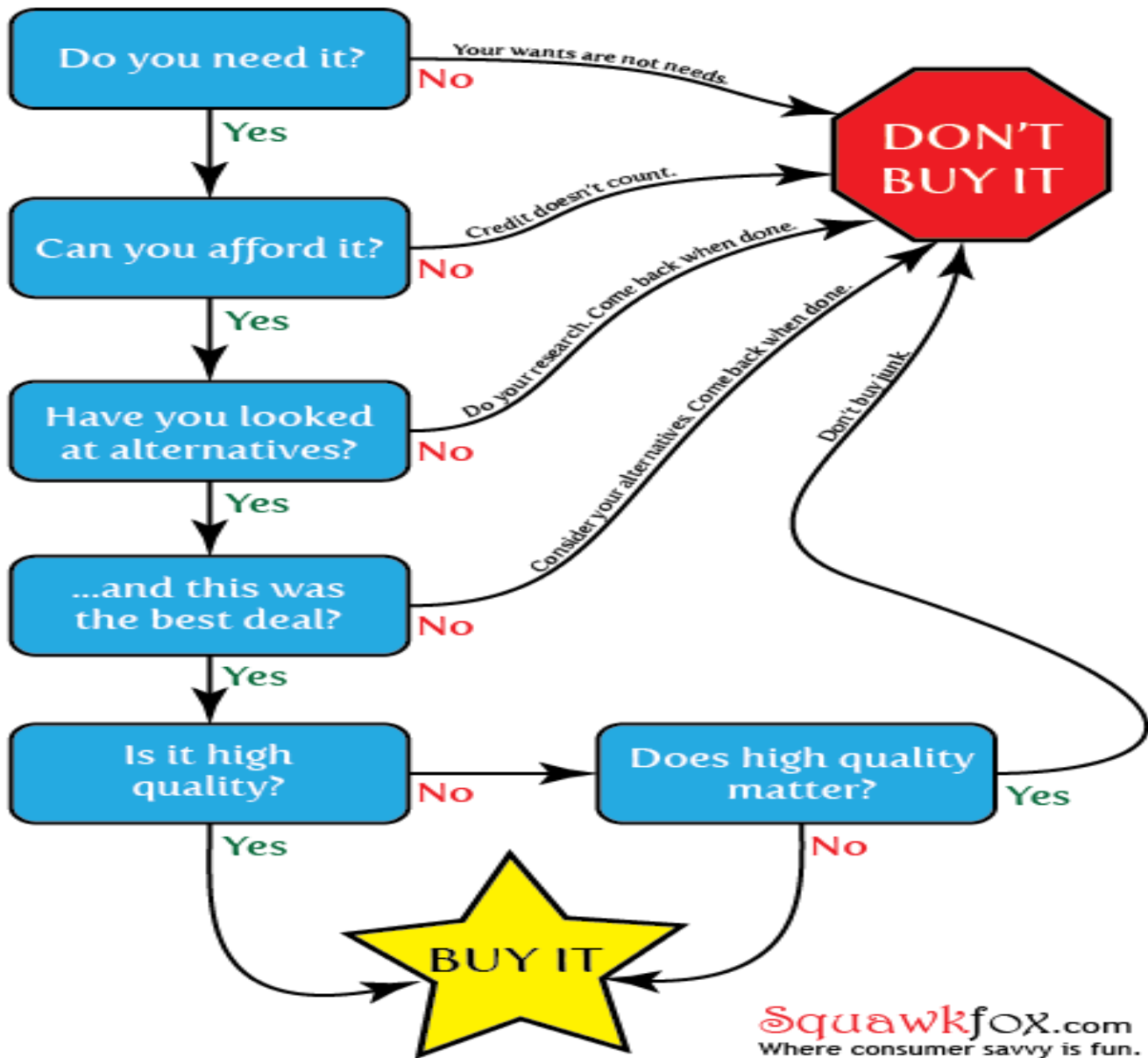


All of these sentences were giving the reader an advice.

We usually use this kind of sentence when we want to give our opinion about a subject, an action we believe the person should do or follow according to our point of view.

See the example below:

# Should You Buy It?



Squawkfox.com  
Where consumer savvy is fun.

The most common sentences used when you want to give an advice are:

1. (I think/I really think) you need to/must/should...
2. How about ...?
3. It is usually a good idea to...
4. My suggestion/advice is (to)...
5. Why don't you ...?
6. You could (try) ...
7. You probably/definitely/really should...



## Let's practice!

1. Match columns using the Grammar Structure you have learned.

a) I am gaining a lot of weight.

b) I am too tired.

c) I want to go to the movies with my girlfriend but I don't know if she will like it.

d) I am trying to be healthier.

e) I've been having a terrible headache.

f) I am spending too much time stuck in traffic.

( ) I suggest that you take a day off and rest.

( ) You must see a doctor.

( ) Try cycling to work.

( ) You ought to eat more fruit and vegetables.

( ) You should take some exercise.

( ) You have to take her to see that movie. She'll love it.



2. You are going to have some situations and you should give advice according to your point of view. Use the expressions in brackets.

a) Imagine your friend is gaining weight and she asks you an advice. What would you say to her? (I think you need to/must/should...)

---

---

b) One 18-year-old boy went to a party, drank alcoholic drinks and now he wants to go home driving his car. What would you say to him? (How about ...?)

---

c) A friend of yours went to the beach and he lost his cellphone over there. What would you say to him? (It is usually a good idea to...)

---

---

---

d) Your parents won the lottery. What would you advise them to do? (My suggestion/advice is /to...)

---

---

---

e) Your sister wants to have a baby but she is afraid. What would you recommend her? (You probably/definitely/really should...)

---

---

**You can also decline giving an advice. Use expressions like:**

- ✚ I don't know what to advise, I'm afraid. I wish I could suggest something, but I can't. I wish I could help.
- ✚ I'm afraid I can't really help you.



3. It's your turn to decline giving an advice. Let's practice it.

a) Which pair of shoes do you think Emily should buy?

---

---

---

---

---

---

---



b) Where should this family travel to?

---

---

---

---



c) The teacher graded your friend's test wrongly. You don't know how to help him.

---

---

---

---



d) Your neighbor has complained a lot about stomachache and he went to the eye doctor. What would this doctor say to him?

---

---

---

---



## It's time to write!

Let's think a little bit about our daily life. There are lots of things to read everywhere we go. While reading, have you ever read a testimony? If so, what was it about? In general, people usually write testimonies when they want to give their opinion about something they have faced before. Now, read carefully these three stories from different sources. Enjoy them!

<https://brocku.ca/humanities/humanities-students/student-exchange>



Brianna Smith (English) studied at University of Canberra, Australia

*Before I signed up for an exchange I felt like I needed a change and a change is exactly what I encountered while abroad. It was one of the hardest things I have ever tested myself with and even though it sounds cliché, going on this exchange has changed my life. Literally who I am now that I am home and my plans for my future have all been adjusted because of my experiences.*

*Best thing I've ever done, professionally and personally.*

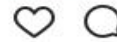


exchangeourworld

Seguir

exchangeourworld Today's #TravelTuesday picture comes from Angelika, a Polish student who participated in the 2016 Summer Work and Travel program. Last June, Angelika packed her bags for Cedar Point, Ohio, where she spent four and a half months living, working, and traveling!! She worked at an amusement park during the week, and spent the weekends traveling across the country! While she was immersed in American culture, she introduced her friends and colleagues to Polish culture. Through her eye-catching Instagram feed - and her travel blog - she introduced her Polish friends at home to slices of American life. Thanks for sharing your story with us, Angelika, and thanks @iee\_workandtravel\_usa for coordinating these life-changing programs!

exchangeourworld #j1 #swt #summerworktravel #americanlife



142 curtidas

<https://www.instagram.com/p/BVSDuR7Ahuk/?taken-by=exchangeourworld>

1. What do these testimonies have in common? What kind of experience are they talking about? Were they successful? What evidence we can have from the text to prove it?

---

---

---

---

---



## Peer Work



Nowadays, lots of companies have been using the social networks like FACEBOOK and INSTAGRAM to promote their business. They found an important niche market among these users which is pretty efficient. Lots of people who are interested in their product start following this kind of profile in order to have more information about the topic of interest. We saw this on the third testimony above. Do you follow any company social network profile? If so, what kind of product do they offer online? If you don't, would you like to follow any? What kind of product would you be interested in buying? Have you been to any store to buy a product a company offered online? Peer up and discuss about these topics before going to the writing section.

## Let's practice writing!



You are a passionate of technology and social networks. You like posting videos, pictures and comment on others' posts too. One day, you started chatting with people from other countries to practice English and you made many new friends. A friend you have met over the internet wants to become an exchange student in Brazil and he has sent you an inbox message on one of your social networks.

His name is Adam and he is sixteen years old. He lives in Atlanta, USA and he is really in love with Brazil and its natural beauties. His dream is becoming an exchange student. At the same time he wants to live in Brazil, he is in doubt about where to go. There are so many options for him! Reply his message answering the topics below suggesting things that could help him to take the best decision. Tell him what you think about your homeland and why you think he should choose Brazil.

- Some places you believe your friend would like to live and the best schools to enroll.
- Things your friend could do in the places you



suggest and the most common destinations for vacation

- Tell him about the sports he can practice and also some curiosities about your culture, habits and food.

## Going further...

You will find lots and lots of videos praising Brazil and its beauty. They re an invitation to visit this marvelous country. There is a channel on you tube named “Wolters World” you should watch. This family loves traveleing, visit new places and post a video online to show their point of view about they places they had been. It is a very nice way to advise people about where to go and what to do facilitating planning trips. In this video in specific, this family talks about things that can shock and at the same time, surprise visitors.

1. Let’s watch the video below and discuss with your classmates if you guys agree or disagree about what this guy has said about Brazil.

<https://www.youtube.com/watch?v=SpnNuSQZcKE>



The screenshot shows a YouTube video player. The video title is "10 Things That Will SHOCK You Brazil". The channel is "Wolters World". The video is described as "10 Things That Will SHOCK You About Traveling The World S1 • E13" and "Visite o Brasil - 10 coisas sobre o Brasil que irão te chocar". The video is filmed in Mariana, MG, Brazil, and copyrighted by Mark Wolters in 2016. The player shows a progress bar at 0:05 / 11:02.

2. Let's keep track of the 12 things that shocked this guy from the channel Wolters World.

a) Shock #1:

---

---

---

---



b) Shock #2

---

---

c) Shock #3:

---

---

d) Shock #4:

---

---

e) Shock #5:

---

---

f) Shock #6:

---

---

g) Shock #7:

---

---

h) Shock #8:

---

---

i) Shock #9:

---

---

j) Shock #10:

---

---

k) Shock #11:

---

---

l) Shock #12:

## Self Assessment

Ao final dessa unidade, já sou capaz de:

- Expressar a minha opinião sobre intercâmbio.
- Responder mensagens transmitidas em redes sociais.
- Utilizar vocabulário sobre o tema intercâmbio.
- Dar conselhos sobre situações específicas.
- Ler e interpretar textos sobre o tema proposto pela unidade.



## IMAGES

### Cover:

Image 1 – world [http://www.playasmexico.com.mx/articulo\\_playas.php?id\\_article=4336](http://www.playasmexico.com.mx/articulo_playas.php?id_article=4336)

Image 2 – volunteers <http://blogs.hrblock.com/2016/10/13/volunteer-work-tax-deductible/>

Image 3 - <https://www.pinterest.pt/pin/355432595573382309/>

### Unit 1 Cover:

Image 1 - <https://goodnewsfl.org/difference-makers-florida-guardian-ad-litem/>

Image 2 - <http://zispb.lt/apie-mus/savanoryste>

Image 3 - <http://clipart-library.com/multicultural-cliparts.html>

Image 4 - <http://www.doverport.co.uk/about/news/calling-all-volunteers-for-the-shakespeare-beach-c/13091/>

Image 5 – <http://ioeste.com.br/ioeste-siga-a-dica-horta-comunitaria-do-bairro-sao-pedro-em-santana-do-parnaiba-sp/>

Image 6 - <http://fathomaway.com/postcards/good/24-best-global-volunteer-opportunities/>

### Unit 1

Image 1 – <https://www.frontroyalchamber.com/october-lets-talk-business-roundtable/>

Image 2 - [https://www.123rf.com/photo\\_8906476\\_illustration-of-a-group-of-kids-talking.html](https://www.123rf.com/photo_8906476_illustration-of-a-group-of-kids-talking.html)

Image 3 – <https://youtu.be/4z7gDsSKUmU>

Image 4 - <http://www.clipartpanda.com/categories/tip-20clipart>

Image 5 – <https://www.frontroyalchamber.com/october-lets-talk-business-roundtable/>

Image 6 - <http://deadline.com/2016/03/where-waldo-seth-rogen-evan-goldberg-mgm-classic-media-1201716970/>

Image 7 - <http://thefuturecomedy.com/>

Image 8 - <http://waldo.wikia.com/wiki/Waldo>

Image 9 - <http://www.clipartpanda.com/categories/tip-20clipart>

Image 10 - <https://www.beaconhealthsystem.org/news/news-article?news=47>

Image 11 - <https://www.beaconhealthsystem.org/news/news-article?news=47>

Image 12 – <https://www.beaconhealthsystem.org/news/news-article?news=47>

Image 13 - <http://chrispiascik.com/tag/practice-makes-perfect/>

Image 14 – <https://br.pinterest.com/pin/441000988492698831/>

Image 15 - <https://www.frontroyalchamber.com/october-lets-talk-business-roundtable/>

Image 16 – <http://azuarondesign.com/english-grammar-clipart.html>

Image 17 – <http://www.canstockphoto.com/illustration/watch-out.html>

Image 18 - <https://www.lovevolunteers.org/>

Image 19 - <http://laoblogger.com/girl-at-school-clipart.html>

Image 20 – <http://culture.gov.mn/c/711>

Image 21 - <http://www.clipartpanda.com/categories/tip-20clipart>

Image 22 – <https://www.stroke.org.uk/take-action/volunteering/volunteer-resources>

Image 23 – <https://www.stroke.org.uk/take-action/volunteering/volunteer-resources>

Image 24 - <https://www.homeschool-life.com/nc/agape/>

Image 25 – <https://www.linkedin.com/pulse/here-3-questions-your-weekly-self-assessment-schmidt-cand-phil->

Image 26 - <http://community.mis.temple.edu/mis4596sec003sp2015/tag/self-assessment/>

## Unit 2

Cover - <https://www.flickr.com/photos/paulbailey/6767871529>

Image 1 – <https://www.frontroyalchamber.com/october-lets-talk-business-roundtable/>

Image 2 - [https://www.123rf.com/photo\\_8906476\\_illustration-of-a-group-of-kids-talking.html](https://www.123rf.com/photo_8906476_illustration-of-a-group-of-kids-talking.html)

Image 3 – <http://www.clipartpanda.com/categories/tip-20clipart>

Image 4 - <http://www.clipartpanda.com/categories/tip-20clipart>

Image 5 - <https://www.youtube.com/watch?v=mVBx1HQ0GRc>

Image 6 - <https://www.frontroyalchamber.com/october-lets-talk-business-roundtable/>

Image 7 - [http://ec.europa.eu/programmes/erasmus-plus/about\\_en](http://ec.europa.eu/programmes/erasmus-plus/about_en)

Image 8 - [http://europa.eu/rapid/press-release\\_IP-14-821\\_en.htm](http://europa.eu/rapid/press-release_IP-14-821_en.htm)

Image 9 - <http://www.clipartpanda.com/categories/tip-20clipart>

Image 10 - <http://www.belta.org.br/>



Image 11 – <https://www.internationalstudent.com/study-abroad/guide/ten-benefits-to-studying-abroad/>

Image 12 – <https://www.internationalstudent.com/study-abroad/guide/ten-benefits-to-studying-abroad/>

Image 13 - <https://www.internationalstudent.com/study-abroad/guide/ten-benefits-to-studying-abroad/>

Image 14 - <http://azuarondesign.com/english-grammar-clipart.html>

Image 15 – <http://brazilflag.facts.co/brazilflagof/brazilflag.php>

Image 16 – <https://www.theflagstore.ca/store/shop/sewn-nylon-canadian-flag/>

Image 17 - <http://www.ebay.co.uk/bhp/england-flag>

Image 18 – <http://www.lavilleauxlivres.com/salon-du-livre-et-de-la-bd/30eme-salon-livre-de-bande-dessinee/>

Image 19 - <http://wallpapercave.com/usa-flag-wallpaper>

Image 20 - <https://www.shutterstock.com/video/search/bloemfontein/>

Image 21 – <http://spainflag.facts.co/spanishflagof/spainflag.php>

Image 22 - <http://argentinaflag.facts.co/argentinaflagof/argentinaflag.php>

Image 23 – <https://id.pinterest.com/lucy0821/portugal/>

Image 24 – <http://www.silviabelfiore.it/bio.php>

Image 25 - <https://www.aliexpress.com/w/wholesale-country-flags.html>

Image 26 - <https://www.dhgate.com/product/3x5ft-italy-flag-outdoor-italian-soccer-champions/249015760.html>

Image 27 - <http://dyslexiaathome.blogspot.com.br/2012/02/>

Image 28 - <http://www.clipartpanda.com/categories/tip-20clipart>

Image 29 - <http://morepracticeinenglish.blogspot.com.br/2012/03/asking-for-and-giving-advice-should.html>

Image 30 - <http://boek-en-steun.nl/de-feestdagen-komen-eraan/>

Image 31 – <http://cliparting.com/free-travel-clipart-29076/>

Image 32 – <https://www.dreamstime.com/illustration/good-bad-grade-kids.html>

Image 33 – <https://br.pinterest.com/pin/461126449317846120/>

Image 34 – <http://www.clipartpanda.com/categories/tip-20clipart>

Image 35 – <http://alambahasa.com/bahasa-training/bahasa-for-kids>

Image 36 - <https://brocku.ca/humanities/humanities-students/student-exchange>

Image 37 - <https://brocku.ca/humanities/humanities-students/student-exchange>

Image 38 - <https://www.instagram.com/p/BVSDuR7Ahuk/?taken-by=exchangeourworld>

Image 39 - <https://www.frontroyalchamber.com/october-lets-talk-business-roundtable/>

Image 40 - <https://pt.depositphotos.com/74578821/stock-illustration-two-people-talking-online.html>

Image 41 - <http://www.fakephonetext.com/>

Image 42 - <https://www.youtube.com/watch?v=SpnNuSQZcKE>

Image 43 - <http://www.copa2014.gov.br/en/noticia/brazilian-tourism-board-uses-facebook-publicise-new-promotion-campaign>

Image 44 - <https://www.linkedin.com/pulse/here-3-questions-your-weekly-self-assessment-schmidt-cand-phil->

Image 45 - <http://community.mis.temple.edu/mis4596sec003sp2015/tag/self-assessment/>

## RATIONALE

My whole life as a public school student I dreamed about having English classes that could provide me not only grammatical knowledge to pass a test but learning the second language and use it in many different situations. I failed. In order to be able to learn the skills a second language requires from us, I had to enroll at a private language course to learn English. I did my graduation course at a private university in my hometown and started working for a franchising school. In this language course I was not able to practice everything I learnt at the graduation because I had to obey their rules. I became an exchange student in 2010 and I noticed the English I had was not what real life required. I just knew how to use simple structures and I tended to use grammatically correct answers which was not always frequent while talking to native speakers of English.

In 2016 I challenged myself to go back to university after a long time away of the academic atmosphere and attend CEI (Curso de Especialização em Ensino de Inglês – Faculdade de Letras – UFMG), my dreamed Post Graduation Course at UFMG, since I have always dreamed about enrolling for a course over here. In the beginning of the course I could realize how far I was from my dream. I was so used to do the activities the same way, over and over again. I really had to change my teacher practice not only to increase my classes' quality but also to fulfill a personal goal.

Through this course I kept in mind I would be able to get out of my comfort zone, experience lots of new things while teaching English practicing what I have learnt from my professors and classmates. I have taught English since 2003 but, fortunately, I had the chance to rediscover my carrier and the passion for acquiring more and more knowledge. I have always tried to make my students feel passionate about learning English as a second language and I could tell I was able to offer this to them, but I wished they could recognize the important role each person plays in society while learning it, and, at the same time, they should feel motivated, which is not always an easy task.

While I was learning new strategies at CEI, I wanted my students' acquisition process happening in a different way from what they were supposed to through franchising materials. I wanted less teacher-led activities in the classroom with an emphasis on knowing how to use the language in a communicative way and not only doing activities from text books previously prepared for their level.

*JUST LIVE IT!* is an authentic material developed based on the principles learned during the course offered by CEI and it is a required final paper for the conclusion of the Teaching English Specialization Course at UFMG. It was designed for Brazilian young learners from high school or language schools, on the Pre-Intermediate/Intermediate Level (according to the Common European Framework - B1). This material is not allowed to be used for sales or any other profitable purposes. Furthermore, it can only be used in classes by other educators with the previous authorization of the author.

*JUST LIVE IT!* main goal is providing not only authentic content, but also, critical thinking, creativity, communication, collaborative work and cross cultural understanding because of the use of technology and fast way to get an information in our society lately to those teachers interested in working with realia.

An interesting thing of this material is the use of the inquiry based learning in the speaking and listening activities where the student has the chance to act without being manipulated, able to give their opinion toward a situation, feeling part of the process. According to Kuklthau, & Caspari,

*“Inquiry... requires more than simply answering questions or getting a right answer. It espouses investigation, exploration, search, quest, research, pursuit, and study. It is enhanced by involvement with a community of learners, each learning from the other in social interaction”*

It means the learner needs to be independent and acquiring knowledge will become something pleasant and natural. Using inquiry will boost student’s confidence and the results of this process will occur in a more effective way in the writing section. The teacher acts as a facilitator of the learning process and the class becomes more students centered. With the coming of the digital era, communication is really fast and the population in general need to get ready to adapt to it. Why not taking these global advances to the classroom? According to Mattos,

*“Além da crescente digitalização da sociedade atual, o contato entre as culturas de diferentes partes do mundo torna-se cada vez mais possível e frequente nos dias de hoje, seja através das mídias, como os jornais e revistas, a televisão e a Internet, seja através da crescente movimentação de pessoas e de mercadorias devido ao atual fenômeno da globalização. Essas e outras questões fazem parte*

*do enorme repertório de mudanças vivenciadas pela humanidade diariamente no mundo moderno.”*

Based on Mattos statement, the purpose of each unit is to involve the students to the themes **Volunteering** and **Being an Exchange Student** , teaching a second language through a critical point of view making students believe themselves and how to influence society according to their point of view and attitudes among the environment he or she is part of.

According to Chance, P. (1986),

*Critical Thinking is “the ability to analyse facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments and solve problems.”*

**JUST LIVE IT!** is a material divided in two units approaching the four communicative skills: speaking, listening, reading and writing approached along its pages according to PCN (Parâmetros Curriculares Nacionais) requirements for Brazilian students. In this level, students are able to understand and interact with collaborative work through real life situations at a school, at home or while traveling where this language is spoken describing experiences and events, dreams, hopes, and ambitions, and briefly give opinions and talk about plans.

Young students tend to demonstrate interest about this material’s themes based on my previous in-class conversation experiences. These topics can be interesting for teenagers, adults, or maybe, family discussions leading people directly and indirectly to live an experience they could have never lived before (like helping the community they belong to or living abroad) or dream about them.

In unit 1, collaborative work is the main goal. Students and teachers will perceive a variety of things that can be done and developed together in order to help their community. They will perceive there are many different ways of helping people close to us to improve their quality of life. Helping other makes us feel good. According to Weissheimer & Leandro,

*“A aprendizagem autônoma colaborativa pode ocorrer quando os aprendizes de inglês interagem por meio de um grupo no FB em um contexto híbrido de aprendizagem, no qual podem debater questões, compartilhar informações e materiais e, assim, construir colaborativamente o conhecimento acerca da*



*língua-alvo, ao mesmo tempo em que aumentam substancialmente o grau da exposição a essa língua.*

In unit 2, being an exchange student means more than learning a new language in a foreign country improving yourself as a human being in a cross-cultural understanding. When you live abroad, you are able to match your culture and the new habits of a different one. When you come back, you are not the same person you were before traveling. Our attitudes change and we learn so many things. This is the reason I chose this topic; I wanted to stimulate the learner to experience it through the reading section using a modern layout.

In both units, there are activities based on the social network people use and they are here to stay. This is the easiest way young learners and even adults use to make friends and spend their free time studying or doing something of their interest. According to Gomes,

*“Os usos das redes sociais são significativos para seus participantes, que podem “se incluir” nas comunidades que lhes interessar, pelo tempo que lhes convier e participar da maneira que quiserem ou que lhe for possível. São novas formas de aprender a ser. Muitas vezes, os objetivos para participar das redes são exclusivamente individualistas, mas podem também ser altruístas, visando ao bem de todos ou de determinadas comunidades.*

It is also important to emphasize the human being learns from others' experiences and they need to show the important role he develops in society or the group he belongs to. Knowledge is not acquired only inside a classroom of a school but also outside it. According to Gomes,

*“O ser humano é gregário e aprende em sua relação com outro e com o meio. As redes digitais de relacionamento têm permitido e potencializado novas formas de ser e de estar no mundo, de ensinar e de aprender. Aprende-se em todos os lugares e, nesse sentido, podemos mesmo dizer que há uma escola fora da escola.”*

In both units we have self-assessment where the students will have the chance to think and analyze about their participation during the provided activities. Doing this, they will use the critical thinking even when they need to analyze themselves. The teacher needs to emphasize the importance of students' engagement and praise their progress. According to Mattos,

*“Essa nova concepção de cidadão, participativo e crítico, que busca seu desenvolvimento pessoal autonomamente, mas que não se esquece de suas responsabilidades para com o bem comum e nem se abstém de atitudes em favor da diversidade e da democracia, precisa fazer parte da vida diária daqueles que se encontram em formação. O papel a escola na formação desse novo cidadão, globalizado e multiterritorializado, porém consciente e crítico, torna-se assim, ainda mais importante.”*

More than designing a material, I was able to think about each detail mentioned above to provide “my facilitators” the chance to make the difference not only as a professional dealing with these themes but also making them think and act as a citizen while teaching and learning English with love encompassing culture, professional and personal goals constructing ties for education.

## REFERENCES

CHANCE, P. (1986). Thinking in the classroom: A survey of programs. New York: Teachers College, Columbia University, p. 6.

GOMES, Luiz Fernando. (2016). Redes sociais e ensino de línguas: o que temos de aprender?/organização Júlio Araújo, Vilson Leffa. – 1. Ed. – São Paulo: Parábola Editorial, 2016, p. 83.

KUKLTHAU, C.C., Maniotes, L.K., & Caspari, A.K. (2007). Guided inquiry: Learning in the 21st century. Westport, CT & London: Libraries Unlimited. Available at: < [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS\\_InquiryBased.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_InquiryBased.pdf)> accessed on July 1<sup>st</sup>, 2017.

MATTOS, Andréa Machado de Almeida. (2015). Ensino de Inglês como Língua Estrangeira na Escola Pública: Letramentos, Globalização e Cidadania. Jundiaí, Paco Editorial:2015, p.32.

MATTOS, Andréa Machado de Almeida. (2015). Ensino de Inglês como Língua Estrangeira na Escola Pública: Letramentos, Globalização e Cidadania. Jundiaí, Paco Editorial:2015, p.291.

WEISSHEIMER, Janaína & LEANDRO, Diêgo César. . (2016). Redes sociais e ensino de línguas: o que temos de aprender?/organização Júlio Araújo, Vilson Leffa. – 1. Ed. – São Paulo: Parábola Editorial, 2016, p. 127.