

Universidade Federal de Minas Gerais  
Faculdade de Letras  
Curso de Especialização em Ensino de Inglês - CEI

**ATIVIDADE DIDÁTICA PARA ENSINO DE INGLÊS –  
LEARNING WITH PASSION**

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Data da defesa: 28/04/17

Belo Horizonte/ MG

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LEARNING WITH PASSION**

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Trabalho apresentado ao curso de Especialização em Ensino de Língua Inglesa da Faculdade de Letras – UFMG como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

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## INTRODUCTION

All over the world, students of all ages are learning to speak English. The reasons for learning can differ from people to people. Some students learn English because they need a second language on their curriculum; some of them study because they think it will be useful in international communication and travel, etc.

In my case, since I was a child I was passionate about languages. Every time I traveled and had the opportunity to hear people speaking different languages I got amazed. When I finished my first college, I moved to United States and I felt much more involved and in love with learning English. When I came back, I decided to study more and become an English teacher.

In order to promote language learning, the units presented in this work here meant to help students at the basic level in their process of language acquisition. Each unit is followed by a Teacher's Guide that is expected to contribute and improve students' learning as well as instructions for the activities and useful information for the teachers. This material may not be commercialized without permission and that it can only be reproduced for educational purposes and with authorization.

The units were organized as follows:

**Getting started:** this section aims at introducing the topics through talking about well known people to learn about the Simple Past and daily routine to learn about the Simple Present. It should be used as warm up and should bring out students' background knowledge and improve their vocabulary.

**Reading:** this section will help students to improve their reading skills through the authentic text and real biographies of people whose life stories exemplify the unit's theme.

**Listening:** The songs and videos presented in this work were chosen to promote discussions about the unit's topic.

**Speaking:** Both units were designed to create an environment of communicative exchange, personal opinion and also in one way or another to develop the subjects around their personal lives while they can share their own story or give their opinions.

**Writing:** in order to accomplish the tasks in this section, the idea in here is to teach the students how to navigate a subject and how to understand simple concepts until they can build their own opinion about any topic discussed during the class.

# Unit 1

**Do you know him?**

**What does he do in his free time?**

**Does he work out?**



<https://goo.gl/images/cfbsVs>

**Do you know these people?**



<https://goo.gl/images/E8IKsJ>



## Let's read!!!

Based on the sentences :“ **He reads several papers, eats breakfast with his family and helps pack his daughters...**”“ **He eats dinner with his family...**”Can you guess?

- ✓ How these sentences might be connected in the text?
- ✓ What is the text about?

1. Now, let's read the text:

Although his presidency is barely a week old, some of Mr. Obama's work habits are already becoming clear. He shows up at the Oval Office shortly before 9 in the morning, roughly two hours later than his early-to-bed, early-to-rise predecessor. Mr. Obama likes to have his workout — weights and cardio — first thing in the morning, at 6:45. (Mr. Bush slipped away to exercise midday.)

He reads several papers, eats breakfast with his family and helps pack his daughters, Malia, 10, and Sasha, 7, off to school before making the 30-second commute downstairs — a definite perk for a man trying to balance work and family life. He eats dinner with his family, then often returns to work; aides have seen him in the Oval Office as late as 10 p.m., reading briefing papers for the next day.

–Even as he is sober about these challenges, I have never seen him happier,|| Mr. Axelrod said.  
–The chance to be under the same roof with his kids, essentially to live over the store, to be able to see them whenever he wants, to wake up with them, have breakfast and dinner with them — that has made him a very happy man.||

*New York Times*, January 28, 2009

Posted on January 29, 2009 in [Statesmen](#) | [Permalink](#) | [Comments \(8\)](#)

(Adapted from: [http://www.nytimes.com/2009/01/29/us/politics/29whitehouse.html?\\_r=1&hp](http://www.nytimes.com/2009/01/29/us/politics/29whitehouse.html?_r=1&hp))

2. Which title do you think is the most appropriate for the text above?

- ( ) Mr. President and his family
- ( ) President Barack Obama's routine
- ( ) How is it like to be a President?

Now, explain your choice using parts of the text:

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3. To help you to understand better about Barack Obama's routine write a sentence frames. Right below there are some sentence frames that can be helpful for writing summaries:

This story is about \_\_\_\_\_

The main character's name is \_\_\_\_\_

At the beginning of the story, \_\_\_\_\_

At the end of the story, \_\_\_\_\_



<https://goo.gl/images/BVQfQg>





After listening to a song, fill in the blanks with the right answer according to what you hear.

### Don't give up

Bruno Mars

"When you \_\_\_\_\_ do something that's new  
 And it \_\_\_\_\_ really, really hard to do  
 You \_\_\_\_\_ like quitting, you \_\_\_\_\_ you're through  
 Well I \_\_\_\_\_ some advice for you

If you \_\_\_\_\_ to catch a ball  
 But you're having no luck at all  
 The ball \_\_\_\_\_ your head, it \_\_\_\_\_ your nose  
 It \_\_\_\_\_ your belly, your chin and toes  
 Well, try and try and try again  
 Keep on trying and soon end  
 You \_\_\_\_\_ your hands out in the air  
 You'll catch the ball  
 Yes this I \_\_\_\_\_

You got yourself rollerskates  
 You \_\_\_\_\_ them on and you \_\_\_\_\_ great

You \_\_\_\_\_ up, then

you \_\_\_\_\_, Don't think

you can skate at all

You \_\_\_\_\_ back up, then you \_\_\_\_\_,

You \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_, and \_\_\_\_\_

You \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_ some more

And soon you're skating across the floor”

( Adapted from: <http://www.azlyrics.com/lyrics/brunomars/dontgiveup.html>)

After choosing the right alternative for each situation, now, listen to the song and check your answers.

<https://www.vagalume.com.br/bruno-mars/dont-give-up.html>

1. Now that you've listened to the song and checked your answers, discuss with the class.

What is the song about?

Are the verbs shown in the song following the same rules?

2. What can we say? Choose the right option.

- a) Verbs in the present **do/don't** have a stand form.
- b) There **is/isn't** a rule for the verbs in the present.

## about routine...

✓ What do they do on their daily routine?

1. Match the pictures according to their definitions.

1.



<https://goo.gl/images/lmnBYn>

3.



<https://goo.gl/images/MWrjop>

2.



<https://goo.gl/images/Eqd4TF>

4.



<https://goo.gl/images/Q92e9G>

( ) Susan and Todd cook delicious meal.

( ) Paul cleans his house every morning.

( ) They work out really hard.

( ) Bia works with a lot of passion.

# Daily activities!

1. Choose the correct option.



<https://goo.gl/images/UcbXpQ>

I- Tom ... up early every morning.

- a) goes
- b) makes
- c) gets
- d) has



<https://goo.gl/images/4UaJEQ>

II- Laura usually ... a shower before breakfast.

- a) does
- b) takes
- c) take
- d) arrives



<https://goo.gl/images/fzCwwC>

III- They always... breakfast together.

- a) eat
- b) goes
- c) takes
- d) brushes



<https://goo.gl/images/Ueitt6>

IV- Kyle ... to school by bus.

- a) goes
- b) walks
- c) go
- d) drives

## Do you know?

The simple present tense in English is used to describe an action that is regular, true or normal.

We form the present tense using the base form of the infinitive (without the TO).

In general, in the third person we add 'S'.

The spelling for the verb in the third person differs depending on the ending of that verb:

1. For verbs that end in **-O**, **-CH**, **-SH**, **-SS**, **-X**, or **-Z** we add **-ES** in the third person.

2. For verbs that end in a **consonant + Y**, we remove the **Y** and add **-IES**.

NOTE: For verbs that end in a **vowel + Y**, we just add **-S**.

## Working in a group...

Steps:

### a) Preparation

1. Get together with your classmate.
2. Interview him/her.
3. Talk to him/her friends about your routine.
4. Ask him/her about him/her routine.

### b) Draft

1. List three activities you do often.
2. Share your sentences with your partner.
3. Then tell the class about your partner's routine.

**Example: Student A: I study, I play games. I talk to my friends.**

**Student B: Roberta studies, she plays games. She talks with her friends.**

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# Teacher's guide

Hello teachers!

Each unit has its own guide and it contains besides the steps to direct the development of the exercises.

This unit can be taught in 3 classes of 1h each, though if you have the opportunity to use extra material or decide to give students extra time for the activities that would be great.

You should not speak Portuguese during classes to boost their confidence, and develop cultural knowledge. If needed, use definitions and synonyms to help the students.

This unit's topic is about daily activities where we are going to discuss daily routine using a text comprehension that will help the students to understand the simple present.

Best and warm regards.

## Overview

The unit is divided into sections where the students will learn about the characters practicing text comprehension and they will also exercise their abilities.

## Warm up

The first page of the unit is a warm up to introduce the student to the subject. They are supposed to think about themes connected to the unit.

## Reading

The reading part consists of a text in which students should understand the excerpt in order to answer questions.

## Listening

After listening the students are going to discuss about what they have listened and the verbs shown in the song.

## Grammar

The grammar part expands what they have had contact with throughout the unit. You should encourage them to do the exercises and guide their answers if needed. The idea at the last grammar exercise is to understand the simple present.

## Speaking

The speaking part consists in letting the students to discuss, finish the activities and present them.

## Warming up and getting started // **time 10 to 15 min**

**Teacher:** Before introducing the subject, elicit students to answer what do they know about the main character of the unit (*Barack Obama*) and what does he do in his free time.

**Answer key Warm up:** As this an open activity, there are no wrong answers.

## Pre reading...

**Teacher:** After showing the students some sentences from text ask them how these sentences might be connected in the text and what do they expect to read about.



**Answer Key 1:** As this an open activity, there are no wrong answers.

## Reading // time 20 min

### Introducing the subject

**Teacher:** In this activity the students should read the text about Barack Obama's routine. If necessary, help them with the vocabulary. Give them time to read the text more than once.

After reading the text they will do the first exercise by choosing the most appropriate title for the text. They also have to explain why they have chosen it using parts of the text.

**Answer key 2:** :- He reads several papers, eats breakfast with his family and helps pack his daughters...|| -Mr. Obama likes to have his workout – weight and cardio – first thing in the morning, at 6:45||, – He eats dinner with his family...||

After finishing the first exercise they will write sentences based on the text.

**Teacher:** Ask them to read the text again if necessary.

**Answer Key 3:** The story is about someone's routine.

The main character is Barack Obama.

At the beginning of the story we find out the he likes to workout.

At the end of the story we notice how much he enjoys his family company.

**Attention!** There is more than one answer.

**Pre- listening:** Students are going to listen to parts of a song by Bruno Mars about simple present and they will have to choose the right answer from the verbs in bold.

Answer key: want/ seems/ feel/ feel/ have/ want/ hits/ hits/ hits/ put/ swear/ put/ feel/ stand/ fall/ get/ trip/ skip/ tip/ slip/ flip/ try/ try/ try.

## Listening // time 20 min

**Teacher:** Play the songs more than once to help the students understand the lyrics and be able to do the exercise with more confidence. After choosing the right alternative for each situation, students will listen to the song and check their answers.

**Answer key 1:** The song tells us a message of never give up on our dreams even dough we have to face problems and everything seems to be difficult.

**Attention!** There is more than one answer.

The verbs shown in the song do not follow the same rules.

**Answer key 2:** a) Verbs in the present don't have a stand form.  
b) There is a rule for the verbs in the present.

## **Grammar // time 20 min**

### **Simple Present**

**Teacher:** Before matching the pictures with their definitions ask the students what those people do in their daily routine. They will have to answer orally only.  
They have to check each picture and put the number accordantly.

**Answer Key:** 4/ 3/ 2/ 1

### **Time to practice!**

**Teacher:** Have the students look at the pictures and choose the option that will describe them.

**Answer Key 1:**I- gets/ II-takes/ III- eat/ IV- goes.

## **Writing // group activity 20 min**

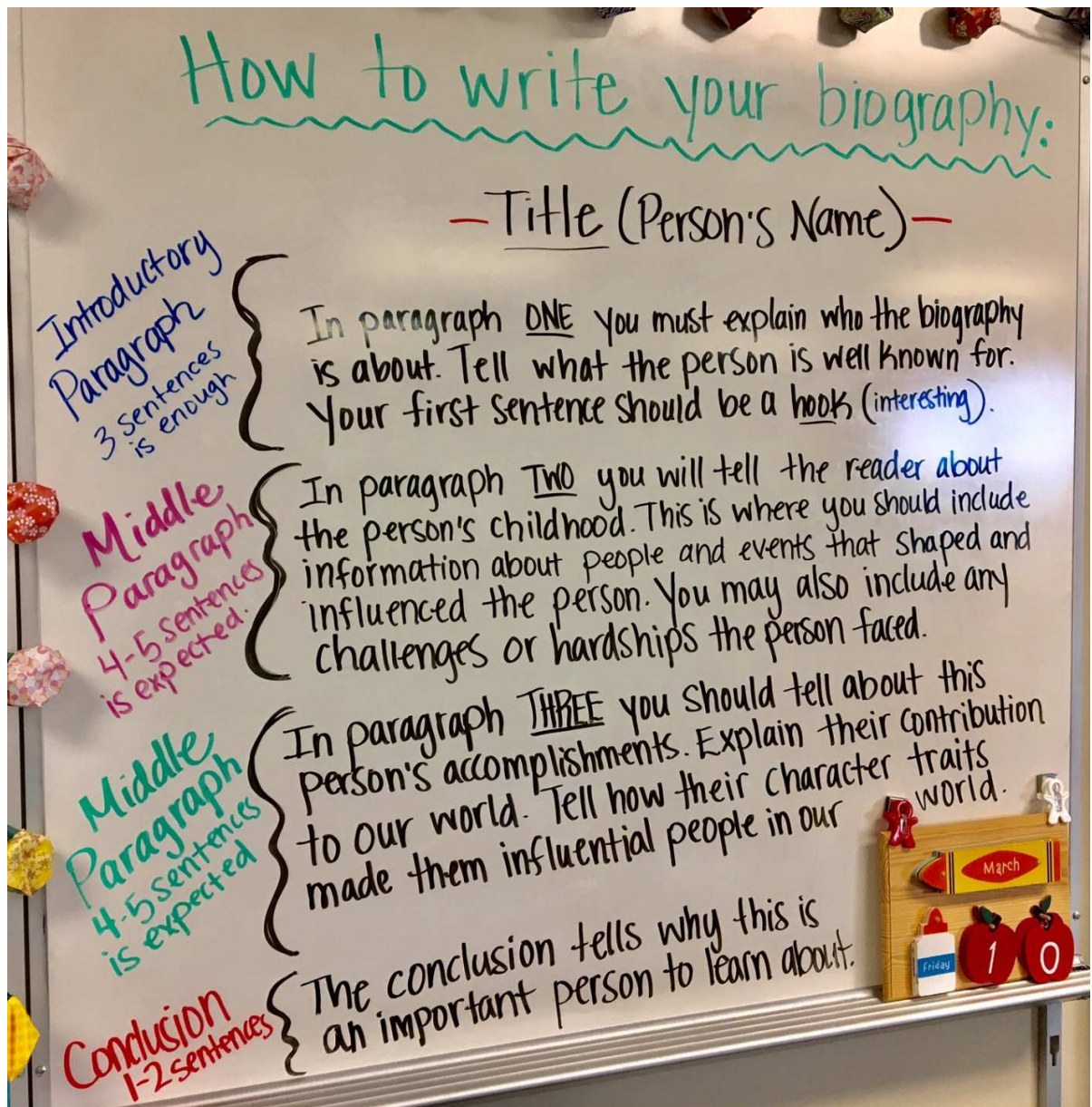
**Teacher:** Ask the students to list three activities they do often. After that, they are going to share with a partner .

**Answer key:** As this an open activity, there is more than one answer.

## **Speaking // time 7 to 10 min**

**Teacher:** After sharing the list of activities with a partner, they will have to tell the class about their partner's activity.

# Unit 2



<https://goo.gl/images/QsQi6Q>

## Who was he?



[https://en.wikipedia.org/wiki/File:Martin\\_Luther\\_King,\\_Jr..jpg](https://en.wikipedia.org/wiki/File:Martin_Luther_King,_Jr..jpg)

## Who was he? What did he do?

### Warm up!

Do you know anything about Martin Luther King Jr.? Did you know that he was a very important activist who was a leader in the Civil Rights Movement?

Let's do some research about him first and after that, using the blank space below, write few words about him?

**We are going to know two people that fought in the civil right movement:**

- ✓ Who were Rosa Parks and Thurgood-Marshall?
- ✓ Do you know anything about them?



<https://www.pinterest.com/explore/rosa-parks-bus-boycott/>

On December 1, 1955, in Montgomery, Alabama, Rosa Parks, an African-American seamstress, left work and boarded a bus for home. As the bus became crowded, the bus driver ordered Parks to give up her seat to a white passenger. Montgomery's buses were segregated, with the seats in the front reserved for "whites only."

**"I felt I had a right to stay where I was," she said. "I wanted this particular driver to know that we were being treated unfairly as individuals and as a people."**



<https://goo.gl/images/wSNTnc>

Thurgood Marshall was a courageous civil rights lawyer during a period when racial segregation was the law of the land. At a time when a large portion of American society refused to extend equality to black people, Marshall astutely realized that one of the best ways to bring about change was through the legal system.

He argued that –if all students were indeed equal, then why was it necessary to separate them?

I- After checking on their pictures and reading the quotations, in pairs, write what do think was their contribution for the civil right movement:

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Let's learn some words that will appear in the text. Use Cambridge Free Dictionary and matching the words with their meanings:

- a. Segregation
- b. Boycott
- c. Struggle
- d. Award

- to refuse to buy a product or take part in an activity as a way of expressing strong disapproval
- to try very hard to do something difficult
- a prize given to someone for something good they have done
- the fact of people or things being separate

While reading the topic about Martin Luther King's life underline 03 important facts about King's life:

**Martin Luther King Jr.** (born **Michael King Jr.**, January 15, 1929 – April 4, 1968) was an American Baptist minister and activist who was a leader in the Civil Rights Movement. He is best known for his role in the advancement of civil rights using nonviolent civil disobedience based on his Christian beliefs.

King became a civil rights activist early in his career. He led the 1955 Montgomery bus boycott and helped found the Southern Christian Leadership Conference (SCLC) in 1957, serving as its first president. With the SCLC, King led an unsuccessful 1962 struggle against segregation in Albany, Georgia, and helped organize the 1963 nonviolent protests in Birmingham, Alabama. King also helped to organize the 1963 March on Washington, where he delivered his famous "I Have a Dream" speech.

On October 14, 1964, King received the Nobel Peace Prize for combating racial inequality through nonviolent resistance. In 1965, he helped to organize the Selma to Montgomery marches, and the following year he and SCLC took the movement north to Chicago to work on segregated housing. In the final years of his life, King expanded his focus to include opposition towards poverty and the Vietnam War, alienating many of his liberal allies with a 1967 speech titled "Beyond Vietnam".

In 1968, King was planning a national occupation of Washington, D.C., to be called the Poor People's Campaign, when he was assassinated on April 4 in Memphis, Tennessee. His death was followed by riots in many U.S. cities. King was posthumously awarded the Presidential Medal of Freedom and the Congressional Gold Medal. Martin Luther King Jr. Day was established as a holiday in numerous cities and states beginning in 1971, and as a U.S. federal holiday in 1986. Hundreds of streets in the U.S. have been renamed in his honor, and a county in Washington State was also renamed for him. The Martin Luther King Jr. Memorial on the National Mall in Washington, D.C., was dedicated in 2011.

Adapted from [https://en.wikipedia.org/wiki/Martin\\_Luther\\_King\\_Jr.](https://en.wikipedia.org/wiki/Martin_Luther_King_Jr.)

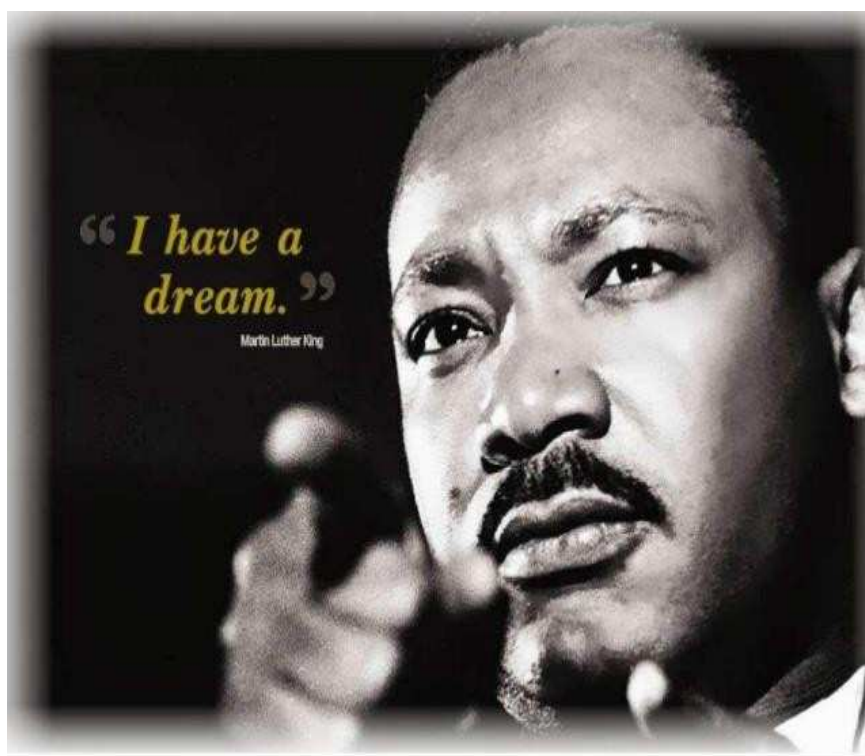
- 1) Write (T) True or (F) False about Martin Luther King's life:
- Martin was born in South Africa.
  - King received the Nobel Peace Prize in 1964.
  - Martin Luther King died with disease.
  - He used a lot of violence to fight in the civil right movement.

❖ We are going to watch a video about Martin Luther King's life.

✓ What kind of problems did he have to face when he was growing up?

**Pay attention!!!!**

<https://www.youtube.com/watch?v=k6Au81aHuSg>



<https://goo.gl/images/Qa3kuD>

1- After watching the video choose the right option:

- a) Why his parents never allowed him to play with other kids?  
( ) because he was too short      ( ) because of his skin color      ( ) because he was very shy



- b) In the civil right movement he was:  
 a leader                       a sympathizer                       a listener

2- What was Martin's most famous speech? What this speech was all about? What was the message the author was given?

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## About the past of the verbs...

1- Underline all the verbs in the passages below:

-King also helped to organize the 1963 March on Washington, where he delivered his famous "I Have a Dream" speech.¶

-King received the Nobel Peace Prize.¶

-... a county in Washington State was also renamed for him.¶

-King became a civil rights activist early in his career.¶

2- Do they refer to the present, past or future?

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3- Look at the verbs you have underlined and answer:

a) Are they following the same rules?

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b) Is there a rule for regular verbs?

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c) What about irregular verbs? Are there rules for them?

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## What can we say?

Regular verbs **do/don't** have a stand form.

There **is/isn't** a rule for irregular verbs.

4- Complete the sentences with the correct form of the verbs. If necessary, take a look at the irregular verbs list given. (*See teacher's guide attachment for that on page 32*).

- a) He (die) \_\_\_\_\_ in 1968.
- b) He (have) \_\_\_\_\_ four children.
- c) King (want) \_\_\_\_\_ to be a minister.
- d) King (help) \_\_\_\_\_ to organize the Selma to Montgomery marches.
- e) He (be) \_\_\_\_\_ 39 years old when he (die) \_\_\_\_\_.

5- Change the sentences by following the examples.

**a) Affirmative**

King **was** a minister.

King's father was not a minister.

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**b) Negative**

The King's family **was not** rich.

Rosa Parks was white.

---

**c) Interrogative**

**Did** Thurgood Marshall **fight** on the civil rights?

King received the Nobel Peace Prize.

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## Now, it's your time to write a biography...

Steps:

### a) Preparation

1. Choose someone you admire. It can be a friend, a relative or a neighbor.
2. Interview this person.
3. Talk to him/her friends or relatives in order to gather more information about him/her.
4. Take a picture of him/her.

### b) Draft

1. Make a list of things that make this person so special.
2. Include information about the person's life: birth, career, education, etc. Use simple past tense.

After everything is ready, you will share it on our blog as we have done in the last unit. Post a comment on at least one of your classmates' biography. The class will vote on the best one.

## Speak up!!!!

- 1- Tell the class why you have chosen this biography.
- 2- Now, let's discuss about the topic presented in our Unit.

Do you think that racism will ever go away?

You see someone yelling racial slurs and acting aggressive towards someone. What do you do?

Do you think global racism is getting better or worse?

How should people who commit racist acts be reprimanded?

# Teacher's guide

Hello teachers!

Each unit has its own guide and it contains besides the steps to direct the development of the exercises.

This unit can be taught in 3 classes of 1h each, though if you have the opportunity to use extra material or decide to give students extra time for the activities that would be great.

You should not speak Portuguese during classes to boost their confidence, and develop cultural knowledge. If needed, use definition and synonyms to help the students.

This unit's topic is about Civil Rights Movement, guided by Martin Luther King an American Baptist minister and activist who was a leader in the Civil Rights Movement. He is best known for his role in the advancement of civil rights using nonviolent civil disobedience based on his Christian beliefs. Also it talks about Rosa Parks who helped the boycotters defeated the racist system, and she became known as "the mother of the civil rights movement" and Thurgood Marshall the first African-American Supreme Court Justice in American history. If possible, try to connect the class with recent events.

This is not an easy topic, but it help students to change the way they understand things and be more critical and meaningful in life.

Best and warm regards.

## Overview

The unit is divided into sections where the students will learn about the characters practicing text comprehension and they will also exercise their abilities.

## Warm up

The first page of the unit is a warm up to introduce the student to the subject. They are supposed to think about themes connected to the unit.

## Reading

The reading part consists of a text in which students should understand the excerpt in order to answer questions.

## Listening

Before the listening they should answer the question about the main character.  
After listening the students are going to choose the correct answer according to the listening.  
The listening is based on a Martin Luther King's life

## Grammar

The grammar part expands what they have had contact with throughout the unit. You should encourage them to do the exercises and guide their answers if needed. The idea at the last grammar exercise is to understand the simple past.

## Speaking

The speaking part consists in letting the students discuss critically about racism issues nowadays and the topic presented in the unit.

## Warming up and getting started // time 10 to 15 min

**Teacher:** Before introducing the subject, elicit students to write in the blank space what do they know about Martin Luther King and his importance in the civil right movement.

**Answer key Warm up:** As this an open activity, there are no wrong answers.

## Who are they?

**Teacher:** Explain the students what quote is.

After, ask them – Do you know any other people who have fought in the civil right movement?||

Let them think and answer about the other people who have helped in the civil right movement.

And then answer the questions of activity 1.

**Answer Key Warm up:** As this an open activity, there is no wrong answers but you can definitely tell them about Rosa Parks and Thurgood Marshall.

I. On December 1, 1955, in Montgomery, Alabama, Rosa Parks, an African-American seamstress, left work and boarded a bus for home. As the bus became crowded, the bus driver ordered Parks to give up her seat to a white passenger. Montgomery's buses were segregated, with the seats in the front reserved for "whites only." Blacks had to sit at the back of the bus. But if the bus was crowded and all the "whites only" seats were filled, black people were expected to give up their seats—a black person sitting while a white person stood would never be tolerated in the racist South. Rosa had had enough of such humiliation, and refused to give up her seat. "I felt I had a right to stay where I was," she said. "I wanted this particular driver to know that we were being treated unfairly as individuals and as a people." The bus driver had her arrested.

Martin Luther King, Jr., heard about Parks's brave defiance and launched a boycott of Montgomery buses. The 17,000 black residents of Montgomery pulled together and kept the boycott going for more than a year. Finally, the Supreme Court intervened and declared segregation on buses unconstitutional. Rosa Parks and the boycotters defeated the racist system, and she became known as "the mother of the civil rights movement."

II. Thurgood Marshall was a courageous civil rights lawyer during a period when racial segregation was the law of the land. At a time when a large portion of American society refused to extend equality to black people, Marshall astutely realized that one of the best ways to bring about change was through the legal system. Between 1938 and 1961, he presented more than 30 civil rights cases before the Supreme Court. He won 29 of them.

His most important case was *Brown v. Board of Education of Topeka* (1954), which ended segregation in public schools. By law, black and white students had to attend separate public schools. As long as schools were "separate but equal"—providing equal education for all races—segregation was considered fair. In reality, segregated schools were shamefully unequal: white schools were far more privileged than black schools, which were largely poor and overcrowded. Marshall challenged the doctrine, pointing out that "separate but equal" was just a myth disguising racism. He argued that if all students were indeed equal, then why was it necessary to separate them? The Supreme Court agreed, ruling that "separate educational facilities are inherently unequal." Marshall went on to become the first African-American Supreme Court Justice in American history.

**Pre-reading:** Students will learn some words that will appear in the text. They will have to match the words with their definitions.

**Answer Key:** b/ c/ d/ a

**While reading** the text, students have to underline 03 important facts about King's life.

**Answer Key:**

King was an activist who was a leader in the Civil Rights Movement.

He is best known for his role in the advancement of civil rights using nonviolent civil disobedience based on his Christian beliefs.

King received the Nobel Peace Prize for combating racial inequality through nonviolent resistance.

**Attention!** There are more than 03 important facts about King's life in the text. Answers may vary.

## Reading // time 20 min

### Introducing the subject

**Teacher:** In this activity the students should read the article about the main character of this section Martin Luther King twice to understand better about his life and his contribution against segregation. If necessary, help them with the vocabulary.

After reading the text twice they will do the first exercise writing true or false about king's life.

**Answer key 1:** F/T/F/T

**Pre- listening:** Tell the students they are going to watch a video about King's life and think about what kind of problems he had to face when he was growing up.

## Listening // time 20 min

**Teacher:** Play the video more than once to help the students understand the conversation and be able to do the exercise with more confidence.

**Answer key 1** a) because of his skin color.  
b) a leader

Teacher: After that, students will do the next exercise about Martin's speech.

Answer key: I have a dream. This speech was about his dream of seeing the end of the segregation where black and white would be having the same rights. He was telling us to fight about our rights.

**Attention!** There is more than one answer. Answers may vary.

## Grammar // time 20 min

### Simple Past

**Teacher:** Before introducing the subject, put 02 examples of regular verbs on the board to facilitate the comprehension of the subject.

Students should read the passages extracted from the text about Martin Luther King and underline the verbs in the past.

**Answer Key 1:** helped, delivered, received, was, renamed, became.

After, they should analyze the verbs underlined to find if they follow the same rules.

**Answer key 2:** They refer to the past.

**Answer Key 3:** a) No, they aren't. b) Yes, there is. They ended with -ed. c) No, there are not rules for those.

#### \*What can we say?

**Answer key:** Regular verbs do have a stand form.

There isn't a rule for irregular verbs.

**Teacher:** Using the list of the irregular verbs the students should put the verbs in parenthesis in the past.

**Attention!** The verbs not found on the list are regular verbs and they should receive "ed" at the end.

**Answer Key 4:** a) died/ b) had / c) wanted / d) helped / e) was- died

**Teacher:** Now, the students should understand the differences between affirmative, negative and questions in the past. Based on the examples, guide them to change the sentences given into affirmative, negative and interrogative form.

**Answer key 7:** a) King's father was a minister. b) Rosa Parks was not white. c) Did King receive the Nobel Prize?

**Attention:** On the interrogative form, be sure they noticed the auxiliary verb and the verb in the infinitive.



## Writing // Individually

How to write a biography

**Teacher:** After reading the explanation about what a biography is they should choose anyone they admire and interview this person. The biography should have no more than three paragraphs and should follow the steps given:

- a. Preparation
- b. Draft


After everything is ready students will post the biography on the class blog and make a comment on at least one of their classmates' biography. They will vote on the best one.

## Speaking // time 7 to 10 min




**Teacher:** Ask the students to tell the class why they have chosen that particular biography.

1. Answer may vary.
2. After that, students will have to discuss critically questions related to the topic presented in the unit.

## Irregular Verbs

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE	TRANSLATION
to arise	arose	arisen	erguer, levantar
to awake	awoke	awoken	acordar, despertar-se
to be	was / were	been	ser, estar, ficar
to bear	bore	borne	suportar, aguentar
to beat	beat	beaten	bater, superar, vencer, derrotar, espancar
to become	became	become	tornar-se
to begin	began	begun	começar, iniciar
to bet	BET 	bet	apostar
to bite	bit	bitten	morder
to bleed	bled	bled	sangrar
to break	broke	broken	quebrar
to bring	brought	brought	trazer
to build	built	built	construir

<b>to burn</b>	burnt/burned	burnt/burned	queimar
<b>to buy</b>	bought	bought	comprar
<b>to cast</b>	cast	cast	lançar
<b>to catch</b>	caught	caught	pegar, agarrar
<b>to choose</b>	chose	chosen	escolher
<b>to come</b>	came	come	vir
<b>to cost</b>	cost	cost	custar
<b>to cut</b>	cut	cut	cortar
<b>to deal</b>	dealt	dealt	tratar, lidar
<b>to dig</b>	dug	dug	cavar, escavar
<b>to do</b>	did	done	fazer
<b>to draw</b>	drew	drawn	desenhar, traçar, puxar, arrastar
<b>to dream</b>	dreamt / dreamed	dreamt / dreamed	sonhar
<b>to drink</b>	drank	drunk	beber
<b>to drive</b>	drove	driven	dirigir, guiar
<b>to eat</b>	ate	eaten	comer
<b>to fall</b>	fell	fallen	cair, desaguar, abater-se, decrescer, diminuir
<b>to feed</b>	fed	fed	alimentar, nutrir
<b>to feel</b>	felt	felt	sentir, notar
<b>to fight</b>	fought	fought	lutar, brigar
<b>to find</b>	found	found	achar, encontrar
<b>to fit</b>	fitted	fitted	servir, ajustar, adaptar, caber, assentar.
<b>to fly</b>	flew	flown	voar
<b>to forbid</b>	forbade	forbidden	proibir
<b>to forget</b>	forgot	forgotten	esquecer(-se)
<b>to forgive</b>	forgave	forgiven	perdoar
<b>to freeze</b>	froze	frozen	congelar, gelar
<b>to get</b>	got	got / gotten	obter, conseguir
<b>to give</b>	gave	given	dar
<b>to go</b>	went	gone	ir
<b>to grow</b>	grew	grown	crescer, florescer, germinar
<b>to hang</b>	hung	hung	pendurar, suspender
<b>to have</b>	had	had	ter, possuir
<b>to hear</b>	heard	heard	ouvir, escutar, ter notícias
<b>to hide</b>	hid	hidden	esconder(-se), ocultar
<b>to hit</b>	hit	hit	bater, chocar-se

<b>to hold</b>	held	held	segurar, agarrar
<b>to hurt</b>	hurt	hurt	ferir(-se), machucar
<b>to keep</b>	kept	kept	manter, conservar, preservar
<b>to know</b>	knew	known	saber, conhecer
<b>to lay</b>	laid	laid	pôr, colocar, derrubar, deitar
<b>to lead</b>	led	led	conduzir, liderar, dirigir, comandar
<b>to learn</b>	learnt / learned	learnt / learned	<u>APRENDER</u>  ficar sabendo
<b>to leave</b>	left	left	partir, deixar, sair
<b>to lend</b>	lent	lent	emprestar
<b>to let</b>	let	let	permitir, deixar
<b>to lie</b>	lay	lain	deitar, jazer
<b>to lose</b>	lost	lost	perder
<b>to <u>LIGHT</u></b> 	lit	lit	acender, iluminar
<b>to make</b>	made	made	fazer, criar, elaborar
<b>to mean</b>	meant	meant	significar, querer dizer
<b>to meet</b>	met	met	encontrar(-se), reunir(-se)
<b>to misunderstand</b>	misunderstood	misunderstood	entender mal, interpretar mal
<b>to pay</b>	paid	paid	pagar
<b>to partake</b>	partook	partaken	participar
<b>to prove</b>	proved	proved, proven	provar, comprovar
<b>to put</b>	put	put	pôr, colocar
<b>to quit</b>	quit / quitted	quit / quitted	desistir, abandonar
<b>to read</b>	read	read	ler, interpretar
<b>to ride</b>	rode	ridden	cavalgar, andar de bicicleta, carro, etc.
<b>to <u>RING</u></b> 	rang	rung	soar, tocar (campainha, telefone)
<b>to rise</b>	rose	risen	erguer-se, levantar-se
<b>to run</b>	ran	run	correr, apressar-se
<b>to saw</b>	sawed	sawn	serrar
<b>to say</b>	said	said	dizer, afirmar, declarar
<b>to see</b>	saw	seen	ver, perceber
<b>to sell</b>	sold	sold	vender
<b>to send</b>	sent	sent	enviar, mandar
<b>to set</b>	set	set	pôr, dispor, ajustar
<b>to sew</b>	sewed	sewn, sewed	costurar, coser
<b>to shake</b>	shook	shaken	sacudir, agitar, apertar a mão (em cumprimento)
<b>to shave</b>	shaved	shaven / shaved	barbear-se

<b>to shine</b>	shone	shone	brilhar
<b>to shoot</b>	shot	shot	atirar, ferir com tiro
<b>to show</b>	showed	shown	mostrar, apresentar
<b>to sing</b>	sang	sung	cantar
<b>to sink</b>	sank	sunk	afundar
<b>to sit</b>	sat	sat	sentar(-se)
<b>to sleep</b>	slept	slept	dormir
<b>to slide</b>	slid	slid	escorregar, deslizar
<b>to smell</b>	smelt / smelled	smelt / smelled	cheirar
<b>to sow</b>	sowed	sown / sowed	semear
<b>to speak</b>	spoke	spoken	falar
<b>to speed</b>	sped / speeded	sped / speeded	apressar(-se)
<b>to spend</b>	spent	spent	gastar (dinheiro), passar (tempo)
<b>to spoil</b>	spoiled / spoilt	spoiled / spoilt	estragar, destruir, mimar (crianças)
<b>to spread</b>	spread	spread	espalhar, estender
<b>to stand</b>	stood	stood	ficar ou pôr-se de pé
<b>to steal</b>	stole	stolen	roubar, furtar
<b>to stick</b>	stuck	stuck	cravar, fincar
<b>to strike</b>	struck	struck	bater, golpear
<b>to swear</b>	swore	sworn	jurar
<b>to sweep</b>	swept	swept	varrer
<b>to swim</b>	swam	swum	nadar
<b>to swing</b>	swung	swung	balançar
<b>to take</b>	took	taken	tomar, pegar, levar
<b>to teach</b>	taught	taught	ensinar
<b>to tell</b>	told	told	dizer, contar
<b>to think</b>	thought	thought	pensar, achar
<b>to throw</b>	threw	thrown	lançar, atirar
<b>to understand</b>	understood	understood	entender, compreender
<b>to wake</b>	woke	woken	acordar
<b>to wear</b>	wore	worn	vestir, usar, trajar
<b>to wet</b>	wet / wetted	wet / wetted	molhar, umedecer
<b>to win</b>	won	won	ganhar, vencer
<b>to wring</b>	wrung	wrung	espremer, torcer
<b>to write</b>	wrote	written	escrever

## RATIONALE

This material was developed to be used by teenagers and adults who are learning English in a basic level. The content was very carefully chosen in order to introduce relevant topics to help the students understand the subjects presented.

The framework was based on real life situations and opinion sharing to develop the four skills: reading, writing, listening and speaking. The unit is divided based on the skill that is targeted during the activities.

**Getting started:** this section aims at introducing the topics through talking about well known people to learn about the past and daily routine to learn about the present. It should be used as warm up and should bring out students' background knowledge and improve their vocabulary.

**Reading:** this section will help students to improve their reading skills through the authentic text and real biographies of people whose life stories exemplify the unit's theme.

**Listening:** The songs and videos presented in this work were chosen to promote discussions about the unit's topic.

**Speaking:** Both units were designed to create an environment of communicative exchange, personal opinion and also in one way or another to develop the subjects around their personal lives when they can share their own story or give their opinions.

**Grammar:** The grammar part expands what they have had contact with throughout the unit. The teacher should encourage students to do the exercises and guide their answers if needed. In order to provide students with a meaningful communicative context that doesn't exclude form-focused instruction (NASSAJI & FOTOS, 2011), the activities first expose students to the language - so they can notice and understand the items that are being used. Then, there is an attempt of using the language themselves in 'safe' practice ways and in more demanding contexts (SCRIVENER, 2005). Grammar teaching is just supposed to be considered as 'old-fashioned' if equated with language teaching. We know that grammar instruction should not be central, but it plays an important role in language teaching and learning as pointed by NASSAJI & FOTOS (2011, preface):

There are a number of reasons for this re-evaluation of the role of grammar. First, the hypothesis that language can be learned without some degree of consciousness has been found to be theoretically problematic (e.g., Schmidt, 1993, 1995, 2001; Sharwood Smith, 1993). In addition, there is ample empirical evidence that teaching approaches that focus primarily on meaning with no focus on grammar are inadequate (Harley & Swain, 1984; Lapkin, Hart, & Swain, 1991; Swain, 1985). Third, recent SLA research has demonstrated that instructed language learning has major effects on both the rate and the ultimate level of L2 acquisition. In particular, research has shown that form-focused instruction is especially effective when it is incorporated into a meaningful communicative context. (NASSAJI & FOTOS, 2011)

The unit one and the unit two were made to promote a collaborative work in which students should interact among them to develop the activities.

According to RICHARDS & RODGERS, —CBLT is based on a functional and interactional perspective on the nature of language. It seeks to teach language in relation to the social contexts in which it is used. Language always occurs as a medium of interaction and communication between people from people for the achievement of specific goals and purposes. (RICHARDS & RODGERS, p. 143)

However, the educator should be a mediator and a facilitator in order to enrich the importance of the learners' role during the teaching/learning process, —Engaging learners in tasks work provides a better context for the activation of learning processes than form-focused activities, and hence ultimately provides better opportunities for language learning to take place (RICHARDS & RODGERS, 2002, p. 223).

**Writing:** in order to accomplish the tasks in this section, teach them how to navigate a subject, how to understand simple concepts until they can built their own opinion, not only about the subjects written but about anything they decided to write about.

Language learning activities are very important and should be relevant to the student's lives. MATTOS (2012) states that —the modern citizen need to actively participate in their community, making constructive interventions and contributing to the advances of their social practices. This idea helps the students to be more critical and definitely will facilitate learning process of learning.

One of the reasons I decided to introduce these topics is because I believe they are very important and can contribute to change people's life. The importance of deconstruct barriers inside the classroom is incalculable. In other words, –the ultimate aim is, through education, to develop the critical consciousness of the individual and the institution, and the community's responsibility for social change (FAJARDO, 2015).

The first unit will make the students think about their lives in order to analyze if they are taking care of their health by practicing any physical activity and be more aware about the impacts of having a sedentary life. In this unit is presented the simple present which they will lead to learn through inductive grammar method.

The second unit is based on a historical background and inductive grammar comprehension of the Simple past. I decided to introduce an issue I believe to be very important. Fighting for civil rights it will be always a significant topic to be discussed. We are in 2017 and people still fighting for their rights and to be treated as a human beings. Dr. Martin Luther King Jr. was a great example of someone that had fought in the civil right movement. King became an activist early in his career and he is best known for his role in the advancement of civil rights using nonviolent civil disobedience based on his Christian beliefs. Rosa Parks and Thurgood Marshall are also examples of courageous people that not only helped but made a difference during the civil right movement.

On December 1, 1955, in Montgomery, Alabama, Rosa Parks, an African-American seamstress, left work and boarded a bus for home. As the bus became crowded, the bus driver ordered Parks to give up her seat to a white passenger. Montgomery's buses were segregated, with the seats in the front reserved for "whites only." Blacks had to sit at the back of the bus. But if the bus was crowded and all the "whites only" seats were filled, black people were expected to give up their seats—a black person sitting while a white person stood would never be tolerated in the racist South. Rosa had had enough of such humiliation, and refused to give up her seat. "I felt I had a right to stay where I was," she said. "I wanted this particular driver to know that we were being treated unfairly as individuals and as a people." The bus driver had her arrested.

Martin Luther King, Jr., heard about Parks's brave defiance and launched a boycott of Montgomery buses. The 17,000 black residents of Montgomery pulled together and kept the boycott going for more than a year. Finally, the Supreme Court intervened and declared

segregation on buses unconstitutional. Rosa Parks and the boycotters defeated the racist system, and she became known as "the mother of the civil rights movement."

Thurgood Marshall was a courageous civil rights lawyer during a period when racial segregation was the law of the land. At a time when a large portion of American society refused to extend equality to black people, Marshall astutely realized that one of the best ways to bring about change was through the legal system. Between 1938 and 1961, he presented more than 30 civil rights cases before the Supreme Court. He won 29 of them.

His most important case was *Brown v. Board of Education of Topeka* (1954), which ended segregation in public schools. By law, black and white students had to attend separate public schools. As long as schools were "separate but equal"—providing equal education for all races—segregation was considered fair. In reality, segregated schools were shamefully unequal: white schools were far more privileged than black schools, which were largely poor and overcrowded. Marshall challenged the doctrine, pointing out that "separate but equal" was just a myth disguising racism. He argued that if all students were indeed equal, then why was it necessary to separate them? The Supreme Court agreed, ruling that "separate educational facilities are inherently unequal." Marshall went on to become the first African-American Supreme Court Justice in American history.

When teaching these units the teacher is supposed to manage the process of learning while students are expected to participate actively.

I tried to make the lessons in a very attractive way as we are working with teenagers and not only with adults. Despite the fact that the units seem to follow the same structure they are not organized the same way.

The teacher's guide section was prepared not only to give directions on what to do in each section but also to help teachers deal with error correction, instructing and eliciting students. The explanation on how the teacher must conduct the activity is in the teacher's guide material.

I truly believe that real teaching means make the students really learn the subject presented. I have tried to give the students opportunity to lead themselves and I have worked hard to make that happen.

Through all theories used, it seems like students are more prepared to be critical and face different situations in real life. Language learning should be relevant to their lives.



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