

Universidade Federal de Minas Gerais – UFMG
Faculdade de Letras – FALE
Programa de Pós-Graduação em Estudos Linguísticos – POSLIN
Curso de Especialização em Ensino de Inglês – CEI

Manoela Antunes Ribeiro Pinto

Practicing English, inside and outside the classroom, using digital tools

Belo Horizonte

2022

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Practicing English, inside and outside the classroom, using digital tools

(Material didático para o ensino de inglês)

Orientador: Prof. Dr. Ricardo Augusto de Souza

Trabalho de conclusão de curso apresentado ao Curso de Especialização de Ensino de Inglês da faculdade de Letras da Universidade Federal de Minas Gerais, como um dos requisitos para a obtenção do título de Especialista em Ensino de Língua Inglesa. Orientador: Prof. Dr. Ricardo Augusto de Souza.

Data da defesa: 01/12/2022

Belo Horizonte

2022



Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Língua Inglesa/EAD.

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO.

Nome do(a) aluno(a): Manoela Antunes Ribeiro Pinto, matrícula 2021659580.

Às 14:00 horas do dia 01 de dezembro de 2022, reuniu-se, na Faculdade de Letras da UFMG, a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa/EAD, para julgar, em exame final, o trabalho intitulado **Practicing English, inside and outside classroom, using digital tools**, como requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra à(o) candidata(o) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Em seguida, a Comissão se reuniu, sem a presença da(o) candidata(o) e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Prof(a). Dr(a). Marisa Mendonça Carneiro. indicou a aprovação do(a) candidato(a);

Prof(a). Valdeni da Silva Reis, indicou a aprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi aprovado(a).

Nota _____ 80

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

Belo Horizonte, 01 de dezembro de 2022 ,

Prof^a Marisa Mendonça Carneiro

Documento assinado digitalmente

Prof^a Valdeni da Silva Reis

VALDENI DA SILVA REIS

Data: 09/12/2022 09:41:24-0300

Verifique em <https://verificador.iti.br>

O trabalho atende aos requisitos do CEI

Resumo

Tenho dado aulas de inglês em escolas de idiomas desde 2011 e sentia a necessidade de me reciclar como professora. Aprendi muito com os professores e com a troca de experiência entre os colegas nos fóruns de discussão. Aproveitei a oportunidade para adicionar um pouco do conteúdo aprendido para desenvolver meu trabalho de conclusão de curso, composto por duas unidades didáticas. As unidades foram desenvolvidas para alunos de escolas de idiomas em nível intermediário (adolescentes/ jovens adultos) para usarem a língua alvo autenticamente, e também para promover a comunicação significativa e o pensamento crítico. As atividades foram desenvolvidas considerando o theme-based learning, e estão conectadas por temas centrais (Voluntariado e Espécies em risco de extinção). Os alunos são encorajados a praticar a língua inglesa dentro e fora da sala de aula, fazendo uso de materiais autênticos e de recursos digitais.

Palavras - chave: Língua inglesa, comunicação significativa, recursos digitais

Abstract

I have been an English teacher in language schools since 2011 and I felt the need to requalify myself as a teacher. I learned a lot from the professors and from the exchange of experiences between colleagues during the forums. I took the opportunity to add some of the content I learned to develop the course conclusion work, composed of two didactic units. The units were developed for intermediate students at language schools (teenagers / young adults) to use the target language authentically and also to promote meaningful communication and critical thinking. The activities were developed considering the theme - based learning, they are linked by central themes (Volunteering and Endangered Species). Students are encouraged to practice the English language inside and outside the classroom, making use of authentic materials and digital resources.

Key - words: English language, meaningful communication, digital resources

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Introduction

In order to promote language learning, the teaching units of this work aim to provide students with real and meaningful communication opportunities. The activities proposed in units 1 and 2 were designed for students to work, step by step, the 4 skills: reading, listening, speaking and writing.

The units are divided into sections: *Food for Thought / Warm Up* (to activate students' prior knowledge and raise interest to the topic), *Vocabulary / New Words, Listening, Reading, Grammar, Pronunciation, Writing* and *After class* (that aims to provide students' with opportunity for self- assessment). Moreover, students have the chance to use the target language outside the classroom. The activities are interconnected and there is a repetitive use of the main vocabulary, which will facilitate interaction among students, especially with regard to oral activities. In addition, the materials used such as videos, websites and other digital tools, being authentic and relevant, stimulate students' engagement and creativity.

During the specialization course, I came across several possibilities for using digital tools for language teaching and I would like to combine the knowledge acquired on such tools to provide students with a more modern and dynamic way of learning and practicing language, inside and outside the school environment. The units "Volunteering" and "Endangered Species" were designed for intermediate students at language schools. However, I believe it would be attractive to adults and high school students as well.

The first unit addresses the topic of Volunteering. The purpose of the topic is to allow students to explore this broad theme. Students have the chance to discuss about the various possibilities of volunteering, the importance of the sense of community, team work and the skills that we can acquire by participating in such work. It is important to say that students will also be able to note that learning a foreign language opens doors and can provide volunteer opportunities around the world.

The second unit is about Endangered Species and aims to raise awareness of the main threats to plant and animal species in Brazil and around the world. The exercises give students opportunity to develop critical thinking and work in cooperation. Students will express their opinions and discuss possible solutions to the problem. In both activities, the teacher acts as a facilitator as students have the responsibility to work actively, in pairs or in groups.

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UNIT 1



G preposition + present participle
V related words for volunteering



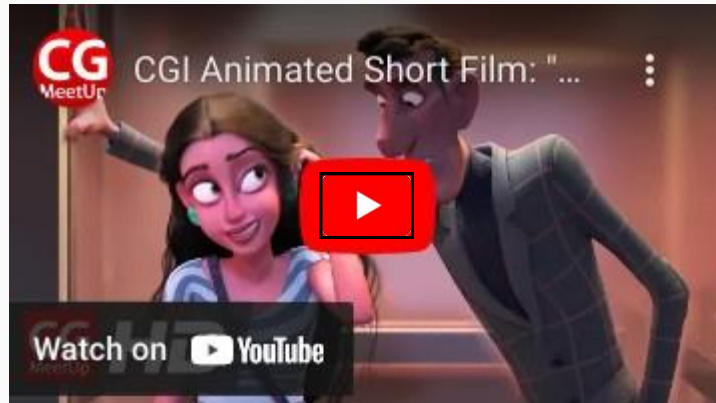
WHY VOLUNTEER?



VOLUNTEER IN AFRICA
WWW.MEDTRIPVOLUNTEERS.COM

FOOD FOR THOUGHT

1) Watch the video below.



2) Reflect on the questions below and share your thoughts with your partners.

- a. What is the purpose of the video?
- b. Do you think we live in an indifferent society?
- c. How do you feel when you help people ?
- d. How do people feel when you help them ?

FOCUS ON VOCABULARY

2) Look at the word cloud below.



A

Choose in the cloud three words that in your opinion, best describe the word:

volunteer

B

Tell your classmates why you chose them.

C

Would you add any other words to the cloud? Share them with the class.

FOCUS ON VOCABULARY

3) Match the following vocabulary to the definitions.

- | | |
|-----------------------------|---|
| 1. <u>Charity</u> (n) | a. showing a wish to help or bring advantages to others |
| 2. <u>Donation</u> (n) | b. the act of helping |
| 3. <u>Awareness</u> (n) | c. an act of saving or being saved from danger |
| 4. <u>Rescue</u> (v) | d. ability to notice things |
| 5. Aid (n) | e. money that are given to a person or organization |
| 6. <u>Altruistic</u> (adj.) | f. an organization set up to provide help and raise money for those in need |



Click on each word to check their pronunciation.

Practice
pronunciation
with the app
ELSA.

Tip!

4) Now put the words above into the correct gap in the sentences

1. We received a generous _____ from the people of the local church.
2. The project was completed with the _____ of several volunteers.
3. Volunteering can help you make friends, learn new skills, advance your career and raise _____ for your cause.
4. The billionaire is an _____ man who gives away millions of dollars every year to various charities.
5. A _____ run is being held to raise funds for the city's homeless population.
6. Volunteers managed to _____ 2 turtles in a fishing net.

LISTENING



5) **Listen** to some people talking about volunteering.

WHAT DOES VOLUNTEERING MEAN TO YOU?

A) Tick what you heard from them.

- volunteering creates a better sense of community
- you have the sense you are part of something
- people should volunteer at least once a year
- volunteering takes a lot of people's time
- it is good for the heart and mind
- you can get so much satisfaction helping others

B) With a partner, discuss about what you have heard and add your thoughts on the matter.



<https://feedingnefl.org/volunteer/>

CHILDCARE IN KENYA

Overview

A chance to do volunteer work for children in Kenya in a meaningful way and contribute to the betterment of the country. A region replete with many contrasts that include its landscape to demographics, and more so its social and economic inequalities, Kenya is one of the most unequal countries. With rising mortality rates because of several diseases such as HIV and Tuberculosis, unattended and uncared for children are increasing in rising numbers. Thus, Volunteering Solutions offers all humanitarians across the globe to head to Kenya and work in local childcare centers. Responsibilities at the project will be several. **From assisting** the local caretakers in preparing nutritious meals for the children **to teaching** children incorporating interactive and engaging methods. Assist the local staff and caretakers in daily work to help them in a better way; such **as cleaning** and tidy the homes as well as cooking. The children at the center are from different age groups, school going as well as toddlers. All volunteers must provide a clean criminal background check report prior to joining the program.

Adapted from: <https://www.volunteeringsolutions.com>

Childcare Volunteer Program in Kenya



Trip Highlights

- Opportunity to volunteer for children in Kenya, take care of children, teach and play with them
- Assist local staff and in taking care of children, such as feeding, dressing and keeping the children active within the homes
- Engage deeply with the locals and understand the issues and concerns prevailing in the region
- Live in Nairobi suburbs and meets lots of like-minded fellow volunteers
- Get to visit the elephant orphanage, giraffe center and Mamba village in Kenya
- Travel around and explore the country during weekends

GLOSSARY

Betterment (n): the act or process of improving something.

Toddler (n): a young child who is just beginning to walk.

6) Read the text and tick the correct answer.

1. The words in **blue** are:

verbs adverbs prepositions

2. The words in **red** are:

nouns verbs adjectives

3. Underline in the text TWO more examples with the same pattern.

READING

7) Read the text again and answer the questions.

1. What are the contrasts of Kenya region?
2. Why are infant mortality rates increasing?
3. In what ways volunteers can help children in the center?
4. Would you be part of this project? Why/Why not?



www.volunteeringsolutions.com

Check out for some volunteering with kids in Brazil:

<https://edumais.org/>

www.instagram.com/forcadobem/



GRAMMAR



www.volunteeringolutions.com/

- 8) Complete the text using the correct form of the verbs in parentheses.

CHILDCARE VOLUNTEER PROGRAM IN KENYA

Program Requirements

Volunteers must be 17 years or older at the time of _____ (join) the project. Participants should have an open mind and flexible attitude for _____ (work) in a new and different environment. Volunteers need to be flexible, open-minded and have a passion for _____ (work) with children. You should also be proactive and have the ability to take initiative. All volunteers must provide a clean criminal background check report prior to _____ (join) the program. Teach the kids, play with them, prepare their daily records, take part in _____ (feed), _____ (dress) and _____ (keep) the children active within the homes are some of the activities.



- 9) Complete the sentences below with the correct form of the verbs.

- Volunteers need to be flexible, and have a passion for _____ (work) with children.
- Participants must be fit and healthy at the time of _____ (join) the program.
- All the materials shall be provided and you can help in _____ (give) a new fresh look to the school classrooms.
- You can render invaluable help by _____ (do) volunteer work at an orphanage in Nepal by _____ (give) them love and affection

Click on the link below and watch a video about the Grammar content.



https://www.youtube.com/watch?v=YV_bIV1-dLw

10) In your opinion, which of these options can be considered the purpose of the comic strip below?

- a. to inform b. to provoke reflection c. to complain



<https://www.cartoonstock.com/>

11) Discuss these questions in pairs:

1. Have you ever volunteered? If so, where?
2. What can people do as volunteers ?
3. What causes are important to you?
4. What are the benefits of volunteering?
5. Why do some people resist in volunteering?

Useful Expressions

Agreeing

That's right!

Absolutely!

I agree!

Definitely!

Disagreeing

I don't agree!

I totally disagree!

Absolutely not!

That's not right!

Partially agreeing

That's partly true, but...

I'm not so sure about that...

I see your point, but...

12) Click **here** to answer the quiz: What kind of volunteer are you? Tell your partner whether you agree or disagree with the result.

WRITING



How to Engage Volunteers ?

13) In pairs, produce a post on Twitter or Instagram, encouraging your friends to participate in a volunteer program.

- Paste the link for your post on Padlet ([link here](#))

- Vote for the most attractive posts. Leave a comment explaining the reason for your choice. Give your like and check out the most voted post.

TIPS FOR PRODUCING YOUR POST:

- Choose a type of volunteer work
- Briefly, list the activities to be performed
- Finally, use good arguments to convince the public to engage in the cause

Be creative when making your post !

Making it attractive will help you reach many 👍 and a greater number of volunteers !



See examples on next page.



A tutorial to inspire you to create your post.
<https://www.youtube.com/watch?v=ipAsLcfC4Go&t=186s>

THIS IS AN AFTER CLASS ACTIVITY

Summarize what you learned about Volunteering in this Unit in one or two paragraphs. Then make your own word cloud.

Share the link for your word cloud on [Padlet](#) and check your friends' clouds.

Watch some tutorials on how to create a word cloud:

Making word clouds in Microsoft Word

How to use word clouds

**FRIENDSHIP
GIVING**

"Every person can make a difference, and every person should try."

John F. Kennedy

TEACHER'S GUIDE

Food for thought (10 min)

In this activity students are supposed to have a short discussion and predict the topic of the lesson.

- Ask students to watch the youtube video (2:46). After watching it, choose some volunteers to share their answers with the class. Then, encourage the participation of other students to start a short discussion about the video.

Focus on vocabulary (About 10 min)

Students will explore as much as possible the vocabulary related to the topic.

Exercise 2

- Ask students to read the words in the word cloud. Then, they will choose 3 words that best describe the word **volunteer** and justify their choices. Ask students to add more words to the cloud and share them with their classmates. They should explore all the vocabulary learned and its relation to the word volunteer.

Exercise 3

- Students will match some words, taken from the word cloud, with their definitions. Encourage students to listen and pronounce the words.

Exercise 4

- Here, students will practice the words learned in exercise 3 by completing some sentences in exercise 4. When finished, students will read their answers aloud checking them with peers and the teacher.

TEACHER'S GUIDE

Listening

(About 15 min)

Students will develop their listening comprehension and will also have the chance to review some of the vocabulary learned in exercise 2.

Before playing the audio, ask students the question: **What type of information/ message do you expect to listen to?**

- Play the audio (2:42) twice or three times if necessary, and ask students to tick only what they have heard from people talking about the importance of volunteering.
- Chorally, correct the answers. Encourage your students to say if they agree with the people and ask them to think of other benefits of volunteering. It can be done in a big group.

Reading

(About 10 min)

Students will work on reading and comprehension by reading a text about a volunteer project that cares for underprivileged children in Kenya.

- Ask students to read the text in pairs and check vocabulary when necessary.

Exercise 6 is an introduction to the grammar section.

- Ask students to observe the highlighted words in red and blue. Let them realize that they are prepositions followed by verbs and make sure they notice the **-ing** in the end of the verbs. Once this is done, students will go back to the text to find other examples. following the pattern learned. Let students notice the adjectives and the nouns with the -ing ending as well.

Exercise 7

- Students will answer some questions about the text in exercise 6. It can be done in a big group.

TEACHER'S GUIDE

Grammar

(About 10 min)

Students will practice the grammatical content observed in exercise 6.

- Ask students to read the text carefully and fill in the gaps with the correct forms of the verbs in parentheses. Make sure students understand the use of -ing in the end of verbs that come after prepositions. The next section, Speaking, will bring more examples of the content. Draw students' attention to this.

Suggest students to watch a Youtube video with more information about the grammar content .

Speaking

(About 15 min)

This section aims to create opportunities for students' communication and interaction.

- Students will read a comic strip in exercise 9 and answer a question. This is a good time to reinforce the grammatical content taught. Ask students to underline the verbs in the comic strip and analyze the pattern they have found.

Exercise 10

- Students will ask and answer questions in pairs. The teacher will be around watching the interaction. If there is enough time, ask students to exchange pairs.

Exercise 11

Students will individually answer an online quiz. Then, in pairs, they will comment on the result. They will tell their partner whether they agree or disagree with the result. Ask students to use agreeing and disagreeing expressions. If there is time, the teacher can ask extra questions.

TEACHER 'S GUIDE**Writing**

(About 20 min)

This section will provide not only writing, but also students' interaction, cooperation and creativity.

- In pairs, students will choose a cause they would like to volunteer for and will create a Twitter or Instagram post to engage the public in the cause. Students can follow tips and watch the proposed tutorial or any other they find interesting to help them create their post. Encourage students to vote and comment on their peers' posts on Padlet.

After class

This is an individual activity to synthesize what was discussed in class. It is also a way for students to self-assess and give feedback to the teacher.

- Students will write one or two paragraphs summarizing the theme and then create a word cloud. They will share their word cloud on Padlet. Give feedback to students on Padlet and encourage students to do the same with their classmates.

KEY**Focus on
Vocabulary****Exercise 3**

- 1 - f
- 2 - e
- 3 - d
- 4 - c
- 5 - b
- 6 - a

Exercise 4

- 1 - donation
- 2 - aid
- 3 - awareness
- 4 - altruistic
- 5 - charity
- 6 - rescue

Listening**Transcript**

I think volunteering is important because you need to show that you can give back to the community and just lend a helping hand to help those who are maybe less fortunate out well I think it's important to give back to your community if you all take then what's left I think it's important because it gives you a sense that you're a part of something and it makes you feel more connected I guess it would create a better sense of community people being less selfish I think volunteering is important because you can make a difference in other people's lives and in return like you think you're doing something so great for someone and then the return you just get so much satisfaction and reward from it it shows people that you don't have to always want one you know a lot of people are blessed a lot of different

gifts and material things and I think it believes that we should share that with others it's really nice to just give back and help others out and I think it's one of the reasons why we've been put on this planet to help other people I think people think it's too hard and they think it's gonna take up a lot of their time but it I really think it does if you really sit down and analyze it I think we could all make time to do something like this otherwise you're just sitting on the couch and watching TV so you might as well get out you could volunteer with just a small portion of maybe lending a little bit of time a little bit of money whatever it may be in different forms makes me feel like I'm making a worthwhile contribution to society it's just a more sense of purpose and just showing that you're out there to help other people it made me feel very gratified it made me

I feel that I was doing something worthwhile takes away the attention from yourself what's not another person not because you're looking you know for some kind of joy or something for yourself but it just kind of happens that way that you get something out of return of volunteering kind of like exercising once you do it you just like you it's kind of neat because you're going to meet so many cool people that do it too it's just a good community there's a lot of studies that have been done people have volunteer and help others you look longer actually it's good for your heart it's good for your mind good for your spirit

KEY**Reading****Exercise 6**

1. preposition
2. verbs
3. in preparing/
to joining

Grammar**Exercise 8**

of joining
for working
for working
to joining
in feeding
in dressing
in keeping

Exercise 9

working
joining
giving
doing
giving

Speaking**Exercise 10**

B

UNIT 2



WILL WE MISS THEM?

- G passive Voice
- V words related to Endangered Species
- P the schwa /ə/ sound

ENDANGERED SPECIES



WARM UP

1) Can you name the animals below? What happened to them?



2) What do you know about these animals? Do you think there are many of them in the wild? Where can we find them?



3) The meaning of the following words must be clear for you. Find their definition.

- | | |
|--------------------------|---|
| 1. Critically endangered | a. population status that is neither threatened nor near threatened |
| 2. Endangered | b. inadequate information |
| 3. Near threatened | c. it is known only to survive in cultivation or captivity |
| 4. Extinct | d. it is likely to qualify for a threatened category |
| 5. Vulnerable | e. when the last individual dies |
| 6. Extinct in the wild | f. it is likely to be at a high risk of extinction in the wild |
| 7. Data deficient | g. at an extremely high risk of extinction in the wild |
| 8. Least concerned | h. at a very high risk of extinction in the wild |

4) Find in the definitions above, two synonyms for the word:

ENDANGERED

NOTE

Giant otter is listed as Endangered. The population in the Pantanal may reach 3969. (2015). Limited information. From: www.lajamjournal.org



Golden lion tamarin, still an endangered species. There are about 2,500 in the wild. www.realonomics.net

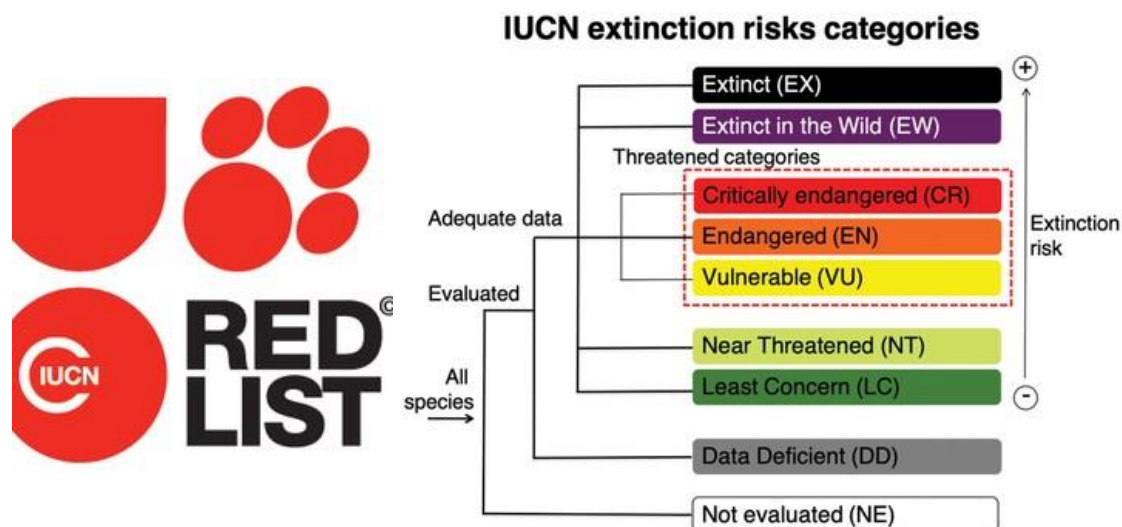


Less than 2,000 northern and southern Muriqui, critically endangered, live on in the remaining fragments of Brazil's Atlantic forest. (2015) From: www.mongabay.com



5) Observe the IUCN infographic below.

The International Union for Conservation (IUCN) is the global authority on endangered species determination. The **Red List** is a critical indicator of the health of the world's biodiversity. It classifies species at high risk of global extinction into categories. See below.



- A** As a whole, how do you interpret the infographic above?
- B** What status do you think the animals mentioned in exercise 2 occupy?
- C** Can you think of any endangered species? Where do they occur?



Scan the QR code to access the list of threatened species in Brazil.

A Match the words in the box with the pictures.

Global warming Poaching Pollution Deforestation



B In pairs, discuss the question:



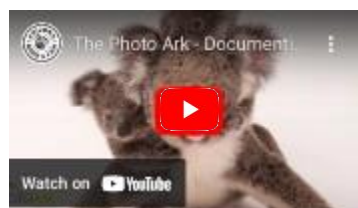
What causes species to become endangered?

SUGGESTION

Joel Sartore is a National Geographic photographer who is trying to document biodiversity that is or may soon be threatened with extinction.

Watch the video for more information about his Photo Ark project.

"I WANT PEOPLE TO CARE, TO FALL IN LOVE, AND TO TAKE ACTION."
Joel Sartore



PART 1

6) In pairs, read the text and answer the questions.

Reasons Why Species Become Endangered

Numerous animal, invertebrate and plant species are extinct, or threatened, because of human exploitation. Humans exploit natural resources for food, housing, agriculture and commerce. These are the biggest threat facing most animal species, followed by hunting, fishing and trafficking. While habitat is not completely lost, it can be so altered that animals cannot adapt. Fences fragment pastures, logging splits forests in half, interrupting migratory corridors; pollution poisons rivers; pesticides kill widely and indiscriminately.

In addition to these localized threats, more and more global threats are emerging: trade, which spreads diseases and invasive species from one place to another, and climate change, which ends up affecting every species on Earth, starting with the animals that live in the high mountains. Mountains, where it is colder, or that depend on polar ice. All these threats relate, directly or indirectly, to man and our growing presence. Most species face various threats. Some are able to adapt to us; others will disappear.

Adapted from: www.nationalgeographic.pt

1. According to the text, what are the biggest threats to the species?
2. What are the consequences of animal trade?
3. Do you think these threats occur in your country? Give examples.

GLOSSARY

Exploitation (n): the action of making use of and benefiting from resources.

Logging (n): the activity or business of felling trees and cutting and preparing the timber.

Split (n) : an instance or act of splitting or being split; a division.

PART 2

7) Read about some of the threats mentioned in exercise 6.

Threat: Fragmentation

This subspecies of lady gazelle was already plentiful throughout the Western Sahara region. Now there are less than three hundred in Mali, Chad and Niger. The territory is fragmented grazed by pastures created for domestic animals and their existence is threatened by hunting. The success rate of reintroducing captive-bred animals is uneven.



Photos: National Geographic

Nanger dama mhorh



Elephas maximus / Asian Elephant

Threat: Poaching

It is possible that 100,000 elephants roamed Asia in the early 20th century. Since then, its population has probably halved. They were slaughtered for their ivory tusks, but also for their flesh and leather, and sometimes in retaliation for damage done to crops.

Threat: Deforestation

For tree-dwelling lemurs, there is no life without the forest - or Madagascar, their only home. However, the island nation has lost 80% of its trees to development, charcoal production and slash-and-burn agriculture. Lemurs are squeezed into limited protected areas; 38 species are critically endangered. Fuel-efficient stoves are being introduced to encourage people to reduce wood use and protect forest habitat.



Diademed sifaka

[READ MORE](#)

8) Match the underlined words in the texts in **Part 2** with their definitions.

1. grazed
2. captive-bred
3. uneven
4. roamed
5. tusk
6. crops
7. slash-and- burn



- () the process of maintaining plants or animals in controlled environments.
- () put animals to eat grass.
- () not regular, consistent, or equal.
- () method of cultivation in which forests are burned and cleared for planting.
- () move about unsystematically, especially over a wide area a cultivated plant that is grown as food.
- () a long, pointed tooth
- () a cultivated plant that is grown as food, especially a grain, fruit, or vegetable



9) Observe the sentences below and answer the question:


1. Numerous animal and plant species **are threatened** because of human exploitation.
2. Oragutans **were** more **affected** by hunting and climate change.
3. Technologies **are being used** to help endangered species.

A What are the forms of the highlighted verbs in **red** and **green**?

B Go back to the texts in **Part 2** and find examples that follow the patterns above. Add them in the chart below.

PRESENT SIMPLE	PRESENT CONTINUOUS	PAST SIMPLE

GRAMMAR REVIEW

 Click on the link below for a review of **Passive Voice**.

Passive voice

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

10) Complete the sentences with the **passive** form of the verbs in parentheses. Use the tenses in the box.

Present simple / continuous
Simple past
Present perfect
Past perfect

Every hour one animal _____, (kill) risking the extinction of a whole species. Pandas _____ (threat) over the years by illegal trade and by the destruction of bamboo forests, their main source of food. The tiger is another species on the edge of extinction: when environmentalists finished their studies a few years ago, three tiger subspecies _____ already _____ (destroy). Polar bears are also on the list: a book _____ (publish) last year by a British researcher saying that this species will disappear within 100 years. A recent study _____ (make) estimating that there are only 200.000 polar bears still in the wild.

Adapted from www.un.org

PRONUNCIATION

SCHWA

The schwa sound /ə/ is the most common vowel sound in English; about one in three vowels a native speaker pronounces.

Vulnerable - /'vʌln(ə)rəb(ə)l/

ADJECTIVE



Click to listen to the pronunciation.



Find the Schwa sound and underline the stressed syllables in the words in the box.

endanger deforestation fragmentation threaten



11) Watch the YouTube video and answer the questions below.



1. How many golden lion tamarin are left in the wild?
 - a. 2,400
 - b. 3,700
 - c. 3, 500

2. What caused the loss of a third of their population in 2018?
 - a. habitat loss
 - b. hunting
 - c. yellow fever

3. What is considered a current threat to the species?
 - a. deforestation
 - b. a disease
 - c. fragmentation

4. What have conservationists done to protect the species?
 - a. built a bridge
 - b. built a reserve
 - c. raised funds

12) Follow the instructions below

GROUP WORK



- A** Click on the image above to have access to the infographic information.
- B** In groups of three, discuss the mentioned actions.

DISCUSSION

1. Do you think the actions would be enough to help conserve endangered species? Would you add any other?
2. Which actions are considered most effective? Why?
3. How can we use media (like blogs and games) to spread awareness about endangered species and incite people to take action?
4. Why is it important to protect species?

TAKE ACTION

WRITING

What can you do to save Endangered Wildlife?

The first step to helping is learning; and in this case learning what species are endangered in your country or around the world and why.

In groups of three, search for endangered species of your interest and read about them to get some basic knowledge.

Take notes about:

- ✓ Species' identification
- ✓ Place of occurrence
- ✓ Habitat
- ✓ Main threats

Search for photographs for illustration and ways to protect the species.

IN CLASS

Click on the photo to hear me singing!



PINTO'S SPINETAIL , ALSO KNOWN AS THE PLAIN SPINETAIL, ALAGOAS SPINETAIL OR TATAC, IS ENDEMIC TO NORTH-EASTERN BRAZIL. IT IS THREATENED BY HABITAT LOSS.

[READ MORE](#)



AFTER CLASS

Photo: National Geographic

Now that you chose your species and have more information about it, you will write a blog post to bring awareness to its conservation.

- ✓ Create a webpage for your post. You can use the links below to help you build your blog.

<https://www.youtube.com/watch?v=YWA-xbsJrVg>

<https://www.website.com/?source=SC>

- ✓ Send the link for your blog on Padlet, click [here](#).

A blog post is an entry (article) that you write on a blog. It can include content in the form of text, photos, infographics, or videos.

Click on the photo to hear me!



THE MURIQUI OR MONO-CARVOEIRO (BRACHYTELES ARACHNOIDES) IS A PRIMATE SPECIES ENDEMIC TO THE ATLANTIC FOREST THE MAIN REASONS FOR THE REDUCTION OF ITS POPULATION IS THE DESTRUCTION OF ITS HABITAT AND HUNTING.

READ MORE

TEACHER'S GUIDE**WARM UP**

(5 min)

Before starting the lesson, click on the pictures to get information about the animals.

After that:

- Ask students if they can recognize the animals in the photos.
- Lead them to conclude that some animals have gone extinct and others have not. Ask students if they believe that the animals in exercise 2 are found abundantly in nature.

VOCABULARY

(10 min)

Students will be presented with the main words related to the topic.

- in exercise 3, they will match words and their definitions and in exercise 4 they will find, in the definitions, two synonyms for the word **endangered**.
- in exercise 5, students will work with the vocabulary from the previous exercise. Ask them to interpret the information in the infographic and answer the questions. This exercise can be done in pairs or in groups.

TEACHER'S GUIDE**BEFORE YOU
READ**
(about 5 min)

In exercise A, students will match the words in the box with the pictures.

Students will use the vocabulary from exercise A to discuss, in pairs, question B. Ask them to add more causes to their answers and share their answers out loud.

Encourage students to watch, after class, the video suggested in this section.

READING
(10 min)**PART 1**

In pairs, students will read a text about "Why species become extinct" and answer some questions.

PART 2

Ask students to read the texts carefully. The texts will be used for the following sections: New Words and Grammar.

TEACHER ' S GUIDE**NEW WORDS**

(about 5 min)

- Students will match the underlined words in the texts in Part 2 with their definitions.
- Clarify any other questions students may have about the vocabulary. Check the answers in group.

GRAMMAR

(about 10 min)

Students will review Passive Voice in the Grammar section.

- Ask students to read the sentences in the box and observe the form of the highlighted verbs in the examples. They are supposed to recognize the forms of the verb BE and the Past Participle. Make sure students have noticed the forms of the verbs before they start exercise B.
- Once it is clear, ask students to underline examples with passive voice in the texts in the Reading section (Part 2), and add the examples in the chart.

Choose volunteers for the correction .

TEACHER ' S GUIDE

GRAMMAR REVIEW

(5 min)

In exercise 10, students will complete a text with the right form of the verbs using passive voice.

Suggest students to watch a video (5:10), after class, to reinforce the use of Passive Voice.

PRONUNCIATION

(about 5 min)

- Students will watch a video on how to pronounce the Schwa sound (2:45)
- After practicing with the examples from the video, students will identify this sound in the words in the box. They will also underline the stressed syllables.
- Make the correction out loud with the participation of the students. Ask them to pronounce the words after you.

LISTENING

(about 5 min)

- Students will watch a Youtube video (2:09) about the species of monkey found in Brazil, the Golden lion tamarin, and will choose the right answer for the questions.
- Ask students to give their opinion about the measure of conservation shown in the video. **Would they have any other solutions for the problem?**
- Make the correction with the help of students.

TEACHER'S GUIDE**SPEAKING**

(about 15 min)

- Ask students to click on the image to access an infographic.
- Divide them in groups of three and ask them to discuss the 10 actions to conserve endangered species. They are supposed to express their opinion while discussing the actions. After that, they will answer the questions in "Discussion".

WRITING

(about 15 min)

- The same discussion group will work together and search for an endangered species of their interest.
- In class, students will follow instructions on how to do their research.
- In **After class** activity, students will gather all the information and photos they got to produce a blog post to raise awareness to the species' conservation. When finished, they will share the link for their post on Padlet. Students should comment on their peers' blogs.

KEY

WARM UP

Exercise 1

- Before starting the class, click on each picture to read about the animals.

Wolly Mammoth
Thylacine
Saber- tooth tiger

Exercise 2

Giant otter
Golden lion tamarin
Muriqui monkey

Ask students what they know about these species: where they are found, what they eat, if they have seen any of them in the wild, etc..

Check the answers for question 2 in "NOTE" in the section **VOCABULARY**.

VOCABULARY

Exercise 3: 1 - g, 2 - h, 3 - f, 4 - e, 5 - d, 6 - c, 7 - b, 8 - a

Exercise 4: at risk / threatened

Exercise 5:

- (A) It is open for students to do their analysis.
- (B) The answer for this question is in the section Before you Read (**NOTE**)
- (C) Some examples:

The Bornean and the Sumatran Orangutan,
The Cross River gorilla - Cameroon-Nigeria border region
Vaquita - a dolphin found exclusively on Mexico's Gulf of California

KEY

**BEFORE
YOU
READ**

Exercise 6

Question A - 1. Deforestation 2. Pollution 3. Poaching
4. Global warming

Question B - over exploitation , fragmentation, climate change, etc

NEW WORDS

Exercise 8:

- (2)
- (1)
- (3)
- (7)
- (4)
- (5)
- (6)

GRAMMAR

Question A

Words in **red**: verb "be" in the Simple Present, Present Continuous and Simple Past forms.

Words in **green**: regular verbs in the Past Participle.

KEY

GRAMMAR

Question B

Present Simple: is threatened / is fragmented
are squeezed / are endangered

Present Continuous: are being introduced

Past Simple: were slaughtered

GRAMMAR REVIEW

Exercise 10

is killed
have been threatened
had been destroyed
was made
was made

PRONUNCIATION

Endanger: /ɪn'deɪndʒə(r)/

Deforestation: /diːfɔːrɪ'steɪʃ(ə)n/

Fragmentation: /ˌfrægmən'teɪʃ(ə)n/

Threaten: /'θret(ə)n/

SCHWA

LISTENING**Exercise 11**

1. b
2. c
3. c
4. a

TRANSCRIPTION

This is the micoo leo or golden lion tamarin they are only found in forests of brazil their playful appearance belies a serious existential threat according to the conservation group the medal population project there are only around 2 500 left in the wild in the 2014 our census identified something like 3 700 animals that means from 2017 until today after the arrival of the yellow fever we had for the first time a decreasing of the population and this called us the attention very much and conservation efforts over the past few decades brought the animal back from the brink of extinction but an outbreak of yellow fever in 2018 wiped out a third of their population now experts are concerned that this dual carriageway has confined group of monkeys to a small area of forest which could lead to devastating consequences according to local conservationists the scientists showed that the population living over there would be completely isolated from the other side of the road and that would create a real problem in terms of conservation

genetically that population would be isolating and that's really bad to help the monkeys reach the other side the meta population project built a bridge across the busy highway last year it's covered with trees shrubs and herbicides plants in the hope of making a natural corridor attractive to the primates the conservationists say with the forest Fractured by towns pastures and roads a bridge like this is crucial the endangered monkeys are down to just five percent of their habitat but they are determined to give them a better chance at survival james rainer and ken ning for taiwan plus you

Rationale

The units of this work were developed for intermediate students at language schools to use the target language authentically, and also to promote students' interaction and critical thinking.

The themes chosen are broad and can generate a lot of purposeful interaction, collaboration and meaningful communication. The main objective of the units is in accordance with most of the premises of the Communicative Language Teaching. Although we cannot say that there is a perfect method or approach for teaching ESL (English as a Second Language) / EFL (English as a Foreign Language) classes, I do consider the Communicative and Discursive approaches in my practice as a teacher of general English at language schools.

According to Jenna Crosley (2021) “ the purpose of discourse analysis is to investigate the functions of language (i.e., what language is used for) and how meaning is constructed in different contexts, including the social, cultural, political, and historical backgrounds of the discourse”. It can be seen as the organization of language above the sentence or above the clause. It follows that discourse analysis is also concerned with language use in social contexts, and in particular with interaction or dialogue between speakers (STUBBS, 1983).

A lot has been changed with the use of technology in education. During the specialization course I came across several possibilities for using digital tools for language teaching and I would like to combine the knowledge acquired on such tools to provide students with a more modern and dynamic way of learning and practicing language, inside and outside the school environment.

Learning how to understand and effectively use media is part of literacy. Students are exposed to massive amounts of information inside and outside class. Information comes from diverse media and students of all ages need to be adept at accessing, analyzing and evaluating the several forms of input. For Cope & Kalantzis (2021): “ Literacy today involves students knowing how to navigate across an increasingly complex communication landscape and to negotiate a range of contexts and patterns of intercultural meanings as well as the prevalence of multimodal texts. Lim, and Tan (2021) states that “Multimodal pedagogies also involve designing opportunities for students to explore and perform ideas and identities using a range of meaning-making resources”.

Taking it all into consideration, the units were developed to offer students a variety of activities to help them achieve a meaningful communication, which is the main objective of the units.

Practicing English, inside and outside classroom, using digital tools suggests different resources for students so that they will be encouraged to learn further and expand their knowledge and abilities with the language. The teacher plays the role of a facilitator and guides students to find their own way to learning .

The units are divided into sections that work the four skills: reading, listening, writing, and speaking. The sections, which are connected with the topics, are presented below:

Food for thought / Warm up

The first sections, *Food for Thought and Warm up*, provide students with opportunities to explore their thoughts and their prior knowledge on the topics. It is an important task considering that our brain works to make sense of new information by connecting it to information we already have. Additionally, warm - up activities can involve interaction and collaboration and inspire students to either predict a new topic or consider a previously learned topic. The use of resources such as videos and images can help increase students' motivation and participation.

Vocabulary / New words

Vocabulary is an essential component when teaching English besides the other components such as structure, pronunciation, intonation, etc. It is crucial in reading, listening, writing, and speaking. Having sufficient vocabulary can lead to a smooth communication. Students will not be able to communicate in the target language if they cannot master vocabulary well. If it happens, students can feel anxious and not confident. Such feelings are challenging because they negatively affect learners' engagement and involvement in language learning (HORWITZ, 2001).

In both units, the technique used for teaching vocabulary is matching words and definitions. As mentioned by Allen (2006): "The matching word is an enjoyable way to assess an initial understanding of words and concepts". This technique in teaching vocabulary is not

only effective to lead students feel more interested in doing activity, but also it can give the students opportunities to be active in learning English vocabulary (DEWI, 2014). Students can work independently, individually or in cooperation to try to convey meaning from the context. It gives students autonomy in their learning process.

Reading / Grammar

The Reading section of both units contains texts that will be useful for both reading comprehension and grammatical content. Students will have the opportunity to review vocabulary and check grammar in a more intuitive and contextualized way. Form will be perceived by students, but not in an explicit way as usually taught. Teaching grammar in context will give students opportunity to understand how language works and this will improve their communication skills. “Students need to get an idea of how language is used by native speakers and the best way of doing this is to present language in context” (HARMER, 1991,p. 57). Form and function go together to convey meaning. If students are denied the opportunity of seeing the systematic relationships that exist between form, meaning, and use, they may find communication more difficult (NUNAN, 1998, p.102).

As mentioned in the Teacher’s guide, teachers should stimulate students to notice the forms in the context before going to the fixation exercises. Important to say that the forms, *Present Participle and Passive Voice*, are present throughout the units and teachers are supposed to draw students’ attention to them. Links to Youtube videos are suggested so that students can go further into the *Grammar* content.

Students improve their language and enhance knowledge by reading. In reading, in addition to decoding the characters of a text, we have to be attentive to the interpretation of what the author intends to say to an audience. According to Lee (2012): “Genre approach assumes that students learn best when they are exposed explicitly to the structure of texts, its language and its structural features of different types of texts that they need to learn to read and write”. Students are encouraged to read a variety of genres throughout the Units.

In the Reading section, students will have the opportunity to analyze, organize, synthesize and interpret data that will be useful in other sections, such as speaking and writing.

Pronunciation

English teachers usually have a very limited class time teaching grammar, vocabulary, speaking, listening, reading, and writing. Therefore, the teaching of pronunciation ends up being in the background, in some cases. Many factors contribute to learning pronunciation such as age and motivation, factors that depend on the student himself, but there are also external factors such as the quality of teaching (how prepared teachers are to work with teaching of pronunciation) and students' first language.

There are so many varieties of English and so much variation within each type that it is almost impossible to define an ideal pronunciation. The goal of teaching students pronunciation is not to make them sound like native speakers. A realistic goal is to achieve an intelligible pronunciation, that is, to speak in a way that native and non-native speakers can understand without too much effort.

Some scholars have gone so far as to claim that teaching individual sounds is as not so important as teaching intonation, stress, prominence, and rhythm and that these topics should be emphasized above all. It seems more practical, though, to realize that no single aspect of pronunciation can stand on its own, students can benefit from learning about both individual sounds and the musical aspects of pronunciation (CELCE-MURCIA et al., 2010).

In unit 2, students learn the pronunciation of the schwa and do a practice focused on stressed syllable.

Listening

Listening is essential in the language classroom since it provides input to students. By listening well, students are more likely to be successful in speaking.

The listening materials chosen for the units 1 and 2 are authentic, students will be exposed to different accents, from native to non- native speakers, which models much more closely what students meet in real-life situations. In unit 1, students will have the chance to play an active role in their own learning, they will hear people talking about the benefits of volunteering and will have opportunity to express their opinion about it. In unit 2, students will watch a YouTube video, listen to specific information to obtain an understanding of a problem and its possible solution. In both activities, students can utilize the information they get from the listening to help them complete other tasks such as speaking and writing.

Speaking

The activities proposed in unit 1 include the analysis of a comic strip, answers to questions and a quiz. As the main purpose of the task is to provide students' communication and interaction, it is suggested to be done in pairs or in small groups.

The speaking activity of unit 2 brings an infographic with information to be discussed. Students will have to synthesize all the information and then discuss some questions. It is suggested to be done in small groups to get more interaction.

There is no doubt that speaking represents a real challenge to most language learners. Many students can experience some level of anxiety when exposed to situations in which they have to use the target language. Language anxiety has actually been cited as "possibly the affective factor that most pervasively obstructs the learning process" (ARNOLD & BROWN, 1999). The activities were developed taking this into account and also considering maximizing opportunities for students' interaction.

The activities prior to speaking are somehow interconnected, that is, there is repetition of the main vocabulary in some tasks, the topics are discussed in different ways throughout the units. This provides students with ideas to be developed, so that students can connect elements and together with their prior knowledge, they will be able to complete the speaking task with a low level of anxiety as they will have been exposed to a good amount of input. The teacher as a facilitator, will provide students support and guidance when they need, but here is the time for students to do most of the work.

As Routman (2005) asserts "students learn more when they are able to talk to one another and be actively involved". Moreover, communicative activities promote students' cooperation, autonomy, confidence and a friendly learning atmosphere. According to Muho & Kuran (2014), interaction provides learners with opportunities to receive comprehensible input and feedback.

Besides input and output, students also need feedback. Feedbacks can be given in the form of questions, comments, reformulations, repetitions and clarifications request. The teacher can do it by reserving some time after students' discussion, involving all the class in a big group discussion.

Writing

The writing activities in units 1 and 2 aim to maximize opportunities for cooperation among students, since the proposal is collaborative writing. As cited in Breaute (2016) “when learners participate in their own learning, taking an active part in making decisions, they might feel a sense of ownership and commitment to the process and learning becomes meaningful”. By creating an environment where collaboration is an essential component to writing, individuals can share knowledge, raise questions, and take the thinking and writing processes in a less threatening or less isolated environment. This kind of interaction provides reinforcement and feedback, and moves the writer to reflective thinking about the interaction, the evolution of the text and the response of the reader.

The activities combine technological resources that are highly present in students’ reality. Students have the real-world task of making a post to be published on social media platforms such as blogs, instagram or twitter. The writing tasks have a social destination, since it suggests publishing it online, sharing it with their peers and with the online community.

We have come to rely on technology to facilitate communication by carrying messages about what we think, how we think, and what we think is important. Considering the great influence of social media on people's lives, it becomes more engaging to develop an activity that counts on this new form of communication as an ally in the practice of writing.

The socio-cognitive approach was taken into account for the development of the activities. Flower (1994), proposes that the socio-cognitive approach considerates the advantages of the cognitive writing process approach and the genre- based approach. In the cognitive writing process approach we should considerate the following steps: planning, production, revision and rewriting (OLIVEIRA;TENUTA,2011, p.325).

In line with the concept of genre, Christie dan Martin (2000) adds that “genre is the particular usage of the language in a certain social circumstance such as interview genre, media genre, or advertisement genre, and so forth”. In addition, Hyland (2003) stated that “this approach addresses the relationship between language and its social functions and sets out to show language a system from which users make choices to express meaning”. Flower' s social cognitive theory recognizes an interaction between cognition and social and cultural contexts of writing, it means that they construct one another.

To achieve their final writing goals, which is publishing their posts, students will have to go through these basic four processes:

Planning: it is the pre-writing stage. It is related to the act of generating ideas, which includes retrieving relevant information from long-term memory. It is also included the process of organizing ideas, deciding about the presentation, the audience, the ordering of the text as well as giving meaningful structure to the ideas.

Production: at this stage students begin to put ideas on the paper. There is not so much concerning about the grammatical items or spelling, for example. The most important at this stage is to group ideas and information.

Revision: the purpose of revision is to make sure that the content of the writing meets the needs of the target audience. Students can add information, rearrange, replace or remove any parts of the writing if necessary.

Rewriting: it is the final stage before a text is published. It means noticing and correcting. Students must considerate the grammatical items, lexical items, spelling and syntax, cohesive elements, etc (OLIVEIRA; TENUTA, 2011). It is important to ensure that the text is well written, conveying the message in a clear way. In this moment, feedback is necessary and it can be given by the teacher and the students themselves.

So, after that, students will have the chance to rewrite the text to finally publish it.

After class

Considering that writing is a time-consuming process, in both units, extra writing activities were proposed with the following intentions:

- receive feedback from students on the topics covered;
- allow students to give feedback to their peers;
- give students a chance to review content;
- provide students with a self-assessment;
- promote interaction and language practice outside the classroom.

For unit 1, students will write one or two paragraphs summarizing the topic and then create a word cloud. They will share their word cloud on Padlet and comment on their peers' clouds.

In unit 2, students will gather all the information and photos they have to produce a blog post to raise awareness to species' conservation. When finished, they will share the link for their blog on Padlet. Students should comment on their peers' blogs.

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Websites Consulted

Book cover : Unit 1: <https://www.shutterstock.com/pt/search/senior-volunteer-groups>

Unit 2: <https://www.worldwildlife.org/species>

Unit 1

Food for Thought : <https://www.youtube.com/watch?v=qLGNj-xrgvY>

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

Listening: <https://www.youtube.com/watch?v=asbwwNyiRrA&t=9s>

Reading: <https://www.volunteeringsolutions.com/kenya/childcare-volunteer-program>

Grammar: <https://www.volunteeringsolutions.com/kenya/childcare-volunteer-program>

- YouTube video: https://www.youtube.com/watch?v=YV_bIV1-dLw

Speaking:

- Quiz: <https://www.playbuzz.com/afsmalaysia10/what-kind-of-volunteer-are-you>

Unit 2

Warm up: <https://kids.nationalgeographic.com/animals/prehistoric/facts/woolly-mammoth>

<https://australian.museum/learn/australia-over-time/extinct-animals/the-thylacine/>

<https://www.nationalgeographic.com/science/article/saber-tooth-cats-surprise-fossils-redraw-picture-of-big-cat>

<https://www.nationalgeographic.com/animals/mammals/facts/giant-otter>

<https://neprimateconservancy.org/golden-lion-tamarin/>

<https://neprimateconservancy.org/muriquis/>

Vocabulary: <https://www.iucnredlist.org/about/background-history>

- Vocabulary definitions: <https://dictionary.cambridge.org/pt/dicionario/ingles/>

Before you Read: <https://www.youtube.com/watch?v=qx-1LpR2TkY>

Reading: <https://nationalgeographic.pt/natureza/grandes-reportagens/2237-o-que-perdemos-quando-os-animais-se-extinguem>

Grammar Review: <https://www.youtube.com/watch?v=-rlvWoNNrcs>

Pronunciation: <https://www.macmillandictionary.com/pronunciation/british/vulnerable>

- Schwa sound: <https://www.youtube.com/watch?v=-zLaXLNCm3M&t=6s>

Listening: <https://www.youtube.com/watch?v=eF5AtQ0xJUA&t=8s>

Speaking:

<https://onedrive.live.com/?authkey=%21AN3wZnCdtaxDeA&cid=218EA7549DFFB343&id=218EA7549DFFB343%21459&parId=root&o=OneUp>

Writing / After Class:

<https://onedrive.live.com/?authkey=%21AG84zQhH6P0h8Ao&cid=218EA7549DFFB343&id=218EA7549DFFB343%21460&parId=root&o=OneUp>

<https://onedrive.live.com/?cid=218ea7549dff343&id=218EA7549DFFB343%21461&authkey=%21ABhI2e05Jure4%2DM>

<https://www.youtube.com/watch?v=YWA-xbsJrVg>

<https://www.website.com/?source=SC>