

UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras- FALE

CURSO DE ESPECIALIZAÇÃO EM ENSINO DE INGLÊS-CEI

Darlete Santos Oliveira

Developing English Skills in Public Schools

Belo Horizonte
2023

Darlete Santos Oliveira

Developing English skills in Public Schools

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

Orientadora: Marisa Mendonça Carneiro

Belo Horizonte
2023

Folha de aprovação

13/08/2023, 16:22

SEI/UFMG - 2530424 - Ata



UNIVERSIDADE FEDERAL DE MINAS GERAIS
FACULDADE DE LETRAS
CURSO DE ESPECIALIZAÇÃO EM LÍNGUA INGLESA - CEI/ELI

ATA DE DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Às 14:50 horas do dia 05 de agosto de 2023, reuniu-se na Faculdade de Letras da UFMG, a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa -CEI/ELI, para julgar em exame final, o trabalho intitulado, DEVELOPING ENGLISH SKILLS IN PUBLIC SCHOOLS, apresentado por **Darlete Santos Oliveira**, como requisito final para obtenção do Grau de Especialista em Língua Inglesa. Abrindo a sessão, a banca examinadora, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra à(o) candidato(a) 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 do(a) candidato(a) e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Prof(a). Dr(a). Climene Fernandes Brito Arruda, indicou () **aprovação**/ () **reprovação** do(a) candidato(a);

Prof(a). Dr(a). Ronaldo Correa Gomes Júnior, indicou a () **aprovação**/ () **reprovação** do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado () **aprovado(a)**/ () **reprovado(a)**.

Nota: 70

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



Documento assinado eletronicamente por **Climene Fernandes Brito Arruda, Professora do Magistério Superior**, em 08/08/2023, às 19:24, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



Documento assinado eletronicamente por **Ronaldo Correa Gomes Junior, Professor do Magistério Superior**, em 11/08/2023, às 11:17, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



A autenticidade deste documento pode ser conferida no site https://sei.ufmg.br/sei/controlador_externo.php?acao=documento_conferir&id_orgao_acesso_externo=0, informando o código verificador **2530424** e o código CRC **6BE55F69**.

Acknowledgments

I would like to thank God, my family, my husband Elias, my son Moysés, my sisters Lúcia, Marilene and my niece Michaeny for all the support and patience. Throughout this learning journey, it was essential to have family believing in me. I also would like to register a special thank you My father Augusto, who inspired and motivated me to study and learn English and despite his death I finished this course. If it was not for these people I would not have learnt English at first. You have a special place in my heart.

Resumo

Este projeto desenvolve os dois primeiros capítulos de um currículo de inglês como segunda língua (ESL) que promove o pensamento crítico, a expressão pessoal e habilidades de comunicação. O projeto são duas unidades de livro de inglês para alunos em escolas públicas do ensino fundamental e médio no nível B1 de língua inglesa. A primeira unidade “Are you helping spread lies? é sobre fake news. Os alunos aprendem que é fake news e como evita las. Os alunos são motivados a explorar sua criatividade e desenvolver habilidades eficazes de comunicação, enquanto aprendem o comparativo e superlativo. A segunda unidade “Courage”, os alunos tem o aprendizado relacionados a primeiros socorros, situações de emergência com atividades de vocabulário e compreensão linguística no simple past tense. Este projeto de desenvolvimento de currículo busca entrelaçar o pensamento crítico, a expressão pessoal e a proficiência linguística. os alunos não apenas adquirem habilidades , mas também são incentivados a buscar veracidade nas postagens da internet e a serem corajosos para ajudar pessoas em situações de emergência e sobrevivência.

Palavras-chave: ensino de inglês; fake news; courage; expressão pessoal; pensamento crítico; abordagem comunicativa.

Abstract

This project develops the first two chapters of English as a Second Language (ESL) curriculum that promotes critical thinking, personal expression, and communication skills. The project is two English book units for students in public primary and secondary schools at the B1 level of English. The first unit “Are you helping spread lies? it's about fake news. Students learn that it is fake news and how to avoid it. Students are motivated to explore their creativity and develop effective communication skills, while learning the comparative and superlative. In the second unit “Courage”, students learn about first aid, emergency situations with vocabulary activities and linguistic understanding in simple past tense. This curriculum development project seeks to intertwine critical thinking, personal expression, and language proficiency. Students not only acquire skills, but are also encouraged to seek truthfulness in internet posts and to be courageous to help people in emergency and survival situations.

Keywords: teaching English; fake news; courage; personal expression; critical thinking; communicative approach.

Lista de Figuras

Figura 1 – Imagem Da Capa Do Livro Unit 1	11
Figura 2 - Imagem Para Exercício Discuss – Unit 1	12
Figura 3 - Para Sinalização De Video Listening- Unit 1	19
Figura 4 - Imagem Para Exercício De Speaking – Unit 1	20
Figura 5 - Imagem Da Capa Do Livro Unit 2.....	21
Figura 6 - Imagem Para Exercício Discuss- Quote 1 – Unit 2.....	22
Figura 7 - Imagem Para Exercício Discuss- Quote 2 – Unit 2.	22
Figura 8 - Imagem Para Exercício De Vocabulário – Unit 2	22
Figura 9 - Imagem Para Exercício Writing – Unit 2	27
Figura 10 - Imagem Para Exercício Writing – Unit 2	27
Figura 11 - Imagem Para Exercício Writing – Unit 2	27
Figura 12- Imagem Para Exercício Writing – Unit 2	27
Figura 13 - Para Sinalização De Video Listening- Unit 2.....	28

CONTENTS

Introduction	10
Book cover.....	11
UNIT 1 Are you helping spread lies?.....	12
UNIT 2 Courage	22
TEACHER'S GUIDE 1 and 2.....	33
Rationale.....	38
References	43
Appendix	44

Introduction

This work consists of presenting, in a simple and precise way, academic activities in the teaching of the English language with a focus on public schools. Over the years, teaching methods have been used that are not so functional and that do not stimulate learning, in addition to being repetitive. With a view to attracting, developing and stimulating this student, we are currently seeing greater immersion and commitment in the preparation of these books and contents that are increasingly attractive.

Today, through technology, accesses and links can be created that, with the use of a telephone, can quickly access digital content, thus allowing the student to easily develop reading, writing, listening and speaking skills. With that in mind, two units were prepared those present known themes in which the student is encouraged to think and debate with colleagues and the teacher in the classroom.

The units were produced so that the student learns English as the main target of communication. Teaching English in public schools is a big challenge. Thinking about this challenge, unit one has the topic about fake news “Are you helping to spread lies?”, in this unit it is shown what rumor, gossip and fake news are, which is a current topic, interesting for teenagers and of public utility. As for unit 2, the topic is courage, “What do you do to help others?”. In this unit, the student will know the story of Aron Ralston who had the courage to cut his own arm to save his own life, in addition to this subject, the unit also teaches how to provide help in an emergency.

Throughout the units, the student will be guided on how to proceed before, during and after a certain activity, with this the student will be more situated and prepared so that he can develop and make the most of the content.

I chose to focus on students from public schools because they have been my students for over 6 years. The lack of effectiveness in teaching English in these schools makes me reflect a lot on my teaching in the classroom and that the communicative approach will help a lot in the process of learning a second language.

This work has the sole and exclusive purpose of presenting a teaching model that can be used in regular public education for teenagers in elementary school as a way to help them learn a foreign language.



Vocabulary

1) Match the words (A-J) to their definitions (1-10)

- | | |
|--------------------------------|------------------------------------|
| A) Spread (verb) | F) Brush off (phrasal verb) |
| B) Harmless (adjective) | G) Overlooked (verb) |
| C) Reliable (verb) | H) Harassment (noun) |
| D) Advertisement (noun) | I) Report (verb) |
| E) bullying (noun) | J) Long-lasting (adjective) |

- | | |
|--|--|
| 1) () To tell something to a lot of people, or to be told to a lot of people. | 6) () Behavior that annoys or upsets someone. |
| 2) () A picture, short film, song, etc. that tries to persuade people to buy a product or service, or piece of text that tells people about a job, etc. | 7) () Not able or not likely to cause harm. |
| 3) () To refuse to listen to what someone says or to refuse to think about something seriously. | 8) () The behavior of a person who hurts or frightens someone smaller or less powerful, often forcing that person to do something they do not want to do. |
| 4) () Someone or something that is reliable can be trusted or believed. | 9) () to give a description of something or information about it to someone |
| 5) () To fail to notice or consider something or someone. | 10) () Continuing period of time |

Fill in the blanks using vocabulary words:

- A)** They say that exposure to low level radioactivity is _____.
- B)** It's not clear how _____ the changes may be.
- C)** The gossip _____ like wildfire.
- D)** I saw an _____ for the job in yesterday's paper.
- E)** Price alone is not a _____ indicator of quality.
- F)** Online _____ is a serious concern.
- G)** He just _____ all their criticisms.
- H)** I think there is one key fact that you have _____.
- I)** The law can now protect people from _____.
- J)** We called the insurance company to _____ the theft.

Reading

Pre- reading

- 1) **In groups, answer and discuss the questions orally:**
- A) What's fake news?
 - B) How can you verify that you've heard is, in fact, true?
 - C) Have you ever purposely sent fake news on your social media?
 - D) Have you ever received fake news and thought it was the truth?
 - E) Do you know someone who got sick because of fake news or gossip?

While Reading

2) **Read the topics above and put the title that you think matches each paragraph in the text:**

- A) What Can You Do?
- B) Rumors, Gossip, and Your Health.
- C) What's the Harm?
- D) Rumors vs. Gossip vs. 'Fake News'


<https://www.webmd.com/balance/health-rumors-gossip>

Rumors are defined as widely **spread talk** with no **reliable** source to back it up. They aren't always bad. Some rumors can even seem positive, like promotions, engagements, or awards.

But until proven otherwise, they are just that -- rumors.


Gossip is when you take rumors -- those unconfirmed pieces of information -- and pass them along, spreading what may be "fake news."

What may be surprising is how difficult it can be to tell rumor and gossip from truth. Even people who are *Internet-savvy* can have trouble telling what's real and what's not. It can also be tough to tell the difference between news and **advertisement**. As a result, people sometimes give more weight to what they see in their social media feed than what they get from more credible news sources.

 We've all heard these terms. While most consider them **harmless**, they can affect your health. Learning to tell the difference between fact and fiction can be a real **boost** -- both mentally and physically.

What happens when rumors aren't harmless? What if they damage someone's reputation, livelihood, or personal life?

If you're on the receiving end of untrue gossip, what do you do?

 **When it comes to "fake news,"** the effects can be both immediate and **long-lasting**. In most cases, a "fake news" story can rile up your emotions and *change* your mood. Depending on the strength of your feelings, the story, and the reaction it gave you, can stick in your head, even after you find out it's false. You may even remember those feelings if you see another story about the same subject.

On their own, rumors and gossip seem harmless; almost a fun pastime. But there's a point where they can become harmful to your health.

There's a great deal of information out there about bullying among teenagers and younger children. What's sometimes overlooked is that adults can be *bullied*, too.

It can come in the form of untrue rumors or gossip about them or a loved one. It can also come through reactions to words or an image that's been posted.


Physical appearance, politics, and financial issues can all become the subject of online bullying, too.

It's far from something to **brush off**. It can bring things like:

- Exhaustion
- Anxiety
- Depression

What's more, all this talk can escalate to physical violence. When it's not addressed, it can also cause long-term physical and mental health issues, including:

- Clinical depression
- Post traumatic stress disorder
- Panic attacks
- Guilt
- Suicide

 Rumors, gossip, and fake news can make you feel helpless, angry, and very anxious. There are steps you can take to regain your power and your health.

To avoid fake news, you can:

- Watch out for sites that end in ".com.co." Often, these are bootleg versions of traditional news services.
- Try to find other articles on the same topic from other sites, especially if the first article you read makes you upset. It's possible that the anger-inducing story was created in a way to *rile you up*.
- Check another source if an article you read uses all caps, either in headlines or in the article itself.
- Click the "About Us" tab for more information about the source.
- Poke around a little to see if other, more-known sites are reporting the story. If it's legitimate, at least one other site would cover it.
- Be careful about blogs, even if they're tied to well-known sites. In many cases, blogs aren't held to the same editorial standard as regular news pieces.

When you come across a piece of gossip, a juicy rumor, or an unflattering photo that clearly is aimed at hurting the subject, don't share it, don't comment, and don't engage. You might be able to help someone who doesn't know how to combat the problem by simply reporting it for them.

If you're the subject of a rumor, gossip, or bullying, it's important to remember that not every bit of teasing is bullying. But when it escalates to that point, don't respond. Cut them off -- block the calls and texts, and block them on social media.

Get in touch with your Internet service provider if the abuse is coming through a website or your smartphone. Chances are the bully is violating their terms of service. If so, the offensive posts will disappear. You can also contact the police. There are *laws* against harassment, stalking, and threatening *behavior*.

Don't engage with them. Don't forward the messages to friends. Most of all, don't believe whatever is being said about you.

Post reading**2) Write (T) True or (F) False:**

- () All kinds of rumors are bad for your health.
- () Sometimes people believe more in social networks and don't do research on websites to prove the truth.
- () Rumors and gossip can cause depression and anxiety in some cases.
- () People don't spread fake news or bully on social media.

3) Find in the text the *italics* words that complete the blanks in the sentences below:

- A) What's sometimes overlooked is that adults can be _____.
- B) Even people who are _____ can have trouble telling what's real and what's not.
- C) There are _____ against harassment, stalking, and threatening _____.
- D) A "fake news" story can _____ your emotions and _____ your mood.

Grammar

Comparative and superlative	
Comparative (short adjective) This way isn't longer than that way. My bed is wider than yours.	Superlative (short adjective) This way is the longest from here. My bed is the widest in the house
Comparative (long adjective) He is more intelligent than his friend	Superlative (long adjective) He is the most intelligent in his class.
Irregular adjectives: Good/ bad	
Comparative: Living in the country is better than living in the city. This film is worse than the other one.	Superlative: The countryside is the best place to live. This movie is the worst I've ever seen.

1) Complete the sentences according to the examples above:

- ✓ In the comparative (short adjective) = _____ are added to the adjective.
- ✓ In the comparative (long adjective) = the _____ + adjective.
- ✓ In the superlative (long adjective) = _____ + adjective.
- ✓ In the superlative (short words) = _____ + adjective + _____ are added

2) Circle the correct options comparatives or superlatives according to the table above:

- A) Let's go to São Paulo in March. The weather is **better than/ the best** in January.
- B) Fake news is **worse than / the worst** way to deceive people lately.
- C) Rumors and gossip spread **faster than / the fast** real news.
- D) Is propaganda **more intentional /the most intentional** than fake news?
- E) Teenagers are **easier/ the easiest** to deceive than the elderly.

Writing

Read from the text how to avoid fake news:

[...]

To avoid fake news, you can:

- Watch out for sites that end in “. com.co." Often, these are bootleg versions of traditional news services.
- Try to find other articles on the same topic from other sites, especially if the first article you read makes you upset. It's possible that the anger-inducing story was created in a way to rile you up.
- Check another source if an article you read uses all caps, either in headlines or in the article itself.
- Click the "About Us" tab for more information about the source.
- Poke around a little to see if other, more-known sites are reporting the story. If it's legitimate, at least one other site would cover it.
- Be careful about blogs, even if they're tied to well-known sites. In many cases, blogs aren't held to the same editorial standard as regular news pieces. [...]

Extracted from the text: <https://www.webmd.com/balance/health-rumors-gossip>

Using the information in the text above, write in your own words (10 lines) how to avoid fake news. Ask your teacher for feedback on your message. Then send it to your friends and post it on your social medias.

Pronunciation

Silent letter

In pairs read aloud these words:

Gnome - bread – scene – bridge - white – Muscle - Knock - Night.

Now, read the words below aloud, without pronouncing the bold letters:

Gnome - bread – scene – bridge – **w**hite – Muscle - **K**nock - **N**ight.

Looking at the words above, you can say that: A silent letter in a word is one that is written but not _____.

1) Focus on the following sentences, pay attention to the highlighted words and how they are pronounced. Then, discuss in pairs.

A) “What's **half** /hɑ:f/ of 96?” – “ 48”.

B) “Would you like some **fruit** /fru:t/ for dessert?”

C) “Where did he go?” “I don't **know** /nəʊ/.”

D) “What do the words in blue have in common?”

2) Write the words according to the phonemes described below:

a) /su:t/ - _____

b) /kʊm/ _____

c) /naɪf/ _____

d) /'æn.sə _____

e) /'kæs.əl/ _____

Listening

Pre listening:

1) Answer the questions:

A) Do you know how to check if it's true news or fake news?

B) Do you know the steps for fact checking?

C) Do you know the difference between satire or fake news?

While listening:



<https://www.youtube.com/watch?v=y7eCB2F89K8>

Write below some tips from the video to identify fake news:

Post- listening

Listen to it again attentively and choose the correct option to answer below:

- | | | |
|---|---|--|
| <p>1) We all have to become:</p> <p>A) Digital researchers</p> <p>B) Digital detectives</p> | <p>2) A lot of fake news sites create a URL :</p> <p>A) Similar to quality journalism URL</p> <p>B) Different URL, noticeable</p> | <p>3) The fake news headlines are:</p> <p>A) Neutral and leaves the reader unresponsive</p> <p>B) Not neutral and makes the reader feel a lot of emotion</p> |
|---|---|--|

Speaking

In groups, look at the image below and discuss with your friends about the seven types of fake news.

Ask questions and answer orally:

Do you know parodies? Do you like parodies? Do you spread parodies on your social networks? Have you ever been deceived by any headlines? Have you ever spread fake news and then found out it was a lie? What did you do?



Image 3 – google images- complete information on references

COURAGE



1) Choose an adjective in parentheses that is synonymous with the bolded adjective in the following sentences:

- A) *Etsy made the **brave** decision to leave New York and move to Berlin. (heroic, quiet).*
- B) *The movie theater is closed, so we'll have to make **unusual** plans. (obedient, alternate).*
- C) *She has a very **busy** social life. (active, free)*
- D) *Laurence Olivier's *Othello* was a **towering** performance. (small, high)*

Reading

Pre-reading

- Do you consider yourself courageous?
- Do you think you are brave?
- What do you do to save your life?

While reading

Quickly the text and match the headings below (A-D) to the paragraphs (1-5).

- A) He decided that the accident was a blessing in his life.
- B) He only had 1 more hour to live.
- C) Aron talks about the first pain he felt.
- D) He cut the skin, the muscle, breaking the tendon in his arm.

How I cut off my own arm

In May 2003, while climbing a canyon in Wayne County, Utah, the American mountain climber Aron Lee Ralston (born October 27, 1975) was forced to amputate his lower right arm with a dull knife in order to free himself after a boulder trapped his arm. He lived to tell the tale to GQ Sport.

(1)

My plan was to climb all of Colorado's peaks that were over 14,000 feet high, on the canyoneering trip in Blue John Canyon in Utah. It was the third day of the planned 5-day trip. It was four days later that my mother sent a helicopter to rescue me, the same day that I cut my arm off. I was trapped there for six days and during that time didn't get a wink of sleep. I was going through very extreme transformations. I was in an altered state of consciousness from sleep deprivation, blood loss and lack of oxygen to my brain, dehydration, hypothermia and starvation. The days that I spent there were pure hells. The first pain was the pain of being trapped by the rock, my hand was numb but my wrist was

crushed so badly it went from three inches thick to half an inch. It felt like when you slam your finger in a car door but sustained over six days, throbbing agony with every heartbeat.

(2)

The actual cutting was a different kind of pain. There are nerve endings in certain parts of your arm tissue. So when I broke the bone it hurt of course, but for me it was a happy moment because that was what was trapping me. It was the first time I realized I would soon be free. I broke the top then the bottom by bending my arm in the configurations I knew would snap it. That moment was the key to it all. If you can put yourself through all that and you're smiling a big beaming, pearly grin, you know you're winning. That stayed with me for the next hour. I was cutting through the skin, hacking through the muscle, breaking the tendon in my arm. I would feel the pain then I would smile because that pain meant impending freedom. When I hit the main nerve - which is big like a piece of extra thick spaghetti - I had to snap it like I was plucking a guitar string with an upturned knife. And when I did that it felt like I had just vaporized my arm up to my shoulder. I took a real sharp intake of breath, closed my eyes and just felt the most intense fire burning through my arm. But at the end of that thirty seconds I was smiling again. I hadn't blacked out, I hadn't lost consciousness, I hadn't shed a tear, I hadn't even said 'Ouch'.

(3)

The best moment was when I get that last piece of flesh cut and I stepped back. It was a real feeling of happiness at all the possibilities available in life. So, all that pain was over, and I just headed back to my life. I am so thankful to my mother for spearheading the rescue operation when she did. The synchronicity of that timing to get a helicopter into that canyon couldn't have been more perfect. I would have died from blood loss otherwise. I was walking for four and a half hours before I saw the helicopter. According to the physicians who treated me, by the time I arrived at the hospital I had less than an hour to live.

(4)

When I was trapped there, suffering all these tremendous deprivations, I realized that I really wanted to live. I had the opportunity to kill myself, just put myself out of my misery but I chose life. Trauma, when it happens, can be a blessing or a tragedy. It can be a good thing or the excuse we've been looking for our whole lives to just check out and not try. I made a decision that this would be my rebirth, my opportunity to get my life back. It was a gift, and given the choice to erase what happened, I would still go back there and have things happen exactly as they did. The main reaction I get from people is that they are baffled that I continue to adventure. I started to climb again just two months after the amputation. It was four years before I was climbing at the same level that I was before the accident but I'm finally there now.

(5)

<https://www.gq-magazine.co.uk/article/gq-comment-aron-ralston-127-hours-james-franco-american-mountain-climber->

Post reading

1) Find a word in the text which means...

- A) The condition of being without food for a long time (noun, P1) _____.
- B) A feeling of physical suffering caused by injury or illness (noun, P2) _____.
- C) White and shiny like a pearl. (adjective, P2) _____.
- D) What is going to happen soon (adjective, P2) _____.
- E) Put your foot on or in something (verb,P3) _____.

2) Read the following sentences and decide if they are true (T) or false (F). Correct the false ones.

- A) () I was trapped there for six days and during that time get a wink of sleep.
- B) () The days that I spent there were pure hell.
- C) () I would feel the pain then I would smile because that pain meant impending freedom.
- D) () I chose die . Trauma, when it happens, can be a tragedy.

Grammar**Talk about the past**

- ✓ Look at the sentences below and the highlighted verbs. You can say that the Past continuous is made up of _____ + verb+ _____.

“I **was cutting** through the skin...” / **They were traveling** when received the happy news.
/ He **wasn't cooking** when she arrived. / **We weren't singing** but sleeping.

- ✓ Are all sentences in the past?
-

1) Complete the sentences. Circle the correct verbs.

- A) We **was/ were visited/ visiting** the Australia the last spring.
- B) Lian **was/ were playing/ played** soccer when his father arrived.
- C) They **were / was flew/ flying** to another country when the war ended.
- D) My family **was/ were taked/ taking** care of the dog, but it ran away.
- E) when she **were/ was ate/ eating** the light went out.

Circle the correct word:

- ✓ The use of the term **was** is for **singular/plural** pronouns.
 - ✓ The uses of the term **were** is for **singular/plural** pronouns.
 - ✓ Past continuous shows an action that was happening in the **past/ present** at a certain time or period.
 - ✓ In the interrogative form was and were are placed at the **beginning/end** of the sentence?
- 2) Choose an affirmative sentence from the exercise 1 and write it in the negative or interrogative.

Writing

Do you know how to write a letter?

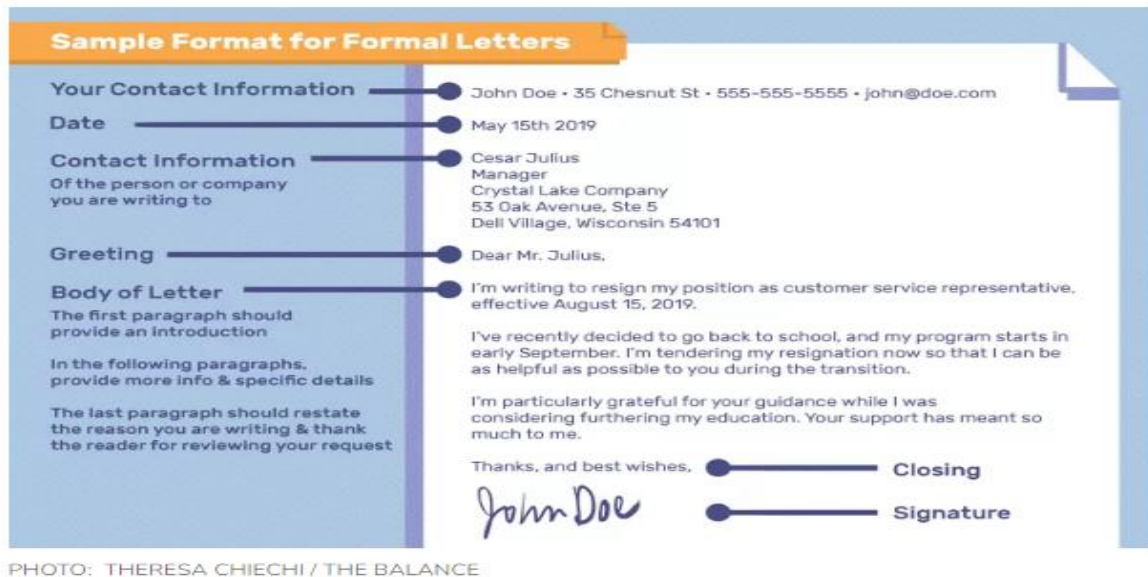
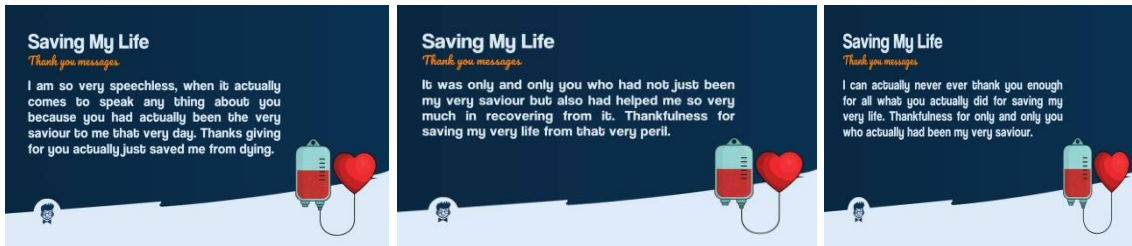
Nowadays many people still use this resource to show their gratitude with something as personalized as a handwritten letter. Some tips on how to write a letter in the text below:

How to Write a ‘Thank You for Saving My Life’ Letter

- **What to Include in a ‘Thank You for Saving My Life’ Letter**
- **Briefly retell your story**
- **Emphasize the critical action they took**
- **Acknowledge their courage**
- **Express your gratitude and what it means to you**
- **Include a picture**
- **Highlight a few personal aspects of your life currently**

Full text in website: https://www.joincake.com/blog/thank-you-for-saving-my-life-letter/#h_157720374011616276236585

Look some thank notes examples:



Full text in the website: <https://www.thebalancemoney.com/sample-letter-format-2063479>

Activity: write a thank you letter to a person who hypothetically saved your life. Follow the tips in the text and see some example words in the notes.

Follow the letter example above and write your letter.



Listening

Pre listening:

- 1) Would you help someone in a medical emergency? What would you do?
- 2) Do you know the emergency numbers in Brazil?
- 3) Do you know what CPR is?

Read the definition of CPR and listening

Cardiopulmonary resuscitation (CPR) is an emergency procedure that can help save a person's life if their breathing or heart stops.

While listening:



<https://www.youtube.com/watch?v=UTI0KRJkdeg>

1-How many Canadians have a heart attack each year?

2-According to the video put the CPR procedure in the correct order?

- () Will be to place one hand on the center of the chest and the other hand on top of the other firmly
- () Start compressions and count to 30
- () Call for help
- () Check for response
- () Recognize that the person has collapsed
- () Do mouth-to-mouth resuscitation 2x

Post Listening

In pairs, discuss with your friend:

- 1) Do you feel able to perform PCR if necessary?



Scan the QR
Code and see
Emergency numbers in
Brazil

Speaking

What is the Heimlich maneuver?

Each year, many people die from choking on objects that obstruct their airways and cause suffocation. Choking is in fact the **fourth leading cause of unintentional death**. However, there is a simple technique you can use to help expel a trapped object from another person's airway. You can even use a version of this technique on yourself. The technique is called the Heimlich maneuver, or abdominal thrusts. Abdominal thrusts lift your diaphragm and expel air from your lungs. This causes the foreign object to be expelled from your airway. The **Red Cross** also recommends including five back blows, although some institutes, such as the American Heart Association, don't teach this technique. How to perform the Heimlich maneuver. The steps you need to perform a Heimlich maneuver depend on who you're aiding: Regardless of whom you perform the maneuver on, that person should still get medical help afterward.

First, if there's a bystander, have them call 911 (or your local emergency phone number) for emergency help. If you're the only person present, begin first aid treatment:

1. Get the person to stand up.
2. Position yourself behind the person.
3. Lean the person forward and give five blows to their back with the heel of your hand.
4. Place your arms around their waist.
5. Make a fist and place it just above the navel, thumb side in.
6. Grab the fist with your other hand and push it inward and upward at the same time. Perform five of these abdominal thrusts.
7. Repeat until the object is expelled and the person can breathe or cough on their own.

Full text on website: <https://www.healthline.com/health/heimlich-maneuver#steps>

Discussion: The activity in which people talk about something and tell each other their ideas or opinions.

Group discussions

When chairing a discussion group you must communicate in a positive way to assist the speakers in accomplishing their objective. There are at least four leadership skills you can use to influence other people positively and help your group achieve its purpose.

These skills include:

- introducing the topic and purpose of the discussion
- making sure all members have approximately the same time to speak
- being objective in summarizing the group's discussion and achievements.

Full text on website: <https://www.student.unsw.edu.au/discussion-skills>

Now, separate the class into groups of 4 students and make a discussion of the text above: Heimlich maneuver and answer the questions.

- 1) Would you dare to do a Heimlich maneuver, even if you've never done it before?
- 2) Which of the steps to perform the Heimlich maneuver do you find most difficult to perform?
- 3) Describe the maneuver in the classroom and practice with a colleague.

Ask the teacher for feedback on your answers and research more of the subject to increase your vocabulary.

Pronunciation

Pot /pɑ:t/ the plant in the garden.
 Put /pʊt/ the plant in the garden?
 Where's my cod /kɑ:d/?
 I 'll lock /lɑ:k/ you up.
 Many people die from choking /tʃoʊkɪŋ / on objects

- a. What do the words in blue have in common? And the ones in green?
- b. Circle the correct option /ɑ :/ is a short / long vowel, while / ʊ / is a short / long vowel.
- c. Separate the words in two columns according to how they are pronounced.

1 a) cock	b) cook
2 a) look	b) lock
3 a) god	b) good
4 a) cold	b) cod

ɑ:	ʊ

TEACHER'S GUIDE

To discuss	The beginning of both units, this section features a speaking activity to spark interest in the topic being covered. You can use the suggested activity or apply it in the way that best suits your students.
Vocabulary	These are the definitions of words that the students is going to read in the text. For the student to understand these words are added in a sentence..
Reading	Students will learn about the topic of the unit. Learning new words in a communicative and real language concept.
Grammar	Grammar is introduced inductively. It works on meaning, use and form. Then, the Grammar Box shows examples. This is followed by practice exercises.
Writing	This is the writing task and put after the grammar because writing helps to fix more the presented content..
Pronunciation	This section is important for learning phonemes and the IPA alphabet. Since the objective of the public school is to prepare the student for written and reading tests and very little for communication itself.
Listening	This is the listening task. Through videos, interviews and audios.
Speaking	Here the student will put into practice all the vocabulary he learned in the units.

Hello teacher!

Each unit can be taught in 3 classes of 1 hour each, but if you have the opportunity, work more on Listening and Speaking skills as this is the greatest difficulty for public school students.

Spelling practice and spelling are essential for development as they are very fond of using the dictionary. Encouraging them to seek extra learning outside the classroom is also important.

You can speak Portuguese during classes, but I recommend that you speak 80% of the class in English for students to get used to the second language. Encourage your students to speak in English in the classroom and beyond.

The unit themes are Fake news and Courage. Contemporary and interesting topics for teens, thank you for teaching using my units.

All the best!

**Unit 1 – Are you helping spread lies?
This unit aims to teenagers English level (B1)**

Aims	To enable students to talk about Fake news, gossip and rumors. To enable students to use new words related to medias. To enable students to write a meaningful of the words.
Grammar	Comparatives and superlatives
Pronunciation	Silent letters
Vocabulary	Spread - Harmless - Reliable - Advertisement- Bullying - Brush off - Overlooked -Harassment – Long-lasting - Report
Skills	Listening: Watching videos with a teacher explaining about fake news and how to spot them. Reading: A feature article. Speaking: Answering questions Writing: send a message to friends.
Function	Language for stating an opinion, suggesting, agreeing and disagreeing.

Headlines: 1. Read the headlines and ask: Did you know about these informations before? 2. Ask Students to read the headlines carefully. Check if they have any questions about vocabulary. Read the topics in the box and help them while discussing. 3. Elicit contributions open-class.

1) **Vocabulary:** A 1 B 7 C 4 D 2 E 8 F 3 G 5 H 6 I 9 J 10
2) Fill in the blanks using vocabulary words: A) harmless B) long lasting C) spread D) advertisement E) reliable F) bullying G) brush off H) overlooked I) harassment J) report

Reading. Pre reading: Read the questions aloud and choose some students to answer them. (Personal answers)

While reading: The students will read and match the topic (A-E), At the time of correction, show them the words in the text that relate to the suggested topic. Key: B - C - D - E

Post reading: After reading, ask them to write true or false according to the text. Key: 2) FALSE – TRUE – TRUE – FALSE

3) Students will complete the sentences with words from the text (italics). The definition of words can be in the context of the text, if in doubt, students can search the Cambridge dictionary.

<https://dictionary.cambridge.org/us/>

Key : a) Internet-savvy b) bullied C) laws – behavior D) rile up– change

Grammar: ask students to read the board and see the difference between the comparative and superlatives. 3) Complete the sentences with their findings about the subject. Make corrections and remove doubts if they have. Key: ER, MORE, MOST, THE- EST. 4) Students should circle the correct option according to the chart above. Make the correction and remove their doubts on the subject. Key: A) better than B) the worst C) faster than D)more intentional E) easier

Writing: Read with the students the tips on how to avoid fake news. Give a short speech on the topic using the topics and QR codes at the beginning of the unit. Students can read the texts by scanning the QR codes and discuss about fake news. Then write a text out of 10 on how to avoid fake news. The teacher should correct the texts and give feedback.

Pronunciation: Ask them to read the words in the box. Then the teacher correctly reads the words showing that some letters are not pronounced.

Complete: **A silent letter in a word is one that is written but not pronounced.**

Ask them to look up these words in the dictionary. When they find it, ask them to pay attention to the phonetic description of the words. Show them the phonic alphabet at <https://ipa.typeit.org/> Take a few minutes for students to learn about some symbols and phonetic writing. After knowing the IPA, do Activity 1 orally. Give them a few minutes to do activity 2 and correct it. Key: A) suit B) Comb C) knife D)answer E) castle

Listening: Pre listening: Students should discuss what they learned in this unit covers fake news and answers the questions in Activity 1. The answers are personal.
While listening: The student can watch the video a few times until he is able to take notes of the tips. The teacher corrects the activity. TIPS: Identify whether the created URL is similar to a URL of a publication. Identify whether the created URL is similar to a URL of a publication. Check if the news is on other sites too. Check the date when it was published. If it makes you really angry or really sad. Do not send to other people if you are not sure of the source
Post listening: The student will mark the correct alternative according to the video. The teacher makes corrections and clears doubts if the students have any.

Key 1)B 2) A 3) B

Speaking: In this class we are going to have a conversation about fake news, satire, parodies, lies and everything we have seen in this unit. To direct them, read the explanatory poster and talk about it by answering the questions on the subject. Let them speak freely about their behavior on social media. Key: personal answers.

Unit 2 – Courage

This unit aims to teenagers English level (B1)

Aims	To enable students to talk about courage To enable students to use new words related to emergency and extreme decisions To enable students to write a meaningful of the words.
Grammar	Past Continuous
Pronunciation	Sound ʊ, ɑ:
Vocabulary	Brave , heroic, quiet, unusual, obedient, alternate, busy, active, free Towering, small, high, Choke, swallow ,Clutch, thrusts
Skills	Listening: Watching an interview of Aron Ralston. Reading: A feature article. Speaking: Debate Writing: questions to an interview
Function	Language for stating an opinion, suggesting, agreeing and disagreeing.

Quotes: The unit begins with quotes about courage. Students will discuss this topic and the question using the terms in the box. **Vocabulary:** Students will do the synonyms activity. If there are difficulties, consult the dictionary. <https://dictionary.cambridge.org/us/>

Key: 1) A)heroic B) alternate C) active D) high

Reading: Pre reading: Talk to your students about courage. They must answer the questions in activity 1 individually.

Key: Personal answers

While reading: While reading, students must match the given headings (A-E) relating to each paragraph. The teacher must correct the activity and clarify doubts if necessary. Key:

1) P5 - A) He decided that the accident was a blessing in his life. P4 – B) He only had 1 more hour to live.

P2- C) Aaron talks about the first pain he felt. P3 - D) He cut the skin, the muscle, breaking the tendon in his arm.

Post reading: In this activity, the student finds the word and matches it with the appropriate definition. (A-E)

If doubts persist, they can consult the dictionary. Key: 1) A) Starving B) pain C) pearly D) step E) impending

After reading, ask them to write true or false according to the text. Ask students to note why the alternative is false according to the text and correct them. Key: 2) A) False – didn't B)

True C) True D) False – live, a blessing

Grammar

✓ Past to be + verb + ing

✓ Yes, they are in the past.

1) A) were visiting B) was playing C) were flying

D) was taking E) was eating

- ✓ Was – singular
 - ✓ Were – plural
 - ✓ Past
 - ✓ Beginning
- 2) Was/ were
Wasn't / weren't

Listening: Pre listening: Students are learning about a new subject: CPR. They will tell you if they have ever experienced a medical emergency or if they have seen someone in this situation. They will discuss about this and answer the questions.

Key: Personal answers

While listening: The students can watch the video a few times until he is able to answer the question 1.

The teacher corrects the activity. **Key:** 1) Answer: 40.000

In activity 2, the student must place the alternatives in numerical order according to the video. 2) 4 -5 -3- 2- 1 -6

Post listening: Read the question and wait for the oral answer. Each student responds individually. **Key:** personal answer.

Reading :

Pronunciation

- a) The words that have the same colors have similar phonemes.
- b) Short/ long

ɑ: cock, lock, god, cod	ʊ cook. Look, good, coul
----------------------------	-----------------------------

Listening

Pre listening: Personal answer

While listening: 1) Answer: 40.000 2) 4 -5 -3- 2- 1 -6

Post listening: Personal answer

Audio transcript

- On this segment we will focus on CPR every year approximately 40 000 Canadians die from sudden cardiac arrest follow along with me in this demonstration.

- Now for cpr the first step is to recognize that the person has collapsed
- excuse me sir are you okay can you hear me?
- check for a response by tapping and shouting
- asks are you okay my name is Shayla I'm trained in first aid can i help you
- if there's no response then call for help and ask someone to come back with an aed.
- excuse me sir I'm gonna need you to call 9-1-1 let them know we have an unresponsive male casualty who is not breathing i need you to come back with an aed do you understand
- the next step will be to place one hand on the center of the chest between the nipple lines then place your other hand on top of the first lock your elbows and push the chest down firmly minimum 2 inches the rate will be more than 100 compressions a minute
- 12 13 14 15 16 17 18 19 20 22 23 24 25 26 27 28 29 30.
- repeat the process of 30 compressions and 2 breaths
- five times before reassessing when help arrives
- you can switch with somebody else.

Grammar

- ✓ Past be + verb + ing
- ✓ Yes, they are in the past.
- 3) A) **were visiting** B) was playing C) were flying
D) **was taking** E) **was eating**
- ✓ Was – singular
- ✓ Were – plural
- ✓ Past
- ✓ **Beginning**
- 4) Was/ were
Wasn't / weren't

Speaking

Debate: After reading the text, learning the new vocabulary, students must organize themselves into groups, separate 3 points to agree or disagree with the topic of debate. The debate must be mediated by the teacher and the group that is more convincing with their arguments wins the debate.

Writing

- 1) Personal answer
- 2) The students follow the guidelines on which person is suitable to be interviewed. The teacher should advise the student on what he could ask the interviewee.

Rationale

This material was developed considering that it would be used by adolescents in public schools to intermediate level (B1), cause to the fact that the teacher has the opportunity and duty to present knowledge, useful for life in many ways, supporting critical thinking and broadening skills for the students personal growth. (MATTOS E VALERIO, 2010).

For many years, the study of English as a second language in Brazil has been based on the premise that the learning process should focus on form rather than meaning. Consequently, most textbooks reflect this approach to learning, presenting a series of activities that are based on grammar exercises and barely address the realities of language use in situations that are common to everyday life. As a result, students did not feel stimulated during the learning process because grammatical rules taught in isolation do not suit the human need to share ideas and feelings, which is the most basic foundation of communication in another language for most people.

The theme of each Unit has been carefully selected to provide students with opportunities to explore familiar issues that many people face in their everyday lives. The communication skills that are intended to be acquired are linked to basic knowledge of topics and create situations and scenarios that encourage students to interact and discuss ideas in the same way they would in the real world. Units are divided into different sections to organize and formalize the learning process. Each section has activities that provide substantial input, in order to allow teachers to boost student output.

The pedagogical units were developed from the perspective of Communicative Language, having as a fundamental principle the teaching of language for communicative purposes and recognizing the interdependence of language and communication, thus equipping students with the necessary tools to make them capable of producing language, to be used in real-life contexts in meaningful and useful ways. For the work of language and grammar and its reading is essential, to allow the students to answer the questions of comprehension, which contemplate different levels of inference. As also discussed by Larsen-Freeman, reading activities should aim to give importance to the student's prior knowledge, ideas and opinions on the subject presented, responding to the content of a reading text, not just the language, as stated by Harmer. The aim is to achieve a better fit between grammar and communication, not to help think of grammar as a set of meaningless, decontextualized and static words.

The speech sections were conceived through question and answer - a communicative activity in which students discuss with each other, exchange ideas and achieve a goal by language, agreeing or disagreeing with their partners and even reaching a common solution. During the task, they can also use any other form of language that they feel is appropriate for the role they are performing since a role can have many different linguistic forms and the emphasis is on the process of communication and not just on mastering the forms of communication. By allowing students freedom of choice about what to say and how to say it, the principle of choice is being welcomed.

The first unit the theme is “Are you spreading lies?” This unit is about fake news that is a very current topic that directly affects teenagers, because they are the age who spend the most time on the internet. In this unit presents adjectives, differences about propaganda, fake news, rumors and gossip.

The fake news theme is very current, since the purpose of the theme is for students to learn what fake news is and how to avoid it, in addition to using vocabularies related to journalism, it is also a relevant agenda for society, developing critical thinking by doing the reader to think about whether to spread what is read on the internet. Vocabulary was developed based on the text so that the student can analyze and learn the definition of words and use them in sentences. The text on fake news prioritizes oral and written linguistic use, with a discursive point of view for the student to practice vocabularies in real communication.

The second unit the topic is Courage. The genre text is an interview with Aron Ralston who tells how he suffered the accident and that he had to cut his own arm to survive. The unit talks about courage to save lives, being brave to stay alive. In this topic, students will see that they can help people in an emergency situation by learning how to perform cardiac massage. In addition, the student will be able to discuss the topic with colleagues and teacher, tell their own experiences

The units were developed to introduce the subject by exploring previous knowledge, so that the subject is presented in different contexts and so that the student learns to negotiate meaning, contextualize, analyze and discuss (HYLAND; 2002) to continue. A Communicative Approach was used and with the concern to share important and weighted information with the students and also to develop their critical thinking and cultural formation through a second language practice working with different text genres, such as journalistic articles, biographies, quotes and pamphlets.

The units have a sequence of developments in reading, writing, listening, and speaking skills presented by pre, while and post steps.

Reading

In pre reading activities the students will discuss about the theme topic covered in the unit. This discussion in pairs will be based on the students' prior knowledge of the topic offered.

Then the students will read the text, analyzing the general and specific understanding of the text, in addition to the structure of the textual genre and the structure of the sentences and doing the activities of while reading.

After reading, students will do text comprehension activities by answering complete and true or false questions. The purpose of this type of activity is for students to learn to locate information, relate and position themselves on the topic.

Listening

In this section, attention is drawn to the main theme of the Unit, in order to encourage students prior knowledge on the subject. Because this is a pre-listening activity, there is room for interaction, so meaning negotiation should be encouraged in order to provide understandable input. Little by little, it can be expected that students will incidentally begin to introduce vocabulary with which they are familiar.

The students frequently argue that the most difficult aspect of learning a foreign language has to do with vocabulary. In fact, if one makes grammar mistakes during an interaction but manages to convey their intended meaning through the use of the correct words, then it is justified to say that learning vocabulary plays a crucial role in acquiring communication skills in a second language.

Vocabulary

The students frequently argue that the most difficult aspect of learning a foreign language has to do with vocabulary. In fact, if one makes grammar mistakes during an interaction but manages to convey their intended meaning through the use of the correct words, then it is justified to say that learning vocabulary plays a crucial role in acquiring communication skills in a second language.

Speaking

The notion of common ‘sayings’ was introduced as a way to encourage the use of bottom-up and top-down strategies so that the students will understand that the use of ‘chunks’ of words in a pragmatic way can be effective, as sayings are a common feature of both Portuguese and English.

The theme of this Unit leaves room for the exploration of common word combinations, providing the students with a lot of meaningful input. Teachers are encouraged to help their students by giving them clues about how to keep a personal record of the new vocabulary they learn.

Grammar

In this section, students will have the chance to use grammar and lexis communicatively. The idea is to push output from the students, so that they will be able to produce spoken language, turning their receptive knowledge into productive use. In the second Unit, speaking is approached before the students read the text, to activate their prior knowledge and, at the same time, raise their awareness about the topic of the article they are going to read. At this point, in order to make interaction more efficient, teachers should encourage scaffolding, with the students helping each other.

Writing

From this perspective, it is assumed that the classroom is the perfect place for learners to achieve this level of competence, so it is the teacher’s responsibility to provide their students with different opportunities for them to create such texts. In order to do so, students have to consider their own communicative purpose, their intended audience, and the appropriate level of formality in their style.

In order to help the students realize the importance of monitoring what they are learning, this section aims to present a set of topics that encourage them to carefully reflect upon their progress. Given that these units were developed by taking into consideration the principles of Critical Literacy and Communicative Approach, it is of paramount importance to let the students see the teacher as an active facilitator of the learning.

Pronouncing

John Wells states that teachers of English to speakers of other languages must teach the pronunciation of each word as well as its spelling, which entails teaching the use of phonetic symbols, at least passively for reference. I believe that it is very common for students to interpret the spelling of a word and they end up pronouncing it wrong. In the beginning, it can be quite useful and meaningful for students. That said, I selected a few pronunciation topics that I found meaningful to students based on the topic I chose and the material I decided to use.

In short, Bakhtin (2010) states that “The better our mastery of genres, the more freely we employ them (...)”. Therefore, the genre characteristics used in the units can help students to develop their skills considerably.

The role of teachers is that of a facilitator and mediator between the contents presented in these units and the students. Teachers are responsible for leading students to cooperatively participate in classroom activities and engage in interaction with other students. Rather than being a role model of correct speech and writing and one with primary responsibility for seeing students produce many error-free sentences, the teacher had to develop a different view of students mistakes and his own role in facilitating the language learning.

References

BAKHTIN, Mikhail Mikhaïlovich. **Speech genres and other late essays**. University of Texas Press, 2010.

HYLAND, K. Genre: language, context and literacy. In M. McGroarty, (ed.). **Annual Review of Applied Linguistics**. Vol. 22: 113-135, 2002.

MATTOS, A. M. A. e VALÉRIO, K. M.. Letramento crítico e ensino comunicativo: lacunas e intersecções. **RBLA**, v.10, n.1, pp. 135-158, 2010

Appendix

UNIT 1

- QR Code: <https://news.ufl.edu/2022/05/aging-adults-fake-news/> accessed July 4th, 2023
- QR Code: <https://library.csi.cuny.edu/c.php?g=619342&p=4310783> accessed July 4th, 2023
- Image 1: <https://br.freepik.com/vectores/homem-mega-fone/> Image 2: accessed July 3rd, 2023
- <https://www.dreamstime.com/gossip-word-cloud-hand-marker-concept-gradient-background-gossip-word-cloud-hand-marker-concept-image124522694> accessed December 3rd, 2022
- Image 3: <https://www.marketingcharts.com/charts/influence-of-misinformation-on-social-media> accessed November 28th, 2022.
- Image 4: <https://firstdraftnews.org/long-form-article/understanding-information-disorder/> accessed December 03rd, 2022.
- Definitions word on and sentences: <https://dictionary.cambridge.org/us/> accessed November 24th, 2022.
- Text: <https://www.webmd.com/balance/health-rumors-gossip> accessed
- Video : <https://www.youtube.com/watch?v=y7eCB2F89K8> accessed December 03th, 2022
- Full text on website: <https://www.healthline.com/health/heimlich-maneuver#steps> accessed on July 02nd, 2023
- Full text on website: <https://www.student.unsw.edu.au/discussion-skills> July 02nd, 2023

UNIT 2

- <https://markconner.typepad.com/.a/6a00e54ecc070b883301b7c7803d5f970b-popup> accessed July 3rd, 2023
- Text <https://www.gq-magazine.co.uk/article/gq-comment-aron-ralston-127-hours-james-franco-american-mountain-climber-> accessed December 17, 2022
- Quotes: <https://www.goalcast.com/courage-quotes/> accessed December 3rd, 2022
- <https://www.lifehack.org/articles/communication/30-great-quotes-about-being-brave.html> accessed December 3rd, 2022
- Image 1 and choking text accessed December 20th, 2022. <https://hei.org.ng/how-to-help-a-choking-person>
- Image 2 - <https://www.glassdoor.com/blog/common-interview-questions/> accessed December 20th, 2022
- Video: <https://www.youtube.com/watch?v=UTI0KRJkdeg> accessed December 20th, 2022

- QR code - <https://www.youtube.com/watch?v=0K-aoZBKrNs> accessed December 20th, 2022.
- Definitions word on and sentences: <https://dictionary.cambridge.org/us/> accessed November 24th, 2022.