

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

Amanda de Almeida Potin

Just Keep Thinking!

(Material didático para o ensino de Inglês)

Belo Horizonte

2022

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Just Keep Thinking!

(Material didático para o ensino de Inglês)

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

Orientadora: Professora Luciana de Oliveira Silva

Belo Horizonte

2022



Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI)

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome da aluna: Amanda de Almeida Potin - Matrícula 2021659105.

Às 14:40 horas do dia 16 de janeiro de 2023 reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI) para julgar, em exame final, o trabalho intitulado "Just Keep Thinking! (Material didático para o ensino de Inglês)", requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra a candidata para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa da candidata. Logo após, a Comissão se reuniu sem a presença da candidata e do público para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

A Profa. Luciana de Oliveira Silva, indicou a (X) aprovação () reprovação da candidata.

O Prof. Ronaldo Correa Gomes Júnior, indicou a (X) aprovação () reprovação da candidata.

Pelas indicações, a candidata foi considerada aprovada (X) reprovada ().

Nota: 100

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

Belo Horizonte, 16 de janeiro de 2023.

O trabalho atende aos requisitos do curso.

Ronaldo Gomes Jr.

Luciana de Oliveira Silva

ACKNOWLEDGMENTS

I must say thank you to my parents, Edneu and Paula, and my brother, Diego, for being supportive throughout this journey. Thank you for believing in me. I love you. And I must say thank you to God for being my strength.

I would like to thank UFMG and its great teachers for their guidance and for sharing their knowledge with us.

Finally, I could not thank enough my classmates Ana Elisa Conceição de Castro, Julia Arduim Soardi, and Lincoln Richard Cardoso for all the support and knowledge sharing.

RESUMO

Ao aprender uma segunda língua, existem diversas maneiras de alcançar seu objetivo final com ferramentas eficientes. Por essa razão, o presente trabalho apresenta como tema central a criação de duas unidades temáticas para ajudar o trabalho do professor de Língua Inglesa em sala de aula. Em ambas as unidades, as atividades presentes foram elaboradas procurando ir de acordo com a abordagem comunicativa, ou seja, com foco na interação e na comunicação efetiva. Para tanto, a parte inicial do estudo sobre a abordagem comunicativa foi executada com a formação teórica sobre o tema, levando em conta pesquisas bibliográficas. Enfim, a partir das investigações e através da produção das atividades, que ressaltaram a prática da fala dos alunos; pôde-se perceber a importância da abordagem comunicativa no processo de aquisição de uma segunda língua, uma vez que ela foca no uso de textos autênticos e é centrada nos alunos e não no conteúdo.

Palavras-chave: abordagem comunicativa; aquisição de segunda língua; unidades temáticas.

ABSTRACT

When learning a second language, there are many ways to reach your ultimate goal with efficient tools. For this reason, the present work presents as its central theme, the creation of two thematic units to help the work of the English Language teacher in the classroom. In both units, the activities presented were designed seeking to follow the communicative approach, that is, focusing on interaction and effective communication. Therefore, the initial part of the study on the communicative approach was carried out with theoretical training on the subject - taking into account bibliographic research. Finally, from the research and through the production of activities, which highlighted the students' speech practice; it was possible to perceive the importance of the communicative approach in the process of acquiring a second language since it focuses on the use of authentic texts and is centered on students and not on content.

Keywords: communicative approach; second language acquisition; thematic units.

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INTRODUCTION

The main purpose of this work is to facilitate language learning and to provide process language acquisition. This work has two thematic units, followed by the teacher's guide. The two topics I chose to work with are sports and friendship. Both units were created aiming the communicative interaction, creating a meaningful and purposeful exchange of ideas.

The first unit is called "Are you a sports nut?" and it was designed for students from the seventh/eighth grade of elementary school. The age of students varies from 11 to 13 years old. The topic "sports" was chosen because of the importance of involvement in games and other physical exercises for mental wellness, and not only for physical abilities.

The second unit called "Friendship Goals", works for the ninth grade of elementary school. The age of students varies from 14 to 15 years old. This unit talks about friendships, raises the discussion about what a good friendship is, and has the students reflect on their friends. This topic was chosen because having friends and meeting people is very important for teenagers' development, particularly for their emotional wealth. With friends, people can question themselves, and shape their identities.

All units work with the four abilities: reading, writing, listening and speaking. The units are organized as follows:

Let's get started: this section introduces the unit's theme by talking and testing the students' previous knowledge about what will be discussed in the unit.

Vocabulary: this section aims to provide the vocabulary to the students that are going to be useful in the unit.

It's reading time: using authentic texts, the reading section measures the students' ability to read carefully, and practice their reading skills. In both units, this section is preceded by a warm-up activity, to help the students explore their background knowledge before reading the text. And after the Reading, there is a post-reading part.

Grammar Section: this unit delivers grammar activities using examples from the "It's reading time" texts. Thus, it supplies the students with how the grammar is inserted into the authentic materials.

In the first unit, there is a segment called “pronunciation tips”, this part seeks to help the students to pronounce the -ed endings.

Let’s listen: the purpose of this section is to help students to interpret information in the communication process by listening to stories related to the theme of the unit.

Sharing Ideas: the students learn through communicating with their classmates, friends, etc. In consonance with it, in this part of the unit, the students are supposed to share their thoughts with their classmates as a way to develop their critical thinking and practice their speaking, listening, and in the second unit, writing skills.

Let’s write: writing is a method to improve the communication skills of students and sharpens their originality and imagination, and in this section, they practice their writing talents by making a text/essay using the theme of the unit and exploring the new vocabulary.

In both units, there are parts called “Did you know?” and “Know this!”. The main goal of these sections is to furnish extra information and expand the students’ knowledge.

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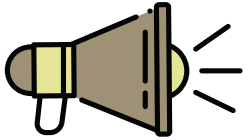
UNIT 1



ARE YOU A SPORTS NUT?

AMANDA DE ALMEIDA POTIN

- Talk about sports
- Learn about Simple Past
- Practice writing by producing a biography



Let's get started!

01. Take a look at the photos below.



a. Now, answer the following questions:

- Do you know any of the sports above?
- What is your favorite sport? Why?
- Who is your favorite athlete?
- When was the last time you played sports?
- Is sport essential for our lives?
- Do you like competitions? World Cup, Olympics?
- Do you know the origin of sports?



Did you know?

“Sports Nut” is a person who is a sports fan, someone who loves watching sports.

Now, let's discuss:

Do you consider yourself a sports nut?



Sports Vocabulary

01. Are you a sports enthusiast? Match the words to the pictures.

soccer / tennis / volleyball / basketball / swimming / cycling / rugby / karate / surfing / gymnastics / golf / horse riding



02. Now, answer the questions:

a) Which of these sports are mostly individual sports?

b) Which of these sports are mostly team sports?

03. What verb do these sports go with?

The verbs **play**, **go** and **do** are used to talk about sports and other free-time activities.

Play is used for most team and ball sports, where we play against another person.

Do is used for recreational activities and individual sports.

Go is used for sports and activities ending in -ing.

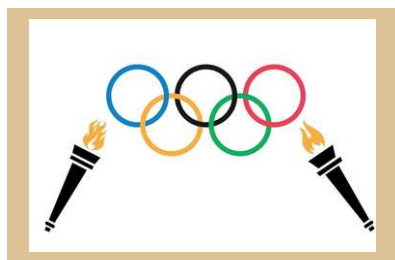
Now, complete the chart with the sports from the exercise 01.


PLAY	DO	GO



It's reading time!

01. Take a look at the photos below.



 What do you know about the history of the Olympic Games? Share your ideas with your classmates.



02. Now, read the text and find out about the history of the Olympic Games.

History of the Olympic Games: It's ancient!

The Olympic Games are an international sporting competition where thousands of athletes from over 200 nations compete in dozens of sports. The first Olympic Games took place in ancient Greece. For over a thousand years, Greek cities sent their best male athletes to Olympia once every four years for competitions in honor of the Greek god Zeus. During the games, competing cities also stopped warring with one another, according to the International Olympic Committee.

The modern games were founded by the French aristocrat and historian Pierre de Coubertin to promote international sports, and the first modern games were held in Athens, Greece, in 1896. There are also Youth Olympics and Paralympics, which features athletes with physical disabilities.

Source: <https://www.teenvogue.com/story/history-olympic-games>

03. Answer the questions according to the text.

a) When were the modern games founded? _____

b) Where did the first Olympics Games take place? _____

c) Who founded the modern games? _____

04. Write (T) True or (F) False according to the text.

- () The first Olympics Games took place in France.
- () In the first editions of the Olympic Games, only male athletes competed.
- () The first Modern Games were held in 1896.
- () Pierre Coubertin founded the modern games to promote Greek sports.

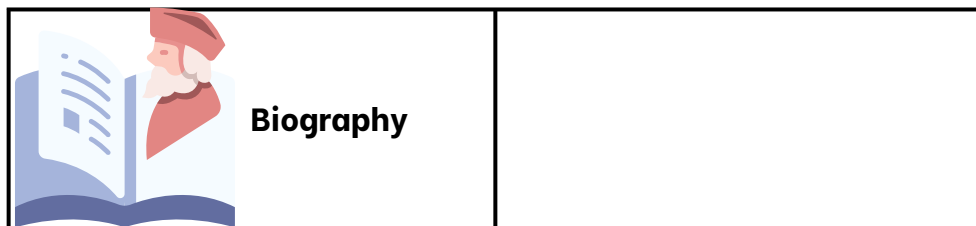
05. After reading: Let's discuss.

- When were the first Olympic games you remember?
- Where were the best games?
- Which Olympic sports are your favorites?
- How many medals did Brazil win in the last Olympics?

Great athletes!

01. Answer the question: What is a biography?

02. In pairs, make a list of what you think should be included in a biography.



03. Now, read the biography of one of the most prominent athletes in US History: Jim Thorpe, and check in your list for items mentioned in the text.

Biography

Though he died in poverty, Jim Thorpe is remembered as one of the greatest sportsmen of the 20th century, having won two Olympic track and field golds and played baseball, American football and basketball at the highest level.

Breaking new ground in Stockholm

In presenting Jim Thorpe with his two gold medals in Stockholm in July 1912, King Gustav V of Sweden, the **patron** of the Games of the V Olympiad, said to him: “You sir, are the greatest athlete in the world.”

Titles lost and regained

A **multi-talented** sportsman, Thorpe played baseball for the Rocky Mount club in North Carolina in 1909 and 1910. When a **report** appeared in the Worcester Telegram and Gazette stating as much, it was deemed that Thorpe had infringed the rules regarding amateurism, and at the start of 1913 he was stripped of his Olympic titles. On 18 January 1983, some 30 years after his death, the International Olympic Committee officially reinstated Thorpe’s medals from the 1912 Games at an emotional ceremony attended by two of his children.

An NFL pioneer

Born to parents who were half Native American, and brought up in the Sac and Fox Nation in Oklahoma under the name Wa-Tho-Huk, which means “Bright Path”, Thorpe played a number of sports at the highest level through to the late 1920s. Before and after his Olympic exploits, he pursued a career in track and field, played baseball and basketball, and became one of the first major stars of professional American football, making a name for himself with the Canton Bulldogs of Ohio, who proclaimed themselves “world champions” in 1916, 1917 and 1919.

A town called Jim Thorpe

Thorpe died from **heart failure** on 28 March 1953. He was 64. Associated Press named him the USA’s greatest athlete and American football player of the first half of the 20th century, while an ABC Sports poll in 2000 ranked him as the best American athlete of the century.



04. Match the words to their meanings. These words are in bold in the previous text. 15

1. Patron () a person or group that supports an activity or organization, especially by giving money
2. Multi-talented () an occasion when the heart stops working correctly or stops completely
3. Report () an official document made by someone who has examined a particular subject
4. Heart Failure () having many talents (= natural abilities)

05. According to the text, complete the sentences about Jim Thorpe's life:

- a) Jim Thorpe died in _____ but played sports at the _____ level.
- b) King Gustav V said that Jim was the greatest _____ in the world.
- c) Jim died when he was 64, the cause of his death was _____.

06. Let's talk!

- How can a person become a great athlete?
- What are the challenges of being an athlete?



Grammar Section: SIMPLE PAST

01. Read the following excerpts from the previous text.

*"Thorpe played baseball for the Rocky Mount club in North Carolina in 1909 and 1910."
"(...)Canton Bulldogs of Ohio, who proclaimed themselves "world champions"."*

- A. Are the sentences about the past, present, or future? _____
- B. What are the verbs in the sentences? _____

According to the verbs you mentioned in the previous exercise, we can say that the Simple Past of regular verbs is formed by adding _____ at the end of the verbs.



Know this!

Match the sentences!

- a. Add -ed () General rule, applied for most verbs.
- b. Add -d () If the verb finishes in consonant + y
- c. Replace -y for -i and add ed () If the verb finishes in vowel + y
- d. Double the last consonant and add -ed () If the word finishes in -e
- () If the word finishes in consonant +vowel + consonant

02. Now, read other excerpts from the same text.

"He was 64" / " (...) and became one of the first major stars (...)"

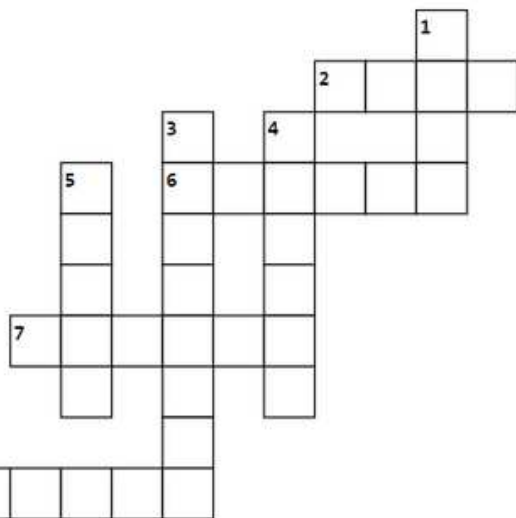
- A. Are the sentences about the past, present, or future? _____
- B. What are the verbs in the sentences? _____
- C. Do the verbs have -ed at the end of them? _____
- D. Do you think that those verbs are regular? Why? _____
- E. Do the verbs follow the same pattern? () yes () no

IMPORTANT!

There are two forms of the verb to be in the past: was and were. We use “was” with I, he, she, it. We use “were” with you, they and we.



03. Complete the crossword puzzle with the verbs mentioned in the text.



Across →

- 2. the past tense of say
- 6. the past tense of play
- 7. the past tense of become
- 8. the past tense of proclaim

Down ↓

- 1. the past tense of die
- 3. the past tense of appear
- 4. the past tense of rank
- 5. the past tense of name

04. Now, complete the sentences in the affirmative form and with the correct form of the Simple Past.

- a) Jim Thorpe’s parents (be) _____ half Native American.
- b) Jim Thorpe (play) _____ several sports at the highest level.
- c) He (die) _____ at the age of 64.
- d) In 1913, he (be) _____ deprived of his Olympic titles.

05. Read the examples below, then, circle the correct alternatives. The alternatives are in bold.

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
Thorpe played a number of sports at the highest level	Thorpe didn’t play a number of sports at the highest level	Did Thorpe play a number of sports at the highest level?

A. To create a negative sentence using the Simple Past:

- I. We use **does/did/do** + not.
- II. We use the main verb in the **base/past** form.

B. To create an interrogative sentence using the Simple Past:

- I. We use “did” **before / after** the main verb.
- II. We use the main verb in the **base/past** form.

06. Read the examples below.

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
He was 64.	He wasn’t 64.	Was he 64?

A. Based on the examples on the previous page, check if the sentences are T (true) or F (false).
 () When creating negative sentences in the Simple Past of the verb to be, add not after the verb.

() When creating questions, change the position of was or were and the subject.

07. Choose one sentence from exercise 4 and write it in the negative and interrogative forms.

Pronunciation Tips

Are you curious about how we pronounce the -ed at the end of the verbs? Watch the video below to find out more about pronunciation.

Link: <https://www.youtube.com/watch?v=vv7cBMCBUdk> or you can scan the QR code.



Now that you've watched the video, you've noticed that the -ed has different pronunciations.

Check more examples:

-ed sound	/t/	/d/	/id/
ending of the base form	voiceless consonants	voiced consonants	sounds /t/ or /d/
	/p/ shop - shopped /s/ kiss - kissed	/v/ move - moved /r/ offer - offered	/t/ hate - hated /d/ land - landed

01. The following list brings some verbs and their past forms. Let's pronounce together the verbs and complete the chart with them according to their final sound.

stop - stopped / need - needed / hate - hated
 miss - missed / plan - planned / use - used

/t/	/d/	/id/



Let's listen!

01. Warm-up.

- Are you a person who enjoys sports competitions?
- What sports do you like to watch live?
- Do you think everybody should practice sports?

02. You're going to listen to two people talking about sports. Listen carefully and answer the questions.



Scan the QR code or access the link: <https://www.ello.org/english/0001/025-Kevin-Baseball.htm>

a. Answer the following questions according to the audio.

I. What's Kevin's favorite sport?

II. Who was a professional baseball player?

III. Did Kevin play any sports when he was young?

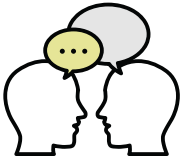
IV. What sport does Kevin is into now?

b. Listen to the audio again. List at least 3 sports mentioned in the audio.

SPORTS MENTIONED	
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03. Post listening: Let's discuss.

- What sport would you like to practice? Why?



Sharing Ideas

01. In groups, read the following sentence:

Winning is the most important thing when playing sports.

a. Do you agree or disagree with the sentence? Each group should give at least 4 reasons.

- Analyze the sentence together;
- Discuss the reasons.

REASONS	<ol style="list-style-type: none"> 1. 2. 3. 4.
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b. Now, let's discuss the reasons!

- Everyone in the group should speak.



Let's write!

A biography is a non-fictional story. It is about a person's life. It encompasses the facts of their life, from birth to death (if the person is still alive - up to the present day) and life-changing moments. When writing a biography, the author usually starts talking about childhood, then adult life, and so on.

- At the beginning of the lesson, you read a biography of an athlete called Jim Thorpe. Now, it is your turn to research an athlete's life and write about it.



Writing a biography!

Follow the steps!

1st: Research a lot about the athlete's life.

2nd: After the research, outline the most important information.

3rd: Write the biography. Remember: use Simple Past Tense to write about past events of a person's life.

4th: Review your biography.

5th: Post your biography on our Padlet page.

6th: Comment on your classmates' productions.



- Use time markers to show the past: When he/she was.../ At the time.../ etc.

Padlet link: <https://padlet.com/teacheramandapotin/o1qtdb7nb3qgotrs> or you can scan the QR code above.

Use the space below to write your draft!

A large rectangular area of lined paper, colored light beige, with a spiral binding on the left side. It contains approximately 20 horizontal lines for writing a draft.

01. Now, let's read the biographies and give opinions.

TEACHER'S GUIDE

UNIT 01

Hello, teacher!

This material is indicated to build the students' confidence in communicating in English through activities that meet the linguistic demands and interests of this age classification. The unit's topic is "Sports", and the students will learn about teamwork and competitions, practice grammar points, and improve their listening, writing, speaking, and reading skills. Students will learn how to write a biography.

This unit can be taught in 4 classes of 1h each.

Use English as much as you can in your classes. Motivate your learners to express themselves only in English too. Nevertheless, if you need to guarantee the students' understanding, use translation in a few situations.

Unit Contents

- **Let's get started!:** It's an introduction to the unit. In this section, students will practice and develop their speaking skills.
- **Vocabulary:** in this part of the unit, students will learn about vocabulary related to the topic of the unit.
- **It's reading time!:** this section provides authentic texts and contributes to the students' reading comprehension.
- **Grammar Section:** in this part, students will learn about grammar tenses.
- **Pronunciation tips:** this segment allows the students to exercise the -ed endings.
- **Let's listen! -** this segment allows the students to practice their listening skills.
- **Sharing ideas -** this part of the unit is meant for the students to exchange information and share their thoughts with their classmates.
- **Let's write -** in this section, students will work on their writing skills.

Are you a sports nut?

time: from 2 to 5 minutes

- Present the title of unit 1.
- Ask them if they know who a sports nut is.
- Tell the students to take a look at the cover picture.
- Ask them to say what they think they are going to learn in the unit.

Unit Goals: time: from 2 to 5 minutes

- Introduce the Unit Goals to the students.
- Read the topics
- Give them a short description of what they are supposed to learn in the unit.

Did you know?: time: from 3 to 5 minutes

- Explain what a "sports nut" is.
- Ask the students to answer the question.

Let's Get Started: time: around 10 minutes

1 -

- Tell the students to look carefully at the pictures.
- Ask if they know the names of the sports represented in the pictures.

A -

- Have them in pairs to discuss the questions.
- Move around the classroom to explore their answers.

01 -

- Tell the students to look at the photos carefully.
- Say the names of the sports and have the students repeat them.
- Translate the words, if necessary.
- Tell them what they are supposed to do.
- Correct the exercise on the board.

Answer key:

*Volleyball/tennis/swimming/basketball
soccer/rugby/karate/horse riding
gymnastics/surfing/golf/cycling*

NOTE: tell the students that soccer is the term used in the United States, Canada, Australia, and other countries to refer to the most popular global sport. Other countries call it football.

02 -

- Explain to the students that they are supposed to answer the questions.
- Allow some time for the students to complete the exercise.
- Correct using the board.

Answer key:

a) tennis, swimming, karate, horse riding, gymnastics, surfing, tennis, and cycling.

b) Volleyball, tennis, swimming, basketball, soccer, rugby, and gymnastics.

03 -

- On the board, write the words “play”, “do” and “go”, and explain that when we talk about sports, we use these verbs.
- Explain the difference between them.
- Tell the students what they are supposed to do on the exercise.
- Allow them some time to finish the task.
- Correct orally or using the board.

Answer key:

PLAY: soccer, tennis, volleyball, basketball, rugby, golf

DO: gymnastics, karate

GO: swimming, cycling, surfing, horse riding

EXTRA SUGGESTION: Paste three sheets of paper with the verbs play, do and go. Ask the students to research sports and physical activities that weren't mentioned in the material. Tell the students to make strips with the names of these activities, expanding the vocabulary. Tell students to paste the activity names on the paper that contains the correct verb according to the rules.

It's reading time: time: from 12 to 15 minutes

01 -

- Ask the students to take a look at the pictures and introduce them to the Olympic Games.
- Ask the class the question in the book.
- Allow them some time to talk.

Answer key: Personal answers.

02 -

- Tell the students that in this part, it is necessary that they read carefully the text to answer the questions later.
- Allow them some time for reading.
- Ask them to underline the words they don't recognize when they are reading the text.
- After they read it, explain the words they underlined.
- Ask them their opinion about the text.
- Allow them some time to express their opinion.

03 -

- Ask the students to read the text again and answer the questions according to the text.
- Allow them some time to do the exercise.
- Correct on the board.

Answer key:

a) The modern games were founded in 1896.

b) The first Olympics Games took place in Greece.

c) The modern games were founded by the French aristocrat and historian Pierre de Coubertin.

04 -

- Explain that the students must write true or false according to the text.
- Allow them some time to do the exercise.
- Correct orally or on the board.

Answer key: F / T / T / F

05 -

- Ask the questions.
- Have the students give their answers.
- Give them some feedback.

01 -

- Tell the students that they are going to read a biography of a great athlete of the past.
- Ask them the question in the book.
- Allow them some time to express their thoughts.
- Give them some feedback.

Suggested answers: A biography is a text about the story of a real person's life.

02 -

- Pair the students up.
- Explain that in the exercise, they are supposed to write what are the items that must be included in a biography.
- Allow the students some time to do the exercise.
- When they finish the task, have some volunteers say what they wrote.

Suggested answers: Name, date, and place of birth; occupation; important life events; impact on the world, etc.

03 -

- Ask the students to read the text.
- Ask them to underline the words they don't recognize when they are reading the text.
- After they read it, explain the words they underlined.
- Tell them to check on their lists the items that were mentioned in the text.

04 -

- Tell the students that they are supposed to match the words.
- Mention that the words are in bold on the previous page.
- Allow the students some time to match the words.
- Correct on the board or orally.

Answer key: 1 / 4 / 3 / 2

05 -

- Tell the students that they should complete the sentences according to the text.
- Tell them to read the text again, if necessary.
- Allow the students some time to complete the sentences.
- Correct on the board or orally.

Answer key:

a) 1953 / Highest

b) athlete

c) a heart failure

06 -

- Ask the questions.
- Have the students give their answers.
- Give them some feedback.

Grammar Section: SIMPLE PAST: time: from 30 to 35 minutes

01 -

- Write the two examples on the board.
- Ask the students if the sentences are in the past, present, or future.
- Ask them why they think the sentences are in the past.
- Have them talk.
- Tell them to answer the questions.
- Correct on the board.
- Tell the students that they will learn how to talk about past situations.

Answer key:

a) Past

b) play/proclaim

–

- Ask them what the verbs in the previous examples have in common.
- Mention that, when we have irregular verbs, we can add -ied, -ed, or just -d at the end of the verbs.
- Have them complete the exercise.
- Correct.

Know this:

- Mention that the students must follow some rules to add -ied, -ed, or just -d at the end of the verbs.

- Give some examples and explain the rules.
- Tell the students to match the sentences.
- Correct on the board.

Answer key: a / c / a / b / d

02 -

- Write the examples on the board.
- Ask the students if the sentences are in the past, present, or future.
- Ask them why they think the sentences are in the past.
- Tell them to answer the questions.
- Correct.

Answer key:

a) Past

b) be (was) / become (became)

c) No, they don't.

d) No, they are not regular because they don't follow the same standard.

e) No.

IMPORTANT:

- Mention that in the past, the verb "be" has two forms: "was" and "were".
- On the board, write "was" and "were".
- Write the subjects we use with "was" and "were".
- Write some examples on the board and ask them to answer orally.

Suggested sentences:

He was at school.

I was angry yesterday.

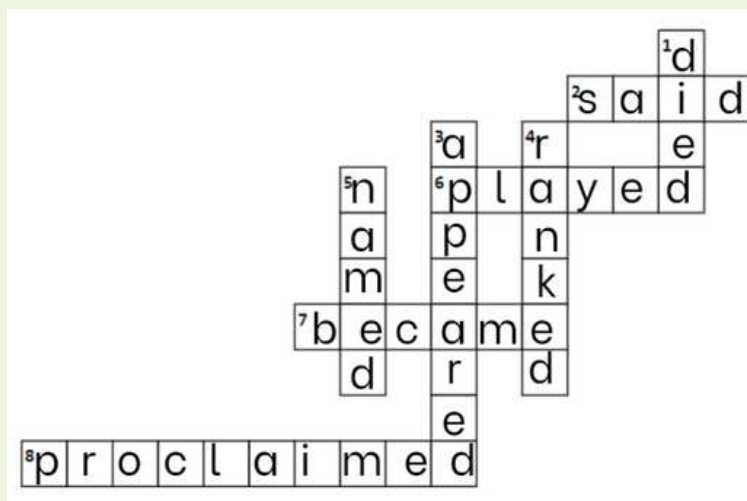
They were at the park last week.

We were tired after the test.

03 -

- Tell the students that they are supposed to complete the crossword puzzle with the verbs from the text.
- Tell them to read the text again to find the verbs.
- Allow the students some time to complete the exercise.
- Correct on the board.

Answer key:



04 -

- Explain that the students should complete the sentences in the affirmative form and in the Simple Past.
- Allow the students some time to complete the exercise.
- Correct.

Answer key:

a) were

b) played

c) died

d) was

05 -

- Write the examples on the board.
- Tell the students that they are going to learn how to create affirmative, negative, and interrogative sentences with the regular verbs in the Simple Past.
- Ask them the difference between the sentences.
- Ask them to choose the correct alternatives.
- Mention that the alternatives are in bold.
- Allow them some time to circle the correct alternatives.
- Correct orally or on the board.

Answer key:

A

I. did

II. past

B

I. before

II. past

06 -

- Write the examples on the board.
- Remember the students about the two forms of the verb to be in the past and remember how to use both.
- Ask them the difference between “was” and “were”.
- Tell them that they are going to learn how to create affirmative, negative, and interrogative sentences using the past of the verb to be.
- Ask them the difference between the three sentences.

NOTE: Explain that in affirmative sentences, the verb to be comes after the subject. Explain that in negative sentences, the students must add “not” after “was” or “were. Mention the contractions: wasn’t and weren’t. Explain that in interrogative sentences, the verb to be must come before the subject.

A -

- Explain that the students must check if the sentences are true or false.
- Allow them some time to complete the exercise.
- Correct.

Answer key: T / T

07 -

- Tell the students that they must choose one sentence from exercise 4 and write it in the negative and interrogative forms.
- Allow them some time to write the sentences.
- Correct individually.

Suggested answers

Jim Thorpe’s parents were half-native American.

Jim Thorpe’s parents weren’t half-native American.

Were Jim Thorpe’s parents half-native American?

Jim Thrope played several sports at the highest level.

Jim Thrope didn’t play several sports at the highest level.

Did Jim Thrope play several sports at the highest level?

He died at the age of 64.

26

He didn’t die at the age of 64.

Did he die at the age of 64?

In 1913, he was deprived of his Olympic titles.

In 1913, he wasn’t deprived of his Olympic titles.

Was he deprived of his Olympic titles in 1913?

Pronunciation Tips: time: around 25 minutes

- Tell the students that, in some verbs, the pronunciation of the -ed might change depending on the verb.
- Tell the students to watch the video on their smartphones.
- Review briefly the content of the video.
- Explain the difference between the sounds.
- Have the students repeat the examples of the material.

01 -

- Say the verbs and have the student repeat them.
- Ask them to complete the chart.
- Correct.

Answer key:

/t/	/d/	/ɪd/
stop - stopped miss - missed	plan - planned use - used	need - needed hate - hated

NOTE 01: teacher, if it is possible, use a projector to play the video.

NOTE 02: the simple past can be found in many songs. If you have free time in your classes, you can use them to reinforce the grammar topic.

Examples: Because you loved me - Céline Dion

Mary’s Song (Oh, my, my, my) - Taylor Swift

Let’s listen: time: from 8 to 10 minutes

01 -

- Have the students sit in a circle.
- Ask the students the questions in the material.

02 -

- Explain that the students are going to listen to the dialog about two people talking about sports.
- Play the dialog twice and pause it so that the students can write their answers.

- Ask the students to compare their answers.
- Play it a third time and correct the answers.

Answer key:

A -

- I. Kevin's favorite sport is baseball.
- II. Kevin's father.
- III. Yes, he did.
- IV. He is into sumo.

B -

- Tell the students that they are going to listen to the audio one more time and that they are supposed to list, at least, three sports mentioned in the audio.
- Play the audio.
- Correct by asking what their answers are.

Suggested answers:

baseball/basketball/football/sumo

03 -

- Ask the questions.
- Have the students give their answers.
- Give them some feedback.

NOTE: teacher, you've noticed that there is a QR code in which the students can scan and listen to the audio. Tell them to listen to it at home and how many times they want to practice their listening.

SCRIPT

Todd: OK. Kevin, we're back here in the forest. We're gonna talk about sports.

Kevin: OK. Great. I love sports.

Todd: What sports do you like?

Kevin: Well, my favorite sport is baseball. Obviously, I grew up and my father was a baseball player so I was always around baseball.

Todd: Wow.

Kevin: My whole life.

Todd: You mean your father was a player in the Major Leagues?

Kevin: Yeah, exactly. Not only was he a player in the Major Leagues, he was fortunate enough to play in the World Series twice with the New York Mets.

Todd: Wow! That's amazing.

Kevin: Yeah, The Amazing Met's. 1969.

Todd: Wow, that's great. Did you play baseball yourself?

Kevin: Yeah, I played baseball pretty much my whole life up through college and university.

Todd: OK. Why did you stop?

Kevin: Well, it wasn't exactly by choice. I wasn't drafted high enough in professional baseball to.. in order for me to sign, so I ended up retiring from baseball and pursuing other things.

Todd: OK. Great. Do you like any others sports?

Kevin: Yeah. I actually, enjoy all competition. You know I enjoy the other typical American sports of basketball and American football and so on, but I also try to learn about and enjoy the national sport of the countries that I'm in. For example, now I'm in Japan and I've actually gotten quite into Sumo wrestling.

Todd: Oh, really?

Kevin: Yeah.

Todd: Nice. Have you ever seen a sumo match live?

Kevin: Yes, I have. I've been to two sumo bashos as they call them, or matches in Tokyo.

Todd: Nice. Yeah, I wanna go. I wanna go myself.

Kevin: Yeah, let's go some time.

Todd: OK. Let's do it.

Sharing Ideas: time: from 15 to 20 minutes

- Tell the students to, in groups of 3 or 4 people, read the sentence.
- Allow the groups some time to discuss the sentence.

A -

- Tell the students that they must agree or disagree with the sentence.
- Tell them to give at least 4 reasons for agreeing or disagreeing.
- Allow them some time to complete the chart.

B -

- Tell the students that each group should tell their reasons to the other classmates.
- Have all the groups talking and debating about their reasons.
- Give the groups some feedback.

Let's Write: time: from 8 to 10 minutes

- Tell the students to read the definition of biography.
- Mention Jim Thorpe's biography.
- Ask the students to research an athlete's life.

NOTE: if you don't have enough time, this part of the research can be done at home.

UNIT 2



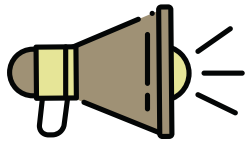
FRIENDSHIP GOALS

AMANDA DE ALMEIDA POTIN



Unit Goals

- Talk about aspects of friendship
- Learn about Present Perfect
- Practice writing by creating a letter and an essay



Let's get started!

01. Take a look at the photos below.



a. Now, answer the following questions:

01. Are you a good friend? Why or why not?
02. Who is your closest friend?
03. When did you meet your best friend? How was it?
04. Do you have any long-distance friends?
05. Where is a good place to meet new friends?
06. Why do you need a friend?



Vocabulary

01. How would you describe your best friend? _____

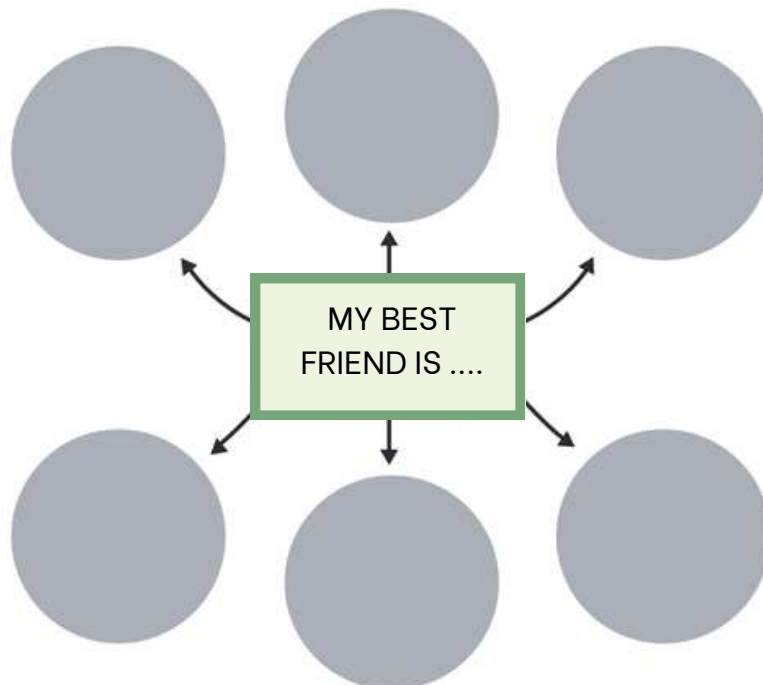
02. Check out some adjectives to describe a friend and match them to their opposites.

- | | |
|----------------|-----------------|
| 1.brave | () dishonest |
| 2.cold-hearted | () disloyal |
| 3.easygoing | () fearful |
| 4.funny | () high-strung |
| 5.generous | () kind |
| 6.honest | () loving |
| 7.loyal | () optimistic |
| 8.pessimistic | () punctual |
| 9.tardy | () reliable |
| 10.unkind | () serious |
| 11.unreliable | () stingy |

03. Which of the adjectives above are negative? Which ones are positive? Complete the chart below.

POSITIVE	NEGATIVE

04. Now, describe your best friend by completing the mind map below. Use the words from exercise 2.





It's reading time!

01. Look at the pictures below.



Do you believe that there are friendships that last a lifetime?

Nowadays, how can we keep in touch with our friends? How about the past? Share your ideas with your classmates.

02. Read the text about reflections on friendship.

☰ 🔍

The New York Times Style Magazine

Reflections on True Friendship

📄 Give this article 🔄 📌

By Andrew O'Hagan
Nov. 23, 2016

At a moment when technology has made cultivating relationships easier, but also shallower, one writer considers the importance of undocumented friendships. Is childhood the golden era of friendship? And can you get those relationships back? The other day, I took down from the shelf a beautiful novel by William Maxwell — “So Long, See You Tomorrow” — and I realized the title alone summons the unspoken bond, the constant availability, the relentless promise that friendship is when you are 12. My great friend at that age was Mark MacDonald. In those early, rain-soaked days on Scotland’s west coast, Mark was my constant companion and my secret weapon: Whatever happened at home, there would always be Mark to brighten the day and spit with style like River Phoenix did in “Stand by Me,” via a rolled-up tongue. We would be up at the crack of dawn to wander over the fields, scan the beaches for coins, climb the hills together and sit in the graveyard comparing our plans for world domination. Mark had Crohn’s disease; he was often in hospital, and we’d write to each other planning our adventures for the summer. He told me I was a good writer and I told him he was a great painter before we disappeared from each other’s lives. I haven’t seen him in 30 years. When I recently tried to find Mark again, he didn’t appear to exist. [...] He wasn’t to be found at the old address I had for him in the seaside town of Saltcoats. His name is a popular one on Facebook, but none of the Marks I found was the one I knew, and he wasn’t on Twitter or Instagram either. None of the search engines reveal anything about Mark. I tried death certificates, fearing, as I have for a long time, that my old friend might have died. I asked my mother if any of her friends had kept in touch with the family but none had. I could remember two of his sisters’ names but they didn’t show up on

the internet either. When I went back to Scotland recently, I drove to the square where we once lived, and I looked up at the window of my old house, remembering how I used to shine a torch from there to Mark's bedroom. Two flashes meant good night. Three flashes meant see you tomorrow. I wonder if technology has changed the meaning of friendship. My daughter is 12 and most things that happen to her are photographed. She and her friends get together and spend hours trying out poses, making videos, retouching them, setting them to music, and posting them on this or that social media network. I'm sure the girls are bonded in many of the traditional ways, but I also wonder if they'll ever lose sight of each other, which was always one of the possibilities of friendship, an aspect of its mystery. I think we always knew we would move on in life and that our great friendships would be a matter of memory. I don't have a single photograph of Mark MacDonald. [...]

The times we live in are big on loyalty. Technology has driven us wild with questions of loyalty to flags, to nations, to a "way of life" or to brands who give out "loyalty points" to those who stay tight. But the only kind of loyalty that matters is to know your friends and stick with them. The relationship has nothing really to do with outside people, with your self-image, or with status updates, and perhaps our vision of friendship has been degraded by the instantaneous, relentless nature of our communications technology. Replace "watch and click" with "listen and feel," close the curtains and mix two drinks, download nothing, "share" nothing, but lose yourself in the sort of communication that has nothing to sell. Love gets all the big headlines, but friendship is where the action is, especially if you consider that it is really a lack of friendship that makes an unhappy marriage. Fundamentally, it's the art of friendship that warms you in the various winters of your discontent, and when you're in trouble you don't want 1,000 people, but just one. [...] As I say, I was never photographed with Mark MacDonald and I never hugged him or bought him lunch either. But sometimes in a dark hour, I'll look up and imagine I see him, not far distant, a living guarantee that there will always be someone in life who really knows who you are. When all the machines are off and when all the chips are down, I see his light. Three flashes.

Source: <https://www.nytimes.com/2016/11/23/t-magazine/friendships-social-media.html>

Note:

show up: to appear or be seen

torch: a small light that is held in the hand and usually gets its power from batteries

relentless: continuing in a determined way without any interruption

crack of dawn: the early part of the morning when the sun first appears

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

03. Check if the sentences are T (true) or F (false) according to the text.

- () The author believes that nowadays friendships are different from the ones in the past years.
- () According to the author, everyone will lose sight of friendships from their childhood.
- () The writer says that technology hasn't been a reason why friendship connections have changed.
- () The author didn't describe his childhood friendship as an important fact of his life.

04. Answer the following questions according to the text.

a. Why was Mark the author's secret weapon? _____

b. Did the author try to find Mark? What happened? _____

05. After reading: let's reflect and share opinions....

a. In your opinion, what is friendship?

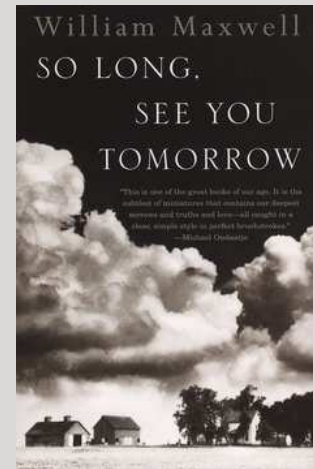
b. Do you believe that technology has changed the meaning of friendship? Why?

c. The author asks: “is childhood the golden era of friendship?”. What is your opinion about this topic? Why?



Did you know?

In the text, “reflections on true friendship”, the author mentions a book called “So long, see you tomorrow”. This book, written by William Maxwell, explores the enigmatic gravity of the past. On a winter morning in the 1920s, a shot rings out on a farm in rural Illinois. A man named Lloyd Wilson has been killed. And the tenuous friendship between two lonely teenagers has been shattered. Fifty years later, one of those boys--now a grown man--tries to reconstruct the events that led up to the murder.



Source: https://www.amazon.com/So-Long-See-You-Tomorrow/dp/0037972720?pf_rd_p=82222222-2222-2222-2222-222222222222



Grammar Section: PRESENT PERFECT

1. Read the following sentences from the previous text and check the correct answers.

“Technology has driven us wild”

“At a moment when technology has made cultivating relationships easier [...]”

“I haven’t seen him in 30 years”

These sentences express:

- () An action or situation that started in the past and continues in the present.
- () An action happening over a period of time in the future.

In the Present Perfect, we use have + past participle with:

- () he, she, and it
- () I, you, we, and they

In the Present Perfect, we use has+ past participle with:

- () he, she, and it
- () I, you, we, and they

To create a negative sentence using the Present Perfect:

- () We use the word “not” before have/has.
- () We use the word “not” after have/has.



Know this!

The Past Participle is a participle that typically describes concluded action, which is traditionally one of the principal parts of the verb. The Past Participle is used in the Present Perfect Tense. The Past Participle of REGULAR VERBS is the same as the simple past and the Past Participle of IRREGULAR VERBS doesn't obey a specific rule.

Infinitive	Simple Past	Past Participle	Infinitive	Simple Past	Past Participle
to study	studied	studied	to eat	ate	eaten

02. Complete the chart below, then, circle the irregular verbs.

Infinitive	KNOW	MEET	SEE	TELL	SPEAK	DANCE	SIT
Simple Past							
Past Participle							

03. Read one of the same examples in the negative and interrogative forms, then, check the correct alternative.

<i>AFFIRMATIVE</i>	<i>NEGATIVE</i>	<i>INTERROGATIVE</i>
Technology has driven us wild.	Technology hasn't driven us wild (has+not).	Has technology driven us wild?

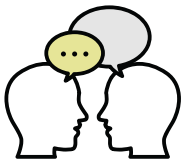
To create a question in the Present Perfect Tense:

() To make a question, put 'have' or 'has' before the subject.

() To make a question, put 'have' or 'has' after the subject.

04. Complete the chart below writing the sentences in the Present Perfect.

<i>AFFIRMATIVE</i>	<i>NEGATIVE</i>	<i>INTERROGATIVE</i>
The author has tried to find his friend.		
The author and his friend have met for many years.		



Sharing Ideas

01. There are many ways we can meet friends and communicate with people. In groups, list some of them. Complete the chart below.

How can you communicate with people?	
--------------------------------------	--

A. Now, let's discuss.

- Have you ever communicated with people from a different country? Share with your classmates your experience.

02. Have you ever heard about “Pen Pal”? Read the following text. Then, answer the questions with your classmates.

What is a Pen Pal: From Then to Now

These days, the post is often bills, junk mail, and the occasional reminder to book an appointment with the dentist, hairdresser, or doctor. But just a few years back, before the invention of messaging services and mobile phones, it was something more than that. It meant hearing from distant friends, fiery lovers, and estranged family members. And as we still know, there is nothing quite as special as waiting for a note from a loved one to hit the doormat. Which is why penpalling is making a comeback! [...] What is a pen pal? [...] The term is often used interchangeably with pen friend, and it is a noun that refers to a ‘friend or contact with whom regular correspondence is conducted. Traditionally, this is via snail mail. However, in recent years, individuals who send emails to each other or stay in touch through messaging apps and social media may also refer to each other as pen pals. [...] What are the benefits of having a pen pal? There are so many benefits associated with having a pen pal. For example, it provides the opportunity to: make a new friend, learn a new language, develop literacy skills, learn about a new culture or country, get creative, and much more! [...] (<https://blog.penpal.me/what-is-a-pen-pal-from-then-to-now/>)

- What is a pen pal?
- In the past, how did people keep contact with friends and family?
- What are the positive aspects of having a pen pal?

03. Read the following example of a pen pal letter.

Dear Merina, I hope you are doing well as I write this letter to you. I'm ecstatic to be able to correspond with you as a pen buddy. I sincerely hope that we will become close friends. I'd want to inform you about my schooling, occupation, and interests in my first letter to you. In 2022, I received my bachelor's degree in data engineering from the University of Edinvera. Following that, I worked for Siemens as a data analyst for a worldwide corporation. I'm still employed there, and I love it. I've visited over ten countries so far, and this summer I'm planning a trip to Italy. I'm hoping that our friendship will grow and that we will become wonderful friends. I'd love to meet you when I visit your nation in the middle of next year. Warm wishes, [Name].

Source: <https://www.allapplication.xyz/2022/02/Letter-to-Penpal.html>

04. Now it's your turn: write a letter introducing yourself to a pen pal. Don't forget to tell your pen pal: where you are from, your age, your appearance, your family, your pets, things you like, and the languages you speak. Remember to mention some events from your past! Use the space below to write your draft!



Did you know?

There are some websites where you can meet pen pals. Check out some of them:
<https://www.penpalworld.com/>
<https://www.ipfworld.com/>

Let's listen!

- 01. Would you like to have a pen pal? Share your opinion with your classmates.
- 02. Listen to this story about pen pals and decide if the following sentences are true (T) or false (F). Correct the incorrect ones.



Or access the link: <https://www.npr.org/2016/06/05/480820184/after-56-years-life-long-pen-pals-meet-for-the-first-time>

Listen to the story

- a. () The friends are from the USA and New Zealand.

- b. () The two friends began a correspondence in 1969.

- c. () The friends told the newspaper that they used to write to each other five times a year.

- d. () The two had not updated their correspondence to email in recent years.

- e. () The two had never even spoken on the phone.

03. Post listening: let's talk...

- a. Do you believe that we can know a person closely only by writing letters?
- b. What are the advantages of letter writing as a means of communication?

 **Let's write!**

01. Take a look at the cartoon below and answer the questions:



- What is a good friendship for you?
- Do you have long-term friendships?
- Are long-time friendships necessarily better than new friendships, and why?

02. Now, watch the video:



<https://www.youtube.com/watch?v=fD27hWT4ix0>

03. Write an essay with the theme: What makes a friendship last?

- Your essay should be about 100 words long.
- Present your ideas (use arguments to explain your thoughts)

04. Now, you must exchange your essay with a classmate and give them feedback on their ideas.

TEACHER'S GUIDE

UNIT 02

Hello, teacher!

This material is indicated to build the students' confidence in communicating in English through activities that meet the linguistic demands and interests of this age classification.

The unit's topic is "Friendship", and the students will practice grammar points, and improve their listening, writing, speaking, and reading skills.

This unit can be taught in 4 classes of 1h each and the students will learn about the Present Perfect and will write an essay.

Use English as much as you can in your classes. Motivate your learners to express themselves only in English too. Nevertheless, if you need to guarantee the students' understanding, use translation in a few situations.

Unit Contents

Let's get started!: It's an introduction to the unit. In this section, students will practice and develop their speaking skills.

Vocabulary: in this part of the unit, students will learn about vocabulary related to the topic of the unit.

It's reading time!: this section provides authentic texts and contributes to the students' reading comprehension.

Grammar Section: in this part, students will learn about grammar tenses.

Let's listen! - this segment allows the students to practice their listening skills.

Sharing ideas - this part of the unit is meant for the students to exchange information and share their thoughts with their classmates.

Let's write - in this section, students will work on their writing skills.

FRIENDSHIP GOALS

time: from 2 to 5 minutes

- Present the title of unit 1.
- Tell the students to take a look at the cover picture.
- Ask them to say what they think they are going to learn in the unit.

Unit Goals: time: from 2 to 5 minutes

- Introduce the Unit Goals to the students.
- Read the topics
- Give them a short description of what they are supposed to learn in the unit.

Let's get started! from 10 to 15 minutes

- 1 -
- Tell the students to look carefully at the pictures.
 - Ask if they know what the photos represent.

- a -
- Have the students discuss the questions.
 - Give the students some feedback.

Vocabulary: time: from 15 to 20 minutes

- 01-
- Ask the students if they have a best friend.

- Tell them to answer the question on the material.
- Move around the classroom to read their answers.
- Ask some students to read aloud their answers.
- Give them some feedback.

Answer key: there aren't correct or incorrect answers in this exercise, the answers are personal.

02 -

- Read the adjectives aloud and have the students repeat them.
- Explain the words - if it is necessary
- Say that the words express positive or negative qualities.
- Allow some time for students to match the words.
- Correct orally or on the board.

Answer key: 6/7/1/3/10/2/8/9/11/4/5

03 -

- Tell the students that they need to classify the adjectives from the previous exercise into positive or negative.
- Allow them some time to complete the chart.
- Correct on the board.

Answer key:

POSITIVE: Loyal, brave, easygoing, funny, generous, honest, kind, loving, optimistic, punctual, reliable.

NEGATIVE: disloyal, fearful, high-strung, serious, stingy, dishonest, unkind, cold-hearted, pessimistic, tardy, unreliable.

04 -

- Ask the students if they know what the word web is.
- Explain to the students that a word web is a mind map that helps people to learn about new words and expand their vocabulary.
- Tell them to complete the word web by using the words from exercise 2.

- Allow them some time to complete the word web.
- Move around the classroom helping the students, if necessary.
- Ask some students to read their answers

Answer key: there aren't correct or incorrect answers in this exercise, the answers are personal.

It's reading time: time: from 15 to 20 minutes

01 -

- Ask the students to take a look at the pictures and tell them to describe them
- Ask the class the questions in the book.
- Allow them some time to talk.

Answer key: Personal answers.

02-

- Tell the students that in this part, it is necessary that they read carefully the text to answer the questions later.
- Allow them some time for reading.
- Ask them to underline the words they don't recognize when they are reading the text.
- After they read it, explain the words they underlined.
- Ask them their opinion about the text.
- Allow them some time to express their opinion.

03 -

- Explain that the students must write true or false according to the text.
- Allow them some time to do the exercise.
- Correct orally or on the board.

Answer key: T/F/F/F

04 -

- Explain to the students that they need to answer the questions according to the text.
- Allow them some time to do the exercise.
- Correct on the board.

Answer key:

A -

Because Mark was his constant companion and used to brighten the author's life.

B -

Yes, he did. But, he didn't find Mark.

05-

- Ask the questions in the material
- Have the students give their answers.
- Give them some feedback.

Answer key: Personal answers

Did you know?: time: from 3 to 5 minutes

- Tell them to read the "did you know?" section.
- Ask them if they know the book mentioned.
- Ask them if they liked the book summary.

Grammar Section: PRESENT PERFECT time: from 30 to 35 minutes

01-

- Write the three examples on the board.
- Ask the students what these sentences have in common.
- Underline the "have" and the "has" in all the sentences.
- Ask the students if these actions started in the past and are continuing in the present.
- Tell them that the time of the action is before now but it isn't specified.
- Ask the students how, according to the examples, we use "have" and "has".
- Ask them how we create a Present Perfect sentence in the negative form.
- Mention that we add "not" after the have or has.
- Ask them to check the correct answers.
- Allow them some time to check.
- Correct on the board.

Answer key:

- An action or situation that started in the past and continues in the present.
- I, you, we, and they;
- He, she and it;
- We use the word "not" after the auxiliary verbs have/has.

Know this: from 8 to 10 minutes

- Tell the students that when we create a Present Perfect sentence, we use the verbs in the Past Participle form.
- Read the definition.
- Tell them to observe the examples and tell what's the difference between them.
- Tell them that we have irregular and regular verbs.
- Reinforce that regular verbs obey the same pattern. In which both the simple past and the past participle form of the verb are formed by adding -ed.
- Tell them that irregular verbs don't follow the same pattern.

02-

- Ask the students to complete the chart by writing the simple past and past participles of the verbs.
- Then, tell them to circle the irregular verbs.
- Allow them some time to do the exercise.
- Correct.

Answer key:

Infinitive	KNOW	MEET	SEE	TELL	SPEAK	DANCE	SIT
Simple Past	KNEW	MET	SAW	TOLD	SPOKE	DANCED	SIT
Past Participle	KNOWN	MET	SEEN	TOLD	SPOKEN	DANCED	SIT

Suggestion: pair the students up. Provide the students red and blue cards. The red cards are the verbs in the Simple Past form and the blue ones are the verbs in the past participle. The pairs have to match the cards. Student A should say the simple past and student B should say the corresponding past participle form. Examples of verb cards: ate: eaten / was:been / went:gone / lived:lived / had: had / drove:driven / stayed:stayed / spoke:spoken / made:made / loved:loved

03 -

- Remember the students that they have seen the affirmative and negative forms of the Present Perfect.
- Tell them that they are going to learn how to create questions in the Present Perfect.
- Write the three examples on the board.
- Ask the students what's the difference between the sentences.
- Ask them about the position of "has".
- Tell them to check the correct alternative.
- Correct.

Answer key:

To make a question, put 'have' or 'has' before the subject.

04-

- Tell the students that they must complete the chart by writing sentences in the Present Perfect in the negative and interrogative forms.
- Allow them some time to complete the chart.
- Correct on the board.

Answer key:

NEGATIVE: The author hasn't tried to find his friend.

INTERROGATIVE: Has the author tried to find his friend?

NEGATIVE: The author and his friend haven't met for many years.

INTERROGATIVE: Have the author and his friend met for many years?

Sharing Ideas: from 20 to 25 minutes

01-

- Tell the students that there are many ways we can meet friends and communicate with people.
- Tell the students to, in groups, read the question and answer it.
- Move around the classroom and give the groups some feedback.
- Ask some students to say aloud their answers.

a -

43

- Read the question.
- Have the students discuss the questions and give you answers.
- Give them some feedback.

02 -

- Ask the students the question in the book.
- Have them answer it aloud.
- Tell them that the following text describes what a pen pal is.
- Allow them some time for reading.
- Ask them to underline the words they don't recognize when they are reading the text.
- After they read it, explain the words they underlined.
- Ask them the questions.
- Have them talk their answers.

Suggested answers:

a-

Penpal is a noun that refers to a 'friend or contact with whom regular correspondence is conducted.

b-

By letters.

c-

It provides the opportunity to: make new friends, learn a new language, develop literacy skills, learn about a new culture or country, and get creative.

d-

Personal answers.

3-

- Tell the students that the next text is an example of a pen pal letter.
- Allow them some time for reading.
- Ask them to underline the words they don't recognize when they are reading the text.
- After they read it, explain the words they underlined.
- Ask them their opinion about the text.

Suggested questions:

Is it too formal? Is it too personal?

Would you share a lot of information about your life?

What information about your life you would share?

4 -

- Tell the students that they are going to write a letter introducing themselves.
- Tell them the instructions presented in the activity.
- Allow them some time to complete the activity.
- Correct individually.

Answer key: Personal answers

Did you know? from 2 to 5 minutes

- Tell the students that there are some websites where they can meet pen pals.
- Tell them that there are two examples of websites.
- Tell them to open the links.
- Allow them some time to visit the websites.
- Ask the students their opinions about the websites.

Let's listen: from 8 to 10 minutes

01-

- Ask the question of the material
- Have the students give their answers.
- Give them some feedback.

02-

- Explain that the students are going to listen to the dialog about a pen pal story.
- Tell them that they are going to check if the sentences are true or false.
- Play the audio twice and pause it so that the students can check their answers.
- Tell them that they need to correct the incorrect sentences.
- Play it a third time.
- Correct the answers on the board.

Answer key:

- a. T
- b. F (the two friends began a correspondence in 1959).
- c. T
- d. F (The two had updated their correspondence to email in recent years).
- e. T

03-

44

- Ask the questions of the material
- Have the students give their answers.
- Give them some feedback.

SCRIPT:

Back in 1959, a little girl from Queens, N.Y., sent an airmail letter to another little girl in Sefton, New Zealand. The New Zealander wrote back. And the two began a correspondence that has lasted for 56 years. The two lifelong pen pals never met until last week. When Carole Lechan and Jane Anderson spotted each other at Logan Airport in Boston, they each smiled and locked arms in a huge embrace. Five decades after they first began writing, Anderson had finally come to find Lechan, who now lives in Massachusetts. The old friends told The Boston Globe that they wrote each other five or six times a year, sending letters written in longhand that could take weeks to reach their destination. Carole Lechan said, quote, "when someone writes you a letter, you are bound by responsibility and courtesy to respond. So we just kept writing." The two had updated their correspondence to email in recent years. But as strange as it may seem, they had never even spoken on the phone. I was just really surprised she would make this investment to come see me, Lechan says. But we're not getting any younger. And this is the time to do it.

NOTE: teacher, you've noticed that there is a QR code in which the students can scan and listen to the audio. Tell them to listen to it at home and how many times they want to practice their listening.

Let's write: from 25 to 30 minutes

01-

- Tell the students to sit in a circle.
- Tell them to read the cartoon.
- Ask them the questions in the exercise.
- Give them some feedback.

02-

- Play the video in the classroom.
- Ask them their opinion about the video.
- Give them some feedback.
- Ask them: What makes a friendship last?
- Give them some feedback.

RATIONALE

The title of this paper, “Just Keep Thinking!”, was chosen because of the importance of promoting critical thinking in our students. Giving freedom to our students to share their thoughts and raise their consciousness is a vital part of their improvement as human and social beings.

Communication is a very important element of our lives, it is an instrument for transmitting ideas. The two units were derived from the communication method and were created aspiring the students to express themselves. According to Kasumi (2015), the communication method

[...]is a method which does not stress practicing the rules. According to scholars of this method it is important to speak a language but not to tell me how language works.[...] the most important thing is to use communication or to speak a language and to understand each other in order to communicate. (KASUMI, 2015, P. 157)

In addition, this final project has been produced to reflect Communicative Language Teaching (CLT). As stated by Guo (2012): “the goal of the communicative approach is to develop language competence for communication in real life”.

Based on that quote, this work seeks to create exercises to help students to become critical and explain why they are learning English. Each activity was produced focusing on the dynamic participation of students.

Additionally, the teachers assume the role of facilitator, monitor and counselor, verifying the engagement and letting the students be the center of their learning process. Several Communicative Language Teaching approaches expect the teacher to become “an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback” (RICHARDS; RODGERS, 2001, p. 168).

All the activities proposed in this work have as a basis the principles of Communicative Language Teaching (CLT) mentioned by Richards and Rodgers (2001). The assumptions are: students learn a language via communication; accurate and significant communication should be the goal of classroom activities; communication implicates the integration of diverse language skills, and understanding is a process of creative composition and involves practice and errors.

In relation to the topics of the units, the two themes were chosen regarding their relevance to the everyday life of teenage students and to promote their critical thinking. The attempt was to bring subjects that students might be already familiar with. The two units were constructed to be taught in public schools and they have the objective to raise a sociable and cooperative environment in the classroom.

As expressed in the introduction to this paper, the first unit, "Are you a sports nut?", which was produced for students from ages 11 to 13 - contains the topic "sports". This theme is relevant because the students can discuss the significance of physical activities, and participation in games.

The Unit 2, "Friendship Goals", which was designed for students from ages 14/15, the theme is "friendship". This topic is pertinent for teenagers because having and meeting individuals is essential for their growth. In this unit, the students can discuss their connections with their classmates and friends.

The framework of both units is built around activities to develop the reading, writing, listening, speaking and grammar. The introductions of the units play a significant role in the learning process. The authors Richards and Lockhart (1996) comment: "the opening of a lesson consists of the procedures the teacher uses to focus the students' attention on the learning aims of the lesson".

Accordant with this passage, in both lessons, the first section, "Let's Get Started!", brings up questions and pictures illustrating the theme of the lesson. Thus, students might be able to know what they are going to learn and use their previous knowledge. This introduction engages the students in the topic, and they can learn and use language that may be helpful.

The purpose when making the section "Let's get started!" was to encourage the teacher to have a free conversation with the students, letting them talk as much as possible; in that way, they are using the language for real context.

The second part of the unit is a vocabulary section, Guo (2012) declares that "vocabulary plays a vital role in students' comprehension and acquisition of a foreign language. Without an adequate number of words, language learners will not be able to comprehend or use the second language (L2)". A vocabulary section helps students to feel used to the vocabulary that

will be applied throughout the lesson. This unit allows students to review and learn new words and practice their speaking skills.

After the vocabulary section, there is a part called "It's Reading time!". All the texts presented in this segment were taken from the internet: they are authentic and they present real information about the topics.

Reading is something that students do every day, with the internet, students are exposed to texts from they wake up until they go to bed. However, when it comes to doing readings at school, many students feel discouraged when they are asked to read inexpressive and artificial texts.

Therefore, there are many reasons for choosing to explore these authentic texts in the classrooms: they can unite students with the real world. Richards (2006) observes that these authentic materials can deliver cultural information about the target vocabulary; provide exposure to real language; are closer to learners' needs, and support a more creative approach to teaching. Moreover, when selecting these texts, the role of the teacher is to prepare the students to "[...]understand how the language is actually used". (BERARDO, 2006, p. 67)

"It's reading time!" delivers before, while, and after reading activities. The "before" activities have the objective of generating interest and activating the students' prior knowledge. The "while" exercises improve students' comprehension of the text and they allow the teacher to monitor their understanding. Lastly, the "after" activities provide reflection about the text. In both units, the questions were formulated to motivate the students to share their ideas and perceptions.

"Grammar Section" is the part in which the grammar topic is explored. When creating the exercises, the motivation was to enable the students to understand the grammar topic inductively and help them to feel "owners" of their learning process, and not be dependable only on the explanation of the teacher.

In both units, the examples from the grammar part were taken from the prior section (It's Reading time!). By analyzing the examples from the authentic materials, students will learn how the grammar rules operate. The first moment of this section is to analyze the sentences, then, they should present the rules and, as a conclusion, practice what they learned.

The Listening Section in both units presents authentic audio intending to help students to understand the “naturalness of language and real-life listening experience”, (FIELD, 2002, p. 244). The listening exercises are different in each unit since the exercises were defined for different language levels. Furthermore, in both units, the listening exercises were made to help students to pay attention to the words and themes linked to the dominant topic of the unit.

The Listening Section provides pre-listening, while-listening, and post-listening exercises. The pre-listening activities were created to the students make deductions about what they are going to listen to and activate their vocabulary. In the while-listening exercises, the students are supposed to listen for specific details; this moment is crucial for the students to check their understanding.

The last moment, the post-listening exercises, has the objective to utilize the knowledge acquired in the while-listening part. The post-listening exercises chosen for both units seek the expansion of the students' speaking skills, where they discuss and share their opinions about what they have listened to.

Pronunciation is an indispensable part of English language teaching. The sounds are essential "because it is used to achieve meaning in contexts of use," (DALTON; SEIDLHOFER, 1994, p. 3). Practicing pronunciation is a vital part of learning English because it can help with general communication, reading, and writing, and avoid misinterpreted messages.

In the Unit 1, there is a pronunciation zone, called “pronunciation tips”. In this part of the lesson, the students are introduced to the -ed sounds. The activities from this section attempt to demand that the students perceive, recognize, and classify these certain sounds. By practicing their pronunciation, students can increase their confidence level when talking.

Conforming to Rahman (2010), communication "is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings, and values". In agreement with that statement, the section “Sharing Ideas” is the part of the unit in which the students are required to express their thoughts - it is an opinion-sharing and social activity.

These exercises from this section were designed to be carried out in small groups. The decision to design these activities in this way was based on the fact that by working in groups, the students' motivational level has the potential to increase; they can build a more

considerable amount of language and they can learn from listening to the language used by other students. In this part of the unit, there are no right or wrong answers, the foremost intention of the activity is for students to be spontaneous and release their ideas about the topic.

In both units, the section "Let's write!" is divided into three sections, and students are supposed to practice their writing skills. In the first unit, the teacher gives guidance for students to make a biography about an athlete. In the second unit, the students should create a persuasive essay. My motive when asking them to create an essay was to have them think critically and build up arguments.

Concerning the three "Let's write!" sections, each one of them has a different intent. The first section, which is a pre-writing activity, aims to encourage students to write and stimulate them – they need to have a useful reason to write. In the second section, the students start producing their texts. In this part of the process, the teacher corrects their productions and gives them feedback indicating how to improve their texts.

The last section, the post-writing activity, intends to help the students to recognize their work; in this part, they share their productions with their classmates and discuss their texts. According to Seow (2002), post-writing activities "[...] may be used as a motivation for writing as well as to hedge against students finding excuses for not writing. Students must be made to feel that they are writing for a very real purpose".

Throughout the units, there are "Did you know?" and "Know This" sections, with curiosities and extra information to extend the students' knowledge. Beyond that, there are "Important" sections, with relevant information that will influence their learning process.

After each unit, there is a "teacher's guide". These guides were prepared to give guidance to the teacher. There are also the "answer Keys" with recommended answers; and indications of extra activities.

All the sections in both units leave space for the teacher to provide feedback, and make recommendations for advancement. However, the main determination of these units is to make the students think and reflect on their learning.

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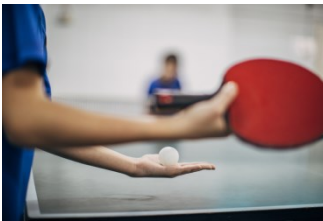
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IMAGES

Unit 1



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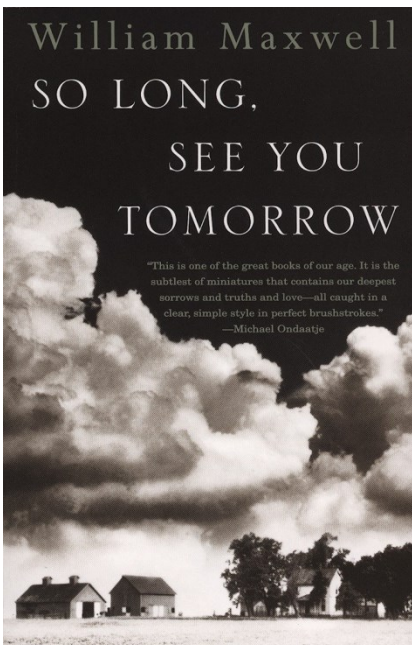
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