



UNIVERSIDADE FEDERAL DE MINAS GERAIS

**Developing English Language Teaching Materials for Portuguese
Speakers: A Comprehensive Guide**

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Belo Horizonte, MG

Novembro/2023



UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras – FALE

Programa de Pós-graduação em Estudos Linguísticos – POSLIN

Curso de Especialização em Ensino de Inglês – CEI

Developing English Language Teaching Materials for Portuguese Speakers: A Comprehensive Guide

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Trabalho apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da Universidade Federal de Minas Gerais, comorequisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa. Orientadora: Prof^a. Dr^a. Climene Fernandes Brito Arruda.

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

ATA DE DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Às 16:40 horas do dia 02 de dezembro 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 Language Teaching Materials for Portuguese Speakers: A Comprehensive Guide**, apresentado por **Carla Gabriela Oliveira Castanha**, 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 a(o) candidata(o) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Em seguida, a Comissão se reuniu, sem a presença da(o) candidata(o) e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Prof(a). Dr(a). Marisa Mendonça Carneiro, indicou (X) **aprovação**/ () **reprovação** do(a) candidato(a);

Prof(a). Elisa Mattos de Sá, indicou a (X) **aprovação**/ () **reprovação** do(a) candidato(a).

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

Nota: 65

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 **Marisa Mendonca Carneiro, Professor(a)**, em 06/12/2023, às 14:08, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



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Referência: Processo nº 23072.275129/2023-26

SEI nº 2878083

RESUMO

O ensino de inglês como língua estrangeira é um campo em constante evolução, com muitos métodos e abordagens disponíveis para os educadores. Um aspecto fundamental do ensino de inglês é o desenvolvimento de materiais educacionais eficazes que atendam às necessidades específicas dos alunos. Com a crescente demanda por proficiência em inglês, é essencial que os professores tenham acesso a materiais de ensino eficazes adaptados às necessidades dos alunos. Isso requer materiais de qualidade para garantir uma aprendizagem real dos alunos. Para os falantes de português, o desafio é ainda maior porque existem diferenças significativas entre os dois idiomas. Neste estudo, exploraremos as melhores práticas para o desenvolvimento de materiais de ensino de inglês para falantes de português, com foco em uma abordagem baseada em tarefas, no uso de gêneros textuais e nas particularidades do público que fala português. O objetivo é fornecer uma exploração aprofundada do desenvolvimento de materiais de ensino de inglês adaptados para estudantes que falam português. A pesquisa aborda vários aspectos da criação de materiais, incluindo o propósito da comunicação, atividades temáticas, ensino de línguas baseado em tarefas, propósito social, atividades prévias, durante e pós-atividades, padrões interacionais, abordagem dedutiva, abordagem baseada em gêneros e pensamento crítico. Com insights de diversas fontes, como "Re-definindo 'Leitura' no Século XXI" de Alexius Chia e Caroline Chan, "Princípios de Avaliação de Línguas e Práticas em Sala de Aula" de H. Douglas Brown (Capítulos 1, 2, 3, 10, 11), "Como Preparar Melhores Itens de Teste de Múltipla Escolha" de Steven J. Burton, Richard R. Sudweeks, Paul F. Merrill, Bud Wood, e "A Prática do Ensino da Língua Inglesa" de Jeremy Harmer (Capítulo 22), este trabalho abrange aspectos-chave do desenvolvimento de materiais. O objetivo final é mostrar aos educadores caminhos para criar materiais de ensino de inglês que sejam eficazes e envolventes para seus alunos e fornecer aos educadores um recurso abrangente para projetar materiais de ensino de inglês eficazes e envolventes.

Palavras-chave: Ensino de inglês, ESL, Inglês para alunos de português, Materiais de ensino de inglês.

ABSTRACT

Teaching English as a foreign language is an ever-evolving field, with many methods and approaches available to educators. A fundamental aspect of English teaching is the development of effective educational materials that cater to specific student needs. With the increasing demand for English proficiency, it is essential for teachers to have access to effective teaching materials tailored to the students' needs. This requires quality materials to ensure real student learning. For Portuguese speakers, the challenge is even greater because there are significant differences between the two languages. In this study, we will explore best practices for developing English teaching materials for Portuguese speakers, focusing on a task-based approach, the use of text genres, and the particularities of the Portuguese-speaking audience. The goal is to provide an in-depth exploration of the development of English teaching materials tailored for Portuguese-speaking students. The research addresses various aspects of materials creation, including communication purpose, theme-based activities, task-based language teaching, social purpose, pre-, during, and post-activities, interactional patterns, deductive approach, genre-based approach, and critical thinking. Drawing insights from a variety of sources, such as "Re-defining 'Reading' in the 21st Century" by Alexius Chia and Caroline Chan, "Language Assessment Principles and Classroom Practices" by H. Douglas Brown (Chapters 1, 2, 3, 10, 11), "How to Prepare Better Multiple-Choice Test Items" by Steven J. Burton, Richard R. Sudweeks, Paul F. Merrill, Bud Wood, and "The Practice of English Language Teaching" by Jeremy Harmer (Chapter 22), this work encompasses key aspects of materials development. These aspects cover communication purpose, theme-based activities, task-based language teaching, social purpose, pre-, during, and post-activities, interactional patterns, inductive approach, genre-based approach, and critical thinking. The ultimate goal is to show educators pathways to create English teaching materials that are effective and engaging for their students and to provide educators with a comprehensive resource for designing effective and engaging English teaching materials.

Keywords: Teaching English, ESL, English for Portuguese students, English teaching materials.

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1. Introduction

In an era defined by globalization and interconnectedness, the importance of English language proficiency cannot be overstated. For Portuguese-speaking students in Elementary and High School, mastering English is not merely a matter of academic achievement but a gateway to broader horizons, expanded opportunities, and a competitive edge in an increasingly competitive world. The motivation behind this study arises from the recognition that the traditional approach to English language teaching materials often falls short in addressing the unique needs and challenges faced by this specific demographic.

Portuguese-speaking learners bring their own cultural and linguistic backgrounds, which can both enrich and complicate the process of acquiring English language skills. These students deserve materials that resonate with their experiences, leverage their strengths, and bridge any gaps that may hinder their language development. This motivation aligns with the broader mission of enhancing language education to empower students to thrive in a globalized society.

This research embarks on a comprehensive exploration of the development of English language teaching materials designed specifically for Portuguese-speaking students in the 6th grade of Elementary School and the 1st year of High School. It recognizes the need for a tailored approach that acknowledges the unique linguistic, cultural, and educational contexts of these students. Drawing upon insights from comprehensive bibliographic references, including texts like "Re-defining 'Reading' in the 21st Century," "Language Assessment Principles and Classroom Practices," "How to Prepare Better Multiple-Choice Test Items," and "The Practice of English Language Teaching," this study seeks to integrate the best practices, methodologies, and theories offered by these sources.

The primary beneficiaries of this research are English language educators, curriculum designers, and material developers who work with Portuguese-speaking students, particularly in public schools. These professionals face the ongoing challenge of providing effective, engaging, and culturally relevant English language teaching materials. By tailoring our research to this specific audience, we aim to offer a tangible resource that equips them with the tools, strategies, and insights necessary to create materials that align with the unique needs and aspirations of their students.

In essence, this work is not just an academic exercise but a practical resource designed to empower educators to elevate the quality of English language teaching materials. Our ultimate goal is to enable educators to foster linguistic proficiency, critical thinking, and cross-cultural understanding among their students, thereby contributing to their future success in a rapidly evolving global landscape.

2. Rationale

The two didactic units developed have different target audiences, as they aim to demonstrate how to approach the teaching of English as a foreign language for distinct student profiles, although the grammatical points are based on the teaching of the Present Tense. Thus, we present some strategies used in the elaboration of the proposed activities and references that aided us in this process.

2.1 Grammar

Teaching grammar in an English as a Second Language (ESL) class plays a significant role in students' linguistic competence development. However, how grammar is taught has been a subject of debate and controversy. Therefore, we must emphasize the importance of this aspect in the second language learning process. Grammar is the structure of language and provides students with the necessary tools to understand and produce oral and written discourse efficiently and correctly. Hence, it's essential to find an appropriate method for teaching grammar to ESL students. Basically, there are two main approaches to teaching English grammar: the deductive approach and the inductive approach.

Deductive Approach

The deductive approach is a traditional method that starts with the presentation of grammar rules followed by examples in which the rules are applied. In this method, students learn the rules first and then apply them in creating their examples. The deductive approach is commonly used in classes where the primary goal is to teach specific grammar structures (Nunan, 1991; Shrum & Glisan, 2016).

Inductive Approach

On the other hand, the inductive approach allows students to analyze examples in context to discover grammar rules themselves. In this method, students are exposed to examples and infer grammar rules from those examples. After this process, students create their examples to practice using grammar (Shrum & Glisan, 2016).

The units in this material present a deductive approach in the section specifically dedicated to Grammar, describing the functioning of the chosen grammatical point. However, throughout the material, you can also find deductive activities related to grammar, mainly during moments of interaction among students.

Furthermore, as the presented units refer to different language proficiency levels (one from the 6th grade of Elementary School and the other from the 1st year of High School), we took care to design the activities and grammar explanations, such as examples, according to the Common European Framework of Reference for Languages (CEFR). Thus, 6th-grade students who have seen very little or nothing of the English language in schools would be at level A1, a basic language user. High school 1st-year students, on the other hand, would be at level B1 (independent speaker) as they would have studied and learned various linguistic and cultural aspects of English.

The choice of present verb tenses is to show how the approach changes concerning students' knowledge level and age group. Grammar is presented in a specific section, but throughout the units, there are inductive and subjective activities that allow students to develop some independence in using and being aware of grammar rules. Another point to consider is that the Present Simple verb tense serves as the basis for other English verb tenses, and an independent user necessarily needs to master this verb tense.

Scrivener (2005) mentions that students need language exposure; they need to notice and understand the items being used; they need to try using language for themselves in ways of "safe practice" and in more demanding contexts; they need to remember the things they have learned (SCRIVENER, 2005, p. 253).

2.2 Listening

Enhancing English listening comprehension is essential for Brazilian public school students to attain the necessary language proficiency. Therefore, we present practical

strategies based on pedagogical principles and second language acquisition theories. These strategies provide a strong foundation for developing listening skills and empower students to understand and interact with the English language effectively. The proposed activities aim to improve listening, promote the development of "listening," and equip students with the skills required for effective English language comprehension.

Second language acquisition theories, such as Stephen Krashen's Input Hypothesis, underscore the importance of constant exposure to authentic language to develop listening comprehension. Pedagogical methods like the Communicative Approach emphasize the use of the language authentically, which is crucial for effective listening comprehension. With these two aspects in mind, we describe some strategies used in the development of the materials in this work.

Strategies for Enhancing Listening Comprehension

- Exposure to Authentic Materials

Utilize authentic materials such as news, podcasts, music, and videos to expose students to various accents and linguistic contexts. The variety of sources helps students become familiar with different speech styles.

- Transcription Activities

Incorporate transcription activities where students listen to an audio excerpt and attempt to transcribe it. This enhances auditory perception and the ability to distinguish words in real contexts.

- Comprehension of Authentic Dialogues

Use authentic dialogues in everyday situations, like phone calls, social gatherings, interviews, and meetings. Students can practice listening comprehension while developing vocabulary and interpretation skills.

- Interactive Feedback

Provide constant feedback to students, allowing them to evaluate their own performance and identify areas for improvement. Activities involving discussions about audio comprehension promote self-reflection.

The mentioned strategies have the potential to significantly improve the listening comprehension of Brazilian public school students. Exposure to authentic materials, transcription practice, and the interpretation of real dialogues assist in adapting to different contexts and accents.

Authenticity in listening activities helps students adapt to spontaneous and unpredictable communication, although it may present multiple interpretations of facts. According to Crystal (2010), learners have no control over the language variety they encounter in real-life scenarios. Therefore, authenticity, with its unpredictability, is considered a valuable approach.

Listening and speaking do not exist in isolation; they are interconnected. Students engage in discussions, sharing their opinions and experiences regarding the content they have listened to. Emotional involvement, awareness of speech acts, and the authenticity of materials further enhance their speaking proficiency. Thus, the integration of listening and speaking activities plays a crucial role in language learning. By emphasizing authenticity, purpose, emotional engagement, and the connection between listening and speaking, educators can create a more holistic and effective language learning experience for public school students in Brazil.

2.3 Speaking

The ability to communicate orally in English is essential for the success of Brazilian students in today's globalized society. Second language acquisition theories, such as Stephen Krashen's Affective Filter Hypothesis, emphasize the importance of creating a positive and relaxed learning environment to promote effective oral communication. Moreover, pedagogical methods like the Communicative Approach suggest that language learning should be centered around communication, encouraging constant speaking practice.

In the units proposed in this work, we have a specific "Speaking" section, focusing on interaction among students to practice oral skills. The proposed activities aim to create a learning environment conducive to communication. They use relevant topics to encourage active participation and the development of speaking skills. While there are specific speaking activities, oral practice is integrated throughout all units.

Below, we present the strategies used for developing the speaking activities present in the units, not only in their dedicated section but also throughout the instructional material.

- Relevant Topics

Select relevant topics of interest to students, such as music, pop culture, travel, and technology, to stimulate active participation and meaningful discussions during conversation classes.

- Simulations and Role-Playing

Utilize simulations of everyday situations, such as shopping, job interviews, and restaurant orders, to create authentic contexts for oral practice.

- Discussion Groups

Divide students into discussion groups, encouraging them to share their opinions and ideas on specific topics. This promotes interaction and peer-to-peer oral practice.

When addressing speaking, teachers should keep in mind that students may feel discouraged to produce language in the target language (L2) for various reasons, such as shyness, lack of vocabulary, or unwillingness to participate in classroom activities. It is part of the teacher's job to stimulate students through meaningful, creative, and engaging activities as a means to achieve an effective level of language production. According to Shumin (2002, p.208), "[...] a key factor in L2 or a foreign language development is the opportunity given to learners to speak in the language-promoting interaction. Teachers must arouse in the learners a willingness and need or reason to speak".

Larsen-Freeman (2001) highlights that language learners must not only grasp the forms, meanings, and functions of the language but also understand the process of negotiating meaning with their interlocutors. Effective communication requires more than just knowledge of language forms; it necessitates the ability to use language in various functions and adapt it to different contexts.

2.4 Reading

Reading is one of the most effective ways to learn English because it not only expands vocabulary but also helps to perceive linguistic structures applied in practice and increases the learner's cultural background.

During the classes, we have studied many strategies to improve students' engagement and skills in Reading. For example, engaged students read widely for different purposes, they develop their comprehension by using what they read and also read fluently and use their cognitive capacity to focus on the meaning of what they read. That's why it's so important to choose a text that makes sense to those who read it. It is also better to start with material that matches the knowledge level of the class, as it can end up frustrating students and having a negative experience.

Reading, even without extensive knowledge of vocabulary, helps to understand the context of the sentence or the text as a whole. This expands the vocabulary, as it is possible to have students look up its meaning in an English-English dictionary, but only as a last resource of information.

According to Zhang (2016),

Given the centrality of reading and viewing in real life and their importance in the curriculum for assisting the development of other language skills in students (e.g., speaking, listening, vocabulary, and writing), teachers' instruction is crucial to student success. More importantly, in traditional reading lessons, teachers seldom consider blending reading into viewing and viewing into reading to make the lesson dynamic and interactive. (p.127)

The main advantages of reading in English are increasing vocabulary, stimulating understanding of contexts and recognizing how sentences are formed. The more diversified your reading, the better your understanding of the English language, through the interpretation of texts and the nuances of the language, such as expressions and colloquialisms.

Reading in English also helps you to naturalize differences that the language brings from your mother tongue, in addition to familiarizing the learner with the spelling of words. All of this directly influences the way that student will write, that is, the quality of his written production. Writing is a personal experience that makes us share our opinions and ideas and it includes many other abilities like planning and revising.

One strategy to improve participation in students' reading and writing activities is to practice extensive reading. To do this, I would ask students in the previous class what topic they would like to learn about and, based on the linguistic knowledge of the class, choose authentic material at their level on the chosen topic.

After reading the text, I would ask some questions about interpretation for the whole class to comment on and propose a debate, in addition to other more complex questions to be answered individually. In the end, I would ask the students to write their text on the topic based on their prior knowledge, what was discussed in the classroom and the point raised about the topic in the text read in the classroom. For the written work, they could ask other students questions. In the end, the texts would be peer-reviewed, with comments on the writing and delivered.

Another practice to be encouraged would be writing a diary in English. If students are unable to write every day, they will have a moment in the classroom to write about the week, the day, and what they learned during class. They can share with the rest of the class or just with the teacher.

2.5 Vocabulary

In the units presented in this work, there is a specific section for vocabulary work, but it is not limited to that moment. In fact, the "Vocabulary" section serves as an introduction to the lexicon related to the unit's theme and also provides examples of the grammatical point to be developed. So, despite there being an initial deductive vocabulary practice, inductive teaching is present in the subsequent activities where vocabulary development is needed. Students are invited to understand the meaning of words based on context and are also challenged to negotiate meaning in pairs.

The vocabulary activities serve the purpose of preparing students for other tasks, such as reading and writing, which follow in the didactic sequence.

Nation and Jenkins (2002) list three principles of vocabulary learning. The first is that vocabulary learning is aided by giving deliberate attention to vocabulary. They mention that vocabulary learning can happen incidentally, but "deliberate focus is encouraged by highlighting the words in the text to be learned and making each speaking task focus on aspects of the meaning of the target words" (NATION, JENKINS, 2002, p. 17).

A recommended approach is to provide students with the opportunity to explore vocabulary in a contextualized manner, which implies not limiting vocabulary lessons to mere memorization of words and definitions but including examples of authentic usage in relevant contexts (GUAN, 2013). This is why the section dedicated to vocabulary does not involve memorizing word lists but rather focuses on how words are organized together with grammatical structure, preparing students for subsequent activities.

It's important to emphasize that vocabulary teaching should not be isolated but should be integrated consistently with other language skills such as reading, writing, listening, and speaking. The vocabulary introduced in the "Vocabulary" section can serve as a foundation for subsequent activities, ensuring that students can apply the vocabulary authentically in different contexts.

Furthermore, the use of inductive approaches, where students are challenged to understand the meaning of words from context and to negotiate meaning in pairs, promotes a deeper understanding of vocabulary and encourages student autonomy in their learning process.

Therefore, vocabulary work in English as a foreign language classes should be an integrated and interactive part of the teaching process, where students are encouraged to explore the lexical and grammatical meaning of words in real contexts, promoting more effective and long-lasting learning.

2.6 Writing

Writing plays a fundamental role in teaching English as a foreign language. It allows students to practice grammatical structures, develop vocabulary, improve fluency and accuracy in written production, as well as express their ideas and communicate effectively in a new language. By adopting effective strategies for writing development in the classroom, teachers can help students achieve a higher level of proficiency in English writing as a foreign language, preparing them for effective and successful communication in a globalized environment. Through writing, students can also learn about different cultures, share their stories, and contribute to positive change in the world (Nunan, 2015).

In the two units presented in this work, there is a section dedicated to written production. In this section, we address the unit's theme, the grammatical point being studied, and the

vocabulary related to the theme within a specific context and a specific textual genre. This way, students can understand how to proceed in a real communicative situation based on their interlocutor, the communicative context, and their purpose.

Writing practice requires students to be more precise in using grammatical structures and vocabulary, promoting error correction and the pursuit of more accurate communication. The activities designed stimulate students' creativity, allowing them to express their ideas, opinions, and feelings in an original and personalized manner. These activities also develop critical thinking skills in organizing their thoughts, presenting coherent arguments, and supporting their points of view with evidence and examples.

Like reading, writing is not just a tool for communication but also an instrument for intellectual growth and personal development (Nunan, 2015). With this in mind, several strategies were devised for the elaboration of the writing activities in the units.

Strategies for Writing Activities

- Creative Writing Activities

Creative writing activities are an excellent way to stimulate students' creativity and personal expression. Therefore, we propose interesting and challenging themes such as stories, poems, diaries, and letters that encourage students to use their imagination and develop their writing skills creatively.

- Integration of Writing with Other Skills

Writing should not be isolated from other skills in teaching English as a foreign language. The activities are part of a theme developed in conjunction with other skills, integrating writing with reading, listening, and speaking, providing students with the opportunity to apply the knowledge acquired in different language skills in real situations of written communication.

- Grammar Instruction

Grammar instruction is essential for writing in English as a second language. Therefore, students should employ not only the vocabulary learned but also the language usage rules proposed throughout the unit. In this case, feedback is essential to reinforce areas for improvement and successes.

- Use of Authentic Resources

The use of authentic resources, such as newspaper articles, magazines, blogs, and videos, is an excellent way to engage students in writing practice in English as a foreign language. To achieve this, we brought authentic materials that aim to support the completion of the writing activity. These resources provide real examples of written communication and allow students to become familiar with conventions and writing styles in different contexts.

3. Conclusion

This comprehensive exploration of English language teaching materials tailored for Portuguese-speaking students has highlighted several key aspects of materials development. From communication purpose to theme-based activities, task-based language teaching, social purpose, pre-, while-, and post-activities, interactional patterns, inductive approach, genre-based approach, and critical thinking, this study has provided valuable insights and practical guidance for educators.

The overarching objective of this research is to equip educators with a comprehensive resource to create English language teaching materials that are not only effective but also engaging for their Portuguese-speaking students. The importance of customizing materials to align with the unique linguistic, cultural, and educational context of these learners cannot be overstated. By tailoring materials to address the specific needs and aspirations of Portuguese-speaking students, educators can enhance language proficiency, promote critical thinking, and foster cross-cultural understanding.

The significance of understanding and defining communication purposes in language materials has been highlighted. These purposes serve as the foundation upon which materials are built, guiding educators in creating content that aligns with real-world communication situations. For Portuguese-speaking learners, this approach ensures that language materials are relevant, engaging, and reflective of their daily lives.

Theme-based learning has been underscored as a valuable pedagogical approach, particularly relevant to Portuguese-speaking students. It aids vocabulary acquisition, promotes a deeper understanding of cultural nuances, and aligns language learning with real-life experiences. By designing theme-based activities that resonate with the interests

and cultural backgrounds of these learners, educators can foster a more profound connection to language and culture.

Task-based language teaching has been explored as an effective means of language learning, emphasizing the practical application of language in real-world tasks. The various task types discussed can be adapted to meet the specific needs and interests of Portuguese-speaking students, offering an interactive and dynamic language learning experience.

Social purpose in language materials has been presented as a means to help Portuguese-speaking students navigate social situations with confidence. By integrating social context and fostering social awareness, educators can create materials that promote respectful and effective communication.

The sequencing of language learning through pre-, while-, and post-activities has been emphasized. Proper sequencing ensures that learners build upon their existing knowledge and skills, enabling Portuguese-speaking students to progress effectively in their language comprehension and production.

Interactional patterns have been introduced as a means of promoting interaction in the language classroom. These patterns provide opportunities for Portuguese-speaking students to practice their language skills in realistic settings, enhancing their proficiency and fluency.

The inductive approach to language learning has been discussed for its advantages in helping learners grasp the structure of English. By incorporating inductive learning in materials and addressing associated challenges, educators can facilitate a smoother transition to English grammar and structure for Portuguese-speaking students.

Genre-based teaching has been highlighted as a valuable approach to teaching language through the analysis and creation of different text genres. This approach equips Portuguese-speaking students with the conventions of English writing and communication across various contexts and styles.

Critical thinking skills have been underscored as essential for effective language communication. By incorporating critical thinking skills and encouraging critical reflection in materials, educators can help Portuguese-speaking students become more discerning and culturally aware communicators in English.

In conclusion, this research serves as a practical resource designed to empower educators to elevate the quality of English language teaching materials for Portuguese-speaking students. The ultimate goal is to enable educators to foster linguistic proficiency, critical thinking, and cross-cultural understanding among their students, thereby contributing to their future success in a rapidly evolving global landscape. Tailoring materials to meet the specific needs and interests of Portuguese-speaking learners is a crucial step in achieving this goal. Through these efforts, educators can make a lasting impact on the language proficiency and cultural competence of their students, ultimately preparing them for success in a globalized world.

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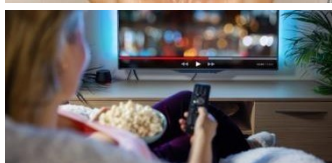
Unit 1- My world and my routine

Warming up

1- In this unit, we will explore our daily routine and how to express it in English.

What words or expressions in the English language do you know about this topic?

2 – Match the images with the expressions below.



I watch TV at night.

Children go to school everyday.

They have lunch at midday.

I have a shower in the morning.

3- Which of the expressions below can replace the red expression (p.m.)?



- a) in the morning
- b) in the afternoon
- c) in the evening
- d) at night

4- In pairs, discuss and guess the correct expression of each activity in the images. You can use a dictionary to help with vocabulary.



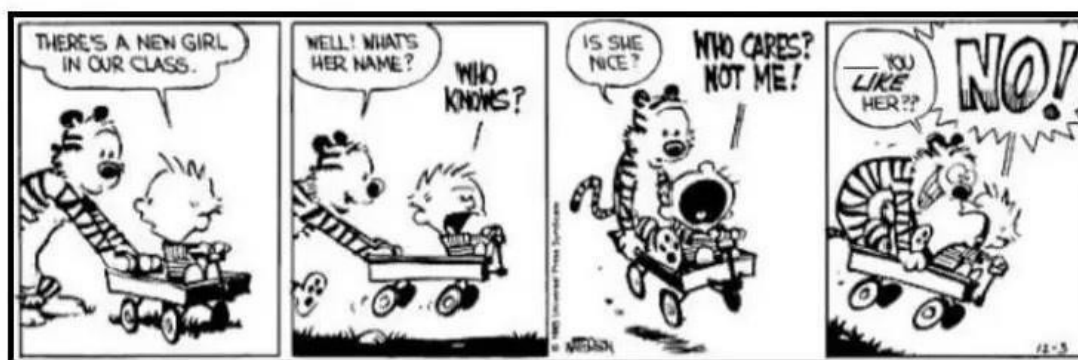
5- What activities do you do every day? What time do you wake up/go to bed? Do you have any special routines or rituals? What do you do everyday? Is your routine exciting? Why? Talk to your classmate about your day.

6 - Think about your daily routine and draw a sequence of activities you do in a typical day, such as brushing your teeth, taking a shower, etc. You should label each activity in English.

7 - Share your drawings and explain your daily routines in English to the class. Try to use complete sentences and express yourself as best as you can. You can ask questions and make comments about your classmates' routines.

Vocabulary

1- Read the comic strip and answer the questions.



- What is the situation on the comic strip?
- Why is the boy angry in the last box?
- Do you agree with the Tiger? Why?
- Do you like when a new student arrive in your class? And when you arrive at a new school or class, how do you feel?

2– Complete the blanks with the correct verbs.

- I _____ at 7 o'clock. (are – wake up – studies)
- I _____ breakfast at 8 o'clock. (work – play – eat)
- My friends _____ French on Saturdays. (study – studies – studying)
- My family _____ in Brazil. (love – live – leave)
- I _____ from Curitiba, Brazil. (live - am - is)
- She _____ at Unicamp. (teach – teaches - teaching)
- We _____ in the evening. (don't work – not work – is not working)

3– Choose the best alternative to the sentences below.

How do you say “arrumar a cama” in English?

- () Do the bed
- () Make the bed
- () Clean the bed

What is the correct translation to Portuguese for “I brush my teeth”?

- () Eu penteio os meus cabelos.
- () Eu escovo os meus dentes.
- () Eu escovo os dentes do meu cachorro.

How do you say in English: “Eu lavo a louça todos os dias”?

- () I do the laundry every day.
- () I do the dishes every day.
- () I do the cleaning every day.

How do you say "lavar roupa" in English?

- () Do the shopping
- () Do the dishes
- () Do the laundry

4- Read the comic strip to answer the following questions.



- a) What does Garfield do in the comic strip?
- b) Is he happy? Why?
- c) Why does the clock "talk" him?
- d) What happens in the end of the story?

Reading and Listening

- 1 - Do you like super heroes stories?
- 2 - Who is your favourite super hero?
- 3 - What do you like about him/her?
- 4 - Do you usually watch movies about it?
- 5- Look at the Picture. Do you know her?



6— She is an actress. Do you know her movies?

7—Take a look at the text. What do you think is the main theme?

Gal Gadot on Wonder Woman 1984, Her Family, and How to Actually Pronounce Her Name

[Interviewer] Hey there, I am here to see Gal. Hi. Where's Gal? Here we are, Gal, 73 Questions.

[Gal Gadot] Hey, how are you? Let's do it. Shalom. Good to see you. Thank you very much, Shalom.

[Interviewer] This is gonna be good. My first question, let's get it out of the way. How are you feeling right now?

[Gal Gadot] I'm great, how are you?

[Interviewer] I'm good! And is there anything missing in life right now?

[Gal Gadot] Are you kidding me? Look at us, no, everything is great.

[Interviewer] Pretty perfect. Now how do you start most mornings, when you're at home?

[Gal Gadot] I wake up, I wash my face and all that. Then I always drink a tablespoon of apple vinegar, water and coffee. And workout.

[Interviewer] What do you miss most about Israel?

[Gal Gadot] My family, my friends.

[Interviewer] And what's unique about Israeli culture?

[Gal Gadot] It's like one big melting pot. With people from so many different places and different cultures and flavors.

[Interviewer] Gal, what's your favorite sport?

[Gal Gadot] Basketball, dodge ball. I love dodge ball.

[Interviewer] All right, so what do you want audiences to take away from Wonder Woman 1984 film?

[Gal Gadot] First of all I want them to just enjoy the movie, and maybe think about the narrative of the movie afterwards.

[Interviewer] Where do you go to get inspired?

I love going to the museums. I know it sounds old but I love good exhibitions, I would go anywhere.

[Interviewer] What's a color that you gravitate to?

[Gal Gadot] Oh so many, blue, red, white, black, burgundy. I mean, all the colors are great.

[Interviewer] All right, Gal Gadot. Thank you!

Available at: <https://www.vogue.com/video/watch/gal-gadot-on-wonder-woman-1984-her-family-and-how-to-actually-pronounce-her-name> Accessed on: June 24, 2023.

Reading Exercises:

- 1 - What is the name of the person being interviewed in the text?
- 2 - Where is she from?
- 3 - What does Gal Gadot drink in the morning?
- 4 - What does she miss most about Israel?
- 5 - How does Gal Gadot describe Israeli culture?
- 6 - What are her favorite sports?
- 7 - What does Gal Gadot want audiences to take away from the Wonder Woman 1984 film?
- 8 - Where does Gal Gadot go to get inspired?
- 9 - What is her favourite colour?
- 10 - Select four verbs in the Present Simple tense from the text.

Grammar

Present Simple: affirmative form

The Present Simple, also known as the simple present, is a tense used to describe habitual actions, universal facts, and permanent states. It is used when we are talking about something that happens regularly, routinely, or in general.

To form the Present Simple, we use the verb in the infinitive without 'to,' except in the third person singular (he, she, it), where we add an 's' to the end of the verb. For example:

I play soccer. (Eu jogo futebol.)

He plays soccer. (Ele joga futebol.)

Let's look at the rules for using this tense.

- Habitual actions: The Present Simple is used to describe actions that occur frequently or regularly. For example:

She brushes her teeth every morning.

- Universal facts: We also use the Present Simple to express universal facts, general truths, and permanent situations. For example:

Water boils at 100 degrees Celsius.

- Timetables and schedules: The Present Simple is used to express fixed schedules, daily routines, or schedules. For example:

The train leaves at 9 a.m.

The school day starts at 8:30 a.m.

- Perception verbs: We use the Present Simple to talk about our senses and perceptions. For example:

I see a bird in the tree.

The cake smells delicious.

- State verbs: The Present Simple is used to express permanent states or enduring characteristics. For example:

I live in Brazil.

She speaks three languages.

It's important to remember that in the third person singular (he, she, it), we add an 's' to the end of the verb in the affirmative form. In the negative and interrogative forms, we use the auxiliary verb 'do' (or 'does' in the third person singular) before the main verb. For example: Affirmative: He plays soccer. (Ele joga futebol.)

Negative: He does not (doesn't) play soccer. (Ele não joga futebol.)

Interrogative: Does he play soccer? (Ele joga futebol?)

1- Complete the blank spaces with the right conjugation of the Simple Present Tense.

Follow the example:

Example: Anne loves the Jane Austin's work. (love)

a) Cayo _____ to the College tonight. (go)

- b) My parents _____ Italian and French classes on Thursdays every week.
(have)
- c) Louise _____ at the Brad's Office. (work)
- d) I _____ bread with nuts jelly every morning. (eat)
- e) The plain _____ at 08:00 in the city. (arrive)

2- Choose the alternative that best completes the sentence: Charles normally _____ water, but now he _____ Coke.

- a) drinks; is drinking.
- b) is drinking; drinks.
- c) was drinking; drinks.
- d) drink; is drinking.
- e) drinks, was drinking.

3- The sentence "Do you really mean that?" express:

- a) A question in the simple present tense.
- b) A surprise in the present progressive tense.
- c) A doubt in the past tense.
- d) A hypothesis in the future tense.

4- Complete the sentences with verbs in the Simple Present tense in English.

Kristin _____ (wake up) every day at 7. She _____ (brush) her teeth and then _____ (take) a shower. Then, she _____ (meet) with her friend Jennifer and together they _____ (have) breakfast at a little diner near the office. They _____ (arrive) in the office at around 8:30. Kristin _____ (go) to the first floor and Jennifer _____ (take) the elevator to the 11th floor.

5- Complete the sentence with the correct form of the verb.

I always _____ tired in the morning.

- (A) wakes up
- (B) wake up
- (C) waking up
- (D) woke up

6 - Complete with the appropriate verb conjugation:

- a) We _____ tea in the mornings. (to drink)
- b) This exercise _____ be complicated. (can)
- c) It _____ heavily during September every year. (to rain)
- d) You _____ an amazing artist. (to be)
- e) He _____ to Paris every winter. (to go)
- f) She only _____ when she _____ home. (to relax – to be)
- g) He _____ in the mornings and he _____ video games in the evenings. (to study – to play)

7- In relation to the simple present tense in English, it is correct to state that:

- a) Its rules are identical to those in Portuguese.
- b) Verbs are conjugated according to the personal pronoun (subject of the sentence).
- c) There are four types of conjugations in the simple present in English.
- d) Verbs are conjugated according to Spanish rules."

8- Fill in the blanks below with the correct verb from the options.

She usually _____ me every morning.

- () call
- () calls

I _____ she isn't working now.

- () think
- () 'm thinking

I always _____ with you.

- () agree
- () agrees
- () 'm agreeing

9- According to the formation of sentences in the Simple Present, the sentence in which the words appear in the correct order is:

- a) My girlfriend visits her parents on Sundays.
- b) On Sundays my girlfriend her parents visits.
- c) Visits her parents on Sundays my girlfriend.
- d) My girlfriend parents her visits on Sundays.

e) Her parents my girlfriend visits on Sundays.

10- Fernanda asked a question, and Sâmia replied: 'I eat breakfast at 7:30 a.m.'

Fernanda's question was...:

- a) What time do you take a shower?
- b) What time do you wake up?
- c) What time do you eat breakfast?
- d) What time do you go to school?

Speaking

Remember, our daily routines shape our lives in more ways than we realize. By being mindful of our habits and making small changes, we can create a more intentional and fulfilling life. Reflecting on our daily routine can be a helpful exercise in identifying areas for improvement. One common question to ask ourselves is: what is our least favorite part of the day and why? Discuss in you class.

As we wind down for the day, it's important to have a bedtime routine that helps us relax and prepare for a good night's sleep. What does your bedtime routine look like? Do you read a book, listen to calming music, or practice meditation? Share with your partner and see if there are any new ideas you can incorporate into your own routine.

Motivational Quote

The secret of your future is hidden in your daily routine. - Mike Murdock

Success is nothing more than a few simple disciplines, practiced every day. - Jim Rohn

1- Read the Motivational Quote and discuss in pairs.

- a) What do the sentences mean?
- b) Do you agree with them? Why?
- c) Are you a disciplined person? If not, what do you need to change to become one?
- d) Is success the same for everyone?
- e) Are there any changes you want to make in your routine? Is there something you want to add or remove from our daily schedule?

- 6- It's your turn! Make an interview with a classmate about their daily routine in English. You can ask questions about schedules, activities, and personal preferences. Finally, share the interview information with the class.

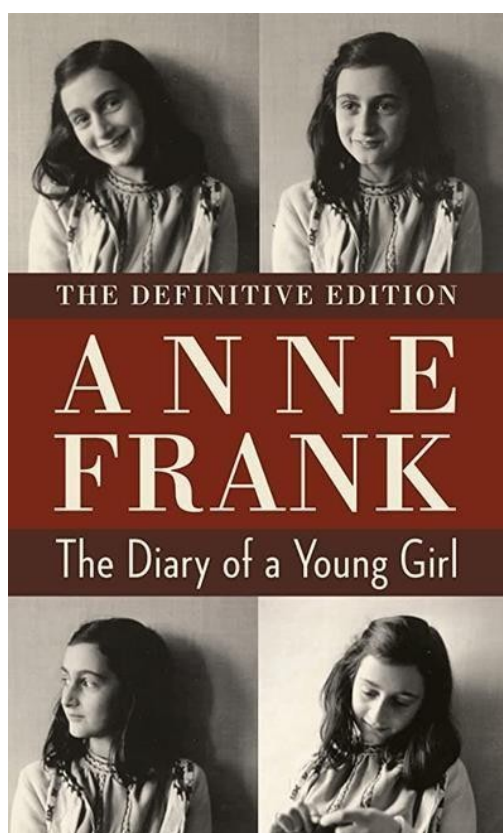
Writing

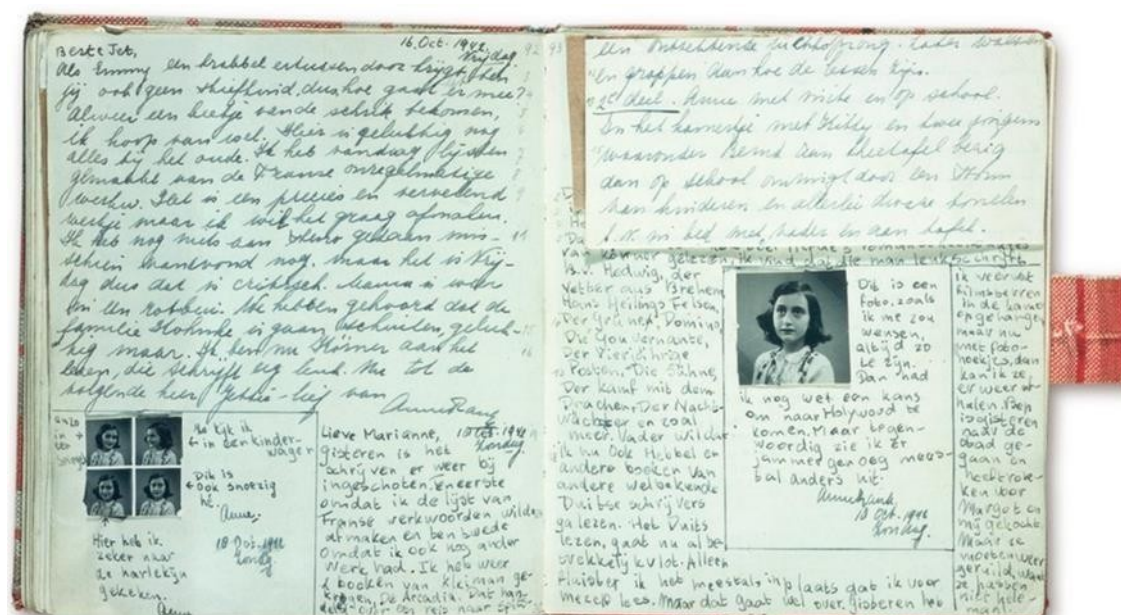
- 1- Based on what you have learned, create simple sentences using the vocabulary you've learned and the structure of the Present Simple, such as 'I have breakfast at 7 o'clock' or 'She brushes her teeth before going to bed.' Share your sentences with the class.

Time to practice

Now that you are familiar with the Present Simple, write a personal diary describing a typical day of yours. You should use the vocabulary related to daily activities, schedules, and personal descriptions that you learned earlier.

Let's learn more about it!





Available at:

<https://www.smithsonianmag.com/history/how-anne-franks-diary-changed-the-world-180957215/> Accessed on: June 21, 2023.

- 1- Who is Anne Frank?
- 2- Why is Anne Frank famous?
- 3 – Do you know “The diary of Anne Frank”? What do you know about her and her diary?
- 4- Do you think her story is an inspiration? Why?

To learn more about the history of Anne Frank, visit the official

website: <https://www.annefrank.org/en/anne-frank/diary/>

Unit 1 - Building the foundations for English

Learning objectives for this unit:

- Describe school activities: Students will be able to describe activities happening in a school using the Present Continuous tense, such as "The students are studying in the library."
- Express plans and schedules: Students will be able to talk about their own school plans and schedules using the Present Continuous, for example, "I am meeting my teacher after school."
- Understand school instructions and announcements: Students will be able to comprehend and interpret written and oral school instructions and announcements that use the Present Continuous tense.
- Apply grammar in everyday situations: Students will be able to apply the Present Continuous tense in everyday life situations, such as describing what they are doing in school or in their extracurricular activities.
- Engage in classroom dialogues and interactions: Students will be able to actively participate in classroom dialogues and interactions using the Present Continuous tense to describe school- related activities and plans.

Warming up – Welcome to High School!

- 1- In this unit, we will review some of the content covered throughout the Elementary School. To begin, ask your classmates in English how they feel about starting High School. Take note of their responses.
- 2- Share with the class, in English, the responses from some classmates you talked to.
- 3- In your opinion, what are the differences between middle school and high school? Do you believe that high school is more difficult? Why? Do you have a new teacher or class? Discuss your answers with a friend.
- 4- What do you like most about your school? What extracurricular activities can be done at your school?
- 5- Look at the images below and write the activity presented in the corresponding blank.





6- Read the sentences below and fill in the blanks with the appropriate verb tense.

- a) He usually _____ (watch) TV in the evening.
- b) They _____ (play) soccer every Saturday.
- c) Sarah _____ (read) a book before bedtime.
- d) The sun _____ (rise) in the east.
- e) My mother _____ (cook) delicious meals.
- f) Birds _____ (sing) in the morning.
- g) We _____ (visit) our grandparents on Sundays.
- h) The Earth _____ (rotate) around the sun.
- i) Dogs _____ (bark) when they see strangers.
- j) I _____ (study) English regularly.

7- These sentences have a missing modal verb. Choose the correct answer according to the context.

I'm not sure if I _____ come to the party, but I'll try.

- a) can
- b) am
- c) do

You _____ bring an umbrella; it looks like rain.

- a) will
- b) don't
- c) should

She _____ be here any minute. She said she was on her way.

- a) is
- b) may
- c) have

I think I _____ finish my homework before dinner.

- a) will
- b) can't
- c) does

He's a great cook; he_____make delicious meals.

- a) must
- b) mustn't
- c) can

The movie_____start at 7:00 PM, so we should leave soon.

- a) may
- b) didn't
- c) will

You_____ask the teacher if you have any questions.

- a) don't
- b) are
- c) can

We_____go to the beach this weekend if the weather is nice.

- a) should
- b) can't
- c) is

Please be quiet; the baby_____be sleeping.

- a) may
- b) can
- c) don't

They_____have to study hard for the exam.

- a) will
- b) don't
- c) should (Resposta correta: c)

Vocabulary

1- Look at the picture below. In pairs, discuss what do you see in it.



2- Now, read the words in the box and match them to the rooms in the picture above.

cafeteria – cook – library – classroom – caretaker –
office – principal's office - courtyard – infirmary –

3- With a classmate, think and talk about what people are doing in school, or what is happening at the moment. Follow the example:

My teacher is writing on the blackboard. I am working on the English book activity. 4- Read the comic strip and answer the questions.



- a) What is Sally doing?
- b) What emotion do you attribute to this comic stripe?
- c) Explain what you understood from her speech in the last panel.
- d) Do you agree with what she said? Explain.

5- In the box below you'll find two groups of expressions used in classroom. Classify them in teacher's sentences and students' sentences.

What do we have to do now? Open your books on page... What page are we on?

Listen to me, please! Just a moment, please! Can I go to the

Reading

- 1- How do you envision your life after school?
- 2- Do people often give you a lot of career advice? Why?
- 3- Do you feel pressured when you think about your future? Justify your answer.
- 4- Do you feel supported in your choices regarding your life after school?
- 5- What does success mean to you? Now, read the text below.

SUPPORTING STUDENTS

10 Mistakes We Make When We Talk to Our Students About Life After High School

And the game-changing shifts you can make right now.

“

Give students a diverse array of opportunities to demonstrate and discover their individual genius.

Talking to teens about life after high school can be tricky. We want to motivate them without placing too much pressure on them, encourage them to dream big while reminding them to be realistic and consider all their options. It can feel like a bit of a tightrope act. But easy or not, one thing's for sure: The way we communicate with teens about life after high school can shape their entire journey. Here's a look at 10 things we often get wrong when we prepare students for post-secondary life and simple but game-changing shifts we can make to get it right.

3. We act like every student is heading to a four-year college after graduation.

Why this is a mistake: Every teen should have access to whatever pathway best suits them. But

check any high school guidance website and you'll likely see a lot of college-only language. College is awesome, but it's just not for everyone—for a multitude of reasons. When we push college as the only option or the more esteemed option, we're leaving kids behind and alienating students who are interested in other choices. We're also sending a lifelong message that anything other than college is "less than," which simply isn't true.

What we should do instead: Get to know your students' talents, passions, and career interests sooner, and be open about all pathway options. Let go of the college-only or college-first philosophy and embrace the notion that everyone's journey is equally worthwhile. Offer comparable support to students pursuing a college track vs. a trade, military, or workforce track. The world needs a diverse range of talent, and all students deserve support to build their lives.

9. We lose sight of the fact that it's OK to not have it all figured out.

Why this is a mistake: Teens should not be made to feel like they're behind schedule. When they do, they can feel discouraged, defeated, and even stop pursuing options because they lose motivation. Let's be real: Most adults don't even have life all figured out. In fact, that's probably not even possible. We're always growing and evolving, and teens are just starting their journey of self-realization. As they plan for their future, there's a lot of uncertainty, fluctuation, and confusion—and that's all totally OK.

What we should do instead: As adults, we need to be helpful guides for teens in wading through uncertainty, offering insight where we can, but we also need to remind teens that uncertainty is a part of life. The goal is not to have things all figured out, but to savor the process of figuring them out. Help teens build the tools for embracing uncertainty and reveling in the journey itself.

GUNN, Jennifer. 10 Mistakes We Make When We Talk to Our Students About Life After High School (adapted text). We are teachers, August, 7th, 2023. Available at: <<https://www.weareteachers.com/mistakes-life-after-high-school/>> Accessed on: October, 18th, 2023.

Comprehension Exercises:

- 6- What is the challenge when talking to teenagers about life after high school?
- 7- What is the author's goal when communicating with teenagers about post-secondary life?

- 8- Why is it a mistake to assume that every student is going to a four-year college after high school?
- 9- What are the potential consequences of pushing college as the only option?
- 10- What should educators do instead of promoting a college-only philosophy?
- 11- What is the importance of getting to know students' talents, passions, and career interests?
- 12- How can educators support students pursuing various post-secondary pathways?
- 13- Why is it a mistake to make teenagers feel like they need to have their lives completely figured out?
- 14- What is the author's suggestion for approaching uncertainty in a teenager's life?

Listening

Watch the videos and answer the following questions.

Students talk about High School Teachers



Available at: <https://www.youtube.com/watch?v=gXXoLqdfJvo> Accessed on Oct. 06, 2023.

Students Talk About Expectations for Life After High School



Available at: <https://www.youtube.com/watch?app=desktop&v=jLskjh3K2f4> Accessed on Oct. 06, 2023.

- 1- What are the videos about?
- 2- Are the students on the videos at the same school? Why?
- 3- Who is the blond girl's favourite teacher in the first video? Explain the reason with your own words.
- 4- What do the students of video 1 think about having a teacher for each subject?
- 5- Have students on video 2 already chosen their careers? Why?
- 6- Discuss with your classmates the topic of video 2 and make a video telling your opinions about career.

Grammar

Present Continuous

The Present Continuous is a tense in English used to describe actions that are happening at the moment of speaking, meaning actions that are currently in progress. It's important to note that the Present Continuous is used to express temporary actions, not permanent ones.

Formation of the Present Continuous

To form the Present Continuous, you typically use the verb "to be" (am, is, or are) in the present, followed by the main verb with the suffix "-ing." So, its structure will be

[Subject] + [am/is/are] + [Verb with "-ing"] +

[Complements]. Here's how it works:

Positive Sentences

To create positive sentences, you will use the verb to be form in the Present Simple tense (I am, you are etc.). After "to be," you add the main verb with the "-ing" suffix. For example:

I am studying for my exam.

She is reading a book.

Negative Sentences

To create negative forms in the Present Continuous, you add "not" after "to be" or use the contracted form "isn't" (for "is not") or "aren't" (for "are not"). For example:

I am not studying right now.

They aren't playing outside.

Interrogative Sentences

To ask questions in the Present Continuous, you invert the order of "to be" and the subject (the person performing the action). For example:

Are you working on your project?

Is she coming to the party?

When to Use the Present Continuous

The Present Continuous is primarily used to describe actions that are happening in the present moment. Here are some common situations in which you can use this tense:

- Describing actions in progress in the present

moment: I am writing a letter.

- Describing future plans (usually with words like "tomorrow," "next week,"

etc.): We are meeting tomorrow.

- Expressing irritation or surprise about something happening

now: Why is he making so much noise?

What are the differences between Present Simple and Present Continuous?

Present Simple is a verb tense in English used to describe habitual actions, permanent facts, and general truths. It does not describe actions that are happening at the exact moment you are speaking.

When to Use Present Simple

- To describe habitual actions or routines. Example: I read a book every night.
- To express permanent facts or general truths. Example: The Earth revolves around the

Sun. **Summing Up the Differences**

Present Simple: Used for habitual actions, permanent facts, and general truths. It is more static and does not describe actions in the present moment.

Present Continuous: Used for actions happening at the moment of speaking or planned future actions. It is more dynamic and focused on the "now."

It's important to understand when to use each tense as it will affect your ability to communicate accurately in different situations. The context and nature of the action determine which tense is more appropriate. In summary, Present Continuous is used to describe actions happening at the moment you are speaking and to indicate future plans. It is a useful tense for describing temporary actions in the present.

- 1- What is the primary purpose of the Present Continuous tense in English?
- 2- What is one common situation where the Present Continuous tense is used to describe future plans? Give 2 examples.
- 3- When is the Present Simple tense used, and how does it differ from the Present Continuous tense?
- 4- Use the Present Continuous form of the verbs in brackets:
 - a) The children _____ in the Garden. (to play)
 - b) Maria and I _____ on a new project now. (to work)
 - c) Shh! I _____ to concentrate on my homework. (to try)
 - d) These exercises _____ what you know about grammar. (to test)
 - e) The teacher _____ for you in the classroom. (to wait)
 - f) Paulo _____ the recent announcements about the exams. (to read)
- 5- Answer the following questions with Present Continuous tense.
 - a) Are the students in your class interested in learning a second language?
 - b) Is everybody studying English because it is a global language?
 - c) Is the teacher looking straight at you?
 - d) Are you studying at home?
- 6- Complete the sentences with the Present Simple tense or Present Continuous tense form of the verbs in brackets. Use contractions where possible.
 - a) She _____ (run) because she's late for her lesson.
 - b) Our teacher Always _____ (give) us lots of homework.

- c) We _____ (not want) to go to the concert.
 d) What time _____ (you / meet) Pete tomorrow?
 e) I _____ (not work) today. I'm on holiday.
 f) People _____ (speak) English in Jamaica.
 g) Angela _____ (not use) her computer at the moment.
 h) _____ (Tony / live) near the park?
- 7- Choose the correct option to complete the sentences below:
- a) What are you _____
 _____ tonight? () do () does
 () doing
- b) _____ going to the
 gym. () Am () I
 () I'm
- c) I'm _____ people over.
 () having () has () have
- d) Andrea _____ a big chocolate cake.
 () to make () is making () she makes

Speaking

Exploring High School in Fiction: Portrayals of School, Social Relationships, Society, High School, and Adolescent Behavioral and Sexual Changes in Films and Series

High school, often depicted in works of fiction, plays a crucial role in the lives of teenagers and provides a rich backdrop for exploring themes related to school, social relationships, society, behavioral changes, and sexual issues. Many movies and TV series have addressed these themes in diverse ways, offering different perspectives on the high school experience. Do you remember any movie or TV show that represents High School routine? How are students and teacher in these stories? What about the relationship between them? How students see their lifeschool on it? Discuss in pairs.

Have you watched the movie "Ferris Bueller's Day Off" (Curtindo a Vida Adoidado)? Very famous in Brazil, this iconic film follows Ferris Bueller as he decides to skip school and explore the city with his friends. It portrays high school as a youth prison, and the story suggests that real education happens outside the classroom. What do you think about it? Is it correct to say that education in real life is better than formal education? Share your opinion with your classmates.

Motivational Quote

“High school is about finding who you are, because that’s more important than trying to be someone else.” –Nick Jonas

“By the end of high school I was not of course an educated man, but I knew how to try to become one.” –Clifton Fadiman

1- Read the Motivational Quote and discuss in pairs.

- a) What do you understand about the sentences?
- b) Do you think that high school or school in general helps you to become who you want to be? Why?
- c) Is there something you would like to change in your school? What? Why?
- d) What kind of student you are?
- e) Do you believe that teens try to be someone else? Is it possible to become another person?

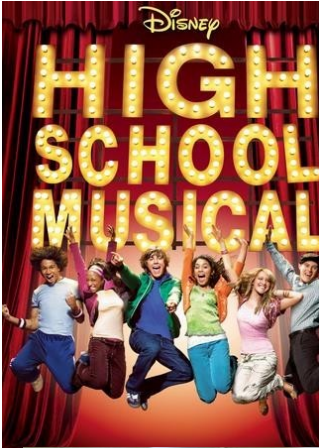
2- It’s your turn! Choose a scene from a famous movie or TV series about high school life and, in groups, reenact the scene with the characters’ lines in English. Your group can improvise to adapt the story to your class’s reality. You can also change the tone of the work: make a comedic scene from a drama movie or turn a comedy into a drama. Explore your creativity!

Writing

Imagine that you want to tell your best friend about your first day of high school, but for some reason, he doesn’t have his phone. So, you decide to write an email to him, telling him everything that happened, who you met, what you learned, etc. You can talk about your expectations vs. reality and how you imagine the next few days of school to be.

Let’s learn more about it!

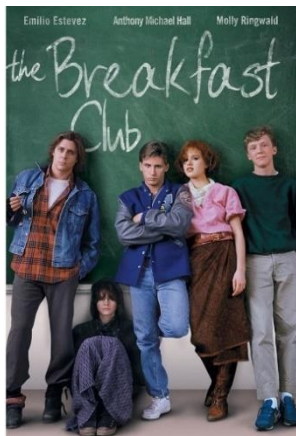
As we have seen before, many works of fiction delve into high school life. In summary, these works of fiction offer a diverse view of high school and explore social, cultural, and emotional issues. They range from light comedies to deep dramas, but they all share the goal of capturing the complexity of adolescence, identity, and social interactions. High school is often a microcosm that reflects fundamental life challenges and opportunities and, as such, continues to be a fascinating subject for fiction. Here, we present some other works with this theme:



1. "High School Musical": This series of movies and TV shows combines music and drama to explore social dynamics in high school. It addresses issues like the pressure to fit in, stereotypes, and the importance of authenticity.



2. "Dead Poets Society" (Sociedade dos Poetas Mortos): This film highlights the impact of an inspiring teacher who challenges conformity and encourages students to think for themselves. It shows how education can influence critical thinking and individual freedom.



3. "The Breakfast Club" (Clube dos Cinco): Five students from different social groups are forced to spend a Saturday in school. The film reveals how appearances can be deceiving and how human connections can overcome social barriers.



4. "Clueless" (As Patricinhas de Beverly Hills): A comedy that satirizes the lives of wealthy teenagers in Beverly Hills. It offers a humorous look at wealth, fashion, and high school relationships.



5. "Mean Girls" (Meninas Malvadas): This comedic film explores the cruel dynamics of popular girl cliques in school. It addresses themes of bullying, gossip, and friendship.



6. "13 Reasons Why": A dramatic series that deals with serious issues like bullying and depression. It highlights how students' actions deeply affect others.



7. "Freaks and Geeks" (Wandinha): This series provides an honest view of social tribes in high school, emphasizing the challenges faced by "geeks" and "freaks."



8. "Dawson's Creek": A dramatic series that follows a group of teenagers as they navigate the complexities of high school and romantic relationships.

- 1- Do you like movies/ TV shows about High School life? Why?
- 2- Have you watched any of these productions above? Which one would you like to watch?
- 3- If your experience in High School become a movie, what would be the title?
- 4- What is your favourite TV show/ movie? Why?

How do you see your progress?

☐ ☐ ☐

How to improve?

1. Talk to the teacher and ask for suggestions;
2. Ask a classmate for help;
3. Redo the exercises.

Teacher's Manual: Unit 1 - My World and My Routine

Learning Objectives:

- **Understanding Daily Routine in English:** Students should be able to describe their daily routine in English, using appropriate vocabulary and sentence structures, such as expressing times and habitual activities.
- **Acquisition of Essential Vocabulary:** Students should learn and be able to use vocabulary related to daily routines, including action verbs and time expressions.
- **Understanding the Present Simple:** Students should master the use of the Present Simple, both in the affirmative and negative forms, to describe habitual actions, universal facts, and fixed schedules.
- **Reading and Comprehension Skills:** Students should be able to read and understand English texts, such as comics and interviews, answering questions and expressing opinions about the content.
- **Oral and Written Communication Skills:** Students should develop the ability to communicate information about their daily routine, as well as express their opinions and preferences in English, both in oral and written forms.

Warming Up

Introduce the lesson objective and explain to the students that in this unit, they will explore their daily routines and learn how to express them in English. Ask if they have studied English before and conduct some activities to assess the class's level of knowledge. For this, you can ask the class to find English words in the room, present some images on flashcards or slides and ask for their names (these can be words whose names have their origins in English, such as 'football,' or words used in English, like 'notebook').

Question 1 - Open response. Initiate a discussion on the topic. Ask the students which words or expressions in English they know related to daily routines. Write down some of the answers on the board.

Question 2 - Answer: Children go to school every day.

They have lunch at midday.

I have a shower in the morning.

I watch TV at night.

Show each image and ask the class to describe what they see. Read the sentences and ask the class to repeat them. Then, tell them to match the sentences with the images and check the answers.

Next, you can distribute images of other daily activities, such as sleeping, playing video games, reading, etc., to half of the class, and the other half will receive the corresponding expression. Students should find their 'match' to make a connection between the images and expressions.

Question 3 - Answer: letter C. Ask the students what they see in the image. Try to make them understand the time indicated. Ask in which part of the day the scene takes place. Explain the difference between the Latin expressions A.M (ante meridiem) and P.M (post meridiem) and how they are commonly used in English to tell the correct time.

Question 4 - Answer: walking/sleeping/playing football/dancing. Divide the class into pairs and ask the students to describe the actions in the images. Have the pairs think and discuss the best word or expression for each image. If necessary, provide dictionaries to the pairs to help with vocabulary.

Question 5 - Open response. Divide the class into pairs or have a group discussion. Encourage students to share their own daily routines. Ask them what they do every day and what they would like to change in their routine. Also, encourage them to use the English words and expressions they have learned so far and introduce more vocabulary for them to get used to using English vocabulary.

Questions 6 and 7 - Open response. Each student should draw their daily routine in the sequence in which they occur. They should name each activity in English. Ask them to give a brief presentation to the class at the end, describing their activities and sharing their drawings. They should use complete sentences, and others can ask questions and make comments about their classmates' routines.

Vocabulary

Question 1 - Present the comic to the students and read it to the class. You can divide the students into two groups and ask them to repeat the lines. Ask them to describe the scene and what they understood from it. Then, help them answer the questions.

a) What is the situation in the comic? **Answer: Calvin mentions the arrival of a new student at his school, and the tiger insinuates that the boy is interested in the new classmate.**

b) Why is the boy angry in the last panel? **Answer: Because the tiger said that Calvin likes the new girl.**

c) Do you agree with the Tiger? Why? **Open response.**

d) Do you like it when a new student arrives in your class? How do you feel when you arrive at a new school or class? **Open response.**

Question 2 - Read the sentences to the class and ask them to repeat afterward. Tell them to choose the correct option that completes the blank in each provided sentence. Assist them if there are any doubts. **Answers:**

a) I wake up at 7 o'clock.

b) I eat breakfast at 8 o'clock.

c) My friends study French on Saturdays.

d) My family lives in Brazil.

e) I am from Curitiba, Brazil.

f) She teaches at Unicamp.

g) We don't work in the evening.

Question 3 - Present the questions and their options. To make the activity more dynamic, you can show flashcards or slides with the three options of images so that they can better memorize the correct form of each activity. Ask the students to choose the correct alternative for each sentence. **Answers:**

a) How do you say 'arrumar a cama' in English?

(X) Make the bed

b) What is the correct translation to Portuguese for 'I brush my teeth'?

(X) Eu escovo os meus dentes.

c) How do you say in English: 'Eu lavo a louça todos os dias.'

(X) I do the dishes every day.

d) How do you say 'lavar roupa' in English?

(X) Do the laundry

Question 4 - Present the comic strip to the students and read it to the class. Ask them to describe the scene and what they understood from it. Then, assist them in answering the questions.

a) What does Garfield do in the comic strip? Answer: He tries to sleep.

b) Is he happy? Why? Answer: No, because he hates Mondays.

c) Why does the clock 'talk' to him? Answer: The alarm clock represents his conscience and says that Garfield shouldn't hate Mondays, but see them as a new week to make things happen.

d) What happens in the end of the story? Answer: Garfield breaks the alarm clock.

Reading and Listening

Before presenting the text to the class, ask questions about the theme. You can have a group discussion or divide the class into pairs to practice conversation. You can also conduct a poll on which superhero and movie are the most popular in the class. The winning movie can be shown as an extracurricular activity.

Question 1 - Do you like superhero stories? **Open response.**

Question 2 - Who is your favorite superhero? **Open response.**

Question 3 – What do you like about him/her? **Open response.**

Question 4 - Do you usually watch movies about it? **Open response.**

Question 5 - Look at the picture. Do you know her? **Open response.**

Ask the class to look at the photo of the actress Gal Gadot. Based on the image, ask questions about her, such as if they know her nationality, if they have seen any movies with the actress, etc.

Question 6 - She is an actress. Do you know her movies? **Open response.**

Question 7 - Take a look at the text. What do you think is the main theme? **Answer: It's an interview with Gal Gadot about the Wonder Woman 1984 movie and her life.**

Read the title of the text and connect it with the image and the students' responses to questions 5 and 6. Ask students to briefly look at the text and its structure, identifying some words that are known or similar to Portuguese, names, and dates.

After answering the questions, do an initial reading of the text. Then, divide the class into two groups, one will be the interviewer, and the other will be the actress. Next, show a portion of the interview available on the website

<<https://www.vogue.com/video/watch/gal-gadot-on-wonder-woman-1984-her-family-and-how-to-actually-pronounce-her-name>>. They should pay attention to connect the text with the dialogue in the video. Proceed to the comprehension questions and read each question to the class.

Reading Exercises:

Question 1 - What is the name of the person being interviewed in the text? **Answer: Her name is Gal Gadot.**

Question 2 - Where is she from? **Answer: She's from Israel.**

Question 3 - What does Gal Gadot drink in the morning? **Answer: Gal Gadot drinks a tablespoon of apple vinegar, water, and coffee in the morning.**

Question 4 - What does she miss most about Israel? **Answer: She misses her family and friends.**

Question 5 - How does Gal Gadot describe Israeli culture? **Answer: Gal Gadot describes Israeli culture as "one big melting pot" with people from various places, cultures, and flavors.**

Question 6 - What are her favorite sports? **Answer:** Her favorite sports are basketball and dodgeball.

Question 7 - What does Gal Gadot want audiences to take away from the Wonder Woman 1984 film? **Answer:** Gal Gadot wants audiences to take away from the Wonder Woman 1984 film the enjoyment of the movie and perhaps to think about the movie's narrative afterward.

Question 8 - Where does Gal Gadot go to get inspired? **Answer:** She goes to museums to get inspired.

Question 9 - What is her favourite colour? **Answer:** She gravitates to various colors, including blue, red, white, black, and burgundy. She likes all colors.

Question 10 - **Answer:** Here are four verbs in the Present Simple tense from the text - "I am here," "I know it sounds," "all the colors are great", and "here we are".

In the third reading, ask them to mark some words to be included in their personal glossary that they will build in their notebooks.

Grammar

Introduce the Present Simple and explain its use, including habitual actions, universal facts, schedules, and programs, perception verbs, and permanent states. Read the examples and ask the class to repeat for pronunciation practice. Then, move on to Question 1 and read each sentence with them. You can provide dictionaries to the class if there are difficulties with vocabulary. Ask the students to complete the sentences with the correct conjugation of verbs in the Present Simple, following the provided clues.

Question 1- Answer:

- a) Cayo goes to the College tonight. (go)
- b) My parents have Italian and French classes on Thursdays every week. (have)
- c) Louise works at Brad's Office. (work)
- d) I eat bread with nuts and jelly every morning. (eat)
- e) The plane arrives at 08:00 in the city. (arrive)

Question 2- Answer: a) drinks; is drinking. Read the question and explain that the students should choose only one answer based on what they have learned about the structure of the Present Simple. Make them realize that in the second blank, the tense changes, but it is possible to understand it from the context of the sentence.

Question 3- Answer: a) A question in the simple present tense. Read the question and the options. Ask the class to analyze the question in question, its structure, and meaning. You can address the class's questions, but request that they review the explanation on the use of the Present Simple again, if necessary.

Question 4- Answer: Kristin wakes up every day at 7. She brushes her teeth and then takes a shower. Then, she meets with her friend Jennifer, and together they have breakfast at a little diner near the office. They arrive at the office at around 8:30. Kristin goes to the first floor, and Jennifer takes the elevator to the 11th floor.

For this question, read the entire paragraph and make the students understand the meaning of the verbs and notice the relationship between the verbs and pronouns for the correct verb conjugation.

Question 5- Answer: (B) wake up. Read the sentence and the options with them. explain that the students should choose only one answer based on what they have learned about the structure of the Present Simple. Also, make them pay attention to the use of the word “usually” that shows an usual activity.

Question 6- Read each sentence with them. You can provide dictionaries to the class if there are difficulties with vocabulary. Ask the students to complete the sentences with the correct conjugation of verbs in the Present Simple, following the provided clues.

Answers:

- a) We drink tea in the mornings.
- b) This exercise can be complicated.
- c) It rains heavily during September every year.
- d) You are an amazing artist.
- e) He goes to Paris every winter.
- f) She only relaxes when she is home.
- g) He studies in the mornings, and he plays video games in the evenings.

Question 7- Answer: b) Verbs are conjugated according to the personal pronoun (subject of the sentence). In Question 7, have the class analyze each of the options to understand why it is right or wrong. You can make a brief comparison between the Present Indicative in Portuguese and show the differences in structure between the two languages in the Present tense. In English, the change occurs only in the 3rd person singular, whereas in Portuguese, the verb has a different conjugation for each person.

Question 8- Read the question and explain that the students should choose only one answer based on what they have learned about the structure of the Present Simple. Request that they review the explanation on the use of the Present Simple again, if necessary. **Answers:**

She usually calls me every morning. (✓) calls

I think she isn't working now. (✓) think

I always agree with you. (✓) agree

Question 9- Answer: a) My girlfriend visits her parents on Sundays. In this question, it is important to show students the importance of language syntax and that, in the case of English, the correct sentence order follows the SVO (subject – verb – object) scheme and its complements. If the basic structure is not followed, the understanding of the sentence is compromised. You can ask different students to try to translate the sentences and ask which one can convey the information.

Question 10- Answer: c) What time do you eat breakfast? Question 10 works with interpreting the response to identify what the question would be. Read the question to the class and ask them to respond, "What does Sâmia do at 7:30? How could I ask her?" You can use this moment to have a conversation in pairs to practice the "What time...?" structure.

Speaking

This speaking activity is designed to help students discuss their daily routines, reflect on habits, and engage in conversations about personal preferences and changes they'd like to make in their routines. The activity also includes a discussion about motivational quotes related to daily routines.

Begin the activity by discussing the importance of daily routines and how they affect our lives. Read the text in the book and ask your students to repeat it. Explain the questions “What is our least favorite part of the day and why?” and “What does your bedtime routine look like? Do you read a book, listen to calming music, or practice meditation?”. You can make a discussion in small groups, in pairs or even with the entire class as a debate.

Motivational Quote

Read the motivational quotes to students. In pairs or small groups, ask students to discuss the meaning of the quotes. For example, what does "The secret of your future is hidden in your daily routine" mean to them?

Encourage students to share their opinions on the quotes and whether they agree or disagree with them. Discuss the importance of discipline in daily routines and whether success means different things to different people.

Explain that the students need to ask each question to each other. Encourage them to share their thoughts and experiences regarding their daily routines.

Some of the questions can include:

- a) What is your least favorite part of the day and why?
- b) What does your bedtime routine look like?
- c) Are there any new ideas you can incorporate into your bedtime routine?
- d) Are there any changes you want to make in your daily routine?

Ask each group to share their responses and insights from the daily routine discussion with the entire class.

Encourage students to listen to their peers' experiences and offer any additional thoughts or suggestions.

It's your turn!

Explain that students will conduct interviews with a classmate about their daily routines in English. Provide some sample questions related to schedules, activities, and personal preferences, such as:

What time do you usually wake up?

What activities do you do in the morning?

Do you have any hobbies or activities you like to do after school?

Students should conduct interviews in pairs, asking and answering questions.

After the interviews, each student should summarize their partner's daily routine.

Then, select a few students to share the interview information with the class. They can describe their partner's daily routine, including any interesting insights or changes their partner mentioned.

Summarize the key points discussed during the activity, such as the importance of reflecting on daily routines and being open to positive changes.

This speaking activity encourages students to engage in meaningful discussions about their daily routines, motivation, and personal growth. It also provides opportunities for practicing English conversation and interviewing skills.

Writing

Question 1- Free response: Ask the students to create simple sentences using the vocabulary and structure of the Present Simple. They should share their sentences with the class.

Time to practice

Ask the students to write a diary describing a typical day in their lives, using the Present Simple to describe their daily activities. You can present examples of diaries on slides or flashcards. You could ask, for example, if the students have the habit of writing diaries or if they know someone who does.

Let's learn more about it!

You can present this additional part before or after the "Writing" section.

Show the image with the cover of Anne Frank's book and ask if the students know what the image is about and what they understand from it. Briefly explain who Anne Frank

was and show details of the book. Check if your school has an edition, even in Portuguese, of Anne Frank's diary. You can show photos and videos about her life and the book. Here, we provide the official website for more information. It also offers educational materials.

To learn more about the history of Anne Frank, visit the official website:
<https://www.annefrank.org/en/anne-frank/diary/>

Ask the class to discuss the proposed questions at the end.

Teacher's Manual: Unit 1 - Building the Foundations for English

Learning Objectives:

In this unit, students should be able to describe school activities, express plans and schedules, understand school instructions and announcements, apply grammar in everyday situations, and participate in classroom dialogues. The unit focuses on the use of the Present Continuous tense.

Warming up – Welcome to High School!

Start the class by introducing the lesson objective and asking students about their expectations for high school, whether they feel that something has changed compared to elementary school, and what they hope to learn.

Question 1 - Free answer. Ask students to ask and converse with their classmates in English about how they feel about the start of high school. They should take notes on the answers.

Question 2 - Free answer. Ask students to share with the class the responses of some classmates in English. You can have a class discussion at this point to share the responses and generate a brief debate on the topic.

Question 3 - Free answer. Encourage students to discuss the differences between high school and their previous school, whether high school is more challenging, and if they have new teachers or classes. They can discuss these responses with a classmate or in a larger group if you decide to have a debate session.

Question 4 - Ask students to share what they like most about their school and what extracurricular activities are available. Encourage the class to identify what they would change and/or improve within the school or school community.

Question 5 - Answer: Playing football/ debating or discussing in groups/ presenting a research/ watching a video. Ask students to write the name of the activity shown in the picture in English in the corresponding blank space. You can use this moment to introduce the Present Continuous tense, constructing sentences with their answers.

Question 6 - Read the sentences and ask the students to fill in the blanks with the appropriate verb tense, which could be Present Continuous or Present Simple. In case of any difficulty, show them the context of each sentence and how it would be constructed in Portuguese.

- a) He usually **watches** (watch) TV in the evening.
- b) They **play** (play) soccer every Saturday.

- c) Sarah **is reading** (read) a book before bedtime.
- d) The sun **rises** (rise) in the east.
- e) My mother **is cooking** (cook) delicious meals.
- f) Birds **sing** (sing) in the morning.
- g) We **visit** (visit) our grandparents on Sundays.
- h) The Earth **rotates** (rotate) around the sun.
- i) Dogs **bark** (bark) when they see strangers.
- j) I **am studying** (study) English regularly.

Question 7 - Present sentences with missing modal verbs and ask students to choose the correct modal verb according to the context. The correct answers are indicated in parentheses.

- a) I'm not sure if I **can** come to the party, but I'll try.
- b) You **should** bring an umbrella; it looks like rain.
- c) She **may** be here any minute. She said she was on her way.
- d) I think I **will** finish my homework before dinner.
- e) He's a great cook; he **can** make delicious meals.
- f) The movie **will** start at 7:00 PM, so we should leave soon.
- g) You **can** ask the teacher if you have any questions.
- h) We **should** go to the beach this weekend if the weather is nice.
- i) Please be quiet; the baby **may** be sleeping.
- j) They **should** have to study hard for the exam.

Vocabulary

Question 1 - Free response. Students should analyze the photo showing the interior of a school built in the Minecraft game. Ask them to discuss what they see in pairs, if they recognize the image, and if they know what it means.

Question 2 - Answer: classroom (5x) / principal's office / courtyard / sports court. Then, present a list of words related to school and ask students to match them with the corresponding area in the image. If there is any difficulty, you can point to each area

and ask which part of the school it would be. To expand their vocabulary, you can ask them to create a glossary in their notebooks related to the school theme, where they will write down unfamiliar words.

Question 3 - Free response. Form pairs and ask students to think and discuss what people are doing at school or what is happening during the class. Show the example and explain that they should form sentences with the same structure.

Question 4 - Show the comic strip and read it to the class. Ask what the context of the story is and what they understood. You can ask a student to read the questions from the book. **Answers:**

a) Sally is going to school.

b) Free response.

c) Free response.

d) Free response.

Question 5 - Show the sentences and choose some students to read each one. You can use this moment to do an activity with the class. Create two columns on the board, one for "teacher's sentences" and another for "students' sentences." Write the students' answers in each column and ask for more examples of sentences used in the classroom.

Reading

Questions 1 a 5- Divide the class into small groups and ask them to discuss the proposed questions. You can also suggest other questions to encourage interaction among the students. Each individual should write down their answers in their notebooks. You can then ask each group to share their answers and whether there was a consensus on the responses.

Question 6- The challenge is to motivate and guide teenagers without pressuring them, to encourage them to dream big while also being realistic, and to consider various post-secondary options.

Question 7- The author's goal is to help teenagers embrace the uncertainty and journey of self-realization while providing guidance and support.

Question 8- Assuming every student will attend a four-year college is a mistake because it neglects diverse talents, interests, and career paths. It can also alienate students interested in other options and send a message that anything other than college is inferior.

Question 9- Pushing college as the only option can leave behind students interested in different paths. It can create a perception that non-college routes are less valuable, which is not true.

Question 10- Educators should get to know students' talents, passions, and career interests, and they should be open about all pathway options. They should support students pursuing various paths equally.

Question 11- It is important because it allows educators to guide students towards the paths that best suit their individual strengths and interests, rather than assuming that college is the only suitable option.

Question 12- Educators should offer comparable support to students pursuing college, trade, military, or workforce tracks, recognizing that all these pathways are equally worthwhile.

Question 13- Making teenagers feel this way can discourage them, leading to a loss of motivation. Most adults do not have their lives completely figured out, and it's a part of life's journey.

Question 14- The author suggests that adults should serve as guides in helping teenagers navigate uncertainty, offering insights where possible, but also reminding them that uncertainty is a natural part of life, and the goal is to savor the process of figuring things out.

Listening

Explain that the class will watch two videos. Play the videos and ask the class to read the questions. Then, have them answer individually. You can play the videos more than once if necessary and provide subtitles if students have difficulty understanding the audio. After the questions are completed, have a group discussion to talk about the topic addressed in the videos.

Question 1- Answer: The first video is an official presentation of a high school and its students talk about how good is studying there. The second video shows some students talking about their careers after school.

Question 2- Answer: No, each video shows students from different schools. You can notice it by their clothes, for example.

Question 3- Answer: Miss Zottola because her class is interesting and exciting.

Question 4- Answer: They seem to enjoy their teachers and school, but you need to consider it is a commercial video.

Question 5- Answer: Not really. Many of them have no idea about their future.

Question 6- Open answer.

Grammar: Present Continuous

Begin by briefly introducing the concept of tenses in English. Explain that today's lesson will focus on the Present Continuous tense. Mention that this tense is used to describe actions happening at the moment of speaking.

Go through the formation of the Present Continuous tense, emphasizing the structure: [Subject] + [am/is/are] + [Verb with the "-ing" suffix].

Explain that this tense is primarily used to describe temporary actions. Provide examples of affirmative, negative, and interrogative sentences. At this point, divide the class into pairs or small groups and distribute cards with sentences for each group to practice forming the Present Continuous tense. Encourage them to work together to complete the sentences.

Circulate around the classroom to assist and provide feedback as needed.

Next, initiate a classroom discussion about when the Present Continuous tense is used. Ask students to provide examples of situations where this tense is appropriate.

Present the differences between the Present Continuous and Simple Present tenses. Discuss when to use each tense and how they differ.

Have the students practice using the Present Continuous tense orally for 10 minutes.

Ask questions using the Present Continuous tense and encourage students to respond with complete sentences. For example, ask, "What are you doing right now?" and have students respond, "I am listening to the teacher."

Question 1- Answer: The primary purpose of the Present Continuous tense in English is to describe actions that are happening at the moment of speaking.

Question 2 – Answer: One common situation where the Present Continuous tense is used to describe future plans is when the plans are already arranged or decided. For example:

- a) I am meeting my friends for dinner tonight.
- b) They are flying to Paris next week.

Question 3- Answer: The Present Simple tense is used to describe general truths, habits, and permanent situations. It differs from the Present Continuous tense, which is used for actions happening at the moment or for temporary situations. The Present Simple is also used for future schedules, but it doesn't emphasize the immediate nature of the action.

Question 4- Answers:

- a) The children are playing in the Garden.

- b) Maria and I are working on a new project now.
- c) Shh! I am trying to concentrate on my homework.
- d) These exercises are testing what you know about grammar.
- e) The teacher is waiting for you in the classroom.
- f) Paulo is reading the recent announcements about the exams.

Question 5- Answers:

- a) Yes, the students in my class are interested in learning a second language.
- b) Yes, everybody is studying English because it is a global language.
- c) Yes, the teacher is looking straight at me.
- d) Yes, I am studying at home.

Question 6- Answers:

- a) She is running because she's late for her lesson.
- b) Our teacher always gives us lots of homework.
- c) We don't want to go to the concert.
- d) What time are you meeting Pete tomorrow?
- e) I'm not working today. I'm on holiday.
- f) People speak English in Jamaica.
- g) Angela is not using her computer at the moment.
- h) Does Tony live near the park?

Question 7- Answers:

- a) What are you doing tonight?
- b) I'm going to the gym.
- c) I'm having people over.
- d) Andrea is making a big chocolate cake.

Speaking

Ask some students to read the initial text from the "Speaking" section and pose some questions about the text. You can hold a group discussion or divide the class into pairs to discuss the questions raised in the text.

Next, have each student read the sentences from the "Motivational Quote." Have a discussion with the class about each sentence, and then divide the class into small groups or pairs to discuss the questions. They can share their ideas with the class afterward.

In the "It's your turn!" section, the same group can gather to complete the activity. If they don't have a movie or series to suggest, you can propose an interesting and appropriate scene on the topic.

Writing

Question 1 - Free answer. To assist students in completing this activity, you can provide examples of emails between friends and show what typical parts compose an email, such as greeting, closing, etc.

Let's learn more about it!

Questions 1 to 5 - Free answers. You can present excerpts from the mentioned movies and TV series, like the trailer, for example. Ask students to mention other movies and TV series related to the "High School" theme, and write down the names on the board. If the class is interested, students can choose a movie on the theme to watch as an extra activity.

How do you see your progress?

Ask students to assess their level of understanding and comfort with the unit's content.

How to improve?

Provide suggestions on how they can improve based on your observations in the classroom.