

UNIVERSIDADE FEDERAL DE MINAS GERAIS - UFMG  
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Programa de Pós-Graduação em Estudos Linguísticos - POSLIN  
Curso de Especialização em Língua Inglesa - CEI/ELI

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**AMONG MAGICAL UNICORNS AND SEA CREATURES:  
two didactic units for sixth-year students**

Orientadora: Profa. Dra. Marisa Mendonça Carneiro

Belo Horizonte/MG

2023

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Trabalho de conclusão de curso apresentado ao Curso de Especialização em Língua Inglesa, oferecido pelo Programa de Pós-Graduação em Estudos Linguísticos (POSLIN) da Faculdade de Letras (FALE) da Universidade Federal de Minas Gerais (UFMG) como um dos requisitos para a obtenção do título de Especialista em Ensino de Inglês.

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CURSO DE ESPECIALIZAÇÃO EM LÍNGUA INGLESA - CEI/ELI

### ATA DE DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Às 13:30 horas do dia 01 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, AMONG MAGICAL UNICORNS AND SEA CREATURES: two didact units for sixth-year students, apresentado por **Júlio César Bombonatti** 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 (  ) **aprovação**/ (  ) **reprovação** do(a) candidato(a);

Prof(a). Dr(a). Luciana de Oliveira Silva, indicou a (  ) **aprovação**/ (  ) **reprovação** do(a) candidato(a).

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

Nota: 88

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 14:09, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



Documento assinado eletronicamente por **Luciana de Oliveira Silva, Professora do Magistério Superior**, em 06/12/2023, às 17:24, 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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## RESUMO

Este trabalho contém duas unidades didáticas produzidas para o ensino de língua inglesa para estudantes dos sextos anos dos Anos Finais do Ensino Fundamental de Nove Anos. Cada uma das unidades foi organizada com as seguintes seções: *capa, Warm up, Listening, Reading, Grammar, Writing, Speaking, Just for fun, Self-assessment e Teacher's guide*. As duas unidades foram desenvolvidas considerando alunos com níveis de proficiência variando entre o *Pre-A1 Starters* e o *A1 Movers* no padrão *Common European Framework of Reference (CEFR)* na escala *Cambridge English Qualifications* e as atividades foram desenvolvidas considerando habilidades da Base Nacional Comum Curricular (BNCC). As duas unidades foram concebidas considerando a estética do universo de produtos Lego e com os seguintes objetivos de aprendizagem: a) ouvir e compreender informações explícitas oriundas de vídeos publicitários e informativos; b) ler e identificar informações explícitas presentes em textos descritivos e informativos; c) compreender e empregar adjetivos e adjetivos comparativos em pequenos enunciados; d) produzir pequenos textos descritivos e *fact files*; e) fazer descrições orais e se comunicar durante jogos em duplas ou equipes; f) apreciar filmes com temática relacionada a temas estudados e g) autoavaliar o próprio processo de aprendizagem.

**Palavras-chave:** unidades didáticas; ensino de inglês; sextos anos.

## ABSTRACT

This work contains two didactic units produced for teaching English to students in the sixth years of the *Anos Finais do Ensino Fundamental de Nove Anos*. Each of the units was organized with the following sections: *cover*, *Warm up*, *Listening*, *Reading*, *Grammar*, *Writing*, *Speaking*, *Just for fun*, *Self-assessment* and *Teacher's guide*. The two units were developed considering students with proficiency levels varying between *Pre-A1 Starters* and *A1 Movers* in the Common European Framework of Reference (CEFR) standard in the Cambridge English Qualifications scale and the activities were developed considering skills from the *Base Nacional Comum Curricular* (BNCC). The two units were designed considering the aesthetics of the universe of Lego products and with the following learning objectives: a) listen to and understand explicit information from advertising and informative videos; b) read and identify explicit information present in descriptive and informative texts; c) understand and use adjectives and comparative adjectives in short statements; d) produce short descriptive texts and fact files; e) make oral descriptions and communicate during games in pairs or teams; f) enjoy films with themes related to the topics studied, and g) self-evaluate the learning process herself/himself.

**Keywords:** didactic units; teaching English; sixth years.

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## 1 INTRODUCTION

This text was prepared as a conclusion work for the *Curso de Especialização em Língua Inglesa* (CEI) offered by the *Programa de Pós-graduação em Estudos Linguísticos* (POSLIN) of the *Faculdade de Letras* (FALE) of the *Universidade Federal de Minas Gerais* (UFMG), it has no commercial purposes and may only be reproduced with authorization from the author.

The didactic units developed were designed for regular students in the *6º Ano do Ensino Fundamental de Nove Anos* in the context of Brazilian Basic Education with a proficiency level varying between Pre-A1 Starters and A1 Movers in the Common European Framework of Reference (CEFR) on the Cambridge English Qualifications scale. This option was considered because, although the *Base Nacional Comum Curricular* (BNCC) does not include the teaching of English Language in the *Anos Iniciais do Ensino Fundamental de Nove Anos*, many public education networks offer classes in this curricular component for children, in this way, the *6º Ano* articulates students who have never had formal English Language classes with others who already have a slightly more advanced level of proficiency.

Each of the units was organized into sections called *Warm up!*, *Listening*, *Reading*, *Grammar*, *Writing*, *Speaking*, *Just for Fun!* and *Self-assessment*, as well as the *Teacher's Guide*. Although it is not the central theme of the work or of each of the units, they are articulated by LEGO elements with the aim of producing a common thread that connects them aesthetically and due to the choice of texts and videos that are part of the brand's universe for the development of some activities.

Unit 1 aims to enable the understanding of short audios and descriptive texts with the support of cognate words and vocabulary present in the cultural universe of students; understanding how to use adjectives and their appropriate use in sentences and short texts; writing a descriptive text with the teacher's mediation and oral presentation with description marks.

Unit 2 aims to enable the identification of explicit information in short audios and children scientific dissemination articles; promote understanding of the morphological and syntactic structure of comparative adjectives and use them in sentences and short texts; the production of fact files and autonomous oral expression during an adaptation of the Top Trumps cards game.

In both units, the activities were developed considering the skills defined by BNCC for the *6º Ano do Ensino Fundamental*. These skills will be specified in the rationale of this text.

## 2 RATIONALE

The units that make up this work were developed considering the process of regular teaching of English as a Modern Foreign Language in the 6th Year of *Ensino Fundamental de Nove Anos* in the context of Brazilian Basic Education and are aimed to students with proficiency levels varying between Pre-A1 Starters and A1 Movers at CEFR according to the Cambridge English Qualifications scale.

The choice for the mentioned proficiency levels was made due to the fact that the sixth years are school classes made up of students who have never had formal English language classes and others who already have a slightly more advanced level of proficiency, since, despite BNCC does not introduce English teaching in the *Anos Iniciais do Ensino Fundamental de Nove Anos*, many public education networks offer these classes to their students. In this way, the units were developed in a way that covered an audience with heterogeneous proficiency levels that generally comprise sixth-year classes in Brazilian Basic Education.

Each of the units is organized into eight sections, namely: *Warm-up!*, *Listening*, *Reading*, *Grammar*, *Writing*, *Speaking*, *Just for fun!* and *Self-assessment*. This organization was an adjustment between the specificities of the course to prepare the course conclusion work and elements that I considered important to incorporate into the project. The units are also accompanied by Teacher's Guides with guidances on activities and learning assessment guides.

Each of the two units begins with the application of a *Warm up!* that aims to present the unit's learning objectives and engage students in a more relaxed dynamic of actions. The *Warm up!* in both units were produced based on the concept of multimodality by Chia and Chan (2017), who understand that a multimodal text articulates more than one semiotic mode in the production of meaning, in this way, the activities articulate verbal and non-verbal texts during their execution.

In Unit 1 there is an image of an unicorn that must be colored according to the color legend provided in the activity, it is an opportunity to recover vocabulary for students who have already had English language classes and vocabulary acquisition for those who are studying formally the language for the first time. In Unit 2, students will cut out cards that will form a memory game that relates images to words based on the theme of sea animals.

According to Nunan (2014, p. 239), “[...] listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any

learning simply cannot begin. Listening is thus fundamental to speaking”. In both Unit 1 and Unit 2, *Listening* activities are organized into Pre-listening, Listening and Post-listening with the aim of motivating, focusing and making students reflect on the audio studied.

In both units, the activities in the *Listening* section were developed from short audio files taking into account the BNCC skill EF06LI04<sup>1</sup>. In Unit 1, it was explored the audio from the video *Unicorns do exist!*, an advertising campaign for the LEGO brand, and, in Unit 2, the audio used belongs to an Indian animation called *How does water get dirty?*, an option made with the purpose of showing to students the accent variations that occur in the English language in the different countries where it is used.

*Reading* is the next section in both units. In each of them it is organized into Pre-Reading, Reading and Post-reading activities which aim to create a purpose for reading in order to engage students in these activities. According to Anderson (2014, p. 174), “[...] having a purpose for reading can make all the difference between readers engaging meaningfully with a text, and thus comprehending it, and readers simply going through the motions of reading and running the risk of not understanding.”

The *Reading* activities, both in Unit 1 and Unit 2, were designed taking into account the BNCC skills EF06LI08<sup>2</sup> and EF06LI09<sup>3</sup>. In Unit 1, a descriptive text was chosen about a character known as UniKitty and, in Unit 2, a scientific dissemination article for children about the different depth zones of the oceans, in both cases, texts from the LEGO universe of productions for the children. In both units, it is also suggested that students use a bilingual dictionary when reading the texts, as the BNCC also suggests its use in skill EF06LI10<sup>4</sup>.

The next section in the two units is *Grammar* and the two units complement each other. In Unit 1, adjectives and their syntactic structure in sentences and small texts are studied and, in Unit 2, comparative adjectives, their morphological composition and application in sentences and small texts. The choice for this grammatical class was made because it is present at both the Pre-A1 Starter level and the A1 Mover level in the proficiency scale used in these units. The elaboration of the activities in this section took into account the assumptions regarding the dimension of linguistic knowledge established by the BNCC:

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<sup>1</sup> EF06LI04: Recognize, with the support of cognate words and clues from the discursive context, the subject and main information in oral texts on familiar topics.

<sup>2</sup> (EF06LI08) Identify the subject of a text, recognizing its textual organization and cognate words.

<sup>3</sup> (EF06LI09) Find specific information in a text.

<sup>4</sup> (EF06LI10) Know the organization of a bilingual dictionary (printed and/or online) to build a lexical repertoire.

The study of lexicon and grammar, involving verbal forms and tenses, phrasal structures and discursive connectors, among others, focuses on leading students, in an inductive way, to discover the systemic functioning of English. (BRASIL, 2018, p. 245).

In this way, activities were created connected to linguistic elements present in the texts and audio files used in the unit and which are also essential for students' productions in both writing and speaking activities.

The subsequent section in each of the units developed is *Writing*. In each teaching unit, activities are organized into Pre-writing, Writing and Post-writing. According to Harmer (2007), teaching writing in a foreign language is often neglected because it is a skill that requires a lot of effort (strategy, reading, organization, punctuation, genre knowledge and creativity), in this sense, the written activities in the units are textual genres related to the cultural universe of the students.

In both Unit 1 and Unit 2, the activities were developed considering the BNCC skill EF06LI15<sup>5</sup>. In Unit 1, the proposal is for students to produce a description of a unicorn drawn by them, and, in Unit 2, students must produce a *fact file*<sup>6</sup> about a sea animal of their choice. In both activities is proposed the work of reviewing and appreciating texts produced by peers.

According to Burns (2012, p. 165) “[...] The teaching and learning of speaking are a vital part of any language education classroom; not only does the spoken language offer ‘affordances’ for learning as the main communicative medium of the classroom, but it is also an important component of syllabus content and learning outcomes”. The *Speaking* section of the units is organized into Pre-speaking, Speaking and Post-speaking activities in the units were developed considering the BNCC skill EF06LI01<sup>7</sup>.

In Unit 1, the *Speaking* activities are connected to the previous session, as students will have to describe an illustration they produced so that other classmates know what it is. In Unit 2, students will play an adaptation of the Trump Tops card game and they will have to interact orally by giving card commands during the game. In both cases, the oral activities put into practice resources studied in the *Grammar* section.

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<sup>5</sup> (EF06LI15) Produce written texts in English (comics, posters, chats, blogs, diaries, photo captions, among others), about yourself, your family, your friends, tastes, preferences and routines, your community and your school context.

<sup>6</sup> A Fact File is a short report of all the most important information on one subject. This subject can be a thing, a place or even a person.

<sup>7</sup> (EF06LI01) Interact in oral exchange situations, demonstrating initiative to use the English language.



According to Bray (2018, p. 1) “[...] movies provide exposure to real language used in authentic linguistic, pragmatic and cultural contexts”. In the two developed units there are sections called *Just for fun!* in which a film contextualized with the thematic content of each unit is presented to students. The ideal would be to organize a “cinema session” during classes so that students could watch films in English with the support of subtitles, however, if this is not possible, presenting the film trailer is an option. In Unit 1 the film “The Last Unicorn” (1982) is suggested, and in Unit 2 the film “A Turtle’s Tale: Sammy’s Adventures” (2010) is suggested.

The last section of activities for students in each unit is *Self-assessment*. According to Boud (2016), self-assessment is an important tool for students to discuss and evaluate their learning process. In both units, students will carry out activities to evaluate their learning process in each of the sections studied and will list strategies that they can use to improve their learning process in English.

Each of the units has a *Teacher’s Guide* that aims to assist the teacher during the development of activities with students. During the preparation of the Teacher's Guide, there was the option of not delimiting the estimated time for carrying out each activity since the daily life of classes is full of variables that can affect the development of the teacher's pedagogical work, therefore, it is preferable that the teacher stipulate the duration of each activity in the context of your classes.

On the last page of the *Teacher’s Guide* there is a table with a learning assessment scale that can be adapted for each section of the units and which aims to assist the teacher in the evaluating process of their students during the use of the units.

A suggestion made in the Teacher’s Guide regarding the use of the material is that the teacher always explore the unit covers before starting the activities. Each of the covers references the central theme of the units and is a good opportunity to connect students with the content that will be developed throughout the units.

This course completion work was developed between the end of August and the beginning of November, in 2023. The theoretical framework used in its development was extracted from synchronous and asynchronous classes and the material made available by teachers in the period between March 2022 and July 2023. To improve the organization of work, I chose to create two attachments, each one of them with one of the two units produced in order to facilitate the visualization of them.

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- Image 2: Solo Infantil. Available in: <https://soloinfantil.com/desenhos/unicornio-para-colorir/> Access on: Sep 17, 2023.
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## SITES AND SOFTWARES

Adobe: <https://www.adobe.com/br/>

Canva: <https://www.canva.com/>

I Love PDF: <https://www.ilovepdf.com/>

Microsoft Word 2016

**APPENDICES**

**APPENDIX 1**

**UNIT 1**

**Do you believe in unicorns?**

# UNIT 1

Image 1: Magical Unicorn



Source: ToysRus, 2023.

**Do you believe in unicorns?**

# Warm up!

Paint the unicorn using the colors chart.

1. Orange
2. Yellow
3. Pink
4. Green
5. Blue
6. Red
7. Purple

Image 2: Unicorn



## In this unit you will...

- Develop Listening, Reading, Writing and Speaking skills;
- Learn how to use adjectives;
- Write a short descriptive text.

# Listening

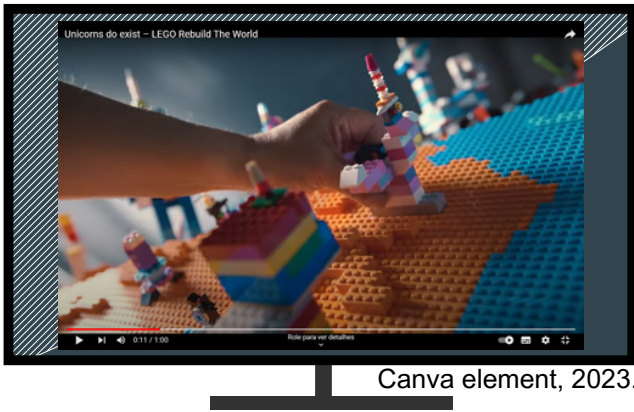
## Pre-listening !

**A.** Talk to your teacher and your classmates:

1. Do you know what is a unicorn?
2. Do you believe in unicorns?

## Listening !

**B.** Watch the video below and listen to it carefully. Can you tell what the audio message is about?



Tap the TV or point your smartphone at the QR Code to watch the video "Unicorns do exist!"

**C.** Watch the video again and complete the sentences with words in the box.

There are people who believe that 1) \_\_\_\_\_ don't exist

That they're just a 2) \_\_\_\_\_

But they're wrong

So 3) \_\_\_\_\_

Because in this world

There are as many unicorn as 4) \_\_\_\_\_

You see, a unicorn here, there...

And another one...

Unicorn, unicorn, unicorn, unicorn...

5) \_\_\_\_\_?

Unicorn.

What 6) \_\_\_\_\_ are they?

Are they tall? Short?

Are they on wheels or 7) \_\_\_\_\_?

Well, in this world you decide.

Thing is they're shy...

So they're usually hidden.

But they're always there.

In fact, unicorns are just the beginning of what you can find in this world.

Their 8) \_\_\_\_\_.

COLOR

MYTH

PEOPLE

POPCORN

UNICORNS

WINGS

WORLD

WRONG



# Listening

## Post-listening !

**D.** Think about movies, cartoons and books you know, do you know other mythical creatures? Use a dictionary if you need and do a list of other mythical creatures in your notebook with your classmates.

# Reading

## Pre-reading !

**A.** Try associate the words to their definitions. You can use a dictionary, talk to your friends and your teacher if you need.

- |              |  |
|--------------|--|
| 1. Kitty     | ( ) a person's regular occupation, profession, or trade.             |
| 2. Queasy    | ( ) a person who is trained to travel in a spacecraft.               |
| 3. Business  | ( 1 ) a pet name or a child's name for a kitten or cat.              |
| 4. Astronaut | ( ) feeling or showing strong annoyance or hostility; full of anger. |
| 5. Angry     | ( ) nauseated; feeling sick.   |

**B.** This is Unikitty, she is a LEGO character. Observe it carefully.

Image 3: UniKitty



Why do you think Unikitty has its name? Discuss it with your teacher and classmates.

## Reading

## Reading

C. Read the following text and, if you need, use a dictionary to find the words you don't understand.

## The Many Faces of Unikitty

Unikitty is almost always sweet and happy. She has some surprising sides, too.

**Unikitty**  
Unikitty is a fun Master Builder who loves being happy. She likes dancing and building colorful things.



**Astro Kitty**  
Unikitty has a blue spacesuit. She wears it when she goes for a ride in a spaceship.



**Biznis Kitty**  
When Unikitty needs a disguise she dresses up as Biznis Kitty. Unikitty does not know much about business. She can't even spell it!



**Queasy Kitty**  
When poor Unikitty gets seasick she turns green, and her eyes change to brown. Being sick does not make Unikitty happy.



**Angry Kitty**  
Sometimes Unikitty has an unhappy thought and she becomes Angry Kitty. Angry Kitty is very strong, and loves protecting her friends.



LAST, Shari; DK Publishing, 2014.

D. After reading the text, talk to your teacher and classmates what's your favorite UniKitty side? Why?

E. According to the text, choose the correct option.

1. Astro Kitty wears a blue space when...

she has unhappy thoughts    she rides in a spaceship    she gets seasick

2. Unikitty becomes Angry Kitty when...

she has unhappy thoughts    she rides in a spaceship    she gets a seasick

# Reading

F. Complete the table.

She does not know much about business.	<b>Biznis Kitty</b>
She is green and her eyes are brown.	
She likes dancing and building colorfull things.	
She loves protecting her friends.	
She has a spaceship.	

Post-reading !

G. Think about another different personality to UniKitty and draw it in the box bellow. Create a name for it too. Be creative!



# Grammar

## Adjectives

**A.** Read the following sentences and observe the highlighted words.

- Unikitty is almost always **sweet** and **happy**.
- Unikitty is a **fun** Master Builder.
- When **poor** Unikitty gets seasick (...)
- Sometimes Unikitty has an **unhappy** thought (...)
- Angry Kitty is very **strong** (...)

**B.** We can use **adjectives** to describe people, places and things. See how to use them:

We don't add 's' to the adjective when it's plural

- Unikitty and her sides are **fun**.
- Unikitty likes to live **happy** moments.
- Unikitty has **different** sides.

Put size adjectives before color adjectives

- Astrokitty has a **big, blue** spaceship.
- Unikitty is **short** and **pink**.

**C.** Read the sentences, choose and rewrite the correct answer.

1. Astro Kitty wears a \_\_\_\_\_ to ride in her spaceship.

( ) blue spacesuit ( ) spacesuit blue ( ) blue, spacesuit

2. Astro Kitty has a \_\_\_\_\_.

( ) blue big spaceship ( ) spaceship big blue ( ) big, blue spaceship

3. UniKitty loves \_\_\_\_\_.

( ) dresses beautiful ( ) beautiful dresses ( ) beautifuls dresses

4. Some people say that unicorns are like \_\_\_\_\_ horses.

( ) white and big ( ) big and white ( ) white, big

# Grammar

**D.** Find the mistake in each sentence and then rewrite it correctly.

1. Sometimes Unikitty has unhappies thoughts.

2. Ponies are like horses short.

3. Those unicorns are black and big.

4. The girls are sads.

**E.** Write the words in the correct order to form sentences.

1. are - horses - The - animals. - big

2. in - book - the - There - is - white - big, - unicorn

3. is - a - UniKitty - character - small

# Writing

**A.** Go back to the video "Unicorns do exist!" and watch it again. Can you see the different unicorns created in the video? What is your favorite? Talk to your classmates and teacher.

Pre-writing !



# Writing

## Writing !

**B.** On a white paper, create your own unicorn. Be creative! Use colored pencils and pens and other materials you want.

The "Image 4" you are seeing is just to inspire you!

Image 4: Unicorn



Source: Pinterest, 2023.

**C.** Describe your unicorn!

On another white paper, describe your unicorn. Create a name for her/him, how he/she looks like, what are her/his colors and other things you want to describe.

Try using the adjectives you learned in the Grammar Section.

Look at the example below for inspiration:

*This is my unicorn!*

*Her name is Lisa. She is like a big, white horse with blue spots, pink mane and tail and a large golden horn.*

*She also has red spots on her face.*

Developed for pedagogical purposes

## Post-writing !

**D.** After you write a description of your unicorn, ask one of your classmates to review your text and tell you what could be improved. You will do the same thing with your classmate's text, and then you will produce the final version of your text.



# Speaking

## Pre-speaking !

**A.** You and your classmates will orally present your unicorns to the class. Your teacher will organize a mural with the unicorns that you all produced in the last section of this unit.

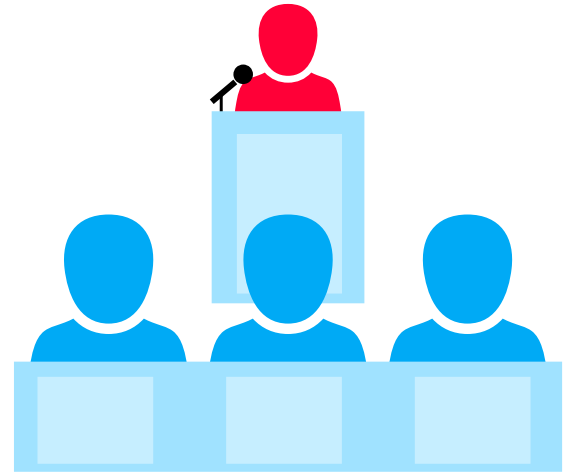
**B.** To prepare yourself to the orally presentation of your unicorn, read aloud the description you produced in the last section and try to think about how you will express this information to your classmates without reading what you wrote.

**C.** Now you will orally present your unicorn to your classmates!

Breathe deeply. This is just another school activity. Tell your colleagues:

- your unicorn's name;
- its colors;
- some characteristics that only he/she has.

But pay attention! Don't show your unicorn to your colleagues. They will have to find out what is your unicorn on the mural after your presentation.



Canva element, 2023.

## Post-speaking !

**D.** After all your classmates' presentations, discuss the presentations with them and your teacher. Which unicorn did you like the most? Which classmate did you most appreciate the presentation?

# Just for fun!

**A.** How about watching a movie about unicorns?

The Last Unicorn is a 1982 animated film produced by Rankin/Bass for ITC Entertainment and animated by Topcraft.

The film is based on the book of the same name written by Peter S. Beagle, who also wrote the film's screenplay. The Last Unicorn is about a unicorn who, upon learning that she is the last of her species in the world, goes on a journey in search of others.

Image 5: The last unicorn poster



Source: Amazon, 2023.

# Self-assessment

**A.** How did you perform in each section of this unit?

Unit sections			
Listening			
Reading			
Grammar			
Writing			
Speaking			



Canva, 2023.

**I did it very well.**



Canva, 2023.

**I have some doubts.**



Canva, 2023.

**I still don't know.**

**B.** What could you do to improve your English learning process?

Read more.	
Do more activities.	
Solve doubts with the teacher.	
Exchange ideas with classmates.	
Listen to music and audio in English.	



## TEACHER'S GUIDE

This unit was developed for Modern Foreign Language (English) classes in the 6th year of nine-years Elementary School in the context of Brazilian Basic Education and was developed considering children and adolescents between the Pre-A1 and A1 Movers proficiency levels on the scale of Cambridge Assessment English qualifications.

The unit is divided into eight sections: Warm up!, Listening, Reading, Grammar, Writing, Speaking, Just for fun! and Self-assessment. Throughout the unit, students are expected to develop vocabulary; be able to understand words and ideas in short audio files; be able to read and understand short descriptive texts with the support of bilingual dictionaries; be able to use adjectives and apply them correctly in short sentences; be able to write short descriptions; be able to make short descriptions orally and self-assess their learning in this process.

### Cover

Explore the cover with the students, ask them if they know the creature and toy that illustrate the cover. Ask them if they understand the question "Do you believe in unicorns?" and listen to their answers.

### Notes:

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### Warm up! (page 2)

Introduce students to the dynamics of the unit and how it will be worked. Explore the unicorn illustration and ask students to color it according to the color key.

### Notes:

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### Listening (pages 3 and 4)

This section is divided into three subsections: pre-listening, listening and post-listening and aims to mediate the understanding of short audios with video support.

#### Pre-listening

**Activity A:** ask questions 1 and 2 of activity A to the students and listen to their answers. Consider their responses and limitations in relation to the language they are studying as part of their learning process.

#### Notes:

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**TEACHER'S GUIDE**

**Listening**

**Activity B:** ask students to watch the video "Unicorns do exist!". If necessary, ask them to watch it more than once and, if necessary, show the video at a reduced playback speed. Then talk to the students, ask them if they understood what they heard, if they understood the message. Try to lead the discussion so that students come to the conclusion that the unicorn is an imaginary creature and that it can change according to the creativity and imagination of whoever imagines it.

**Activity C:** ask students to watch the video again and try to complete the sentences with the words in the box. If necessary, pause the sentences. Then, explore students' understanding of the commercial's text.

Answers:

- 1. unicorns
- 2. myth
- 3. wrong
- 4. people
- 5. popcorn
- 6. color
- 7. wings
- 8. world

**Notes:**

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**Post-listening**

**Activity D:** ask students to orally list other mythical creatures that they know about through films, comic books, the internet... Write the names of these creatures on the board.

**Some suggestions:**

*Pegasus, fairies, elves, Minotaur, mermaids, sphinx...*

**Notes:**

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## TEACHER'S GUIDE

### Reading (pages 4 to 6)

This section is divided into three subsections: pre-reading, reading and post-reading. In this section, the aim is for students to be able to read and understand short descriptive texts with the help of bilingual dictionaries and identify information present in them.

#### Pre-reading

**Activity A:** offer bilingual dictionaries to students so they can find word definitions. They can also do the activity by consulting colleagues in the classroom.

Answers:

(3)

(4)

(1)

(5)

(2)

**Activity B:** Introduce the character to the students, if they don't know her, tell them that UniKitty is a Lego character. Try to lead the discussion so that they realize that UniKitty is a mix of a cat and a unicorn, which resulted in the character's name.

**Notes:**

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### Reading

**Activity C:** ask students to read the text and try to understand it. Ask them to circle the words and expressions they don't know and look them up in a dictionary. Also encourage them to exchange ideas with other classmates in order to better understand the text.

**Activity D:** talk to students about their favorite UniKitty side and encourage them to tell you why they chose it. Consider and encourage all forms of expression through which students participate.

**Activity E:**

Answers:

E1- she rides in a spaceship.

E2- she has unhappy thoughts.

**Activity F:**

Answers:

Biznis Kitty

Queasy Kitty

UniKitty

Angry Kitty

Astro Kitty

## TEACHER'S GUIDE

### Post-reading

**Activity G:** lead students to the realization that each of the UniKitty faces is associated with their different personalities. Guide students to think of a new personality for UniKitty and then create a new name for her by agglutination or juxtaposition. Then guide them to draw this new personality.

#### Notes:

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### Grammar (pages 7 and 8)

In this section, students will study the use of adjectives in simple sentences. Use bilingual dictionaries so they can look up words they don't know. The unit is organized into five activities.

**Activity A:** ask students to find the phrases listed in the text in the previous section and circle the highlighted words in it. Discuss with them if they know what kind of words those are and what are their functions in the sentence.

**Activity B:** rewrite the highlighted sentences on the board and discuss with students the ways in which adjectives are used in English. Lead them to make inferences about the use of this grammatical class of words.

#### Activity C:

Answers:

C1- *blue spacesuit*

C2- *big, blue spaceship*

C3- *beautiful dresses*

C4- *big and white*

#### Activity D:

Answers:

D1- **unhappies**/Sometimes UniKitty has unhappy thoughts.

D2- **horses short**/ Ponies are like short horses.

D3- **black and big**/ Those unicorns are big and black.

D4- **sads**/ The girls are sad.

#### Activity E:

Answers:

E1- *The horses are big animals.*

E2- *There is a big, white unicorn in the book.*

E3- *UniKitty is a small character.*

## TEACHER'S GUIDE

### Writing (pages 8 and 9)

This section is divided into three subsections (pre-writing, writing and post-writing) and aims to mediate the production of a short descriptive text in which students will write characteristics of a unicorn that they will draw.

#### Pre-writing

**Activity A:** ask students to watch the video "Unicorns do exist!" again. Ask them to point out which unicorn was their favorite in the video and ask them why they chose it.

#### Notes:

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#### Writing

**Activity B:** ask students to draw a unicorn on a blank sheet of paper. Encourage them to be creative.

**Activity C:** rewrite the example's text on the board and show how the text describes the unicorn from Activity B. Give students examples of how they can describe their unicorns and point out some of their characteristics with adjectives. Also examples of syntactic structures that students can use to produce their descriptions. Consider the level of difficulty students have in carrying out the activity and the way they can express themselves in writing.

#### Notes:

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#### Post-writing

**Activity D:** When students have completed their descriptions, ask them to exchange the texts produced with their classmates and review their classmates' texts, giving suggestions on what can be improved.

#### Notes:

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### Speaking (page 10)

This section is divided into three subsections (pre-speaking, speaking and post-speaking) and aims to encourage students to produce an oral description of the unicorns they drew.

## TEACHER'S GUIDE

### Pre-speaking

**Activity A:** organize a mural with unicorns drawn by students. Request them to do not indicate the authorship of each unicorn.

**Activity B:** encourage students to think about how they will orally present their illustrations to the class. Encourage them to read aloud the descriptions they have produced to prepare themselves for their presentations.

**Notes:**

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### Speaking

**Activity C:** students will present their illustrations orally, encourage them to talk about elements of their unicorns so that other classmates can identify the illustrations through oral descriptions. Encourage other students to try to identify the unicorn that is being described.

**Notes:**

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### Post-speaking

**Activity D:** encourage students to evaluate their classmates' presentations in a respectful and friendly manner. Ask students to comment on the presentations, say who they think expressed themselves well, among other elements.

**Notes:**

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### Just for fun! (page 10)

**Activity A:** Show the trailer for the film "The last unicorn" to the students. If there is time, organize a session for students to watch the film at school. Otherwise, suggest that, given their possibilities, they can watch the film at home if they can afford it.

**Trailer link:** <https://www.youtube.com/watch?v=BpPy8TAGgIA>

**Notes:**

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## TEACHER'S GUIDE

### Self-assessment (page 11)

The objective of this section is to conduct students' self-evaluation of their learning process during the time they developed the activity in this unit and reflect on what they can or need to improve. Guide students to be honest about their perception of this learning process.

**Activity A:** students will mark how they evaluate their performance in each section of the unit.

**Activity B:** students will mark the options they can use to improve their English learning.

**Notes:**

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### Learning assessment

On the next page there is a table developed to evaluate student learning during the development of the unit. Below is a suggested rating scale for students performance in the sections of the unit:

**0.0** - The student was unable to develop the activities or did not attend classes.

**0.5** - The student tried to develop the activities, but was unsuccessful in most of what he produced.

**1.0** - The student performed the activities regularly, but with a lot of errors.

**1.5** - The student performed the activities satisfactorily and with few errors.

**2.0** - The student developed the activities in a completely satisfactory manner and with very few errors.

**Notes:**

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## TEACHER'S GUIDE

Learning Assessment																
Students	Listening			Reading			Grammar			Writing			Speaking			Score
	0	0.5	1	1.5	2	0	0.5	1	1.5	2	0	0.5	1	1.5	2	



**APPENDIX 2**

**UNIT 2**

**Deeper and deeper!**

# UNIT 2

Image 6: LEGO Killer Whale



Source: Brick Owl, 2023.

**Deeper and deeper!**

# Warm up!

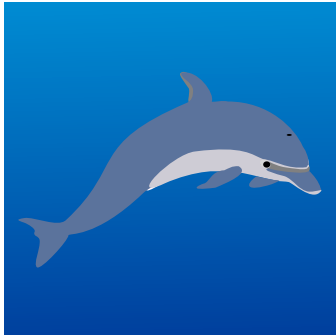
A. How about playing a **memory game** to learn the names of some sea creatures?

Cut out the cards with the images and words, arrange them with the images facing down and invite a classmate to play with you.

Whoever makes the most pairs will win the game!

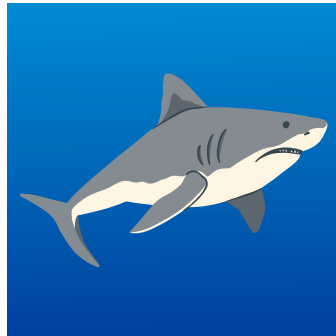
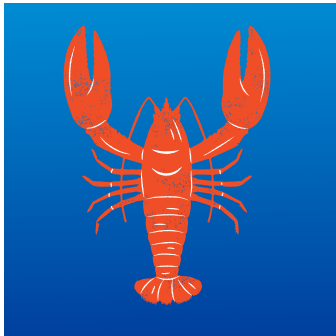
In this unit you will:

- Develop Listening, Reading, Writing and Speaking skills;
- Learn vocabulary related to sea animals;
- Learn to produce and use comparative adjectives;
- Produce a Fact File;



**DOLPHIN**

**SEAL**



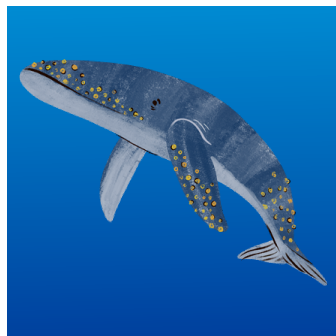
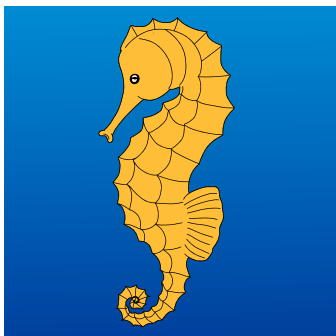
**LOBSTER**

**SHARK**



**OCTOPUS**

**TURTLE**



**SEAHORSE**

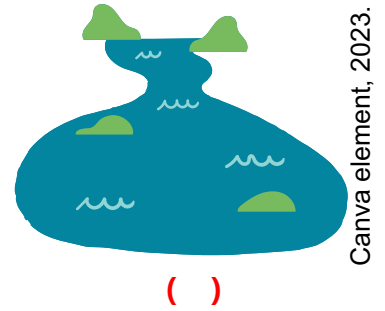
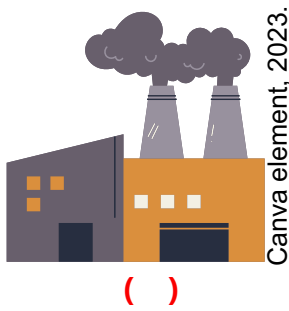
**WHALE**

## Pre-listening

**A.** Talk to your teacher and classmates, do you think most people take care of rivers, seas and other water sources adequately? Try to explain your opinion.

**B.** Match the words and expressions with the images below.

1. Factories    2. Garbage    3. River    4. Washing clothes



## Listening

**C.** Watch the video below and try to understand what is being said.



Tap on the TV or point your smartphone at the QR Code to watch the video.

**D.** The video shows that water waste can happen in which of the situations listed below?

- ( ) drinking water
- ( ) washing clothes, utensils and animals in water bodies
- ( ) when some factories allow waste to flow
- ( ) washing clothes once a week in our houses
- ( ) throwing garbage into rivers and lakes
- ( ) taking shower everyday

## Post-listening

**E.** Talk to your teacher and classmates **what ways water is an important part of our lifes?** Do a list with the answers in your notebook.

## Pre-reading

A. Talk to your teacher and classmates:

1. Have you ever traveled to the sea?
2. How deep do you think a human can dive?

## Reading

B. Read the text **Exploring the Depths on the next page** and try to understand it. You can consult a dictionary if you need to. Exchange information with your classmates to better understand the text.



C. According to the text, in which zone of the ocean can turtles and killer whales be found?

---

D. What is the name of the deepest zone in the ocean?

---

E. Mark the correct answer and complete the sentences.

1. The Midnight Zone is deeper than the \_\_\_\_\_.  
 Abyss Zone    Twilight Zone
2. The Abyss Zone is deeper than the \_\_\_\_\_.  
 Midnight Zone    Hadal Zone
3. The Twilight Zone is deeper than the \_\_\_\_\_.  
 Abyss Zone    Sunlight Zone



## EXPLORING THE DEPTHS



Dive in the ocean with Ella, Steve and their friends. What will they find? Hop aboard the Artic Explorer Ship and discover new things. Can you see a shipwreck here?

Still looking for a shipwreck? Check page 27 for the answers.



WHOA! THE SHIP IS A BIT ROCKY!

SO COOL TO SEE THEM THIS CLOSE.

**650 FT (200M)**

### SUNLIGHT ZONE

Many creatures live in shallow waters, including enormous sharks and whales.

TURTLE



KILLER WHALE



SPERM WHALE



SHARK



**3,280 FT (1,000M)**

### TWILIGHT ZONE

The deeper you dive, the darker it gets. It's harder for sunlight to get through.

LET'S EXPLORE DEEPER!

702 FT (214M): DEEPEST FREE DIVE

OCTOPUS



SWORDFISH



**13,100 FT (4,000M)**

### MIDNIGHT ZONE

Many animals thrive here despite the almost complete darkness.



BLOBFISH



SEA SPIDER



**19,700 FT (6,000M)**

### ABYSS

It's called that because there's no light here. Still, the abyss hides a rich, natural environment.



ANGLER FISH



SHRIMPS



**36,000 FT (11,000M)**

### HADAL ZONE

Named after Hades - the Greek god of the underworld. Few people have visited it. What secrets does it hide?

DEESEA CHALLENGER 35,787 FT (10,908M)



TUBE WORMS



### BUILD YOUR SEA CREATURE

Imagine what animals hide in the Hadal Zone. Use your LEGO® bricks to build one!



**F.** According to the text, mark on the table the location of sea creatures in each of the oceans the depth zones.

Sea Creatures	Sunlight Zone	Twilight Zone	Midnight Zone	Abyss Zone	Hadal Zone
Angler fish					
Blobfish					
Killer whale					
Octopus					
Sea spider					
Tube worms					
Turtle					

## Post-reading

**G.** Search and write the names of the oceans on our planet.

---



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**H.** Wich ocean bathes Brazilian territory?

---

## Comparative

A. Read the following sentences:

1. A shark swims **faster** than a turtle.
2. An octopus dives **deeper** than a whale.
3. A swordfish is **bigger** than a shrimp.
4. Many people think that Hadal Zone is **more interesting** than the Sunlight Zone.

B. See how to produce some comparative adjectives:

With one-syllable adjectives we usually add **-er**:

clean → cleaner  
old → older  
slow → slower

When adjective ends in -e, we add **-r**:

nice → nicer  
safe → safer

When adjective ends in a vowel and a consonant, we usually double the consonant:

hot → hotter  
big → bigger

For adjectives with two or more syllables, if a two-syllable adjective ends in a consonant and -y, we change -y to -i and add -er:

happy → happier  
noisy → noisier  
easy → easier

We use **more** to make comparative forms for most other two or more syllable adjectives

crowded → more crowded  
stressful → more stressful

The adjectives *good*, *bad* and *far* have irregular comparative forms:

good → better  
bad → worse  
far → further/farther

When we want to say which person or thing we are comparing with, we can use **than**:

Their house is cleaner **than** ours.  
Traffic is slower in the city **than** in the countryside.  
After the race I was more tired **than** Anne.



C. Read the sentences and circle the correct answers, and then complete them with the correct answers.

1. Sharks are \_\_\_\_\_ than turtles. **bigger / big / bigger**
2. Shrimps dive \_\_\_\_\_ than killer whales. **deeper/ deep/ more deep**
3. Clown fishes are \_\_\_\_\_ than puffer fishes. **more beautiful / beautifuler / most beautiful**
4. Hot water is \_\_\_\_\_ than cold water for swimming! **more good / gooder / better**

D. Connect the sentences with the appropriate comparative adjective.

I'm \_\_\_\_\_ than my brother.

**BIGGER**

It was \_\_\_\_\_ yesterday than today.

**TALLER**

Apples are \_\_\_\_\_ than grapes.

**SUNNIER**

E. Make it right!

Find the mistake in each sentence and rewrite it correctly.

1. Sharks are more fast than whales.

---

2. Do you think swimming is exciting than diving?

---

3. Their boat is more big than our.

---



Animal fact file, YouTube, 2023.


## Pre-writing

- A. Do you know what is a **Fact File**? Talk to your teacher and classmates.
- B. Watch the video on the QR Code to see some examples of Fact Files.

## Writing

- C. Now you will produce a Fact File about sea animals. Choose an animal you like, cut out images, colored paper, grab pencils and markers and get to work! Don't forget to research essential information about this animal. Observe the following example:

### *White Shark*

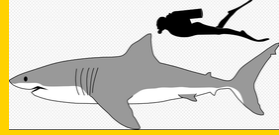


Cut and paste images or photos of the animal.

**Scientific name:**  
*Carcharodon carcharias*

**Size:** up to 6.1 meters


**Weight:** up to 2,268 kg



Write other interesting information about the animal.

**Life expectancy:** 70 years  
**Speed:** 25 km/h  
**Food:** fish, seals, sea lions, dolphins, turtles and sea birds.  
**Predators:** killer whales

Natural distribution of white sharks in blue.



Write the habitat of this animal.

Produced with Canva, 2023.

## Post-writing

- D. After you and your classmates finish producing your fact files, your teacher will organize a wall to display the works for the entire class. Appreciate the fact files produced by your classmates.

## Pre-speaking

- A.** Do you know the game Top Trumps? Have you ever played it?
- B.** In this section you will play an adaptation of the game Top Trumps with sea animals. How about reading the game instructions?

## Sea Animals Top Trumps

1. Each of the cards has four characteristics of a marine animal.
2. You and a classmate will shuffle the twelve cards and divide them equally between you. Six cards for each.
3. Each of you will arrange your cards so that you only see the first of your cards.
4. You will decide who will be the first to start playing for "odd or even".
5. The first person to start playing chooses one of the characteristics of the sea animal on the card.
6. The one with the highest characteristic wins.
7. The winner gets the classmate's card and places it at the bottom of their pile of cards.
8. The round ends when one of the participants has only two cards and the winner will be the one with the most cards.

Produced for educational purposes with Canva, 2023.

## Speaking

- C.** Now it's your turn to play!

Pair up with one of your classmates, cut out the Top Trumps cards on the next pages and follow the rules to play. During the game, use expressions such as "[...] faster than", "[...] heavier than", "[...] bigger than".

## Post-speaking

- D.** Talk to your teacher and classmates: what is your favorite sea animal? Why?



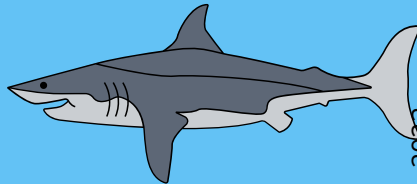
## BLUE WHALE



Canva, 2023.

**Size:** 30 meters  
**Weight:** 180 tons  
**Speed:** 30 Km/h  
**Lifetime:** 90 years

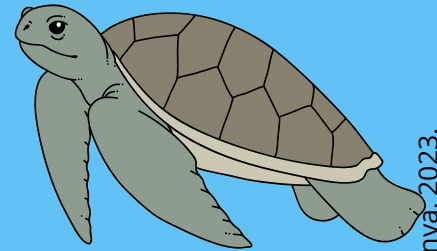
## WHITE SHARK



Canva, 2023.

**Size:** 6,1 meters  
**Weight:** 2,268 Kg  
**Speed:** 25 Km/h  
**Lifetime:** 70 years

## LEATHER TURTLE



Canva, 2023.

**Size:** 2,2 meters  
**Weight:** 562 Kg  
**Speed:** 35 Km/h  
**Lifetime:** 80 years

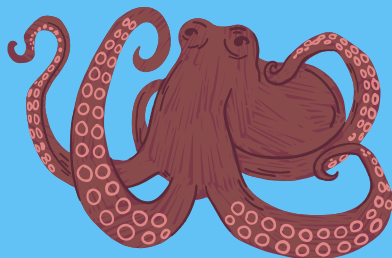
## LEOPARD SEAL



Canva, 2023.

**Size:** 3,6 meters  
**Weight:** 350 Kg  
**Speed:** 25 Km/h  
**Lifetime:** 26 years

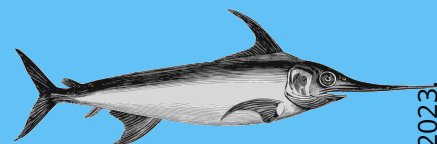
## GIANT OCTOPUS



Canva, 2023.

**Size:** 3 meters  
**Weight:** 20 Kg  
**Speed:** 40 Km/h  
**Lifetime:** 5 years

## SWORDFISH

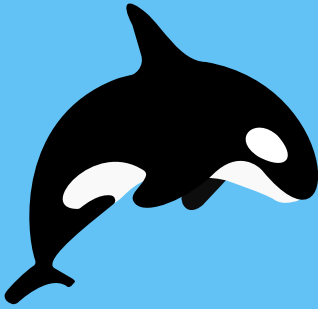


Canva, 2023.

**Size:** 2,1 meters  
**Weight:** 115 Kg  
**Speed:** 130 Km/h  
**Lifetime:** 16 years



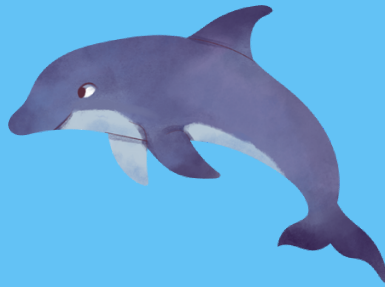
## KILLER WHALE



Canva, 2023.

Size: 8 meters  
Weight: 4 tons  
Speed: 56 km/h  
Lifetime: 90 years

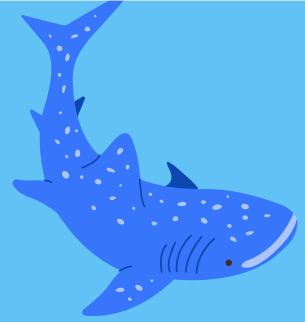
## DOLPHIN



Canva, 2023.

Size: 2,6 meters  
Weight: 160 Kg  
Speed: 60 Km/h  
Lifetime: 40 years

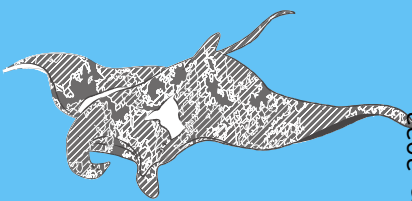
## WHALE SHARK



Canva, 2023.

Size: 10 meters  
Weight: 13 tons  
Speed: 5 Km/h  
Lifetime: 80 years

## MANTA RAY



Canva, 2023.

Size: 7 meters  
Weight: 1,600 Kg  
Speed: 24 Km/h  
Lifetime: 40 years

## COLOSSAL SQUID



Canva, 2023.

Size: 14 meters  
Weight: 495 Kg  
Speed: 32 Km/h  
Lifetime: 2 years

## SUNFISH



Canva, 2023.

Size: 1,8 meters  
Weight: 2,000 Kg  
Speed: 3,2 Km/h  
Lifetime: 10 years

# Just for fun!

A. How about watching a movie about sea animals?

A Turtle's Tale: Sammy's Adventures (known as Sammy's Adventures: The Secret Passage in the progress) is a 2010 Belgian-French 3D computer-animated romantic adventure film co-written and directed by Ben Stassen. As he strolls through the ocean shortly after his birth on a California beach, Sammy the sea turtle finds and loses the love of his life, a beautiful newborn named Shelly. During the epic journey across the oceans that all turtles must undertake before returning to the beach where they were born, Sammy avoids all dangers in the hope of seeing Shelly again.







Image 7: A turtle's tale poster



Source: Wikipedia, 2023.

# Self-assessment

A. How did you perform in each section of this unit?

Unit sections				
Listening				I did it very well!
Reading				
Grammar				I have some doubts.
Writing				
Speaking				I still don't know.

B. What could you do to improve your English learning process?

- Read more.
- Do more activities.
- Solve doubts with the teacher.
- Exchange ideas with classmates.
- Listen to music and audio in English.

**UNIT 2**

This unit was developed for Modern Foreign Language (English) classes in the 6th year of nine-years Elementary School in the context of Brazilian Basic Education and was developed considering children and adolescents between the Pre-A1 and A1 Movers proficiency levels on the scale of Cambridge Assessment English qualifications.

The unit is divided into eight sections: Warm up!, Listening, Reading, Grammar, Writing, Speaking, Just for fun! and Self-assessment. Throughout the unit, students are expected to develop vocabulary related to sea animals; be able to understand words and ideas in short audio files; be able to read and understand short informative texts with the support of bilingual dictionaries; understand and apply the structure of comparative adjectives in sentences and short expressions; produce fact files; be able to communicate orally during games with classmates and self-assess their learning in this process.

**Cover**  
Explore the cover of the unit, ask students if they know the animal and toy that appear there, talk to students and ask if they understand the expression they read there.

**Notes:**

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**Warm up!** (page 2)  
Introduce the unit to the students, tell them what they will study in the next classes. Ask students to cut out the cards that make up the Memory Game, explore the images and vocabulary, then ask them to organize themselves into pairs and play the game.

**Notes:**

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**Listening** (page 3)  
This section is divided into three subsections (Pre-listening, Listening and Post-listening) and aims to develop in students the ability to understand short audios and identify explicit information in them.

**Notes:**

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## UNIT 2

### Pre-listening

**Activity A:** discuss with students the way in which people pollute the planet's different water sources and the impacts caused by humans on aquatic environments.

### Activity B:

Answers:

(4) (1) (2) (3)

### Notes:

### Listening

**Activity C:** ask students to watch the video "How does water get dirty?" and ask them to understand the information they hear. Repeat the video as many times as necessary and, if necessary, also play it at reduced speed.

### Activity D:

Answers:

( ) *drinking water*

(X) *washing clothes, utensils and animals in water bodies*

(X) *when some factories allow waste to flow*

( ) *washing clothes once a week in our houses*

(X) *throwing garbage into rivers and lakes*

( ) *taking shower everyday*

### Notes:

### Post-listening

**Activity E:** discuss with students how water is important in our lives. Listen to their answers and help them list them.

### Reading (pages 4 to 6)

This section is subdivided into three subsections (Pre-reading, Reading and Post-reading) and aims to develop in students the reading of informative text with a focus on identifying explicit information.

### Pre-reading

**Activity A:** Read the questions to students and listen to their answers considering the ways in which students express themselves.



## UNIT 2

### Reading

**Activity B:** ask students to read the article “Exploring the Depths” and try to understand it. Ask students to circle unfamiliar words and look them up in a bilingual dictionary. Encourage students to exchange ideas with their classmates about information contained in the text.

**Activity C:**

*Answer: They can be found in Sunlight Zone.*

**Activity D:**

*Answer: Hadal Zone is the deepest zone in Oceans.*

**Activity E:**

*Answers:*

*E1- Twilight Zone*

*E2- Midnight Zone*

*E3- Sunlight Zone*

**Activity F:** ask students to identify the sea zone where each of the sea creatures lives according to the article they read.

*Answers:*

*Angler fish: Abyss Zone*

*Blobfish: Midnight Zone*

*Killer whale: Sunlight Zone*

*Octopus: Twilight Zone*

*Sea spider: Midnight Zone*

*Tube worms: Hadal Zone*

*Turtle: Sunlight Zone*

**Notes:**

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### Post-reading

**Activity G:** encourage students to look up the names of Earth's oceans in atlases, the Internet, or other sources.

*Answer:*

*Atlantic Ocean, Antarctic Glacial Ocean, Arctic Glacial Ocean, Indian Ocean and Pacific Ocean.*

**Activity H:**

*Answer:*

*Atlantic Ocean.*

*Notes:*

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## UNIT 2

### **Grammar** (pages 7 and 8)

The section is organized into five activities that aim to promote understanding of the syntactic structure of comparative adjectives and their rules of use.

**Activity A:** Transcribe the phrases from the activity on the board and ask students to observe the way comparative adjectives are used. Explain to them the function of adjectives and the way they are inserted into sentences in English.

**Activity B:** Present the examples from the unit and the use of the syntactic structure of comparative adjectives to the students so that they can understand it and ask the teacher any questions.

#### **Activity C:**

Answers:

C1- bigger

C2- deeper

C3- more beautiful

C4- better

#### **Activity D:**

Answers:

*I am taller than my brother.*

*It was sunnier yesterday than today.*

*Apples are bigger than grapes.*

#### **Activity E:**

Answers:

E1- more fast/faster

E2- exciting/more exciting

E3- more big/bigger

#### **Notes:**

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### **Writing** (page 9)

This section is organized into three subsections (pre-writing, writing and post-writing) and aims to guide students in producing a Fact File about marine animals.

#### **Pre-writing**

**Activity A:** Talk to students about the Fact File genre, ask if they know it and if they have already produced one.

**Activity B:** Instruct students to watch the video “Animal Fact File for school students” so they can better visualize the genre they will produce.

## UNIT 2

### Writing

**Activity C:** Guide students to choose a marine animal of their choice and research information about it (size, height, weight, scientific name, life, speed, diet, place of occurrence...). Ask students to obtain images related to the animal and, with the help of pens and colored paper, organize this information into Fact Files.

**Notes:**

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### Post-writing

**Activity D:** organize a wall with Fact Files produced by students and encourage them to appreciate and comment on their classmates' productions.

**Notes:**

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### Speaking (pages 10 to 12)

The section is divided into three subsections (Pre-speaking, Speaking, Post-speaking) and aims to promote students' oral interaction through an adaptation of the Top Trumps game.

#### Pre-speaking

**Activity A:** ask students if they know the game Top Trumps and if they have ever played this game.

**Activity B:** help students read and understand the game instructions and assist them with any questions they may have. It would be interesting to project the text and promote a collective reading.

**Notes:**

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#### Speaking

**Activity C:** ask students to organize themselves into pairs, cut out the cards on pages 11 and 12 of the unit and interact according to the game instructions. It is important to guide them to communicate during the game by talking about the information present on the cards.

**Notes:**

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## UNIT 2

### Post-speaking

**Activity D:** at the end of the activity, talk to students about their perceptions of the animals on the cards, which one they liked best and why.

**Notes:**

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### Just for fun! (page 13)

**Activity A:** Show the trailer for the film “A Turtle’s Tale: Sammy’s adventures” to the students. If there is time, organize a session for students to watch the film at school. Otherwise, suggest that, given their possibilities, they can watch the film at home if they can afford it.

**Trailer link:** [https://www.youtube.com/watch?v=\\_AcSjz340SI](https://www.youtube.com/watch?v=_AcSjz340SI)

**Notes:**

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### Self-assessment (page 13)

The objective of this section is to conduct students' self-evaluation of their learning process during the time they developed the activity in this unit and reflect on what they can or need to improve. Guide students to be honest about their perception of this learning process.

**Activity A:** students will mark how they evaluate their performance in each section of the unit.

**Activity B:** students will mark the options they can use to improve their English learning.

**Notes:**

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### Learning assessment

On the next page there is a table developed to evaluate student learning during the development of the unit. Below is a suggested rating scale for students performance in the sections of the unit:

**0.0** - The student was unable to develop the activities or did not attend classes.

**0.5** - The student tried to develop the activities, but was unsuccessful in most of what he produced.

**1.0** - The student performed the activities regularly, but with a lot of errors.

**1.5** - The student performed the activities satisfactorily and with few errors.

**2.0** - The student developed the activities in a completely satisfactory manner and with very few errors.

**Notes:**

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**UNIT 2**

**Learning Assessment**

Students	Listening			Reading			Grammar			Writing			Speaking			Score		
	0	0.5	1	1.5	2	0	0.5	1	1.5	2	0	0.5	1	1.5	2			