

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras – FALE

Curso de Especialização em Ensino de Inglês – CEI

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LEADERS OF LEARNING

Belo Horizonte

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LEADERS OF LEARNING

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

Orientador Prof. Dr. Ricardo Augusto de Souza

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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 15:45 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 **Leaders of Learning**, apresentado por **Patrícia Aparecida Mello Saheli**, 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). Luciana de Oliveira Silva, indicou a (X) **aprovação**/ () **reprovação** do(a) candidato(a).

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

Nota: 90

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](#).



Documento assinado eletronicamente por **Luciana de Oliveira Silva, Professora do Magistério Superior**, em 06/12/2023, às 17:23, 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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To my psychologist Vera Senatro who made me believe I could come back to the job market and study again, giving me all the support, I needed during this journey.

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Thank you for being a part of this academic journey.

Sincerely,

Patricia A. Mello Saheli

RESUMO

Este trabalho foi desenvolvido para a Universidade Federal de Minas Gerais como parte do curso de especialização em Língua Inglesa. O principal objetivo deste foi a criação de duas unidades didáticas destinadas ao ensino da língua inglesa para adultos, classificados como A2 conforme os parâmetros da CEFR (*Common European Framework*). As unidades abordaram as estruturas gramaticais do *Present Simple (I am diferente, not less)* e *Past Simple (Disabled really?)*, utilizando como temáticas centrais o espectro autista e a cegueira. O enfoque pedagógico buscou integrar aspectos linguísticos com questões sociais e de inclusão, proporcionando aos alunos uma abordagem enriquecedora e sensível ao lidar com tópicos tão relevantes, levando em consideração as quatro habilidades do idioma. Foram considerados aspectos de multiletramento e multimodalidades assim como o uso de ferramentas tecnológicas. A abordagem comunicativa norteou todo o trabalho, praticando as partes gramaticais de modo indutivo, as unidades foram confeccionadas utilizando material autêntico em Língua Inglesa.

Palavras-chave: especialização; língua inglesa; unidades didáticas; abordagem comunicativa; autismo; cegueira.

ABSTRACT

This work was developed for Universidade Federal de Minas Gerais as part of the specialization course in English. The main objective of this was the creation of two didactic units aimed at teaching the English Language to adults, classified as A2, according to the CEFR (Common European Framework) parameters. The units addressed the grammatical structures of Present Simple (I am different, not less) and Past Simple (Disabled, really?), using the autism spectrum and blindness as central themes. The pedagogical approach sought to integrate linguistics aspects with social and inclusion issues, providing students with an enriching and sensitive approach when dealing with such relevant topics, considering the four language skills. Multiliteracy and multimodality aspects were considered, as well as the use of technological tools. The communicative approach guided the entire work, teaching the grammatical parts inductively, the units were created using authentic material in the English language.

Keywords: specialization; english language; didactic units; communicative approach; autism; blindness.

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INTRODUCTION

How could I contextualize the themes in the developed units and encourage students to take responsibility for their learning?

What motivated the choice of the topics proposed in the units was a feeling of trying to think outside the box. We have always learned and taught for a group considered normal and hardly ever stop to think about how people with so-called disabilities develop their learning path. All the subjects presented during our specialization course brought something that raised awareness and reflection about the topics proposed in both units. From multiliteracies, passing by neuroscience and learning how to learn, second language acquisition, and so on. One of the greatest advantages of teaching languages is that we can talk about anything, choosing a topic is something that goes deep inside our beliefs and feelings.

The choice of the Communicative Approach as the foundational pedagogical framework for developing both units for this A2 (according to the CEFR) ESL course for adults is based on its proven effectiveness in facilitating language acquisition and promoting communicative competence. This approach focuses on meaningful communication, interactive learning, and real-life language use, which are particularly beneficial for learners at this proficiency level.

The implementation of multiliteracies in some activities promotes the active role of learners in the learning process. Some digital tools were incorporated as ideas to promote students' agency. The activities were developed in a way that students should take greater responsibility for their learning and actively participate in problem-solving and creativity.

The speaking session brought meaningful discussions while exploring various perspectives on important issues, it encourages critical thinking, research, and the development of persuasive communication skills.

Creative writing activities were used in the units, transcending conventional writing, and encouraging individuals to explore language, structure, and narrative. This way communicates unique perspectives and experiences with the world.

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After all mentioned above I decided to name it, *Leaders of Learning*.

LEADERS OF LEARNING



UNIT 1 – DISABLED, REALLY?

GETTING STARTED



- What do you call a person who can't see?
- How do you feel when you see a blind person in the street?
- What do you think would be the most difficult thing for a blind person to do?

BEFORE READING

- 1) Look at these three movie posters. Do you know them? What do they have in common?



[]



[]



[]

- 2) Read the following descriptions and match them according to the picture.

- a) It is a 1992 American drama film that tells the story of a student who takes a job as an assistant to a blind, medically retired Army lieutenant colonel.
- b) It is a 2004 American biographical musical drama film focusing on 30 years in the life of rhythm and blues about a famous visually impaired musician.
- c) It is a 2008 English-language thriller film about a society that suffers an epidemic of visual impairment.



Set in motion!



What do you know about Hellen Keller? Can you guess which sentences are true about her life?

- () Helen Keller was born in the 19th century.
- () She lost her sight and hearing due to an illness when she was a baby.
- () She learned to communicate using sign language.

VOCABULARY IN CONTEXT

1) Take a look on page 8. Match the words found in the text with their definitions.

- | | |
|------------------|---|
| a) advocate | () unable to hear |
| b) illness | () represents a group who may need extra help. |
| c) deaf | () the ability to see |
| d) hearing | () the end of life |
| e) scarlet fever | () a disease of the body or mind |
| f) death | () Latin expression meaning "with praise" |
| g) eyesight | () infectious illness with high body temperature |
| h) cum laude | () the ability to hear |

Pronunciation

Deaf - /def/

Death - /deθ/



READING COMPREHENSION

American educator Helen Keller overcame the adversity of being blind and deaf to become one of the 20th century's leading humanitarians as well as co-founder of the ACLU¹.

1- American Civil Liberties Union

- 1) This is Hellen Keller's biography. Match the titles listed below to the right paragraph

[Helen Keller - Family, Quotes & Teacher](#)

- 1- Keller's teacher
2- Who was Hellen Keller?
3- Education
4- Loss of sight and hearing
5- Early life and family

Helen Keller was an American educator, **advocate** for the blind and deaf and co-founder of the ACLU. Stricken by an **illness** at the age of 2, Keller was left blind and **deaf**. Beginning in 1887, Keller's teacher, Anne Sullivan, helped her make tremendous progress with her ability to communicate.

Keller was born on June 27, 1880, in Tuscumbia, Alabama. Keller was the first of two daughters born to Arthur H. Keller and Katherine Adams Keller. She also had two older stepbrothers. She was born with her senses of sight and **hearing** and started speaking when she was just 6 months old. She started walking at the age of 1.

Keller lost both her sight and hearing at a very young age. In 1882, she contracted an illness — called "brain fever" by the family doctor. The true nature of the illness remains a mystery today, though some experts believe it might have been **scarlet fever** or meningitis.

Keller worked with her teacher Anne Sullivan for 49 years, from 1887 until Sullivan's **death** in 1936. Sullivan began by teaching Keller finger spelling, starting with the word "doll," to help Keller understand the gift of a doll she had brought along. Other words would follow.

Keller became determined to attend college. She studied at Radcliffe College. There, she was accompanied by Sullivan, who sat by her side to interpret lectures and texts. By this time, Keller had mastered several methods of communication, including touch-lip reading, Braille, speech, typing, and finger-spelling. Keller went on to college, she graduated, **cum laude**, from Radcliffe College in 1904, at the age of 24. She was awarded the Medal of Freedom in 1964. She died on June 1, 1968

Now that you have read Hellen Keller's biography, go back to the GET IN MOTION section. Can you complement the board with other words and facts?

CHECK

2) **According to the text, are the sentences below Right, Wrong? If there is not enough information choose Doesn't Say.**

a) Hellen Keller was born blind and deaf.

() right () wrong () doesn't say

b) Hellen Keller lived until the age of 68 years old.

() right () wrong () doesn't say

c) Hellen Keller was able to attend college by herself.

() right () wrong () doesn't say

d) Hellen Keller had a very close relationship with her stepbrothers.

() right () wrong () doesn't say

e) Sullivan began by teaching Hellen Keller the touch-lip communication.

() right () wrong () doesn't say

After reading



Do you know any famous person, who is blind, in your country?

In your opinion, what is the most difficult thing about being blind?



Grammar rules!

Go back to Hellen Keller's biography then, answer the following:

1) Is the text talking about something happening now?

2) Write a sentence from the text to justify your answer.

3) Read the sentences below and based on them, mark (✓) the sentences that are true according to the use of **PAST SIMPLE**.

- Keller **was born** on June 27, 1880
- Keller **lost** both her sight and hearing at a very young age
- She **graduated**, cum laude, from Radcliffe College in 1904
- She also **had** two older stepbrothers

() We use past simple to describe an action/ event that started and finished in the past. Often with a time reference e.g., *last year, years ago, etc.*

() We use past simple to describe a routine action or habit.

() We use past simple to describe an action happening now.

() We use past simple for many kinds of past events: short, quickly finished actions, longer situations, and repeated events.

4) Go back Hellen Keller's biography and find the Past Simple form of the following verbs:

a) _____

b) _____

c) _____

d) _____

e) _____

LOSE BEGIN STUDY
GO START

Time to Figure Out! Verb Tense

Tense refers to how the form of a verb expresses time. In English, there are only two tenses, present and past, because the verb form itself changes. Take a look at those verbs from the text.

- Keller **worked** with her teacher Anne Sullivan for 49 years.
- Keller **went** on to college.

5) Which verb tense do you find in both sentences?

6) Some verbs are called regular and some verbs are called irregular (form change), based on this information try to classify the verbs from exercise 4.

REGULAR

IRREGULAR



Now, look at the irregular verbs and circle the correct answer:

- Irregular verbs **do** / **don't** have a standard form
- There **is** / **isn't** a rule for irregular verbs spelling in the PAST SIMPLE.

Go to the end of this unit to find a list of irregular verbs.



Brush up on!

It's time to understand the spelling rules for regular verbs in the PAST SIMPLE!
Complete the information that is missing.

Regular verbs in the past simple end in _____

If the verb ends in E we just add _____

If the verb ends in a consonant + Y (STUD**Y**) we add _____

If the verb ends in a vowel + Y (PLA**Y**) we add _____

If the verb ends in a consonant + vowel + consonant and the last syllable is stressed we double the last consonant and we add (STOP- STOP**P**....)_____

Pronunciation of ED

/ɪd/	/t/	/d/
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;"> T wanted D needed </div> <p>* Voiced Sound = uses the vocal cords and they produce a vibration or humming sound in the throat. <i>(Touch your throat to feel it)</i></p>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;"> P helped K looked F sniffed GH laughed SH washed CH watched SS kissed C danced X fixed </div> <p style="text-align: center;">VOICELESS</p>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;"> L called N cleaned R offered G damaged V loved S used Z amazed B rubbed M claimed </div> <p style="text-align: center;">VOICED *</p>
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;"> Words that end in a vowel sound use the /ɪd/ pronunciation for ED. e.g. -- followed -- enjoyed -- played -- tried -- continued </div>		
www.grammar.cl	www.woodwardenglish.com	©



7)

There are three ways to pronounce a regular verb in the past. Go back to exercise 6 and decide which column to put them. Add TWO more examples.

/ɪd/	/d/	/t/

PRACTICE MAKES PERFECT!

8) Today, people who are deaf and blind can receive a standard education. Schools and organizations help them make the necessary adaptations. You are going to read some texts about blind people. Complete them using the verbs given in the correct space in the PAST SIMPLE. **Check the irregular verbs list at the end of this unit.**

TEXT 1

This Blind Guy Became a Professional Surfer Using an Unusual Technique

SEND	HAVE	SAY	WAN I'	LEARN
HELP	DREAM	BE	I'ELL	GO



Image créditos: foxspoits.com.au

Even before Derek Rabelo was born, his father
 1 _____ that he would become a
 surfer. He even named him after Derek Ho, the first
 Hawaiian world surfing champion. However, Derek
 2 _____ born blind due to glaucoma

and his dad's dream 3 _____ to be put

on hold. The young Brazilian always 4 _____ to surf, too. When at the age
 of 17 (now 23) he 5 _____ about his dad's dream, he decided it was time

to make it a reality. Bored Panda reached out to him to talk about his extraordinary
 journey.

"Firstly, my dad encouraged and 6 _____ me," Derek 7 _____

Bored Panda. "We 8 _____ to the ocean together in the mornings. However,

he 9 _____ me to a surf course to learn and practice more. I have also
 practiced a lot with my friends. They always consider me just as themselves."

"I listen to the ocean and feel it," 10 _____ Derek. "And every single part of a
 wave makes different noises. So, I can decide which side of the wave I should surf
 towards. If you have a dream, you have to believe in yourself. Otherwise, you cannot
 do it. I believe all of us have strong senses given by God. Use them with passion and
 perseverance."

Text 2

How LEGO Helps Blind People See

REQUIRE	BECOME	THINK	CREATE	ENJOY
---------	--------	-------	--------	-------



Matthew Shifrin works to make LEGO kits accessible to blind people. Along with help from his family friend Lilya Frinkel, Shifrin ¹ _____ an expert LEGO model builder, developing a scheme

to translate visual LEGO assembly instructions into Braille. Shifrin wrote: Lilya could make just about anything accessible for the blind. Making things accessible was a challenge she

² _____, but LEGO was different. It was impossible to Braille the blueprints. The instruction manuals had no words, and they were too complicated to be turned into raised-line drawings. Building a model ³ _____ so many steps that I couldn't copy them all.

LEGO was the only thing that stubbornly resisted adaptation. Or so I ⁴ _____.

For my thirteenth birthday, Lilya had custom-made instructions for the *Battle of Almut*, a Middle Eastern domed castle. How had she done it? Where did she find text-based instructions? It turned out that she didn't find them--she

⁵ _____ them! Lilya wrote out the instructions step by step, describing every blueprint, giving names to every kind of LEGO piece, and figuring out the most logical sequence for a blind person to follow. She also sorted the LEGO pieces, putting the pieces necessary for each step into a Ziploc bag and labeling each bag in Braille.



Look at these sentences taken from TEXT 2:

- Where **did** she **find** text-based instructions?
- It turned out that she **didn't find** them, she created them!

With verbs other than to be, we use the auxiliary verb _____ to ask questions. And we use _____ + _____ = _____ to write sentences in the negative form.

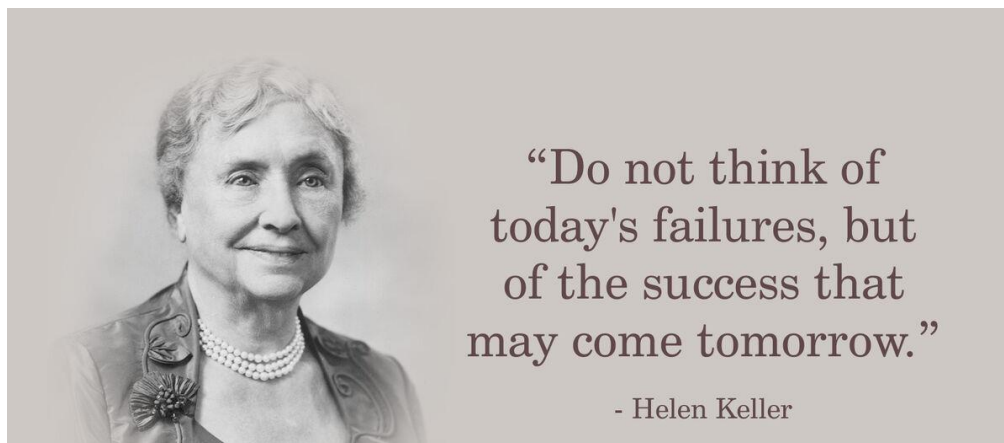
Now, complete the sentences:

Hellen Keller, Derek and Mathew (not be) _____ able to see, but they (not give up) _____. They (trust) _____ their feelings and helpers.
 _____ you _____ (know) them?

Grammar self-check

Check the sentences that are true for you for UNIT 1 - Grammar rules!

- () I can identify the verbs in the PAST SIMPLE tense.
- () I know how to use the verbs in the PAST SIMPLE tense.
- () I know the spelling rules for the regular verbs in the PAST SIMPLE tense.
- () I know how to ask questions in the PAST SIMPLE TENSE.
- () I know how to make negative sentences in the PAST SIMPLE TENSE.





LISTENING TIME

How can technology help improve our quality of life? Think and talk about it with your teacher and colleagues.

You are going to listen to a part of the TED talk given by Inventor and IBM Fellow, Chieko Asakawa, who's blind. Check the options that best answer the questions in Part 1 and 2.



Part 1 – How she lost her vision

a) What kind of conversation is this?

() presentation () interview () tutorial

b) Which period of her life did she talk about?

() childhood () teenage years () old age

c) How did her brothers feel about helping her?

() unhappy () tired () impatient

Part 2 – How she used technology

a) What innovation from 1990's did she mention?

b) How did she feel about internet?

() surprised () afraid () excited

c) What tool did she develop?

() Braille reader () Home Page Reader () Windows



What was the most interesting information about this TED talk? Do you know any other technological device visually impaired people can use?



Scan the QR code to access a video to know more about Chieko

WRITING

What is a public service announcement?

A public service announcement, or PSA, is a message shared with the general public that raises awareness about an issue. Although most public service announcements have the overarching goal of informing their audience, a PSA may also serve to inspire the public to take action or make a change.



You are going to write a PSA informing about blindness. You can write about the diseases that lead to the losing of sight, the amount of visually impaired people around the world, the organizations that work to help blind people. Use your creativity. You may also use some websites or apps to create your PSA, as well as some computer programs.

**WE ARE ENDING
BLINDNESS**

Age-related Macular Degeneration is the leading cause of BLINDNESS in people over 55.

We are ending blindness caused by Age-related Macular Degeneration or AMD.

Call the Foundation Fighting Blindness for a free kit about preventing and managing AMD.

1.800.Blindness
(1.800.254.6363)

www.FightBlindness.org

FOUNDATION
FIGHTING
BLINDNESS

Headline
Emotional
language can be
used

Visual elements

**Topic background
information.**

**Why the audience
should care**

**What action the
audience can take**

Example of a PSA

**Identify the organization
and how to contact it.**

Write your ideas here

You can use some apps for doing your PSA.



Post your PSA on

[Leaders of Learning | Pearltrees](#)

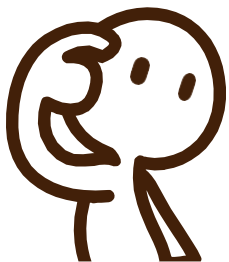


the link below

Think and talk about it:

What was the most difficult thing about doing a PSA?

Specific feedback: Choose a classmate to give specific feedback on different aspects of the PSA writing, such as the clarity of the message, tone, persuasive techniques used, or the overall organization of the content. Specific feedback helps learners to understand their strengths and weaknesses in particular areas and provides guidance for improvement.



Hellen Keller inspired a lot of people around the world. Is there anybody who inspires you today?

TIME TO SPEAK UP!

What is an oral presentation?

Oral presentations, also known as public speaking or simply presentations, consist of an individual or group verbally addressing an audience on a particular topic. The aim of this is to educate, inform, entertain or present an argument. Oral presentations are seen within workplaces, classrooms and even at social events.



1) Check your language: ordering – parts of a presentation

Here are some expressions from a presentation about blind people.

Write a number (1-5) to put these sentences in the order you would say them.

..... Finally, we'll think about how blindness will be faced in the future.

..... Next, I think it's important to consider what have been done.

..... I'm going to talk about blindness in our country.

..... To sum up, there is a little approach to blindness in our country

..... First of all, I'd like to talk about the situation today.

2) Check your language: grouping – useful phrases

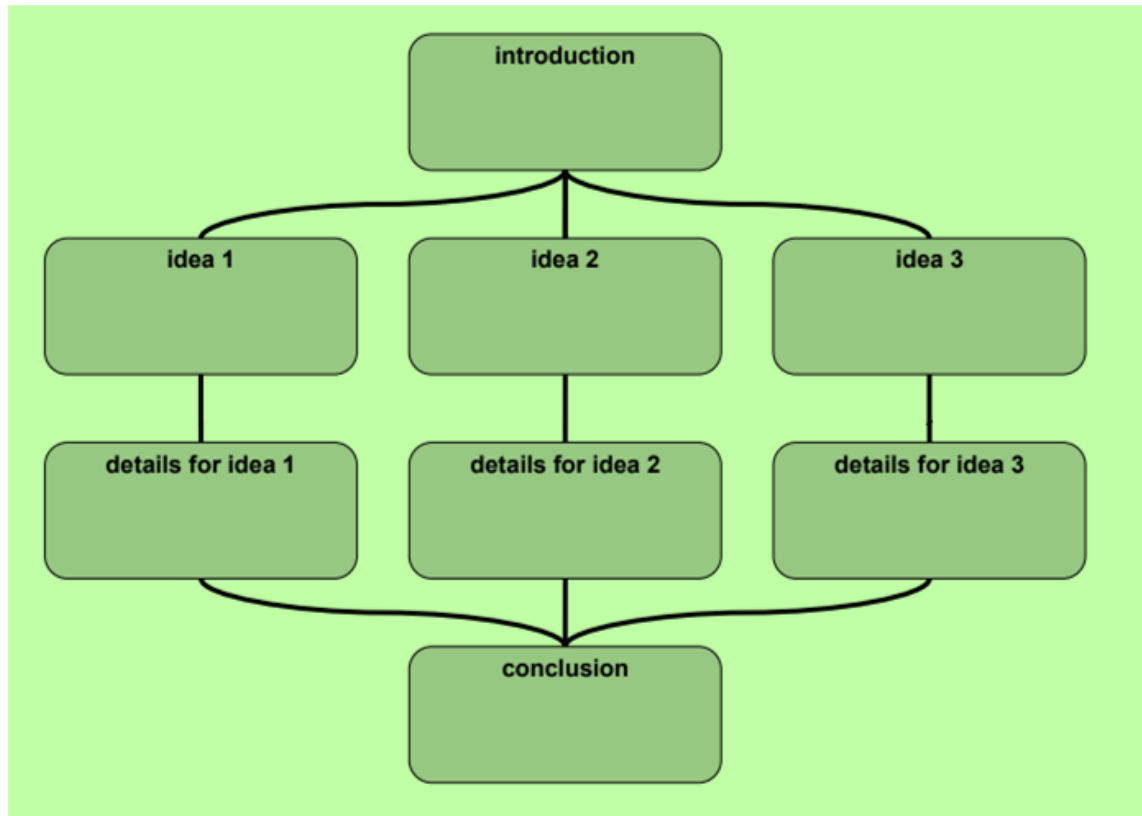
Write the phrases for each part of your presentation in the correct group.

Secondly, ...	The topic of my presentation is ...	First of all, ...	In addition, ...
I'd like to talk about ...	However, ...	What's more, ...	On the other hand, ...
Then again, ...	In conclusion, ...	I'm going to talk about ...	Also, ...

INTRODUCING YOUR PRESENTATION	ORDERING YOUR PRESENTATION	ADDING MORE IDEAS	ADDING IDEAS FROM A DIFFERENT POINT OF VIEW

3) Time to prepare your Oral Presentation. Based on what you learned about some blind people or blindness in general choose a topic to talk about.

Use this diagram below to help you plan and structure your presentation. Write short notes in the boxes. Don't write full sentences



Here are some top tips for oral presentations.



- Use the planning time to prepare what you're going to say.
- If you are allowed to have a note card, write short notes in point form.
- Use more formal language.
- Use short, simple sentences to express your ideas clearly.
- Pause from time to time and don't speak too quickly. This allows the listener to understand your ideas. Include a short pause after each idea.
- Speak clearly and at the right volume.
- Practice your presentation. If possible, record yourself and listen to your presentation. If you can't record yourself, ask a friend to listen to you. Does your friend understand you?
- Make your opinions very clear. Use expressions to give your opinion.
- Look at the people who are listening to you

SPEAKING SELF EVALUATION

After the oral presentation, think about the topics below and your performance.

Read the statements below. Grade yourself from 1 to 5 on each one.

(1 = Often, 5 = Never). After that, talk to your teacher about your results.

() Do you speak very quickly with little concern for accuracy?

() Do you often repeat the same words and expressions instead of using a variety of vocabulary?

() Do you find it difficult to find the words or grammar to explain what you mean?

() Do you hesitate a lot during long turns?

() Do you find it difficult to vary your intonation?

What I need to do to improve for the next Oral Presentation:

There are some apps you can use to record your voice to have an idea of your oral presentation!





Write three things you learned in this unit

.....

.....

.....

.....

.....

How did you feel today?

Circle the emoji that reflects how you feel.



IRREGULAR VERBS

BASE FORM	SIMPLE PAST	PAST PARTICIPLE	BASE FORM	SIMPLE PAST	PAST PARTICIPLE
awake	awoke	awoken	fight	fought	fought
be	was, were	been	find	found	found
bear	bore	borne	fit	fitted/fit	fit
beat	beat	beaten	flee	fled	fled
become	became	become	fly	flew	flown
begin	began	begun	forbid	forbade	forbidden
bend	bent	bent	forget	forgot	forgotten
bet	bet	bet	forgive	forgave	forgiven
bid	bid	bid	freeze	froze	frozen
bind	bound	bound	get	got	got/gotten
bite	bit	bitten	give	gave	given
bleed	bled	bled	go	went	gone
blow	blew	blown	grind	ground	ground
break	broke	broken	grow	grew	grown
breed	bred	bred	hang	hung	hung
bring	brought	brought	have	had	had
broadcast	broadcast	broadcast	hear	heard	heard
build	built	built	hide	hid	hidden
burn	burnt/burned	burnt/burned	hit	hit	hit
burst	burst	burst	hold	held	held
buy	bought	bought	hurt	hurt	hurt
catch	caught	caught	keep	kept	kept
choose	chose	chosen	kneel	knelt	knelt
cling	clung	clung	knit	knit/knitted	knit/knitted
come	came	come	know	knew	known
cost	cost	cost	lay	laid	laid
creep	crept	crept	lead	led	led
cut	cut	cut	learn	learnt/learned	learnt/learned
deal	dealt	dealt	leave	left	left
dig	dug	dug	lend	lent	lent
dive	dived/dove	dived	let	let	let
do	did	done	lie	lay	lain
draw	drew	drawn	light	lighted/lit	lighted/lit
dream	dreamt/dreamed	dreamt/dreamed	lose	lost	lost
drive	drove	driven	make	made	made
drink	drank	drunk	mean	meant	meant
eat	ate	eaten	meet	met	met
fall	fell	fallen	mistake	mistook	mistaken
feed	fed	fed	mow	mowed	mowed/mown
feel	felt	felt	overcome	overcame	overcome

UNIT 2 – I AM DIFFERENT, NOT LESS

GETTING STARTED



Do you know any person who is considered having a brilliant mind?

What do Tesla and Elon Musk have in common?

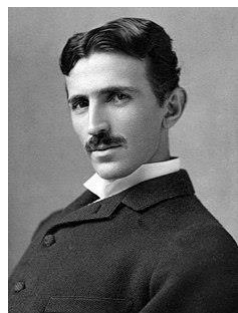
Do you any person who is known as being a genius nowadays?

BEFORE READING

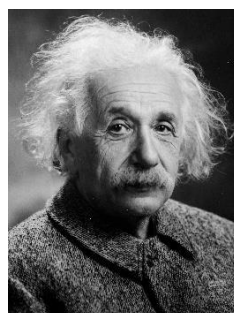
- 1) Look at these pictures. Do you know who they are? Do you know any interesting fact about them?



()



()



()



()

- 2) Read the following descriptions and match them according to the picture.

- Serbian-American inventor, electrical engineer, mechanical engineer, and futurist best known for his contributions to the design of the modern alternating current (AC) electricity supply system.
- German-born theoretical physicist, widely ranked among the greatest and most influential scientists of all time. Best known for developing the theory of relativity
- Austrian composer of the Classical period. He composed more than 800 works of virtually every genre of his time. Many of these compositions are acknowledged as pinnacles of the symphonic, concertante, chamber, operatic, and choral repertoire
- South African business magnate and investor. He is the founder, chairman, CEO, and chief technology officer of SpaceX; angel investor, CEO, and product architect of Tesla, Inc.; owner and CTO of Twitter; co-founder of Neuralink and OpenAI.

Nikola Tesla	Albert Einsten	Wolfgang Amadeus Mozart	Elon Reeve Musk
(_)	(_)	(_)	(_)



Set in motion!

Do you know these TV Series? What does Sheldon Cooper and Shaun Murphy have in common? Write your ideas below.





Do you know what autism is? Brainstorm some words and make a word web

AUTISM

Autism = /'ɑ:.tɪ.zəm/

VOCABULARY IN CONTEXT

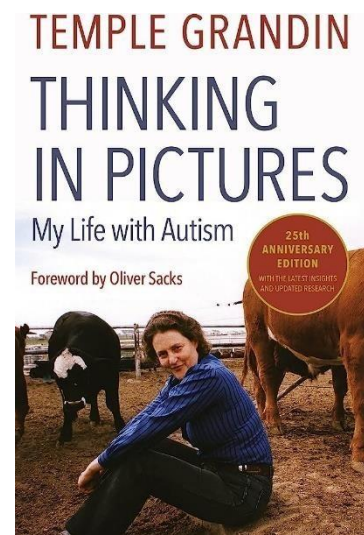
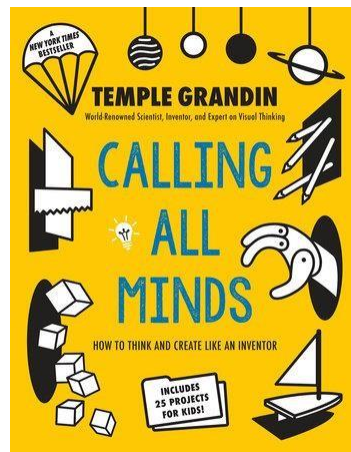
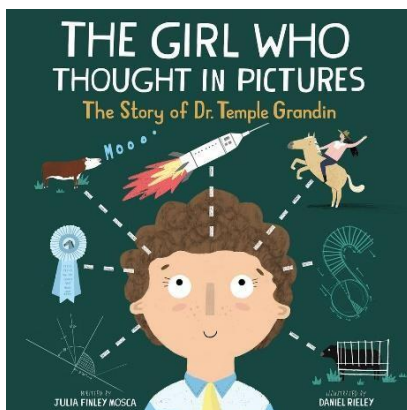
1) Before reading the text on page 27, match the words to their meanings.

- | | | |
|----------------|-------|--|
| a) Bestselling | _____ | showing kindness, care and sympathy |
| b) Autism | _____ | trying hard to succeed |
| c) Disorder | _____ | not known or familiar |
| d) Syndrome | _____ | a combination of medical problems |
| e) Struggling | _____ | a brain condition that affects communication |
| f) Challenges | _____ | something that needs great effort |
| g) Unknown | _____ | lack of organization |
| h) Humane | _____ | very popular, sold in large numbers |

READING COMPREHENSION

Temple Grandin is a remarkable individual with a diverse range of accomplishments. Take a look at the article on page 27 and try to answer these questions orally.

- Where is the information available?
- What is the title of her talk at TED Talks?
- What do you think is the text about?



The world needs all kinds of minds - Temple Grandin

564,475 Views

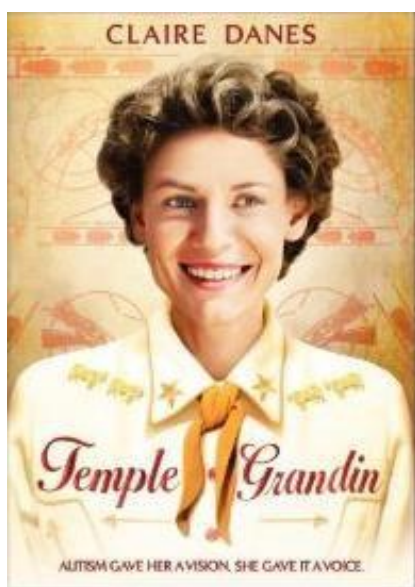
19,630 Questions Answered

TED Talk

1) Complete the text with the words from exercise 1, Vocabulary in Context.

Temple Grandin is an American doctor of animal science and professor at Colorado State University, ¹ _____ author, autism activist, and consultant to the livestock industry on animal behavior. ² _____ is a developmental ³ _____ that appears in the first 3 years of life and affects the brain's normal development of social and communication skills.

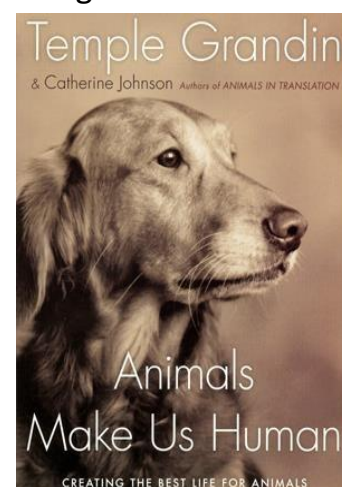
Asperger's ⁴ _____ is an autism spectrum disorder that is characterized by significant difficulties in social interaction, alongside restricted and repetitive patterns of behavior and interests. HBO Films presents Temple Grandin, a movie that paints a picture of a young woman's perseverance and determination while ⁵ _____ with the isolating ⁶ _____ of autism at a time when it was still quite ⁷ _____.



The film Temple Grandin is based on the books *Emergence* by Grandin and Margaret Scariano and *Thinking in Pictures* by Grandin.

Temple Grandin offers the most exciting exploration of how animals feel. Drawing on the latest research and her own work, Grandin identifies the core emotional needs of animals. Then she explains how to fulfill them for dogs and cats, horses, farm animals, and zoo animals. She

teaches us to challenge our assumptions about animal contentment and honor our bond with our fellow creatures. *Animals Make Us Human* is the culmination of almost thirty years of research, experimentation, and experience. This is essential reading for anyone who's ever owned, cared for, or simply cared about an animal. Grandin speaks around the world on both autism and cattle handling. Over half the cattle in North America are handled in ⁸ _____ systems she has designed.



1. Temple Grading is a strong advocate for _____

- a. Animal rights
- b. Environmental conservation
- c. Space exploration
- d. None of the above

2. What is autism, and when does it typically appear in a person's life?

- a. Autism is a disease that affects the elderly.
- b. Autism is a developmental disorder that appears in the first 3 years of life.
- c. Autism only affects teenagers.
- d. Autism is a physical disability

3. What is the HBO movie "Temple Grandin about" about?

- a. The movie tells the story of a young woman dealing with autism.
- b. The movie is a documentary about animal science.
- c. The movie explores the history of Colorado State University
- d. The movie is about a famous author.

4. Why is Temple Grandin an essential figure for both autism awareness and animal welfare?

After reading



How would you describe Temple Grandin's impact on the world?

In your opinion, why is it important to learn about individuals like Temple Grandin?

Time to Figure Out! Verb Tense

Tense refers to how the form of a verb expresses time. In English, there are only two tenses, present and past, because the verb form itself changes. Take a look at those verbs from the text.

*“Temple Grandin **offers** the most exciting exploration...”*

*“Grandin **identifies** the core emotional needs of animals...”*

*“She **teaches** us to challenge our assumptions about animal contentment...”*

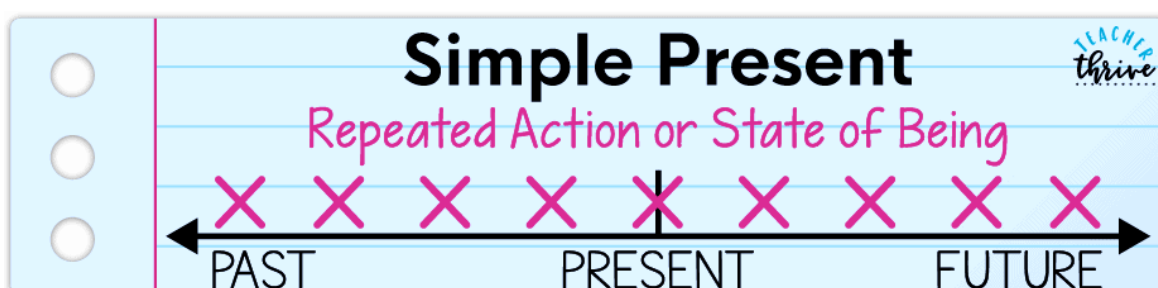
1. Which verb tense do you find in the sentences?

2. Based on the verbs in bold, try to complete the information below with the words given.

TIME	SIMPLE PRESENT	PERMANENT	REGULARLY
PRESENT	STORIES	EVENTS	INFORMALLY

We often use the ^{1.}_____ to talk about ^{2.}_____ situations, or about things that happen ^{3.}_____, repeatedly or all the ^{4.}_____.

^{5.}_____ tenses are often used ^{6.}_____ to tell ^{7.}_____. The simple present is used for ^{8.}_____ the things that happen one after another.



Grammar rules!

Look:

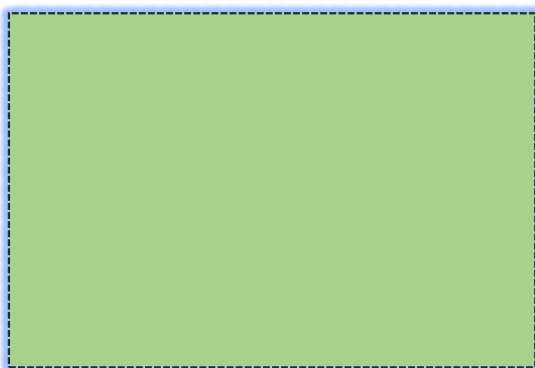
"Temple Grandin **thinks** in pictures"

"Many people with autism **think** and learn visually."

1. Read the verbs and try to separate them into the right column

offers	teach	goes	identify	studies
run	works	enjoys	miss	fixes

HE, SHE, IT



WE, YOU, THEY



Brush up on!

2. The spelling of third person singular forms, complete the blanks:

Most verbs add 's' to infinitive

work – works

sit – sits

stay - _____

Verbs ending in consonant + Y = IES

cry – **cries**

hurry – **hurries**

reply - _____

Verbs ending in o,s,z,ch,sh,x + ES

miss – misses

go – goes

watch - _____

The rules regarding the pronunciation of the 3rd person singular are exactly the same as the rules for the plural.

/iz/ SIBILANT	/s/ VOICELESS	/z/ VOICED
CE races S buses X boxes Z prizes SS kisses CH watches SH dishes GE changes	P sleeps K books T hats F cliffs PH graphs TH myths	B crabs D words G bags L deals M dreams N fans NG sings R wears V gloves Y plays
Sibilant Sound a hissing or buzzing sound	Voiced Sound uses the vocal cords and it produces a vibration or humming sound in the throat	



3. Now, classify the verbs into the three boxes given.

Attention: I, We, You, They → **HAVE**

He, She, IT → **HAS**

PRACTICE MAKES PERFECT!

You are going to read the synopsis of three different sources that have something to do with autism.

1- Read the text and choose the best option according to the use of Simple Present.

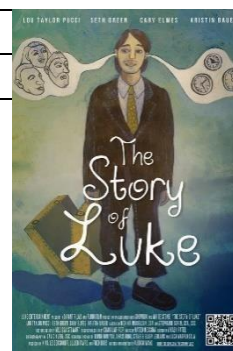


A Brilliant Young Mind, also known as *X+Y* in Britain, is about nine-year-old math prodigy Nathan Ellis (Asa Butterfield). He ¹**has / have** difficulty relating to people after being diagnosed with autism and the death of his biggest advocate, his father. Nathan ²**find / finds** comfort in numbers and solace in his math teacher and a classmate who ³**help / helps** him train for a math competition. When his relationship with the student is forbidden, his emotions and problem-solving prowess cause him paralyzing distress. Nathan ultimately ⁴**forgoes / forgo** competing and ⁵**share / shares** his feelings for the first time.

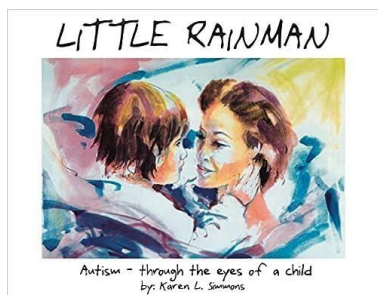
2- Read the synopsis and complete the blanks with the verbs in the table in the Simple Present. There are two extra verbs.

LIKE	TRY	DRIVE
WORK	GET	TAKE

The Story of Luke is about a young man named Luke (Lou Taylor Pucci) with high-functioning autism. He ¹_____to find a job and a girlfriend, with mixed results. On the job search, he ²_____the bus like others going to work without knowing first where to apply. He ³_____dating advice literally, sharing with a female coworker that he is looking for a woman who doesn't nag and ⁴_____to travel. Luke's life events are challenges and triumphs for the autism community, as well as a look into the nuances and truth autistic people are capable of.



CONTINUE	ACCOMPANY	WRITE
EXPLAIN	BEHAVE	PAINT



Recommended by world-renowned author and speaker Dr. Temple Grandin, this children's book ⁵_____ a picture of what life is like for children with autism. Unique illustrations ⁶_____ a child's voice as he ⁷_____ the different ways he thinks, sees, hears, and feels. This book is great for reading to children with or without autism to encourage acceptance and understanding. Written by **Karen Simmons-Sicoli**, mother of a son with autism and the founder of Autism Today, this was one of the first books of its kind and it ⁸_____ to be a classic in the autism community.

This excerpt is from the book *Little Rainman*. Take a look at the highlighted sentences:

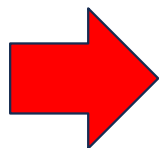
I sometimes don't understand what people mean by the expression on their faces because I don't know what it means. Maybe someone is angry with me or doesn't want to play with me but I can't tell. Older people seem to think I should automatically know if someone doesn't want to play with me. I don't get it until it is too late.

3) After reading the excerpt, complete the sentence below

The formula for making a simple present tense verb **negative** is to use _____ or _____ + **the root form of the verb**.

4) Now, complete the table

Affirmative	Negative	Interrogative
I go	I don't go	Do I go...?
You go	You _____ go	_____ you go?
He goes	He doesn't go	Does _____ go?
She goes	She _____ go	_____ she _____?
We go	We _____ go	_____ we
They go	They _____ go	_____?
		_____ they _____?



LISTENING TIME

What kind of thinker are you? Do you believe people learn and think in different ways? Discuss with a partner.

You are going to listen to part of a TED talk given by the autism activist *Temple Grandin* and the first part of a TED talk given by Rosie King. They are both on the autism spectrum. Listen and answer the questions.

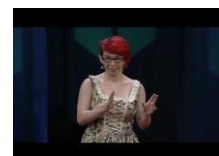
Listening part 1- Temple Grandin

a) Which famous personalities she mentions would be probably diagnosed as autistic?



b) What are the three types of thinking that Grandin mentions in her talk?

- () math, science, and music thinkers
 () art, music, and form thinkers
 () photo realistic visual, pattern, and verbal mind thinkers
 () imaginary, picture and reading thinkers



Listening Part 2 – Rosie King

She has got thousands of ¹ _____ worlds all going on all the same time in her head. She is also ² _____. She says people tend to ³ _____ autism with really specific check-box ⁴ _____. Her little brother is severely autistic. He is ⁵ _____, he can't talk at all. She knows so many autistic people who love being ⁶ _____. In her opinion ⁷ _____ are often, if not always, wrong. People tend to think every autistic person is like Dustin Hoffmann in the movie ⁸ _____



➤ HOW HAS THESE TALKS CHANGED YOUR THINKING ABOUT PEOPLE WITH AUTISM?

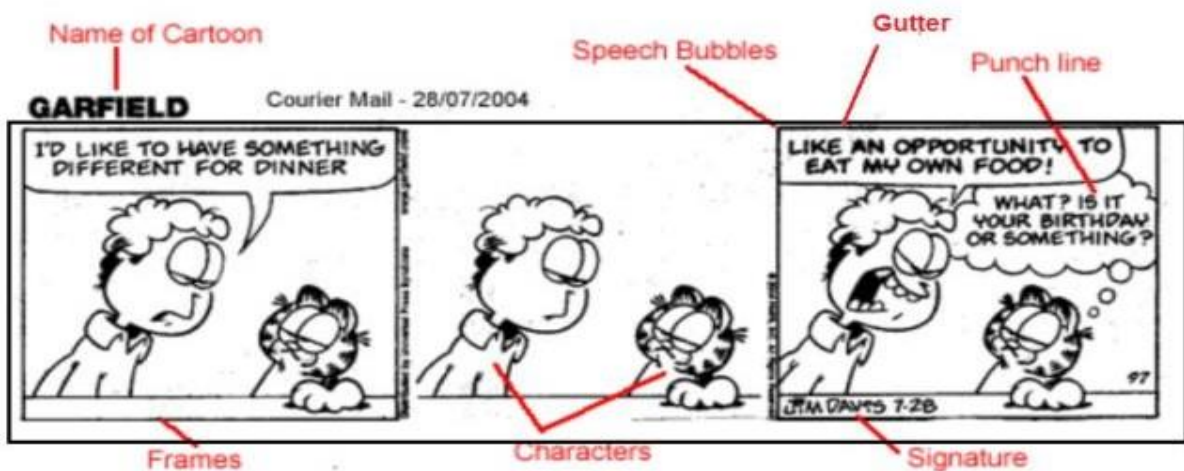
➤ WHAT IS SOMETHING UNIQUE ABOUT YOURSELF THAT YOU VALUE? DO YOU LET OTHER PEOPLE KNOW ABOUT THIS UNIQUE QUALITY? WHY OR WHY NOT?

WRITING

Comic Strips / Books

A comic book is a type of magazine that tells you its story through pictures or illustrations. There is usually minimal text. Comic books/strips are associated with a specific graphical style and language, but that doesn't mean they conform to one design. The possibilities are endless. You are creating and forming ideas for the reader which may not be achievable when writing prose. They can be bold and dark, funny and poignant, and have the same narrative power that other mediums do to move you to tears, make you laugh, or break your heart.

Basic Parts Of A Comic



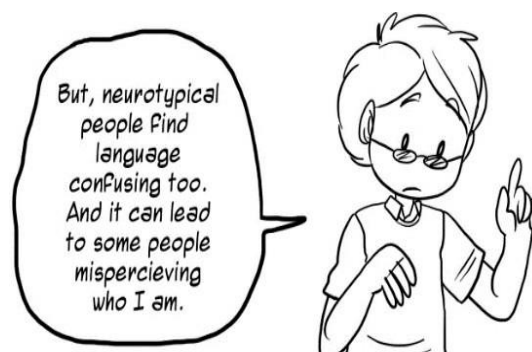
A comic book is typically composed of several elements which all work together to tell the story.

- **Panel**- A panel is one illustration on a page usually surrounded by a border. A comic book page is made up of one or more panels. Each panel moves the story along, by depicting an action with figures and speech bubbles.
- **Gutter**- This is the space between the panels. These spaces can be large or small.
- **Speech bubble/balloon**- These contain the dialogue of the characters and inside the panel. Each balloon has a "tail," which points to who is speaking the dialogue.
- **Punchline**-This is usually the funniest part of a joke.
- **Frame**- They are the lines and borders that contain the panel.
- **Characters**- They help you to ground your story and make it interesting.



You are going to produce your own comic strip. Two ideas are provided. Try to follow these steps

- ✚ The comic strip will consist of 6-8 panels
- ✚ Introduce the main characters
- ✚ Tell something about their daily routine, you can write about some misunderstandings, curiosity and learning, raising awareness.
- ✚ Conclusion.



Idea 1- Through the eyes of a child – Write a story from the perspective of a child with autism who is experiencing a new and unfamiliar environment, like the first day of school or a visit to a bustling amusement park. Explore the sensory challenges, emotions, and unique observations they encounter along the way.

Idea 2 – Unconventional Superpowers – Imagine a world where autism is not seen as a disorder but a source of extraordinary abilities. Write a story about an autistic protagonist who discovers their unique “superpower” linked to their condition, such as an unparalleled ability to analyze patterns or exceptional memory. How do they use this power and how does it shape their life?

Here you can find some apps you may use to create your comic strip



BOOK CREATOR



Write your ideas here, _____ and after, share them with a friend. Group discussion: In small groups and discuss the cartoon writing with peers. Provide feedback on the tone, message, humor, and overall effectiveness of the cartoon. Group discussion helps learners get diverse perspectives, identify areas of improvement, and receive constructive criticism.

How can we be more understanding and inclusive of people with autism?



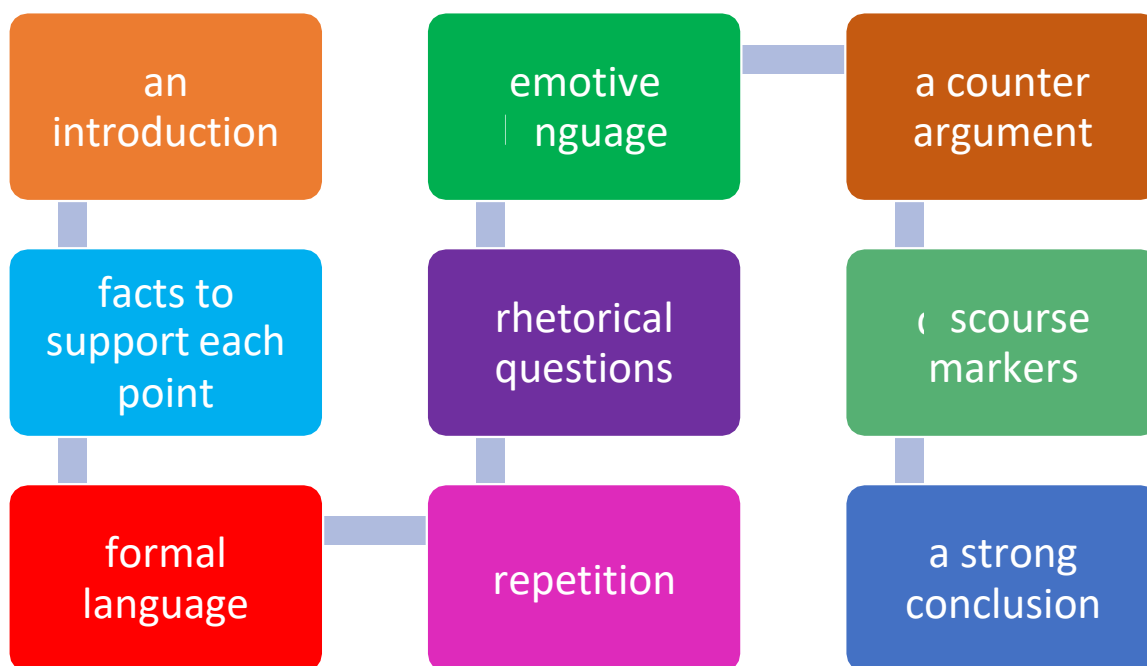
TIME TO SPEAK UP!

A Debate

It is a formal discussion about a subject where people have different views. Different facts and opinions are presented by each side during the discussion. They are useful for discussion new or important topics.



Key features of a debate



1) Fill in the gaps using **three** of the following words:

eye - attack - facts - lies – harmful

In a debate you have an amount of time to speak, present ¹_____ and

state your point of view. You can challenge other people's ideas, but you should not ²_____ them personally. Making ³_____ contact is

good but you shouldn't be too intense.

What do you do during a debate?



- ✓ Speak confidently and make eye contact.
- ✓ You need to use persuasive language,
- ✓ Evidence and facts to prove your argument is best.
- ✓ You can challenge the other person's ideas, but don't be rude to them.
- ✓ Finish with a strong conclusion.

Debate Motion

"Should schools implement inclusive education for students with autism? Should all children with autism be educated in mainstream schools, or are specialized autism-focused schools a better option?"

Position 1 – In Favor of Inclusive Education

Position 2 – Against Inclusive Education

Your class will be divided in two groups, prepare at least four arguments and follow the instructions given previously. You can use visuals to support your presentation.

Example of in favor sentence (FOR)

It helps students with autism develop social skills by interacting with their neurotypical peers.

Example of against sentence

Specialized classrooms can offer more tailored support and resources for students with autism.



Now, it's your turn. Use the prompt on the next page to prepare your ideas for your debate. You will find "Giving your opinion" expressions after the prompts.

FOR - Body of Debate

Find/identify/locate three reasons why you do support the designated topic with at least three pieces of evidence to support each:

First reason: _____

Second reason: _____

Third reason: _____

Additional information:

AGAINST - Body of Debate

Find/identify/locate three reasons why you do not support the designated topic with at least three pieces of evidence to support each:

First reason: _____

Second reason: _____

Third reason: _____

Additional information:

Giving your opinion- Useful Expressions

Introducing Your Argument

I think that...
 I strongly believe that...
 It is obvious that...
 It is clear that...
 My position is that...
 It is undeniable that...
 The fact is that...
 I ask you to consider
 In my opinion, ...

Developing Your Argument

Furthermore, ...
 In addition to...
 Moreover, ...
 Likewise, ...
 Firstly, ...
 Again, ...
 Next, ...
 The most compelling reason is that...
 Without doubt, ...

Admitting CounterArguments

Although it is true that...
 Admittedly, ...
 While some people may think that...
 Unfortunately, it may be the case that...

I acknowledge that...I can understand that...
 I appreciate that...
 It is unfortunately true that...
 I concede that...

Countering

However, ...
 Nevertheless, ...
 Even so, ...
 Whereas...
 Nonetheless, ...
 Despite...
 But...
 In fact, ... Conversely, ...

Conclusion

In summary, ...
 To conclude, ...
 Finally, ...
 All this taken into account, ...
 In conclusion, ...
 For these reasons, ...
 All in all, ...In short, ...
 Ultimately, ...

SPEAKING SELF EVALUATION -DEBATE

Answer the following questions:

1. What do you think you did best in terms of your preparation for and in the debate?
2. What do you think you did best in terms of your participation in the debate?
3. What do you believe you could have done better in your preparation or participation in the debate?

SELF EVALUATION

CONTENT

1	2	3	4	5	Arguments (strength, depth and support of arguments)
1	2	3	4	5	Rebuttals (understanding of content, strength, depth)
1	2	3	4	5	Summary / Conclusion (review of major points)




Process

1	2	3	4	5	Verbal Behavior (clarity/choice of words, voice level)
1	2	3	4	5	Nonverbal Behavior (attention; gestures; movement; eye contact)
1	2	3	4	5	Visual Support (handouts, photos, cartoons, etc.)
1	2	3	4	5	Timing (within limit; coordination; use of time)
1	2	3	4	5	General Coherence (ability to follow points)

Which points do you need improvement?



A KWL chart is a powerful and versatile tool used in education to help you organize your thoughts and track your learning

K What I Already Know 	W What I Want To Know 	L What I Have Learned 



TEACHER'S GUIDE

UNIT 1 – DISABLED, REALLY?

GETTING STARTED

As a lead-in speaking activity the questions can involve a discussion about perceptions and stereotypes. Here's a suggested activity:

Activity: Perception vs. Reality

Objective: To explore preconceived notions and challenge stereotypes related to blindness.

Instructions:

1. Introduction:

- Begin by introducing the topic of blindness and asking the participants the first question: "What do you call a person who can't see?" Write down their responses on a whiteboard or flip chart.

2. Discussion:

- Engage the participants in a discussion about the terms commonly used to describe individuals with visual impairments. Explore whether there are positive or negative connotations associated with these terms.

3. Reflection:

- Ask participants to reflect on how they feel when they see a blind person in the street. Have them consider their initial thoughts, emotions, and any stereotypes that might come to mind.

4. Small Group Activity:

- Divide the participants into small groups and give each group a large sheet of paper and markers.
- Instruct each group to create two columns on their paper: one for "Perceptions" and one for "Realities."
- Ask them to brainstorm and write down common perceptions or stereotypes associated with blindness in the "Perceptions" column. Then, in the "Realities" column, have them write down the actual experiences and abilities of blind individuals.

5. Group Discussion:

- Have each group present their findings to the whole class. Encourage discussions about the differences between perceptions and realities.

6. Connection to the Third Question:

- Tie the activity to the third question: "What do you think would be the most difficult thing for a blind person to do?" Discuss whether the participants' perceptions align with the actual challenges faced by blind individuals.

7. Wrap-up:

- Conclude the activity by emphasizing the importance of understanding and challenging stereotypes. Encourage participants to approach these questions with an open mind and a willingness to learn more about the experiences of individuals with visual impairments.

This activity encourages participants to critically think about their perceptions, fosters open discussions, and sets the stage for exploring the challenges faced by blind individuals in a more nuanced way.

BEFORE READING

As a warm-up prepare a presentation using visuals (the same pictures presenting the movies mentioned in the unit and ask the students if they know them). Allow them some time to discuss what they know and their impressions about them. Ask the students to do the matching exercise and pair them to check their answers before correcting them. Show them the movie trailers.

Answers: **Description A** – Scent of a woman

Description B – Ray

Description C – Blindness

Links for the movie trailers

[Ray \(2004\) Official Trailer - Jamie Foxx, Kerry Washington Movie HD - YouTube](#)

[Scent of a Woman Official Trailer #1 - Al Pacino Movie \(1992\) Movie HD - YouTube](#)

[Blindness \(2008\) Official HD Trailer \[1080p\] - YouTube](#)

SET IN MOTION

There is a picture of Hellen Keller, setting the scene for the students. Ask them:
How would you feel if you knew that someone who is blind and deaf learned how to communicate in a time without any technology device?

Activity: Helen Keller True or False Quiz

Instructions:

1. Provide each student with a worksheet or handout containing the following statements about Helen Keller.
2. Instruct the students to read each statement and decide if it is true or false.
3. After reading and marking their answers, have a class discussion to review the correct answers and provide additional information about Helen Keller.

Answers

Helen Keller was born in the 19th century. (True)

Helen Keller was born on June 27, 1880.

She lost her sight and hearing due to an illness when she was a baby. (True)

Helen Keller lost her sight and hearing due to an illness at the age of 19 months.

She learned to communicate using sign language. (False)

Helen Keller learned to communicate using finger spelling and later, Braille.

Discussion:

- After the students have completed the quiz, go over each statement together as a class.
- Encourage students to share what they know about Helen Keller or ask questions for clarification.
- Provide additional information about Helen Keller's life and accomplishments, reinforcing key facts.

This activity is designed to both check students' knowledge and provide an opportunity for further learning about Helen Keller.

Video for further information: [Deaf, blind and mighty: how Helen Keller learned to speak - YouTube](#)

VOCABULARY IN CONTEXT

In order to introduce the new vocabulary, the teacher can do a *Cocktail Party Activity*. The teacher will write the definitions of the words in one strip of paper and the words in others. Divide them into the students, some students will receive the definition and others will receive the words proposed in the exercise. Explain that you will play a song and while the song is playing the students will match words and definitions. Students will walk around the class and mingle. After that students go the page 7 and complete the exercise.

Answers Activity 1 - Matching : C, A, G, F, B, H, E, D

READING COMPREHENSION STEP 1

Warm-up Reading – Sensory Exploration

1. Begin by asking students what they know about Helen Keller. Write their responses on the board or a flip chart. This will help you gauge their prior knowledge and generate curiosity.
2. Explain to the students that Helen Keller was a remarkable person who overcame significant challenges in her life. She was both deaf and blind but achieved many incredible things.
3. To help students understand the challenges Keller faced, create a sensory exploration activity. Place some common objects (e.g., a key, a soft toy, a piece of fruit, a bell, a small plant, etc.) inside boxes or containers, so students can't see them. Prepare one box for each sense: touch, smell, and sound.
4. Start with the sense of touch. Ask students to form pairs and take turns feeling the objects inside the "touch" box. They can use their hands to explore and try to guess what the object is.
5. Move on to the sense of smell. Provide small, sealed containers with various scents (e.g., lemon, mint, lavender). Students can take turns smelling the containers and guessing the scents.
6. For the sense of sound, you can use small musical instruments, like a bell, a shaker, or a mini xylophone. Have students take turns shaking or playing the instruments to identify the sound.
7. After the sensory exploration activity, gather the students and discuss their experiences. Ask questions like:
 - "How did you feel when you couldn't see the objects you were touching or smell the scents?"
 - "How do you think Helen Keller might have felt, being both deaf and blind?"
 - "What challenges do you think she faced in her daily life?"
 - "What kind of person do you think Helen Keller was to overcome these challenges?"

This warm-up activity not only introduces students to Helen Keller's world of sensory challenges but also engages them in a hands-on and reflective experience. After the warm-up, transition into the reading activity about Helen Keller with heightened curiosity and a better understanding of her remarkable life.

STEP 2

Give the students some time for *silent reading* then do the Read-Aloud activity:

- Assign different roles to group members (e.g. reader, questioners, summarizer).
- Choose a reader for each paragraph and ask them to read it out loud.
- The questioner asks comprehension questions, and the summarizer provides a brief summary after each section.

Answers - Exercise 1 (Page 6)

Sequence - 2 – Who was Hellen Keller?

5 – Early life and family

4 – Loss of sight and hearing

1 – Keller's teacher

3 – Education

Answers – Exercise 2 (Page 7)

a) right b) right c) wrong d) doesn't say e) wrong

AFTER READING

Time for free speaking and sharing experiences. Some famous blind people in Brazil: **Katia (singer), Antonio Tenorio (judoka), Dudu Braga (Roberto Carlo's son), Geraldo Magela (Comedian);**

GRAMMAR RULES

Students will try to figure out the use of PAST SIMPLE.

Answer Activity 1 – No, the text is talking about something that happened in the past.

Answer Activity 2 – Possible answers – “Keller worked with her teacher for 49 years”; “Keller was born on June 27th, 1880”; “Keller lost her sight at a very young age”.

Answer Activity 3 - (x) We use past simple to describe an action/ event that started and finished in the past. Often with a time reference e.g., *last year, years ago, etc.* (x) We use past simple for many kinds of past events: short, quickly finished actions, longer situations, and repeated events.

Answer Activity 4 – Answers can follow any order: lost, began, studied, went, started.

Answer Activity 5 – Past simple

Answer Activity 6 – Regular (Study, Start) Irregular (Lose, Begin)

Irregular verbs **don't** have a standard form.

There **isn't** a rule for irregular verbs spelling in the PAST SIMPLE.

BRUSH UP ON!

In this section, students will realize spelling rules for the regular verbs in the Simple Past.

Answers

Regular verbs in the past simple end in **ED**

If the verb ends in E we just add **D**

If the verb ends in a consonant + Y (STUD**Y**) we add **IED**

If the verb ends in a vowel + Y (PLA**Y**) we add **ED**

If the verb ends in a consonant + vowel + consonant and the last syllable is stressed we double the last consonant and we add (STOP- STOP**P**...) **STOPPED**

There is a pronunciation table explaining how to pronounce correctly the ED sound: /id/; /t/;/d/

Answer Activity 7 – /id/ - started, needed, wanted; /d/ - studied, called, loved; /t/- helped, looked, laughed.

Extra Activity

Extra Activity for practicing ED pronunciation

Three in a row game

This past simple regular verb game is useful for reviewing *-ed* pronunciation and the past simple. In pairs, students play a noughts and crosses style game where they make past simple sentences with regular verbs and try to pronounce *-ed* endings correctly. Student A begins by choosing a regular verb from the worksheet for Student B. Student B then tries to make a past simple sentence with the verb. If Student B makes a grammatically correct sentence with the appropriate pronunciation of the past simple regular verb, the student chooses a square on the game board and Student A writes the sentence in that square. The two students then swap roles with Student B choosing a verb for Student A. If a student fails to make a suitable sentence or mispronounces a past simple regular verb, play passes to the other student. The first student to get three squares in a row wins the round. Students continue to play until all three games have been completed. The student who gets the most rows of three is the winner.

PRACTICE MAKES PERFECT

Answer Activity 8 – TEXT 1 1. Dreamed 2. Was 3. Had 4. Wanted 5. Learned 6. Helped 7. Told 8. Went 9. Sent 10. Said ; **TEXT 2** – 1. Became 2. Enjoyed 3. Required 4. Thought 5. Created

Answer Page 14 -

With verbs other than to be, we use the auxiliary verb **DID** to ask questions. And we use **DID** + **NOT** = **DIDN'T** to write sentences in the negative form.

Now, complete the sentences:

Hellen Keller, Derek and Mathew (not be) **WASN'T** able to see, but they (not give up) **DIDN'T GIVE UP**. They (trust) **TRUSTED** their feelings and helpers. **DID** you **KNOW** (know) them?



LISTENING TIME

Transcript – Listening exercises

Exercise 1

I lost my sight at the age of 14 in a swimming pool accident. I was an active, independent teenager, and suddenly I became blind. The hardest thing for me was losing my independence. Things that until then seemed simple became almost impossible to do alone. For example, one of my challenges was textbooks. Back then, there were no personal computers, no Internet, no smartphones. So, I had to ask one of my two brothers to read me textbooks, and I had to create my own books in Braille. Can you imagine? Of course, my brothers were not happy about it, and later, I noticed they were not there whenever I needed them. (Laughter) I think they tried to stay away from me. I don't blame them. I really wanted to be freed from relying on someone.

Exercise 2

Now I'm going to give you another example from my own life. In the '90s, people around me started talking about the Internet and web browsing. I remember the first time I went on the web. I was astonished. I could access newspapers at any time and every day. I could even search for any information by myself. I desperately wanted to help the blind people have access to the Internet, and I found ways to render the web into synthesized voice, which dramatically simplified the user interface. This led me to develop the Home Page Reader in 1997, first in Japanese and later, translated into 11 languages. When I developed the Home Page Reader, I got many comments from users. One that I strongly remember said, "For me, the Internet is a small window to the world." It was a revolutionary moment for the blind. The cyber-world became accessible, and this technology that we created for the blind has many uses, way beyond what I imagined. It can help drivers listen to their emails or it can help you listen to a recipe while cooking.

Answers Part 1 – A) presentation

B) teenage years

C) unhappy

Answers Part 2 – A) Internet and web browsing B) surprised C) Home Page Reader

WRITING

Warm-Up Activity: "PSA Brainstorming Session"

Objective: To introduce the concept of public service announcements and engage students in brainstorming ideas for a PSA.

Materials Needed:

1. Whiteboard or flip chart, or a presentation using a tool like Canva, Prezi, etc
2. Markers.

Instructions:

1. Begin the session by asking students if they have ever seen or heard a public service announcement (PSA) and if they can provide examples. Write their responses on the whiteboard.
2. Explain to the students that PSAs are short messages or advertisements created to inform and educate the public about important social or health issues. They often aim to raise awareness, inspire action, or promote positive behavior.
3. Show a short, impactful PSA video (or play an audio clip, depending on available resources) on a relevant and age-appropriate topic. After viewing, engage students in a brief discussion about the purpose and effectiveness of the PSA. Ask questions such as:
 - What was the main message of the PSA?
 - How did it make you feel?
 - Do you think it was effective in delivering its message?
 - Why is it important to have PSAs in society?
4. After the discussion, announce that the class will be creating their own PSAs. Explain that a successful PSA is concise and conveys a clear message using visual and auditory elements. It should grab the audience's attention, inform, and inspire action.
5. Divide the class into small groups. Assign each group a specific topic for their PSA (e.g., environmental conservation, bullying prevention, health awareness, etc.).
6. Give each group a large sheet of paper or a whiteboard and markers. Instruct them to brainstorm ideas for their PSA. They should consider the following:
 - The central message they want to convey.
 - Visual and auditory elements that can help communicate the message.
 - The target audience (who they want to reach).
 - What action or behavior change they hope to inspire.
7. Each group should create a rough sketch or outline of their PSA. Encourage creativity and emphasize that the goal is to make a powerful, concise message.
8. After the brainstorming session, have each group share their ideas with the class. They can present their central message and describe the visual and auditory elements they plan to use.

This warm-up activity not only introduces students to the concept of PSAs but also encourages creative thinking, teamwork, and the application of visual and auditory elements to convey a message. It sets the stage for a more in-depth exploration of PSAs and the opportunity for students to create their own later in the lesson or unit.

Present the student some apps they can use to create their own PSA. There is a link on the page, or access the groups' pearltrees.



[Software Gratuito de Storyboard — Criador de Storyboard Online | StoryboardThat](#)

[Início - Canva](#)

[Adobe Spark](#)

TIME TO SPEAK UP

Introduction Activity: "Movie Trailer Mystery"

Objective: To introduce the concept of an oral presentation and generate interest in the topic.

Materials Needed:

1. A laptop or projector for showing videos.
2. Internet access to play videos.
3. A list of short video clips for discussion.

Instructions:

1. Begin the session by asking students if they know what an "oral presentation" is. Encourage them to share their ideas or experiences, if any.
2. Explain that an oral presentation is a way of communicating information to others through speaking. It is a structured and organized way to share knowledge, ideas, or stories with an audience. Emphasize that they will learn how to prepare and deliver their presentations.
3. To make the introduction engaging, tell the students that they are going to watch a series of "movie trailers" (short video clips) to pique their curiosity about oral presentations. Explain that these trailers will showcase exciting and interesting presentations on various topics.
4. Play a series of short video clips that resemble oral presentations but are engaging and easily digestible for A2 level learners. Here are a few video ideas:

- a. **TED-Ed Lessons:** TED-Ed provides animated lessons on a wide range of topics. Choose a few that are appropriate for A2 learners and that demonstrate the power of a well-delivered presentation.
 - b. **Storytelling Videos:** Share videos of individuals sharing personal stories. These can be captivating and show how presentations can engage an audience.
 - c. **Educational YouTube Channels:** Find videos from educational YouTube channels that explain simple concepts or ideas, such as "How do we learn?" or "Our brain."
5. After each video, engage the students in a brief discussion. Ask questions such as:
 - What was the topic of the presentation?
 - What made the presentation engaging or interesting?
 - How did the speaker organize their ideas?
 - Did the speaker use visuals, body language, or storytelling techniques?
 6. Summarize the discussion by emphasizing that oral presentations are a way to inform, entertain, and persuade, just like the videos they watched.
 7. Conclude by telling students that they will have the opportunity to prepare and deliver their own oral presentations in the future.

This "Movie Trailer Mystery" activity introduces the concept of oral presentations in a captivating way and illustrates how presentations can be engaging and informative. It also sets the stage for further lessons and activities on preparing and delivering presentations.

Answers Activity 1 – Sequence 5, 3, 1, 4, 2

Answers activities 2

Introducing your presentation – *I'd like to talk about ; The topic of my presentation; I'm going to talk about;*

Ordering your presentation – *First of all; Secondly; In conclusion ; Then again*

Adding more ideas – *However; Also; In addition; What's more.*

Adding ideas from a different point of view – *On the other hand.*

Activity 3 – Personal answers – Allow students some time to prepare their ideas for a future oral presentation. Walk around the class and check if students need any assistance.

Introduction to Oral Self-Evaluation:

Oral self-evaluation is the process of looking at your own spoken language skills, reflecting on your performance, and assessing how well you did in a conversation or presentation. It's like having a mirror for your language skills. Why is this important? Let's explore a few reasons.

1. Self-Awareness: One of the key benefits of oral self-evaluation is that it helps you become more self-aware about your language abilities. By listening to yourself speak and evaluating how you express ideas, you can identify areas where you're doing well and areas that might need improvement.

2. Improvement: Oral self-evaluation isn't about criticizing yourself; it's about finding ways to improve. When you recognize areas where you can get better, you can take steps to enhance your speaking skills. It's a bit like being your own teacher!

3. Tracking Progress: As English learners, tracking progress is essential. It helps you see how far you've come and gives you a sense of accomplishment. Oral self-evaluation allows you to see your growth over time.

4. Communication Skills: Effective communication is a valuable life skill. By evaluating your spoken English, you'll become better at expressing your ideas, understanding others, and participating confidently in conversations, both in the classroom and in real-life situations.

5. Confidence: When you notice your improvement through self-evaluation, your confidence in using English will grow. This newfound confidence will make you more willing to speak up and engage in discussions.

So, in Unit 1 lesson, we will be introducing oral self-evaluation as a tool to help the students to become more aware of their language skills, identify areas for growth, and boost their confidence in speaking English. Together, teacher and students, will practice and develop this essential skill to become more effective English language users.

This introduction sets the stage for A2 ESL learners to understand the concept and importance of oral self-evaluation. It emphasizes that self-evaluation is not about self-criticism but about self-awareness, improvement, and gaining confidence in their language skills.

EXIT TICKET

Exit tickets are quick prompts you give students at the end of a lesson or unit. It can be any quick question that they can reflect on in the final minutes, and they are supposed to hand in their slips before leaving the classroom.

↔ Top tip They can be used in many different ways, from formative assessment to quick summative measures or student self-assessment (of their own learning, of their performance in class or as feedback to the teacher). You can also use verbal tickets, recordings, a digital form or quiz, or a comment that they can leave on a Learning Management System or on a social media platform.

Exit tickets are a great foundation to build your next lesson and decide when learners are ready to advance to the next topic. It is also a simple way to keep a communication channel open with your students, and to keep a record of student progress over time. This version of exit ticket uses a simple open question and emojis to keep the “light and friendly” tone and to cater for learners with lower language competence, but you can expand and adapt it to adjust to your needs

Reading Comprehension – Helen Keller

Source: [Helen Keller - Family, Quotes & Teacher \(biography.com\)](https://www.biography.com/helen-keller)

Grammar rules

Text 1: This blind guy became a professional surfer using an unusual technique.

Source: [This Blind Guy Became A Professional Surfer Using An Unusual Technique | Bored Panda](https://www.boredpanda.com/this-blind-guy-became-a-professional-surfer-using-an-unusual-technique/)

Text 2: How Lego helps blind people see.

Source: [How LEGO Helps Blind People See | Mental Floss](https://www.mentalfloss.com/article/54422/how-lego-helps-blind-people-see)

Grammar Reference:

SWAN, Michael. **Practical English Usage**: Easier, faster reference. 3. ed. Oxford: Oxford University Press, 2014. 393-394 p. ISBN 9780194420983.

2

UNIT 2 – I AM DIFFERENT, NOT LESS

GETTING STARTED

Here's a speaking lead-in activity that links brilliant minds with the idea of autism, based on the provided questions:

Activity: Exploring Brilliance and Autism

Objective: To initiate a conversation about brilliant minds and explore the connection between autism and genius.

Instructions:

1. Introduction:

- Begin by introducing the concept of brilliant minds and geniuses. Ask students if they know anyone considered to have a brilliant mind. Encourage them to share their thoughts and examples.

2. Brainstorming:

- Discuss with the class the notion that some brilliant minds are associated with conditions like autism. Ask if anyone has heard of individuals who are both considered geniuses and are known to be on the autism spectrum. If students are unfamiliar, you can introduce some examples, such as Temple Grandin, a renowned animal behavior scientist with autism.

3. Group Research and Presentation:

- Divide the class into small groups and assign each group a brilliant mind who is also known to be on the autism spectrum (e.g., Temple Grandin, Alan Turing, or others).
- Instruct each group to research their assigned person, focusing on their achievements, contributions, and the connection to autism.
- Each group should prepare a short presentation to share with the class.

4. Group Presentations:

- Have each group present their findings. Encourage students to discuss the individual's accomplishments, the impact of their work, and how autism may have influenced their approach to their field.

5. Discussion:

- Lead a class discussion based on the connections between brilliant minds and autism. Ask questions like:
- How do you think the experiences of individuals with autism contribute to their unique perspectives and talents?

- Are there other famous figures you know who are associated with both brilliance and autism?

6. **Sharing Reflections:**

- Invite students to share their reflections with the class, fostering a supportive and open discussion.

This activity not only explores the concept of brilliant minds but also introduces the idea of neurodiversity and challenges stereotypes, encouraging students to think critically about the connections between genius and conditions like autism.

BEFORE READING

As a warm up activity do a Genius Connections

1. **Objective:** To engage students' curiosity and introduce the theme of genius, innovation, and especially diverse talents and different kinds of minds and thinking.
2. **Materials Needed:** Images of the personalities that are displayed on page 23; Teacher may use any device for the presentation, from simple printed pictures to presentation made on Genially, Canva, Powerpoint, Powtoon, etc. Explore the media that is available about them on the internet.
3. Begin by asking the students if they recognize any of the individuals in the images and what they know about them. Encourage brief responses and note their initial impressions.
4. Explain that these four individuals are considered geniuses in their respective fields. Tesla and Einstein were known for their contributions to science and mathematics, Mozart for his musical genius, and Elon Musk for his innovations in technology and entrepreneurship. Give the students some time to answer the activities 1 and 2 on page 23. Ask them to compare their answers.
5. Now, create a visual mind map on the board with the names of the four personalities in the center. Draw lines extending from each name.
6. On each branch of the mind map, write a specific skill or ability that the students might associate with that individual. For example:
 - a. Nikola Tesla: Inventions and electrical engineering
 - b. Albert Einstein: The theory of relativity
 - c. Wolfgang Amadeus Mozart: Composing music
 - d. Elon Musk: Entrepreneurship and technological innovation
7. Ask students to brainstorm additional skills or abilities they know about these figures. Encourage them to think broadly and imaginatively.
8. Discuss as a class how these individuals represent various forms of genius and creativity. Emphasize the idea that genius comes in different forms and can be applied to various fields.

9. Conclude the warm-up activity by connecting it to the Unit 2 topic. This warm-up activity is a thought-provoking introduction, emphasizing the diversity of skills and talents that individuals like Nikola Tesla, Albert Einstein, Wolfgang Amadeus Mozart, and Elon Musk possessed. It sets the stage for discussions on personal strengths and interests and can lead to valuable insights about the students' own talents and aspirations.

Answers Activity 1 – C, A, B, D

Answers Activity 2 – A, B, C, D

TIME TO TALK

An open speaking activity is a language learning exercise that provides learners with an opportunity to freely express themselves in spoken language. It typically involves students sharing their thoughts, ideas, opinions. These activities are crucial for language learners as they bridge the gap between formal language study and real-world language use. They help learners become more proficient in conversation and boost their confidence in using the language in everyday situations.

SET IN MOTION

There are pictures of two famous TV Series. Ask students if they know them if not, give the students a brief summary of them. You can even show them some parts that are available on YouTube.

The Good Doctor - "The Good Doctor" explores themes of acceptance, diversity, and the power of resilience. The series delves into the personal and professional challenges faced by Dr. Murphy and his colleagues, and it often highlights the ethical dilemmas and complex medical cases encountered in the world of healthcare. Throughout the show, viewers witness Dr. Murphy's personal growth, his interactions with his colleagues, and the impact of his presence on the hospital staff. The series also sheds light on the importance of neurodiversity and inclusion in the workplace. The series has been praised for its portrayal of a character with **autism** in a prominent role and has resonated with audiences for its touching and thought-provoking storytelling in the medical drama genre.

The Big Bang Theory - Sheldon Cooper It's important to note that Sheldon's character is fictional, and the creators of "The Big Bang Theory" have not explicitly labeled him as autistic. Nevertheless, his portrayal has resonated with some viewers who see in him a representation of **certain autism-related traits**. Sheldon's character has contributed to increased awareness and understanding of autism in popular culture, and his journey to adapt and grow within his social world is a key storyline in the series.

Possible words to be used in the word web – family support, acceptance, inclusion, diagnosis, spectrum, neurodiversity, communication, social interaction, sensorial sensitivity, and so on.

VOCABULARY IN CONTEXT

Introduce the words that are necessary to understand the reading activity. You can make a *Word Bingo*. As students to choose five words from Vocabulary in Context randomly. The teacher reads the definition of words also randomly. The winner is the one who gets the five words first.

Answer activity 1 – H, E, G, D, B, F, C, A.

READING COMPREHENSION

Students are going to read some information about a scientist called Temple Grandin. She is in the autism spectrum and she is famous for developing new ways of handling cattle. She is also an autism advocate and famous writer.

Pre-Activity: Temple Grandin Introduction

Objective: To provide students with background information about Temple Grandin and the concept of neurodiversity in preparation for reading and discussing her talk.

Materials Needed – Pictures of Temple Grandin and her books (it's possible to use technological devices for this presentation such as Powerpoint, Genially, Powtoon, Canva, etc)

Instructions

1. **Introduce Temple Grandin:** Start by telling students that they are going to learn about a remarkable individual named Temple Grandin. Explain that she is a renowned author, speaker, and advocate for neurodiversity.
2. **Biography Overview:** Provide a brief overview of Temple Grandin's life. Highlight key points such as her diagnosis of autism at an early age, her achievements in the field of animal science, and her contributions to understanding autism and neurodiversity.
3. **Display Images:** Show images of Temple Grandin, including pictures of her working with animals, giving talks, or receiving awards. Images can help students connect a face to the name and make the content more relatable.
4. **Discussion Questions:** Engage the students in a brief discussion with questions like:
 - Have you ever heard of Temple Grandin before?
 - What do you know about autism or neurodiversity?
 - Why do you think understanding and accepting different kinds of minds is important?

5. **Explain the Upcoming Reading Activity:** Let the students know that they will be reading a transcript of Temple Grandin's talk, "The World Needs All Kinds of Minds." Explain that this talk focuses on the importance of embracing diversity and different ways of thinking.
6. **Purpose of the Reading Activity:** Discuss the goals of the reading comprehension activity, which may include understanding Temple Grandin's message, identifying key points from her talk, and discussing the importance of neurodiversity.

This pre-activity serves to provide context and generate interest in the upcoming reading comprehension activity. It familiarizes students with Temple Grandin, the concept of neurodiversity, and the central themes of her talk, making them better prepared to engage in the subsequent reading and discussion.

Where is the information available? At the website [The world needs all kinds of minds - Temple Grandin | TED-Ed \(www.ted.ed.com\)](https://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds)

What is the title of her talk? The World needs all kinds of minds.

What do you think is the text about? Answers may vary but most importantly is to raise students awareness about what is to think differently or not be "socially" adequate.

Answer Activity 1 – 1. Bestselling; 2. Autism; 3. Disorder ; 4. Syndrome; 5. Struggling; 6. Challenges; 7. Unknown; 8. Humane

Answer activity 2 – Multiple choice answers –

1. A

2. B

3. A

4. She has helped to develop humane systems for handling cattle and has advocated for people with autism.

AFTER READING

Time for free speaking and sharing experiences.

TIME TO FIGURE OUT – VERB TENSE

Allow students some time to read and understand how the Present Simple is formed and used. (Page 27)

Extra Activity

Warm-up activity – Autism Awareness Profile

Objective: To introduce the simple present tense while discussing neurodiversity and autism.

Materials needed

- Printed profiles (1 per student) of individuals with autism, including their names, ages, and some information about their interests and daily routines.
- Whiteboard and markers.

Instructions:

1. **Prepare Profiles:** Create profiles of fictional individuals with autism. Include details such as their names, ages, hobbies, and daily routines. These profiles should be simple and suitable for the A2 level.
2. **Introduction:** Start by briefly discussing the concept of neurodiversity and introducing the topic of autism. Explain that you will be learning about the daily lives of individuals with autism to promote understanding and acceptance.
3. **Distribute Profiles:** Hand out the profiles to the students, one profile per student. Make sure to mix the profiles so that each student gets a different one.
4. **Reading and Analysis:** In pairs or small groups, have the students read and analyze the profiles they receive. Encourage them to discuss the hobbies and daily routines of the individuals in the profiles.
5. **Simple Present Practice:** After discussing the profiles, guide the students in identifying simple present tense sentences within the text. For example, "He plays the piano," "She enjoys reading books," "He watches documentaries," and so on. Write these sentences on the whiteboard.
6. **Create Sentences:** In their pairs or groups, ask the students to create additional simple present tense sentences about the individuals in the profiles. For instance, "She listens to music every evening," or "He visits the library on Saturdays."
7. **Sharing and Discussion:** Have each group share a few sentences they created with the class. Encourage open discussions about the interests and routines of these individuals, highlighting the use of the simple present tense.
8. **Grammar Recap:** Summarize the use of the simple present tense based on the sentences created and discussed. Highlight its use for routine activities, habits, and general truths.

9. **Reflection:** Conclude the activity by discussing the importance of understanding and accepting neurodiversity. Ask students if they learned something new about autism and how it might change their perspectives.

This warm-up activity not only introduces the simple present tense but also fosters empathy and promotes understanding of neurodiversity and autism. It engages students in meaningful discussions while reinforcing grammar concepts in a real-life context.

Answers Page 27

1. Which verb tense do you find in the sentence? – SIMPLE PRESENT
2. 1. SIMPLE PRESENT; 2. PERMANENT; 3. REGULARLY; 4. TIME; 5. PRESENT; 6. INFORMALLY; 7. STORIES 8. EVENTS

GRAMMAR RULES!

Allow students some time to comprehend the spelling rule for the third person singular in the Simple Present Tense.

There is a funny way to remember the spelling rule for adding ES to a verb, for Portuguese speakers (especially Brazilians) The following mnemonic : o, s, z, ch, sh, x (*O seu Zé chegou no show da Xuxa*)

Answers Activity 1 – HE, SHE , IT – offers, goes, studies, works, enjoys, fixes.

WE, YOU, THEY – teach, identify, run, miss.

BRUSH UP ON!

Answer Activity 2 – Stay – stays ; Reply – replies ; Watch- Watches

Extra Activity

Extra Activity for practicing the use of 3rd person singular

Activity: "A Day in the life of an Autistic Individual"

Objective: To practice the use of present simple third person singular while raising awareness about the daily lives of individuals with autism.

Materials needed:

- Handouts with descriptions of daily activities and routines of autistic individuals.
- Whiteboard and marker

Instructions

1. **Prepare Handouts:** Create handouts that include descriptions of the daily routines and activities of fictional autistic individuals. For example:
 - "Sarah wakes up at 7:00 AM."
 - "John enjoys drawing in the afternoon."
 - "Emily listens to music before bedtime."
2. **Introduction:** Start the activity by introducing the topic of autism and explaining that you will be learning about the daily lives of individuals with autism. Discuss briefly the importance of understanding and accepting neurodiversity.
3. **Distribute Handouts:** Hand out the prepared handouts to the students, ensuring that each handout describes the daily routine and activities of a different fictional autistic individual.
4. **Read and Identify:** In pairs or small groups, have the students read and discuss the descriptions on their handouts. Encourage them to identify and underline the third person singular present simple verbs in the sentences.
5. **Create Sentences:** In their pairs or groups, ask the students to create additional sentences about the daily routines and activities of the autistic individuals using the present simple third-person singular. For example, "He has breakfast at 8:00 AM."
6. **Share and Discuss:** Have each group share a few sentences they created with the class. Write these sentences on the whiteboard to review and discuss as a class.
7. **Reflection:** Lead a class discussion on the students' understanding of the daily lives of individuals with autism and how using the present simple tense helped describe these routines.

8. **Importance of Understanding:** Conclude the activity by discussing the importance of understanding and accepting people with autism and other forms of neurodiversity. Encourage empathy and open-mindedness.

This activity not only reinforces the use of the present simple third-person singular but also raises awareness about autism and promotes empathy and understanding. It provides a meaningful context for practicing grammar while exploring a relevant and important topic.

After the activity proposed ask the student to go to page 29 and complete exercise 3, about pronunciation.

Answers Activity 3

Sounds like /s/ - sleeps, stops, ticks

Sounds like /z/ - deals, dreams, sings, wears, plays

Sounds like /iz/ - kisses, watches, changes

PRACTICE MAKES PERFECT!

Answers Activity 1 – 1. has; 2. finds; 3. help; 4. forgoes 5. shares

Answers Activity 2- 1. tries; 2. takes; 3. gets; 4. likes; 5. paints; 6. accompany; 7. explains; 8. Continues.

Answers Activity 3- don't / doesn't

Answers Activity 4-

I don't go	Do I go...?
You don't go	Do you go?
He doesn't go	Does he go?
She doesn't go	Does she go ?
We don't go	Do we go ?
They don't go	Do they go ?

The activities 3 and 4 are based on an extract of a book called The Little Rainman, which students had a glance on the context on exercise 2. It's expected student come up with the answers in an inductive way.

Extra Activity

Activity Title: "Autism Awareness Interviews"

Aim: To practice interrogative and negative forms of the present simple tense while raising awareness about autism.

Materials:

- Flashcards with autism-related words or phrases.
- A list of questions related to autism.

Instructions:

1. **Word Introduction** Begin the activity by introducing some autism-related vocabulary. Show flashcards with words or phrases related to autism, such as "autism," "spectrum," "sensory," "communication," "support," etc. Encourage students to repeat and practice pronunciation.
2. **Question Preparation:** Provide each student with a list of questions related to autism. These questions should target the present simple interrogative and negative forms. For example:
 - Do people with autism always struggle with communication?
 - Doesn't everyone with autism have the same challenges?
 - Can people with autism lead independent lives?
3. **Pair Up:** Have students pair up.
4. **Role Play:** In their pairs, students will take turns being "interviewers" and "interviewees." The interviewer will use the provided questions to ask the interviewee about autism. The interviewee must respond using the present simple tense, focusing on both interrogative and negative forms. For example:
 - Interviewer: "Do people with autism always struggle with communication?"
 - Interviewee: "No, they don't always struggle with communication. Some can communicate effectively."
 - Switch roles after a few questions.
5. **Group Discussion:** Bring the class back together for a group discussion. Ask each pair to share one interesting thing they learned about autism from their interviews. Encourage the use of present simple questions in the discussion. For example:
 - "Did you find out anything surprising about autism?"
 - "What are some common misconceptions about autism?"
6. **Feedback and Reflection:** Conclude the activity by asking students to provide feedback on the activity and share their thoughts on what they learned. Also, discuss the importance of raising awareness about autism.

This activity not only helps students practice present simple interrogative and negative forms but also raises awareness and promotes empathy towards individuals with autism. It's a meaningful and engaging way to learn about a relevant and important topic.



LISTENING TIME

Transcript – Listening exercises

Listening Part1 – Temple Grandin

A) I think I'll start out and just talk a little bit about what exactly autism is. Autism is a very big continuum that goes from very severe -- the child remains nonverbal -- all the way up to brilliant scientists and engineers. And I actually feel at home here, because there's a lot of autism genetics here. It's a continuum of traits. When does a nerd turn into Asperger, which is just mild autism? I mean, Einstein and Mozart and Tesla would all be probably diagnosed as autistic spectrum today.

B) Here are the types of thinking: photo-realistic visual thinkers, like me; pattern thinkers, music and math minds. Some of these oftentimes have problems with reading. You also will see these kinds of problems with kids that are dyslexic. You'll see these different kinds of minds. And then there's a verbal mind, they know every fact about everything. Now, another thing...

Listening Part2 – Rosie King

I haven't told many people this, but in my head, I've got thousands of secret worlds all going on all at the same time. I am also autistic.

People tend to diagnose autism with really specific check-box descriptions, but in reality, it's a whole variation as to what we're like. For instance, my little brother, he's very severely autistic. He's nonverbal. He can't talk at all. But I love to talk. People often associate autism with liking maths and science and nothing else, but I know so many autistic people who love being creative. But that is a stereotype, and the stereotypes of things are often, if not always, wrong. For instance, a lot of people think autism and think "Rain Man" immediately. That's the common belief, that every single autistic person is Dustin Hoffman, and that's not true.

Answers Listening Part1

a) Einstein, Mozart and Tesla

b) Photo realistic, visual pattern, and verbal mind thinkers

Answers Listening Part2

1. Secret; 2. Autistic; 3. Diagnose; 4. Descriptions; 5. Nonverbal; 6. Creative; 7. Stereotypes; 8. Rain Man

Pre- Writing Activity

Before reading the proposed writing activity do the pre-writing

Title: "Comic Strip Brainstorm"

Aim: To introduce the concept of comic strips and get students thinking about storytelling through images and short text.

Materials:

- A whiteboard or chalkboard
- Markers or chalk
- Printed comic strips for reference (optional)

Instructions:

1. **Discussion:** Begin by asking the students if they know what a comic strip is. You can elicit their prior knowledge and encourage them to share any comic strip examples they are familiar with.
2. **Definition and Explanation:** Provide a simple definition of a comic strip, such as "A comic strip is a short story told through a sequence of images and text, usually in a humorous or entertaining way." You can write this definition on the board.
3. **Show Examples:** If available, show a few printed comic strips or display them on a screen. Discuss the elements they notice, such as panels, characters, speech bubbles, and the use of visual humor.
4. **Brainstorming Activity:** Divide the class into small groups or pairs, and give each group a large sheet of paper or a whiteboard/chalkboard. Ask the students to brainstorm and create their own simple comic strip idea. Instruct them to consider the following:
 - Who are the characters in the comic strip?
 - What is the setting?
 - What is the problem or situation that the characters face?
 - How does the problem get resolved or what's the humorous twist?
5. **Presentation:** Have each group present their comic strip idea to the class. Encourage them to draw a rough sketch of one panel to illustrate their concept and include a brief description of the storyline.

6. **Discussion:** After all the presentations, lead a short discussion about what makes a good comic strip. Discuss elements like humor, visual storytelling, and concise text.
7. **Homework (optional):** As homework, you can ask students to create a simple comic strip based on their group's idea. This will reinforce the concept and prepare them for a follow-up activity.

This pre-activity will not only introduce the idea of comic strips but also encourage creativity and collaboration among the students. It sets the stage for a more in-depth exploration of comic strip creation in the main activity.

After this activity ask student to read all the information available on the writing page and ask if there are any extra information to be added.

Students can choose between two different topics to create their own comic strip; Present students the tools available for creating their comics online. There are more examples

Pixton: Pixton is a user-friendly platform that offers a wide range of customization options for characters, backgrounds, and props. It's great for creating comic strips and cartoons.

Comic Master: Comic Master is an online platform that allows you to create your own comic strips. You can select from various layouts and add your text and images. It's suitable for beginners.

Witty Comics: Witty Comics is a straightforward tool for creating simple, dialogue-driven comic strips. It's quick and easy to use.

TIME TO SPEAK UP!

In this part of the unit, the students will be presented with the genre debate for the speaking activity.

Introduce the topic with *a video* about debate skills: [Debating skills - Introduction - YouTube](#)

Allow the students some time to read the information available on page 37 about the definition of debate and its key features. Explain the main points if necessary.

Answers Activity 1: 1. Facts; 2. Attack; 3. Eye

Activity: "Debate Genre Introduction"

Aim: To introduce A2 ESL students to the main features of the debate genre.

Materials:

- Whiteboard and markers
- Printed debate topics (or you can write them on the board)
- Timer or stopwatch

Instructions:

1. **Introduction:** Start by discussing what a debate is. Explain that it is a structured discussion between two sides, where people express their arguments and counterarguments about a specific topic.
2. **Key Features Discussion:** On the whiteboard, write down the key features of a debate genre, using simple language suitable for A2 student. You may also use some tools available on the internet for this presentation.
 - Two opposing sides (for and against).
 - Structured format with opening statements, arguments, counterarguments, and a conclusion.
 - Time limits for speaking (e.g., 1-2 minutes per turn).
 - Clear and persuasive arguments.
3. **Example Debate:** Provide a simple debate topic related to their level and interests. For example, "Should students have homework?" or "Is it better to study in the morning or at night?" Discuss the topic briefly and explain that one side will argue in favor of the topic, while the other side will argue against it.
4. **Side Selection:** Divide the class into two groups: Group A (for) and Group B (against). Let students choose which side they want to be on.
5. **Preparation:** Give each group time to discuss and brainstorm their arguments. Encourage them to come up with two or three main points in favor of their side of the debate. Students use the prompts on page 39.
6. **Debate:** Conduct the debate with each side taking turns to present their arguments. You can use a timer to ensure that each student speaks for a set amount of time (e.g., 1-2 minutes). Ensure that they follow a structured format, including opening statements, arguments, counterarguments, and a conclusion.
7. **Discussion:** After the debate, have a class discussion where students can reflect on the process. Discuss what they found challenging or interesting about the debate.
8. **Feedback and Conclusion:** Summarize the main features of a debate genre, emphasizing the structured format, opposing sides, and clear arguments.

This activity is designed to provide an interactive and hands-on introduction to the debate genre for A2 ESL students. It allows them to experience the structure of a debate and understand its key features in a practical context. It's important to keep the language simple and accessible for their level while focusing on the fundamentals of debate.

All the information is also available on page 38.

KWL Chart

A KWL chart is a graphic organizer that helps learners recap and reflect on what they have learned in class and do an initial self-assessment of the points they need to explore further. KWL charts activate background knowledge ("I know..."), develop a purpose for further learning ("I want to know...") and summarize recent learning ("I learned..."). These processes help learners develop content knowledge and metacognitive skills and help generate and sustain engagement. They also give teachers information for needs analysis and to set the pace of future lessons and units. You usually ask learners to complete a KWL chart at the end of lessons or units. You can also use them at the beginning and then repeat the process at the end, comparing the results and setting new goals.

Reading Comprehension: The World Needs all kinds of minds

Source: [The world needs all kinds of minds - Temple Grandin | TED-Ed](#)

Practice Makes Perfect

Text 1: A Brilliant Young Mind

Source: [10 Movies That Treated Autism with Respect \(movieweb.com\)](#)

Text 2: The Story of Luke

Source: [10 Movies That Treated Autism with Respect \(movieweb.com\)](#)

Text 3: Little Rain Man

Source: [Little Rainman: Autism-Through the Eyes of a Child: Simmons, Karen L, Sicoli, Karen, Woodbury, Rob, Gilpin, R Wayne: 9781885477293: Amazon.com: Books](#)

Grammar Reference:

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Links

[Why Children with Autism Need Routines at Home | Therapeutic Pathways \(tpathways.org\)](https://tpathways.org/)

[Understanding the Spectrum - a comic strip explanation | The Art of Autism \(the-art-of-autism.com\)](https://the-art-of-autism.com/)

[How to Create a Comic Book: Neil Gaiman's Step-by-Step Guide for Making Comics - 2023 - MasterClass](https://www.masterclass.com/articles/how-to-create-a-comic-book)

[Animals Make Us Human \(grandin.com\)](https://www.grandin.com/)

SOME TOOLS TO GAMIFY LEARNING



UNITS LEARNING PATH



[Assignment - Symbaloo Learning Paths](#)

RATIONALE

Leaders of Learning is the final paper for Universidade Federal de Minas Gerais (UFMG) Specialization Program in English Teaching, administered by the Graduate Program in Linguistic Studies at UFMG. This paper consists of two teaching units, which address the specialization course's theoretical and practical aspects. The units were developed to cater to the needs of adults studying at a language school. The CEFR A2 level classification is used as the basis for these units. It was used, during the development of the exercises, what is called according to Kumaravadivelu apud Brown (1994) a “pedagogy of particularity” by which he means

Being sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular social milieu”

The units were thought to encounter the real needs of the learners, with a combination of post-method choices to achieve our goal. As portrayed by Brown (1994)

We are exploring pedagogical means for “real-life” communication in the classroom. We are trying to get our learners to develop linguistic fluency, and not just the accuracy that once consumed our predecessors. We are equipping our students with tools for generating unrehearsed language performance “out there” when they leave the womb of our classrooms”.

Bearing the above in mind and integrating speaking, listening, reading, and writing skills, both units were created from authentic materials (TED Talks, News, Articles, etc.), thus leading students to engage in real-life situations to carry out the proposed exercises. Internet connection made possible the access of authentic sources to be used in the units.

The themes of the units were selected considering the opportunity to promote critical thinking. Unit 1 (Disabled, really?) tackles the blindness in the media and real life while in unit 2 (I am different, not less) students discuss the characteristics of a person in the autism spectrum, their roles in society, and what must be done yet. Through these activities, learners

are allowed to express themselves by provoking discussions about what is to be "different" in contemporary society. As a result, different viewpoints tend to be encouraged rather than suppressed. As such, it is a highly heterogeneous society characterized by a wide range of cultures and beliefs. As stated in the introduction to this paper, the units are aimed at adult and young adult English language learners from Brazil, therefore, they must invite students to learn through interaction.

All the activities proposed were carefully planned to follow the same structure as pre-task activities in all the exercises, as assumed by Skehan (1996), "Pre-task activities can aim to teach or mobilize or make salient language which will be relevant to task performance". Thus, students start reflecting on what is going to be taught and raise their awareness of the topics.

As a pedagogical feature, we tended to develop a more student-centered approach, hence the inductive approach for teaching grammar was more attractive since it is learner-centered and encourages learners' autonomy. It was considered what was proposed by Thornbury (1999) who highlights three main approaches to teaching grammar: teaching grammar based on rules, examples, and through texts. With this stated the decision was made to present grammar through texts, highlighting some important parts where the grammar topics are found, both units present verb tenses. As stated by the author

Teaching grammar through texts is based on the principle that language is context-sensitive, that is, the intended meaning of a word or phrase is very difficult to determine without a context.

The development of the grammar topics followed the PPP (Presentation, Practice, Production) model, as seen in Nassaji and Fotos (2011):

In the PPP Model, grammar instruction consists of a structured three-stage sequence: a presentation stage, a practice stage, and a production stage. In the presentation stage, the new grammar rule or structure is introduced, usually through a text, a dialogue, or a story, that includes the structure. The students listen to the text or read it out loud. The

main purpose of this stage is to help students become familiar with the new grammatical structure and keep it in their short-term memory.

The grammar points proposed in the units followed the same steps, complementing what was mentioned above, the presentation stage is followed by the practice and production.

All the activities proposed in the units considered Jeremy Harmer's theory on learning and practicing the four skills in English.

Concerning Reading

Intensive reading was chosen for the proposed exercises, and extensive reading is proposed in the learning path created for the units which is available at Symbaloo[®]. Another significant aspect of Harmer's theory is the importance of extensive reading. He suggests that learners should have access to a wide range of reading materials that match their interests and language proficiency levels. Learning paths are related to the personalization of learning, an approach that seeks to privilege students' individual skills and stimulate the construction of knowledge in a creative and motivating way.

Harmer emphasizes the importance of integrating reading skills with other language skills, such as listening, speaking, and writing, to promote comprehensive language development. All the skills proposed in the units follow the same theme, unit 1, every skill is linked to blindness and unit 2 is linked to autism.

Harmer's theory draws attention to the role of authentic texts in reading instruction. He believes that using authentic materials, such as newspapers, magazines, and literature, provides learners with meaningful and engaging reading experiences. Authentic texts expose learners to real-life language use and enable them to develop vital comprehension skills, vocabulary knowledge, and cultural understanding.

For the comprehension exercises, we used a scanning technique as Harmer (2010) states "finding specific details that the reader is looking for".

The *Vocabulary in Context* section of the units are presented before the reading activity, following what Harmer (2010) reports

One way of helping students to deal with challenging texts is to pre-teach some of the vocabulary they need, especially where this is specialist topic vocabulary that is crucial to understanding the text.

His theory also promotes the use of visual aids, such as pictures and illustrations, to support reading comprehension. Visuals help learners make connections, infer meaning, and visualize the content of the text. Hence, all the texts used are accompanied by visuals.

Regarding Listening

He advocates for a communicative approach to language teaching, where listening activities are designed to simulate real-life communication situations and foster interactive exchanges between learners.

Harmer emphasizes the role of authentic listening materials in language instruction; therefore, the choice was made for TED Talks available on the recommended topics of the units. There was also some concern in choosing the accents the students would be exposed, an attempt to introduce different kinds of English accents, a Japanese speaking English, an American and a British. He suggests that using authentic audio and video materials, such as news broadcasts, interviews, and movies, provides learners with meaningful and engaging listening experiences. Authentic materials expose learners to real-life language use and enable them to develop vital comprehension skills, vocabulary knowledge, and cultural understanding.

Another essential facet of Harmer's theory is the use of pre-listening and post-listening activities. Pre-listening activities encourage learners to activate their prior knowledge, set goals for listening, and predict what they will hear in the audio or video recording. Post-listening activities, on the other hand, facilitate comprehension checks, discussion of the audio or video recording, vocabulary exploration, and reflection on the listening experience. These activities help reinforce learning and improve listening comprehension.

With reference to Writing

Additionally, Harmer emphasizes the significance of authentic writing tasks. Learners should be provided with writing prompts and assignments that reflect real-life

communication contexts, such as writing emails, letters, reports, or essays. Authentic writing tasks enable learners to develop practical writing skills and improve their ability to communicate effectively in various writing genres. In the designed writing activities, the option was made for the PSA (Public Service Announcement) genre, mostly due to multiliteracies subject inspiration, and Comics. The first one is because it reflects real-life communication, and the second one is because creative writing is something that is also considered by the author and comes by following what was planned for the activities. According to Harmer (2010)

The term creative writing suggests imaginative tasks, such as writing poetry, stories and plays. Such activities have a number of features to recommend them. Chief among these is that the end result is often felt to be some kind of achievement. Students frequently take great pride in what they have done, which is sometimes not so apparent in less 'creative' writing activities. Creative writing is a 'journey of self-discovery, and self-discovery promotes effective learning'

As Harmer (2010) presents, to bolster the 'product pride' that students may feel when they have written creatively, they need an audience for what they write. Reflecting on that, students are required to post their writings on the Leader of Learning PearlTress©, some online tools were also provided for the production of the comics.

Writing Feedback

Incorporating feedback and revision is another crucial aspect of Harmer's writing theory. Learners should be encouraged to seek feedback from their peers, and instructors, or through self-evaluation. By receiving feedback and engaging in the revision process, learners can enhance their writing skills, refine their language use, and improve the overall quality of their written work. Based on that, after all the writing exercises a feedback activity is presented.

Speaking

Speaking is covered in an integrated way, and the activities proposed are highly interactive, having the negotiation of meaning as a major requirement. For unit 1 was

proposed an Oral Presentation and for unit 2 a Debate. When performing the activities, the students will have the chance to consolidate their vocabulary and elaborate on the theme of the unit by contributing their ideas. Useful language is supplied in each unit to aid the students in their efforts to express themselves. The teacher should bear in mind that for successful completion of the activities – not only the speaking ones but all of them. Concerning authenticity, Harmer advocates for exposing learners to authentic and meaningful language use. Speaking activities should reflect real-life situations, encouraging learners to interact in contexts they might encounter in their daily lives. Authenticity helps learners to better grasp the language's practical utility. Harmer endorses task-based learning, where learners are given tasks that require them to use the language to complete real-world activities. This approach makes speaking more purposeful and engaging for learners. It also aligns with the idea that language is a tool for accomplishing specific goals.

Pronunciation

Both units present pronunciation exercises or tips to raise students' awareness of the differences of 3rd person singular pronunciation and simple past of regular verbs pronunciation. Some tips are also found in some pages.

According to Fraser (1999)

It is true that learners are very unlikely to attain a native-like accent- but their intelligibility can be greatly improved by effective pronunciation teaching; pronunciation improves most through the gradual intuitive changes brought about by real interaction with native speakers – but for a large proportion ESL learners the skills that enable this type of interaction do not come naturally; most need a 'leg-up' from explicit pronunciation teaching.

Self-Assessment

The importance of presenting self-assessment activities in both units is to lead the students to reflect on their learning process as stated by Luoma (2013). “The student must be able to assess their English learning progress, self-assessment of their learning progress will allow

the learner to see where they have improved their language skills and where they should continue to focus their attention in future studies, Reinders (2010).

Self-assessment activities were presented in three different moments in each unit, first as a can-do list for wrapping up the grammar points (present simple, past simple), as a speaking self-assessment (oral presentation and debate) and at the end of each unit a different self-assessment approach, using them as a retrieval practice (exit ticket and KWL chart). As stated by Agarwal et al (2020), “A retrieval practice is a learning strategy where we focus on getting information out... is a powerful strategy for improving academic performance without more technology, money, or class time. It doesn't lead to memorization, it increases understanding”. Retrieval practice is seen as a learning strategy.

Therefore, it was possible to provide the students with some reflective practice on their learning process. The ability to monitor their thinking can help students identify what they do and do not know.

The Teacher's Guide, provided at the end of each unit, gives the teacher some hints on how to perform his or her role throughout the different class sections. Some extra activities were provided to enhance communication in class. Although Unit 1 is independent of Unit 2, both share a similar format, each containing specific subdivisions and focusing on a particular language ability. Each section is made up of activities meant to provide substantial input and encourage the students to generate the expected output.

The final product was a combination of everything proposed during the specialization course.

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