

UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras

Curso de Especialização em Língua Inglesa

Hortência Gimenes Macedo

TEACHING ENGLISH FOR BEGINNERS

Belo Horizonte

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Dissertação apresentada à
Faculdade de Letras da
Universidade Federal de Minas
Gerais como requisito parcial para
obtenção do título de Especialista
em Língua Inglesa.

Orientadora: Prof.^a Luciana de
Oliveira Silva

Belo Horizonte

2024



UNIVERSIDADE FEDERAL DE MINAS GERAIS

ATAFACULDADE DE LETRAS DA UFMG
CURSO DE ESPECIALIZAÇÃO EM LÍNGUA INGLESA/EAD

Às 11: horas do dia 29 de junho de 2024, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa/EAD, para julgar em exame final, o trabalho intitulado: TEACHING ENGLISH FOR BEGINNERS, apresentado por Hortência Gimenes Macedo de Freitas, 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 a 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). Climene Fernandes Brito Arruda, indicou (X) aprovação () reprovação do (a) candidato(a).
Prof(a). Dr(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: 70

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



Documento assinado eletronicamente por **Climene Fernandes Brito Arruda, Professora do Magistério Superior**, em 02/07/2024, às 09:40, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



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RESUMO

O texto descreve o design e os objetivos de unidades pedagógicas baseadas no Ensino Comunicativo de Línguas . Essas unidades têm como objetivo integrar cenários do mundo real na sala de aula, promovendo o pensamento crítico e a cidadania reflexiva, enquanto facilitam a aquisição do inglês. As unidades são projetadas para engajar estudantes iniciantes, promovendo a interação social, o pensamento crítico e o uso do inglês em contextos significativos. Temas como saúde, vida cotidiana e bullying são explorados para incentivar os alunos a refletirem sobre questões sociais. As unidades incorporam tecnologia e diferentes gêneros de escrita, como e-mails e postagens em redes sociais, para aprimorar as habilidades linguísticas. A abordagem enfatiza o uso do conhecimento prévio, a complexidade gradual nas atividades e a importância da pré-avaliação. O objetivo final é construir a confiança dos alunos no uso do inglês para comunicação real, tornando-os participantes ativos no processo de aprendizagem.

Palavras-chave: Ensino Comunicativo de Línguas; Pensamento Crítico; Cenários do Mundo Real e Envolvimento dos Alunos.

Abstract

The text describes the design and objectives of pedagogical units based on Communicative Language Teaching. These units aim to integrate real-world scenarios into the classroom, fostering critical thinking and reflective citizenship while facilitating English language acquisition. The units are designed to engage beginner students by promoting social interaction, critical thinking, and the use of English in meaningful contexts. Themes such as health, daily life, and bullying are explored to encourage student reflection on social issues. The units incorporate technology and various written genres, such as emails and social media posts, to enhance language skills. The approach emphasizes the use of prior knowledge, gradual complexity in activities, and the importance of pre-assessment. Ultimately, the goal is to build students' confidence in using English for real communication, making them active participants in their learning process.

keywords: Communicative Language Teaching; Critical Thinking; Real-world Scenarios and Student Engagement.

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Introduction

The inspiration for writing this document comes from my students, each of whom has been very special to me. Watching them use the English language fills me with joy and motivates me to continue my career in education. This is particularly meaningful because my students are only 4 and 5 years old. They communicate brilliantly in English because, as young learners, they are unafraid of making mistakes and simply keep going. This is truly magical!

I am passionate about education and making a difference in my students' lives. This work is designed for both beginners and advanced learners. It reflects my beliefs about how language acquisition should be taught today, based on our understanding of how the brain learns languages. The main objective is to engage students in listening activities and build on their prior knowledge, which is crucial for second language acquisition. Becoming bilingual involves more than just learning subjects; it is about preparing individuals to communicate effectively in various situations around the world.

This work comprises two units: the first focuses on sports, and the second on school daily. Both units are created for B1 level beginners and can be applied in regular schools and English courses. They are engaging because they incorporate technology, which is ubiquitous in our daily lives, and follow a communicative approach that encourages student interaction. The topics are also very relevant and current.

Each unit integrates the four key language skills: reading, writing, listening, and speaking. The exercises are designed to develop these skills effectively. It is important to note that students are encouraged to use their prior knowledge, helping them feel more comfortable as they acquire a second language.

Additionally, there are teacher's guides with answer keys. These guides provide educators

with ideas on using technology in the classroom, suggestions for conducting classes, and ways to tailor exercises to students' existing knowledge while being attentive to their contributions. This support helps teachers plan lessons effectively and make learning visible.

Rationale

The pedagogical units were designed based on communicative language teaching. The main idea is to bring the real world into the classroom environment, promoting reflective citizenship among students and facilitating their acquisition of a second language through discussions on real-life situations related to the subjects' topics.

The primary objective in creating the themes of the units was to promote in-class communicative activities that foster critical thinking and motivate students to learn English with a purpose. By understanding "Why am I learning English?" students will realize that acquiring English as a second language equips them to communicate in various situations, regardless of their location.

The themes in the units were chosen to enhance social aspects in the classroom. The main goal was to engage students effectively, encouraging them to think and reflect on social issues. For instance, topics include "Taking care of your health" and promoting a "health culture in daily life," as well as "A typical school day" and the issue of bullying.

Although engaging students can be challenging, particularly when using a second language, the inclusion of these topics aims to involve them in real situations and make them comfortable taking the risk of using a second language. Most of the time, students will be invited to use the second language with a partner or in small groups. According to the suggestions in the teacher's guide, this interaction will help them use the second language, think critically, and consider their friends' opinions.

This approach helps educators engage students by considering all aspects of real language use. I also included real, non-stereotyped pictures to encourage students to think and see life as it is. In the units, teachers will work with input and output lessons where students are invited to use their prior knowledge about the topic before delving into grammar and the four language skills. They will share and socialize their ideas and viewpoints.

The main goal of conducting the units is to listen to students first by presenting the topics, making them relatable to real-life situations, and then exploring the grammar aspects in depth. According to Leffa (2003), the unit's structure should start with the simplest and easiest activities and gradually become more complex. Activities should capture students' attention, interest them in the topic, and trigger their prior knowledge.

Both units are designed for beginner students and can be applied in English courses for teenagers and adults, as well as in regular schools for teenagers. The communicative approach is evident in both units, as students work on the four language skills. The units guide teachers to create a conducive environment for students to use their speaking abilities to express their prior knowledge, the new knowledge being taught, and their perspectives.

Pre-assessments are included in the two units to promote more interaction in class. Pre-assessment involves evaluating students' existing knowledge and skills before introducing new content. This provides teachers with valuable insights into individual student needs, allowing them to differentiate instruction effectively. According to Vygotsky (1978), it is imperative to create a relationship between the learner's prior knowledge and new learning, making pre-assessment a powerful tool in the classroom.

The units focus on real-life situations, inviting students to improve and develop their speaking, listening, writing, and reading skills according to the suggested grammar. Unit 1, "What is your favorite sport?" covers simple present grammar, while Unit 2, "I am at school," covers the present continuous.

In both units, I decided to incorporate two different written genres: students will write emails and create social media posts according to the exercise instructions. Several Computer Assisted Language Learning (CALL) researchers have reported the benefits of using email in EFL. Warschauer (1995) states that emails and posts provide students with excellent opportunities for real, natural communication, bridging the gap often experienced by students lacking sufficient opportunities to communicate in English.

According to Harmer (2012), Communicative Language Teaching emphasizes that language acquisition occurs when students have opportunities to use the language and a purpose for communicating, rather than merely practicing grammar items. This perspective of motivating and creating an environment for communication in a second language was inspired by the teachers I had during this course. We were always encouraged to share our ideas and knowledge, which made me feel comfortable expressing myself in a second language. I incorporated these aspects into the units, considering how I would like to be taught and feel in a second language class, especially in a post-pandemic world with new considerations for educators.

In both units, teachers are encouraged to use technology, considering the resources available in schools and students' mobile phones, which are valuable tools for involving students and facilitating second language acquisition both in and out of the classroom. According to Belloni (2003), technology has evolved from the blackboard and chalk to computers and mobile devices, making it integral to real-life communication and learning.

Warschauer and Healy (1998) emphasized the importance of computers in education, highlighting global issues and predicting the future needs of education. As educators, we cannot ignore technology, especially in second language acquisition, where most resources are in English, aiding vocabulary acquisition.

The teacher's guide includes suggestions on using technology in class, providing

opportunities to involve students in cultural awareness and creating a pleasant learning environment. The pandemic has also prompted educators to rethink classroom approaches, emphasizing the need for technology. Communicative CALL suggests teaching grammar explicitly, with language games and technology playing a crucial role in the language learning process.

In conclusion, this work outlines the theoretical, empirical, and practical aspects of listening, writing, speaking, and reading. The primary focus is on teaching English using the communicative approach and making language useful in communication, centered on students' development. The goal is to make students confident in using English as a second language, making them the protagonists of the learning process. The result is visible learning in and out of the classroom, applying acquired knowledge to real situations.

UNIT 1 - What is your favorite sport?

MY FAVORITE SPORT



Picture from: CAMBRIDGE, COMPLETE PRELIMINARY FOR SCHOOLS, 2020.

WARM UP

1. Work in pairs. Look at the pictures and share your thoughts with a friend. The questions below can guide your discussion.
 - Can you name the sports in the picture?
 - Do you watch any sport above on TV?
 - Why are sports important for health?
2. Here is a word hunt activity! Find the words below connected to sports.



stadium tennis skating surfing racket
rugby skiing match golf

S	T	A	D	I	U	M	M
K	E	R	U	G	B	Y	A
A	N	A	G	O	L	F	T
T	N	C	B	A	T	M	C
I	I	E	G	L	B	N	H
N	S	K	I	I	N	G	P
G	R	A	C	K	E	T	O
S	U	R	F	I	N	G	M

READING TIME

Pre reading

1. Before reading, check the sentences that are true for you personally.
 - I play sports at school
 - I enjoy team sports
 - We need to promote sports for good physical
 - People practices sports for fun
 - I enjoy watching sports

Now read the text carefully!

Sports

Sports are activities that people do for fun, exercise, and competition. People play sports all over the world. Some popular sports include soccer, basketball, and tennis. In soccer, players kick a ball into a goal. Basketball players throw a ball through a hoop. Tennis players hit a ball over a net. People also watch sports on TV or in stadiums. They cheer for their favorite teams and players. Sports are a great way to stay active and healthy.

Fonte: Hortência Gimenes

2. Answer the question below according to the text.

Write (T) for true and (F) for false.

- ❖ Sports are a great way to stay active and healthy. T () F ()
- ❖ Tennis is better than soccer. T () F ()
- ❖ People enjoy watching sports. T () F ()
- ❖ People around the world don't like to play sports. T () F ()
- ❖ Sports are activities that people do for fun. T () F ()

Quiz!

1. What are sports activities done for?
 - a. Fun, exercise, and competition
 - b. Relaxation and meditation
 - c. Socializing and networking
 - d. Learning new skills

2. What is the objective of soccer?

- a. Players kick a ball into a goal
 - b. Players hit a ball over a net
 - c. Players throw a ball through a hoop
 - d. Players hit a ball with a bat
3. How do basketball players score points?
- a. By throwing a ball through a hoop
 - b. By kicking a ball into a goal
 - c. By hitting a ball with a racket
 - d. By hitting a ball over a net
4. What do people do in stadiums while watching sports?
- a. Cheer for their favorite teams and players
 - b. Play the sports themselves
 - c. Watch movies on the big screen
 - d. Sleep and relax
5. Why are sports considered a great way to stay active and healthy?
- a. They provide exercise and promote physical fitness
 - b. They involve sitting and watching TV
 - c. They are boring and uninteresting
 - d. They are not good for physical health

Answer the questions below according to the text about **Sports**.

1. What are sports and why do people do them?
2. Where do people play sports?
3. Name three popular sports mentioned in the text.
4. How do soccer players score points?
5. What do basketball players do to score points?
6. How do tennis players play the game?
7. Besides playing, how else do people enjoy sports?

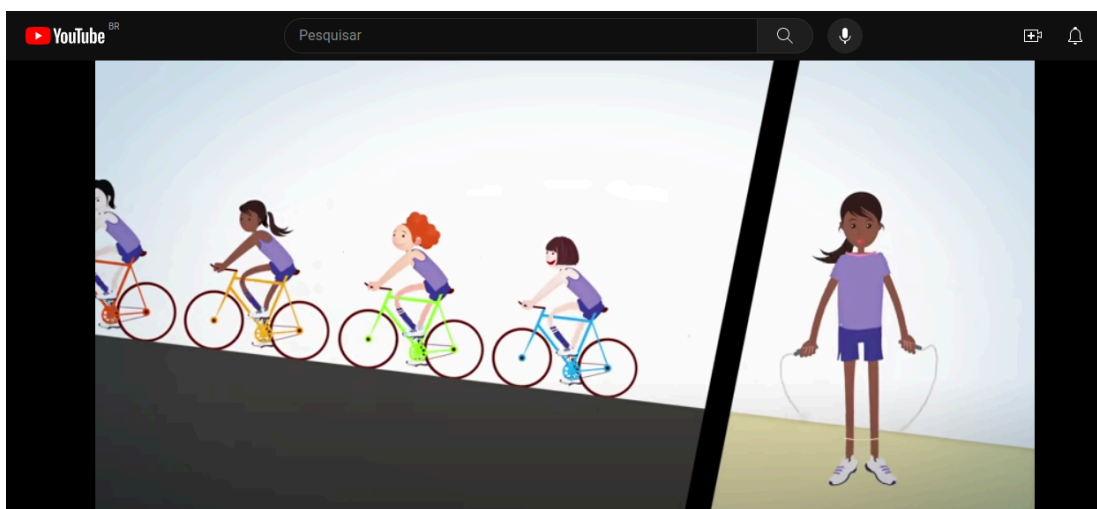
Post reading

In small groups of 4 create a list of as many words related to one sport mentioned in the text as you can in 5 minutes. You can think about equipment, actions, rules, etc. After the time is up, share your list with the class.

LISTENING TIME

Pre - Listening

The image below was taken from a video.



1. **Talk to a friend: what do you think this video is about?**
2. **Now discuss the questions below with your partner.**
 - a. Do you think playing sports is important for overall well-being?
 - b. How do you think participating in sports can impact self-esteem and confidence?
 - c. Do you believe that failure in sports can help build resilience in other areas of life?
 - d. What are some reasons why someone may not enjoy playing sports?

Now listen and watch the video below.



[How playing sports benefits your body ... and your brain - Leah Lagos and Jaspal Ricky Singh](#)

3. According to the video, put (T) for true and (F) for false.

- | | |
|--|-----------|
| a. Sports are good for our brain and body. | T() F() |
| b. Sports, especially when we are young, have all benefits for our health. | T() F() |
| c. Exercises can increase the risks of high blood pressure and diabetes. | T() F() |
| d. Running increases endorphins. | T() F() |
| e. Sports develop social skills. | T() F() |
| f. Everybody enjoys sports. | T() F() |
| g. Sports don't build confidence. | T() F() |
| h. Gym is better than sports. | T() F() |
| i. Resilience is the best ability in sports. | T() F() |

4. Answer the questions according to the video information.

1. What is one of the benefits of exercise mentioned in the video transcript?

- A. Strengthening bones
- B. Increasing cholesterol levels
- C. Raising the risk of stroke
- D. Decreasing memory function

2. What natural hormones are released in the brain during exercise?

- A. Serotonin
- B. Endorphins
- C. Dopamine
- D. Adrenaline

3. What psychological benefits can come from being on a sports team?

- A. Learning to trust and depend on others
- B. Isolating oneself from teammates

- C. Avoiding help from others
- D. Working against teammates

4. What are the benefits of participating in sports at school to mental health?

- A. Increase the risk of depression
- B. Decrease self-esteem
- C. Reduce the risk of suffering from depression
- D. Have no effect on mental health

5. What mindset can be reinforced through sports training?

- A. Fixed mindset
- B. Growth mindset
- C. Negative mindset
- D. Neutral mindset

6. What is one reason why not everyone may enjoy every sport?

- A. Lack of interest in sports
- B. Competitive nature of some teams
- C. Inability to find a sport that fits their strengths
- D. Fear of failure in sports

GRAMMAR



Neymar is a soccer
player.
He likes to play soccer.



Serena Williams is a tennis
player.
She likes to play tennis.

THEY PLAY / HE LIKES / I HAVE

I / we / you / they	play like do have watch
he / she/ it	plays likes does has watches

Attention!

He plays / she likes / it rains

- **I watch** games on television. **My brother plays** tennis.
- **Serena lives** in England.
- **It rains** a lot in England.

I have → he / she/ it **has**.

Neymar has a shower every day.

Verbs + s and es ex: **watch** → **watches**.

live → **lives**

Check the spelling here!

Spelling Rules	Examples
With most verbs, add s	live - lives sit - sits stay - stays
Ending in consonant + y change y to i and add es	try - tries carry - carries
Ending in s, z, ch, or x add es	miss - misses buzz - buzzes catch - catches fix - fixes
Exceptions	go - goes do - does

Positive

I we you they	play like do have
He She It	plays likes does has

Negative

I we you they	don't (do not)	play like do have
He She It	doesn't (does not)	plays likes does has

Question

do	I we you they	play? like? do? have?
does	He She It	play? like? do? have?

Do you play tennis? No, I don't.

Does your sister like to play? No, She doesn't

Do your parents speak English? Yes, They do.

Let 's practice!

1. Take a look at the paragraph from the previous text again and underline the adjectives and circle the action verbs.

“Everyone in my family enjoys running, including me! But it's sometimes hard for me to find someone to run with. My brother and I sometimes run together, but he is much faster than me. And my dad's too busy to come at the moment.”

Choose the right words and write them on the lines.

There are a lot _____ (with\for\of) different kinds of sports.

For example, there are ball games. In football you _____ (has\have\had) to kick the ball, but in tennis you hit it, and in basketball you throw and bounce it. Some people _____ (enjoy\enjoys\enjoying) water sports. For example they like swimming _____ (or\because\than) sailing a boat. In some sports you run and jump, but in some, like fishing, you _____ (doesn't\don't\didn't) move a lot. Most children do sports at school, and it is very _____ (good\better\best) for them.



Picture from: CAMBRIDGE, COMPLETE PRELIMINARY FOR SCHOOLS, 2020.

2. Now complete the sentences with the correct form of the verbs.

TO DO	TO PLAY	TO GO
--------------	----------------	--------------

- A. My mom often _____ cycling at the weekends.
- B. My cousin sometimes _____ badminton together.
- C. Karen _____ karate at the sports centre.
- D. My brother can't come to your house. He _____ tennis this evening.
- E. I _____ running with my dad tonight.

3. Underline the correct option.

- A. GO\PLAY with sports that use balls.
- B. GO\PLAY with outdoor sports.
- C. GO\PLAY with the word sports and activities which we do alone.

4. Complete the sentences using the verbs in the correct form.

like speak play wash live eat go

- A. They in a very big house.
- B. He..... tennis.
- C. We.....to the cinema a lot.
- D. She.....a lot of fruit.
- E. Maria four languages.
- F. Julia and I are good friends. I her and she..... me
- G. Peter's car is always dirty. He never it.
- H. I always volleyball.

5. Write the sentences in the negative form.

- A. I play Basketball very well.

- B. Jane plays Volleyball very well.

- C. They know my phone number.

- D. He has a bath every day.

- E. You do the same thing every day.

6. Write questions with Do or Does.

- A. I like Volleyball. How about you?

- B. I play tennis. How about you?

C. You live near here. How about Lucy?

D. You work hard. How about Peter?

E. Tom plays soccer. How about his friends?


SPEAKING UP

1. Take a look at the picture below.



Picture from: CAMBRIDGE, COMPLETE PRELIMINARY FOR SCHOOLS, 2020.

Pre Speaking:

 2. With a partner to discuss the DIFFERENCES AND SIMILARITIES about those sports, make sure you are using simple present and comparative grammar in you speech!

3. Reading and Speaking:

Dialogue Situation: Andrew, Tui and Patrick discuss popular sport.

Tui: Did you enjoy the football match you went to at the weekend Andrew?

Andrew: Yes. I always love going to watch football.

Tui: Even when the local team loses?

Andrew: Not as much but yes I still enjoy the atmosphere in the ground and everyone singing and chanting together.

Patrick: How often do you go to watch them play?

Andrew: I go to all the home matches and a few away ones. Do you like football?

Patrick: Yes I like football – American football. I do not like soccer so much.

Tui: Do you go to American football games when you are at home Patrick?

Patrick: No. I live too far away from my team. It's in a different state.

Tui: That's a shame.

Patrick: Do you like American football?

Tui: No, I haven't watched it. English and Spanish football teams are very popular in Thailand.

Andrew: Why is that?

Tui: Because that is where the best players are, and everyone wants to watch them.

 4. Now with a partner, create a small dialogue, talking about your favorite types of sports.

Here follows some questions that can guide you:

What sort of sport is your favorite?

Why do you play sports?

Have you ever been to a sporting event

What does a person have to do to become a professional athlete?

What do you think is the most dangerous sport?

WRITING TIME

Pre- Writing:

What are the top 8 most popular sports?

1. Soccer / Association Football
2. Cricket
3. Field Hockey
4. Tennis
5. Volleyball
6. Table Tennis
7. Baseball
8. Golf

1. Now choose your favorite sport from the list or another sport they enjoy. You can just underline it!

2. Think about one or two sports\player that you like and write five sentences about it.

Exemple: Neymar plays soccer very well!

- A. _____.
- B. _____.
- C. _____.
- D. _____.
- E. _____.

3. Read this social media template carefully.

Name of the Sport: Football

How Often I Play/Watch This Sport: I play football every weekend with my friends.

Where I Usually Play/Watch It: We play football in the park near my house.

Why I Like This Sport: I like football because it is exciting and helps me stay active.





Now let's practice using the genre of a social media post!

4. Write a short social media post about your favorite sport. Include why you enjoy playing or watching it. This information below may help you to create yours.

The name of the sport. \ How often they play/watch this sport. \ Where they usually play/watch it. \ Why they like this sport.

5. Now share your template with a friend.

6. Now it is your turn, in your opinion, why are sports important for a healthy life? It is mandatory to write it down using Simple Present tense.

SELF EVALUATION		
Was the proposal helpful for you?		
Did the video help you to be concerned about healthy life?		

1. Please, share here what most called your attention during this proposal.

UNIT 2 - I am at school!**WARM UP**

A typical school day!

Work in pairs. Put the activities from the box in order to make a typical school day. Add your own ideas.

do homework go home have a break have lunch at school

make notes pay attention set off for school work in pairs

READING TIME**Pre reading**

In Pair, read the questions below and answer them orally.

- What do you think about the idea of saying no to bullying?
- Do you believe it's important to help someone who is being bullied?
- How do you feel when you see someone being bullied?
- Do you think talking to the person who is bullying can make a difference?

Now read the text carefully!

NO	FOR	BULLYING
<p>I am at school right now. I'm in my English class. My teacher, Mr. Davis, is talking to the class. He's saying that we need to say no to bullying at school. Bullying is a big problem at our school, and Mr. Davis wants it to stop. He says that when we see someone being bullied, we need to help them. We can tell a teacher or another adult. We can also talk to the person who is doing the bullying. We can tell them to stop.</p> <p>After English class, I have math. I don't like math very much. It's hard for me. Right now, I'm doing my math homework. My friend, Sarah, is helping me. She's really good at math. She's showing me how to do the problems. I'm not very good at math, but with Sarah's help, I'm getting better. After math class, I have science. Science is my favorite class. My teacher, Mrs. Johnson, is nice, and she's a good teacher. Right now, we're learning about animals. We're studying lions. Lions are interesting. They live in Africa, and they hunt other animals for food. I like learning about them. I'm having a good day at school today.</p>		

Text by Hortência Gimenes

Answer the questions according to the text

What does the teacher, Mr. Davis, want the students to do about bullying?

- Ignore it
- Report it to a teacher or adult
- Join in the bullying
- Encourage the bullying

What is the student's favorite class?

- A. English
- B. Math
- C. Science
- D. History

Who is helping the student with their math homework?

- A. The teacher, Mr. Davis
- B. The student's friend, Sarah
- C. The student's parent
- D. The principal

Where do lions live?

- A. In the jungle
- B. In the ocean
- C. In Africa
- D. In the zoo

How is the student feeling about their day at school?

- A. Sad
- B. Tired
- C. Nervous
- D. Good

Can You Tell which Sentences are True and which are False?


1. Mr. Davis is not talking to the class. T() F()
2. Mr. Davis says that we should ignore bullying. T() F()

3. After English class, the author has math. T() F()
4. The author hates science. T() F()
5. The class is about lions. T() F()

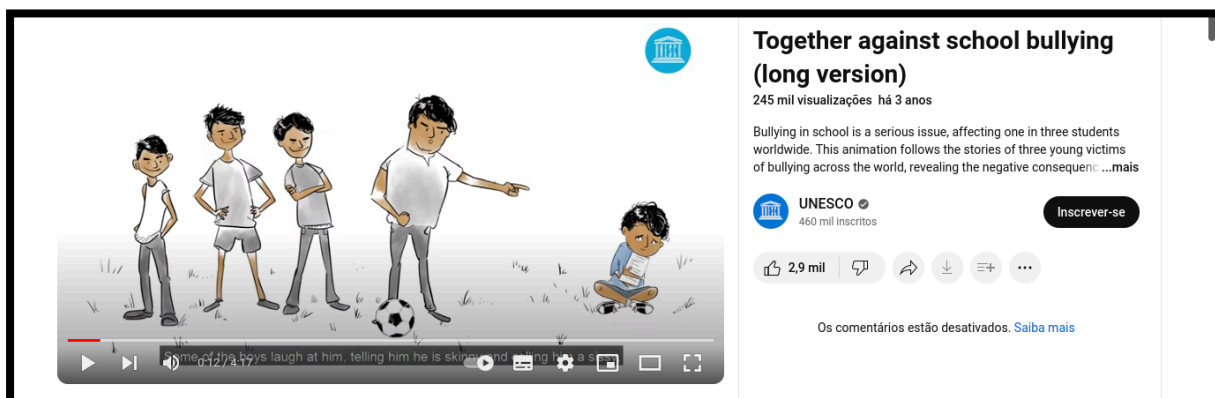
Post reading

In pairs, share a personal experience or observation of bullying that they have witnessed or heard about. Discuss how you felt!

LISTENING TIME

 Pre listening \ Warm up







Take a look at the image.



Together against school bullying (long version)
245 mil visualizações há 3 anos

Bullying in school is a serious issue, affecting one in three students worldwide. This animation follows the stories of three young victims of bullying across the world, revealing the negative consequences...

UNESCO 460 mil inscritos [Inscrever-se](#)

2,9 mil      

Os comentários estão desativados. [Saiba mais](#)

Observe and reflect.

What is happening in the image?

How are they behaving?



➤ 1. Please access the link below, watch the video carefully:

 <https://www.youtube.com/watch?v=rgMwh5Fnp3I>

2. According to the video, fill in the blanks.

Amir, a 10-year-old student in the Middle East, prefers _____(1) over playing sports like other boys

He is bullied by his peers, who make fun of his _____(2)


In Europe, 13-year-old Rani faces _____(3), feeling isolated and targeted for her _____(4)

Sixteen-year-old Kaya in Southern Africa is bullied for her _____(5), facing rude comments from boys at school

Many students, especially girls, experience violence based on _____(6), leading to feelings of isolation and depression

Bullying affects academic performance, with victims feeling like _____(7)

To combat bullying, a whole education approach involving _____(8) is necessary to create a safe and supportive school environment.

 3. Now answer the questions according to the video content.

1. What is the most common reason for bullying according to the video?

- A. Differences in physical appearance
- B. Differences in ethnicity or nationality
- C. Differences in wealth or social status
- D. Differences in gender

2. Which of these students was bullied for his unusual interests?

- A. Emir, who liked acting and writing poetry
- B. Rani, who had recently moved from Asia
- C. Kaya, who couldn't afford new shoes
- D. None of the above

3. What percentage of bullied students say they were physically harmed, such as being hit, kicked, or locked in rooms?

- A. 10%


- B. 13%
- C. 15%
- D. 16%

4. What does the video recommend to help stop bullying in schools?

- A. Punish the bullies
- B. Separate the bullies from the victims
- C. Encourage students to defend themselves
- D. Involve the whole school community

5. Which student in the video was bullied for not being able to afford basic necessities like shoes?

- A. Emir
- B. Rani
- C. Kaya
- D. None of the above

 Post listening

4. Pick the Right Summary.

- A. In the video, students from different parts of the world share their experiences with bullying. Some are bullied for their physical appearance, ethnicity, nationality, or gender. The video highlights the importance of creating a safe and supportive school environment to prevent bullying.
- B. In the video, students discuss the importance of having more extracurricular activities in schools to promote creativity and teamwork. They share how participating in sports, music, and art programs has helped them build confidence and make friends. The video also explores the impact of having a diverse and inclusive curriculum on students' overall well-being.
- C. In the video, students from all over the world talk about how they enjoy school and have fun with their friends. They share stories of how they all get along well and

support each other. The video emphasizes that bullying is not a common issue in schools.

GRAMMAR

Pronoun	Statement	Negation	Question
I	I <u>am</u> working	I <u>am not</u> working	<u>Am</u> I working?
You	You <u>are</u> working	You <u>are not</u> working	<u>Are</u> you working?
He/She/It	He/She/It <u>is</u> working	He/She/It <u>is not</u> working	<u>Is</u> he/she/it working?
We	We <u>are</u> working	We <u>are not</u> working	<u>Are</u> we working?
They	They <u>are</u> working	They <u>are not</u> working	<u>Are</u> they working?

Image: <https://www.novakidschool.com/blog/sentences-in-the-present-continuous-tense/>

IMPORTANT

The Present Continuous tense is a grammatical form used in the English language to describe ongoing actions or situations that are happening at the present moment.

Fill in the blanks with the correct form of the verb in the present continuous tense.

1. The students _____ (read) books in the library.
2. The teacher _____ (explain) a new lesson.
3. I _____ (study) for my math test.
4. She _____ (talk) to her friend in the hallway.
5. They _____ (play) soccer in the playground.

Read the sentences and underline the verbs in ACTION!

1. The teacher is explaining a lesson.

2. The students are sleeping in class.
3. The friends are sharing their lunch.
4. A student is teasing another student.
5. The principal is talking to the students.

Identify and correct the mistakes in the sentences.

1. She are talking to her friend.

2. They is playing in the playground.

3. He am studying for the test.

4. The students is reading a book.

5. I are walking to school.

Convert the sentences to negative form.

1. The students are eating lunch in the cafeteria.

_____.

2. The teacher is explaining the lesson.

_____.

3. The kids are playing basketball during recess.

_____.

4. The principal is talking to the new students.

_____.

5. The librarian is organizing the books on the shelves.

_____.

6. The boys are practicing for the school play.

_____.

7. The girls are studying in the library.

_____.

8. The janitor is cleaning the hallways.

_____.

9. The coach is training the soccer team.

_____.

10. The students are taking a test.

_____.

Add the negative form of the verb in brackets.

- The students (are) _____ paying attention in class.
- The teacher (is) _____ giving a lecture.
- The children (are) _____ working on their homework.
- The principal (is) _____ meeting with parents.
- The librarian (is) _____ checking out books.
- The boys (are) _____ running in the playground.
- The girls (are) _____ drawing pictures.
- The janitor (is) _____ fixing the lights.
- The coach (is) _____ planning the next game.
- The students (are) _____ enjoying their free time.

Add the interrogative form of the verb in brackets.

1. The teacher (is) _____ addressing the bullying problem?
2. The students (are) _____ helping the bullied student?
3. The principal (is) _____ taking action against the bully?
4. The counselor (is) _____ talking to the victim?
5. The students (are) _____ reporting the bullying incident?
6. The bully (is) _____ apologizing to the victim?
7. The parents (are) _____ meeting with the school staff?
8. The bystanders (are) _____ intervening to stop the bullying?
9. The victim (is) _____ feeling supported by friends?
10. The school (is) _____ implementing anti-bullying programs?

SPEAKING TIME

TAKE A LOOK AT THE PICTURE!

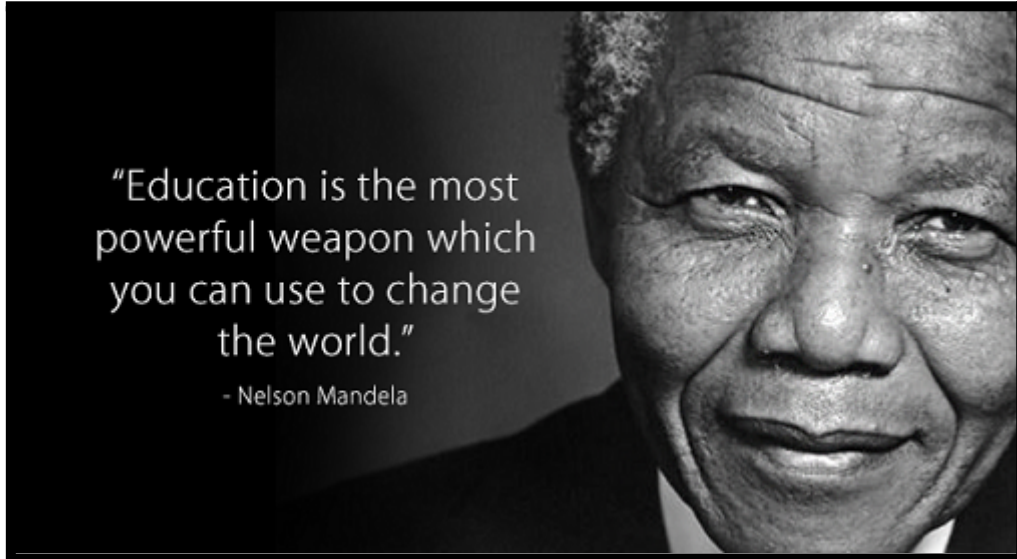


Image:<https://artsculturesa.wordpress.com/2014/06/05/the-10-most-powerful-nelson-mandela-quotes/>

Pre Speaking


1. In pairs discuss the sentences below with a partner. Please underline the sentences that you agree with!

- School is a place to learn new things.
- Students should respect their teachers.
- Bullying is not okay.
- Friends can help you feel better.
- Be kind to everyone at school.
- Report bullying behavior to adults.
- School should be a safe place for everyone.
- Share your feelings with someone you trust.
- Be a good friend to others.

--	--

Post Speaking

Let's Discuss These Interesting Questions!

 3. Now with a partner, create a small dialogue, talking about Madela's quote. The questions below will help and guide your conversation.

1. Do you think education is important?
2. Have you ever experienced the impact of education in your life?
3. Why do you think Nelson Mandela said that education is powerful?
4. How do you think education can contribute to making the world a better place?

WRITING TIME

Pre Writing \ Warm up

Take a look at these question they may help you in the follow exercises:

In your Opinion:

1. What actions are students taking to prevent bullying in the school?
2. Who is involved in implementing anti-bullying programs at the school?

Read this email from Tony!

Subject: Initiatives to Prevent Bullying and Promote a Positive School Environment

Dear Principal Robert,

I hope this email finds you well. I am writing to share some suggestions on how we can work together to prevent bullying at our school and foster a more positive and inclusive environment for all students.

Introduce comprehensive anti-bullying programs that educate students about the impact of bullying and teach them how to respond if they witness or experience it. Regular workshops and assemblies can reinforce these messages.

Create a safe and anonymous reporting system where students can report incidents of bullying without fear of retaliation. Ensure that students are aware of how to use this system and feel comfortable doing so.

Encourage the development of peer support groups where students can talk about their experiences and offer each other support. Peer mentors or buddies can play a crucial role in helping new or vulnerable students feel included and supported.

By taking these steps, we can create a safer, more welcoming school environment where every student can thrive. I am confident that with your leadership and the collective effort of our school community, we can make significant progress in preventing bullying and promoting a positive atmosphere.


Thank you for considering these suggestions. I look forward to working with you to implement these initiatives.

Best regards,

Tony

Email by Hortência Gimenes

Writing

 **Write an email to a friend describing a situation where you witnessed bullying at school, using the present continuous tense to narrate the events as they were happening. It is mandatory to write about 100 words.**

Post writing** Make Sentences from These Words**

important/why/Anti-Bullying

anyone/at/happen

important/why/Anti-Bullying

anyone/at/happen

feel/may/bullied

want/might/activities

around/could/being

school/skip/might

learning/their/negatively

help/Anti-Bullying/raises

facing/supports/those

preventing/Its/occurring

SELF EVALUATION

1. Share here what really called your attention in unit 2. (Brief comment).

Teachers' Guide - Answer key

UNIT 1 - WHAT IS YOUR FAVORITE SPORT?

The aim of this unit is to expose how sports can provide good impact and provide health behavior in life.

WARM UP

TEACHERS CAN START THE EXERCISE ORALLY. At this moment students will be splitted in pairs and create a small dialogue using their pre knowledge about sports.

Work in pairs. Look at the pictures and share your thoughts with a friend. The questions below can guide your discusstion.

- Can you name the sports in the picture?
- Do you watch any sport above on TV?
- Why are sports important for health?

Here is a word hunt activity! Find the words below connected to sports.

S	T	A	D	I	U	M	M
K	E	R	U	G	B	Y	A
A	N	A	G	O	L	F	T
T	N	C	B	A	T	M	C
I	I	E	G	L	B	N	H
N	S	K	I	I	N	G	P
G	R	A	C	K	E	T	O
S	U	R	F	I	N	G	M

READING TIME

Invite students to read and think about the questions below, here there's no right or wrong.

Pre reading

3. Before reading, check the sentences that are true for you personally.
 - I play sports at school

- I enjoy team sports
- We need to promote sports for good physical
- People practices sports for fun
- I enjoy watching sports

Teachers have to inforce students to read the text as much as you need to get a good understanding about it. After that ask the class who would like to read the questions below, then ask them to answer according to the text.

Now read the text carefully

4. Answer the question below according to the text.

Write (T) for true and (F) for false.

- ❖ Sports are a great way to stay active and healthy. T(x) F()
- ❖ Tennis is better than soccer. T () F (x)
- ❖ People enjoy watching sports. T (x) F()
- ❖ People around the world don't like to play sports. T () F(x)
- ❖ Sports are activities that people do for fun. T(x) F()

Quiz!

SUGGESTION: Teachers can play it with the whole class, split them into groups. It is a fun time to play and learn at the same time.

What are sports activities done for?

Fun, exercise, and competition

What is the objective of soccer?

Players kick a ball into a goal

How do basketball players score points?

By throwing a ball through a hoop

What do people do in stadiums while watching sports?

Cheer for their favorite teams and players

Why are sports considered a great way to stay active and healthy?

They provide exercise and promote physical fitness

Answer the questions below according to the text about **Sports**.

8. What are sports and why do people do them?
9. Where do people play sports?
10. Name three popular sports mentioned in the text.
11. How do soccer players score points?
12. What do basketball players do to score points?
13. How do tennis players play the game?
14. Besides playing, how else do people enjoy sports?

Post reading

Teacher will instigate students to use their previous knowledge and what they have learnt in this reading session in this first exercise..

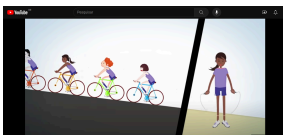
In small groups of 4 create a list of as many words related to one sport mentioned in the text as you can in 5 minutes. You can think about equipment, actions, rules, etc. After the time is up, share your list with the class.

Listening time

Pre - Listening

Teacher will instigate students to observe and analyze the picture below.

The image below was taken from a video.



IMPORTANT: They are supposed to work in pairs to answer these questions above. Teacher goes around the group and certifies they are answering and also a good opportunity to pay attention to their hypothesis.

- 3. Talk to a friend: what do you think this video is about?**
- 4. Now discuss the questions below with your partner.**
 - e. Do you think playing sports is important for overall well-being?

- f. How do you think participating in sports can impact self-esteem and confidence?
- g. Do you believe that failure in sports can help build resilience in other areas of life?
- h. What are some reasons why someone may not enjoy playing sports?

SUGGESTION: Invite them to use their mobile phones to listen and watch the video, they can use the subtitles in ENGLISH. If there is a possible computer lab teacher can schedule for this day. Now listen and Watch the video below

Now listen and watch the video below.



[How playing sports benefits your body ... and your brain - Leah Lagos and Jaspal Ricky Singh](#)

3. According to the video, put (T) for true and (F) for false.

- j. Sports are good for our brain and body. T(x) F()
- k. Sports, especially when we are young, have all benefits for our health. T(x) F()
- l. Exercises can increase the risks of high blood pressure and diabetes. T() F(x)
- m. Running increases endorphins. T(x) F()
- n. Sports develop social skills. T(x) F()
- o. Everybody enjoys sports. T() F(x)
- p. Sports don't build confidence. T() F(x)
- q. Gym is better than sports. T() F(x)
- r. Resilience is the best ability in sports. T() F(x)

4. Answer the questions according to the video information.

1. What is one of the benefits of exercise mentioned in the video transcript?

A. Strengthening bones

- B. Increasing cholesterol levels
- C. Raising the risk of stroke
- D. Decreasing memory function

2. What natural hormones are released in the brain during exercise?

- A. Serotonin
- B. Endorphins
- C. Dopamine
- D. Adrenaline

3. What psychological benefits can come from being on a sports team?

- A. Learning to trust and depend on others
- B. Isolating oneself from teammates
- C. Avoiding help from others
- D. Working against teammates

4. What are the benefits of participating in sports at school to mental health?

- A. Increase the risk of depression
- B. Decrease self-esteem
- C. Reduce the risk of suffering from depression
- D. Have no effect on mental health

5. What mindset can be reinforced through sports training?

- A. Fixed mindset
- B. Growth mindset
- C. Negative mindset
- D. Neutral mindset

6. What is one reason why not everyone may enjoy every sport?

- A. Lack of interest in sports
- B. Competitive nature of some teams
- C. Inability to find a sport that fits their strengths
- D. Fear of failure in sports

Grammar

Choose the right words and write them on the lines.

Teacher must invite one or 2 students in class to read the text before answering it. Choose the right words and write them on the lines.

There are a lot _____ (with\for\of) different kinds of sports. For example, there are ball games. In football you _____ (has\have\had) to kick the ball, but in tennis you hit it, and in basketball you throw and bounce it. Some people _____ (enjoy\enjoys\enjoying) water sports. For example they like swimming _____ (or\because\than) sailing a boat. In some sports you run and jump, but in some, like fishing, you _____ (doesn't\don't\didn't) move a lot. Most children do sports at school, and it is very _____ (good\better\best) for them.

After they get it finished, ask who wants to share the answers. Explain orally the exercise and let them work by themselves.

4. Now complete the sentences with the correct form of the verbs.

goes

plays

does

plays

go

3. Underline the correct option.

D. GO PLAY with sports that use balls.

E. GO PLAY with outdoor sports.

F. GO PLAY sports and activities which we do alone.

4. Complete the sentences using the verbs in the correct form.

like speak play wash live eat go
--

I. They LIVE in a very big house.

J. He PLAYS tennis.

K. We GO to the cinema a lot.

L. She EATS a lot of fruit.

M. Maria SPEAKS four languages.

N. Julia and I are good friends. I LIKE her and she LIKES me.

O. Peter's car is always dirty. He never WASHES it.

P. I always PLAY volleyball.

5. Write the sentences in the negative form.

F. I don't play Basketball very well.

G. Jane doesn't play Volleyball very well.

H. They don't know my phone number.

I. He doesn't take a bath every day.

J. You don't do the same thing every day.

6. Write questions with Do or Does.

I like Volleyball. How about you?

Do you like to play Volleyball?

I play tennis. How about you?

Do you play tennis?

You live near here. How about Lucy?

Does Lucy live near here?

You work hard. How about Peter?

Does Peter work hard?

Tom plays soccer. How about his friends?

Do they play soccer?

Speaking up

SUGGESTION: The idea is to make students feel comfortable and use English as much as they can, so the teacher must instigate them to speak. They are invited to work in pairs on all the exercise proposals. It is a great opportunity for teachers to walk around and check their pronunciation, and help the ones who need more attention!

Writing time

SUGGESTION: Teacher will instigate students to use their previous knowledge in this first exercise. Give them 3-5 minutes to think about it. Then ask who wants to share the sentences with the class.

Pre- Writing:

What are the top 8 most popular sports?

9. Soccer / Association Football
10. Cricket
11. Field Hockey
12. Tennis
13. Volleyball
14. Table Tennis
15. Baseball
16. Golf

3. Now choose your favorite sport from the list or another sport they enjoy. You can just underline it!

SUGGESTION: FREE ANSWERS BUT TEACHER NEED TO PAY ATTENTION IF STUDENTS ARE USING THE CORRECT FORM OF THE GRAMMAR

4. Think about one or two sports\player that you like and write five sentences about it.

Exemple: Neymar plays soccer very well!

- F. _____.
- G. _____.
- H. _____.
- I. _____.
- J. _____.

SUGGESTION: After they create their social media post they can read or if it is possible they can create it using some technology resource. It is mandatory to write it down using Simple Present tense.

Now let's practice using the genre of a social media post!

4. Write a short social media post about your favorite sport. Include why you enjoy playing or watching it. This information below may help you to create yours.

The name of the sport. \ How often they play/watch this sport. \ Where they usually play/watch it. \ Why they like this sport.

6. Now it is your turn, in your opinion, why are sports important for a healthy life? It is mandatory to write it down using Simple Present tense.

Self evaluation

There is no right or wrong answer in here, they are free to do it!

But it is the role of a teacher to instigate them and tell them how important this activity is for their process of learning.

UNIT 2 - I am at school

Warm up (typical school day): There's no right sequence, students are just invited to be in touch with the subject!

Reading time

Pre reading

1. In Pair, read the questions below and answer them orally.

SUGGESTION: Teacher can open the question to the class, teacher can choose 3 or 4 students to read the question and then invite them to answer it orally with a friend.

In Pair, read the questions below and answer them orally.

Now read the text carefully!

SUGGESTION: Teacher can open the text to the class, teacher can choose 3 or 4 students to read the text before starting the exercise below.

Answer the questions according to the text

What does the teacher, Mr. Davis, want the students to do about bullying?

Report it to a teacher or adult

What is the student's favorite class?

History

Who is helping the student with their math homework?

The student's friend, Sarah

Where do lions live?

In Africa

How is the student feeling about their day at school?

Good

Can You Tell which Sentences are True and which are False?

6. Mr. Davis is not talking to the class. T() F(x)
7. Mr. Davis says that we should ignore bullying. T() F(x)
8. After English class, the author has math. T(x) F()
9. The author hates science. T() F(x)
10. The class is about lions. T(x) F()


Post reading

SUGGESTION: Ask your students to share a personal experience or observation of bullying that they have witnessed or heard about. Encourage them to discuss how they felt and what actions they think could have been taken to address the situation.

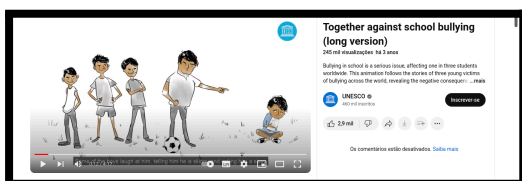
In pairs, share a personal experience or observation of bullying that they have witnessed or heard about. Discuss how you felt!

Listening time

IMPORTANT: They are supposed to work in pairs to answer these questions. Teacher goes around the group and certifies they are answering and also a good opportunity to pay attention to their hypothesis.

 Pre listening \ Warm up

Take a look at the image.



Observe and reflect.

What is happening in the image?

How are they behaving?



1. Please access the link below, watch the video carefully:

 <https://www.youtube.com/watch?v=rgMwh5Fnp3I>

2. According to the video, fill in the blanks.

1 acting and writing poetry

2 appearance and pick on him

3 cyberbullying after moving from Asia


4 ethnicity

5 appearance and poverty

6 gender

7 outsiders, anxious for tests, and giving up on their dreams

8 teachers, students, parents, and staff

 3. Now answer the questions according to the video content.

1. What is the most common reason for bullying according to the video?

A. Differences in physical appearance

2. Which of these students was bullied for his unusual interests?

A. Emir, who liked acting and writing poetry

3. What percentage of bullied students say they were physically harmed, such as being hit, kicked, or locked in rooms?


D. 16%

4. What does the video recommend to help stop bullying in schools?

D. Involve the whole school community

5. Which student in the video was bullied for not being able to afford basic necessities like shoes?

C. Kaya

 Post listening

SUGGESTION: Teacher can choose or ask who would like to read it and then they can do the exercise.

4. Pick the Right Summary.

In the video, students from different parts of the world share their experiences with bullying. Some are bullied for their physical appearance, ethnicity, nationality, or gender. The video highlights the importance of creating a safe and supportive school environment to prevent bullying.

Grammar

 IMPORTANT

The Present Continuous tense is a grammatical form used in the English language to describe ongoing actions or situations that are happening at the present moment.

Fill in the blanks with the correct form of the verb in the present continuous tense.

6. The students are reading (read) books in the library.
7. The teacher is explaining (explain) a new lesson.
8. I am studying (study) for my math test.
9. She is talking (talk) to her friend in the hallway.
10. They are playing (play) soccer in the playground.

Read the sentences and underline the verbs in ACTION!

6. The teacher is explaining a lesson.
7. The students are sleeping in class.
8. The friends are sharing their lunch.
9. A student is teasing another student.
10. The principal is talking to the students.

Identify and correct the mistakes in the sentences.

- She is talking to her friend.
- They are playing in the playground.
- He is studying for the test.
- The students are reading a book
- I am walking to school

Convert the sentences to negative form.

- The students are not eating lunch in the cafeteria.

- The teacher is not explaining the lesson.
- The kids are not playing basketball during recess.
- The principal is not talking to the new students.
- The librarian is not organizing the books on the shelves.
- The boys are not practicing for the school play.
- The girls are not studying in the library.
- The janitor is not cleaning the hallways.
- The coach is not training the soccer team.
- The students are not taking a test.

Add the negative form of the verb in brackets.

- The students are not paying attention in class.
- The teacher is not giving a lecture.
- The children are not working on their homework
- The principal is not meeting with parents.
- The librarian is not checking out books.
- The boys are not running in the playground.
- The girls are not drawing pictures..
- The janitor is not fixing the lights.
- The coach is not planning the next game.
- The students are not enjoying their free time.

Add the interrogative form of the verb in brackets.

- Is the teacher addressing the bullying problem?
- Are the students helping the bullied student?
- Is the principal taking action against the bully?
- Is the counselor talking to the victim?
- Are the students reporting the bullying incident?
- Is the bully apologizing to the victim?
- Are the parents meeting with the school staff?
- Are the bystanders intervening to stop the bullying?
- Is the victim feeling supported by friends?
- Is the school implementing anti-bullying programs?

SPEAKING TIME

TAKE A LOOK AT THE PICTURE!

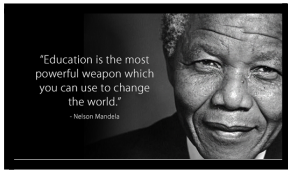



Image:<https://artsculturesa.wordpress.com/2014/06/05/the-10-most-powerful-nelson-mandela-quotes/>

Pre Speaking

SUGGESTION: Teacher can choose or ask who would like to read it and then they can do the exercise.

 1. In pairs discuss the sentences below with a partner. Please underline the sentences that you agree with!

SUGGESTION: The idea is to make students feel comfortable and use English as much as they can, so the teacher must instigate them to speak. They are invited to work in pairs on all the exercise proposals. It is a great opportunity for teachers to walk around and check their pronunciation, and help the ones who need more attention!

Speaking and Writing

 2. With a partner to discuss the GOOD AND BAD about School topic, make sure you are using verbs to be grammar in your speech!

What's Good and What's Bad?

Now separated the senses according to the ADVANTAGES AND DISADVANTAGES.

Possible answers:

Advantages

Learning new things every day

Makes you smarter

Helps you communicate better

Gives you more opportunities in life

Prepares you for the future

Disadvantages:

Homework can be boring

Sometimes it's hard to pay attention in class

Tests can be stressful


Some subjects are harder than others

Waking up early for school is not always fun

Post Speaking

SUGGESTION: Take a walk and certify that students are engaged with the proposal, if they are using the English and the grammar required in this unit.

Let's Discuss These Interesting Questions!

 3. Now with a partner, create a small dialogue, talking about Madela's quote. The questions below will help and guide your conversation.

Writing time


Pre Writing \ Warm up

SUGGESTION: Teacher will instigate students to use their previous knowledge in this first exercise. Give them 3-5 minutes to think about it. Then ask who wants to share the sentences with the class.

SUGGESTION: Teacher can invite students to read the email together for the whole class.

Read this email from Tony!

Writing

 Write an email to a friend describing a situation where you witnessed bullying at school, using the present continuous tense to narrate the events as they were happening. It is mandatory to write about 100 words.

Post writing

 Make Sentences from These Words. Possible answers:

Do you know why Anti-Bullying Day is important?

Bullying can happen to anyone, at any time.

People who are bullied may feel depressed.

They might not want to do fun activities.

They could avoid being around others.

Some might skip school because of bullying.

This can impact their learning negatively.

Anti-Bullying Day raises awareness to help.

It supports those facing bullying situations.

Its goal is to prevent bullying from occurring.

Self evaluation

There is no right or wrong answer in here, they are free to do it!

But it is the role of a teacher to instigate them and tell them how important this activity is for their process of learning.

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