UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras – FALE

Programa de Pós-graduação em Estudos Linguísticos - POSLIN

Curso de Especialização em Ensino de Inglês - CEI

RAQUEL ANGELINO VALVERDE

BUILDING CONNECTIONS

Belo Horizonte

Dezembro/ 2024

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

Orientadora: Valdeni Reis.

Belo Horizonte

Dezembro/ 2024



UNIVERSIDADE FEDERAL DE MINAS GERAIS CURSO DE ESPECIALIZAÇÃO EM LÍNGUA INGLESA/CEI

ATA DE DEFESA DE MONOGRAFIA/TCC

Às 10:20 horas do dia 07 de dezembro de 2024, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa, para julgar, em exame final, o trabalho intitulado, BUILDING CONNECTIONS, apresentado por Raquel Angelino Valverde, como requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca examinadora, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra à (ao)candidato(a) 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 do(a) candidato(a) e do público, para julgamento e expedição do resultado final.

Foram atribuídas as seguintes indicações:

Profa. Dra. Climene Fernandes Brito Arruda indicou a (X) aprovação/() reprovação do(a)candidato(a);

Profa. Me. Isabela Soares de Almeida Dias indicou a (X) aprovação/ () reprovação do(a) candidato(a).

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

Nota: 85

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 07/01/2025, às 13:58, conforme horário oficial de Brasília, com fundamento no art. 5º do <u>Decreto nº 10.543, de 13 de novembro de 2020</u>.



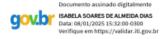
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INSTRUÇÕES

Este documento deve ser editado apenas pelo Orientador e deve ser assinado eletronicamente por todos os membros da banca.

Referência: Processo nº 23072.273472/2024-17

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RESUMO

Este trabalho monográfico apresenta duas unidades didáticas e tem como objetivo oferecer um material que promova o ensino de inglês de maneira significativa, incentivando a participação ativa dos alunos e a aplicação da língua em contextos reais. A estrutura do material segue os princípios da Abordagem Comunicativa, focando no desenvolvimento integrado das quatro habilidades linguísticas: leitura, escrita, audição e fala.

Palavras-chave: Ensino de Inglês; Unidade Didática; Abordagem Comunicativa; Aprendizado Significativo.

ABSTRACT

This monographic work presents two didactic units and aims to provide material that promotes English teaching in a meaningful way, encouraging students' active participation and the application of the language in real-life contexts. The structure of the material follows the principles of the Communicative Approach, focusing on the integrated development of the four language skills: reading, writing, listening, and speaking.

Keywords: English Teaching; Didactic Unit; Communicative Approach; Meaningful Learning.

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INTRODUCTION

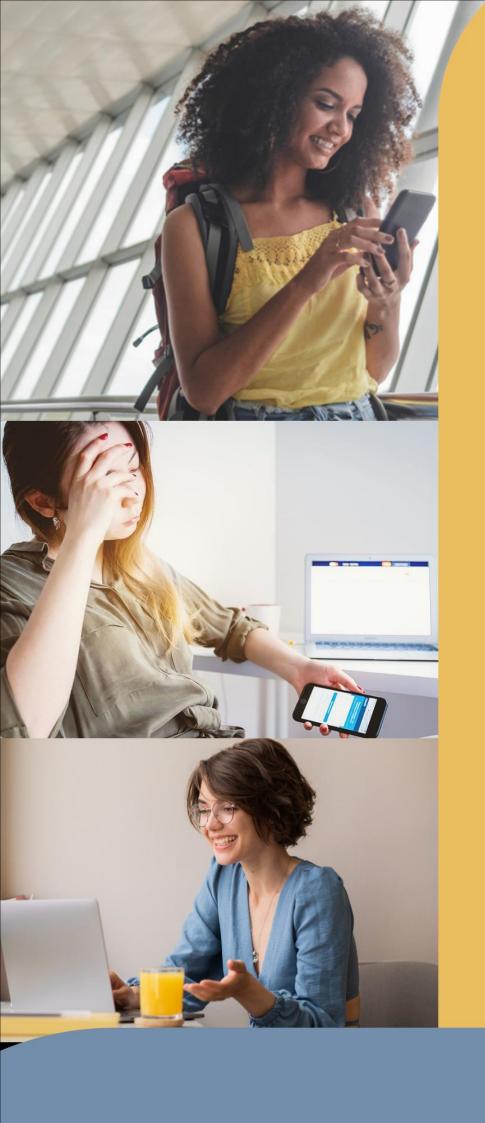
I decided to join the CEI (Curso de Especialização em Ensino de Inglês – Faculdade de Letras - UFMG) during the final semester of my graduation to deepen my skills as an English teacher. As I learned about the theories and approaches related to different teaching practices during the course, I gained more confidence in my teaching abilities and was able to develop a clearer framework for my lessons.

In developing the materials for this paper, I reflected on the challenges of teaching and learning English in Brazilian schools, as well as the necessary changes in learning materials to better address students' needs and expectations. As a result, the units are designed to provide a meaningful experience, featuring content that actively engages students. The goal is for them to participate in lessons out of genuine interest rather than obligation.

The tasks in this material use a student-centered approach that encourages critical thinking and various forms of interaction. Throughout the lessons, students participate in activities that explore real-world situations and language applicable to their everyday lives, making the material more relevant and meaningful. Additionally, the units presented in this paper cover different themes. The first unit focuses on how sharing daily routines and experiences can strengthen connections between people, even when they are far apart. The second unit examines different behaviors and the social contexts in which they occur, highlighting how various environments and situations can influence individual interactions and behaviors.

In terms of the material's organization, each unit focuses on developing the four language skills—listening, reading, speaking, and writing—along with pronunciation and grammar. The units include the following sections: Warm-Up, Reading, Listening, Speaking, Writing, Language Corner (covering grammar), Practice, Pronunciation, I Can (for revision), and About Me (for self-assessment). Unit 1 is designed for middle school students (level A2, according to the Common European Framework of Reference for Languages - CEFR), while Unit 2 is intended for high school students (level B1, according to the CEFR). The topics and activities in Unit 2 are also suitable for (young) adults studying at a language school.

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KEEPING IN TOUCH

THROUGH TIME AND ROUTINE



WARM-UP

- 1. Read the unit title and discuss the questions in pairs.
 - a) Do you have anyone who lives far from you? How do you keep in touch with these people?
 - b) How can you feel closer to someone distant from you?



- 2. Look at the title and first paragraph of the text, then discuss the questions below with a partner.
 - a) How do you think the international student from the text keeps in touch with his family and friends?
 - b) What are the typical activities an international student may need to do daily?
- 3. Now, read the text to find out how Yoshi keeps in touch with his family and friends and his typical activities.

FROM STUDENT BLOGGER, YOSHI: MY DAILY ROUTINE



I am an international student studying at Chemeketa Community
College, from Tokyo, Japan. I am going to talk about my daily routine
during the term. I will describe my campus life and what I do after class.

Morning

I wake up at around 7:30AM and have a small breakfast. On weekdays, I usually have cereal. On the weekend, I cook food such as eggs, bacon, and toast. Then I take my packed lunch from the refrigerator. I will leave my house around 8AM. My house is very close to my school and it takes me three minutes to get there by driving. I usually attempt to leave my house by eight, because around that time many school buses pick up students and make a long line. Sometimes I worry that I will be late because of that, even though I live very close to school.

Evening

After club meetings, classes, or jobs, I go back to my house. When I go back to my house, it usually around six or seven but if I have a tutoring or evening class, it is around eight or nine. After I get home, I cook something for dinner or eat some leftovers. I usually take a break because I cannot really focus on studying right after I get home. Mostly I study and do my homework at night. In the United States, there are many assignments, unlike Japan. I need to spend a lot of time to finish them. However, what I am looking forward to doing is calling my friends or my family. My friends are in both the United States and Japan. When my Japanese friends call me, we talk about our recent news, and sometimes talk about our future lives. I really enjoy calling my Japanese friends and I am excited about hearing new things from them. When I

Adapted from: https://tinyurl.com/njahy9f4. Access: June 26, 2024.

GLOSSARY

Term: One of the periods into which a year is divided at school, college, or university.

Pick up: To collect, or to go and get, someone or something.

Look forward to: Look forward to something means to be pleased or excited that it is going to happen.

Cambridge Dictionary

4.	. Reread the text and choose the correct option.		
	a)	What does Yoshi do when he gets home?	
		() He studies.	() He calls his friends.
		() He cooks dinner.	() He takes a break.
	b)	Which of these places does the student live nearby	y?
		() The park.	() The school.
		() The library.	() The hospital.

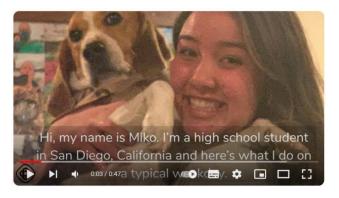
c) What does Yoshi talk about with his	s friends?
() They talk about the weather.	() They talk about recent news.
() They talk about assignments.	() They talk about the term.
VOCABULARY	
5. Find the words in the text and match the	em to the correct definition.
() Leftovers (3.4)	(1) To try to do something.
() Assignments (3.7)	(2) Teach students who need special
() Attempt (2.5)	help.
() Tutoring (3.2)	(3) A piece of work given to someone, typically as a part of their studies or job.
	(4) Food remaining after a meal.
6. Yoshi, the student from the blog, likes news and hear from them. Think about h life to discuss the questions below.	talking to his friends and family to share now you stay in touch with people in your
a) What is your favorite way to stay co- you like talking in person or do you	nnected with your family and friends? Do prefer chatting online?
b) Do you think sharing your daily act you stay close?	tivities and routine with friends can help

LISTENING

7. You are about to watch a video of a student named Miko. She will talk about her daily activities on a school day. Before watching, take a moment to think and write down three things you believe she does at different times of the day.

Period of the Day	Activity
Morning	
Afternoon	
Evening	

8. Now, watch the video of Miko talking about her routine on school days.



From: https://tinyurl.com/27b5kbtu. Access: July 1, 2024.

9.	Compare your daily routine to Miko's. Then, write below the activities you have
	in common.
	For example: watch TV, do homework, exercise.

10. After watching the video, match the day.	the main things M	liko does during each time of
() In the morning, she	A.	Has dinner and then watches some TV.
() In the afternoon, she	В.	Gets up, feeds the dogs, and gets ready for school.
() In the evening, she	C.	Exercises, does homework, and texts friends.
11. True (T) or False (F). Watch the	video again to che	ck.
() Miko feeds the cats in the mo	rning.	
() Her online classes start at 8:3	0 AM.	
() Miko finishes school at 2:30 l	PM.	
() After school, Miko exercises	and does homework	rk.
() Miko's weekdays are always t	the same.	
() She watches TV before dinne	r.	
() Miko lives in San Diego.		
() Before getting ready for school	ol she has breakfas	st.
12. After reading Yoshi's daily routin	e and listening to N	Miko's, compare in groups and
list their similarities or difference	es.	
Example: Yoshi does homework.	Miko does home	work.
	I	
χ <u>-</u>		

- LANGUAGE CORNER

13. Read and analyze these sentences taken from the video you just watched.

"After that, I get ready f	or school. I wash n	ny face, hav	ve some l	oreakfast,	brush
my teeth, and get dresse	<u>d.</u> "	-			

	14 Novy L	oak again at the contanges to answer	
		ook again at the sentences to answer. they in the present or the past?	
	b) Wh	at are they used for? Tick.	·
		To talk about actions happening right now.	
		To describe past events.	
	0	To talk about habits and routines.	
	15. Now, 1 exampl	ook at the highlighted words below to form the structures e.	s. Follow the
AUXILIARY		a) She gets ready for school.	
DO		b) She does not wash her face.	
		c) Does she have breakfast?	
	NOTE	: Miko could also say:	TIP
	I don't	exercise.	Contracted form:
			Do not -> Don't
	a) In a	nffirmative sentences, we use subject + verb (base form).	Does not -> Doesn't
	b) In r	negative sentences, we use:	
	c) In i	nterrogative sentences, we use:	
	16. Analyz	e how the verbs change to form the rules for the 3 rd person or	f the singular.
	Miko s	ays in the video:	
		I get up.	
		I feed the dogs.	
		I wash my face.	
		I brush my teeth.	
		I watch some TV.	
	3 rd pers	son singular: He/She/It.	
	Fire	Miko (she) gets up.	

She **feeds** the dogs.

She washes her face.

She brushes her teeth.	
She watches some TV.	

*I study> She studies .	
-	

To form the 3rd person of the singular, we add:

- a) _____ to most verbs in the third person singular.
- b) _____to the verbs ending in -o, -x, -s, -ch, -sh and -z.
- c) to verbs ending in consonant + y: the y disappears, and we add _____.

NOTE: If there is a vowel before the -y, you don't change the -y. For example, "play --> plays".



PRONUNCIATION [s], [z], [iz]

- 17. The -s at the ending of verbs in the 3rd person singular of the present simple can have different pronunciations depending on the sound that ends the verb, it can be **z**,**s** or **iz**.
- When the verb ends in /s/, /z/, /ʃ/, /ʒ/, /tʃ/ or /dʒ/ sounds, we pronounce the -s as / \mathbf{z} /

Examples

Watches	/wa:tsiz/
Finishes	/'fɪn.ɪʃ iz /

Misses	/mɪs iz /
Exercises	/'ek.sa.sazziz/

- When the verb ends in /f/, / θ /, /p/, /t/, and /k/ sounds, the -s is pronounced as /s/

Examples

Surfs	/s3:f s /
Sleeps	/sli:ps/

Texts	/teksts/
Cooks	/kuk s /

- When the verb ends in /v/, /ð/, /b/, /d/, /g/, /l/, /r/, /m/, /n/, /ŋ/ sound or a vowel sound, we pronounce the -s as $/\mathbf{z}/$

Examples

Lives	/liv z /
Reads	/ri:d z /

Comes	/kam z /
Cleans	/kli:n z /

18. Now, pay attention to the pronunciation of the following verbs in the 3rd person singular of the present simple and answer.

Track 1	GETS
Track 2	STARTS

- a) What is the correct pronunciation of the /s/ sound in those?
 - () /iz/
 - ()/s/
 - ()/z/
- 19. Can you think of other examples of the /s/ sound being pronounced like that? Write below.

Ex: Wants /wa:nts/.

PRACTICE

20. Fill in the blanks with either the affirmative or negative form of the verbs in the box, based on what is true for you.

Check th	e examp	le:
----------	---------	-----

A.	I read/	don'	t read	a	book	before	e going to	bed.
----	---------	------	--------	---	------	--------	------------	------

B.	On the	weekends, I	· ·	soccer	with m	y friends
	~			2000	*********	,

- C. My friends (they) ______ early to every class.
- D. My father (he) ______ TV every day.
- E. On weekends I _____ my family.
- F. My friend (she/he) ______ to the movies every week.
- 21. Find a partner, ask, and write what they enjoy doing.

Use letter a) to guide you to make the questions.

Use letter b) to guide your answer.

- a) What do you do in the morning/ afternoon/evening?
- b) In the morning/ afternoon/ evening I...

Name	Time of the day	What do you do?
	Morning	
	Afternoon	
	Evening	

SPEAKING

- 22. After discussing different routines. Answer the question below with a partner.
- a) Do your weekdays usually follow the same routine? How would your daily routine be different if you lived in another country?
- 23. **Role Play:** Can you imagine studying abroad in a different country, and experiencing new culture and activities? Partner up with a classmate to act this out.
- One student will assume the role of an exchange student living abroad (student B).

- The other student will be their curious and daily life after they move to another countries.	friend (student A) who calls to know about B's untry.		
•	to ask student B about their new routine.		
b) Student B: Think about your daily a	activities as a student living in another country.		
You can take notes below.			
CUDENT A	STUDENT B		
Greet your friend.	- Greet your friend.		
Ask how they are doing.	- Ask how they are doing.		
Jse the questions you created in the present	- Answer your friend's questions about your		
imple.	routine.		
Listen actively and react to answers.	- Say goodbye.		
Say goodbye.			

- 24. Take turns asking and answering.
- 25. Sharing interviews.
 - a) Where did your friend move to and why?
 - b) How is their routine different now?



26. Look at this blog post about this user routine. Is it similar or different from the ones you studied so far?

Call me Davi Author has 4.7K answers and 39.8M answer views · Jul 6	×
On most days	
Wake up in between 6–7am	
Attend classes from 7:30–10:30am	
11–1pm is for breakfast, to freshen up and rest sometime and to revise something I've learn	ed
1–3pm again classes	

From: https://tinyurl.com/3ahuzjkd. Access: September 07, 2024.

- 27. Choose the correct option.
 - a) Blog posts are usually **formal/informal** texts.
 - b) Images, videos, and links can/ can't be included in a blog post.
 - c) A blog post usually **includes**/ **doesn't include** personal opinions and experiences.
- 28. Now it's your turn. Use what you have learned to write a blog post about your routine.

You can write about:

- O Your daily activities, for example: meals, classes, and hobbies.
- Any additional details about your routine that you find important or interesting.

You can start with:

Hello, my name is	I am a student at	On weekdays I
	I like to	·

29. Take turns exchanging your blog post with a classmate.

You can:

- Comment on each other's routines.
- Compare the activities you have in common.



Think about what you have studied in this unit and tick below:

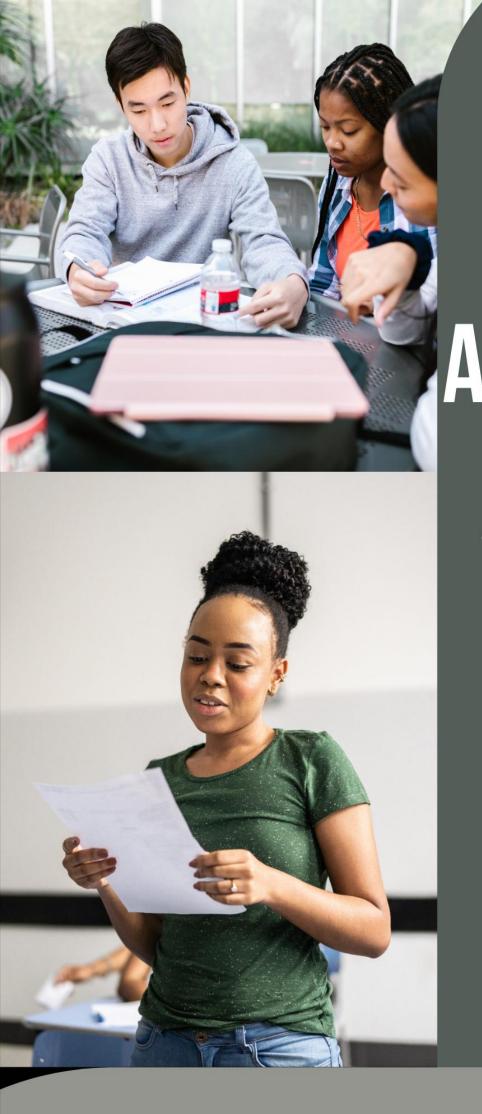
I can use more than two words to...

- () Talk about different routines.
- () Speak using the present simple
- () Talk about ways to keep in touch with someone.

ABOUT ME: HOW DID I DO?

Think about your progress throughout the unit and tick below. How did you do?

() very well () making progress () almost there



HOW ASSERTIVE ARE YOU?



WARM-UP

- 1. Read the title of the unit and answer: What do you think it means to be an assertive person?
- a) Read the definition to check your guesses.

ASSERTIVE: Someone who is assertive behaves confidently and is not frightened to say what they want or believe:

Ex: If you want the promotion, you have to be more assertive.

From: https://tinyurl.com/fdbvh32w. Access: July 15, 2024.

- b) Would you consider yourself an assertive person?
- c) What do you think is the opposite of being assertive?
- d) Read and check your guesses.

PASSIVE COMMUNICATION: Not expressing feelings or needs; ignoring your own personal rights.

Adapted from: https://tinyurl.com/4yvkw6u4. Access: July 15, 2024.

2. Now, look at the cartoon and answer the questions.



"HELLO...I AM TEACHING YOU TODAY ABOUT ASSERTIVENESS... I MEAN... IF YOU DON'T MIND!"

- a) Can we train people to be more assertive?
- b) How would you define the teacher's behavior?
- c) Is the cartoon funny? Why?

From: https://tinyurl.com/5av43zfk. Accessed on: July 15, 2024

LISTENING

- 3. After learning about different types of behavior, answer these questions.
- a) Can you think of situations or places where people need a specific behavior or communication?
- b) Have you been in a situation or places like this? Share stories.

4. You will watch a video of a student named Kristoffer giving a speech to be elected as the vice president of the student council of his school. What type of behavior should he show?



From: https://tinyurl.com/yj7j3n9k. Access: September 08, 2024.

5.	Watch again and order the sentences Kristoffer says in his speech.		
	() As vice president, I believe I can better your high school experience.		
	() I would have no problem listening to your questions, concerns, and/or ideas.		
	() I am a hardworking and dedicated student.		
	() I am running to be your next student council vice president.		
	() The question some of you may or may not be asking		
	() Thank you all for your time.		
6.	Tick the things Kristofer plans to do if elected.		
	() Help students have more fun in	() Sell eco-friendly items as	
	high school.	fundraisers.	
	() Organize more school dances.	() Create more community-	
	() Bring students' ideas to the prom.	involved events.	
	() Raise money for the school.		
7.	Now, answer the questions.		
a)	How was his speech? Do you think he was assert	tive?	

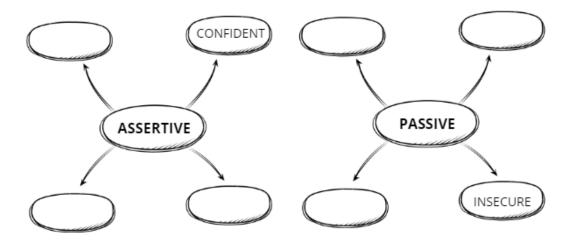
b) Why is it important to be assertive in situations like this?

c) Do you think he has good ideas for the student council?



BUILDING VOCABULARY

8. What other words would you use to describe someone with assertive and passive characteristics? Complete the mind maps below and answer the question.



a) Would you use any of these words to describe yourself?



READING

- 9. Before reading the text, take a moment to reflect on the title and answer.
- a) How do you think the assertive style of communication can help a person reduce stress and communicate better?
- b) Do you think that would work for you?

Being assertive: Reduce stress, communicate better

By Mayo Clinic Staff

Being assertive is a core communication skill. Assertiveness can help you express yourself effectively and stand up for your point of view. It can also help you do this while respecting the rights and beliefs of others.

Being assertive can also help boost your self-esteem and earn others' respect. This can help with stress management. It may especially help you reduce stress if you tend to take on too many responsibilities because you have a hard time saying no.

Some people seem to be naturally assertive. But if you're not assertive, you can learn to be.

Why assertive communication makes sense

Because assertiveness is based on mutual respect, it's an effective and diplomatic communication style. Being assertive shows that you respect yourself because you're willing to stand up for your interests and express your thoughts and feelings. It also demonstrates that you're aware of others' rights and willing to work on resolving conflicts.

Of course, it's not just what you say — your message — but also how you say it that's important. Assertive communication is direct and respectful. Being assertive gives you the best chance of successfully delivering your message. If you communicate in a way that's too passive or too aggressive, your message may get lost because people are too busy reacting to your delivery.

When you need help being assertive

Remember, learning to be assertive takes time and practice. If you've spent years silencing yourself, becoming more assertive probably won't happen overnight. Or if anger leads you to be too aggressive, you may need to learn some anger management techniques.

If despite your best efforts you're not making progress toward becoming more assertive, consider formal assertiveness training. And if certain issues such as anger, stress, anxiety or fear are getting in your way, consider talking with a mental health professional. The payoff will be worth it. By becoming more assertive, you can begin to express your true feelings and needs more easily. You may even find that you get more of what you want as a result.

Adapted from: https://tinyurl.com/ybrdcva9. Access: July 15, 2024.

	11. Find the words in the text and match them to t	heir definition.
	(1) Core (1.1)	(3) Willing (4.3)
	(2) Boost (2.1)	(4) Payoff (7,5)
	() to be happy to do something if it is needed.	
	() to increase or improve something.	
	() the result of a set of actions, or an explanation	at the end of something:
	() the basic and most important part of somethin	g.
	12. Re-read the text and answer 1-4 true (T) or fall	se (F).
	() Assertiveness helps you express yourself effe	ectively and respect the rights and beliefs
	of others.	
	() Being assertive can lead to lower self-esteem	and a lack of respect from others.
	() Learning to be assertive is an instantaneous p	rocess that requires no practice.
	() Consulting a mental health professional migh	t be beneficial if issues like anger, stress,
	anxiety, or fear are hindering your assertiveness.	
	13. After reading the text, discuss these questions	with a partner.
	a) What does a more confident way of comm	unicating say about an individual?
	b) Why is assertiveness considered a core con	mmunication skill?
-\	LANGUAGE CORNER	

14. Read and analyze these sentences taken from the text.

"If despite your best efforts you are not making progress toward becoming more assertive (...)" (...) if certain issues such as anger, stress, anxiety or fear are getting in your way (...)"

15. Pay attention to the sentences in bold and answer.
a) Are the sentences about the past, present, or future?
·
b) Are they about ongoing situations or completed actions?
16. Now, look at these other sentences in the present continuous to form the rules.
a) The team is developing strategies to be more assertive.
b) Our group is not practicing assertive communication skills.
c) Are you speaking clearly?
17. Analyze the highlighted words to create the rules and follow the example.
a) In affirmative sentences, we use: subject + to be (present) + verb (ing).

PRONUNCIATION: [1ŋ]

18. Listen to the present continuous verbs from the text and repeat them to notice the sound.

b) In negative sentences, we use: ______.

c) In interrogative sentences, we use: ______.

NOTE: Pronounce the -ing endings /ɪŋ/ and not /ing/

Track 1	Reacting /riˈæktɪŋ/
Track 2	Making /ˈmeɪkɪŋ/
Track 3	Getting / getin/

19. Now, practice with the other -ing ending words from the text.

Being /'biɪŋ/
Respecting /ri'spektin/
Saying /'seɪɪŋ/
Feeling /ˈfilɪŋ/

PRACTICE

20. Look at the pictures and discuss the questions with a partner. Remember to use present continuous.



IMAGE 1: From: https://tinyurl.com/3v5men85. Access: July 18, 2024.

IMAGE 2: From: https://tinyurl.com/2d9t262u. Access: July 18, 2024.

- a) Describe what the people in each picture are doing.
- b) How do you interpret their behavior?
- c) What does each place say about how they are acting? Should they act differently?
- 21. Now, complete the sentences below with the present continuous. Follow the example.

PAY - SPEAK - FOCUS - KEEP - IMPROVE

A.	During the presentation, <u>THEY ARE KEEPING</u> calm and composed behavior.	
В.	The audience	close attention.
C.	By practicing regularly, we	our public speaking skills.
D.	They	_slowly to make sure everyone understands.
E.	In the middle of the talk, they _	on delivering key messages
	effectively.	

SPEAKING

22. You learned that people communicate differently depending on who they are talking to, where they are, and what they are talking about. Specific situations and places ask for a specific type of communication.

Watch this clip of Sheldon from the TV show Young Sheldon (2017) giving a speech to be elected as the president of the school council.



From: https://tinyurl.com/3eu8y77e. Access: July 18, 2024.

- 23. After watching, answer these questions.
 - a) How would you describe the character's behavior? How did he communicate with the audience?
 - b) What would you do in his place?
 - c) Did he talk about important things for the students and the school?
- 24. Now it's your turn! You can do things differently. Imagine you are running to be the president of the student council and want to hear from the students at your school about what needs to change.
- Student A will assume the role of a candidate for the president of the student council who wants to understand the necessary school improvements and the needs of the students.
- Student B will act as a fellow student providing practical suggestions.

Student A

What issues are you noticing in our school?

Student B

Students are saying that...

We are felling...

a)	Student A: Inink of 3 questions and make sure to use the present continuous. Use		
	the dialogue above as a guide.		
b)	Student B: Think about what you want to say about what needs improvement in the		
	school and what you think the students need.		

Student A: Ask

- Welcome student B and ask if you can ask a few questions.
- Ask the three questions you did in letter A.
- Take notes!
- Listen actively and react to answers.
- Thank student B for the participation and say bye.

Student B: Answer

- Thank student A for the opportunity.
- Answer their questions about the improvements that can be made in the school.
- Make practical suggestions.
- Thank student A again for the opportunity and say bye.

- 25. Sharing interviews.
 - a) What were your interviewee's suggestions for improvement?
 - b) Were they practical? Do you think the school can make it happen?

WRITING

26. Look at this example of the beginning of an e-mail from the student council to the school principal.

Subject: Lack of Proper Library Facilities in Our School Dear Principal [Principal's Last Name], I hope this letter finds you in good health and high spirits. I am writing to you as a representative of the Student Council to bring to your attention the lack of proper library facilities in our school. Our school library plays a crucial role in the academic development of our students, and it has come to our notice that the current state of the library is not up to the mark. Over the past few months, students have been facing several issues while using the library, which has negatively impacted their learning experience. Some of the major concerns are as follows:

Adapted from: https://tinyurl.com/a3pkykdk. Access: September 07, 2024.

- 27. Choose the correct option.
 - a) The subject line **should/shouldn't** be short and clear.
 - b) Emails can/ can't be informal.
 - c) The body of the email is where you write the recipient's address/ your message.
 - d) The closing is where you write the subject/your name.
- 28. It's time to write! Imagine that you have won the election for president of the student council. The first thing you want to do is address the students' concerns about the school in response to what was said in the interview in the speaking section, so you decided to write an e-mail to the school principal. Take your notes and get to writing!

Instructions

- Think about the structure of your e-mail. It should have a subject line, greetings, an introduction, a clear message, and a closing.

Introduction	Body	Closing
Greet the principal.	Address each concern in your	Thank the principal and say
Say who you are, mention	notes and suggest solutions.	goodbye.
your role and the purpose of	Remember to be clear and	
the letter.	respectful.	
	Make sure your suggestions	
	are practical.	

Example:

Dear Principal [Name],		
My name is [Your Name], and I am honored to have been elected as the new president of the student council.		
I am writing to		
Currently, we are		
Students are expressing concerns about	Use these expressions to mention the students'	
We are seeing	concerns.	
In conclusion, by including students in the decision	n-making processes, we are	
Thank you!	DON'T FORGET 🚨	
Sincerely,	To be assertive	
[Your name]	To use present continuous	
a. Now, write your e-mail.		
Subject:		

29. Take turns exchanging e-mails with a classmate.

You can:

- Suggest other improvements to be mentioned in their email.
- Talk about if the changes suggested are practical.



Think about what you have studied in this unit and tick below:

I can use more than two words to...

- () talk about different types of behavior and communication
- () explain what assertive and passive behavior is
- () talk about people's behavior
- () make interviews
- () talk about current problems

ABOUT ME: HOW DID I DO?

Think about your progress throughout the unit and tick below. How did you do?

- () very well () making progress
- () almost there

TEACHER'S GUIDE

UNIT 1 – KEEPING IN TOUCH.

This unit aims at middle school students, level A2 according to the CEFR.

Aims	To enable students to talk about habits and routines using the	
	present simple; to enable students to write a blog post about a	
	routine.	
Grammar	Present Simple.	
Pronunciation	/s/ sound at the end of verbs in the present simple.	
Vocabulary	Words and verbs that are used to talk about routine.	
Skills	Reading: an article about a student's routine abroad.	
	Listening: a video about a student's daily habits and routines.	
	Speaking: to a friend about their daily activities using the	
	present simple tense.	
	Writing: a blog entry about routine.	
Function	Language to talk about daily activities.	

WARM-UP

1. Draw students' attention to the unit title and explain the expression "keeping in touch."

*Definition: To communicate or continue to communicate with someone by using a phone or writing to them.

From: https://tinyurl.com/dtjjnb75. Accessed on: October 13, 2024.

Ask students to discuss questions A and B in pairs. Then, encourage and monitor interactions.

- *Note to teachers: You can use the following questions and the images from the unit's cover to continue the discussion.
- How has technology changed how you communicate with friends and family compared to previous generations?
- What are the potential problems of using technology for communication?

Encourage students to express different perspectives on how the internet and technology can impact various aspects of people's lives. Also, discuss how sharing a routine with someone can help you stay closer to that person.

READING

2. Direct students' attention to the title and first paragraph of the text to discuss questions a) and b). Encourage them to share their thoughts after the discussion.

*Note to teachers: Suggest reading technique: skimming

- 3. In the reading section, it is important to help students understand the genre by asking them to think about the type of text and who the audience is. Give students time to read and help them with vocabulary if needed. Explain that this text is from a blog and blog posts usually include personal information and they can be either formal or informal. Ask students if they have seen blogs or posts like this.
- 4. Guide students to read the text again to search for specific information, to do that ask them to begin by reading the questions first and then go back to the text. When they finish reading pair them up so they can talk about the student's routine with a classmate. Give them some time to discuss and answer the questions.

*Note to teachers: Suggest reading technique: scanning.

KEY

a) He cooks dinner.

c) They talk about recent news.

b) The school.

VOCABULARY

5. Before doing the activity, ask students to read the sentences first. Give them some time so they can complete it by themselves. Ask students to look back at the text to check the words in the context they are used. After that, correct with the class

KEY

(4) Leftovers (3) Assignments (1) Attempt (2) Tutoring

6. The discussion of the questions can be done with the entire class. Create a chat-like atmosphere to facilitate a whole class discussion. Encourage students to share their opinions and discuss how they keep in touch with their family and friends.

LISTENING

7. Explain to students that they will watch a video of a high school student talking about her routine on school days and ask them to fill in the table with the activities they think she does at different times of the day. This activity helps students learn commonly used words and verbs for talking about daily routines. The focus is on vocabulary and verbs, rather than creating full sentences. Help them with vocabulary if they need to.

*Note to teachers: This activity can be carried out as homework. To complete the table, ask students to search for the words they don't know.

- 8. For the listening activity, explain to students that they will watch a video about a girl's routine as a student. Give them some time to watch and help them if they have any questions about it.
- 9. For this exercise ask students to refer to the list of activities they did in exercise 7. Ask them to compare their routine with Miko and encourage them to share their answers.
- 10. Say to the students they are going to watch the video again to do the activity. After watching, give them some time to complete the exercise and correct it with the class.

KEY

- A. In the morning, she gets up, feeds the dogs, and gets ready for school.
- B. In the afternoon, she exercises, does homework, and texts friends.
- C. In the evening, she has dinner and then watches some TV.
- 11. Allow students some time to read all the sentences. Then, give them time to complete the exercise and finish with a group correction.

KEY

F, T, F, T, F, F, T, F.

12. After reading about Yoshi's daily routine and listening to Miko's, students will work in groups to create a comparison list. Help students to form sentences and guide them to refer to the text and play the video again if necessary. Encourage students to discuss how their daily routines are similar or different from those described.

LANGUAGE CORNER

- 13. Give the students some time to read the sentences. Then, read it together with them drawing attention to the verbs. Make sure students are familiar with all the words and verbs presented.
- 14. Read the exercise with the students and direct their attention to the sentences in the box again. Help them identify how the present simple tense is used, reminding students of what they have studied so far. Allow them to complete the exercise on their own, and then conduct a class correction. Help with any questions they may have.

KEY

- a) Present
- b) To talk about habits and routines
- 15. Ask the students to read the sentences and give them some time to analyze on their own. Then, read the sentences and explain what each color means. Draw their attention to exercises a), b), and c) and assist them in identifying the structure of the sentences.

You can also write additional examples on the board and allow students to contribute.

*Note to teachers: Use the "TIP" box to explain to students the contracted form "do" in negative sentences.

KEY

- a) Subject + verb (base form)
- b) Subject + don't/doesn't + verb (base form)
- c) Do/does + subject + verb (base form)
- 16. Begin explaining to the students that there's some difference when talking about the verbs in 3rd person of the singular. Show them the tables with the sentences and give them some time to think about how the verbs change. After that, explain the differences and show them more examples. Then, let them complete exercises A to C, and when they finish, correct them with the class. Help with any questions.

KEY

a) S b) ES c) IES

PRONUNCIATION

- 17. Before starting this section, ask students "How do we pronounce the letter /s/ at the end of verbs in the present simple in the 3rd person singular?". Ask them to pronounce verbs they know to check if they notice the difference in sounds. Explain to the students that there are different sounds for that letter, show the tables, and explain the sounds. Assist them on how to pronounce correctly and help with any questions.
- 18. In this exercise, students are asked to pay attention to the verbs in the box and identify their sounds, based on what they just learned about pronunciation. Correct with the class.

KEY

a) /s/

19. Start a class discussion about the sounds students have just learned and ask if they can remember any other verbs that have the s pronounced as /s/. Ask them to write down.

KEY – Possible Answers

Hopes	/hoops/
Puts	/pots/
Makes	/meiks/
Surfs	/sarfs/

PRACTICE

20. Remind students to start by reading the sentences and identifying the verbs. Then, they should complete the sentences with the verbs from the box in the present simple tense, using either the affirmative or negative form based on their own experiences. Allow them some time to finish and correct giving both options (affirmative and negative).

KEY

A. Read/don't read

D. Watches/ doesn't watch

B. Play/don't play

E. Visit/don't visit

C. Arrive/don't arrive

F. Goes/doesn't go

21. Now that the students already know how to use the present simple, explain that in this exercise they are expected to ask and answer questions using the present simple in a more realistic communication context. Guide them to use the examples provided. Pair them up and monitor interactions.

SPEAKING

- 22. Ask students to think about the routines they have studied so far, especially Yoshi's. Then, guide them to answer the discussion question with a friend about having a different routine in a different country.
- 23. First, to introduce the activity, read the instructions together with the class and help with any questions students may have.
 - a) Encourage students to think about three questions to ask as student A. Instruct them to use the present simple to form the questions and assist with any necessary vocabulary.
 - b) Ask students to think about the main activities they do as student B. Then, give them some time to change roles and do it again.
- 24. Explain to the students that they will use the notes and questions they made in the previous exercise to ask and answer each other in this exercise. Monitor their interactions and assist with any verbs or sentence structures they might need help with. Give them some time to change roles and do it again.
- 25. Once they finish the speaking section ask them to share how it was and answer questions A and B.

WRITING

- 26. Show the students the blog post example and ask them to compare the structure of this one to the ones they have studied in the unit. Ask them if they look the same and explain that blog posts can have different structures, talk about different themes and they can be either formal or informal.
- 27. After explaining the characteristics of a blog post, guide the students through the sentences, asking them to identify and choose the correct options based on the exercise. After completing this activity, continue talking about the characteristics of the genre using the information provided in the exercise, and be ready to address any questions the students may have.
 - *Note to teachers: Ask students if they have visited blogs before and encourage them to share the ones they know. This will help them gain a better understanding of different styles and formats.

KEY

a) Informal b) Can c) Includes

28. Read and explain the instructions for this section to the students. Draw students' attention to the provided template and clarify how it should be used. Encourage students to refer to the reading and listening activities to discuss their routines. Assist them with any verbs and expressions they may need.

*Note to teachers: Students can use the lines provided in the activity to write; however, if possible, it's better to use a computer so they can experience writing a blog entry firsthand.

29. Tell the students that they will now share their blog entries with a classmate. Instruct them to exchange the routines they have written and read each other's work. They should then discuss and compare the activities they included as part of their daily lives.

I CAN...

Go through the topics and make a quick revision. Then, let students contribute with what they remember from the unit.

ABOUT ME: HOW DID I DO?

Students will use this section as a self-assessment. Ask them to critically think about their performance throughout the unit.

TEACHER'S GUIDE

UNIT 2 – HOW ASSERTIVE ARE YOU?

This unit aims at high school students, level B1 according to the CEFR.

Aims	To enable students to talk about assertive behavior; enable	
	students to talk about ongoing actions; to enable students to	
	interview and be interviewed; to enable students to write a	
	letter.	
Grammar	Present Continuous	
Pronunciation	/ing/ sounds.	
Vocabulary	Assertiveness; Passive communication; Behavior; Confident.	
Skills	Listening: A student's speech for the student council.	
	Reading: A text about being assertive.	
	Speaking: Interviewing.	
	Writing: Assertive letter to school principal.	
Function	Language to describe someone's behavior.	

WARM-UP

- 1. Begin by engaging students in a discussion about assertiveness. Ask them to read the title of the unit and share their thoughts about what it means to be assertive.
- a) After the discussion, guide them to read the definition to compare their ideas with the formal definition.
- b) Make this a pair discussion and ask students to share how they see themselves based on the definition provided.
- c) Now that the students understand what it means to be assertive, use this exercise to start a discussion about what they believe is the opposite of assertiveness. Encourage them to share their thoughts and ideas.
- d) After the discussion, direct them to read the definition provided to see how their guesses compare with the formal definition. This will help reinforce their understanding and clarify any misconceptions.

2. Direct students' attention to the cartoon. Ask them to read it carefully and give them some time to reflect on it. After they have shared their initial impressions, guide them to answer questions a, b, and c.

KEY – Possible Answers

- a) Open answer.
- b) The cartoon is funny because the teacher, who is supposed to be assertive while teaching an assertiveness class, is not being assertive herself.
- c) Open answer.

LISTENING

- 3. Begin by eliciting the importance of understanding different communication styles in various contexts. Ask students to think of situations or places where specific behaviors or communication are necessary, such as job interviews, school presentations, or family gatherings to answer letter a). Then, encourage them to share personal stories about their experiences in these situations in letter b).
- 4. Explain to the students they are going to watch a video of a student giving a speech to be elected as vice president of the student council. Begin by explaining what the student council is, highlighting its role and importance in representing the student body and organizing school activities. Refer to the previous exercise and ask them to consider what kind of behavior and communication style the student should present.
- 5. Play the video again to do this exercise with the students. Give them some time to number the sentences. Then, correct them with the class

KEY

- (2) As vice president, I believe I can better your high school experience.
- (5) I would have no problem listening to your questions, concerns, and/or ideas.
- (4) I am a hardworking and dedicated student.
- (1) I am running to be your next student council vice president.
- (3) The question some of you may or may not be asking...
- (6) Thank you all for your time.

6. Ask students to read the sentences first and guide them to discuss with a friend the things Kristoffer says he plans on doing if elected.

KEY

- (X) Help students have more fun in high school.
- () Organize more school dances.
- (X) Bring students' ideas to the prom.
- () Raise money for the school.
- (X) Sell eco-friendly items as fundraisers.
- (X) Create more community-involved events.
- 7. Form groups and encourage students to discuss Kristoffer's speech, ask them to consider aspects such as confidence, clarity, and assertiveness. Encourage them to share their opinions with the class.

BUILDING VOCABULARY

8. Ask students to recall their initial thoughts discussed at the beginning of the unit about assertive and passive behavior. Then, have them refer to the video and analyze how Kristoffer acted during his speech to fill in the mind maps accurately. This will help them compare the different aspects of assertiveness and other communication styles they have learned. The teacher can use this as an opportunity to introduce new vocabulary.

KEY - Possible answers.

Assertive	Passive
Confident	Insecure
Bold	Resigned
Decisive	Acquiescent
Assured	Obedient

*Note to teachers: This activity can be carried out as homework, students will have more time to search for words they don't yet know.

a) Now that they have completed the mind maps, ask them to review what they have written to answer this question. Encourage students to share with the class what they wrote.

READING

9. Guide students to read the title of the text and create a chat-like atmosphere to discuss questions a) and b).

*Note to teachers: Suggest reading technique: skimming.

- 10. Ask students to read the text to check their guesses in the previous exercise. When they finish, help with vocabulary and understanding of the text.
- 11. Instruct the students to scan the text to find the specific words mentioned in the exercise. Give them some time to complete this task independently. Once they have finished, review the answers together with the class.

*Note to teachers: Suggest reading technique: scanning. Students should highlight the sentences to understand the context.

KEY

- (3) to be happy to do something if it is needed.
- (2) to increase or improve something.
- (4) the result of a set of actions, or an explanation at the end of something:
- (1) the basic and most important part of something.
- 12. For this exercise, ask students to read the sentences provided first and then scan the text to check if they're true or false. Give them some time to complete this task alone. Then, review the answers together as a class to ensure understanding and address any questions.

KEY

T, F, F, T.

*Note to teachers: Suggest reading technique: scanning.

13. After completing the exercises related to the text, guide students to discuss questions a) and b) with a classmate. Encourage them to share their impressions and thoughts.

KEY – Possible Answers

a) It says they are assertive and can communicate better and that a person respects their interests.

b) Because it can lead to improvement in other areas of communication and relationships with others.

LANGUAGE CORNER

- 14. Ask students to read the sentences taken from the text. Give them some time to think about the structure of these sentences.
- 15. Read the exercise with the students and direct their attention to the sentences in the box. Help them identify how the present continuous is used, reminding them of what they have studied so far. Allow some time to complete the exercise on their own and then conduct a class correction.

KEY

- a) Present
- b) Ongoing situations
- 16. Read the sentences with the students, detailing the meaning behind each color and providing additional examples on the board. This will help them to analyze and comprehend the concepts.
- 17. Ask students to read the sentences from exercise 16 again and give them some time so they can analyze them on their own. Draw attention to exercises a), b), and c) and assist them in identifying the structure of each sentence.

*Note to teachers: Provide additional practice by having students create their sentences using the present continuous tense.

KEY

- a) Subject + To be (present) + verb (ing)
- b) Subject + To be (present) + not + verb (ing)
- c) To be (present) + subject + verb (ing)

PRONUNCIATION

- 18. After discussing the present continuous tense, inform the students that they will now focus on the pronunciation of words ending in -ing. Explain the sound associated with these endings. Then, play the audio tracks of the words in the present continuous taken from the text to provide clear examples.
- 19. In this exercise, students will practice the pronunciation of additional words in the gerund form. Play the audio tracks for these words and have the students repeat them.

PRACTICE

- 20. To practice forming sentences in the present continuous, show the students the pictures and ask them to discuss the questions with a partner.
 - For a), ask them to create sentences describing what the people are doing.
 - For b), have them interpret the people's behavior based on the images.
 - For c), encourage students to reflect on what they learned in the previous sections about how different places require specific behavior.

KEY – Possible Answers

- a) They are doing a presentation/speaking in public.
- b) Personal answer.
- c) In the first picture the boy is speaking with friends, and he seems more relaxed. In the second one, the girl is doing a presentation in front of her class, and she looks a bit nervous.
- 21. For this exercise, ask students to read the words and the sentences before trying to complete them. Give them some time to do it alone and then make a class correction. Assist students with any questions they may have.

KEY

A. Are maintaining

D. Are Speaking

B. Is paying

E. Are focusing

C. Are Improving

SPEAKING

- 22. Students will watch a clip from a TV show where a student gives a presentation to be elected as the president of the student council. Ask them to refer to the video in the listening activity and remind them what is the role of a student council in a school and how the presentations from the videos they watched are different.
- 23. After watching the video, students will answer questions a) and b) about it.
 - For a), ask them to consider how the student in the video communicated with the audience, including what he said and how he acted.
 - For b), have students share what they would do differently in this situation.

KEY – Possible Answers

- a) He looked nervous and because of that the only thing he mentioned was his opponent.
- b) Open answer.
- c) No, he only talked about his opponent.
- 24. First, introduce the activity and allow students some time to read the instructions. Help with any questions they may have. Then, have them find a partner and take turns being students A and B using the present continuous. Monitor interactions and help if necessary.
 - a. Students can use the provided questions or create their own to interview their classmates. Encourage them to think about relevant and practical questions that will help them gather useful information.
 - b. Ask students to take notes on the suggestions they want to give.

*Note to teachers: Ask students to do the steps in letters A and B as they will switch roles.

25. Once the students finish their interview, ask them to share how it was and what they discussed through exercises A and B.

WRITING

26. Show an example of a formal email to the students to help them understand the genre by discussing its characteristics.

*Note to teachers: Explain to the students that a formal email should have a subject line, greetings, an introduction, a clear and objective message, and a salutation at the end.

27. After discussing the characteristics of the genre e-mail, ask students to discuss the sentences in this exercise and choose the correct option.

KEY

a. Should

c. Your message

b. Can

d. Your name

28. Help students understand the format and purpose of a formal email, explaining its current uses. This will support their learning and application of the genre.

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Ask students to read the instructions carefully and assist them with any questions. While

they are writing, help with vocabulary or expressions they might want to use. Also,

remind them to use the present continuous and encourage them to use the template

provided in the exercise.

*Note to teachers: Students can use the lines provided in the activity to write; however,

if possible, it's better to use a computer so they can experience writing an email

firsthand.

*The teacher could create an email account and have students send their emails to that

address. Alternatively, the teacher can ask students to email each other so they can

respond.

29. Tell the students that they will now be sharing the emails they wrote with a classmate.

Ask them to exchange their production and read each other's work. They should discuss

whether the suggestions made are practical and suggest any additional ideas that could

be included.

*Note to teachers: Since the students participated in the speaking activity to discuss

the suggestions mentioned in the production, it is better to pair the same students

together again for this exercise.

I CAN...

Go through the topics from the unit and make a quick revision. Then, let students contribute

with what they remember from it.

ABOUT ME: HOW DID I DO?

Students will use this section as a self-assessment. Ask them to critically think about their

performance throughout the unit.

RATIONALE

The units presented previously were designed to help students develop communication competence, self-awareness, and critical thinking. Unit 1, *Keeping in Touch*, focuses on teaching learners how to share their daily routines with others and to understand the importance of communication in building and maintaining personal relationships. Through activities and discussions, students will learn how to describe different routines, recognize the characteristics of a blog, and write their blog entries.

In Unit 2, *How Assertive Are You?*, students analyze passive and assertive behaviors and explore how different contexts, such as social, professional, or personal, can influence how individuals express themselves. Through interactive discussions and reflective exercises, learners are encouraged to think critically about their experiences and social situations they may encounter.

Regarding the content and activities, the units were designed based on Communicative Language Teaching (CLT), an approach to language education that focuses on effective communication and interaction. Unlike traditional approaches that emphasize memorizing grammar rules and structures, CLT encourages students to use the language in real-life contexts.

According to Richards and Rodgers (2001), some key principles of CLT are:

- Language is learned through communication;
- Authentic and meaningful communication is the goal of classroom activities;
- Communication involves the combination of different language skills;
- Creative construction as part of the learning process.

The tasks in each unit are designed to mirror real-life situations, allowing students to apply their learning in practical contexts. This approach to language education is essential because, as noted by Richards and Rodgers (2001, p. 161), "activities that involve real communication promote learning". Therefore, authentic materials from different websites are used to immerse students in real-world scenarios, providing opportunities for them to practice the language.

The use of authentic material is important because as Harmer (2001, p. 273) explains, "This is what our students encounter (or will encounter) in real life if they come into contact with target-language speakers, and, precisely because it is authentic, it is unlikely to be simplified or spoken slowly". So, learners are exposed to different spoken and written genres, such as videos, blog posts, and articles in each section of the units.

Throughout the material, students are involved in different interactive activities that encourage them to interact with the teacher, with the entire group, in pairs (or trios), and to move around the classroom to engage with their peers. While individual tasks are sometimes assigned, students are always asked to exchange information with their classmates before checking with the teacher. Different types of interactions are important because, as Harmer (2001) points out, they can increase speaking time and promote learning independence.

The units are designed to develop the four language skills - reading, listening, speaking, and writing – in an integrated manner. This is achieved through sections that include pre, while, and post activities, along with specific sections dedicated to grammar and pronunciation. By integrating these skills, communication becomes more meaningful, as highlighted by Hinkel (2006, p. 113):

[...] in meaningful communication, people employ incremental language skills not in isolation but in tandem. For example, to engage in a conversation, one needs to be able to speak and comprehend at the same time. To make language learning as realistic as possible, integrated instruction has to address a range of L2 skills simultaneously, all of which are requisite in communication.

As students practice these skills together, they gain the confidence and competence to communicate more effectively and naturally, enhancing their ability to interact in diverse contexts and fostering a deeper understanding of the language.

Reading

The reading section begins with a pre-reading activity designed to prepare students for the text they are about to read. To make this preparation easier, students are encouraged to use top-down and bottom-up processing, which helps them better understand the text's main ideas before they begin reading. According to Harmer (2001), the top-down process involves the reader or listener developing a general understanding of a text by grasping its overall content. In contrast, the bottom-up process focuses on individual words and phrases, allowing the reader or listener to gradually build understanding by connecting the elements.

During the pre-reading activity, students first engage in top-down processing to make predictions and inferences about the text. They then switch to bottom-up processing during the while-reading activities to search for specific information and vocabulary, which helps them answer comprehension questions. Additionally, the teacher's guide includes strategies for effective reading, such as skimming and scanning, which the teacher can implement with the

students. Finally, in post-reading activities, students reflect on the topic by answering thought-provoking questions designed to enhance their critical thinking skills.

Listening

The listening section includes videos rather than just audio recordings, allowing students to see the language in context. According to Harmer (2001), this enables students not only to focus on the language itself but also to observe intonation, facial expressions, and how gestures accompany specific phrases.

The activities in this section use both top-down and bottom-up strategies, similar to the reading activities. In the pre-listening, students make predictions about the content of the videos and discuss their thoughts with a partner. In Unit 1, for instance, they list what they believe will be said in the video based on the information they received. In Unit 2, students predict not only the content but also the behavior of the student shown in the video. During the while-listening activities, students focus on bottom-up processing, watching the video again to listen for specific information. Following this, they engage in listening comprehension exercises, such as true or false questions and sentence ordering based on what was said in the videos. Finally, in the post-listening stage, students reflect on what they watched and analyze it further. In Unit 1, this involves connecting and comparing the reading and listening activities by listing the routines mentioned in both. In Unit 2, students examine the student's behavior in the video and discuss appropriate behavior in different social situations.

Speaking

The pre-activity for the speaking section of Unit 1 includes discussion questions about daily routines. Students are invited to compare the different routines they have studied throughout the unit and to imagine what it would be like to have a different one. In Unit 2, students watch a video of a student giving a speech to be elected president of the student council. They analyze whether the student's behavior and language suit the situation.

During the while-speaking, students receive step-by-step instructions for the activity they are about to do. They are expected to use the grammatical structures, the vocabulary taught in the units, and correct pronunciation. In Unit 1, students engage in a role-play exercise that simulates a real-life situation, making the activity more relevant and meaningful. According to Harmer (2001) using real-life scenarios in role-play activities allows students to utilize a broader range of language. In Unit 2, students take turns interviewing each other. They are guided to use

the provided questions and participate in step-by-step exercises to formulate their own questions and plan their answers based on the given instructions. After completing the activities, students participate in a post-speaking reflection in which they have to share what was discussed and their opinions on how the activities went.

Writing

The pre-writing stage starts with providing examples of the genre that students will be producing. After reviewing, they answer questions and discuss elements such as the language used—whether it is formal or informal—and the intended audience. Additionally, they compare these examples with others present throughout the units. Millar (2011, p. 10) explains that if students "[...] can better notice and describe similarities and differences among genres, then they may be better equipped to write in a wide variety of contexts". Therefore, the pre-writing serves as preparation for the production of the writing section.

Before the students begin writing, they receive step-by-step instructions in the while-writing stage regarding what they should write, the language they should use, and what elements they should include in their production. In the students' book, there is a designated space for writing. However, since both units focus on online formats, such as emails and blog entries, the teacher's guide recommends conducting this activity on a computer if possible. Finally, in the post-writing section, students share their production with a classmate and discuss its content.

Grammar

The grammar is introduced inductively in a section called *Language Corner*, which begins with examples of phrases and verbs drawn from the listening and reading sections. This ensures students are familiar with the language and forms they learned throughout the units.

As pointed out by Scrivener (2011, p. 157) students "[...] need to have exposure to the language; they need to notice and understand items being used; they need to try using language themselves in 'safe' practice ways and in more demanding contexts; they need to remember the things they have learnt." and this is how the activities in the *Language Corner* are structured. Students are exposed to the language and its forms throughout the unit, and in the *Language Corner*, they analyze phrases taken from the reading and listening sections to spot grammatical patterns and discover the rules.

Additionally, students participate in activities and answer questions that guide them in understanding the structure and form of the studied grammar topic. Brown (2001) explains that

an inductive approach, like the one presented here, is often more effective because it fosters motivation by making students discover rules instead of just telling them.

After the instruction phase, students move to the *Practice* section to apply what they have learned in the *Language Corner*. This section offers exercises to reinforce the forms and structures discussed earlier. In these exercises, students complete phrases using the correct verb forms and engage in activities to ask and answer each other's questions. They also describe images and interact with their classmates, giving them a chance to use the language in a more meaningful situation.

Pronunciation

Wells (2005, p. 5) states that teachers of English as a Second Language (ESL) "[...] must teach the pronunciation of each word as well as its spelling. This implies teaching the use of phonetic symbols, at least passively for reference". This is how pronunciation is taught in both units; students are provided with audio examples and phonetic symbols for the sounds found in the words related to the grammar topics discussed in the *Language Corner* section. In Unit 1, students learn the present simple tense to discuss routines. As a result, the pronunciation section focuses on the sounds [s], [z], and [iz] in third-person singular verbs. In Unit 2, students explore the present continuous tense, and the corresponding pronunciation section addresses the [ɪŋ] sound.

Vocabulary

Vocabulary is presented in both units through exercises that follow the reading sections. However, in Unit 2, there is a different section called *Building Vocabulary*, in which students are asked to fill in a word map with synonyms of the words introduced throughout the unit about assertive and passive behavior. Harmer (2001) describes word maps as "an extremely engaging way of building up vocabulary knowledge as well as provoking students into retrieving and using what they know". The teacher's guide suggests carrying out this activity as homework, so students have time to search for different words, and later share them with their classmates.

Self-assessment

This is the last section in both units and is designed to consolidate and reinforce students' learning through retrieval practice. This learning strategy encourages students to actively recall information they have studied in each unit, allowing them to strengthen their understanding of

the material. According to Agarwal, Roediger, McDaniel, and McDermott (2020), the retrieval practice can improve students' learning and help them identify areas needing further review.

In the first stage of this section named *I Can*, students are encouraged to reflect on the elements they have explored throughout the units. This includes revisiting different genres, vocabulary, grammar, and the four skills developed. This reflective process reinforces their understanding and helps boost their confidence and sense of achievement. The second part, *About Me: How Did I Do?* focuses on self-assessment. Here, students can evaluate their progress and improvement throughout the units. They can identify their strengths, recognize areas for growth, and set goals for future learning.

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