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

ALVARO FARIA DE OLIVEIRA

AIMING HIGHER
(Unidade didática para o Ensino de Inglês)

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 a obtenção do título de Especialista em Ensino de Língua Inglesa.

Orientadora: Luciana Silva.

Belo Horizonte

Dezembro / 2024

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

ATA DE DEFESA DE MONOGRAFIA/TCC

Às 14:50 horas do dia 06 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, AIMING HIGHER (Unidade Didática para o Ensino de Inglês), apresentado por Alvaro Faria de Oliveira, 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. Junia de Carvalho Fidélis Braga indicou a (X) aprovação/ ( ) reprovação do(a)candidato(a);

Profa. Dra. Valdeni da Silva Reis indicou a (X) aprovação/ ( ) reprovação do(a) candidato(a).

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

Nota: 100

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 **Valdeni da Silva Reis, Professora do Magistério Superior**, em 16/12/2024, às 15:55, conforme horário oficial de Brasília, com fundamento no art. 5º do Decreto nº 10.543, de 13 de novembro de 2020.

Documento assinado eletronicamente por **Junia de Carvalho Fidelis Braga, Professora do Magistério Superior**, em 17/12/2024, às 17:13, conforme horário oficial de Brasília, com fundamento no art. 5º do Decreto nº 10.543, de 13 de novembro de 2020.

A autenticidade deste documento pode ser conferida no site https://sei.ufmg.br/sei/controlador_externo.php?acao=documento_conferir&id_orgao_acesso_externo=0, informando o código verificador **3820720** e o código CRC **FB12946D**.

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

ABSTRACT

This monograph, titled *Aiming Higher*, presents the development of two didactic units, each accompanied by a teacher's guide. Designed for 8th and 9th-grade students in a regular school setting, these units aim to foster communicative competence through relevant and engaging topics. The themes explored—wildlife documentaries and internet influencers—were chosen based on their familiarity and relevance to students aged 13 and 14. The discourse genres within these themes include documentary narration and online advice columns, providing students with real-world contexts for language use. The structure of the units follows a communicative approach, incorporating pre-, during-, and post-activities for all four language skills: reading, listening, speaking, and writing. Grammar is introduced inductively, allowing students to infer rules from context. Key grammatical elements include the Present Continuous (both for ongoing actions and future arrangements) and the modal verbs *should* and *must* (for giving advice and expressing obligation). In addition to linguistic instruction, the units address broader topics such as animal extinction and the impact of online influence, promoting critical thinking and meaningful discussions. The pedagogical design aligns with the Communicative Language Teaching (CLT) approach, emphasizing interaction, real-life language use, and student engagement. Authentic materials, fun facts, and interactive tasks encourage active participation. The units also adhere to the Base Nacional Comum Curricular (BNCC) standards, ensuring that language instruction meets national educational guidelines. Ultimately, *Aiming Higher* seeks to create a dynamic and relevant learning experience by integrating communicative practices, meaningful themes, and student-centered methodologies. The objective is to enhance students' ability to use English in practical contexts, fostering both linguistic proficiency and critical awareness.

Keywords: Communicative language teaching; Present continuous; Modal verbs; wildlife; influencers.

RESUMO

Esta monografia, intitulada *Aiming Higher*, apresenta o desenvolvimento de duas unidades didáticas, cada uma acompanhada de um guia do professor. Destinadas a alunos do 8º e 9º ano do ensino fundamental em uma escola regular, essas unidades têm como objetivo desenvolver a competência comunicativa por meio de temas relevantes e envolventes. Os temas abordados—documentários sobre a vida selvagem e influenciadores digitais—foram escolhidos por sua familiaridade e relevância para estudantes de 13 e 14 anos. Os gêneros discursivos explorados incluem narração de documentários e colunas de conselhos online, proporcionando aos alunos contextos reais para o uso da língua. A estrutura das unidades segue uma abordagem comunicativa, incorporando atividades pré, durante e pós em todas as quatro habilidades linguísticas: leitura, escuta, fala e escrita. A gramática é introduzida de forma indutiva, permitindo que os alunos deduzam as regras a partir do contexto. Os principais elementos gramaticais trabalhados incluem o *Present Continuous* (tanto para ações em andamento quanto para planos futuros) e os verbos modais *should* e *must* (para dar conselhos e expressar obrigações). Além do ensino da língua, as unidades abordam temas mais amplos, como a extinção de animais e a influência digital, incentivando o pensamento crítico e debates significativos. O design pedagógico das unidades está alinhado à abordagem Comunicativa (CLT - Communicative Language Teaching), enfatizando a interação, o uso da língua em contextos reais e o envolvimento ativo dos alunos. Materiais autênticos, curiosidades e atividades interativas incentivam a participação ativa. As unidades também seguem as diretrizes da Base Nacional Comum Curricular (BNCC), garantindo que a instrução da língua esteja de acordo com os padrões educacionais nacionais. Em última análise, *Aiming Higher* busca criar uma experiência de aprendizado dinâmica e relevante, integrando práticas comunicativas, temas significativos e metodologias centradas no aluno. O objetivo é aprimorar a capacidade dos alunos de usar o inglês em contextos práticos, promovendo tanto a proficiência linguística quanto a consciência crítica.

Palavras-chave: Communicative language teaching; Presente contínuo; Verbos modais; Vida selvagem; Influencers.

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Introduction

Shortly after my undergraduate studies, I felt a continued need to deepen my knowledge of the English language and its teaching methodologies. This desire did not stem from any shortcomings in my prior studies, which were of excellent quality, but rather from the vast array of methods, techniques, and theories that I had yet to explore and implement in my classes. Additionally, my concern about the risk of my teaching practices becoming stagnant over time motivated me to pursue the *CEI* (Curso de Especialização em Língua Inglesa - UFMG) as a way to broaden and actively apply new possibilities, both in lesson preparation and in classroom application. For this reason, I believe 'Aiming Higher' is an ideal title for these units, as it encourages both students and educators to continually enhance their teaching and learning practices while seeking ways to stay relevant and progressive.

The present work, titled 'Aiming Higher', is dedicated to the development of two didactic units, accompanied by their teacher's guides. The units were designed and planned for 8th and 9th-grade classes in a regular school, where students have varying levels of English proficiency. I selected this age group because I feel comfortable and connected to it, having taught classes of this level for quite some time. Based on this choice, it was necessary to consider both macro and micro themes that would be familiar and meaningful to the students. In addition, the discourse genres and the level of English were also adapted for this audience, taking into account the interests of students around the age of 13 and 14 and the reality of an English class in a regular school setting.

The structure of the work follows a standard format across both units. First, a macro theme is presented, sparking the students' interest and serving as an introduction to all subsequent discussions. In this case, documentaries and internet influencers were the chosen topics, as they are highly consumed by young people. Through analyses, debates, and various activities, it is also possible to delve into discourse genres inherent to these themes, such as the narration of wildlife documentaries and advice given online by bloggers. After covering this content, grammatical elements such as the Present Continuous and Modal Verbs: *Should* and *Must* are introduced inductively. The units also deal with problem-solution cases, such as animal extinction and the dangers of bad online influence, which will be addressed by focusing on the grammatical elements covered so far, such as the Present Continuous for Future Plans and the semantic difference between *should* and *must*. The units also own

pop-up boxes which contain fun facts and extra insights relevant to the topics previously discussed.

It can be said, therefore, that all the discussions, images, texts, fun facts and resources used in this work are appropriate and adapted to the target age group. The communicative proposals were designed based on the expected interests and needs of 8th and 9th-grade students, who largely consume content from streaming platforms, such as documentaries, and advice and lifestyle tips from bloggers (commonly referred to as influencers). The English level of both units was designed according to the *Base Nacional Comum Curricular* (BNCC) standards. This level guided the writing of instructions, the selection of supporting texts, and the chosen grammatical elements, as both the Present Continuous and the modal verbs *should* and *must* are commonly taught structures at basic levels.

Finally, it is important to state that in both cases, the intention was to build on the students' prior knowledge in order to work on new concepts and communicative practices, which were developed to encourage oral and written production in a contextualized and meaningful way. Furthermore, it is crucial to clarify that this work is not for commercial purposes and may only be reproduced with the author's permission.

Unit 1 – Watching and learning!

🌡️ **Warming up!**

Image from Unsplash.

Do you know any documentaries? Which ones? Share your answers with your classmates.

Nesta unidade, você vai:

- Falar sobre animais e suas ações;
- Usar o Presente Contínuo (Present *Continuous*) para descrever ações;
- Explorar o gênero *documentário de vida animal*;
- Discorrer sobre planos futuros usando o Presente Contínuo;
- Discutir sobre a importância de proteger animais em perigo de extinção.

1. **These posters have different messages. Read the options on the right. Which option goes with each poster? Write the correct number next to each option.**

(1)

( ) Musical documentary

(2)

( ) Wildlife documentary

(3)

( ) Food documentary

(4)

( ) Sports documentary

2.   **Look at the picture below. With your partner, talk about these questions. You can use the words below to help you.**

Image from https://shorturl.at/OJ4SI.

community   camp   indigenous people   camera   video   tree

a)   Based on the image, what type of documentary do you think they are filming and why? What clues in the picture make you think that?

_____.

b)   Imagine you're making a documentary. What kind of story would you tell? Would it be about nature, history, a social issue, or something else?

_____.

c)   If you could ask the filmmakers one question about this documentary, what would it be?

_____.

d)   Documentaries can explore many topics, like environmental problems, historical events, or the lives of inspiring people. In groups, discuss which real-life matters are interesting enough to appear in a documentary and why. Write your answers in the box below, then share your thoughts with the class.

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READING

👓 **Before reading…**

1.   Look at the pictures below. Circle the animals that live in the wild and put an X on those that are domestic. Afterward, compare your answers with a classmate and explain why you chose each animal.
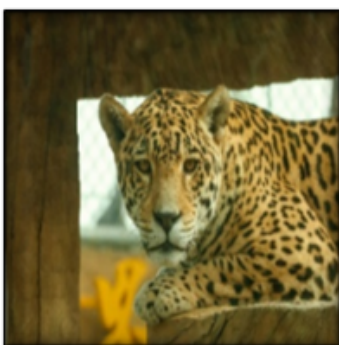
2.   Work with a partner to read these short definitions for "wild animals" and "domestic animals". Then, fill in the blanks with the correct option.

Wild animals are creatures that live in natural habitats such as forests, jungles, oceans, and mountains. They survive independently, finding their own food and shelter. These animals have not been _____ (*domesticated* / *modified*) by humans and may exhibit _____ (*natural* / *artificial*) instincts to hunt or defend themselves. For example, lions, elephants, and eagles are all wild _____ (*animals* / *humans*).

Domestic animals are those that have been _____ (*trained* / *evolved*) over time to live alongside humans and rely on them for care. They are often kept as pets or used for work, companionship, or food. Examples of domestic animals include dogs, cats, and cows. These animals generally adapt well to (*wild* / *human*) environments and have _____ (*friendly* / *dangerous*) temperaments.

3.   What do you know about *wildlife documentaries?* Fill out this chart and list what you <u>already know</u> about it (K), what you <u>want to learn</u> (W) and, after the lesson, write

down what new things you <u>have learned</u> (L) about *wildlife films***. Be prepared to share your answers with the class and discuss how wildlife films influence our view of nature.**

What I know (K)	What I want to learn (W)	What I have learned (L)

4.   In pairs, take turns reading the following statements about wildlife documentaries aloud. After reading, discuss with your partner whether you agree 👍 or disagree 👎 with each statement. Write your answers in the table below. Be prepared to explain your reasons for agreeing or disagreeing during the class discussion!

a)   Wildlife films can help save endangered species

b)   Documentaries are better than fiction films for learning about animals.

c)   Wild animals are more interesting to watch than domestic animals.

d)   Documentaries can help us understand how to take care of our planet.

e)   It is very easy to make a wildlife documentary.

I agree 👍	I disagree 👎

🗺️ **Reading expeditions!**

5.   Read the text _How wildlife films can change the world_ and pay attention to its <u>title</u>, <u>image</u> and <u>structure</u>. Then, highlight the options in the following passage that match with your guesses.

How wildlife films can change the world

You see them on National Geographic and BBC Earth. Even when nobody is watching, you can always leave them playing on the living room TV, because no-one will turn it off. They are a beautiful and educational art form that has inspired people for decades. Wildlife films are powerful tools for spreading information about nature and animals. What's more, they also have the power to influence the minds and actions of those who watch them.

Wildlife films inform

Firstly, the most important goal of a wildlife documentary is to give information. Documentaries contain scientific facts about animals and ecosystems. Many people who live in cities do not have close access to wild, natural environments. However, through wildlife films, they can gain some biological knowledge. As a result, this increases their overall awareness of wildlife and nature.

Wildlife films turn secrets into known facts

Because wildlife films contain vital info, they are key to making things clear. For example, they might portray a new species. Or new knowledge regarding an animal's habitat and behavior. Wildlife films also have the power to expose game reserves or organizations who are guilty of animal abuse, mismanagement and malpractice.

Image from: <https://africa-media.org/careers/how-wildlife-films-can-change-the-world/> Access: June 25, 2024.

How wildlife films can change the world is a <u>fictional</u> / <u>an argumentative text</u>. It talks about the importance of <u>wild animals</u> / <u>domestic animals</u> documentaries and was originally posted on a <u>blog</u> / <u>comic book</u>.

6.   Identify the two main reasons the author gives for why wildlife documentaries matter.

_____
_____.

7.   Based on the text, what types of secrets about wildlife are revealed and turned into facts through documentaries? Summarize your answer in one or two sentences.

_____
_____.

8.   Think of one more reason why wildlife documentaries are important. What additional benefit do they provide? Write your idea and be ready to share it with the class.

_____
_____.

9.   Look at the image that accompanies the text. Do you think it effectively supports the author's message? Why or why not? Write your opinion and explain how the image adds (or doesn't add) to the overall message of the text.

_____
_____.

Extra insights! 🔍

Did you know that documentaries are so important that they have their own special category at the Oscars? These films are like real-life adventures that show us amazing stories and teach us about our world.

Some wildlife documentaries have even won Oscars, like March of the Penguins (2005), The Cove (2009) and Free Solo (2018).

👁 **Exploring connections!**

10.   It's time to create your own poster about the importance of wildlife films! But first, take a look at the example posters previously provided in this chapter in activity 1. As a class, discuss the following:

- What elements (title, text, slogan, images) make the poster effective and how do the colors and fonts help deliver the message?
- How do these posters combine words and images to communicate a message?
- Is it possible to say that the colors and fonts of text in these posters help complement the visuals?
- How can a poster inspire people to take action or change your opinion on wildlife conservation? What key elements can you use to create impact and catch people's attention?

11.   Before creating your poster, brainstorm ideas with your classmates:

a) What message do you want your poster to send? (e.g., raise awareness, protect endangered species, stop the abuse of animals).

_____
_____**.**

b) Which important information from the text should be included in your poster?

_____
_____.

c) What images or visuals will best support your message?

_____
_____.

12.   Now that you've brainstormed, it's time to design your poster! Make sure to include all the key elements you've discussed so far.

13.   Once your poster is ready:

- **Present your poster to a partner or small group and explain your choices:** Why did you choose that title, slogan, images, and colors?
- **Get feedback from your classmates:** Did they understand your message? Was your poster effective in showing the importance of wildlife films?

GRAMMAR

💡 **Grammar genius!**

1.   Analyze the following excerpt from the text and choose the correct item (▲ or 🟩) that best answers each question below.

"Even when nobody is watching (…)"

a)   What is the subject in this sentence?

  ▲ Even   🟩 Nobody

b)   The verb *is* functions as what type of verb?

  ▲ Action verb   🟩 Linking verb

c)   When is the action in the sentence happening?

  ▲ In the present   🟩 In the past

d)   In this case, why do we use *watching*, instead of *watch*?

  ▲ To express a habitual action that occurs regularly.

  🟩 To express an action that is happening at the moment.

2.   Look at the image at the end of the text and mark an X on the <u>incorrect</u> sentence. Then, rewrite it in the correct form in the box below.

( ) The shark is splashing in the water.

( ) The shark is eating its prey.

( ) The shark is swimming under the water.

( ) The shark is jumping high.

( ) The cameraman is taking a picture of the shark.

_____.

Present continuous

The present continuous tense is used to talk about things happening *right now*. It is when something is happening at the moment we are speaking.

To describe actions that are happening now, we use **'am/is/are'** + verbs with **'-ing'**.

Image from: https://shorturl.at/FqkZR.

Image from: https://shorturl.at/Io5A7.

- **I am studying**

- **He is taking a photograph**

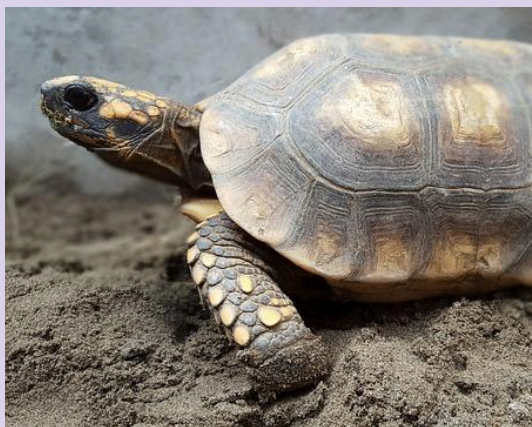The same applies to negative cases. Therefore, we use **'am/is/are'** + '**not**' + verbs with **'-ing'**.

Image from: https://shorturl.at/Peyo2.

Image from: https://shorturl.at/X8I1E.

- **The turtle is not running**

- **The kids are not playing video games**

Your turn!

3. **Complete the sentences using the words below in the *Present Continuous* form.**

run – watch – say – dance – lie

a) My mom is _____ TV with my dad.

b) What are you _____? I can't hear you!

c) He is not _____ fast enough!

d) We are _____ to Beyoncé's songs.

e) I am not _____ to you! I promise!

4. **Use your devices to show your classmates a fun picture of you with your family or your friends. You can tell them what the people in the photo are doing and even ask questions, for example: "*What is my mom doing?*".**

5. **Bruno and his friend, Mariana, are talking on the phone. Number the sentences from 1 to 6 and organize their dialogue in the right order.**

( )   Hi, Bruno! What are you doing right now?

( )   Me too! I'm watching a documentary about lions hunting in the wild. It's awesome!

( )   Because I think we are watching the same documentary!

( )   Hi, Mariana! I'm watching a wildlife documentary, and you?

( )   Yes! Why?

( )   Wait. Can you see a lion chasing a deer right now?

6. **Take a look around the classroom and observe your classmates. What are they doing right now? Write down your answers on a piece of paper. Then, read your answers out loud.**

7.   Write full sentences to describe what these people and animals are doing:

Image from: https://shorturl.at/cZbuY

_____.

Image from: https://tinyurl.com/r3ffwffu.

_____.

Image from: https://tinyurl.com/25em2nyp.

_____.

Image from: https://tinyurl.com/mt7zsfkt.

_____.

Present continuous for future plans

The present continuous tense is primarily used to describe actions that are happening at the moment of speaking. However, it can also be used to talk about future plans or arrangements.

In this case, we use <u>am/is/are</u> + verb ending with <u>-ing</u> + future time reference

- **I <u>am</u> meet<u>ing</u> my friend in November.**

- **They <u>are</u> travel<u>ing</u> to Fortaleza on Monday.**

- **She is planning a birthday party for next week.**

Your turn!

8.   Using the table below, create a weekly schedule organizing your activities for the upcoming week. Use the *Present Continuous* tense to describe at least one activity for each day.

Example: "*On Monday, I am meeting my friends after school.*"; "*On Wednesday, I am visiting my grandparents*".

Days of the week	Activity

9.   Choose two classmates and ask questions about their plans for next week, like "*What are you doing on Monday?*". Then, share and discuss the answers with your classmates.

Example: *On Mondays, Davi is playing soccer and Ana is visiting her grandma.*

10.   Time to organize a party!

In groups, plan an imaginary party and write down all the activities you are organizing for this event using the *Present Continuous* tense.

_____

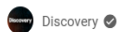_____

_____

_____.

LISTENING

🦻 **Before you listen…**

1.   Take a look at the <u>picture</u>, the <u>title</u> and the <u>channel</u> of the following video. Then, choose the correct option.

Don't Mess With a Chipmunk's Nuts | North America
935 mil visualizações • há 11 anos

Discovery ✓

A **chipmunk** gathers nuts, but he needs to keep an eye out for pickpockets. | Watch NORTH AMERICA Sundays 9|8c on Discovery.

2:54

This video is:

a)   a music video by Michael Jackson.

b)   a wildlife documentary excerpt.

c)   a TikTok video about fashion clothes.

2.   In your opinion, what are the chipmunks doing in this image?

_____

_____.

3.   Read the <u>caption</u> of the video. Just like chipmunks, other animals also gather food, especially when winter is coming. In pairs, do research and write down at least two other animals that share this habit and which food they store.

Animal	Food
Chipmunk.	*Nuts.*
_____.	_____.
_____.	_____.

4.   Do you think chipmunks' habits are interesting enough to appear in documentaries? Which animals have more interesting habits than them?

_____

_____.

🔵 **Listening lounge**

5.   **Watch the following video. Circle the words that you <u>can</u> hear:**

▶ Don't Mess With a Chipmunk's Nuts | North America

leaving   hiding   singing

closing   shopping   fighting

collecting   drinking   playing

sleeping   eating   running

6.   **Watch the video one more time. Then, in pairs, select the words from the box above that represent a chipmunk's <u>action</u> in the video. Finally, make sentences to describe these actions.**

a)   *The chipmunk is running.*

b)   _____.

c)   _____.

d)   _____.

Extra insights! 🔍

Chipmunks have expandable cheek pouches that they use to carry food back to their burrows. These pouches can expand to hold an impressive amount of food, sometimes nearly as large as the chipmunk's own body!

Image from: https://tinyurl.com/yc62pt4f.

🤔 Sound reflections

7. **Discuss and answer the following questions in groups:**

a) Before watching the video, were you aware of any specific chipmunk habits? After watching, what is one interesting fact or behavior about chipmunks that surprised you the most? How do you think this new information could change your perception of the animal?

b) Is there another animal whose habits you find even more fascinating? Can you share a specific behavior or trait of this animal that you enjoy talking about? Why does it interest you more than the chipmunk?

c) At the beginning of the video, the narrator describes the weather and the environment before focusing on the chipmunks. Do you think this was a good way to introduce the topic? How did it help you understand the context of the chipmunk's actions? If you were the narrator, would you have started differently? Why or why not?

---

8. **Think about what you learned in the video about chipmunks. Now, create at least three True or False questions based on the following topics:**

- Chipmunks' actions and habits
- Vocabulary related to the video
- Weather or environmental information seen in the video

Make sure your questions are clear and based on facts from the video!

Once you're done, pair up with a classmate and challenge them to answer your True or False questions! Afterward, discuss your answers together and see who got the most correct.

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9. **Chipmunk Debate: Who Gets the Nuts?**

a) Work in pairs. Imagine you are two chipmunks fighting over the same pile of nuts. Your task is to come up with strong arguments to convince your partner that you deserve the nuts.

b) Think about why your chipmunk needs the nuts more. Do you need them to survive the winter? To feed your family? Get creative!

c) Each of you will take turns presenting your arguments. Make sure your reasons are clear and convincing!

d) After you've prepared, you will present your debate to the class. Your classmates will listen carefully and decide who made the best argument for taking the nuts.

e) Remember to use Present Continuous in your arguments (e.g., "I'm gathering these nuts to store them for the winter!").

SPEAKING

🔊 Before you speak…

1. Now that you've learned about chipmunks, let's explore other animals!

Do some research and list three animals along with at least one interesting fact about their habits on a piece of paper. Be prepared to share your findings with your classmates.

2. Have you ever seen a wildlife documentary about bears?

Think about what you already know about bears' habits and discuss with a partner: Are there any activities or behaviors you're familiar with?

3. Look at these images of bears in their natural habitat. Based on what you see, guess and describe what activities the bears are engaging in. Share your ideas with the class and compare your thoughts.

Image from: https://tinyurl.com/ycxykbhw.

Image from: https://tinyurl.com/36k2x287.

Image from: https://tinyurl.com/yrpam65n.

Image from: https://tinyurl.com/4fcsy2b3.

4.   **Listen to the audio of the following video without watching the visuals. Focus on the narrator's style, paying close attention to his tone, pacing, and how he delivers the story. Then, in the box below, check (✔) the elements you recognize in the narration, such as:**

▶ **Hawks Chase Down a Rabbit | North America**

- **Exciting and Fun:** He talks with a lot of excitement, which makes learning about animals and nature fun and interesting.
- **Clear and Easy to Understand:** He speaks very clearly, so it's easy to follow along and understand what he's saying.
- **Tells Great Stories:** He doesn't just share facts; he tells stories about the animals and plants, making them come to life.
- **Gentle and Calm:** His voice is calm and soothing, which makes you feel relaxed as you watch.
- **Full of Amazing Descriptions:** He uses lots of cool words to describe what you're seeing, helping you imagine everything even better.
- **Respectful of Nature:** He talks about the natural world with a lot of respect and care, showing how amazing and important it is.
- **Use of Present Continuous:** He uses verbs in the present continuous tense to describe what the animals are doing at that moment.

● Exciting and Fun	
● Clear and Easy to Understand	
● Tells Great Stories	
● Gentle and Calm	
● Full of Amazing Descriptions	
● Respectful of Nature	
● Use of Present Continuous	

Now, share your observations with the class. Compare which narration elements you and your classmates identified. How did the narrator's style affect your understanding of the content?

Did you know? 🔍

While chipmunks gather and store food, such as nuts and seeds, during the fall to use as their main food supply in the cold months, hawks do not store food but continue hunting throughout winter. Some hawks even migrate to warmer regions where prey is more abundant. While chipmunks rely on their hidden food caches, hawks depend on their hunting skills for survival.

🗣️ **Words in motion**

5. **Follow the steps in order to create your own wildlife documentary narration.**

Step 1: In groups, watch the following video of bears in action with the sound off. While watching, note down as many actions as you can see, using the Present Continuous tense (e.g., "The bear is catching a fish"). Try to observe and describe what different bears are doing if the video shows more than one.

▶️ **Bear Family in Avalanche Country | North America**

Step 2: Once your group has compiled a list of actions, use it to create a short, engaging script narrating what is happening in the video. You can use the box below to draft your script. Be sure to use the common narration elements studied in the *Before you speak...* section.

Step 3: Practice delivering your narration as a group. Everyone should have a speaking role, and focus on clear speech, expressive intonation, and sounding like a wildlife documentary narrator.

Step 4: After rehearsing, make any necessary adjustments to your script and delivery.

Step 5: Each group will take turns presenting their narration while the video plays on mute. Pay attention to other groups' presentations and observe the variety of narration styles.

_____

_____

_____

_____

_____

_____

_____.

🔤 **Afterwords**

6.   Listen to the recordings and give feedback to your classmates' narrations. You can follow the suggestions below:

   a) Is it informative?
   b) Does the group use the common narration elements to create a good narrative?
   c) Does it say something about the bears' habitat?
   d) Are the verbs used correctly?
   e) Why is it interesting to watch?
   f) Which suggestions can you give to this group?

7.   Play the *Bear Family in Avalanche Country* video again, but this time with sound on. Pay close attention to how the narrator describes the animals and the environment.

After watching the clip, discuss the following questions with a partner:

   a) How is the professional narrator's style different from the narrations created by your class?
   b) What specific words or phrases did the professional narrator use to make the video more interesting?
   c) How did the tone and pace of the narrator affect your understanding of the video?

Write down your observations in your notebooks.

8.   After your discussion with a partner, join the class conversation led by your teacher. Share your insights and compare them with those of other students.
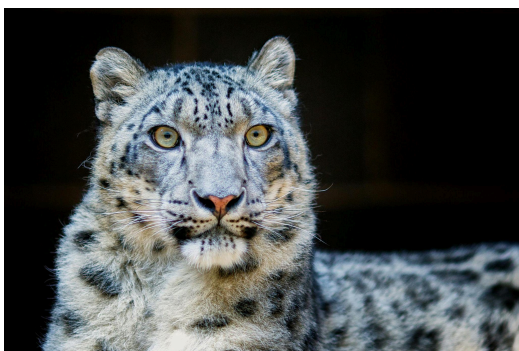
9.   Based on what you learned from the professional narrator, look back at the narration your group created earlier. What changes or improvements could you make to make it more engaging? Write your ideas below, then discuss them with your group.
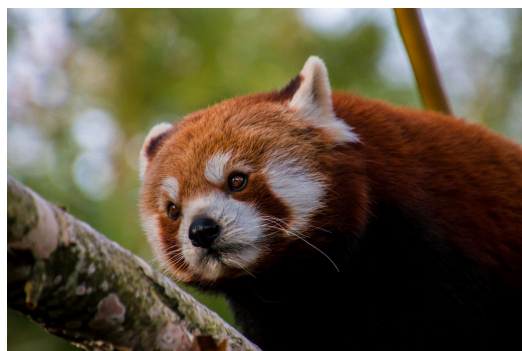
_____
_____
_____
_____
_____
_____
_____ .

WRITING

✏️ **Before you write…**

1.   Take a look at the animals below. What do they have in common? Discuss with the class.

Snow Leopard. From: https://tinyurl.com/5cpwhdt6.

Red panda. From: https://tinyurl.com/48tkntn3.

Hyacinth macaw. From: https://tinyurl.com/3xkatrs3.

Blue whale. From: https://tinyurl.com/2p82yv77.

2.   In pairs, discuss and answer the following questions:

a) Why are these animals in danger of extinction?

_____.

b) What are some other endangered animals?

_____.

c) Why is it important to prevent their extinction?

_____

_____.

3.   In pairs or small groups, research and discuss different ways to raise awareness about animal extinction. Answer the following questions as you brainstorm:

a) What are some actions individuals can take to help endangered animals?

_____

_____.

b) How can we educate our friends and family about the importance of wildlife conservation?

_____

_____.

c) What local or global campaigns can we support?

_____

_____.

After discussing, each group should write down at least three ideas to raise awareness about animal extinction in the box below. Be ready to share your ideas with the class!

| |
| |
| |
| |

4.   Use your ideas and future actions to create an outline for your awareness poster. Fill in the sections below:

a) <u>Title</u>: What will your poster be called? Make it catchy!

b) <u>Main Message</u>: Write a brief statement that explains what you are doing to raise awareness.

c) <u>Visual Elements</u>: List any images or graphics you want to include (e.g., pictures of endangered animals, symbols of conservation).

This outline will help you organize your thoughts before creating your final poster. Be creative and think about how to make your poster visually appealing!

Title	
Main message	
Visual elements	

📝 **Writing knowledge**

5.   In this section, you will make a poster and write about your future plans to raise awareness and prevent animal extinction. You will use the present continuous tense to describe your actions. Remember, the present continuous can also be used to express actions that you are planning to do in the near future!

a) Take a moment to brainstorm and list at least three actions you are planning to take to help the environment or protect animals. Each action must be planned for a <u>specific future date</u>**.** Use the present continuous tense in your examples.

Example: *"On April 22, I am joining a local Earth Day cleanup to protect wildlife habitats" or "Next Saturday, I am volunteering at a wildlife rescue center".*

b) Using the materials provided, start designing your poster. Pay attention to layout, colors, and fonts to make your poster visually appealing. Remember to include all the elements you planned!

c) Now it's time to make your poster! If you want to, you can use the space below to draft your ideas based on the guidelines provided. Make sure to check your use of the present continuous tense.

📒 **Afterwords**

6.　　Once your poster is completed, pair up with a classmate and present your poster to each other. Provide feedback on the clarity of the message, the effectiveness of the visuals, and the use of the present continuous tense.

7.　　After making any necessary revisions based on feedback, prepare to present your poster to the class. Explain your message, the actions you are taking, and why it's important to raise awareness about environmental issues and animal extinction.

8.　　After all presentations, reflect on what you learned from your classmates. Write a few sentences about how their ideas inspired you and any new actions you might consider taking in the future.

_____

_____

_____

_____.

Orangutan, an endangered species. From: https://tinyurl.com/4kk6pac2.

Did you know? 🔍

Did you know that about 1 million species of plants and animals are threatened with extinction? This represents approximately 25% of all known species on the planet! Habitat loss due to urbanization, agriculture, and climate change is one of the main reasons for this crisis. But the good news is that small individual actions, such as reducing plastic use, planting trees, and supporting conservation organizations, can have a significant impact on protecting biodiversity!

Unit 2 – You should know!

🌡️ **Warming up!**

Image from Canva. Access: 20/10/2024.

The internet is filled with a wide variety of content creators. Nowadays, anyone can upload videos, images, and texts to share their ideas and opinions with others—often referred to as *followers*. From famous content creators with hundreds or even millions of followers to more ordinary individuals, these *influencers* use social media to spread information about lifestyle, social issues, and many other topics that capture the public's attention.

Do you follow any influencers online? Can you identify who are the good and bad influencers on the internet? How?

Now, take a look at the words in italics in the text above. Why are these words used to describe bloggers and their audience?

Nesta unidade, você vai:

- Debater sobre algumas ações de *influencers* na internet;
- Explorar o gênero de post de Instagram e post de vídeos online;
- Utilizar os verbos modais *should* e *must* para dar conselhos e ordens;
- Discutir sobre o uso de Inteligência Artificial no meio cibernético.

1. **Influencers create content based on many different topics and subjects. Analyze the images below and choose the words in the box to name these influencers' niches:**

games	beauty	traveling	movies and TV series	health	fashion

Image from Canva. Access: 20/10/2024.

_____.

Image from Canva. Access: 20/10/2024.

_____.

Image from Canva. Access: 20/10/2024.

_____.

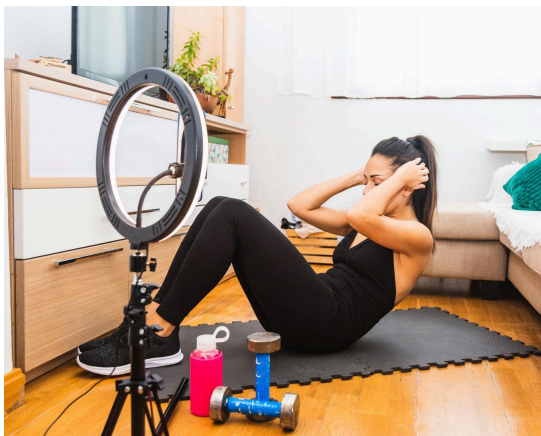Image from Canva. Access: 20/10/2024.

_____.

Image from Canva. Access: 20/10/2024.

Image from Canva. Access: 20/10/2024.

_____ .   _____ .

2.   In pairs, take a look at the image below, then answer the questions.

a)   What do you think this influencer is doing?

_____ .

b)   Have you ever watched videos from influencers who give cooking tips or recipes? What do you think of this type of content?

_____ .

c)   What are some examples of influencers you follow? What kind of content do they produce?

_____

_____.

d)   Do you think bloggers like the one in the picture can really influence what people eat or buy? In what way?

_____

_____.

e)   How do you decide whether an influencer's advice is good or reliable? What do you look for in online content to know if it's useful or true?

_____

_____.
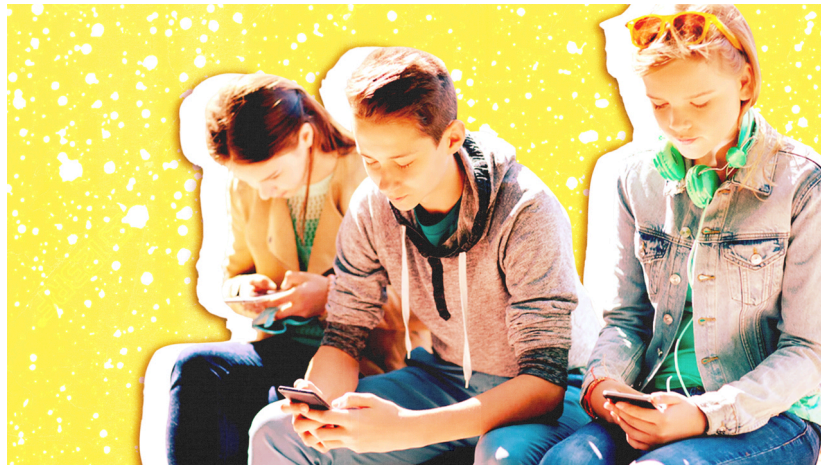
Did you know? 🔍

A report found that 72 percent of young Americans follow influencers on social media and that teenagers are most likely to follow multiple people. Among this group, men prefer to follow gaming and sports influencers whereas women prefer beauty and fashion influencers.

According to research, gaining inspiration, learning about new trends and being exposed to interesting, fun content are among the reasons why young consumers follow influencers. Voyeurism is also another reason young consumers follow influencers' moves closely as one stated, "To see what they do with their lives and their wealth. It's intriguing to follow their life."

From: https://tinyurl.com/5ckkjdwn. Access in: 22/10/2024.

READING

👓 **Before reading…**

1. **In pairs or small groups, brainstorm about the kinds of advice bloggers and influencers give on social media. What types of advice have you encountered online (e.g., fashion, fitness, mental health, or lifestyle)? Discuss whether you think these pieces of advice are usually helpful, and why or why not.**

_____

_____.

2. **Look at the words and phrases below that you will see in the upcoming text. Match each word with its definition and use it in a sentence that relates to bloggers or influencers.**

a) Science-backed   b) Social media   c) Gimmick

d) Lure   e) Viral   f) Replicate

( ) To tempt or attract someone, often with the promise of something appealing.

( ) A trick or device intended to attract attention or publicity, often in a deceptive way.

( ) Information or advice that is supported by scientific research or studies.

( ) To copy or reproduce something.

( ) Websites and applications that enable users to create and share content or to participate in social networking.

( ) Something that becomes very popular, often through social media, in a short period.

3. Look at the title of the text: _'How to Tell Each Social Media Influencers Have Healthy Advice for Diet and Exercise'._ **Before reading, discuss in pairs and answer the following questions:**

a)   What do you think this text will be about?

_____.

b)   Do you think all advice given by bloggers is reliable? Why or why not?

_____.

c)   Can you think of examples where online advice may have had a negative impact?

_____.

🗺️**Reading expeditions!**

4. **Read the following interview passage carefully. As you read, highlight any statements or ideas that resonate with you or reflect your personal views. Once you've finished, share the results with your classmates.**

How to Tell Which Social Media Influencers Have Healthy Advice for Diet and Exercise

CU Anschutz Health and Wellness Center trainers break down the truth behind social media fitness trends

Question: Social media has become the "go to" place for many people looking for fitness advice, trends and workout plans. Influencers around the world are dispensing advice to millions of followers hoping to up their exercise game. What are some of the positives and negatives when turning to social media for this information?

Answer: Positives: There are influencers that are true professionals in their craft with university degrees, licenses and/or certifications in the fitness and nutrition realm that provide science-backed knowledge and tips. Various fitness influencers can be fun and engaging that help influence others to begin the fitness process. They may interact with comments and direct messages which helps create a personal aspect for those who are shy or scared to start the fitness journey.
Negatives: The risk of false information is great. Many influencers are greedy for money and quick sales and will post "fancy gimmick words" to lure people into what could be a cheap and wasteful "workout plan". Some influencers in the fitness realm that aren't registered dieticians will still try to sell "meal plans" when they are not legally allowed to do that. In most cases, only physicians and registered dieticians can legally prescribe a set meal plan. Many influencers try to do creative or fancy exercise demos on their social media to grab attention and say that everyone should do this exercise. Many times, the influencer is at an advanced level and others may get hurt trying to replicate the viral video/demonstrations.

From:
<https://news.cuanschutz.edu/news-stories/how-to-tell-which-social-media-influencers-have-healthy-advice-for-diet-and-exercise>. Access in: 22/10/2024.

5. **According to the text, what qualifications do some influencers have that make them trustworthy sources of fitness advice?**

_____

_____.

6. **What risks are involved when following fitness influencers on social media?**

_____

_____.

7. **Why is it dangerous to follow certain influencers' workout plans without checking their credentials?**

_____

_____.

8. **Read the following sentences carefully and, based on the text, indicate whether each statement is True (T) or False (F). Provide a brief explanation for your answers using evidence from the text.**

( ) Social media is a popular source for fitness advice, trends, and workout plans.

(   ) All influencers providing fitness advice on social media have university degrees or certifications.

( ) Interacting with fitness influencers can motivate people who are too shy to start their fitness journey.

( ) All influencers offering meal plans are licensed to do so.

( ) Some influencers use attention-grabbing exercises that might be harmful for beginners to replicate.

( ) Only physicians and registered dietitians can legally prescribe meal plans.

( ) Some influencers are known to use misleading terms to attract followers to workout plans that may not be effective.

👁 **Exploring connections!**

9. The text you just read presents strong arguments regarding the positive and negative aspects of seeking health and fitness advice from social media influencers. However, as you already know, influencers provide advice on a variety of topics, including beauty, gaming and others.

Conduct interviews with at least three friends to explore their opinions on the positive and negative sides of following influencer advice in other niches. Consider questions like:

- In your opinion, what are the benefits of following beauty or gaming influencers?
- Do you think there are any downsides to taking advice from them?

Niches	Positive sides	Negative sides
1.		
2.		
3.		
Insights:		

After conducting the interviews, summarize your findings in a short paragraph and be prepared to share your insights with the class.

Extra insights! 🔍

The text highlights the presence of "fancy gimmick words" used by some influencers to promote potentially harmful workout plans. Posts that claim to be the "only" way to achieve fitness goals or make unrealistic promises (like losing 30 pounds in three weeks) are often marketing scams, indicating the need for critical evaluation of the advice given by influencers.

GRAMMAR

💡 Grammar genius!

1.   Analyze the following excerpt from the text and choose the correct item (▲ or 🟩) that best answers each question below.

"Many influencers try to do creative or fancy exercise demos on their social media to grab attention and say that everyone should do this exercise".

a) What are these influencers' main objective?

       ▲ To recommend their exercise   🟩 To ignore their audience

b) In the sentence, who is responsible for performing the exercise?

       ▲ Only the influencers   🟩 Everyone

c) What tone does this passage hold regarding the exercise?

       ▲ A tone of indifference.

       🟩 A tone of expectation for people to follow the advice.

d)   How does the phrase "everyone should do this exercise" reflect the speaker's opinion about the exercise?

       ▲ It indicates that the exercise is suitable for some people.

       🟩 It indicates that the exercise is suitable for all people.

e) In this case, what does the use of "<u>should</u>" in the sentence suggest about the exercise?

       ▲ It is recommended that everyone do the exercise.

       🟩 It is mandatory that everyone do the exercise.

2.   Take a look at the problem below and select the option that best solves it:

"I'm planning on taking a trip on my vacation, but I still don't know where I'm going!".

a) Forget it. You should stay at home for the rest of the year.

b) You should watch some traveling influencers. They have amazing traveling tips!

c) I think you should ignore your vacation and continue to work.

d) You should ask 5-year-old kids about this. They are very creative!

Should

The modal verb *should* is used to give advice or recommendations. It suggests what is the right or best thing to do in a situation, but it is not as strong as an obligation. To give advice, we use **should** + the base form of the verb. Take a look at the following examples:

Image from Canva. Access: 28/10/2024.

● "He **should** eat healthy food."

Image from Canva. Access: 28/10/2024.

● "She **should** drink more water if she's feeling tired."

The same applies to negative cases. Therefore, we use **should** + <u>not</u> + the base form of the verb.

Image from Canva. Access: 28/10/2024.

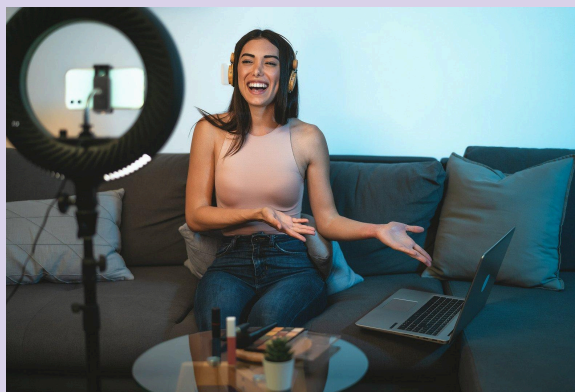● "You **should** <u>not</u> stay up too late before an exam."

Image from Canva. Access: 28/10/2024.

● "You **<u>shouldn't</u>** follow this influencer's advice. She's totally wrong!"

Finally, for interrogative cases, use **should** + *subject* + the base form of the verb. For example:

● **Should** *I* study more for the test?
● **<u>Shouldn't</u>** *we* go to work earlier to avoid traffic?

Your turn!

3.   Read the problems carefully. Then, brainstorm solutions using 'should' to offer advice on how to solve them. Work in pairs to share your suggestions and discuss how 'should' is the best choice for each situation.

She doesn't know which outfit to wear.

_____.

He doesn't know how to play online games.

_____.

She wants to watch something funny and short.

_____.

4.   Look at the solutions provided. Can you think of a situation or problem that each solution could solve? Write down your ideas and then share them with a partner.

a) They should pay more attention to the teacher.

_____.

b) He should say sorry to his friend.

_____.

c) You shouldn't buy expensive clothes.

_____.

d) We shouldn't travel to cold places.

_____.

5.   Unscramble the words below to form questions using "should." Then, make sure the questions make sense based on the context of giving advice or suggestions. For example:

Scrambled: [take / I / Should / an umbrella / today?]

Unscrambled: *Should I take an umbrella today?*

a) [visit / Should / we / this weekend? / my grandparents]

_____.

b) [start / you / Should / a new hobby / this year?]

_____.

c) [apply / I / Should / for that job / next month?]

_____.

d) [move / they / Should / to a new city / next year?]

_____.

e) [take / Should / more classes / we / next semester?]

_____.

Must

You already know that "should" is used to give advice or recommendations. However, if you want to express a strong obligation or necessity instead of a suggestion, you should use **must**. It indicates that something is required or very important.

To express necessity or obligation, we use **must** + the base form of the verb. For example:

● "You **must** finish your homework before going out."

The same applies to negative cases, but in these cases you should use **must** + <u>not</u> + the base form of the verb. You must also have in mind that, when you use "must not", you are emphasizing that something is strongly advised against or considered undesirable, rather than strictly forbidden.

● "He **must** <u>not</u> tell anyone about the surprise party."

Finally, for interrogative cases, you must use **must** + *subject* + the base form of the verb.

● **"Must** *I* be quiet right now?"

Your turn!

6. **Imagine you're responsible for creating rules to make the internet a safe place for everyone. In pairs, come up with a list of 3-5 rules. Since these rules are essential, remember to use 'must' or 'mustn't.' Share your rules with the class and compare them with others.**

Rules for a safe online environment	
Must	Mustn't

7. **Complete the sentences by choosing the correct form of 'must' or 'mustn't' to express obligations or prohibitions. Be careful to choose the one that fits the context of each sentence.**

a) To keep the library quiet, you _____ speak loudly.

b) All students _____ bring their books to class every day.

c) You _____ forget to complete your homework tonight.

d) Visitors _____ wear a mask before entering the hospital.

e) We _____ leave the room clean after the meeting.

f) You _____ feed the animals in the zoo.

g) Employees _____ wash their hands before returning to work.

8.   Read the following scenarios and decide whether to use "should" (advice) or "must" (obligation/rule). For each scenario, choose the correct word and explain why you chose it.

a) "You _____ finish your homework before playing video games."

b) "Passengers _____ wear seatbelts at all times in the car."

c) "If you feel sick, you _____ visit a doctor."

d) "Everyone _____ wash their hands before eating."

e) "You _____ bring an umbrella, it looks like it might rain."

9.   In groups, brainstorm places that usually have rules to be followed (e.g., school, church, library, park, gym, restaurant, museum, etc.).

For each place, list the rules that people are expected to follow. Then, discuss with your group if you agree or disagree with those rules and why those rules exist.

After discussing, choose one place and rewrite some of its rules in a way that you think would improve the experience. During the discussion, make sure to use the interrogative form of 'must' to question certain rules. For example: "Must we always stay quiet in the library?" or "Why must we take off our shoes in certain museums?".

Finally, present your new set of rules and reasoning to the class.

Extra insights! 🔍

While "must" is commonly used in British English to set rules and obligations, in American English, "have to" is often preferred for these purposes, with "must" sometimes sounding more formal or emphatic in American contexts. For example, in British signs, you might see "You must wear a helmet," while an American equivalent might use "You have to wear a helmet".

Must
Wear
Helmet

LISTENING

👂 **Before you listen…**

1. **Take a look at this headline about an influencer created by artificial intelligence. Then, do the following activity.**

Lifestyle

People are obsessed with a 24-year-old AI influencer – this is why her developer created her

From: https://tinyurl.com/yp69kdtu. Access in: 28/10/2024.

What do you know about *artificial intelligence*? To understand it better, we can ask questions using the 5 W's and 2 H's method.

The 5 W's and 2 H's are questions that help us learn more about a subject. By answering these questions, we can gain a complete picture of the topic we're exploring.

What	This asks for the main idea or purpose of the topic.
Who	This question helps identify the people involved or affected.
When	This focuses on timing and or schedules related to the topic.
Where	This asks about the location or places connected to the topic.
Why	This question explores the reason or purpose behind something.
How	This looks at the process or method.
How many/much	This focuses on quantity, cost or frequency.

In pairs, create one question for each of the 5 W's and 2 H's above about artificial intelligence. Interview classmates using these questions and record their answers. If any remain unanswered, research these questions to find reliable information.

Share your findings with the class, discussing the different answers you received and any new insights you discovered through research.

2.   Now that you are more familiar with artificial intelligence, discuss and answer the following questions in groups:

a)   How do you think AI influences or changes what we see online?

_____.

b)   What are the potential advantages of an influencer created by AI, like the one from the headline? What are some disadvantages?

_____.

c)   Would you follow an influencer you knew was not real? Why or why not?

_____.

d)   What are possible ways AI-created influencers could be used positively or negatively?

_____.

3.   Match each of the following words to its definition. Try to remember where you've seen or heard these words before—this will help you understand them even better!

a) Carefully

b) Enough

c) Realize

d) Freedom

e) Adjust

f) Perception

( ) The way we understand or interpret something through our senses or mind.

( ) To make a small change to get a better fit or result.

( ) The power to act, speak, or think without restriction.

( ) To understand or become aware of something clearly.

( ) Having the right amount; as much as needed.

( ) Doing something with attention and thought, trying to avoid mistakes.

💿 **Listening lounge**

4.   You're about to watch an AI-generated video using the image and voice of the famous actor Morgan Freeman, created to share life advice.

Pay close attention to each piece of advice in the video and write down the six key points he mentions. Notice how each piece of advice is delivered and think about how voice and tone might impact its message.

🎥 [By age 25, you should realize this](#)

1-
2-
3-
4-
5-
6-

5.   Watch the video again and note if "should" or "must" are used in Morgan Freeman's advice. Write down two examples you find, including any questions or negative forms that use these words.

_____

_____

_____.

6.   Does the speaker use 'should' appropriately for giving recommendations and 'must' for expressing something more important or required?

Explain the speaker's choice of these two words, considering their use in the context of the video.

_____

_____.

7.   Listen closely to the speaker's voice and tone in the video.

Do you find it convincing, or does anything make you think it might be generated by AI? Share your thoughts with your classmates and discuss how you recognized any clues.

🤔 **Sound reflections**

8.   **Look at the scale below.**

        Rate each of the six pieces of advice from the video on how helpful you think they are, from "not useful" to "very useful." Be ready to explain your choices and discuss them with a classmate.

_____

*Not useful*   *Very usefu*l

9.   **In groups, discuss and answer the following questions:**

a)   Does any of the advice seem familiar or sound like a cliché? Why do you think that might be?

b)   Which piece of advice surprised you the most? Explain your reaction.

c)   Is the video's advice trustworthy simply because it sounds like a famous person? What reasons might make you think it is or isn't?

d)   How can we evaluate if AI-created content is useful and true? List some ideas.

10.   **Read the real comments below that were left on Morgan Freeman's video.**

        Think about each comment carefully and then answer the questions that follow. Notice if others had similar or different reactions to the advice.
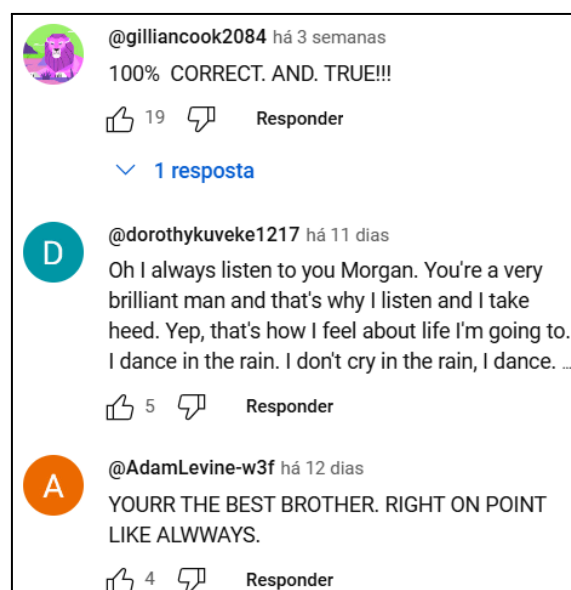
a)   In what ways could the use of AI affect the authenticity of advice and messages we receive on social media?

b)   In your opinion, does AI creation make the suggestions in the video any less valid? Explain your answer.

c)   **Activity: Roleplay alert!**

You've just discovered that this *isn't* the real Morgan Freeman giving advice but an AI-generated voice imitating him. It's now your mission to inform someone else who thinks it's actually Morgan Freeman about the potential risks of AI imitations online.

Step 1: In pairs, come up with at least two pieces of advice you would give to someone who is unsure about AI imitations. Use "should" and "must" in your sentences, as in: "You should always double-check sources before believing online content," or "We must question content that seems too good to be true.

Step 2: Then, create a short scene where one of you plays a skeptical person, and the other plays the role of the "AI Awareness Advocate" who shares warnings and advice.

Step 3: When presenting, be sure to vary your voice tone and expressions to make your message convincing. Your classmates will provide feedback on the clarity and persuasiveness of your warning.

Did you know? 🔍

Morgan Freeman's voice is so iconic that it's often replicated by AI for different applications, like a real-time voice-changing app that lets users sound just like him. This technology allows users to transform their voices instantly while on video calls, streaming, or chatting, making it feel like Morgan Freeman himself is speaking! This capability is popular for its entertainment value but also raises questions about ethics and authenticity, as many worry about voice replication being misused for fraud or impersonation. However, it also has practical applications, such as helping people with voice disorders communicate more easily, giving Freeman's voice a new, unexpected role in the world of AI-powered tech.

For more on this, check out the story on the app that offers real-time Freeman-like voices and the ethical implications discussed: https://futurism.com/the-byte/app-morgan-freeman-voice-real-time. Access in: 28/10/2024.

SPEAKING

🔊 Before you speak…

Influencers design content by focusing on their target audience's needs and preferences. They carefully research their followers' interests, age group, and values, aiming to create relevant and engaging material.

1. Work in pairs. Each student will choose a niche they are interested in (e.g., sports, films, lifestyle, gaming). Then, brainstorm advice or recommendations you would give to someone interested in your niche. Use "should" and "must" in your sentences.

Example for films: *"You should watch movies with subtitles to improve your language skills."* or *"You must watch this year's award-winning films if you love cinema."*

Write down at least 3 pieces of advice for each niche, then share with the class.

_____

_____

_____.

2. As you already know, influencers use different techniques, like tone of voice and visuals, to persuade their followers. In small groups, list the strategies influencers use to get attention and make their advice seem convincing. Then, present your findings to the class.

_____.

3. Imagine you work for a company that sells unusual objects. Choose one of the items listed, or invent one from scratch, and create a pitch to convince your classmates that it's an amazing product. Use persuasive techniques from the previous activity (like tone of voice or visuals) to make your pitch stand out!

- Invisible Ink Pen - A pen that writes in invisible ink, ideal for secret messages or fun pranks.
- Banana Phone - A phone shaped like a banana that serves no purpose beyond novelty and humor.
- Socks with Toes - Socks designed to have separate compartments for each toe, similar to gloves for feet.
- Spoon Fork (Spork) - A hybrid utensil that combines the functionality of a spoon and a fork, which some might consider unnecessary.
- Finger Toothbrush - A rubber finger brush for cleaning teeth, which is awkward and less effective than a regular toothbrush.

4. Research Time!

Work in pairs to research a famous influencer and discuss the questions below with the class:

a) Which niche (e.g., sports, fashion, gaming) does this influencer focus on?

b) Who is their target audience (age, interests, or group)? How can you tell?

c) Is their content effective for this audience? What makes it suitable or not?

d) Analyze their communication style: Is their voice tone and speech engaging and convincing? What elements make it effective?

e) Give two suggestions for how this influencer could improve their content to better connect with their audience.

5.   Now that you have analyzed this influencer's target audience, imagine that you are one of their followers.

Think about the type of advice or suggestions you would like them to provide. Write at least three questions you would ask them, making sure to use the interrogative form of 'should' and 'must'. For example, *'Should I try this workout plan?' or 'Must I follow a strict diet to see results?'.* **Be creative and think of the types of content and advice this influencer is known for.**

Did you know? 🔍

Micro-influencers (those with fewer than 100k followers) often have higher engagement rates than mega-influencers because they connect more personally with their niche audience. This means that their followers feel a stronger sense of trust and are more likely to take their recommendations seriously, making them very effective in marketing campaigns despite their smaller audience size.

🗣 **Words in motion**

6.   You are now influencers!

Step 1: Brainstorm your identity. In pairs, decide on your influencer identity:

- Choose a <u>channel name</u>, your <u>niche</u> (e.g., sports, health, fashion, lifestyle), and define your <u>target audience</u> (e.g., teenagers, fitness enthusiasts).

Think about what your followers are looking for. What kind of advice or content would they expect from you?

Step 2: Craft your advice. Come up with <u>two problems</u> that your followers might face and write a <u>strong piece of advice</u> for each. Use "should" to give suggestions and "must" to express rules or obligations.

- Example problem: "How can I stay motivated to exercise?"

  Suggested advice: "You *should* try setting small, achievable goals. You *must* stay consistent to see results."

Step 3. Plan your video script. Organize the information and write a script for a short **advice video**. In your script:

- **Give clear recommendations using should and must.**

Think about how you'll make the video catchy and convincing. Will you use a lively tone of voice, engaging visuals, or fun examples?

Step 4: Record your video. Use any video editing app you're familiar with, such as <u>TikTok</u> or <u>Instagram Reels</u>, to record and edit your video. If you're not familiar with any, you can record a regular video using your phone or any camera.

Step 5: Present your video. Share your script with the class and explain how your influencer persona and strategies would attract and engage your audience.
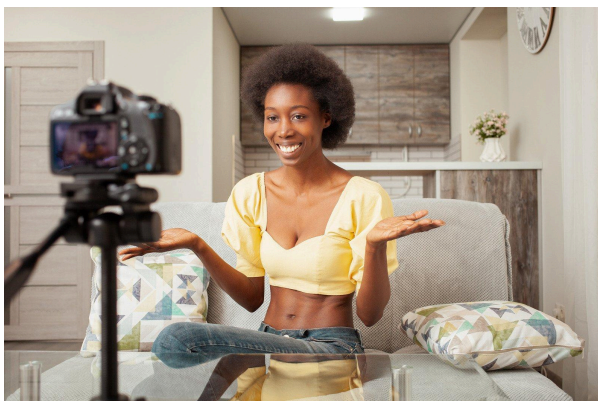

Image from Canva. Access: 30/10/2024.

🔤 **Afterwords**

7.   Watch the videos and give feedback to your classmates' creations. You can follow the suggestions below:

    a) Does the group have a strong and coherent identity?
    b) Is it informative and interesting to watch?
    c) Does the group use strategies to create a catchy and convincing speech? Which ones?
    d) Are "should" and "must" used correctly?
    e) Which suggestions can you give to this group?

8.   In small groups, choose two pieces of advice from any of the videos and discuss whether you would follow that advice in real life, using the language structure "I should" or "I must". Each student must write down their thoughts in the box below, then share them with the group.
Examples: "*I should follow the advice because...*"
          "*I must start doing this in my daily life because...*"

Should	Must

9.   Interview Time!
**   Choose a family member to interview. Think about the questions you want to ask. Focus on their daily routines and use "should" and "must" to explore their responsibilities and advice. Here are some example questions to guide you:**

    ○ What are some things you think you *should* do every day?
    ○ Are there any tasks that you *must* complete in your routine?
    ○ Can you share an example of advice you *should* follow for a healthier lifestyle?

    Conduct the interview and take notes on your family member's responses. After the interview, share some of the advice you learned from the videos you watched. Discuss whether you think this advice is practical or not. Use these guiding questions to help your discussion:

    ○ Do you agree with this advice? Why or why not?
    ○ How could this advice be applied in daily life?
    ○ Are there any parts of the advice that you think people *must* follow?

    Preparation for Class: Bring your notes and be ready to share your findings and opinions in our next class. We will discuss the advice and your thoughts about it together!

WRITING

✏️ **Before you write…**

1.   Discuss the following questions with your classmates and write down your answers:

a)   Consider how seeing other people's posts in social media might make people feel about their own lives. Can these posts create a positive or negative impact?

_____

_____.

b)   How do regular social media users differ from influencers in their posting habits and engagement?

_____

_____.

c)   Which apps do you use most, and why?

_____

_____.

d)   What do you know about Instagram? Describe how you think it's different from other social media apps.

_____

_____.

e)   How does Instagram's format (like Stories and Reels) shape the way people create and consume content?

_____

_____.

f)   What role do hashtags and captions play in attracting or influencing followers on Instagram?

_____

_____.

2. The image below is an Instagram post of an influencer called Erin, who is famous for giving advice about the work environment. Notice how Erin uses a catchy opening, emojis and a clear, brief message in the caption.

From: https://shorturl.at/8PaqN. Access in: 29/10/2024

Now, answer the following questions:

a) How important is the <u>caption</u> for an Instagram post. Why?

_____

_____.

b) What other visual or text elements could Erin use in this caption to engage her followers?

_____.

c) Although Erin is making a suggestion, she doesn't use "should" in her sentences. Does this affect her intention? How could you rewrite her suggestions to add "should" and "must"?

_____.

3. **In pairs or small groups, research and discuss creative ways to make an engaging Instagram post. Think about the following questions as you brainstorm:**

a)   What types of visuals (photos, illustrations, infographics) could make your post more engaging for followers?

_____.

b)   How can captions be crafted to be short yet impactful, conveying your message clearly?

_____

_____.

c)   What hashtags would be effective to reach your target audience?

_____.

d)   How can emojis, polls, or interactive elements make the post more interesting or encourage engagement?

_____.

e)   What kind of advice or information would your audience find helpful or meaningful in this post?

_____.

4.   Homework time!

Interview two or more Instagram users about how they see captions. Create at least three questions to understand why captions matter to them and to the people they follow. If you want to, you can use the 5 Ws and 2 Hs method to create your questions in the box below.

5Ws and 2Hs table	

📝 **Writing knowledge**

5. You are now social media influencers! It's time to create a beautiful, creative caption for your Instagram advice post. Follow these steps to make it stand out:

- **Write your caption using "should" and "must"**
  Since you're giving advice based on your personal opinions, use these words to show when something is strongly recommended ("should") or essential ("must").

- **Add visuals and text elements**
  Think about what makes an Instagram post catch people's attention, like emojis, hashtags, a catchy opening, and a clear, concise message. Use all the visual and text techniques you've practiced in this section.

- **Research your advice topic**
  To make your advice meaningful, do a quick online search about the topic. Find some interesting facts, examples, or statistics to support your opinions. This will help you write a caption that's both creative and persuasive.

- **Defend your point of view**
  After researching, make sure your caption shows why your advice is valuable. Use your findings to explain *why* your followers should consider following your tips.

Use the box below as a draft for your caption:

When you're done, access Zeoob to create your own Instagram post!

https://zeoob.com/generate-instagram-post/

📒 **Afterwords**

6. **Place your Instagram posts on the gallery wall or digital gallery created for our class. Spend a few minutes exploring around, reading each post. As you go, choose one or two posts with advice or visuals you find especially effective. Write down a brief note explaining what stood out to you in these posts and why.**

7. **In your group, review each post from our class's gallery. Discuss these questions as you go through each post:**

- How realistic or helpful is the advice given?
- Could different wording have made the message stronger?

After your discussion, write a summary of your group's thoughts to share with the class, including specific examples of what made the posts effective or how they could be improved.

_____

_____

_____.

8. **Write a short reflection answering the following questions about your Instagram post:**

- Why did you choose the specific visual elements in your post?
- How did the visuals help to enhance or clarify your message?
- How would you adapt this post if you were sharing it on a different platform, such as a blog or video? Explain any changes you would make and why.

_____

_____

_____.

9. **Voting time!**

As a class, vote for the "Post of the Day"—the one you think was the most convincing and well-presented. After the vote, discuss together:

- What made this post stand out?
- How did the group's choice of language, visuals, and persuasive techniques work together to create a strong message?
- Share any strategies you noticed that made this post memorable or impactful.

TEACHER'S GUIDE
UNIT 1: WATCHING AND LEARNING

BEFORE PLANNING	
Audience	Teenagers at a regular school.
Level	8th Grade (BNCC)
Aims	(EF06LI20) Use the present continuous to describe actions in progress. (EF07LI04) Identify the context, purpose, topic, and participants in oral texts found in cinema, on the internet, on television, among others. (EF08LI04) Use appropriate linguistic resources and repertoire to inform/communicate/talk about the future: plans, predictions, possibilities, and probabilities. (EF08LI12) Build a lexical repertoire related to plans, predictions, and expectations for the future. (EF08LI13) Recognize common prefixes and suffixes used in the formation of words in the English language. (EF08LI14) Use future verb forms to describe plans and expectations and make predictions.
Grammar	Present continuous to describe actions in the present and to plan future arrangements in a deductive way.
Pronunciation	[in] sound at the end of verbs in the present continuous tense, with a silent [g].
Vocabulary	Extinction; documentary; wildlife; habitat; voice over; is/are doing; from now on; action; narration; arrangement.
Skills	*Listening*: A wildlife documentary video on Youtube. *Speaking*: A voice over activity. *Reading*: An informative text about the importance of wildlife documentaries. *Writing*: Awareness-raising posters about ways to prevent animal extinction.
Function	Language for describing actions happening at a given moment and for planning future arrangements.

WARM-UP
1. Welcome students and state the aim of the lesson. Ask students to read the questions on page 1 and share their answers with their classmates. Analyze the posters' names and covers with the students. Help them guess and match the correct options. **KEY** **1.** (1) - Wildlife documentary (2) - Sports documentary

(3) - Musical documentary
(4) - Food documentary

2. Explore the image on the page and, with the help of the vocabulary provided, understand the image before answering the questions.

Take the opportunity to draw students' attention to the cameras and the clothing of the cameramen and how they are different from those of the indigenous people. This can help them differentiate the lifestyles depicted there.

KEY
2. a) **Suggested Answer:** Social and/or cultural documentary
b) **Open answer.**
c) **Open answer.**
d) **Open answer.**

READING

1. Present to students two images of a wolf and a dog. Say and stress the words *wildlife animal* when pointing to the wolf, and *domestic animal* when pointing to the dog. By making this difference clear, students will be better able to differentiate both groups.

2. First, open the NatGeo website (https://www.nationalgeographic.com/animals. Access: 05/11/2024) and brainstorm which animals are wild and which ones are pets. Then, write on the board words and structures that will help students write their answers, such as "*These animals live…*"; "*Habitats*", etc.

3. Elicit from students their own personal answers for what's being asked. Give them space to share their thoughts with their classmates. If students are confused about the chart activity, you can quickly carry out this dynamic using another topic instead of wildlife films. This way, they will understand the goal of this activity much easier.

4. With the help of a piece of paper, students can ask their pairs' opinions about these four statements. In the end, they can use the board to separate the "I agree" and "I disagree" answers to the class.

KEY
1. Circle: Jaguar, Capybara and Dolphin
X: Dog, Hamster and Cat.
2. domesticated / natural / animals
trained / human / friendly
3. Open answer.
4. Open answer.

5. Take some time to analyze each element of the text by asking students "*What's the title?*"; "*What can you see in this image?*"; "*What's your opinion on the structure of the text?*". Let students think and select the options that best describe the text.
In order, ask students to take turns reading the text out loud. Keep reminding them that this is an argumentative text, therefore it is supposed to reinforce the author's opinions on the importance of wildlife documentaries. In the end, ask students to sit in groups to share their opinions on whether they agree with the author or not. Write structures on the board, such as "I agree with the author because…" and "I disagree with the author because…".

6 and 7. Ask students to read questions 7 and 8 and underline the answers in the text. Then, in pairs, they will match their answers and check if they have underlined the same excerpts.

8 and 9. Elicit from students their arguments to defend their answers to these questions. Highlight the importance of always having arguments to prove our points of view.

KEY
5. an argumentative / wild animals / blog.
6. Wildlife films inform and wildlife films turn secrets into known facts.
7. Suggested answer: They might portray a new species or new knowledge regarding an animal's habitat and behavior.
8. Open answer.
9. Open answer.

10, 11, 12 and 13) Look carefully at the posters in activity 1 and elicit from students which elements they can see and identify as an element of a poster. Use the IMDB website to see other posters as well (https://www.imdb.com/search/title/?genres=documentary. Access in: 05/11/2024). Guide students analyze and answer all the questions in activities 11 and 12. Then, give them time to carry out activities 13 and 14, so they can design and present their posters.

KEY
10. Open answer
11. a) **Open answer.**
b) **Open answer.**
c) **Open answer.**
12. Open answer.
13. Open answer.

GRAMMAR

1. Write the sentence "*Even when nobody is watching (...)*" on the board and elicit from students the subject, the linking verb and the main verb in this sentence. You can also highlight the -ing structure at the end of the verb to help them understand the idea of an action that is happening in the present.

2. Read the options slowly, so you are certain that students really understood each one of them.

KEY
1. a) Nobody
b) Linking verb
c) In the present
d) To express an action that is happening at the moment.
2. Suggested answer: The shark is soaring above the water.

3. Before carrying out the activity, have students add *-ing* to the words in the box and explain the different rules when doing this. Right after this part, call students' attention to its pronunciation: [in] sound at the end of verbs in the present continuous tense, with a silent [g]. Have them repeat every word to be sure that they understood.

4. The trigger for this activity can be a photo of your own family or friends. Encourage learners to share their pictures by sharing yours. Don't forget to ask questions as you explain your photos.

5. Students can do this activity in pairs. One can be Mariana and the other can be Bruno. This should facilitate the organization of the dialogue.

KEY
3. a) watching
b) saying

c) running
d) dancing
e) lying
4. Open answer.
5. (1)
(3)
(6)
(2)
(5)
(4)

6 and 7. Propose to students a mimic game. Ask them to choose an action and mimic it. Other students must guess which action is being interpreted. Then, analyze the four images on the next page so they can write full sentences talking about them.

KEY
6. Open answer.
7.
a) **Suggested answer:** He is swimming.
b) **Suggested answer:** They are cooking.
c) **Suggested answer:** It is flying.
d) **Suggested answer:** It is running.

8. First, elicit from students the days of the week so they can write them in the table. Then, you can use yourself as an example to talk about the activities you perform during the week.

9. Allow students to use the table from the previous activity to help them in this interview. You can even propose a challenge: They cannot sit down on any chair until they help each other and finish this exercise. Help them with anything they need.

10. You can check beforehand the possibility of throwing a real party to celebrate a holiday (if there's any coming soon), one of the students' birthday or just a celebration without a motive. This will help engage students.

KEY
8. Open answer.
9. Open answer.
10. Open answer.

LISTENING

1, 2, 3 and 4. Explore the image with students. Encourage them to gather information not only within the image itself, but also in the written texts. Help learners with any vocabulary needed. Then, propose a discussion: Which animal is the most interesting to watch? Why?

KEY:
1. b)
2. Open answer.
3. Open answer.
4. Open answer.

5. Before playing the video, elicit from students the words from the box that are most likely to appear on the video and the ones that aren't. Play the video once without pausing it and assist students to comprehend the words. Encourage them to help each other in this process by sharing words that they have listened to. Ask: "*Do they all express actions happening at the moment?*" and clarify the idea that not all words ending with -ing are expressing actions happening in the present.

Audio transcript:

As August turns into September, the days grow shorter, the jet stream dips south leaving the door wide open to chilled air from the north. Across the eastern half of North America, from New England to the Great Lakes, the Adirondacks to the Smoky Mountains, over 26 billion oak trees are closing up shop for the season. A Times Square explosion of color and light advertising that inside the forest the sail is on, and everything must go. In Pennsylvania, it's like the day after Thanksgiving, and this chipmunk is power shopping gathering nuts for the winter while supplies last. His cheeks can stretch up to three times the size of his head. Nut collecting is serious business. By late fall he will have amassed about 6000 nuts, all stored in his multi-chambered underground burrow. He'll spend the winter in there, alternating between sleeping and eating. But shopper beware, pickpockets are everywhere. This guy has got a better idea: Why drive yourself nuts running around the forest when your neighbor can do it for you? But he's spotted! Cheeks filled to bursting. Never mess with a chipmunk's nuts!

6. First, read each word from the box out loud and explain their meanings. Then, play the video again, this time pausing it so students can match the chipmunks' actions with the verbs.

KEY:
5. leaving; closing; shopping; collecting; sleeping; eating; running.
6. **Suggested answers:**
b) The chipmunk is eating a nut.
c) The chipmunk is running.
d) The chipmunks are fighting.

7. This activity is more likely to be carried out in a circle or in a U-shaped group, so students can face each other while sharing their opinions. For more tips on classroom arrangement, watch the following video: https://tinyurl.com/3z5an2n6. Access in 07/11/2024.

8. First, challenge students to create True or False statements using whatever topic they want to. This will facilitate their understanding of the dynamic before creating True or False statements about the video.

9. Write "Arguments" on the board and work out the meaning of this word with students. It's important that they understand that they are supposed to create strong arguments to perform this activity.
In pairs, allow learners to write and practice their arguments. Finally, let them present their arguments and listen to their classmates' feedback and final decision.

KEY
7. Open answer.
8. Open answer.
9. Open answer.

SPEAKING

1. This activity requires the use of devices in order to do research, that's why it's important that you talk to students and set boundaries about the use of these devices during your classes.
After establishing the rules of the agreements, allow students to do their research and share their findings.

2. Discussion moment.

3. You can expect different answers here. Let students share their opinions.

4. Choose different students to read this activity out loud. Have them analyze the elements of a good narrative by challenging learners to apply these elements when narrating the bears' actions in the images from the previous activity. For example: "João, can you narrate what the panda is doing using the elements of a good narrative?"; "Maria, can you narrate what the polar bear is doing in an *exciting and fun* way and being *respectful of nature*?

After this part, play the audio and allow students to seek these elements in it. Then, ask them to share their answers.

KEY
1. Open answer.
2. Open answer.
3. Open answer.
4. Open answer.

5. The activity's utterances already explain what students are supposed to do, so you just have to follow this walkthrough in order to engage students in this activity. Help learners with any vocabulary and structures needed. Play the video enough times until they are familiarized and comfortable to write their scripts and narrate it.

You must be prepared to teach students how to use Vocaroo. It is a simple tool with basically two buttons to use. I suggest you use it beforehand so you can learn how to use it. Once they are ready, help students to use it.

KEY
5. **Open answer.**

6, 7, 8 and 9. Mix students from different groups so they can evaluate and give feedback to each other's narrations. You must explain that they are supposed to give **only** constructive and positive criticism. Then, play the video again and encourage students to evaluate their performances by comparing it to the original narrator's performance.

The classroom arrangement during this moment is also very important, because you must create an environment that facilitates their knowledge sharing. An U-shaped formation or a circle are strongly suggested.

KEY:
6. Open answer.
7. Open answer.
8. Open answer.
9. Open answer.

WRITING

1. Analyze the four images with students and read each one of their captions. Guide the discussion until students come to the conclusion that all these animals are in danger of extinction. Use questions like "*Is it common to see these animals in nature?*" *Why do you think that*?".

2. Divide students into pairs and let them discuss and answer the questions. It is possible that they need a resource to do research. In this case, if necessary, they can use their devices to look for answers.

3. To help students answer these questions, you can explore some websites of Brazilian organizations that help protect the Amazon's fauna. For example: Amazon Watch (https://tinyurl.com/3ncyz6kj), WWF Brasil (https://tinyurl.com/yckx85cr) and Rainforest Alliance (https://tinyurl.com/439n74d7). Students can use these websites as resources to answer the questions in this activity. Access in 07/11/24).

Then, elicit from students their ideas of how to prevent animal extinction. Have students write on the board these ideas and explain to their classmates how they can effectively work. Reinforce to students that we don't have to be behind big organizations to prevent extinction. Small actions count too!

4. Remind students of the crucial elements to create posters that are in the *Exploring connections* section. Then, brainstorm their ideas of *title, main message* and *visual elements* in order to create a poster raising awareness about animal extinction.

KEY:
1. Suggested answer: They are all in danger of extinction.
2. Suggested answers:
a) Many animals are endangered due to habitat loss, pollution, climate change, and illegal hunting or poaching.
b) The orangutan, African elephant and sea turtle.
c) Preventing extinction maintains biodiversity, which helps ecosystems stay balanced and supports resources that humans rely on, like clean air and water.
3. Suggested answers:
a) Reduce waste, recycle, support conservation efforts, avoid products that harm wildlife, and spread awareness about endangered species.
b) We can share information on social media, encourage visits to wildlife reserves, and talk about the impacts of wildlife loss on the environment.
c) WWF Brasil, Rainforest Alliance and Amazon Watch.
4. Open answer.

5. There's already a walkthrough with all the information students need to carry out this activity, but you're still supposed to read the instructions carefully and help them regardless. Students will probably make better use of this activity and perform it better if it is offered as homework.

KEY:
5. Open answer.

6, 7 and 8. First, divide students into pairs and allow them to practice their presentations. Encourage them to give feedback on each other's speeches.
After this moment, students are supposed to present their posters to their classmates, highlighting the main message and the visual and textual elements in it. After all presentations are done, give them time to evaluate their classmates' presentations and write down their considerations.
Suggestion: You can propose an *awareness walk* around school. The idea is that students take their posters outside the classroom and meet other people to talk to them about the animal extinction issue. If possible, they can also hang the posters around the school.

KEY:
6. Open answer.
7. Open answer.
8. Open answer.

UNIT 2: YOU SHOULD KNOW!

BEFORE PLANNING	
Audience	Teenagers at a regular school.
Level	9th grade (BNCC)
Aims	(EF09LI01) Use the English language to express points of view, arguments, and counterarguments, considering the context and linguistic resources aimed at effective communication. (EF09LI03) Analyze positions that are supported and refuted in oral texts on topics of social and collective interest. (EF09LI05) Identify persuasive resources (choice and play of words, use of colors and images, font size) used in advertising and propaganda texts as elements of persuasion. (EF09LI07) Identify main arguments and the evidence/examples that support them. (EF09LI08) Explore virtual environments for information and socialization, analyzing the quality and validity of the information conveyed. (EF09LI09) Share the reading of texts written by the group with colleagues, valuing the different points of view defended, with ethics and respect. (EF09LI12) Produce texts (infographics, online discussion forums, photo reports, advertising campaigns, memes, among others) on topics of local or global collective interest that reveal a critical stance. (EF09LI16) Intelligibly use the verbs "should," "must," "have to," "may," and "might" to indicate recommendation, necessity or obligation, and probability.
Grammar	The primary grammar focus will be on modal verbs of advice: *should* and *must*. Students will learn how to use these modals in context, distinguishing between suggestions and obligations.
Pronunciation	Students will work on the pronunciation of modal verbs in context, particularly focusing on sentence stress and intonation patterns when giving advice. This includes rising intonation for polite suggestions and stronger emphasis for obligations.
Vocabulary	Influencer; followers; caption; post; should; must; advice; suggestion; obligation; artificial intelligence; niche.
Skills	*Listening*: An AI-generated advice video on Youtube. *Speaking*: An advice video activity. *Reading*: An informative text about social media influencers.

	Writing: Instagram posts.
Function	Language for giving advice on suggestion and obligation levels.

WARM-UP

1. Start exploring the first page and its features: the image, the text and the questions. Then, ask students what they think is the main content of this unit. After choosing someone to read the text and the questions, allow learners to discuss and answer in groups.
Ask "*Which words are in italics in the text?*". Then, write on the board "*influencers*" and "*followers*". Have students think about why these words were chosen to denominate bloggers and people who consume their content. Challenge them to think about these words' literal meanings.

Before reading activity 1's utterance, write "niche" on the board and brainstorm which niches can influencers be placed in, then carry out activity 1.

2. Divide students into pairs and use the image to engage them to answer the following questions.
Additional suggestion: The influencer Joshua Weissman has a Youtube channel entirely dedicated to food and gastronomy. You can play one of his videos to help students answer the questions, since most of them are related to this niche. The following video belongs to a playlist called "But Cheaper", where Joshua teaches his followers famous recipes but in a cheaper way: https://tinyurl.com/2jxxpjzn. Access in: 09/11/2024.

KEY:
1. In order:
Fashion
Traveling
Games
Movies and TV series
Health
Beauty
2. a) **Suggested answer:** He is talking about food and eating habits.
b) **Open answer.**
c) **Open answer:**
d) **Open answer.**
e) **Open answer.**

READING

1. Use the example from the previous activity and provoke students to think further and share with the class what other advice they've heard from influencers that belong to niches other than food and eating habits. You can even let them use their devices to show students some videos and/or content made by this influencer, only if it's appropriate.

2. This activity can be tricky, since they are dealing with unfamiliar vocabulary. Therefore, if you think it's necessary, let students do it in pairs or in trios.

3. Still in pairs, have students use more of their guessing abilities and previous knowledge about influencers to carry out activity 3.

KEY:
1. Open answers.
2. (d)

(c)
(a)
(f)
(b)
(e)
3. a) **Open answer.**
b) **Open answer.**
c) **Open answer**

4. Before the reading moment begins, it's important to emphasize to students that this text is an excerpt from an interview where specialists are sharing their thoughts on good and bad influencers' advice on the internet. However, they are free to agree or disagree with their view. In this case, if they agree with what's being said, they must highlight the passage and share it in the end with the class.
Have students organize a reading order, where all of them must read out loud a balanced amount of the text.

5, 6, 7 and 8. All the answers to these activities can be found in the text. During this part, you can propose a scanning reading technique of the text, where students quick-eye read the text to find specific data in it.

KEY:
5. Trustworthy fitness influencers may have university degrees, licenses, or certifications in fitness or nutrition, which provide a science-backed foundation for their advice.
6. Risks include false information, unlicensed meal plans, and potentially dangerous exercises that could cause injury, especially for beginners.
7. It's dangerous because influencers without credentials may provide unverified or unsafe advice, particularly in areas like nutrition and specialized exercises, risking users' health.
8. (T)
(F)
(T)
(F)
(T)
(T)
(T)

9. This activity is divided into three main ideas: niches, positive sides and negative sides of advice given on the internet. All of them were discussed in the previous activity using the text, so now students just have to do the same thing, but exploring other areas. It is highly recommended that learners carry out this interview at home as homework, especially because they are already very familiar with these topics. They are supposed to share their insight during the following class.

GRAMMAR

1. Write the sentence *"Many influencers try to do creative or fancy exercise demos on their social media to grab attention and say that everyone should do this exercise"* on the board. First, elicit from students what is being said here, based on the context of the text. Then, carry out letters a, b and c.
Underline the "*everyone should do this exercise"* part and read it out loud, stressing the word "*should*". This way, it will be easier for students to understand what the use of *should* suggests here, then they can answer letters d and e.

2. Have students read out loud this question and all its alternatives. Ask them to stress when saying *should*.

KEY

1) a) To recommend their exercise
b) Everyone
c) A tone of expectation for people to follow the advice
d) It indicates that the exercise is suitable for all people.
e) It is recommended that everyone do the exercise.

2. b)
3. Divide students into pairs so they can discuss these problems and come up with a solution.
Suggestion: You can expand this activity by provoking students to create suggestions to solve real life problems. For example, you can have students write down pieces of advice to the principal about things that can be improved in the school.

4. Students now have to do the opposite: come up with problems based on the suggestions provided. It's important to emphasize that there isn't only one right answer, because one suggestion can be applied to several circumstances.
When using the negative form, take turns writing "*should not*" and "*shouldn't*", so students can be familiar with both ways.

5. Remind students about the interrogative structure when using "should" before carrying out this activity. Then, help them with the rest of the sentences if necessary.

KEY
3. Suggested answers:
She should follow more fashion influencers.
He should watch some gaming influencers.
She should take some advice from movie influencers.

4. a) **Open answer.**
b) **Open answer.**
c) **Open answer.**
d) **Open answer.**

5. a) Should we visit my grandparents this weekend?
b) Should you start a new hobby this year?
c) Should I apply for that job next month?
d) Should they move to another city next year?
e) Should we take more classes next semester?

6. The main goal of this activity is to create rules for a safe environment on the internet. However, it's also important that students understand and obey the classroom rules as well. So, as a preparation for this activity, you can ask students to make posters containing rules telling what they must and must not do in the classroom. This way, students will be better able to talk about internet rules.

7. Call students' attention to the contexts of each sentence. These contexts are valuable points to understand and do this activity.
Suggestion: When using the negative form, take turns writing "*must not*" and "*mustn't*", so students can be familiar with both ways.

8. As a way to clarify the difference between advice and an obligation, use the intonation of your voice when saying the words "should" and "must". This way, students can differentiate better.

9. You can use the list about internet rules and the posters containing school rules made during activity 6 as triggers to this activity. Using this material will make it easier for students to visualize and think of other places' rules.
In the discussion moment, provoke students to question these rules using the interrogative structure

of "must".

LISTENING

1. First, organize students in a U-shaped form and propose a debate about artificial intelligence using the headline as a trigger. You can even access the website and read the article with students so they can better understand what is happening.
Elicit from students everything they know about it and add some information that you know as well. The following videos are good resources to help you and your class to share knowledge during this moment: https://tinyurl.com/zu4ykr3e and https://tinyurl.com/4ktcnah4. Access in: 09/11/2024.

Then, have students analyze and read out loud the instructions for the 5 W's and 2H's method. Clarify any possible doubts on how to make it. Finally, ask them to create 7 questions about IA and the causes and consequences of using it. This interview can be carried out as homework, and their findings can be shared during the following class.

2. Still in the U-shaped form, allow students to discuss the questions in this activity. Remind them to always resort to the videos and article provided by you.

3. Since students are dealing with unfamiliar vocabulary, allow them to carry out this activity in pairs if necessary.

4. Ask students to pay close attention to the video, especially what is being said and HOW it is being said. Play the video twice: the first time without pausing it and the second time you can pause after each piece of advice so students have time to write down their answers.

Audio transcript:
Listen to me very carefully. By age 25, you should be old enough to realize this. Most people never understand number six until they're 40. Number one: life is 100% better when no one knows anything about you. Number two: you shouldn't take advice from people who are not where you want to be in life. Number three: everyone will show you who they are, just give them time. Number four: you need to be smart enough to create your own opportunities. Don't wait for them to come to you. Number five: freedom is the secret to happiness in life. Courage is the secret to freedom. You must take action if you want to experience freedom. Last, but not least, number six: you will always have some sort of conflict going on in your life. You must learn to enjoy life while still solving it. There is beauty in everything we experience, you just need to adjust your perception. You can either cry in the storm or dance in the rain. Drop a hundred if you agree.

5. Students must now perform something similar to the scanning reading method: they must listen to the audio and look for the use of "should" and "must". Later, they must discuss why each one of them was used.

6. Now, learners must focus on the use of each word by noticing if "should" is really being used in suggestions and "must" to express an obligation. They must understand the context of each passage to check if the speaker is appropriately using these modal verbs.

7. This is a personal-answer type of activity. However, you can call students' attention to a strange pause the speaker makes in 0:34 seconds. This pause can indicate that the audio might be generated by AI.

KEY
4.
life is 100% better when no one knows anything about you
you shouldn't take advice from people who are not where you want to be in life
everyone will show you who they are, just give them time.
you need to be smart enough to create your own opportunities.
freedom is the secret to happiness in life.
you will always have some sort of conflict going on in your life.
5. Suggested answer: "By age 25, you should be old enough to realize this" and "You must learn to enjoy life while still solving it".
6. Suggested answer: The speaker's use of "should" suggests a recommendation based on personal wisdom, like realizing certain life lessons by age 25. "Must," on the other hand, indicates a stronger necessity, used for aspects he views as essential, such as taking action to experience freedom or learning to enjoy life despite conflicts.
7. Open answer.

8. Ask students to write the numbers of each advice on the scale. Then, allow them to compare and discuss their answers.

9. Ask students to organize themselves and sit in a big circle. This should make it easier for them to discuss the questions.

10. Still in the circle position, ask students to read the comments in the image provided. Provoke students to analyze every element of these comments, such as the names of the users, their profile pictures, their spelling and the number of "likes" left on each comment. These elements will help them answer what is being asked in this activity.
For the roleplay activity, you can ask students to open the video and access the comments section in order to check other people's comments and get inspiration from it. There are some dialogues that match with the main idea of the roleplay.

KEY

8. Open answers.
9. a) **Open answers.**
b) **Open answers.**
c) **Open answers.**
d) **Open answers.**
10. a) **Open answers.**
b) **Open answers.**
c) **Open answers.**

SPEAKING

1. During this section, it's recommended that you encourage students to use their devices to access social media and look for examples of influencers. These real-life examples will enrich the discussions and make it easier for them to do the activities.
After thinking about influencers' niches and exploring them, brainstorm which questions are most likely to be made by each niche. Write the answers on the board.

2. Allow students to watch their favorite influencers' videos for a couple of minutes so they can list their strategies to get people's attention. Students must share their lists, because they will be helpful for the next activity.

3. Having all these strategies fresh in mind, ask students to choose one object that they must try to sell. The idea here is to create a convincing speech. In order to do that, students must think about their voice tone, their visuals, etc.
Suggestion: You can even challenge them to convince you to give them 5 more minutes during their break-time. This is a funny way to have them practice their convincing skills.

4. You can previously prepare a presentation about your favorite influencer, talking about everything that is being asked in this activity. This will be a great trigger for your students to share their favorite influencers' information too.

5. Share with students questions that you would ask your favorite influencers. Encourage them to do the same.

KEY
1. Open answer.
2. Open answer.
3. Open answer.
4. a) **Open answer.**
b) **Open answer.**
c) **Open answer.**
d) **Open answer.**
e) **Open answer.**
5. Open answer

6. The instructions given in the book are very clear. However, if any students need help, ask another learner to explain to them. They can always resort to the activities in the *Before you speak…* section.
Guide learners throughout all steps. The videos can be recorded outside the classroom. You can even let them do this at home as a homework activity. Then, the presentation would take place in the following class.

KEY
6. Open answer.

7. Ensure each group has completed and presented their video. Remind students to focus on

respectful and constructive feedback. Play each video, allowing time for students to watch attentively.

Display the feedback questions and prompt students to comment on each group's identity, clarity, use of "should" and "must," and presentation strategies.

Encourage specific feedback, asking students to provide at least one suggestion for improvement.

8. Divide students into small groups, and have them choose two pieces of advice from the videos. Instruct students to discuss whether they would personally follow each piece of advice, using phrases with "I should" or "I must."

Students write short reflections on their thoughts in the box provided in their book, using the sentence starters given.

Facilitate sharing within groups, then select a few students to share with the class.

9. Explain the purpose of interviewing a family member about daily routines, focusing on the use of "should" and "must". Review the example questions provided in the textbook and encourage students to create additional personalized questions.

Assign the interview as homework, asking students to take notes and reflect on any new advice they discover.

In the following class, ask students to share advice from their interviews and reflect on the practicality of this advice using guiding questions. Ask students to consider their personal stance on the advice they gathered, thinking critically about what they would apply in their lives.

KEY
7. a) **Open answers.**
b) **Open answers.**
c) **Open answers.**
d) **Open answers.**
e) **Open answers.**
8. Open answers.
9. Open answers.

WRITING

1. Before beginning, ensure students understand the questions. Organize students into pairs or small groups and display each question on the board to encourage students to share their perspectives. Notice that all questions are related to the use of apps, therefore it's important that you encourage students that might not be familiar with social media to answer whatever they know about it.

2. Show students Erin's Instagram post and ask them to observe its format and style. Instruct students to answer questions individually or in pairs. Allow students to use their devices and share the captions they've written in their social media posts. After that, discuss as a class to compare insights.

3. Divide students into small groups. Ask them to research popular Instagram posts to see what makes them engaging. Prompt each group to discuss the types of visuals to use, crafting short, impactful captions, effective hashtags and using emojis, polls, or interactive features. Each group shares their ideas with the class, fostering a collaborative learning environment.

Suggestion: the following website shares some tips on how to make your Instagram posts more engaging. You can use it as a resource when preparing yourself for this class: https://tinyurl.com/bddavbf9.

4. Ask one student to remind and explain to other students how they can make a 5 W's and 2H's chart. Then, after the explanation, tell students that the topic of this chart will be why Instagram posts' captions matter. They must create at least three questions and interview at least two people at home. The use of the 5W's and 2H's chart is not mandatory.

1. a) **Open answers.**
b) **Open answers.**
c) **Open answers.**
d) **Open answers.**
e) **Open answers.**
f) **Open answers.**
2. a) Open answers.
b) Open answers.
c) **Suggested answer:** You should use "how" and "what" to open up a more graceful dialogue. / You mustn't use "why" when asking questions in your work environment.
3. a) **Open answers.**
b) **Open answers.**
c) **Open answers.**
d) **Open answers.**
e) **Open answers.**
4. Open answers.

5. Explain the goal: to create an engaging Instagram post with advice using "should" and "must". Read carefully all the steps with students and clarify any doubts. During this moment, you can access the Zeoob website and create your own Instagram post to make learners feel more familiar with it. It's important that everybody sees and understands each step of this process, because Zeoob is not a very simple tool. Then, instruct students to save and print or upload their post to the digital gallery.
Suggestion: Access Zeoob before the class so you can explore its features and be ready to share them with students.

6. Display all posts on a physical or digital "gallery wall". If it's a physical gallery, you can explore other areas around the school, so students from other classrooms can also see the posts. But, if you choose to work with a digital gallery, you can use Padlet (https://padlet.com/). Access in: 10/11/2024). Padlet is a fun interactive tool used to share different posts.
Allow students time to walk around (or access Padlet) and review posts. You can also invite other classes as well. After the tour, tell students to select one or two posts that stood out and write a short note explaining why.

7. Divide students into groups. Then, ask them to review each post and create a discussion based on the two questions provided. They must write a summary of their discussion, using specific post examples. Finally, allow them to share their summaries with the class.

8. Guide students and have them think about and answer each question separately. Then, suggest they merge all these answers into one paragraph. This technique should make their writing more organized. In the end, instruct students to be ready to discuss their reflections with peers.

9. Have the class vote on the "Post of the Day". Facilitate a discussion on what made the winning post effective, noting language choices, visuals, and strategies. Encourage students to share strategies that they found impactful for future practice.

5. Open answer.
6. Open answer.
7. Open answer.
8. Open answer.
9. Open answer.

Rationale

This proposal was conceived and developed based on the principles of Communicative Language Teaching (CLT), which primarily aims to foster meaningful interaction among students as a means to acquire and use the target language in real-life contexts. Richards and Rodgers (1999, p. 71) identify CLT as a method with a rich and eclectic theoretical foundation, highlighting its key characteristics regarding the nature of language as follows:

- Language is a system for the expression of meaning.
- The primary function of language is for interaction and communication.
- The structure of language reflects its functional and communicative uses.
- The primary units of language are not merely its grammatical and structural features but categories of functional and communicative meaning as exemplified in discourse.

In addition to its focus on the nature of language, the authors propose broader objectives to characterize the communicative approach. This is because specific objectives become unfeasible in an approach where language teaching reflects each learner's personal needs. As stated, curriculum or instructional objectives for a particular course "would reflect specific aspects of communicative competence according to the learner's proficiency level and communicative needs" (RICHARDS & RODGERS, 1999, p. 73).

For this reason, the syllabus of *Aiming Higher* was carefully designed to prioritize students as active agents of communication, ensuring alignment with their interests and needs. This alignment is crucial, as Larsen-Freeman emphasizes that "students' motivation will be enhanced if they feel that they are working on communicative skills, i.e., practicing some function within a social context, not just accumulating knowledge of vocabulary and sentence-level structures" (LARSEN-FREEMAN, 2012, p. 34). The order of features presented on both units follows the idea that a particular design for an instructional system may imply a particular set of roles for materials in support of the syllabus and the teachers and learners. For example, the role of instructional materials within a functional/communicative methodology might be specified in the following:

1. Materials will focus on the communicative abilities of interpretation, expression, and negotiation.

2. Materials will focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical form

3. Materials will involve different kinds of texts and different media, which the learners can use to develop their competence through a variety of different activities and tasks. (RICHARDS & RODGERS, 1999, p. 25)

Aiming Higher also adopts another perspective of Richards and Rodgers that learners' needs span the domains of reading, writing, listening, and speaking, all of which can be addressed from a communicative perspective (RICHARDS & RODGERS, 1999, p. 73). Therefore, these four skills are integrated across the two units through communicative activities designed to promote interaction and idea exchange, as "students learn how to communicate by communicating" (LARSEN-FREEMAN, 2012, p. 34).

In addition to the four skills, two other sections are integral to the units: *Warm-up* and *Grammar*. The *Warm-up* section introduces the main theme and the genre of each unit, fostering initial discussions. The *Grammar* section focuses on inductive learning, where learners analyze contextual examples (in this case, texts) to infer grammar rules independently (BENITEZ-CORREA et al.; 2019, p. 227). It is also possible to find throughout the chapters pop-up boxes that contain extra information about the content covered within each session.

The sequence of the sections was carefully planned to support students in completing all pedagogical proposals within the units, especially because studies state that a "well-sequenced curriculum is important to ensure that students have the prior knowledge they need to master new ideas" (DEANS FOR IMPACT, 2015, p. 2). The order is as follows: an introductory *Warm-up* section; *Reading*; a *Grammar* block based on the previously read text; *Listening*; *Speaking*; and *Writing*. It is important to note that sections dedicated to the four skills feature pre-, during-, and post-activities to prepare learners for tasks, facilitate practical application, and evaluate outcomes. Additionally, the placement of *Reading* and *Listening* at the beginning reflects their nature as receptive skills (skills that enhance the ability to understand and interpret language), followed by *Speaking* and *Writing*, which are productive skills (skills that enhance the ability to express oneself through language).

Due to its communication-based approach, *Aiming Higher* incorporates a wide variety of interaction patterns, such as pair work, group activities, and classroom discussions,

emphasizing and encouraging information exchange among students before seeking confirmation from the teacher. These diverse interaction patterns, combined with the different themes explored in the units, result in plural learning outcomes, where each classroom's reality determines the direction in which learning evolves. It is also worth noting that this approach extends to contexts outside the school environment, with activities specifically designed for home completion.

Additionally, both units were designed with the importance of meaningful learning through tasks simulating real-life situations in mind, including examples such as argumentative debates and Instagram post creations. However, teachers should remain attentive to students unfamiliar with such everyday contexts, making it essential to understand each student's prior knowledge to ensure all are equally prepared to undertake the tasks. The structure of the units provides teachers with the flexibility to introduce these real-life contexts gradually, ensuring that "students have sufficient background knowledge to appreciate the context of a problem" (DEANS FOR IMPACT, 2015, p. 5).

The issue of unfamiliarity with the learning object extends beyond social contexts and includes tools used in various research activities within *Aiming Higher*, with mobile phones being the most common. However, based on a study conducted by Liz for his master's thesis, it can be stated that

> The use of a mobile application, besides fostering interaction between students and teachers, can stimulate foreign language learning. From this experience, we observed students' interest in the pedagogical use of these tools, though some challenges arose during implementation in public schools, particularly related to the physical infrastructure available. (LIZ, 2015, p.8, tradução nossa)[1].

Thus, it is concluded that opportunities to integrate mobile learning into the classroom using personal devices are highly productive and excellent means of fostering autonomy and learning beyond the classroom, despite potential obstacles encountered along the way. Online resources, such as websites Vocaroo and Zeoob, are examples of other technological tools used during the activities.

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[1] A utilização de um aplicativo para dispositivos móveis, além de promover a interação entre alunos e professor, pode estimular o aprendizado de língua estrangeira. A partir dessa experiência, pudemos constatar o interesse dos alunos pela possibilidade de uso pedagógico dessas ferramentas, embora tenhamos enfrentado alguns obstáculos para a aplicação da proposta na escola pública, com relação à estrutura física encontrada.

The units also include a curated selection of authentic texts, audios, and videos that enhance the communicative use of the language. These materials serve not only as tools for research and study but also as catalysts for discussions relevant to the students' age group, such as the diverse applications of Artificial Intelligence on the internet. Therefore, the inclusion of authentic materials is highly relevant, emphasizing their characteristics, advantages, and their role in exposing students to real-life language use.

Aiming Higher recognizes the importance of textual genres as "major tools in the development of students' language skills" (JACOB, DIOLINA & BUENO, 2018, p. 86) and oral genres as practices "socially embedded and organized within various discursive domains, aiming to facilitate communication and strategies for comprehension during interactions" (JACOB, DIOLINA & BUENO, 2018, p. 87). Consequently, great care is taken in selecting the textual and discursive genres featured in the units, ensuring that all are thoughtfully chosen based on their potential to foster communication, enhance language use, and align with the relevance of the proposed themes.

The macro-themes chosen for Units 1 and 2 are animal wildlife and the habits of internet bloggers, respectively. These themes were selected with the target audience (8th and 9th-grade students) in mind, considering their interests and expected engagement. These macro-themes allow for the development of sub themes that encourage diverse discussions, activities, grammatical elements, and the communicative use of genres, all of which aim to improve students' comprehension and production while fostering interaction among them.

Finally, *Aiming Higher* includes two comprehensive Teacher's Guides, providing step-by-step instructions, suggestions for overcoming challenges, integration of lesson planning, and extracurricular resources to help educators align their teaching with CLT principles. Additionally, the guides feature a "Before Planning" table, offering detailed information about the units, such as target audience, English proficiency levels, learning objectives, pronunciation, grammar elements, vocabulary, and language functions. These guides serve as essential tools to support teachers in planning and implementing the pedagogical proposals outlined in the chapters.

Warm-up

As previously mentioned, the themes of each unit serve as starting points for the communicative goals proposed within them. Thus, the selected themes were chosen with a

focus on their inherent potential to facilitate communication. Larsen-Freeman, in discussing students' communicative competence, states that

> communicative competence is the knowledge of how to use language appropriate to a given social situation. When the goal of language instruction shifted to developing students' communicative competence, teachers were asked not to focus on the grammatical rules of usage that enable speakers to compose correct sentences so much as on the use of language to accomplish some kind of communicative purpose. (LARSEN-FREEMAN, 2012, p. 30).

In this light, *Aiming Higher* proposes warm-up sections that prioritize analysis and discussion of the theme and genres explored throughout the chapters. In Unit 1, *Watching and Learning*, students are invited to reflect on documentaries and share their prior knowledge of the topic with classmates through guiding questions and an introductory image. This is followed by an activity designed to deepen their understanding of the genre.

In Unit 2, *You Should Know!*, an introductory image and a supporting text serve as starting points for debates on elements related to the realities of internet bloggers. Additionally, two activities encourage students to explore their prior knowledge about different blogging niches online. Introducing the genre at the beginning is essential for preparing and adapting students to use the language as required by the proposed context.

Reading

As is well known, the reading, listening, speaking, and writing sections in *Aiming Higher* are divided into pre-, during-, and post-stages, each with specific pedagogical goals. This structure provides diverse opportunities for students to engage with the language. The pre-stage introduces concepts and prepares students for the subsequent tasks. The during-stage involves hands-on practice, while the post-stage focuses on analysis, evaluation, and feedback.

Among the key concepts adopted in the reading section is Ediger's (2014) idea of *"reading as a model for writing"*, where students explore vocabulary, author techniques, and grammatical structures to develop linguistic competence (EDIGER, 2014, p. 164). This approach is evident in both units, as the texts serve varied communicative purposes. Another concept, *"reading a variety of genres,"* emphasizes exposing students to diverse text types, such as blog posts, documentary posters, interviews, and news articles. This helps the learner to build repertoire and knowledge so that in the future they can read more carefully and

consciously of what is being read. For instance, Unit 1 encourages students to identify features of a blog post and analyze its content and style.

Grammar

The grammar section in *Aiming Higher* builds on the main reading text of each unit. Through guided questioning, students discover by themselves the target grammatical structure and its function within the text, following the inductive teaching approach described by Benitez-Correa et al. (2019). In this process, learners

> analyze examples in a context (e.g. text or audios) to discover the grammar rules by themselves. At the end of this process, after students have discovered the grammar patterns, they create their own examples; thus practicing the language (BENITEZ-CORREA et al., 2019, p. 227).

After the target structure is identified, it is further explained through a mix of traditional exercises, such as True or False and Fill in the Blanks, and CLT-aligned activities, which incorporate real-life examples and encourage active participation. Concept-checking questions support comprehension, while critical evaluations deepen understanding of the grammar's functional applications.

For example, the grammar section of Unit 2 focuses on the modal verbs *should* and *must*, exploring their use in social contexts, such as giving advice or establishing rules for libraries or zoos. Here, students are continuously encouraged to produce and practice language within situations that are common to the realities provided. Teachers are also expected to provide pronunciation feedback, which can be found in *Aiming Higher*'s Teacher's Guides.

Listening

The placement of the listening section after reading and grammar was intentionally planned to ensure that students are already familiar with the unit's theme, genres, and grammatical elements. Although listening is a receptive skill, it is often challenging for English as a Second Language learners, as they "commonly face listening comprehension problems: they are unable to recognize target words or sentences when listening, despite knowing the words or sentences" (HAMADA, 2015, p. 36).

In *Aiming Higher*, listening activities are closely linked to previously explored content. For example, in the unit *You Should Know!*, pre-listening exercises focus on identifying and understanding Artificial Intelligence (AI) and vocabulary related to the audio material. The during-listening task features an authentic AI-generated video where the speaker uses modal verbs to give advice. Finally, post-listening activities involve analyzing grammar usage, AI's role, and the speaker's communication style through Q&A sessions, video's comment section analysis, and role-play scenarios integrating prior discussions.

Speaking

The speaking sections in *Aiming Higher* are based on the principle that spoken production begins "by a thought that the speaker wishes to express" (KROLL & DIJKSTRA, 2012, p. 20). Therefore, these sections include activities designed to encourage students to engage in meaningful interactions, fostering both participation and engagement. Moreover, the pre-, during-, and post-speaking activities are aligned with concepts from Larsen-Freeman's discussion of the communicative approach, which emphasizes that

> class activities are often characterized by information gaps, i.e., the speaker knows something the listener doesn't. The speaker must choose the appropriate form through which to convey this information. The speaker receives feedback from the listener on what the listener has understood. After considering this feedback, the speaker can revise the form of the message if such revision is necessary. (LARSEN-FREEMAN, 2012, p. 34).

Therefore, it is evident that the units incorporate the aforementioned concepts, emphasizing oral elements in activities that engage the entire class, fostering collaboration in identifying the genres being studied and applying the communicative elements most suitable for the task at hand. For instance, the speaking chapter in Unit 1 provides extensive support before requiring students to narrate a segment of a wildlife documentary. This approach helps them build a repertoire consistent with the requested social context. Finally, group feedback sessions allow students to review how effectively their messages were conveyed.

Writing

According to Weigle (2014), the importance of teaching writing has grown significantly due to globalization and technological advancements. She argues that, from a sociocultural perspective, writing is akin to "becoming a member of a discourse community, a group of people (e.g., biologists, politicians, or even fans of a particular musical genre) who

share values and assumptions about using language (oral or written) for particular purposes" (WEIGLE, 2014, p. 223).

This perspective is evident in how the writing sections of *Aiming Higher* were crafted. When creating posters about animal extinction in Unit 1, students are placed in a communicative context resembling Weigle's concept of a "discourse community." Similarly, Unit 2 aligns with this notion by asking students to create an Instagram post, highlighting that learning to write involves "participating in one or more discourse communities, whether this means participating in an online social network, writing medical laboratory reports, or writing academic papers" (WEIGLE, 2014, p. 223).

In conclusion, *Aiming Higher* is designed to promote language production and usage within communicative contexts. Grounded in the Communicative Language Teaching (CLT) approach, the units encourage students to engage with topics, discussions, activities, grammatical elements, and genres while developing and enhancing their communicative skills.

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