UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras

Curso de Especialização em Ensino de Inglês – CEI

Marina Zerlotini de Lucas

ENGLISH FOR ALL: practical approaches to teaching in Brazilian public schools

Belo Horizonte

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ENGLISH FOR ALL: practical approaches to teaching in Brazilian public schools

Monografia de especialização apresentada ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito parcial à obtenção do título de Especialista em Ensino de Língua Inglesa.

Orientadora: Profª. Dra. Valdeni da Silva Reis

Belo Horizonte

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

ATA DE DEFESA DE MONOGRAFIA/TCC

Às 12:30 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, ENGLISH FOR ALL - Practical approaches to teaching in Brazilian public schools, apresentado por Marina Zerlotini de Lucas, como requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca examinadora, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra à (ao)candidato(a) para a apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a)candidato(a). Em seguida, a Comissão se reuniu, sem a presença do(a) candidato(a) e do público, para julgamento e expedição do resultado final.

Foram atribuídas as seguintes indicações:

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

Profa. Me. Nara Nília Marques Nogueira indicou a (X) aprovação/ ( ) reprovação do(a) candidato(a).

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

Nota: 87

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.

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

RESUMO

Este trabalho apresenta o desenvolvimento e a aplicação de duas unidades didáticas para aulas de língua inglesa nos 8º e 9º anos do Ensino Fundamental II, em escolas públicas de Barbacena, Minas Gerais. A pesquisa tem como foco a criação de materiais pedagógicos que tratam de desafios recorrentes na sala de aula, como a baixa autoestima dos alunos e os ruídos na comunicação intercultural, promovendo ao mesmo tempo o aprendizado da língua e o crescimento pessoal. Os objetivos principais são: (1) incentivar os alunos a desenvolver um "growth mindset" (mentalidade de crescimento), reconhecendo os erros como parte natural do processo de aprendizagem; e (2) fomentar a compreensão intercultural e a comunicação eficaz em um contexto globalizado. A metodologia inclui a elaboração de duas unidades temáticas: a Unidade 1, "Embrace Failure", inspirada na teoria de "Growth Mindset" de Carol Dweck, e a Unidade 2, "Cultural Gestures and Expressions", alinhada à habilidade EF08LI19 da BNCC. Ambas foram planejadas para estudantes no nível A2 do CEFR e integram as quatro habilidades linguísticas (escuta, fala, leitura e escrita). Os resultados apontam que as unidades têm potencial de engajar os alunos de forma significativa, promovendo uma aprendizagem mais reflexiva, o desenvolvimento da competência linguística e o aumento da consciência intercultural. A conclusão ressalta a importância de práticas pedagógicas reflexivas e da adaptação de referenciais teóricos, como a Multimodalidade e a *Post Method Approach*, para atender às necessidades específicas de alunos da rede pública em contextos com recursos limitados.

Palavras-chave: Ensino de língua inglesa; mentalidade de crescimento; compreensão intercultural; ensino reflexivo.

ABSTRACT

This academic work focuses on the development and implementation of two didactic units for English language classes in the 8th and 9th grades of Ensino Fundamental II in public schools in Barbacena, Minas Gerais. The object of the research is the creation of pedagogical materials that address specific challenges faced by students, such as low self-esteem and intercultural misunderstandings, while promoting language acquisition and personal growth. The objectives are to (1) help students develop a Growth Mindset by embracing mistakes as part of the learning process, and (2) foster intercultural understanding and effective communication in a globalized world. The methodology involves the design of two thematic units: Unit 1, "Embrace Failure," integrates Carol Dweck's Growth Mindset theory, while Unit 2, "Cultural Gestures and Expressions," aligns with the BNCC's EF08LI19 competency. Both units are tailored to the A2 CEFRL proficiency level and incorporate the four language skills (listening, speaking, reading, and writing). The results demonstrate that the units effectively engage students in reflective learning, encourage language development, and promote intercultural awareness. The conclusion highlights the importance of reflective teaching practices and the adaptation of theoretical frameworks, such as Multimodality and the Post Method Approach, to address the unique needs of students in resource-limited public school settings.

Keywords: English language teaching; growth mindset; intercultural understanding; reflective teaching.

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INTRODUCTION

This final project was created with the many students I have worked with as an English teacher in two public schools in Barbacena, Minas Gerais, in mind. Over the past 13 years, after teaching thousands of classes, building many connections, using various didactic books, and grading with countless purple pens (my color of choice for correcting tests), I still feel like my work is not enough. There are so many students I cannot reach, and so many problems in public education I do not have control over. Despite that, I persist. This work represents, then, my effort to keep reflecting on my practice and to keep improving as a language teacher.

This work consists of two didactic units and two proposals designed for English classes in the 8th and 9th grades of *Ensino Fundamental II*. I considered my students while creating them, teenagers from 13 to 15 years old, living in a small town in Minas Gerais, from one school in the urban area and another in the rural area. According to the Common European Framework of Reference for Languages (CEFRL), most of these students are at the A2 level of oral and written expression and comprehension of the English language. The classes are medium-sized, ranging from 20 to 25 students. The schools are not big (with one cohort per grade), allowing the teachers to follow the progress of students closely and maintain a connection with their families. We have limited material resources (like papers and markers), but we have one didactic book per student and one interactive board with an internet connection in each classroom.

Unit 1 was developed for the 9th grade of *Ensino Fundamental II*. The theme of this unit is "embrace failure", and it was created after I observed that low self-esteem is a great barrier my students face while learning English. Year after year I have heard them say "I can't do it", "this is not for us", or "this is too difficult". After attending a course with Professor Climene Arruda at CEI (*Curso de Especialização em Ensino de Inglês*), I learned about Carol Dweck's theory of Growth Mindset, and I realized it was the perfect fit for my classrooms. The aim of the unit is to help students embrace mistakes as part of the learning process and develop a growth mindset. While approaching the four abilities (listening, speaking, reading, and writing), the unit promotes language acquisition and encourages students to reflect on their own experiences with mistakes and setbacks.

Unit 2 was created for the 8th grade of *Ensino Fundamental II*. The theme of this unit is "cultural gestures and expressions", and it aims to develop the ability EF08LI19 from the *Base Nacional Comum Curricular* (BNCC), which focuses on investigating how expressions, gestures and behaviors are interpreted based on cultural aspects. Although the book we use in class includes a unit on this topic, I noticed that, although it is a good and interesting unit, it lacks some self-reflection topics. After getting in touch with different cultures and ways of

living, my students often show self-centered and prejudiced behavior, by laughing and ridiculing other traditions. This unit, therefore, looks to promote language development and intercultural understanding among students, while also preparing them for effective communication in our globalized world.

Following Didactic Units 1 and 2, this project includes an Answer Key and a teacher's guide, which I developed thinking of my colleagues and my own experiences in the classroom, offering clear guidance, practical strategies, and support to help an effective and engaging teaching practice.

The Rationale provides the theoretical foundation utilized in the elaboration of the didactic units. It was not possible to add all the methodological background required for the construction of such units, as it would make this work too extensive. Instead, I focused on highlighting the most relevant frameworks, such as Multimodality, the Post Method Approach, and other principles that align with the goals of this work. I intend to provide a clear and concise basis for the teaching decisions in the units.

Finally, the project concludes with a list of general references. The specific resources used in the units are included in the text.

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Unit 1: Embrace failure

🧠 Prepare to Practice

Mistakes are a natural part of life, and we all make them. In this unit, we are going to explore the topic of mistakes and how we can learn from them.

1. To start, let's answer a survey to reflect on the mistakes we have already made in life. Access the following address or scan the QR code and answer the questions on the screen. If you don't have a phone with you or prefer to answer in your notebook, the questions are also provided below the image.

Have you ever...?

→ Answer the questions about the mistakes you have made in life by clicking "yes" or "no".

https://www.menti.com/al41pcv7p27g

" Have you ever...?" Mentimeter, Marina Zerlotini, 6 July 2024, https://www.menti.com/al41pcv7p27g

Questions	Yes	No
1. Have you ever locked yourself out of your home?		
2. Have you ever cracked/smashed your phone screen?		
3. Have you ever spilled a drink on yourself or somebody else?		
4. Have you ever lost your ID?		
5. Have you ever borrowed something from someone and then immediately lost it?		
6. Have you ever forgotten a close family member's birthday?		
7. Have you ever neglected cleaning your room for over a week?		
8. Have you ever forgotten you had a test in school and didn't study for it?		

2. Talk to your classmates and compare your answers. Do you and your classmate have any similar experiences with mistakes?

👂 Listen Up, Dive Deep

On the TV show **The Bear**, Marcus is a pastry chef who wants to become great at his job. We are going to watch a scene where he is talking to Luca, an experienced chef who works at a fancy restaurant in Copenhagen, Denmark. They use many expressions related to personal improvement.

1. Before watching the video, match the expressions to their definitions:

a. To get good (0:03) (   ) To be willing to accept new ideas and experiences.
b. To make mistakes (0:07) (   ) To improve in skill or ability.
c. To be the best (0:22) (   ) To make errors or do something incorrectly.
d. To be better than (0:40) (   ) To feel motivated by something or someone.
e. To try to keep up (1:06) (   ) To be the highest in quality, skill, or performance.
f. To be open (1:47) (   ) To attempt to match the speed or progress of someone else.
g. To be inspired (2:06) (   ) To excel someone in ability or quality.

2. Now watch the video and check your answers. The approximate time each expression appears in the scene is provided next to it.

commis chef:

a junior cook in a restaurant kitchen

Cambridge. (n.d.). Commis chef. In Cambridge Dictionary. Retrieved from https://dictionary.c

"Luca's Words of Wisdom - The Bear (censored)". YouTube, uploaded by Marina Zerlotini, 6 July 2024, https://www.youtube.com/watch?v=EQm1XNcJxts.

3. Decide if the following statements are true or false, according to the video.

		T	F
a.	Luca became a great chef without making any mistakes.	T	F
b.	Luca realized he was not the best when he started working with another chef.	T	F
c.	Marcus compares Luca to a famous basketball player named Scottie Pippen.	T	F
d.	Luca believes that having a high skill level is the most important thing in cooking.	T	F
e.	Luca says that being open to the world and to other people is important in becoming a great chef.	T	F
f.	Luca thinks that spending time outside the kitchen is important for inspiration.	T	F

🗨️ Speak Up, Speak Out

In pairs, discuss the following questions:

1. **Describe a time when you realized you weren't as good at something as you thought you were. How did you react?**
2. **What are some ways you can stay "open" and continue to improve, even when faced with setbacks or failures?**

Pronunciation Practice

3. **Rewatch** the scene from The Bear, paying attention to the intonation and stress patterns of the speech. Note how the actors merge words together and how they express questions with different intonation. With your classmate, **repeat the following dialogues**, trying to speak the sentences exactly as the actors do. Take turns with one person saying Marcus' lines and the other saying Luca's lines.

- Marcus: How did you get good at this? (0:00)
- Luca: Honestly, I made a lot of mistakes.

- Marcus: And you got better? (1:11)
- Luca: Oh, mate. I got better than I ever thought I possibly could be just from trying to keep up with him.

4. **Underline** stressed words in the previous dialogues and add slashes (//) to indicate pauses. Did you notice a difference between the intonation of the two Marcus questions?

5. **Watch** the following video about intonation in questions, and go back to the previous exercise to check if you underlined the correct words.

Intonation In Questions Up or Down? | Learn English | Lauren's Corner

"Intonation In Questions Up or Down? | Learn English | Lauren's English Corner". YouTube, uploaded by Laurensenglishcorner, 18 March 2017, https://www.youtube.com/watch?v=WhCncdRUvLo.

6. With your classmate, **write a short dialogue** using a similar question-and-answer structure (for example, "How did you learn to cook? / I watched a lot of videos."), and perform your dialogues, focusing on stress and intonation. Highlight the stress words to help you use the correct intonation.

_____

_____

_____

_____

📖 Read and Reflect

Have you ever heard about the concept of growth mindset? Read what the American psychologist Carol Dweck has to say about that:

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. (Dweck, 2015)

Renaissance. https://www.renaissance.com/edword/growth-mindset/

1. Dweck says that "brains and talent are just the starting point" when learning a new ability. What do you think you need besides that?

_____

_____

_____

Based on Carol Dweck's research, the following text shows the differences between a "fixed mindset" and a "growth mindset". Let's read it.

"Fixed vs Growth Mindset". CAHMS Professionals, 1 April 2021. https://camhsprofessionals.co.uk/2021/04/01/fixed-vs-growth-mindset

2. Choose the correct answer to the following questions:

I. What is the main topic of the infographic?
a) Effective study techniques
b) Differences between fixed and growth mindsets
c) Benefits of positive thinking
d) Challenges in academic achievement

II. According to the text, what are the key differences between fixed and growth mindsets?
a) A fixed mindset believes abilities can be developed; a growth mindset believes abilities are innate.
b) Fixed mindset values effort over outcomes; growth mindset values natural talent.
c) A fixed mindset embraces challenges; a growth mindset avoids them.
d) A fixed mindset sees failure as permanent; a growth mindset sees failure as a learning opportunity.

III. What visual elements are used to make the information clear and engaging?
a) Charts and graphs.
b) Colorful illustrations and bullet points.
c) Photographs and numbered lists.
d) Long paragraphs with detailed explanations.

IV. How is the information organized?
a) Chronologically.
b) Cause and effect.
c) Comparison and contrast.
d) Problem and solution.

V. Why do you think the creator chose this format to present the information?
a) To simplify complex concepts and make them easily understandable.
b) To provide a detailed, in-depth analysis of psychological theories.
c) To entertain readers with creative graphics.
d) To document historical developments in psychology.

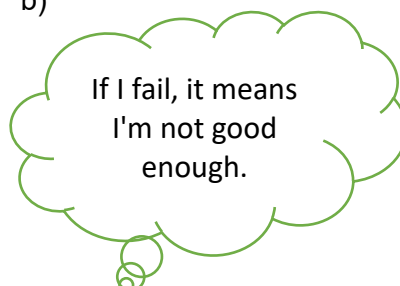**3. Discuss the following questions with your classmate:**

- How does the infographic help in understanding the concept of mindsets?
- What are the benefits of using an infographic to present this information instead of plain text?

4. Considering what you read on the infographic, take a look at the following statements and tag them as a "fixed mindset" or a "growth mindset":

a)

I'm just not good at this.

_____

b)

If I fail, it means I'm not good enough.

_____

c)

I can get better at this with practice.

_____

d)

Mistakes help me learn and improve.

_____

e)

Failure is an opportunity to learn and grow.

_____

f)

I'll never be able to do this.

_____

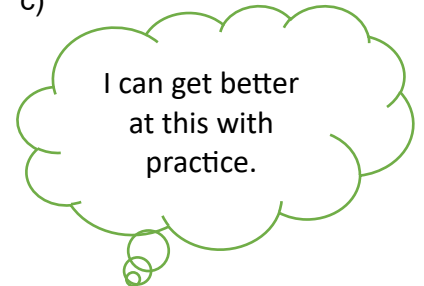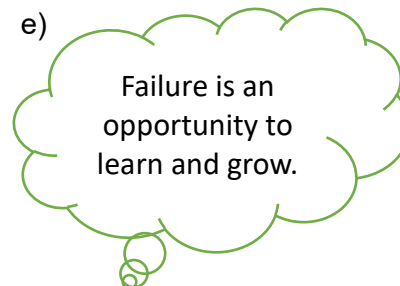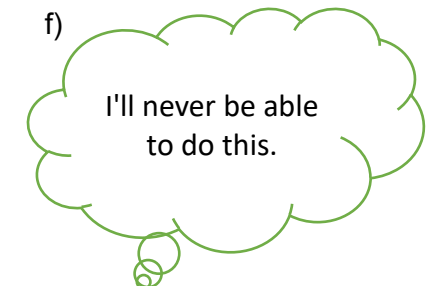**5. Do you tend to have a fixed mindset or a growth mindset towards language learning? Explain your answer by identifying specific thoughts, feelings, or behaviors you exhibit when learning a new language.**

_____

_____

_____

_____

🏢 Grammatical Foundations

Let's go back to the scene from the TV show The Bear you watched previously. Take a look at these extracts from Luca's speech, note the highlighted verbs, and answer the questions below:

Extract 1

*"I think as I **started** early, I **got** my skill set up really quick and then **started** to feel like I **was** really the best, you know, like at all these really good places I really **was** the best cook."*

Extract 2

*"You know, most of the incredible things that **I've eaten haven't been** because the skill level is exceptionally high or there's loads of mad fancy techniques. It's because **it's been really inspired**, you know?"*

1. Which verbs are in the past tense and which verbs describe an action connected to the present?

_____

_____

2. Compare the following pairs of sentences:

- I have eaten / I ate
- I have been / I was

a) What extra word is used with the verb in the first part of each pair?

b) _____

c) How does the verb form change in the second part of each pair?

_____

_____

d) Complete the rule below:
   "In the Present Perfect tense, we use _____ + _____."

e) What is the difference in meaning between "I ate" and "I've eaten"?

_____

_____

3. Why does Luca use the Present Perfect in Extract 2 ("I've eaten" and "haven't been")?

_____

_____

4. Choose between the Simple Past and the Present Perfect for each scenario and complete the sentences:

a) Talking about a meal you had yesterday: _____

b) Talking about the best meals you have tried in your life: _____

5. Go back to exercise number 1 of the section "Prepare to Practice" and ask the questions from the survey to your classmates. Then, write sentences about their answers, following the example below. You can also write sentences about yourself.

***Example:** Julia has never locked herself outside of her home.*

a) _____

b) _____

c) _____

d) _____

🔅 Creative Expressions

Now that you know more about the growth mindset, you are going to create your own infographic. The topic is: **how to develop a growth mindset in language learning**.

1. Research

In groups, you are going to research the topic of growth mindset specifically in the context of language learning. You should find examples, quotes, and data that illustrate how a growth mindset can benefit language learners. You can also use the following guiding questions:

- What is a growth mindset in language learning?
- How can having a growth mindset help students learn a new language?
- What are some strategies to develop a growth mindset in language learning?
- Can you find any real-life examples or stories of people who improved their language skills through a growth mindset?

2. Planning

Within your group, brainstorm key points you want to include in your infographic. Think about:

- Main message: what is the most important idea you want to communicate?

- Key points: what are the main components of growth mindset in language learning?
- Visual elements: what images, icons, or colors will help illustrate your points?

After that, create a draft of the infographic, organizing the information into sections.

3. Creating

It's time to build your infographic with the information you gathered. You can use online tools (like Canva, Piktochart, or Adobe Spark) or you can create them by hand using markers and large paper.

💭 Self-Assessment Station

Please rate yourself on the following statements based on your experience in this unit. Use the scale: 1. strongly disagree, 2. disagree, 3. neutral, 4. agree, 5. strongly agree.

I. I understand the importance of making mistakes in the learning process. _____

II. I can identify the differences between a fixed mindset and a growth mindset. _____

III. I feel more comfortable discussing my mistakes with others. _____

IV. I can explain the concept of a growth mindset to someone else. _____

V. I have strategies to stay open and improve even when faced with setbacks. _____

VI. I can use the Present Perfect tense to communicate and understand its differences from the Simple Past. _____

VII. I feel more confident about learning from my mistakes in language learning. _____

VIII. I can effectively create and present an infographic to illustrate key points about different subjects. _____

Unit 2: Cultural Gestures and Expressions

🧠 Prepare to Practice

Expressions, gestures, and behaviors shape our interactions, reflecting the diversity of our world. In this unit, we are going to explore the topic of cultural interpretations and how they influence communication.

1. To start, let's check some common hand gestures in Brazil. Match the pictures to their descriptions:
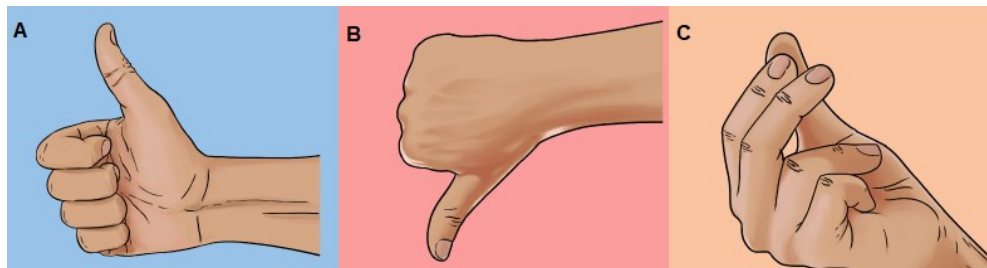
" A Comprehensive Guide to Body Language in Brazil", 2 October 2024,
https://www.portuguesepod101.com/blog/2019/08/16/brazilian-body-gestures/

I.   (   ) This is used to mean that something is broken (a car, for example) or didn't go well (such as a project that failed).

II.   (   ) This means "money" and is often used to say you don't have money or have money issues without being too direct.

III.   (   ) The thumbs-up sign has a positive meaning in Brazil. It is used as a sign for "OK", or "agreed", in various situations.

2. Compare your answers with your classmates and talk about the following questions:
   a) What other gestures do you use to talk to people?
   b) Do you use the "money gesture" only to say that you don't have money?
   c) Is there any gesture that you and your group of friends use, but other people don't understand?

👂 Listen Up, Dive Deep

We are going to watch a TikTok video where the user *Kat Talks Thai* explains the body language commonly seen in a different country.

1. Before watching the video, answer: what body parts do you think she is going to mention in the video?
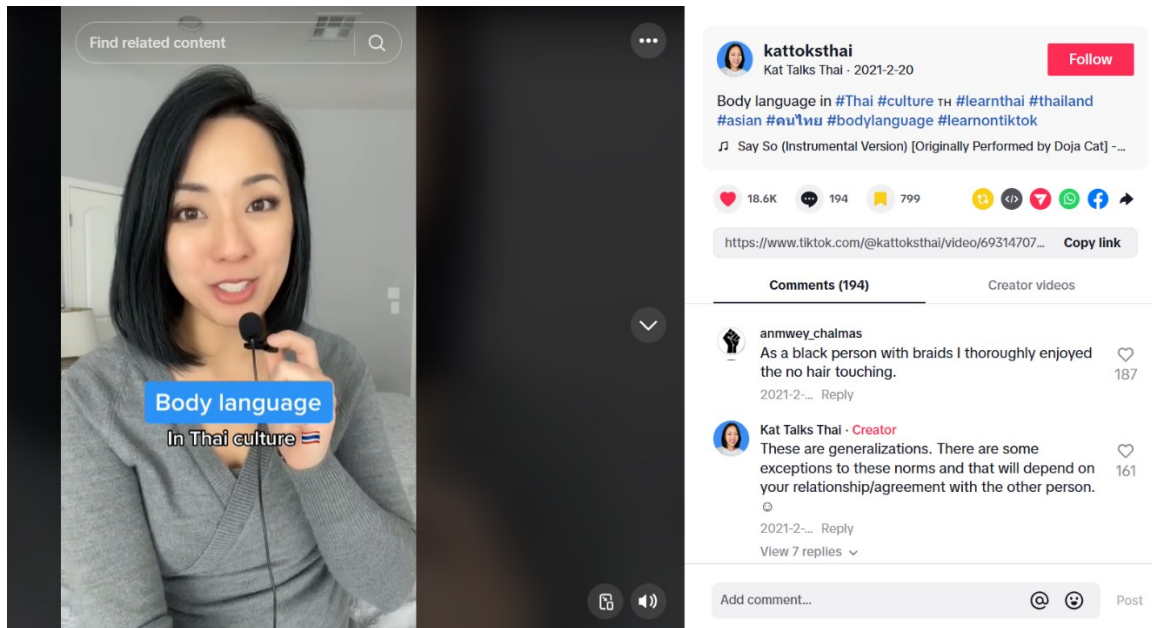
_____

_____

_____

2. Highlight the words and expressions related to gestures and body language you think are going to be mentioned in the video.

> hug - point - touch - shake hands - nod - shake head - wave - cross arms - thumbs up - roll eyes - lean in - frown - pout -

3. Now watch the video and check your answers.

Kattoksthai. "Body Language in Thai Culture." TikTok, 2 Nov. 2024, https://www.tiktok.com/@kattoksthai/video/6931470703829044486

> **sacred:** considered to be holy and deserving respect
> **off-limits:** forbidden or banned
>
> Cambridge Dictionary. Retrieved from: https://dictionary.cambridge.org

4. What are the things that Thai people consider polite/ feel comfortable doing?

( ) Point with the feet.
( ) Hold the door with your feet.
( ) Take the shoes off at the door.
( ) Touch people's heads or hair.
( ) Give hugs.
( ) Shake hands.
( ) Say hello.
( ) Do the wai.

https://liveslumberparty.com /how-to-wai-in-thailand/

The wai: The Thai greeting that consists of a slight bow, with the palms pressed together in a prayer-like fashion.

5. What things do you consider being generally polite, and you would / wouldn't do in a trip to a different country, like Thailand? Make a list and compare your answers with a classmate.

_____

_____

_____

_____

_____

📖 Read and Reflect

We are now going to read the comments on the TikTok video about body language in Thai Culture. Before reading, answer the following questions:

1. **What types of responses do you think people might have about body language in Thai culture? Check all the sentences that may apply.**

a) (   ) "That's so interesting! I didn't know that!"

b) (   ) "Wow, I want to learn more about this."

c) (   ) "I don't want to visit Thailand anymore."

d) (   ) "I'm surprised by some of these rules."

e) (   ) "My culture is better."

2. **How do you think people from other cultures might feel about these norms? Check the words that may apply.**

confused	surprised	annoyed	respectful
shocked	curious	uncomfortable	interested

3. Read the comments and check your answers.

Comments (194) | Creator videos

anmwey_chalmas
As a black person with braids I thoroughly enjoyed the no hair touching.
2021-2-… Reply
♡ 187

Kat Talks Thai · Creator
These are generalizations. There are some exceptions to these norms and that will depend on your relationship/agreement with the other person. ☺
2021-2-… Reply
♡ 161
View 7 replies ⌄

❤️ 🐻 W
Oops I've been hugging thai people 😬 😬 they just stand there in shock
2021-2-… Reply
♡ 79
View 4 replies ⌄

jungwaanjai
Mew kissed Gulf's ankle, also plays with Gulf's hair and they always hug each other! Hmmmm MGPFG ♥
2021-2-… Reply
♡ 29
View 3 replies ⌄

Back to top ⌃

Frannkey Franz
Wai or joining palms together and bowing little bit is called Namaste in Nepal and that's how we greet too 😇😇😇
2021-2-… Reply
♡ 14
View 1 reply ⌄

Maku Miranda
But is it really a big deal if we are foreigners?
2021-2-… Reply
♡ 13
View 13 replies ⌄

Viqui
Me as a brazilian listening that they're not into body contact: 😭
2021-2-… Reply
♡ 13
View 3 replies ⌄

sm
part 2 please, i need more information like this 😬
2021-2-… Reply
♡ 9
View 1 reply ⌄

JennJenn
I noticed that when I visited 14 years ago.
2021-2-… Reply
♡ 6
View 1 reply ⌄

Deo Alcantara
is it ok not to wai for a foreigner?
2021-2-… Reply
♡ 5
View 1 reply ⌄

Yimmy Castro
thanks for the advice, I am very bad about that my family is very touchy. 😇😇😇😇😇😇😇😇😇😇
2021-2-… Reply
♡ 4

Katniss-JN 🧚🦋
มาเรียนภาษาอังกฤษค่ะ😇
2021-2-21 Reply
♡ 4
View 1 reply ⌄

purpleasian
yesss the feet thing. when I ate on the coffee table my ex would prop his feet up on it 😣 I was triggered
2021-2-21 Reply
♡ 4

4. Read again each statement carefully. Based on what you have learned from the comments, decide if each statement is true or false:

a) Anmwey Chalmas liked the "no hair touching" rule in Thai culture.	T	F
b) Kat Talks Thai said that cultural norms always apply without exceptions.	T	F
c) W noticed that Thai people don't hug back when hugged.	T	F
d) Frannkey Franz mentioned that the greeting "wai" is similar to Namaste.	T	F
e) Pelli commented that Thai people are strict about customs and not easy-going.	T	F

Vocabulary Match

5. Match the words from the comments with their definitions:

a) A gesture of greeting in Thai culture.

b) To cause a strong emotional reaction.

c) Tending to be affectionate or prone to touching.

d) A statement or idea that may not apply to everyone.

e) A joint that connects the foot to the leg.

(   ) Ankle

(   ) Wai

(   ) Generalizations

(   ) Touchy

(   ) Trigger

🏢 Grammatical Foundations

Have a look at these comments made on the TikTok video we watched:

Maku Miranda

But is it really a big deal if we are foreigners?

Deo Alcantara

is it ok not to wai for a foreigner?

1. Think about them for a moment and answer the following questions:

a) What word do both questions start with?

_____

b) What follows "Is it" in these questions?

_____

2. Using the structure "Is it + adjective + infinitive?", you are going to write your own questions about cultural norms or behaviors. Here are some examples to help you get started:

"Is it common to eat dinner late in your country?"

"Is it polite to arrive early to a party?"

3. Now it's your turn. Write 3-4 questions using the "Is it" structure. Think about common behaviors in your culture or others.

_____

_____

_____

_____

4. Share your questions with a partner and ask each other about these cultural norms, taking turns.

⚙ Creative Expressions

1. What elements do we often see in comments on social media? Check all the boxes that apply.

☐ People share their opinions or thoughts.

☐ People only write positive, nice things.

☐ They use emojis and funny pictures (GIFs).

☐ Everyone always agrees in comments.

☐ People ask questions or for help.

☐ No one uses comments to argue or disagree.

☐ People give feedback or advice.

☐ Some comments have ads or spam.

☐ Comments only talk about old news, never recent events.

☐ People make jokes or add humor.

2. Talk to a friend about which boxes you checked and why. Did you check the same boxes? Did you pick any incorrect statements?

Write a Comment

1. It's your turn now! Write a comment on the TikTok video we watched. Don't forget to include:

- Your username (@);
- An opinion or personal experience;
- At least one emoji;

- A question for further discussion.

2. Choose one of your classmates to post an answer to your comment down below. You are going to do the same for them.

📣💬 Speak Up, Speak Out

Pronunciation Practice

1. The words below were mentioned in the video about body language in Thai Culture. **Rewatch the video**, paying attention to how the "i" is pronounced in each of these words. **Then, copy them on the table**, separating them in two groups:

visit – things – with – like – limits

Pronounced as /ɪ/	Pronounced as /aɪ/
	-
	-
	-

2. Practice the pronunciation of the words above with a classmate. Can you come up with other examples of words with the same "i" pronunciation?

Speaking Exercise

3. Carefully observe the provided images. **Note** the actions, gestures, expressions, and context in each image. With your classmate, discuss the following questions based on your understanding of Thai culture and the images:

a) Is the person in the image being polite or impolite? Explain what actions or gestures suggest politeness or impoliteness.

b) How do the behaviors observed in the images compare to what is considered polite in your own culture?

A.

B.

C.

D.

https://www.dreamstime.com/

Reflection

Reflect on how understanding cultural norms and behaviors can enhance communication and foster respect in multicultural settings.

Think about a situation where cultural awareness could have improved an interaction you experienced or observed.

💭 Self-Assessment Station

Please rate yourself on the following statements based on your experience in this unit. Use the scale: 1. strongly disagree, 2. disagree, 3. neutral, 4. agree, 5. strongly agree.

I. I can identify different cultural gestures and expressions. _____

II. I understand that body language and gestures can mean different things in different cultures. _____

III. I feel more comfortable talking about cultural behaviors and body language in English. __

IV. I can offer examples of gestures that are polite in one culture but maybe not in another. __

V. I know how to ask polite questions about cultural norms when visiting other countries. _____

VI. I can explain why it's important to understand body language when communicating with people from other cultures. _____

VII. I am able to compare cultural gestures from different countries and discuss them with my classmates. _____

VIII. I feel confident about sharing my own culture's gestures and understanding those from other cultures. _____

ANSWER KEY

Unit 1

Prepare to Practice

Exercise 1 - Personal answer.

Exercise 2 - Personal answer.

Listen Up, Dive Deep

Exercise 1

(f) To be willing to accept new ideas and experiences.

(a) To improve in skill or ability.

(b) To make errors or do something incorrectly.

(g) To feel motivated by something or someone.

(c) To be the highest in quality, skill, or performance.

(e) To attempt to match the speed or progress of someone else.

(d) To surpass someone in ability or quality.

Exercise 2 – Audio transcription:

Marcus: How did you get good at this?

Luca: Honestly, I made a lot of mistakes.

Marcus: That's the secret, just ****?

Luca: It might be, you know? ****.

Luca: I think as I started early, I got my skill set up really quick and then started to feel like I was really the best, you know, like at all these really good places I really was the best cook. And then I started at this really great place as a *commis*, and this other chef started the same day as me. I thought we were competition, but, really, we weren't. He was better than me, much, much better than me. He worked harder and faster than I ever could. And it was the first time I realized that I wasn't the best and I was never going to be the best. So, I started looking at it like it was a good thing, like at least I knew who the best was now and I could take that pressure off myself. And the only logical thing to do is to try and keep up with him. So, I never left this guy's side.

Marcus: And you got better?

Luca: Oh, mate. I got better than I ever thought I possibly could be just from trying to keep up with him.

Marcus: You're like Pippin.

Luca: Who's Pippin?

Marcus: Scottie Pippen. He was like that with Michael Jordan.

Luca: Who's Michael Jordan?

Marcus: ****. I know-- I know you know who Michael Jordan is.

Luca: Yeah, no, we've heard of him in London, yeah. Yeah, I guess I was like Scottie.

Marcus: But he was a Hall of Famer, though. Number 33.

Luca: Honored. No, I think at a certain stage, it becomes less about skill, and it's more about being open.

Marcus: Open?

Luca: Yeah, to the world, to yourself, to other people. You know, most of the incredible things that I've eaten haven't been because the skill level is exceptionally high or there's loads of mad fancy techniques. It's because it's been really inspired, you know?

Marcus: I like that.

Luca: You can spend all the time in the world in here, but if you don't spend enough time out there--

Marcus: Right.

Luca: You know? It helps to have good people around you too.

Marcus: So, was it worth it, the time you put in?

Luca: Dunno. Ask me tomorrow.

Exercise 3

a. Luca became a great chef without making any mistakes. **FALSE**

b. Luca realized he was not the best when he started working with another chef. **TRUE**

c. Marcus compares Luca to a famous basketball player named Scottie Pippen. **TRUE**

d. Luca believes that having a high skill level is the most important thing in cooking. **FALSE**

e. Luca says that being open to the world and to other people is important in becoming a great chef. **TRUE**

f. Luca thinks that spending time outside the kitchen is important for inspiration. **TRUE**

Speak Up, Speak Out

Exercise 1

Personal answer. Suggested structures for the answer: "I thought I was great at… until I…" / "I once… but I wasn't as good as I thought because…" / "I thought I was good at… but it was difficult to…"

Exercise 2

Personal answer. Suggested structures for the answer: "I think staying open means…" / "It's important to…" / "When I face setbacks, I…" / "To stay open, I like to…"

Pronunciation Practice

Exercise 3

Pronunciation practice exercise.

Exercise 4

Dialogue 1:

Marcus: ==How did== you get ==good== at this? //

Luca: ==Honestly==, / I made a lot of ==mistakes==. //

Dialogue 2:

Marcus: And you got ==better?== //

Luca: Oh, ==mate==. // I got ==better== than I ==ever== thought I ==possibly== could be // just from ==trying== to keep ==up== with him. //

Intonation Difference: In the first question ("How did you get good at this?"), Marcus' intonation rises gently, but there is also a focus on the word "how". In the second question ("And you got better?"), Marcus' intonation rises more noticeably.

Exercise 6

Examples of possible answers:

Dialogue 1

A: ==How== did you learn to ==paint==? //

B: I took ==classes== // and practiced every ==day==. //

A: And you got ==better==? //

B: Oh, ==yes==! // I got ==better== than I ever thought I ==could== // just by ==keeping== at it. //

Dialogue 2

A: ==How== did you get so ==good== at soccer? //

B: ==Honestly==, / I made a lot of ==mistakes==. //

A: And you got ==better?== //

B: Oh, ==mate==. // I got ==better== than I ==ever== thought I ==possibly== could be. //

Read and Reflect

Exercise 1

Personal answer. Possible answers: Dedication, perseverance, the ability to learn from mistakes, support from other people, be able to stay motivated, set clear goals.

Exercise 2

I. b

II. d

III. b

IV. c

V. a

Exercise 3

Possible answers:

- The infographic uses visuals, such as blocks of text and icons, to make the information easier to process and remember. It highlights key points, organizes ideas clearly, and draws attention to important contrasts, such as the differences between a fixed and a growth mindset.
- Using an infographic makes the information more engaging and accessible. Visual elements break up large amounts of text, making it less overwhelming, while colors and images can emphasize important ideas.

Exercise 4

a) fixed mindset

b) fixed mindset

c) growth mindset

d) growth mindset

e) growth mindset

f) fixed mindset

Exercise 5

Possible answers:

I tend to have a growth mindset towards language learning. I believe I can improve through practice and effort, even if I make mistakes along the way. For example, when I don't understand something, I feel motivated to ask questions or find resources to help me.

I tend I have a fixed mindset towards language learning. I sometimes feel frustrated or think I'm just not good at it. For example, when I struggle with pronunciation or grammar, I tend to avoid speaking for fear of making mistakes.

Grammatical Foundations

Exercise 1

Verbs in the past tense: "started", "got", "was"

Verbs describing an action connected to the present: "I've eaten", "haven't been", "it's been inspired"

Exercise 2

a) Have

b) The first part uses the past participle form (eaten, been). In the second part of each pair, the verb changes to the Past Simple form (ate, was).

c) "In the Present Perfect tense, we use **have/has** + **past participle**."

d) "I ate" refers to a specific action that happened and that was completed in the past. "I've eaten" emphasizes the result of the action and its connection to the present, possibly meaning that Luca still eats incredible things.

Exercise 3

Luca uses the Present Perfect in Extract 2 to talk about experiences in his life without specifying when they happened. This tense emphasizes the connection between those past experiences and the present, showing how they have influenced his current understanding of what makes food incredible.

Exercise 4

a) Simple Past

b) Present Perfect

Exercise 5

Examples of sentences:

I have smashed my phone screen.

Luís has spilled a drink on his mother.

Bruna has lost her ID.

I have lost a book I borrowed from the library.

I have never forgotten a close family member's birthday.

Maria Eduarda has neglected to clean her room for a month.

Sophia has never forgotten she had a test in school.

Creative Expressions

The students are going to do their own research on the topic and create an infographic.

Self-Assessment Station

Personal answers.

Unit 2

Prepare to Practice

Exercise 1

I. B

II. C

III. A

Exercise 2

a) Personal answer.

b) Possible answer: In Brazil, people also use the "money gesture" to ask about the price of things, or to say that something is very expensive.

c) Personal answer.

Listen Up, Dive Deep

Exercise 1

Possible answers: arms, hands, head.

Exercise 2

Personal answer.

Exercise 3

Words and expressions mentioned in the video: point, touch, hug, shake hands.

<u>Video transcription:</u>

(0:00) Before your next visit to Thailand, there are a few things you should know about body language (0:04) in the Thai culture. First, feet are considered the dirtiest part of the body, so anything to (0:10) do with feet is a no-no. Anything done with our feet is considered disrespectful, so we don't do (0:15) things like point with our feet or hold the door with our feet. Related to this, shoes are considered (0:20) very dirty, and like in most Asian cultures, people take their shoes off at the door. A person's head (0:26) is considered the most sacred and most spiritual part of the body, and because of that, it's off (0:31) limits. You don't touch anybody's head or hair.

Thai people aren't big on physical touch in (0:36) general, and most people are too shy to show affection in public, so when you're meeting (0:40) someone new or meeting up with friends, it's not very common to give hugs or shake hands. (0:45) You can say hello or do the wai instead.

Exercise 4

(x) Take the shoes off at the door.

(x) Say hello.

(x) Do the wai.

Exercise 5

Possible answers:

Things I would do: smile, say "good morning" or "hello", say "please" and "thank you", cover my mouth if I cough or sneeze, say "excuse me", offer my seat to someone elderly.

Things I wouldn't do: speak loudly, burp or fart in public, take photos of other people I don't know, be too close to people in line, touch other people's body.

Read and Reflect

Exercise 1

Personal answer.

Exercise 2

Personal answer.

Exercise 3

The words that may represent how people feel about body language in Thailand are: surprised, annoyed, respectful, shocked, curious, and interested.

Exercise 4

a) TRUE

b) FALSE

c) TRUE

d) TRUE

e) FALSE

Exercise 5

(E) Ankle

(A) Wai

(D) Generalizations

(C) Touchy

(B) Trigger

Grammatical Foundations

Exercise 1

a) "Is"

b) In the first question: "really a big deal" — "really" is an adverb modifying the adjective "big," and "a big deal" is a noun phrase. In the second question: "ok not to wai" — "ok" is an adjective, and "not to wai" is an infinitive verb phrase.

Exercise 2

Possible answers:

Is it polite to kiss on the cheek when greeting someone?

Is it acceptable to burp after a meal where you live?

Is it ok to blow your nose in public?

Is it common to hug someone on the day of their birthday?

Exercise 3

Speaking exercise.

Creative Expressions

Exercise 1

✓ People share their opinions or thoughts.

✓ They use emojis and funny pictures (GIFs).

✓ People ask questions or for help.

✓ People give feedback or advice.

✓ Some comments have ads or spam.

✓ People make jokes or add humor.

Exercise 2

Speaking exercise / Personal answers.

Write a Comment

Exercise 1

Possible answers:

@Julia_Vibes *I never knew that feet are considered so disrespectful in Thai culture. I'll keep that in mind in case I go there!* 🤔 *Do you think other cultures have similar rules about feet or heads?*

@Joao_87 *It's interesting to learn about the wai! I wish other countries had more traditional greetings like that.* 🙏 *Is the wai used for all kinds of greetings, or only in formal situations?*

Exercise 2

Personal answers.

Speak Up, Speak Out

Exercise 1

Pronounced as /ɪ/	Pronounced as /aɪ/
visit	like
things	-
with	-
limits	-

Exercise 2

Pronunciation exercise. Examples of words pronounced with the /ɪ/: different, finish, minute, sit, hit, lip, miss, and this. Examples of words pronounced with the /aɪ/: bike, time, five, high, white, my, and cry.

Exercise 3

a) A. Impolite / B. Polite / C. Polite / D. Impolite - A. She is closing the door with her foot. / B. They greet each other with the wai. / C. He is taking his shoes off before entering the house. / D. He is touching her head.

b) Possible answers: A. In Brazil, it's not impolite to close the door with our feet, unless in a very formal environment. / B. It's not common to do the wai, and we hug or kiss other people's cheeks instead. / C. We don't usually take off our shoes before entering the house, but we do clean our shoes on a doormat. / D. It's ok to touch other people's heads or hair if you are close to them.

Reflection

Possible answers:

- Knowing about cultural norms helps us communicate better and be respectful in different situations. For example, in some countries, people greet each other with hugs, but in other cultures, it might be considered rude to touch someone. If we understand these differences, we can avoid making others feel uncomfortable. Being aware of these cultural rules helps us show respect and build good relationships with people from different places.

- Once, I greeted an elderly person with a hug. However, he seemed a little uncomfortable and didn't hug me back. Later, I realized that people from older generations sometimes prefer a more formal greeting, like a handshake or just saying "bless you." If I had known this, I would have respected their space and greeted them more formally, which would have made the situation feel more comfortable for both of us.

Self-Assessment Station

Personal answers.

TEACHER'S GUIDE

The two teaching units aim to be one tool in the English language learning process for students in the 8th and 9th year of *Ensino Fundamental*. All activities were developed following the guidelines of the *Base Nacional Comum Curricular* (BNCC), and grounded in the most recent methodological theories in English language teaching.

In this guide, we will talk about what consists of each session of the units and we will present suggestions on how to work on the exercises with the students. The two units offer activities that, preferably, should be applied in sequence, however, it is up to the teacher to decide the appropriate order according to the student's needs. The recommendations here offer a suggested approach, which teachers are encouraged to adapt and use at their own discretion.

1. Unit sections

These sections were designed to provide a balance of input (listening, reading) and output (speaking, writing) activities, including some reflection and ensuring a comprehensive approach to language learning.

Prepare to Practice: This section introduces students to the central theme of the unit, encouraging reflection and engagement. It includes warm-up activities, such as answering surveys or discussing personal experiences, to activate prior knowledge of vocabulary and connect students' lives to the content of the lesson.

Listen Up, Dive Deep: This section is centered on developing listening comprehension skills through authentic materials, such as videos or audio clips. It features pre-listening activities and critical thinking tasks that encourage deeper analysis of the material.

Speak Up, Speak Out: This section promotes speaking and interaction. It includes activities that focus on sharing experiences, opinions, and ideas, helping students build confidence and fluency in expressing themselves orally.

Pronunciation Practice: This section develops students' pronunciation skills. It features exercises to practice intonation, stress, and rhythm, often through imitation of authentic dialogues.

Read and Reflect: This section is centered on reading comprehension and critical thinking. It includes texts related to the unit's theme, such as infographics, articles, or excerpts, followed by comprehension exercises.

Grammatical Foundations: This section focuses on grammar in context, helping students discover and practice language structures inductively. It includes guided exercises based on excerpts from the material of the unit and practice activities to solidify what was learned.

Creative Expressions: This section encourages creativity and written production. Students engage in projects, such as creating infographics, presentations, or collaborative texts, to synthesize and experiment with what they learned.

2. Unit 1

The objective of this unit is to help students understand the value of mistakes and setbacks in the learning process, promoting a growth mindset. Through different activities, students will explore how being open to learning from failures contributes to success, especially in the context of language learning. They will also practice the intonation of questions, create an infographic, and practice the use of Present Perfect.

Materials needed for this unit:

- Projector or screen to display video and digital resources;
- Student's cellphones;
- Notebooks, pens, pencils and erasers;
- Computers or laptops with Wi-Fi connection for students to work on infographic creation tools (for example, Canva, or Piktochart) in case they decide to design their infographics digitally;
- Markers, paper, and rulers in case students decide to draw their infographics by hand.

Prepare to Practice

Exercise 1

Write the word "mistake" on the board and ask if the students know what it means. Tell them you are going to talk about mistakes in this unit. You can ask them what are the common mistakes we make in our daily lives, and take notes, writing on the board. Make sure to include

some examples with the following keywords: "get locked out, crack, smash, spill, lose, borrow, forget, neglect" and, if they don't know them, explain the meaning. They are going to need this vocabulary for the exercise. Guide them to do the survey, answering the questions honestly. If the students are doing the survey on the book, you can also ask them to first read the questions in silence and check if they have any doubts about the vocabulary.

Exercise 2

Provide some prompts and vocabulary that students can use in the discussion, for example:

"I have…"

"I have never…"

"Once", "twice", "three times", etc

"Like you, I…"

"Unlike you, I…"

"We have similar/ different experiences with mistakes."

After they are done doing the exercise, you can discuss with the class the results of the survey. If they used Mentimeter, you will be able to check the statistics of the answers.

Listen Up, Dive Deep

Exercise 1

Before doing the exercise, ask the students if they know what "personal improvement" is and if they have any doubts about the vocabulary in the question.

Exercise 2

The video is an extract from "The Bear", an American television drama-comedy series that tells the story of Carmy, a young chef who returns to his hometown to take care of his family's sandwich shop. The series was created by Christopher Storer and premiered in June 2022. Some of the lessons the series conveys are the importance of adaptability, resilience, and teamwork.

Play the video three times, the last one pausing after the words displayed in the exercise are said, so the students can check their answers.

Exercise 3

Guide the students to do the comprehension exercise, and check with them the correct answers. You can ask them to check in pairs, or do a group discussion, or you can go over the answers

as a class and discuss why certain statements are true or false, reinforcing the vocabulary and key ideas from the video.

Speak Up, Speak Out

Exercise 1

Provide some prompts and vocabulary that students can use in the discussion, for example:

"I wasn't good at…"

"I was terrible at…"

"I felt…"

"I realized I needed more practice…"

"I wasn't prepared for…"

"It was a shock to me that…"

"I got better by…"

"At first, I thought I was good at it, but then…"

"It was tough, but I learned that…"

Exercise 2

Encourage positive language here, such as "I can improve" or "I'll try again." Ensure all students are participating by circulating around the room. You can encourage the shy students to contribute by asking direct questions to them. After the pair activity, invite a few students to share their strategies with the whole class.

Pronunciation Practice

Exercise 3

In order for the students to do the exercise, play the video from minute 0:00 to minute 1:18. Play again two more times, and let them repeat the dialogues in the pauses.

Exercise 4

Play the video two more times, and ask if the students need to listen to it once more so they can check if they highlighted the correct words.

Exercise 5

After the students watch the video, check if they captured its content, by asking some questions, for example:

- How many ways of using intonation in questions does Lauren explain in the video? What are they?
- What happens to the intonation in a question that has a yes or no answer? Can you give an example?
- Where is the stress placed in a "wh-" question or a question with multiple possible answers?
- Can you list some examples of "wh-" questions mentioned in the video?
- Why is it important to use the correct intonation when asking questions in English?

To finish, check with the class the words they underlined.

Exercise 6

After the students finish this exercise, ask a few volunteers to share their dialogues. You can write them on the board and the class can practice the questions together.

Read and Reflect

Exercise 1

Explain to students that they will learn about the concept of mindset and that it can affect learning and personal growth. Briefly introduce Carol Dweck and her research, emphasizing how the mindset we adopt can influence success.

Carol Susan Dweck (born October 17, 1946) is an American psychologist. She holds the Lewis and Virginia Eaton Professorship of Psychology at Stanford University. Dweck is known for her work on motivation and mindset. She was on the faculty at the University of Illinois, Harvard, and Columbia before joining the Stanford University faculty in 2004. She was named an Association for Psychological Science (APS) James McKeen Cattell Fellow in 2013, an APS Mentor Awardee in 2019, and an APS William James Fellow in 2020, and has been a member of the National Academy of Sciences since 2012. (https://en.wikipedia.org/wiki/Carol_Dweck)

Ask the students to read Dweck's quote individually, then, review key terms and phrases from the excerpt, such as: "growth mindset", "fixed mindset", "dedication", "resilience", and "accomplishment". Read Carol Dweck's quote aloud and encourage students to underline or highlight key phrases, such as "dedication and hard work" and "brains and talent are just the

starting point." Guide students to answer the question, encourage them to consider personal experiences, such as learning a sport, instrument, or school subject. Provide examples to prompt ideas, such as: "You might need practice, support from others, or the ability to stay motivated." Allow students to write their responses individually before discussing them in pairs or as a group.

Text

Before reading the text, ask the students what type of text it is. Check if they know what "growth mindset" and "fixed mindset" mean or what they think these terms could mean. Highlight the "vs" abbreviation and ask them what it stands for. Guide the students to read the text in silence, encouraging them to underline key ideas or unfamiliar words. They can also highlight sentences or ideas they agree with or have experienced themselves.

Exercise 2

Have the students read and answer the text comprehension questions individually, in silence. Suggest they identify specific statements or sections in the infographic that may help them find the correct answer. Encourage them to eliminate answers that are unrelated to the infographic's focus. After they finish, conduct a whole-class review by going through each question and discussing the correct answer. Highlight the relevant sections of the infographic for each question to confirm the correct choice. If there are disagreements, facilitate a discussion by asking, "What evidence from the infographic supports your answer?" This stimulates critical thinking and helps students understand how to use textual and visual clues to find answers.

Exercise 3

If there is enough time, the students can work together to answer question number 3. Provide sentence starters, such as:

"The infographic makes the concept easier to understand because…"

"Compared to plain text, an infographic is better because…"

Exercise 4

Review with the students the concepts of "growth mindset" and "fixed mindset", making sure they use the information they have read in the infographic. Ask students to read each statement carefully and decide what mindset type it represents (individually, and in silence). When they

are finished, read each statement aloud and ask for volunteers to share if they think it represents a fixed or growth mindset, explaining their reasoning. Confirm the correct answer.

Exercise 5

This exercise is for self-reflection, so students should work individually. Ask them to think if they have a fixed mindset or a growth mindset when learning English. Encourage them to write about their thoughts, feelings, and actions, such as how they feel when they make mistakes or when they face a challenge. The goal is for the students to understand their mindset better and think about how they can improve it for future learning.

Grammatical Foundations

Exercise 1

Start by reminding students of the scene from *The Bear* they watched earlier. Ask: "What did Luca talk about in the video? What did he say about his skills and cooking experience?"
Tell the students that they will now examine Luca's words and discover how he talks about past and present actions.
Read the extracts aloud and ask the students: "What do you notice about the verbs in these extracts?" You can also ask: "In which sentences do the verbs talk about things that happened in the past?" / "In which sentences do the verbs talk about things that are still relevant now?"
Guide them to answer question number 1 on their books.

Exercise 2

Ask them to read and answer the questions individually. After they are finished, ask: "What do you think is the difference between the verbs that refer to past actions and the ones that connect to the present?" Guide them to understand that past actions are described using the Simple Past, while actions with a connection to the present are described using the Present Perfect.

Now that the students have analyzed the verbs, ask them: What do you think we need to use with the verb in the Present Perfect tense? Write what they discovered on the board:
In the Present Perfect, we use "have/has" + past participle.

Exercise 3

Ask the students to answer this question individually. After they are finished, ask for some volunteers to share their answers.

Exercise 4

After the students finish answering this question individually, check their answers and make sure that they understand that the Simple Past refers to an action completed in the past, while the Present Perfect refers to an action that has an effect on the present or happened at an unspecified time.

Exercise 5

Guide the students to work on the sentences individually. Go around the class checking their answers and answering the questions they might have.

Creative Expressions

Exercise 1

Review with the students what an infographic is, writing their main ideas on the board. Divide them into groups and tell them they are going to build their own infographics about the growth mindset in language learning. Have them discuss the questions on exercise 1 with their classmates in their groups and take notes on the most important ideas.

Exercise 2

Guide the students to plan their infographic by answering the questions in exercise 2. Remember that it is important to add examples, quotes, and data to the text, so encourage them to do some research using the computers in the school. If it is not possible, ask the students to look for such information at home and bring next class. The students should also create a draft of the infographic in this step. Collect the drafts in order to check the students' written production and provide some feedback.

Exercise 3

Help the students build the final version of their infographics: ask them to check the feedback you provided, and to adapt their texts accordingly. Encourage the use of colors, icons, and visuals that help communicate the message. Remind them that the goal is to make the information clear and visually engaging. They should avoid filling the papers with too much text—bullet points and short phrases are ideal.

After the work is finished, if possible, display all the infographics around the classroom. Have students walk around to look at each other's work and leave brief comments or feedback (positive points or suggestions for improvement) on sticky notes.

Self-Assessment Station

The students should do this section of the unit individually and in silence. Explain to them that self-assessment helps them evaluate their progress, it is not a formal test and it will not be used for grading. The goal of this activity is to help students recognize their achievements and identify areas for continued improvement, fostering a growth mindset in itself. After they are finished, ask them to go back to their answers and encourage them to consider one area where they feel confident and another one where they need improvement.

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3. Unit 2

The major objective of this unit is to develop students' ability to recognize, interpret, and reflect on cultural gestures, expressions, and behaviors, fostering intercultural awareness and effective communication in English. The students will also work on writing comments on social media, and practice the use of questions with the verb "to be".

Materials needed for this unit:

- Projector or screen to display video and digital resources;
- Notebooks, pens, pencils and erasers.

Prepare to Practice

Exercise 1

Start the class by asking students: "What gestures do you use daily? What do they mean?". Follow what the students are saying by imitating the gestures and naming them in English. You can also provide some examples, like the gestures for "bye"/ "hi", "come here", and "stop". Guide the students to do the exercise, ask them to observe the pictures carefully, and match them to the corresponding descriptions.

Exercise 2

Have students compare their answers with a partner. Provide some vocabulary for the students to use, for example:

"It means..."

"We use it to show..."

"It's a way to say..."

"It's like a secret code for..."

Walk around to monitor and support discussions.

Listen Up, Dive Deep

Ask the students if they use TikTok to watch videos, and if they say yes, inquire what kind of videos they usually watch. Ask them if they have already watched videos from people from other countries. Tell them they are going to watch a TikTok about body language in a different country. Check if they know what "body language is", by asking them to explain the meaning.

Exercise 1

Ask students to say the words they can remember in English for body parts. Write their ideas on the board and guide them to answer the questions on their notebooks.

Exercise 2

Tell the students that the words in the box represent gestures. Read the words aloud, while miming the actions they represent. Ask students to highlight or circle words they think will appear in the video.

Exercise 3

Ask the students to watch the video and check if the words they highlighted really were mentioned in the video. Play the video three times, the first viewing for general comprehension and the other two for the students to check their predictions. Pause if there is a need to clarify tricky sections.

Exercise 4

Read the question aloud with the class, and emphasize that students should choose only the correct options based on what they learned from the video. Let them do a first reading in silence, and ask them if they have any questions about the vocabulary. If so, you can mime the actions in the options. Guide them to mark the correct options. After they are finished, ask the class about each option: "Is it polite to point with feet in Thailand?", "Is it polite to hold the door with the feet?", etc. Write on the board the possible answers: "Yes, it is" / "No, it isn't", and have them answer aloud.

Exercise 5

Ask the students: "Imagine you are going to travel to a very different country. What country would it be? Does it have a similar culture to Brazil? Do you think the people from this country greet each other the same way we do here? Think about it for a moment and, mentally, make a list of actions you believe are generally polite and might be useful in this country." Guide the students to answer the questions in their books. Walk around the students to check if they need any help with vocabulary. After they are finished, create a collective list on the board, asking for volunteers to share one answer each.

Read and Reflect

Exercise 1

Tell the students they are going to read the comments on the TikTok video they watched. Ask them if they think the comments are going to be respectful or disrespectful, and why. Read the question and the options aloud, while students mark the sentences individually.

Exercise 2

Ask the students how they think people from other cultures might feel about Thai body language. Read the words on the exercise aloud, and tell the students to check as many options as they think might apply.

Exercise 3

Guide the students to read the comments in silence and check if their predictions were correct. After they are finished, ask: "Do you think the comments were more positive or more negative?" Proceed to ask about some individual comments from users, for example, "How does @W feel? Confused, surprised?", etc.

Exercise 4

Before the students do this exercise, ask them for the meaning of key words, for example, "no hair touching rule", "apply", "hug back", "greeting", "strict" and "easy-going" for vocabulary clarification.

Ask the students to re-read the comments carefully and then determine if each statement in the exercise is true or false. Encourage them to underline or highlight specific parts of the comments that justify their answers. The students can check their answers with a classmate and then you can check all answers together as a class.

Exercise 5

Ask students to read the question and match the words in the comments with their definitions. Encourage them to look at how the words are used in context within the comments. After they are finished, read the sentences where the words appear in the comments, and ask for volunteers to read aloud the definition. By doing that, the other students can check if their answers are correct.

Grammatical Foundations

Exercise 1

Read the two comments from the TikTok videos aloud. Ask the students to think about the structure of the questions and answer the questions in the exercise. They may struggle a little to answer the question on letter b. To help them, you can tell that in English, when we want to ask if something is true or correct, we often use "Is it" followed by a word that describes something and then an action. For example: "Is it good/ bad/ ok to do something?". In these questions, after "Is it", we want to ask about how things are or if they are true, so we use words like "common, good, ok", and then an action, like "to eat". So, the structure is *Is it + description word + action* (*verb in infinitive form*). To summarize, we can say that, after "Is it", we have adjective + infinitive.

Exercise 2

Ask the students to do exercise number 2 individually and in silence. Tell them they can ask about greetings, meals, party behavior, or anything else they think might be interesting. You can provide more examples if needed, such as "Is it common to shake hands when meeting someone?", or "Is it polite to interrupt during a conversation?". Monitor and assist while students write.

Exercise 3

Ask the students to turn to a partner and ask the questions they wrote. They should turns asking and answering. As students ask and answer, walk around to listen and give feedback. After they are finished, you may correct any errors in structure or pronunciation that have occurred.

Creative Expressions

Exercise 1

Tell the students that, in this exercise, they are going to look at some common things we see in comments on social media. Ask them: "Think about the last time you commented on a post or watched a video online. What did you see in the comments section?" Read through the list of items in the exercise and check that students understand what each option means. Explain any vocabulary they might not know. Give students time to read the statements and ask them to check the boxes that apply.

Exercise 2

You can offer some language structures for students to use in this exercise, for example:

"I checked this box because… What about you?"

"I didn't check this box because I don't think it's true. Do you agree with that?"

"I think this box is true because… Do you agree?"

Write a Comment

Exercise 1

Tell the students that they are going to write comments just like they saw on TikTok. Ask them to think about their thoughts about the video they watched and what they would like to share with others. Read the requirement list aloud, and give a few minutes for them to work on their text. Walk around the room to help students with their writing.

Exercise 2

Have the students in pairs and share their comments with each other. Give them some time to finish exercise number 2. After students have responded to each other's comments, ask some pairs to share their comments and responses with the class.

Speak Up, Speak Out

Exercise 1

For this exercise, you can play the TikTok video again so the students can listen to the words being pronounced and write them in the correct column. You can also use Google Translate to have it pronounce the words individually if the students find it too difficult to identify specific words in the video.

Exercise 2

Remind students that it's important to sometimes focus on the pronunciation of words because the way we pronounce vowels can change their meaning. For example, there is "live" (/laɪv/, broadcasting or happening right now) and "live" (/lɪv/, to have your home somewhere).

Exercise 3

Have the students in pairs and read the exercise and questions aloud. Ask them if there is any doubt about vocabulary or about what they should do. At this point, they have practiced extensively. You can model a conversation with one of the students, by asking and answering one of the questions. You can also provide some prompts and language structure, as in the examples below.

a) "I think the person is polite because…"

"In my opinion, the person is impolite because…"

b) "In my culture, it's polite to ..."

"In my culture, we don't do this. We ... instead."

Walk around the room, offering help if needed, and encourage students to elaborate on their answers with examples from their own culture. You can use this activity to assess your students formally, using the rubric provided below. After the students are finished, highlight key points they made about how cultural norms shape the interpretation of gestures and actions. Reinforce the importance of context and encourage students to think about how they might behave differently when getting in touch with other cultures.

Reflection

This section is a bonus, and students may be allowed to discuss in Portuguese due to the complexity of the task.

Self-Assessment Station

The students should do this section of the unit individually and in silence. Explain to them that self-assessment helps them evaluate their progress, it is not a formal test and it will not be used for grading. The goal of this activity is to help students recognize their achievements and identify areas for continued improvement. After they are finished, ask them to go back to their answers and encourage them to consider one area where they feel confident and another one they want to improve.

RATIONALE

1. BNCC

The *Base Nacional Comum Curricular* (BNCC), the document outlining the essential learning objectives for Brazilian schools across Basic Education, was used to guide the development of the didactic units. Below, we present the targeted competencies and standards, along with their corresponding codes and their alignment with the activities in each unit.

1.1 Unit 1

"(EF09LI01) Use of the English language to present points of view, arguments, and counter-arguments, considering the context and specific linguistic resources for effective communication." (Brasil, 2018, p. 263, translated by me[1])

In the section "Speak Up, Speak Out", the students are supposed to discuss personal experiences and share their perspectives on making mistakes, which involves presenting arguments and reflecting on reactions to failures. This develops their ability to articulate and support points of view, as required in the norm described above.

Also, in the section "Creative Expressions", it is proposed that the students create an infographic about the growth mindset, which requires them to synthesize information and present arguments effectively through visuals and text, prompting them to choose appropriate linguistic elements for the context.

"(EF09LI12) Create texts (infographics, online discussion forums, photo reports, advertising campaigns, memes, among others) on topics of local or global collective interest, revealing a critical position." (Brasil, 2018, p. 265, translated by me[2])

The infographic project from the section "Creative Expressions" is directly aligned with the competency above. The students are going to research, organize, and present content on a relevant global topic (growth mindset), encouraging critical engagement and creativity.

"(EF09LI09) Share with classmates the reading of texts written by the group, valuing the different points of view defended, with ethics and respect." (Brasil, 2018, p. 263, translated by me[3])

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[1] (EF09LI01) Fazer uso da língua inglesa para expor pontos de vista, argumentos e contra-argumentos, considerando o contexto e os recursos linguísticos voltados para a eficácia da comunicação.

[2] (EF09LI12) Produzir textos (infográficos, fóruns de discussão on-line, fotorreportagens, campanhas publicitárias, memes, entre outros) sobre temas de interesse coletivo local ou global, que revelem posicionamento crítico.

[3] (EF09LI09) Compartilhar, com os colegas, a leitura dos textos escritos pelo grupo, valorizando os diferentes pontos de vista defendidos, com ética e respeito.

In the "Read and Reflect" section, the students are going to read different statements and discuss if they align with a fixed or a growth mindset, motivating ethical engagement with differing perspectives about failure and learning.

In the "Creative Expressions" section, after they produce the infographics on how to develop a growth mindset in language learning, they will be able to read the texts written by their classmates, talk about their contents, and deal with different points of view. The teacher should stimulate and guide respectful behavior from the students.

1.2 Unit 2

> (EF08LI11) Create texts (comments on forums, personal stories, instant messages, tweets, reports, fiction stories, and blogs, among others), using writing strategies (planning, draft production, review, and final editing), pointing out dreams and projects for the future (personal, family, community or planet). (Brasil, 2018, p. 257, translated by me[4])

In the section "Creative Expressions", the students are going to engage in planning, drafting, reviewing, and finally posting a comment on a TikTok video. They will share personal experiences, opinions, and questions about cultural norms.

"(EF08LI19) Investigate how expressions, gestures and behaviors are interpreted based on cultural aspects." (Brasil, 2018, p. 259, translated by me[5])

The competency above defined the theme of Unit 2, and all the activities were designed around that. As a warm-up exercise in the section "Prepare to Practice", the students will match some common hand gestures in Brazil with their meanings. This activity helps students reflect on their own culture and prepares them to explore how gestures and behaviors can have different meanings in other cultures.

In the section "Listen Up, Dive Deep", the students will watch and analyze a TikTok video that explores some polite and impolite behaviors in Thai culture. By doing the exercises that follow up, the students will practice interpreting gestures through a cultural lens. They will also examine how expressions, gestures, and behaviors are interpreted in different cultures in the sections "Read and Reflect" and "Speak Up, Speak Out".

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[4] (EF08LI11) Produzir textos (comentários em fóruns, relatos pessoais, mensagens instantâneas, tweets, reportagens, histórias de ficção, blogues, entre outros), com o uso de estratégias de escrita (planejamento, produção de rascunho, revisão e edição final), apontando sonhos e projetos para o futuro (pessoal, da família, da comunidade ou do planeta).

[5] (EF08LI19) Investigar de que forma expressões, gestos e comportamentos são interpretados em função de aspectos culturais.

"(EF08LI20) Examine factors that may hinder understanding between people from different cultures who speak English." (Brasil, 2018, p. 259, translated by me[6])

In the section "Read and Reflect", the students will analyze the comments from the TikTok video and will reflect on cultural misunderstandings or surprises mentioned there, thinking about potential barriers that can interfere with cross-cultural communication.

At last, by creating their own comment in the section "Creative Expressions", the students are encouraged to consider how tone, language, and cultural differences might impact understanding.

2. Growth Mindset

One of the theoretical frameworks that supported the development of the two didactic units in this work is Carol Dweck's growth mindset. While it is the main theme of Unit 1, its principles influence all aspects of this work.

The key point in Carol Dweck's theory is the distinction between two types of mindsets (fixed and growth) and how these mindsets influence individuals' approaches to learning, challenges, and success.

A fixed mindset is the belief that intelligence and abilities are traits you are born with and cannot change. People with this mindset often avoid challenges because they fear failure or making mistakes. They believe the need to work hard at something means a lack of talent. Criticism can feel like an attack, and they may ignore it instead of using it to improve. Success is seen as doing things perfectly, so they avoid situations where they might not do well. This mindset can stop people from trying new things or growing. (DWECK, 2016)

A fixed mindset can be damaging to any student, but especially to language learners, as that may lead them to believe that their language abilities are unchangeable. Because of that, they might avoid speaking or making mistakes in class, which is essential for improvement. This can stop them from putting in the necessary effort and persistence to overcome obstacles and master the language.

The growth mindset is the opposite of the fixed mindset. A growth mindset is the belief that intelligence and abilities can be developed through effort, persistence, and learning. People with this mindset view challenges as opportunities to grow and improve, rather than as threats. They embrace hard work as a necessary step toward achieving their goals and see mistakes as

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[6] (EF08LI20) Examinar fatores que podem impedir o entendimento entre pessoas de culturas diferentes que falam a língua inglesa.

valuable learning experiences. This perspective fosters resilience and motivates individuals to keep striving. (DWECK, 2016)

A growth mindset can greatly help English language learners by encouraging them to take risks, speak in class, and experiment with new language skills without fear. Students with a growth mindset are more likely to stay motivated and persistent when they face difficulties, such as learning new vocabulary or mastering complex grammar rules. They are less prone to give up, and it helps them to take ownership of their learning and to stay engaged.

Considering that, the activities in both didactic units were designed to encourage students to reflect on their progress and embrace challenges. We developed tasks that emphasize self-reflection, collaboration, and continued effort, so students are always reminded that learning is not about perfection, but about progress and improvement. Each activity is structured to help students see their mistakes as opportunities for growth, and to show them, using practice, that language competency can be developed through dedication and hard work.

3. Postmethod Pedagogy

Another significant framework that formed the construction of the didactic units is Kumaradivelu's Postmethod Pedagogy. The author proposes a three-dimensional system that consists of three pedagogic parameters to guide language instruction: particularity, practicality, and possibility.

Particularity emphasizes the importance of adapting language teaching to its specific contexts. It recognizes that effective teaching must take into consideration the unique characteristics of teachers, learners, goals, and the institutional environment. A pedagogy of particularity opposes the idea that a single set of pedagogical aims and methods can work universally across different contexts. Instead, it stresses the need to tailor teaching strategies to fit the particular circumstances of each classroom. (KUMARADIVELU, 2001) Particularity was addressed in the units by designing them to meet the specific needs and challenges that students in public schools may face, considering factors such as limited resources and diverse social and cultural backgrounds. The exercises offer a combination of methods (such as the audio-lingual method, the communicative language teaching, and the task-based approach) that were deemed a good fit.

Practicality focuses on the need for teaching methods to be based on real-world classroom experiences. It suggests that pedagogical theories should reflect the realities teachers face, allowing them to develop their own teaching strategies according to what works best for their students. This parameter encourages teachers to be reflective practitioners who adapt their

methods to the specific needs of their learners and the teaching environment. (KUMARADIVELU, 2001) The practicality parameter was applied through thoughtful reflection on teaching practices, which informed the themes of the units and the activities proposed in them.

Possibility highlights the potential for innovation and change in language education. It encourages educators to explore new ideas and approaches, fostering creativity and a sense of agency among both teachers and learners. The concept of possibility invites teachers and learners to envision and create new ways of teaching and learning, which can lead to more engaging and meaningful educational experiences. (KUMARADIVELU, 2001) The possibility was addressed by encouraging innovative approaches to teaching and learning. The units invite students and teachers to explore new ways of thinking about language acquisition, fostering opportunities for growth and intercultural understanding while remaining flexible enough to adapt to evolving needs.

4. Activating prior knowledge

According to Ferlazzo and Sypnieski (2018, p. 57), "we can't determine how to best help students build their understanding of a topic or concept until we find out what knowledge they already have about it". Activating prior knowledge before a lesson is important because it helps the students to relate new information to what they already know, enhancing their understanding of the material.

Both didactic units in this material start with a section called "Prepare to Practice". The section includes warm-up activities, which will connect students to the central theme of the unit, preparing them for what they will see in the lessons. Besides that, there are activities for activating schemata in every section of the units: we have pre-reading, pre-writing, pre-listening and pre-speaking exercises.

5. Reading

Reading is a fundamental skill that supports the development of other language abilities, such as speaking, listening, vocabulary, and writing, making it an essential component of any comprehensive language curriculum (ZHANG, 2016). In the "Read and Reflect" section of the units, students engage with texts from modern genres, including infographics and social media comments.

Through reading comprehension exercises, students will practice skimming, where they quickly identify the main ideas of a text, and scanning, which involves locating specific

information in the text. Activities also include explicit vocabulary instruction, addressing the strong correlation between vocabulary knowledge and reading comprehension. (ZHANG, 2018)

Additionally, the units incorporate exercises promoting a top-down reading approach, which focuses on the reader's role in constructing meaning based on prior knowledge and experiences. This method, highlighted by Zhang (2018), encourages students to make predictions and inferences, fostering deeper comprehension. Top-down processing is especially valuable for second language learners, as it helps them integrate their background knowledge to make sense of new information.

6. Listening

In the section "Listen Up, Dive Deep" of the units, the students have two authentic materials for developing their listening skills. The strategies used in the activities are the bottom-up and the top-down processing.

The bottom-up listening involves processing sounds step by step, starting with the smallest units and progressively building up to complete texts. It assumes that understanding happens by decoding each sound and connecting it to form words, phrases, and meaningful messages. This method highlights the importance of recognizing individual sounds and words before focusing on the overall message (NUNAN, 2002). There is one pre-listening activity in each unit in which students will focus on specific words and expressions when watching and listening to the videos. This will help them activate the vocabulary related to the themes and also give them a purpose for watching them (other than just interest on the subject).

Top-down listening is a process where listeners use their prior knowledge, context, and clues to understand what they hear. Instead of focusing on each word, they rely on their understanding of the topic, the speaker, and the situation to make sense of the message. This approach helps fill in gaps when some words are unclear, making it useful in real-world conversations (NUNAN, 2002). The activities that follow up the watching/ listening of the videos in both units stimulate to processing of the information using top-down listening.

Both strategies were used in the exercises because, according to Nunan (2002):

> These days, it is generally recognized that both bottom-up and top-down strategies are necessary. In developing courses, materials, and lessons, it is important to teach not only bottom-up processing skills (…), but also to help learners use what they already know to understand what they hear. (NUNAN, 2002, p. 239)

7. Speaking

In the section "Speak Up, Speak Out" of the units, the students will share experiences, opinions, and ideas while developing their speaking ability. The exercises proposed in this section were designed to reduce the anxiety that many people may experience when trying to speak a different language. The topics are engaging and relevant, in order to motivate students to participate more actively, as, according to Burns (2013), when students are engaged, they are less likely to feel anxious. Additionally, all exercises incorporate pair or group work: allowing students to practice speaking in pairs or small groups can reduce the pressure of speaking in front of the entire class (BURNS, 2013).

Unit 2 focuses on speaking practice, with activities designed based on Burns' (2013) holistic approach to teaching speaking. Holistic activities aim to develop overall speaking skills by integrating fluency, accuracy, and interaction while engaging learners in real-life contexts and encouraging both cognitive and emotional involvement. The aim of the activities is to foster the use of communication strategies by the students in order to effectively manage conversations.

8. Writing

In the section "Creative Expressions" of the units, students will engage in written productions, such as creating infographics, or comments on social media, to synthesize and experiment with what they learned. Harmer (2015) explains that writing lessons can focus on either the finished product or the process of writing. While many teachers favor a process-based approach, Unit 2 includes exercises that focus on genre. This product-focused approach may be especially helpful for beginners, as it helps them understand conventions and write with more confidence (as they are provided with a model to follow). It also allows them to develop targeted writing skills relevant to specific types of writing and encourages them to consider their audience and the context in which they are writing (HARMER, 2015).

In Unit 1, we have writing exercises with a process-focused approach, in which the students will engage in pre-writing activities, editing, revising, and then creating a finished version of their work:

> This pays attention to the various stages that any piece of writing goes through. By spending time with the learners (…), a process approach aims to get to the heart of the various skills that most writers employ – and which are, therefore, worth replicating when writing in a foreign language. Indeed, it might be possible to argue that editing and redrafting are even more important when we are writing in a foreign language than when we are writing in our first language." (HARMER, 2015. p. 364)

Harmer notes that one of the disadvantages of focusing on the process rather than the product is that it takes time, which is why the activities proposed in the didactic units offer a variety of approaches.

9. Grammar

The activities in units 1 and 2 under the section "Grammatical Foundations" were designed according to the inductive approach to teaching grammar. The inductive approach is a method that promotes learning through exposure to examples and patterns rather than through direct instruction of rules. In this approach, students are presented with specific examples of language use, from which they are encouraged to infer the grammatical rules themselves. (BENITEZ-CORREA et al., 2019)

After conducting research with seventy students from a public school in Ecuador, Benitez-Correa et al. (2019) concluded that the inductive approach is more effective for teaching grammar in English as a Foreign Language (EFL) classrooms, particularly in terms of teaching outcomes and student development. This method is preferred because it promotes active engagement and critical thinking.

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