

Teaching English to the Visually-Impaired

Miriam Sester Retorta
(organizadora)



A Handbook for
Brazilian Teachers

Teaching English to the Visually-Impaired

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UNIVERSIDADE TECNOLÓGICA FEDERAL DO PARANÁ

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APRESENTAÇÃO



No começo de 2013, o então diretor da Associação dos Deficientes Visuais do Paraná (ADEVIPAR), Flávio Roberto Hermany, entrou em contato com o psicólogo Allan Martins Mohr, do Núcleo de Atendimento às Pessoas com Necessidades Específicas (NAPNE), da Universidade Tecnológica Federal do Paraná (UTFPR), em Curitiba, para solicitar um curso de inglês direcionado especificamente à comunidade cega e de baixa visão. À época, os departamentos não dispunham de recursos materiais, humanos e técnicos para aceitar tal desafio. Contudo, em 2014, quando deixei a função de coordenadora do curso de Letras da Universidade, passei a me dedicar à nova causa. Foi criado, inicialmente, o *Ensino de inglês para pessoas com necessidades educacionais especiais*. Esse grupo de estudos, pensando com base em minhas participações em bancas de trabalhos de conclusão de curso – voltados ao estudo de jovens de comunidades de invasão (MST) e de crianças superdotadas –, era composto por mim, professora da disciplina de Linguística Aplicada, e por doze alunos do curso de Letras. Juntos, concebemos os cursos *Inglês básico 1 para deficientes visuais*, ministrado no período de fevereiro a junho de 2014, e o *Inglês básico 2, para deficientes visuais*, disponibilizado de agosto a dezembro do mesmo ano.

Tendo em vista a procura do público pelos cursos e nossa ânsia em aprimorar o trabalho, o grupo *Tecnologia assistiva no ensino de Língua Inglesa como língua adicional para cegos*, homologado pela UTFPR, tem vários trabalhos de conclusão de curso desenvolvidos e outros que ainda estão em processo de desenvolvimento. Ocupando, então, posição de suporte teórico e prático para o curso de Letras Português/Inglês, as aulas de inglês para cegos tornaram-se um laboratório de novas experiências e de agires dentro da sala de aula.

Devido à escassez de *know-how* e de material didático para cegos, entretanto, os alunos de Letras envolvidos no projeto, supervisionados por mim, desenvolveram os próprios materiais a serem utilizados em sala de aula, levando em consideração as necessidades do grupo – o qual, originalmente, contava com vinte e quatro alunos cegos e de baixa visão.

Evidentemente, enfrentamos alguns desafios. O primeiro deles foi traçar o objetivo geral do curso, sobretudo pelo fato de que somente doze dos vinte e quatro alunos conseguem ler em Braille. Além disso, patologias apresentadas pelos alunos em comorbidade com a cegueira, como a esquizofrenia, a surdez, a diabetes, entre outros problemas hematológicos, renais e hepáticos tornaram ainda maior o desafio de possibilitar o ensino/aprendizagem da língua inglesa (LI) para esse público ainda maior.

Outra dificuldade encontrada foi a falta de domínio da tecnologia assistiva para cegos – como Jaws, NVDA ou DoxVox. Muitos deficientes visuais não sabiam manusear essas ferramentas, e poucos, inclusive, conseguiam usar celulares ou *tablets*. Em virtude desse cenário heterogêneo de desafios, então, decidimos focar nosso curso na produção e na compreensão oral. Gostaríamos que nossos alunos ficassem fluentes na língua inglesa. Desse modo, optamos por trabalhar a oralidade uma vez que alguns não leem, não escrevem nem em Braille, nem usam os programas específicos para computadores, além do fato de a maioria desses alunos solicitarem que as aulas fossem focadas na oralidade.

Após a decisão do objetivo do curso, veio nosso segundo desafio: como lhes ensinar. Em virtude dos diversos obstáculos com relação à leitura e à escrita, optamos por elaborar os

planos de aulas pautados no ensino de LI em uma abordagem prática (*actionist*). Queríamos, portanto, que cada aula servisse de palco para a simulação e o ensino de diferentes práticas sociais. O vocabulário, a gramática e a pronúncia eram ensinados de acordo com os contextos reais que surgiam em aula – pedir comida e bebida em um restaurante, por exemplo. Durante as aulas, deparamo-nos com outra situação: de que modo ensinaríamos a língua estrangeira, sem utilizar a língua materna? Em uma aula tradicional, utilizamos – e muito – recursos visuais em detrimento da tradução de palavras e expressões, contudo, no nosso caso, não podíamos lançar mão de fotos, gravuras e figuras, escrita ou desenho na lousa ou na lousa eletrônica. Em decorrência disso, voltamos aos velhos tempos do método da gramática-tradução e da abordagem audiovisual, a fim de adaptar técnicas **antigas** para o contexto acionista. Assim, tivemos que abandonar, temporariamente, abordagens mais alinhadas com as tendências de ensino de língua estrangeira no Brasil como as de gêneros textuais.

Almejamos, para o próximo volume, conceber sequências didáticas dentro do enfoque interacionista sociodiscursivo (ISD) e aplicá-los com nossos alunos cegos, uma vez que estamos cientes da importância de os discentes aprenderem a língua estrangeira para agir no mundo. Por esse motivo, propomos nos debruçar sobre a elaboração de materiais didáticos que atendam a essa necessidade.

Nosso terceiro desafio foi, então, como ensinar a língua inglesa para esses alunos. Primeiramente, decidimos investigar as novas tecnologias disponíveis passíveis de associar ao ensino/aprendizagem de LI. Posteriormente, procuramos compreender de que forma as Tecnologias de Comunicação e Informação (TIC) poderiam ser utilizadas dentro e fora da sala de aula. Além disso, buscamos, também, conhecer as tecnologias assistivas para auxiliar nesse processo.

A partir dessas experiências, nossa sala de aula tornou-se um ambiente no qual os alunos cegos, os graduandos em pré-serviço e eu aprendemos e ensinamos uns aos outros como utilizar as TIC e os programas para cegos a fim de estabelecer a comunicação e a aprendizagem da LI.

Após um ano de curso, o grupo decidiu compilar o material didático pensado, criado e desenvolvido. Assim, nasceu a ideia do e-book e do áudio book. Aquele é um manual para o professor, no qual descrevemos, em detalhes, o que é e como trabalhamos cada tópico, enquanto este foi escrito e gravado para os alunos cegos. Muitas atividades do e-book remetem os alunos aos exercícios gravados no áudio book e, por esse motivo, seguem a numeração do *Teaching English to the Visually-Impaired*. Portanto, o e-book traz indicações a respeito de como o professor pode utilizar exercícios do áudio book com seus alunos e, assim, os dois livros devem ser usados em complementaridade.

Sabendo-nos vulneráveis a críticas por termos recorrido à adaptação de abordagens atuais e antigas para podermos alcançar nosso objetivo, estamos abertos a sugestões. Para tanto, avaliações do material, sugestões e críticas são muito bem-vindas.

Bom trabalho!

Miriam Sester Retorta

TABLE OF CONTENT

Unit	Grammar	Vocabulary	Practical English
1 – What’s up? [written by Murilo de Quadros Jesus]	Verb be affirmative form; Pronouns: I, you, etc; The alphabet.	Greetings and introductions, spelling students names.	Meetings, conversations, filling applications.
	Verb be negative and interrogative	Marital status and age.	
	Numbers 1-20.	Phone, ID and CPF numbers.	
Song: Alphabet song			
2 – Where are you from? [written by Hanne Raffaella Turek Lucio]	Verb be negative and interrogative Numbers 20-100.	Countries and nationalities, marital status and age, and address information.	Talking about personal information.
Song: My name is Luca (Suzanne Vega)			
3 – Where’s my backpack? [written by Cassiana Bittencourt Mushashe]	Demonstrative pronouns (this, these, that, those); Articles (a/an).	Classroom objects, language and situations.	Classroom conversations.
Song: Is this love? (Bob Marley)			
4 – What time is it? [written by Sueder Santos de Souza]	Time expressions; Differences between a.m. and p.m.; Personal routine.	Time expressions, places, appointments and personal routine.	Talking about time and appointments.
Song: Rock around the clock (Bill Haley & His Comets)			
5 – What do you do every day? [written by Tatiana Fonseca Duarte]	Simple Present Tense; Irregular plural; 3 rd person singular.	Common activities, daily routine, week days and periods of the day.	Talking about daily routines.
Song: What do I do in the morning? (Pumkin.com)			

Unit	Grammar	Vocabulary	Practical English
6 – What do you like doing? [written by Ingrid Caroline Benatto]	Simple Present Tense; Common verbs; Question formation.	Common activities, musical instrument, rhythm, preferences and abilities.	Talking about preferences.
Song: Evolution of music (TimH)			
7 – What do you like eating? [written by Miriam Sester Retorta]	Simple Present Tense; Quantifiers; Countable and uncountable nouns; Differences between fast food, healthy food and luxury food.	Food, beverages, words and expressions related to food and beverages, eating and drinking habits.	Talking about eating habits.
Song: I am a pizza			
8 – What are you like as a person? [written by Elienara da Rosa de Cordova and Marina Siqueira Persegona]	Simple Present Tense; Comparative adjectives (personality).	Personality (positive and negative) adjectives.	Talking about personality and appearance.
Song: Hand in my pocket (Alanis Morissette)			
9 – Do you have any children? [written by Patrícia Eller Mayer]	Simple Present Tense; Subject pronouns; Object pronouns; Possessive pronouns; Possessive adjectives; Genitive case.	Family members.	Talking about personality using comparisons and superlatives.
Song: Daughters (John Mayer)			
10 – Who is the funniest person in your family? [written by Hanne Raffaella Turek Lúcio]	Simple Present Tense; Comparison of superlative.	Personality (positive and negative) adjectives, curiosities and technical information about geographical places.	Talking about personal life style.
Song: My love (Petula Clark)			

UNIT 1

WHAT'S UP?

Can do's

By the end of this unit, you will be able to greet people, introduce yourself and someone else.

Saber fazer

Ao final desta unidade, você será capaz de cumprimentar pessoas, se apresentar e apresentar uma outra pessoa.

Grammar

Verb to be, the alphabet and numbers.



Make or buy a ball with bells inside (bola com guizos).

Students sit in a circle. Each one shouts out his/her own name, so everyone can memorize where each one is seated. Then, throw the ball to a student. One student grabs it and throws it to another student and shouts out his/her name trying to guess who it is. If he/she gets the wrong name, the student who grabbed the ball says no, it's This second student throws it at someone else and shouts out this third student's name trying to guess who it is. Do it until everyone has shouted out everybody's names.



English in Use 1

Saying your name. The teacher asks 4 or 5 sighted students to perform the sketches below in front of the classroom.

A: Hi! My name is _____ (full name) _____. What's your name?

B: My name is _____.



Listening 1

Listen to the audios from the audio book and repeat. Then, practice with a peer.

The teacher asks students in chain to ask and answer the question – What's your name?

All students ask and answer the question.



English in Use 2

Saying someone else's name. The teacher asks 4 or 5 sighted students to perform the sketches below in front of the classroom.

T - S: My name is _____ (complete name)_____.

What's his name? (Ask a male student to say hello first, so the blind students can identify his/her peer by his voice).

T - S: Say hello. What's her name? (Ask a female student to say hello first, so the blind students can identify his/her peer by her voice).

Note:

Blind students - each blind student first says **hello** for the other one to identify if it is a boy or girl speaking.

Social Practice 1

Greeting people. The teacher asks 4 or 5 sighted students to perform the sketches below in front of the classroom. Be sure to shake hands when proper!

1. A: Hi, I'm Silvia. What's your name?
B: Daniel.
A: Nice to meet you.
B: Nice to meet you, too.

2. A: Good morning, Mrs. Souza.
B: Good morning. How are you?
A: I'm fine, thanks. How are you?
B: I'm doing fine. Thank you.

3. A: Hi, Pedro. This is João.
B: Nice to meet you, João.
A: Nice to meet you, Pedro.

4. A: Daniel, how is it going?
B: Good. And you?
A: Not bad.

Social Practice 2

The teacher asks 4 or 5 sighted students to perform the sketches below in front of the classroom or listen to the audio. Teacher explains dialogues, i.e., it is 8 o'clock in the morning, or it is late at night and you are leaving a place, etc.

Teach language variations according to degree of formality.

1. A: Good morning. How are you this morning?
B: Good.
2. A: Good afternoon, everybody.
B: Good afternoon, Mrs. Jones.
3. A: Good evening, ma'am.
B: Good evening, sir.
4. A: Good night, students. See you tomorrow.
B: Good night, teacher. Bye, bye.

Listening 2

Listen to the audios from the audio book first and repeat. Then, practice with a peer.

Grammar 1

The Alphabet

Prepare the alphabet using the regular alphabet in EVA and gluing the Braille alphabet on each letter.



Listening 3

Listen to the audio from the audio book and have students repeat the alphabet. Have them memorize the letters. Blind students normally ask us to spell every word they learn, so it is important that they learn to spell well.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z



English in Use 3

Mock the mini dialogue with a student and have them practice in pairs.

A: How do you spell your first name?

B: It is M A R I.

Now ask students to spell their first names [in pairs or triads]. [Use EVA letters].



Suggestion 1

Suggested Activity:

<https://www.youtube.com/watch?v=WtbL3byFa18>



English in Use 4

Mock the mini dialogue with a student and have them practice in pairs.

A: How do you spell your last name?

B: It is S I L V A.

Now ask students to spell their last names. [Use EVA letters].



English in Use 5

Mock the mini dialogue with a student and have them practice in pairs.

A: How do you spell your full name?

B: It is M A R I A D O S S A N T O S.

Now ask students to spell their full names. [Use EVA letters].



Grammar 2

Verb to be

For blind students: have a guide student (sighted student) sit with every 3 or 4 blind students. Use EVA letters (or Braille letter or even Latin alphabet letters with Braille letters glued on top of them) and have them set the verb **to be** using these letters on a table.

Affirmative	Contractions	Negative	Interrogative
I am a teacher.	I'm teacher.	I'm not a teacher.	Am I in room 7?
You are in English 1.	You're in English 1.	You aren't in English 1.	Are you in English 1?
He is a masseur.	He's a masseur.	He isn't a masseur.	Is he a masseur?
She is a nurse.	She's a nurse.	She isn't a nurse.	Is she a nurse?
It is a school bus.	It's a school bus.	It isn't a school bus.	Is it a school bus?
We are students here.	We're students here.	We aren't students here.	Are we students here?
You are in room 2.	You're in room 2.	You aren't in room 2.	Are you in room 2?
They are exchange students.	They're exchange students.	They aren't exchange students.	Are they exchange students?

Note:

In the negative form you can use isn't or 's not; 're not or aren't.

He isn't a student or He's not a student.

They're not teachers or They aren't teachers.

I is always in capital letter.

We use **he** for masculine gender; **she** for feminine gender and **it** for things.

Grammar 3

Exercise in English

Complete with **am**, **is** or **are**. Open this exercise on a computer and have them do it using NVDA, JAWS or DosVox. You can also post it on Facebook (m.facebook.com) or even have them listen to their smartphones. Alternatively, you can read the sentences out loud and have them repeat each sentence completing the blanks.

1. I **blank** Brazilian.
2. My last name **blank** Souza.
3. We **blank** from Curitiba.
4. What **blank** your name?
5. Felipe and Igor **blank** in room E107.
6. Caroline **blank** Italian.
7. You **blank** in room E 107.
8. She **blank** a nurse.
9. He **blank** a nurse too.
10. It **blank** raining a lot today.

Note:

Screen readers do not read _____. Therefore, instead of typing _____ in your exercises, type the word **blank**. Then, the blind students will know that when they listen to **blank** they have to fill it in with a correct word. After his procedure, you can post them on FB or send them by e-mail.

Game 1

Verb to be 1

Have blind students sit in groups of 4 or 5. Have a sighted student in each group.

1. One student (the sighted student) says: I'm _____ (his/her name).
2. Then, each blind student says his/her name using **I'm**.
3. When everyone is familiar with all the participants and can identify where each one is seated, each student, at a time, starts to say: Hi, Hello.
4. The remaining ones will ask: Are you _____ (name)? And try to guess his/her name and remember who said Hi, Hello.

Listening 4

Listen to the audio from the audio book and repeat the conversation. Teach them how to pronounce the words and sentences. Then, practice them with your classmates.

A: Are you single or married?

B: I'm single.

C: Are you single or married?

D: I'm married. My husband's name is _____ . / My wife's name is _____ .

Grammar 4

Vocabulary numbers 1-20

Teach the numbers. Have students repeat them until they are able to memorize them.
[Use numbers with Braille EVA on top].



Social Practice 3

Now answer the questions using the numbers you have learnt. Remember to perform the sketches below in front of the classroom before having them practice in pairs.

What's your cell phone number? _____

What's your home phone number? _____

What's your work phone number? _____

What's your ID number? _____

What's your CPF number? _____

Game 2

Bingo with numbers

Prepare bingo cards in Braille and play bingo.



Note 1:

Most blind students have never played Bingo. So, most probably, you will have to teach them the game first.

Note 2:

Have chocolate bars or candy to give as prizes.



Suggestion 2

Song Suggestion: **Alphabet song**

<https://www.youtube.com/watch?v=36IBDpTRVNE>

UNIT 2

WHERE ARE YOU FROM?

Can do's

By the end of this unit, students will be able to talk about countries and nationalities, inform their ages, marital status, addresses and count from 20 to 100.

Saber fazer

Ao final desta unidade, os alunos serão capazes de conversar sobre países e nacionalidades, informar suas idades, estado civil, endereços e contar de 20 a 100.

Grammar

Verb to be affirmative, negative and interrogative; numbers 20-100.



Warm up

To introduce the theme ask if any of the students have traveled abroad, if they know anyone who has or if they have a relative, neighbor or acquaintance who lives outside Brazil. If none of the students answered affirmatively to this question, direct the conversation to the desire of students to visit new places, asking them which countries they would like to visit and why they have such a wish.

As students are responding, you can lead them to reflect on such countries, considering the questions of nationality and the official language.

Vocabulary 1

Play the audios once and ask students to listen carefully to the list and try to notice the pronunciation differences between countries and nationalities.

Play the audio again and ask students to listen and follow the list in the audio book.

Play the audio again and use the pause button. Students should repeat the words line by line trying to cope with the pronunciation and rhythm. Explain any word or sentence that students do not understand.

After the first step, students, in pairs, practice the pronunciation of the vocabulary. For this activity, one student says the country and the other says the nationality and the language that is spoken in that country and then they swap. It is important that each student repeats and learns all the words.

Country	Nationality	Language
Germany	German	German
Japan	Japanese	Japanese
China	Chinese	Chinese
Italy	Italian	Italian
The United States	American	English
Brazil	Brazilian	Portuguese
Russia	Russian	Russian
Argentina	Argentine	Spanish
Poland	Polish	Polish
Spain	Spanish	Spanish
France	French	French
Egypt	Egyptian	Arabic
Ukraine	Ukrainian	Ukrainian
Turkey	Turkish	Turkish

You can also prepare a longer list of countries, nationalities and languages so that students can learn about as many countries as possible. We decided to include the countries whose people immigrated to Brazil [to Curitiba, our city] in the beginning of the XX Century.



Social Practice 1

Play the audio and ask students to listen and follow the dialogues in the audio book.

<p>B: Bom dia! A: Where are you from? B: I'm from Brazil. A: What language do you speak? B: I speak Portuguese.</p>	<p>B: Bonjour! A: Where are you from? B: I'm from France. A: What language do you speak? B: I speak French.</p>
<p>B: Guten Tag. A: Where are you from? B: I'm from Germany. A: What language do you speak? B: I speak German.</p>	<p>B: Sabáh hel khéir. A: Where are you from? B: I'm from Egypt. A: What language do you speak? B: I speak Arabic.</p>
<p>B: Good morning. A: Where are you from? B: I'm from the United States of America. A: What language do you speak? B: I speak English.</p>	<p>B: Iyi günler. A: Where are you from? B: I'm from Turkey. A: What language do you speak? B: I speak Turkish.</p>
<p>B: /ôrráyô ~ gôzaimás/. A: Where are you from? B: I'm from Japan. A: What language do you speak? B: I speak Japanese.</p>	<p>B: Buenos Dias! A: Where are you from? B: I'm from Argentina. A: What language do you speak? B: I speak Spanish.</p>
<p>B: Dzień dobry. A: Where are you from? B: I'm from Poland. A: What language do you speak? B: I speak Polish.</p>	<p>B: Buongiorno. A: Where are you from? B: I'm from Italy. A: What language do you speak? B: I speak Italian.</p>

<p>B: Buenos días. A: Where are you from? B: I'm from Spain. A: What language do you speak? B: I speak Spanish.</p>	<p>B: доброго ранку /dobroho ranku/. A: Where are you from? B: I'm from Ukraine. A: What language do you speak? B: I speak Ukrainian.</p>
<p>B: 早安 /Zǎo ān/. A: Where are you from? B: I'm from China. A: What language do you speak? B: I speak Chinese.</p>	<p>B: доброе утро /dobroye utro/. A: Where are you from? B: I'm from Russia. A: What language do you speak? B: I speak Russian.</p>

Play the audio again and use the pause button. Students repeat the conversations, line by line, trying to cope with the pronunciation and rhythm. Explain any word or sentence that students might not understand.

In pairs, students practice the dialogues. One student plays the role of person A and the other plays the role of person B. When they finish the first conversation, they swap. So *Student A* says the sentences B had practiced and *Student B* practices what *Student A* had said previously.

Vocabulary 2

Focus on stress and intonation in this exercise.

Play the audio once and ask students to listen carefully to the words.

Play the audio again and ask students to listen to the words in the audio book, trying to recognize where the stress is.

Play the audio again, pausing after each word for the students to repeat.

Focus on sounds which are different from your students' native language and model them yourself so that students can articulate them properly. Get students to repeat these sounds a few more times.

Country	Nationality	Language
Germany	German	German
Japan	Japanese	Japanese
China	Chinese	Chinese
Italy	Italian	Italian
The United States	American	English
Brazil	Brazilian	Portuguese
Russia	Russian	Russian
Argentina	Argentine	Spanish
Poland	Polish	Polish

Listening 1

Play the audio once and ask students to listen carefully to the dialogues.

Play the audio again and ask students to guess where they are from and what language they speak.

Elicit the answers and ask them to practice the dialogue in pairs.

A: Where is she/he from?

B: She/he is from _____.

A: What language does she/he speak?

B: She/he speaks _____.



Game 1

In pairs, students have to complete the dialogues. One student is person A and the other is person B. When they finish the first conversation, they swap.

Note:

Each student may pretend to speak a foreign language that she/he is familiar with.

A: Are you from _____?

B: No, I'm from _____.

A: Where are you from?

B: I am from _____.

A: Are you on vacation here?

B: No, I'm on business.

Ask a third student to pretend to speak a foreign language he/she is familiar with and the other two have to discover which country the person is from.

A: Is she from _____?

B: No, she's from _____.



Game 2

Ask students if they know or if they have already tried to eat some foreign dish/food. Ask them to comment on what they ate, when they ate it, where they ate it, how they liked it or not, etc.

Play the audio once and ask students to listen carefully to the dialogues.

Play the audio again and ask students to guess where the dishes are from.

Give them the answers, if necessary, and ask them to practice the dialogue in pairs.

After that, let students ask about dishes and food they know.

Feijoada: Is it Argentine?	No, it's Brazilian.
Filet de chorizo: Is it Brazilian?	No, it's Argentine.
Goulash: Is it Portuguese?	No, it's Hungarian.
Sushi: Is it German?	No, it's Japanese.
Crepe: Is it Italian?	No, it's French.
Spaghetti: Is it American?	No, it's Italian.
Pirogue: Is it Australian?	No, it's Polish.
Esfaha: Is it Peruvian?	No, it's Lebanese.
Ceviche: Is it Brazilian?	No, it's Peruvian.
Fish and chip: Is it Venezuelan?	No, it's British.
Paella: Is it Austrian?	No, it's Spanish.

Grammar 1

Numbers 20 to 100



Play the audio once and ask students to listen carefully to the audio.

Play the audio again and ask students to listen to the words in the audio book.

Play the audio once more, pausing after each word for the students to repeat.

Ask them to spell the numbers at random.

Use the Braille numbers on NVA numbers to teach the numbers to the students.

Game 3

Take bingo cards in Braille to class and play bingo!!!



 Social
Practice 2

Play the audio once and ask students to listen to the dialogue carefully.

Play the audio again and ask students to listen to the dialogues in the audio book.

Play the audio again and use the pause button. Students repeat the conversations, line by line.
Explain any words or sentences that students might not understand.

After this step, students practice, in pairs, the dialogue using their own addresses.

What's your address?

I live at Rua Quintino Bocaiuva 1020, ap 12B.

What's your zip code?

It's 80023-090.

Social Practice 3

Explain to students the words that we use to talk about marital status: married, single, divorced, separated.

Play the audio once and ask students to listen carefully to the words.

Play the audio again and ask students to listen to the words in the audio book.

Play the audio again and use the pause button. Students repeat the words one by one trying to improve the pronunciation and the rhythm.

Married

Single

Divorced

Separated

Play the audio once and ask students to listen carefully to the words.

Play the audio again and ask students to listen to the dialogue in audio book.

Play the audio again and use the pause button. Students repeat the dialogue line by line trying to improve the pronunciation and the rhythm. Explain any words or sentences that students might not understand.

A: Are you single or married?

B: I'm single.

Explain how to ask and answer about age.

Elicit why we use the verb **to be** to talk about age and not **have** like in Portuguese.

Play the audio again and ask students to listen to the dialogue in the audio book.

Play the audio again and use the pause button. Students repeat the dialogue line by line trying to improve the pronunciation and the rhythm.

A: How old are you?

B: I'm _____ years old.

After the explanation, the students, in pairs, have to practice the three dialogues together using their personal information.

Social Practice 4

Filling in a Form

Explain to the students that they will learn how to **fill in a Form**.

Play the audio and ask students to listen to the dialogues in the audio book.

Play the audio again and use the pause button. Students repeat the conversations line by line trying to improve the pronunciation and the rhythm. Explain any word or sentence that students might not understand.

After this step, the students, in pairs, practice the dialogue using their personal information.

Extra:

Have them fill in a form with their personal information from a site on the Internet. Choose a site that interests them.

First name	Carla
Last name	Silva
Country/City	São Paulo / Brazil
Student	Medicine Student
Age	24
Address	Rio Branco, Avenue 1262 ap 20
Zip code	73210-300
Email address	carla.silva@gmail.com
Phone number	(11) 3504-2982
Cell number	(11) 9997-8321



Suggestion 1

Song Suggestion: **Luka (Suzanne Vega)**

<https://www.youtube.com/watch?v=VZt7J0iaUD0>

UNIT 3

WHERE'S MY BACKPACK?

Can do's

By the end of this unit, you will be able to talk about classroom objects and classroom situations.

Saber fazer

Ao final desta unidade, você será capaz de falar sobre objetos e situações de sala de aula.

Grammar

Demonstrative pronouns (this, these, that, those); articles (a/an).



Warm up

Simon Says

In this game, the teacher asks students to do some physical actions, i.e., jump, stick out their tongues, sit, stand up, and clap their hands. But the students should do the actions just if they are preceded by Simon Says. **Simon says jump!** is valid, and students should jump. But if the teacher says **jump**, it is not valid. Students who follow sentences without **Simon says** in the beginning of the sentence are eliminated from the game. First, the teacher has to choose the commands, explain it to students and tell them they should not do the command without **Simon says**. Then, they can play the game.



Vocabulary 1

Elicit from students names of objects that are in the classroom. Have them feel the objects. If they say the word in Portuguese, teach them how to say it in English. Ask students to take their belongings out of their backpacks and put them on the table. Feel them. Teach and make them repeat the words. Ask them to spell the words.



Listening 1

Have students listen to the audios from the audio book and have them repeat the new vocabulary items.

Singular	Plural
A table	Chairs
A board	Books
A TV set	Pens
A pen	Pencils
A pencil	Notebooks
A pencilcase	Rulers
A notebook	Sunglasses
An ID card	Canes
A mobile	
A folder	
A backpack	
An eraser	
A clip	
A cane	



English in Use 1

In this part, students will ask questions like: What is this? What is that? What are these? What are those? Here, the teacher explains that besides the singular and the plural form of objects, it is also important to notice if the object is close (this – singular; these – plural) or far (that – singular; those – plural) from them.

Here, the teacher can work with the sounds of objects to help students (when possible): the tic-tac will represent a watch; the ringtone, a mobile. Or, the teacher hands the object to the blind student and have them feel it and guess what it is.

Start teaching the singular form first. The teacher asks: **What's this?** [He/she rings the cell phone]
Students: It's a mobile!

Objects near students

Singular (call students' attention to the use of this + singular)

What is this?	It's a pen.
What is this?	It's a book.
What is this?	It's a backpack.
What is this?	It's a pencil.
What is this?	It's a cane.
What is this?	It's a mobile.
What is this?	It's an eraser.

Plural (call students' attention to the use of these + plural)

What are these?	They're pens.
What are these?	They're pencils.
What are these?	They're erasers.
What are these?	They're clips.
What are these?	They're sunglasses.
What are these?	They're notebooks

Then, the teacher can ask students to work together in pairs: one student, carrying an object, asks the question and the other one can touch it to guess the answer.



English in Use 2

Teacher asks students the questions and makes sounds related to the object (Examples: A bird noise, a mobile ring). Help students answer the questions. Teach them new vocabulary while you ask questions.

Objects far from students

Singular (call students' attention to the use of that + singular)

What is that?	It's a watch.
What is that?	It's a bird.
What is that?	It's a mobile.
What is that?	It's a folder. (Abra uma pasta e solte o elástico sobre ele fazendo um clique)
What is that?	It's a pen. (Clique a caneta para abrir e fechar)
What is that?	It's a stapler.
What is that?	It's a stamp.

Use any object that has a peculiar sound!

Plural (call students' attention to the use of those + plural)

What are those?	They're pens.
What are those?	They're mobiles.
What are those?	They're staplers.
What are those?	They're cellular phones.
What are those?	They're alarm clocks.
What are those?	They're pencils.

Again, use any object that has a peculiar sound!

Grammar

Time expressions; differences between a.m. and p.m.; personal routine.



Grammar 1

Explain the Rules!

We use **this** (singular) and **these** (plural) as pronouns to talk about something that is close to the speaker.

A: This is my pen.

B: These are my pens.

Notice that in sentence A, we are talking about one object only.

In sentence B, we use the plural form because we are talking about more than one pen.

In both cases, A and B, the person is talking about a pen(s) that is/are close to him/her.

*** It is also possible to use **this** to introduce someone: Hey! This is my friend Peter!

We use **that** (singular) and **those** (plural) to talk about something that is far from the speaker.

C: That is my car.

D: Those are my cars.

Notice that in sentence C, we are talking about one object only.

In sentence D, we use the plural form because we are talking about more than one car.



English in Use 3

Ask students to identify sounds they listen to.

Suggested video: **Transportation, animals, musicals, home stuffs, body and more sounds for kids and babies**

https://www.youtube.com/watch?v=pzw2_PAWjUw

First, the teacher asks students to listen to the videos, and while they listen to it, he/she asks the question:

What is this? or What are these?

 Social
Practice 1

Students will practice this dialogue. It is about a person who forgot to bring the material. Tell students they should try to remember all the vocabulary of the unit when they are asking about what they forgot.

A: Hi, _____. How are you?

B: Hi, I am not so good...

A: Oh, why?

B: Because I forgot my classroom material today.

A: Which items did you forget?

B: Well... I forgot my _____.

A: What a bad day! Maybe I can help you with some material.



Grammar 2

a / an / plural / this / that / these / those

The article **a** comes in front of words starting in consonant sounds. Examples: a jacket, a pen, a wallet, while the article **an** comes in front of words starting in vowel sounds. Examples: an eraser, an apple, an egg.

Read the examples and ask students to repeat the words. Help them with new vocabulary. Have students notice the difference between the singular words starting with a or an and the plural sounds with no articles.

A table	tables	A backpack	backpacks
A board	boards	A chair	chairs
A TV set	TV sets	A book	books
A pen	pens	An eraser	erasers
A pencil	pencils	A sharpener	sharpeners
A pencilcase	pencilcases	A key	keys
A notebook	notebooks	A ruler	rulers
An ID card	ID cards	A stapler	staplers
A mobile	mobiles	A pair of scissors	scissors
A folder	folders		
A cane	canes		



English in Use 4

Give students some object(s) for him/her to touch. Ask him/her **What's this?** and **What are these?**. Wait for their answers. Then, take the object from their hands and place it far from them and ask: **What is that?** or **What are those?**.

Note:

Since students cannot see, and therefore will not be able to answer **What is that?** or **What are those?** we suggest that right after asking the questions, the teacher may give them prompts in Portuguese, i.e., saying the word in their mother language and have them answer in English.

1. This is a book.
2. This is a ruler.
3. This is a chair.
4. This is a key.
5. This is a friend.
6. That is our teacher.
7. That is my friend.
8. That is a table.
9. These are my friends.
10. These are my sunglasses.
11. These are my stuff.
12. Those are students.
13. Those are our friends.
14. Those are my sunglasses.



English in Use 5

Teacher gives a bag with objects (vocabulary) inside to one student. **Student A** picks an item from the bag and tries to identify it and says: **It is a pen.** Then, the teacher asks **Student B** far from A to say what his colleague took from the bag: **That is a pen.**

Note:

Be sure to include items that will help students use the singular and plural forms.

Examples: glasses, sunglasses, a wallet, etc.



Social Practice 2

Students work in pairs to ask and answer the questions above:

Think about your backpack or wallet, which items do you usually carry inside it?

Think about your house:

How many tables do you have ?

How many televisions do you have?

How many chairs do you have?

How many books do you have?

What do you have on your desk?



English in Use 6

Classroom Language

Teacher has to explain these commands to the students and teach their meanings. Have students repeat each sentence until they feel comfortable saying them. Then, check if they understand the meaning.

These sentences are commonly used in class.

Open your book.

Turn off your mobile.

Go to page 2.

Sit down.

Stand up.

Listen and repeat.

Be quite!



Suggestion 1

Song Suggestion: **Is this love (Bob Marley)**

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

UNIT 4

WHAT TIME IS IT?

Can do's

By the end of this unit, students will be able to talk about the time and about their routines.

Saber fazer

Ao final desta unidade, os alunos serão capazes de dizer que horas são e de falar sobre suas rotinas.

Grammar

Time expressions; differences between a.m. and p.m.; personal routine.



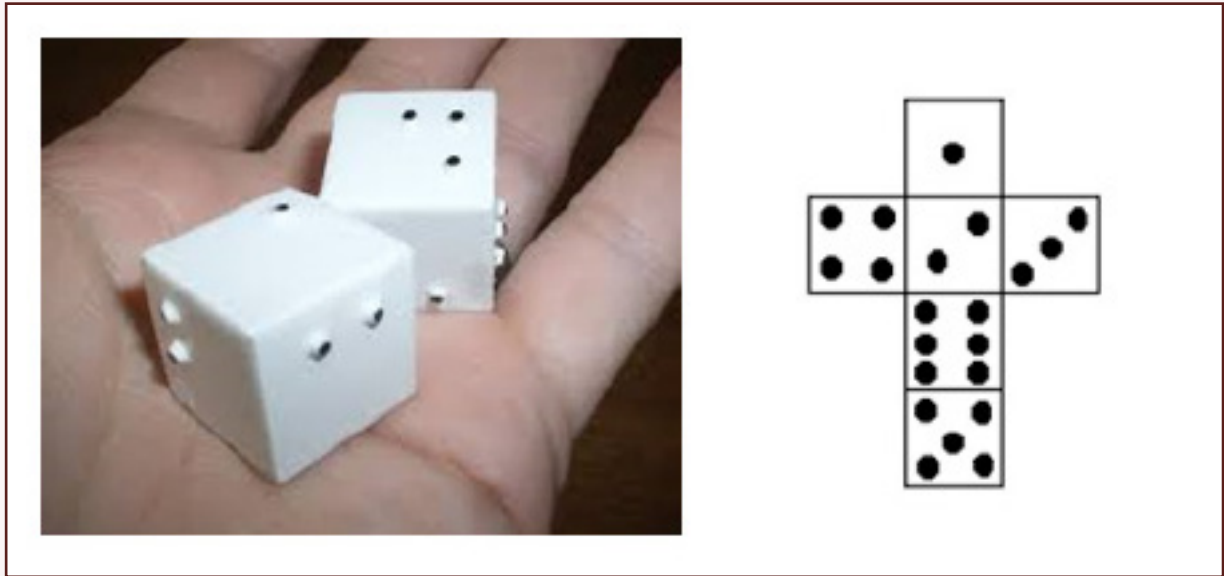
Warm up

Simon Says

Prepare some dice with Braille on them (glue beads on a cardboard like the ones below). Then, divide the group into triads. Give each triad two dice.

Each of the three students from each triad shouts out a number. Then, they play the dice and check out the addition of the number that comes up. The student who gets closest to the total number added, gets a point.

For example: in the picture below the addition of the two dice is 4. If one student said 3, the second said 10 and the third said 1, the first student gets the point.



Vocabulary 1

Play the audios where the students can listen and learn about places they can go.

Examples: Concert / Play / Game / Movie / Class / Party

Have them repeat the words and check if they understand the meaning.

Play the audio again and ask the students to listen and follow the dialogues in the audio book.

Play the audio again and use the pause button. Students repeat the conversations, line by line, trying to cope with the pronunciation and rhythm. Explain any words or phrases that students do not understand.

Then students, in pairs, practice the pronunciation of the words they will use to tell the time. For that, one student asks the question (about time) and the other answers.



English in Use 1

Telling the Time

Prepare a clock (toy clocks) and glue beads or braille numbers on top of the numbers.



Then, start asking the students: What time is it?

Put the clock arms at 1:00 o'clock. Say it a couple of times, have students repeat until they feel comfortable about it.

Continue the activity adding 5 minutes each time you ask the questions.

For example:

What time is it? It's one o'clock.

What time is it? It's one oh five.

What time is it? It's one ten.

What time is it? It's quarter after one (Explain this expression!).

What time is it? It's one twenty.

What time is it? It's one twenty-five.

What time is it? It's one thirty or It's half past one (Explain these expressions!).

What time is it? It's one thirty-five or It's twenty-five to two.

What time is it? It's one forty or It's twenty to two.

What time is it? It's one forty-five or It's quarter to two (Explain the expression).

What time is it? It's one fifty or It's ten to two.

What time is it? It's one fifty-five or It's five to two.

What time is it? It's two o'clock.

Ask the questions. Wait and see if any student knows the answer. If so, have them repeat the correct answer. If not, provide the answer and have them repeat.

Listening 1

Listen to the audios from the audio book. Repeat the questions and answers and check if they understand them.

Grammar 1

Explain the difference between a.m. and p.m.

a.m. = before noon.

p.m. = after noon.



English in Use 2

Play the audio and ask the students to listen and follow the dialogues in the audio book.

Play the audio again and use the pause button. Students repeat the conversations, line by line, trying to cope with the pronunciation and rhythm. Explain any words or phrases that students do not understand.

In pairs, students practice the dialogues. For that, one student is person A and the other is person B. Students swap roles to practice more.



English in Use 3

Play the audio and ask the students to listen and follow the dialogues in the audio book.

Play the audio again and use the pause button. Students repeat the conversations, line by line, trying to cope with the pronunciation and rhythm. Explain any words or phrases that students do not understand.

In pairs, students practice the dialogues. For that, one student is person A and the other one is person B. Students swap roles to practice more.

<p>A: Good Morning! B: Good Morning, How are you? A: I am fine and you? B: I am fine too. Hey, I am very late, what time is it? A: It is 8:00 p.m.! B: Oh, I am really late, I need to be at work at 8:15. A: Ok, see you! B: See you!</p>	<p>A: Hey Joe, wake up! B: What time is it? It is 7:30 a.m. Time to get ready for work! A: Are you going to take a shower before breakfast? B: Yes, I am. A: And don't forget to brush your teeth.</p>
<p>A: Hi Carol, woke up early today!? B: Yes, I always wake up early! A: I would also like to get up early, but what do you do in the morning? B: I wake up at 7:00 a.m. get up at 7:15 a.m. and brush my teeth. Then I have breakfast and brush my teeth again, because at 8:30 a.m. I leave to work. A: Oh, nice!</p>	<p>A: Good night. B: Wow, you are leaving late today. A: Yeah, I had to work overtime. B: What time do you normally leave? A: At 5. B: It's 10 p.m. now. You worked a lot today. A: Yeah, I am really tired. B: Well, go home and rest!</p>



Vocabulary 2

Use the toy clock you have made. Teach students vocabulary related to **Telling the Time**.

Clock

Watch – Relógio de pulso – (Plural: Watches)

Hand

Minute hand

Hour Hand

Second hand

Clock face

Midday

Midnight

Past

Half

To

After

Quarter – 1/4

O'clock

Noon



Listening 2

Listen to the audios from the audio book. Repeat the questions and answers.

Then, in pairs, have students ask and answer the questions.

What time is your English class? It's at half past nine a.m.

What time is the party? It's at eight o'clock.

What time is the game? It's at four o'clock [check out the soccer games of the day!].

What time is the movie? It's at six p.m. [check out the movies schedule of the day!].

What time is the concert? It's at nine p.m. [check out the concerts of the day!].



English in Use 4

Give each pair a toy clock. One student moves the hands of the clock to a time he/she wants. The other student feels it and tells the time. Then, swap roles.



Suggestion 1

Song Suggestion: **Rock around the clock (Bill Haley & His Comets)**

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

UNIT 5

WHAT DO YOU DO EVERY DAY?

Can do's

By the end of this unit, you will be able to talk about your daily routine using the Simple Present Tense.

Saber fazer

Ao final desta unidade, você será capaz de falar sobre sua rotina diária usando o Presente do Indicativo.

Grammar

Simple Present Tense; irregular plural; 3rd person singular.



Warm up

Chain game

The teacher says one thing she/he does every day. For example: have breakfast. Then, a student repeats what the teacher said and adds another routine: have breakfast and get dressed. The third student repeats the two previous actions and adds a third: have breakfast, get dressed and go to school.

You go on until the last student who should be able to remember everybody's answers.

If a student does not know how to say the action in English, ask him/her to say it in Portuguese. Translate it into English, have them repeat and continue the activity.

If a student forgets the sequence, the other students will help him/her by calling out what is missing.



Vocabulary 1

Ask students what they normally do during the day in their native language and translate the expressions. They might remember most of them from the warm up activity.

Have them repeat these expressions. Then, continue asking and going over the sentences from the beginning. For example: I wake up at 5.45. Then I get up at 6. I go to the bathroom and....

I wake up at 6 o'clock in the morning.

I get up 10 minutes later.

I go to the bathroom and take a shower.

I brush my teeth and get dressed.

I go to the kitchen and have breakfast.

I leave home. And walk to school/work.

I study from 7:30 to noon.

I have lunch at a restaurant with my friends.

Then, I go to the gym and workout on Mondays and Wednesdays.

On Tuesdays and Thursdays, I go to my English course.

I arrive home at 9 o'clock pm.

I prepare dinner, have dinner and do the dishes.

Sometimes, I watch TV and sometimes I study.

I go to bed late at 11 pm.



English in Use 1

Mock this conversation with a student. Then have them do pair work.

On weekends:

1. What do you do in the morning?
2. What do you do in the afternoon?
3. What do you do in the evening?
4. What do you do at night?



English in Use 2

Mock this conversation with a student. Then have them do pair work.

1. What do you do on Saturday?
2. What do you do on Sunday?
3. What do you do on Friday nights?

Note:

You should have students talk to different peers each time.

Grammar 1

Simple Present Tense

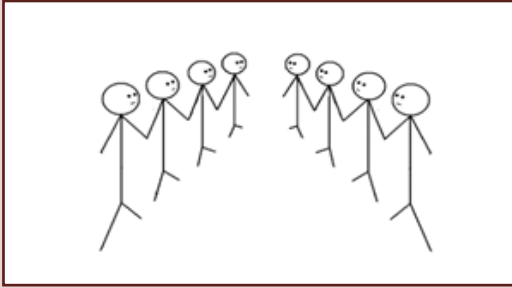
Explain to students that in English the conjugations of the verbs are different from Portuguese.

In the case of the Simple Present Tense, they only change the suffix -s in the third person singular; use don't or doesn't when they want to use the negative form and change the word order Do/Does + subject+verb (base form) when they want to ask a question.

Affirmative	Negative	Interrogative
I work.	I don't work.	Do I work?
You work.	You don't work.	Do you work?
He works.	He doesn't work.	Does he work?
She works.	She doesn't work.	Does she work?
It works.	It doesn't work.	Does it work?
We work.	We don't work.	Do we work?
You work.	You don't work.	Do you work?
They work.	They don't work.	Do they work?

Game 1

Tchoo Tchoo train technique



Put your students facing each other in two rows.

If you have an odd number of students, you should participate in the activity.

Have them ask each other the question **What do you do in your free time?**

As soon as you notice they have asked and answered the question, clap your hands and have only one line move one step rightwards. Thus, the last student who **falls out of the line** rushes to the beginning of it.

Have them practice the question/answer again. Clap your hands and have the same line move one step rightwards again.

The game ends when everyone from the line speaks to everyone from the other line.

Listening 1

Listen to one friend talk about his/her daily routine. Then try to remember as much as you can about his/her routine. The winner is the student who remembers the most!!!!

Suggestion 1

Song Suggestion: **What do I do in the morning/ afternoon/ evening?** (Pumkin.com)
<https://www.youtube.com/watch?v=Y414TyzJC7I&feature=youtu.be>

UNIT 6

WHAT DO YOU LIKE DOING?

Can do's

By the end of this unit, you will be able to talk about your musical preferences.

Saber fazer

Ao final desta unidade, você será capaz de falar sobre suas preferências musicais.

Grammar

Simple Present Tense; common verbs; question formation.



Warm up

To start the class, ask students:

What kind of music do you like?

Can you play any musical instrument?

Vocabulary 1

To teach the vocabulary of this unit, use the audios with sounds of the musical instruments and rhythms below.

Suggested site:

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

Pause the audio after each sound and ask the students to guess what musical instrument/rhythm it is. If they are not able to guess, tell them the right answer. Ask them to repeat the names of the instruments or rhythms.

Musical instruments: Violin, Saxophone, Harmonica, Cymbals, Trombone, Guitar, Accordion, Piano, Trumpet, Flute, Xylophone, Bangle, Drums, Cello, Bagpipes.

To teach Rhythms: rock'n roll, Blues, Classical music, country music, electronic music, jazz, heavy metal, RAP, Raggae.

<https://www.youtube.com/watch?v=P-WaYjxazol>

Listening 1

Listen to the audios from the audio book and repeat them. Make sure your students understand the meaning and are able to produce the sentences.

Then, get your students together in pairs. One of them is **A** and the other one is **B**. Spend some time with each pair mocking the dialogue with them, checking their pronunciation and if they understood the exercise.

DIALOGUE 1

A: Can you play a musical instrument?

B: Yes, I can play the guitar. What about you?

A: I can play the piano.

A: What is your favorite musical instrument?

B: My favorite musical instrument is the _____.

DIALOGUE 2

A: What kind of music do you like?

B: I like pop and rock music. What about you?

A: I like rock music. I just love Bono Vox.

A: What kind of music Gilberto Gil sings?

B: He sings MPB and reggae.

DIALOGUE 3

A: Who is your favorite singer?

B: I like Bono. What about you?

A: I like Bruno Mars.

DIALOGUE 4

A: Who is your favorite band?

B: I like One Republic. What about you?

A: I like Radio Head.

DIALOGUE 5

A: What is your favorite kind of music?

B: I like Rock 'n Roll. What about you?

A: I like Funk.



Grammar 1

After practicing the dialogues above, ask your students to talk about their partner's preferences and abilities. Use their sentences and mistakes to teach them the correct form of the verbs.

Example:

Student: * Maria like classical music.

Teacher: Did you mean **Maria likes classical music?**



Suggestion 1

Song Suggestion: **Evolution of music (TimH)**

<https://www.youtube.com/watch?v=9YdD0889nag>

UNIT 7

WHAT DO YOU LIKE EATING?

Can do's

By the end of this unit, you will be able to talk about food and beverages.

Saber fazer

Ao final desta unidade, você será capaz de falar sobre comida e bebida.

Grammar

Count and uncount nouns, adverb of frequency.



Warm up

Take some pieces of fruit to class. Have students touch them and guess what they are. Then, teach them the vocabulary in English. Or take pieces of fruit. Have them taste them and guess what type of fruit they are eating.



Vocabulary 1

Food

Ask students what they like eating and drinking. If students answer in Portuguese, teach them how to say things in English. Have them repeat the new vocabulary.

What do you like eating?

What do you like drinking?

Now, teach students the differences between countable and uncountable nouns.



Grammar 1

a / an / some / any / and quantifiers

Start explaining the grammar item by the answers you have from students from the questions about what they like to eat and drink. If students are not familiar with the vocabulary item, have students repeat the answers until they feel comfortable saying them. Then, ask one student the questions and start writing the answers on the blackboard (for your organization only). Ask other students and complete the scheme on the blackboard.

Use the information you have on the blackboard to teach the grammar item. Remember to make students repeat the new lexical item several times once they cannot see the blackboard.

Listening 1

Use the audios from the audio book to have students repeat the new words and to teach the grammar item.

Countable nouns	Uncountable nouns
(singular or plural)	(always singular)
An apple	Some bread
A banana	Some milk
An egg	Some cereal
A cup of coffee	Some sugar
A papaya	Some butter
An orange	Some toast or a piece of toast
Grapes	
Strawberries	

Note:

Add whatever vocabulary students come up with in class.

Listening 2

Use the audios from the audio book if you wish.

A: How often do you go to the supermarket?

B: I go to the supermarket every week.

A: Which supermarket do you go to? Why?

B: I go to Bondor because it is near my house.

A: What do you buy?

B: I buy _____. [with this information, make a chart and put the words under each category]

Grammar 2

A banana, an apple and some rice.

1. A: What don't you ever buy?

B: I never buy any _____ [with this information, make a chart and put the words under each category].

2. Elicit from students the expressions below by asking:

Does anybody buy _____?

A carton of milk, a carton of orange juice, a roll of toilet paper, a roll of foil paper, a bottle of wine, a bottle of mineral water, a bottle of beer, a jar of jelly, a jar of pickles, a kilo of potatoes, a kilo of meat, a bunch of carrots, a bunch of radish, a box of chocolate, a box of cereals, a bag of doughnuts, a bag of potato chips, a can of mixed nuts, a can of beer, a can of soft drink, a pack of gum, a pack of cheese.

Note:

If some items on the list above are not said by the students, make sure you include them. Include any new item the students might ask.



English in Use 1

Fast food / healthy food / luxury food

Ask students to name some fast, healthy and luxury food. Write their answers on the blackboard and have everyone repeat the items several times. Add some examples when students do not provide many words.

Listening 3

Use the audios from the audio book. Have students listen and repeat the words.

a hamburger some French fries a hotdog some fish and chips a can of beer	salads (a head of lettuce) some rice and beans a glass of orange juice a bowl of fruit salad a bowl of vegetable soup	some caviar a bottle of champagne some <i>foie gras</i> some escargot a box of Godiva Chocolate
--	---	---

Social Practice 1

Eating habits

Simulate the conversation below with one student. Then, have them repeat each question until they feel comfortable asking it.

Listening 4

Use the audios from the audio book if you wish.

A: What is your eating habit? How often do you eat? How much do you eat?

B: _____

A: What healthy food do you eat? What fast food do you eat?

B: _____

A: What kind of food do you hate eating? Why?

B: _____

A: What do you eat for breakfast?

B: _____

A: What do you eat for lunch?

B: _____

A: What do you eat for dinner?

B: _____

A: What do you eat as a snack?

B: _____

Now, in pairs, have students ask and answer the questions. If students come up with unknown words, have them say them in Portuguese and then teach them how to say them in English.

Listening 5

Choose a cooking class or cooking lesson for English Classes on www.youtube.com. Then, listen to the video once, nonstop. Then listen to it, stopping after a chunk of language. Elicit from students what they have understood.

Suggested video at: <https://www.youtube.com/watch?v=8ZiKEEnOB0-o>

Social Practice 2

At a Restaurant

[See Menu in Braille at the end of the unit. It will be available in the audio book, too].

Go over the Menu item with your students. Read the words out loud and have them repeat and check if they know the meaning.

Listening 6

Have students listen to the audio from the audio book. Then, simulate the conversation with a student. If the student does not know how to reply to your prompt, ask if anyone else from the class knows. If not, say it. Then, have students repeat each line until they feel comfortable.

Simulate the whole conversation with a student.

Then, have pair work. At the end of the activity, have some pairs (or all of them) present the sketch in front of the classroom.

A: Good morning?

B: Good morning.

A: A table for 2, please.

B: Follow me, please.

A: Here is the Menu.

B: Thank you.

[minutes later]

B: Are you ready to order?

A: Yes, I'd like a bowl of vegetable soup?

B: And for a second course?

A: A fillet of fish with lettuce and tomato salad.

B: Anything to drink?

A: I'd like a glass of wine. Red wine.

B: And for dessert?

A: A piece of apple pie, please.

[an hour later]

A: Waiter, please?

B: Yes, sir/madam.

A: The bill please.

B: That will be US\$ 52.50 . Cash or charge?

A: Charge. Visa

Social Practice 3

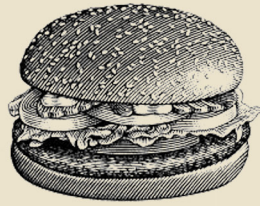
Take chopped fruit to class and have students mix them and stir them. Have them describe what they are mixing as they prepare the salad. You can also take syrup or (groselha líquida) to add to the fruit salad. Then, *bonne appetite!!!*



Suggestion 1

Song Suggestion: I am a pizza

<https://www.youtube.com/watch?v=4zdmGDbL9Qs>



BURGER PLACE

Menu

Appetizers

Shrimps cocktail	US\$ 12,99
Onion rings	US\$ 5,00
Vegetable soup	US\$ 6,00
Fish sticks	US\$ 9,50
French fries	US\$ 4,90

Meals

Steak with mashed potatoes	US\$ 10,50
Chicken with vegetables and rice	US\$ 11,99
Rice, beans and salad	US \$ 8,50
Egg, rice, beans and salad	US \$10,00
Pasta, tomato sauce with minced eat	US\$ 12,50
Rice with minced meat	US\$ 13,00



Dessert

Piece of pie	US\$ 5,50
Strawberry, Chocolate, Lemon	
Fruit Salad	US\$ 4,00
Pudding	US\$ 8,00

Beverages

Mineral water	US\$ 2,50
Soda.....	US\$ 4.50
Juice	US\$ 3,50
Beer	US\$ 3,50

UNIT 8

WHAT ARE YOU LIKE AS A PERSON?

Can do's

By the end of this unit, you will be able to talk about personality and yourself.

Saber fazer

Ao final desta unidade, você será capaz de falar sobre personalidade e sobre você.

Grammar

Simple Present Tense; comparatives adjectives (personality).



Warm up

Guessing who the famous person is.

Divide the class into two groups. In each group, one student thinks of a famous person. His/her peers have to find out who he/she is by asking yes/no questions.

Example: (name a famous person who is alive). Is it a man or woman? Is he an actor? Is he young?

Vocabulary 1

Personality Adjectives

Elicit adjectives from students.

Example: Como se fala que uma pessoa é generosa em inglês?

If the student already understands English, then ask: What would you call a person who is always helping other people?

Translate if needed. Have students spell each adjective. When they already know an adjective, ask students: **What's the opposite of [the known adjective]?** Have them repeat the words until they feel comfortable in saying them. Ask them until they can memorize most of the words.

Listen to the adjectives in the audio book.

Positive adjectives	Negative adjectives
kind/generous	greedy
friendly/nice	unfriendly/aggressive
good	bad/awful
happy	sad/angry
ambitious	modest
beautiful	ugly/homely
helpful	self-centered
fun	boring
lucky	unlucky
calm	shy
outgoing	sad
sensible	crazy
serious	carefree
careful	careless
organized	confused
tidy	messy
stylish	old fashioned
responsible	irresponsible
talkative	quiet
intelligent	slow
excited	

Note:

A escolha de um adjetivo positivo ou negativo é culturalmente determinada. Então, uma pessoa considerada **talkative** ou **quiet** pode ser positivo para uma cultura e extremamente negativo para outra.



English in Use 1

Listen to the audios from the audio book. Have students repeat the questions and answers and check if they understand the meaning. Then, mock a dialogue with a student for the rest of the group to listen. After that, have them practice in pairs.



Listening 1

Listen to the dialogue from the audio book.

A: What are you like as a person?

B: I am a shy person.

A: Are you happy with your personality?

B: Yes, I am... or No, I'm not...

A: If you could change any aspect of your personality, what would it be?

B: I would like to be more talkative.

A: Is your personality suited for your job?

B: Yes, because ... or no, because.....

Note:

Explain that this type of question is different from Portuguese and that when we use **to be like** in a question, we want them to give their opinion about a person, place or object. Also explain the difference between **to be like** vs **to like** vs **to look like**.

Grammar 1

Comparative Adjectives

You may listen to the explanation from the audio book.

To compare two people we normally:

For small adjectives (one or two syllabus)	For big adjectives (two or more syllabus)
add: er + then nicer shorter	add: more + adjective + then more beautiful more intelligent

Exceptions:

Good = better.

Bad = worse.

Far = farther/further.

Spelling:

For adjectives that end in **y**, we drop the **y** and add **ier**

Examples: Friendlier, prettier, shier, happier, etc.

For one-syllable adjectives with a consonant+vowel+consonant pattern, we double the last letter.

Examples: bigger, sadder, fatter.

Note:

Explain the difference in meaning between farther and further. We use **farther** for physical distance and **further** for metaphorical, or figurative, distance. It's easy to remember because **farther** has the word **far** in it, and **far** obviously relates to physical distance.

For example:

1. Alaska is far from Brazil, but Greenland is farther.
2. For further information, please contact us.



Game 1

1. Teacher (or tutor) says an adjective. Student must use the comparative. Check out how many correct answers they get. You can have a competition in class. (use the list from exercise 1)

Examples:

Teacher/tutor: big. / Student: bigger than.

Social Practice 1

Have students talk about famous people. Then mock the dialogue with one student. Right after that, have them do pair work. You can have the pairs present their dialogues one at a time.



Listening 2

Listen to the audios from the audio book first.

A: What is (a famous person's name) like?

B: I think he is _____.

A: And what is (a famous person's name) like?

B: He is _____.

Social Practice 2

Have students talk about their family, friends and enemies too!

Listening 3

Listen to the audios from the audio books first.

A: What is your sister like?

B: I think she is _____.

A: And what is your wife like?

B: She is _____.

Game 2

Animals Sounds

Listen to some animal sounds. Try to guess the sound of each animal. The teacher should teach vocabulary of animals in this activity.

Resource suggestion (video): **Animal sounds for children (20 amazing animals)**

<https://www.youtube.com/watch?v=h8Q-jlHBcXM>



Game 3

Animals Game

Read the sentences below and have students complete the phrases with animal names that were learned in the previous activity.

Example:

Teacher says: _____ are bigger than _____.

Student answer: An elephant is bigger than a cat.

1. _____ is more peaceful than _____.
2. _____ is faster than _____.
3. _____ is slower than _____.
4. _____ is more dangerous than _____.
5. _____ is taller than _____.
6. _____ is more sociable than _____.
7. _____ is more intelligent than _____.
8. _____ is worse hunter than _____.
9. _____ is more aggressive than _____.
10. _____ is fatter than _____.
11. _____ is shorter than _____.
12. _____ is friendlier than _____.
13. _____ is less than _____.
14. _____ is more interesting than _____.

Note:

The animals in the video are: cat; dog; cow; chicken; sheep; horse; pig; donkey; rooster; duck; goat; chicks; frog; lion; monkey; polar bear; tiger; elephant; bear; wolf.

Listening 4

Song

Listen to the song and then sing along.

Suggested song: **Hand in my pocket (Alanis Morissette)**

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

UNIT 9

DO YOU HAVE ANY CHILDREN?

Can do's

By the end of this unit, you will be able to talk about your family members.

Saber fazer

Ao final desta unidade, você será capaz de falar sobre os membros de sua família.

Grammar

Possessive Case, Possessive Adjectives, Possessive Pronoun.



Warm up

What's this?

Take some supermarket bags to the classroom. Select some objects from students and mix them inside the bags. Then, in pairs, each student takes out an object from the bag, feels it and asks his/her peers: What's this? The peer feels the object and tries to guess what it is, or use the suggestion from the audio book.

Vocabulary 1

Members of the Family

Elicit from students words related to family members. You can either say the words in Portuguese and ask them for the equivalent in English or try to describe them in English and have students say the member. If they say the word in Portuguese, teach them how to say it in English.

Feminine	Masculine
Mother Wife Stepmother Sister Daughter Aunt Cousin Niece Sister-in-law Grandmother Granddaughter Great Grand-mother Godmother	Father Husband Stepfather Brother Son Uncle Cousin Nephew Brother-in-law Grandfather Grandson Great Grand-father Godfather
Singular	Plural
Parent Child Relative	Parents Children Relatives



Grammar 1

Possessive Case

Now, review the adjective pronouns using the possessive case, for example: **My mother's name is Maria., What is your father's name?**

A: What's your mother's name?

B: My mother's name is _____ (If needed, help student use the possessive case)

A: Are you married? What's your wife's name? (husband's name?)

B: Her name is _____. His name is _____.

A: How many children do you have? What are their names?

B: Their names are Melissa, John and Andrew.

A: What's your son's name?

B: His name is Manuel.

A: What's your daughter's name?

B: Her name is Alice.

Note:

By the end of this activity, the teacher should ask each and every student questions about their families. Have all of them talk about their family members. Also, he/she should call students' attention to the Possessive Case.

Grammar 2

The Possessive Case is also called the Genitive Case.

The genitive or possessive case is used when we add apostrophe S ('s) to show possession. That something belongs to another person or that there is a type of relationship between things.

Example: Jannet's house. Your brother's friend.

We normally use the 's with people or animals. Example: Susan's car. Peter's bike. Rex's bone.

It can also be used with places, organizations and companies (which suggest a group of people).

Example: Renault's Brazilian Staff.

It is not common to use the 's with non-living things.

Example: It is not correct to say: The car's door. We say: the car door.

1. Singular nouns

Add 's (apostrophe S).

For example:

My mother's house is next to the beach (= the house of my mother).

Jason's car was stolen last night (= the car of Jason).

Tomorrow, we're all going to see the museum's new art exhibit (nova exposição do museu).

2. Plural nouns ending in -s

Only add the apostrophe ' (we do not add the s).

For example:

The two sisters' house is next to mine (= the house of my two sisters).

The plumbers' tools were rusty (= the tools of the plumbers).

The players' boots were dirty and smelly after the game (= the boots of the players).

Notice that the pronunciation is the same for certain possessives:

My friend's house = the house of my friend = 1 friend.

My friends' house = the house of my friends = 2 or more friends.

You can usually distinguish whether the speaker is referring to one or two friends by listening to the context of what the speaker is saying.

3. Plural nouns not ending in -s

Add 's.

For example:

Be careful not to trip over the children's toys (= the toys of the children).

The women's bathroom is currently flooded with water (the bathroom of the women)

The presidential candidate is often called the people's favorite politician (the favorite politician of the people).

4. Singular noun ending in –s

It depends:

a) Most names: add 's (apostrophe S):

They had a really good time at James's barbecue last Friday.

We spent the day admiring Frances's new car.

b) Classical or religious names: add ' (only the apostrophe):

Jesus' disciples carried out the teachings of Jesus.

Sophocles' plays are still performed today.

5. If there are two owners of something, we add 's to the final name

For example:

Rick and Steve's car is quite old.

Only Steve takes the 's, but, if each person owns a car, then add 's to both names.

For example:

Rick's and Steve's cars are quite old (each one has his own car).

Notice how the verb is in plural form.

6. No Noun

If the meaning is clear, we can use the possessive without a noun after it.

For example:

Her hair is longer than Jill's (= Jill's hair).

We ate at Billy's last night (= Billy's Diner or Billy's house).

Whose bag is this? It's Jane's (= Jane's bag).

Social Practice 1

Use the possessive case. Say the two nouns and have the students repeat them using the possessive case.

Example: Mary – room: Mary's room.

1. Cat-cheese.
2. Berry-brother.
3. Our neighbors-dog.
4. Jane-hair.
5. Elizabeth-schoolbag.
6. Children-toys.
7. Rita-trousers.
8. The girls-skates.
9. Grandma-rocking chair.
10. Tiger-teeth.
11. Women-new dresses.
12. My brothers-old motorcycles.

Social Practice 2

Ask your students: **Who has a big family?**

Then start asking him/her questions about his/her family and set up his/her family tree (mentally or on the blackboard for your control).

For example: **What's your mother's name?, And your father's?, What is your grandfather's name?** (your father's father), **What is your grandmother's name?** (your father's mother).

 Social
Practice 3

Now, elicit from the students the questions about their family. Then, have them repeat each one. Remember to answer the questions as students repeat them. Finally, have them do pair work and practice. If they forget one or two questions, whisper them in their ears.

A: Do you have a big family?

B: Yes, I do. (or **No, I don't.**)

A: What's your mother's name?

B: Her name is Maria (say the name of your mother).

A: Do you have any brothers?

B: Yes! I have two brothers (Or no, I don't any brothers).

A: Do you have any sisters?

B: Yes, I have one sister (or no, I don't have any sisters).

A: What about cousins?

B: I have many cousins, fifteen in all.

Grammar 3

Possessive Adjectives

Possessive adjectives are words used to indicate who (or what) possess something. They are: my, your, his, her, its, our, your, their.

Examples:

I'll get **my** bag. Hold on.

Is this **your** wallet?

My brothers are twins.

He is **my** uncle Arthur.

She is **his** aunt Ivete (Gustavo's aunt. His aunt).

They are **my** parents: José and Miriam.

He is **her** cousin (Juliana's cousin. Her cousin).

We (all of us) love **our** classmates.

Replace the personal pronouns by possessive adjectives

1. Where is [I] book?
2. Here is [we] teacher.
3. She goes to school with [she] brother.
4. [They] father works in a truck factory.
5. [You] cell phone has fallen and broke.
6. [He] favorite hobby is soccer.
7. [I] husband and I want to go to Greece.
8. We want to visit [it] historical monuments.
9. Bill likes [He] dog a lot.
10. [It] name is Rex.

Grammar 4

Subject Pronoun	Possessive Adjective	Possessive Pronoun
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
you	your	yours
they	their	theirs

Note:

Possessive adjectives are often confused with possessive pronouns.

Examples:

Your bike is blue (**your** is an adjective which modifies bike).

Mine is yellow (**mine** is a pronoun which functions as the subject of the verb).

Grammar 5

Review of Possessive Pronouns

Possessive Pronouns are also words used to indicate who (or what) possesses something, but different from the Possessive Adjectives, they substitute a possessive adjective plus a noun.

1. I have a dog. That dog is [blank].
2. She has a cat. That cat is [blank].
3. We have a car. That car is [blank].
4. They have a bike. That bike is [blank].
5. He has a key. That key is [blank].
6. You have a hat. That hat is [blank].

Grammar 6

Possessive Adjectives and Possessive Pronouns

From the examples of family members students gave you in the previous activities, start using them to review the subject pronouns and the possessive adjectives. **Remember: sometimes you have to use the pronouns and repeat the student's name so they will know who you are referring to.**

Examples: possessive adjectives:

HE is MY uncle Arthur.

SHE is HIS aunt Ivete (Gustavo's aunt. His aunt).

THEY are MY parents: José and Miriam.

HE is HER cousin (Juliana's cousin. Her cousin).

WE (all of us) love OUR classmates.

Game 1

With your partner follow the example below and complete the conversations out loud. Have the student give his/her own examples.

Example:

Jane is MY aunt. Who is your aunt? _____ is my aunt.

1. John is my uncle (Who is your uncle?).
2. Regina is her mother (Carla's mother) (Who is Michelle's mother?).
3. He (Gilson) is a friend of mine (Who is your friend?).
4. Who is our teacher?
5. Who is our school director?
6. Who is Natalie's mother?
7. Who is Ana's husband?
8. Who are Maria's children?

Social Practice 4

Now ask students to talk about their family. They have to tell his/her classmates if they have brothers, sisters, parents, cousins, etc.

Example:

I have a big family. I live with my parents. Their names are Marli and Edgard. I have two sisters, Ivete and Rita. Rita has a son, my nephew. His name is Eros. My husband's name is José. He has a brother, Emilio who is married to Isabel. They have two sons, Rafael and Alexandre. Our nephews are not married. I have 5 uncles, 5 aunts, 10 cousins, 2 dogs and 3 cats! I love my family.



Suggestion 1

Song Suggestion: **Daughters (John Mayer)**

<https://www.youtube.com/watch?v=f2AzaOQlIBQ>

UNIT 10

WHO IS THE FUNNIEST
PERSON IN YOUR FAMILY?

Can do's

By the end of this unit, you will be able to talk about people's personality.

Saber fazer

Ao final desta unidade, você será capaz de falar sobre a personalidade das pessoas.

Grammar

Comparative of superlative.



Warm up

Ask each student to think of an animal. Make sure they have different animals in mind. Then, ask them to think of three adjectives that best describe their animal. If they do not know it in English, they can whisper in your ear and you can whisper back the adjective in English.

When they are ready, each student will tell the rest of the group the three adjectives that best describe their animal. The remaining students will try to guess which animal he/she is describing.

Vocabulary 1

Review the personality adjectives used in Unit 8

From the personality adjectives learned in the previous lesson, the teacher should ask each student to choose one adjective that best defines himself/herself. As they call out the adjective, the teacher can ask students to give the opposite or synonyms of the word.

Listening 1

Listen to the audios from the audio book. Repeat each adjective.

Positive adjectives	Negative adjectives
Kind / generous Friendly / nice good happy ambitious beautiful helpful fun lucky calm outgoing happy sensible serious careful organized tidy stylish responsible talkative intelligent witty	greedy unfriendly / aggressive bad /awful sad / angry modest ugly / homely self-centered boring unlucky excited shy sad crazy carefree careless confused messy old fashioned irresponsible quiet slow muzzy

Listening 2

Listen to the audios from the audio book. Then, play them again and pause after each question/answer and have students repeat them. Check if they understand the meaning.

Have students paired up and do the dialogue.

A: Who is the funniest person in your family?

B: Oh, I think it is my uncle Bob. He is very witty. He is always telling jokes to us.

A: I also have a funny uncle in my family... Oh, I have a very unlucky aunt and an aggressive teen cousin too. And you, who is the most unlucky person in your family?

B: Definitely, my brother-in-law Will is the most unlucky person in my family. He has crashed his car several times, he was robbed twice and now he was fired from his job.

A: And who is the most aggressive person in your family?

B: Oh, my dog Kuáh, I think. But my great-grandfather, Christopher, is the most unfriendly person in my family. He hates meeting new people or being polite with strangers. However, he is also the saddest person in the house since my great-grandmother died.

A: I understand. The same thing happened with my grandfather.

Listening 3

Listen to the audio from the audio book with the explanation of the grammar point. Stop after each chunk of information and check if the students understand it.

The comparative of superlative is used to compare three or more objects, people or places.

Grammar 1

with Small adjectives	with Big adjectives
the biggest the smallest the prettiest the funniest	the most beautiful the most interesting the most intelligent the most serious

Rule 1:

Adjectives that contain one or two syllables are preceded by **the** and the adjective receives the suffix **-est**.

Examples: the biggest, the nicest.

Rule 2:

Adjectives that contain two or more syllables are preceded by the words **the most** or **least**.

Examples: The most handsome, the most beautiful.

The least organized, the least responsible.

Note 1:

We normally use the word **the** before the superlative adjective.

For example: Liz is the most beautiful girl in the ballet room.

Liz is the funniest student in class.

Note 2:

When the one or two syllables word ends in **e** you only need to add **-st**.

Example: Nice – Nicest.

Note 3:

When a two or more syllables word ends in **y** then change the **y** to **i** and add **-est**.

Example: Pretty – Prettiest.

Happy – Happiest.

Note 4:

Don't forget that some adjectives are irregular:

Good = The best.

Bad = The worst.

Far = The furthest or farthest.

Only Further / furthest are used to mean **additional** or **more advanced**.

Examples: Mexico is further/farther than Argentina is from here (Brazil).

If you require **further** information, please contact reception.



Game 1

Teacher (or tutor) says several personality adjective to the students. Students must use the superlative. Check out how many correct answers they get. You can have a competition in class. (Use the list in exercise 1).

Example: Teacher: big.

Student: the biggest.



Listening 4

Listen to the audios from the audio book. Have students give the superlative form after each adjective.



Listening 5

Listen to the audios from the audio book and repeat after each sentence.
Check if students understand the dialogue.

A: Who is the most beautiful actress in Hollywood?

B: For me, _____ is the most beautiful actress in Hollywood.

A: Who is the best singer in the world?

B: For me, _____ is the best singer in the world.

A: In your opinion, who is the oldest fashioned person in show business?

B: I think _____ is the oldest fashioned person in show business.



Listening 6

Listen to the audios from the audio book and repeat after each sentence. Check if students understand the dialogue.

A: Oh, Susan is the shiest student in the English class.

B: Yeah. On the other hand, Paul is the most talkative person in the class. Who is the funniest person in the class?

A: For me, _____ is the funniest guy in the class. And for you?

B: I think _____ is the funniest person in the class.

Listening 7

Listen to the audios from the audio book and repeat after each sentence. Check if students understand the dialogue.

A: My mom is the quietest member of my family.

B: My brother is the quietest in my family.

A: Who is the most talkative in your family?

B: My mother-in-law is.



Game 2

Quiz Show - Who knows more?

Listen to the audios from the audio book. Play each question once or twice and wait for students' answers. After they have answered, play the audio with the correct answer. Have a competition in class. See who gets the most correct answers.

1. Which is the most dangerous animal in the sea?

The shark is the most dangerous animal in the sea.

2. Which is the biggest capital city in the world?

Mexico City is the biggest capital city in the world.

3. Which is the most populated country in the world?

China the most populated country in the world.

4. Which is the smallest country in the world?

The Vatican is the smallest country in the world.

5. Which is the hottest place on Earth?

The hottest place on Earth is Death Valley in California, USA (56.7 degrees Celsius).

6. Which is the coldest place on Earth?

The Antarctica is the coldest place on Earth (Minus 94.7 degrees Celsius).

7. Which country has the longest life expectancy in the world?

Monaco has the longest life expectancy in the world (87.2 years).

8. Which is the wealthiest city?

Tokyo is the wealthiest city with a GDP (gross Domestic Product) of \$1630 billion.

9. Which is the poorest city?

The Democratic Republic of Congo with a GDP of \$59 billion.

10. Which is the highest point in the world?

Mount Everest is the highest point on Earth.



Game 3

Game in Pairs

Here, *Student A* has to read the sentences and *Student B* has to say if the sentence is true or false, according to his/her knowledge about his classmates and their opinions about the world.

Student A

1. My dad is the most boring dad in the world. (False).
2. Mice are the cutest animal in the world. (False).
3. Football is the most exciting sport in the world. (True).
4. Titanic was the saddest film I've ever seen. (True).
5. My sister is the tidiest person I know. (False).

Student B

1. The Vatican City is the smallest country in the Europe. (True).
2. Spiders are the most dangerous animal in the world. (False).
3. Greek food is one of the healthiest food in the world. (True).
4. Bill Gates is one of the richest man in the world. (True).
5. Leonardo da Vinci was one of the most intelligent persons that ever existed. (True).



Listening 8

Listen to the audios from the audio book. Play each question once or twice and wait for students answers. After they have answered, play the audio with the correct answer. Have a competition in class. See who gets the most correct answers.

1. Which is the tallest tree in the world?

The tallest tree in the world is The Redwood Tree.

2. Which is the largest ocean in the world?

The largest ocean is the Pacific.

3. Which is the deepest lake in the world?

The deepest lake is Lake Baikal in Siberia.

4. Which is the biggest lake in the world?

The biggest lake in the world is Lake Superior in Canada and the USA.

5. Which is the largest desert in the world?

The largest desert is the Sahara in Africa.

6. Which is the hottest desert in the world?

The hottest desert in the world is the Sahara Desert.

7. Which is the driest desert in the world?

The Atacama Desert in Chile is the driest in the world.

8. Which is the longest river in the world?

The longest river in the world is the Nile in Egypt.

9. Which is the widest river in the world?

The Amazon River is the widest in the world.

10. Which is the largest island in the world?

The largest Island in the world is Greenland.

11. Which is the largest archipelago in the world?

The largest archipelago is Indonesia.

12. Which is the tallest volcano in the world?

The tallest volcano in the world is Mauna Kao in Hawaii.



Suggestion 1

Song Suggestion: **My love (Petula Clark)**

<https://www.youtube.com/watch?v=luNCZfd93bc>

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Estes e-book e audiobook foram concebidos a partir de experiências vividas por alunos videntes de Letras em pré-serviço e eu, a professora da disciplina de linguística aplicada, em um curso de extensão de língua inglesa para pessoas com deficiência visual oferecido pela Universidade Tecnológica Federal do Paraná. Durante 5 semestres, a partir de março 2014, nossa sala de aula tornou-se um ambiente no qual os alunos com deficiência visual, os graduandos videntes em pré-serviço e eu aprendemos e ensinamos uns aos outros como utilizar as Tecnologias de Informação e Comunicação (TIC) e as tecnologias assistivas para cegos a fim de estabelecermos uma comunicação e a aprendizagem da língua inglesa. No final do curso, o grupo decidiu compilar o material didático pensado, criado e desenvolvido coletivamente, especialmente para pessoas com deficiência visual. Assim, nasceu a ideia do e-book e do audiobook. Aquele é um manual para o professor, no qual descrevemos, em detalhes, o que e como trabalhamos cada tópico, enquanto este foi gravado para os alunos com deficiência visual com atividades de oralidade e explicações de gramática. O e-book traz indicações a respeito de como o professor pode utilizar exercícios do audiobook. Logo, os dois livros devem ser usados em complementaridade.

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