



Back to Basics

Teacher's Support

Agora é a sua vez de treinar o *Teacher's Support*. Seguindo as nossas dicas de preparação e as informações disponíveis neste documento, pense na pergunta introdutória e na contextualização que você faria neste atendimento, considerando os objetivos de aprendizagem e o perfil do aluno.

A proposta do trabalho em grupo é:

1. Estudar as informações disponíveis neste documento e preparar o Teacher's Support;
2. Definir quem será o professor e quem será o aluno;
3. Simular o atendimento no grupo;
4. Apresentar para todos os participantes. Nem todos apresentarão, mas seu grupo poderá ser selecionado;
5. Receber feedback sobre a simulação.

Student 1 – Kids 4 – Input Lesson 67



Idade: 9 anos

Objetivo: Aprender inglês para jogar

Potenciais:

É curiosa e gosta de aprender coisas novas

É uma criança ativa e sociável

Tem acesso à internet e a recursos de aprendizagem

Desafios:

Pode se distrair com facilidade

Pode ter dificuldade com a pronúncia

Pode se sentir desmotivada quando comete erros



Pergunta Introdutória	Contextualização
Preencha aqui	Preencha aqui

Yummy! Let's eat!

Learning objectives

- Can name a few foods and dishes.
- Can talk about what they eat for lunch and for dinner.

Grammar

- review nouns as adjectives for dishes and drinks, and periods of the day
- review *to like*, *to want*, *to prefer*, *to love*, *to eat*, and *to drink* from Kids 2
- review of affirmative, negative, and interrogative tenses for 1st and 2nd persons in the singular form review of vocabulary from Lessons 3 and 9 from Kids

Homework correction | Check if students had any questions while doing the homework and ask them to hand it in.

New words

1. Eu amo sanduíches de peru. | massa | macarrão instantâneo
2. Você prefere bacon ou presunto? | carne ou massa

Look!

3. Você gosta de beber chá? | suco | água
4. Você quer tomar sopa de frango? | cenoura | vegetais
5. Eu realmente gosto de purê. | refrigerante | água
6. Você quer macarrão oriental para o jantar? | sopa | purê de batatas

Dialogs

7. Eu não gosto de comer carne de porco no almoço, eu prefiro peixe. | carne vermelha | vegetais
8. Posso beber suco de uva gelado no recreio hoje? | suco de laranja | refrigerante
9. Eu amo comer sanduíches de queijo de manhã. | cereal | biscoitos



Check it out!

10. Eu posso beber suco de maçã no recreio, mas eu prefiro leite achocolatado. I
chá I água gelada

11. Eu posso beber suco de maçã no recreio, mas eu prefiro leite achocolatado. I
chá I água gelada

12. Você prefere iogurte de limão ou de kiwi no recreio? I biscoitos – rosquinhas I
bolinhos – bombons

Homework instructions | Ask students to open their Workbooks to Homework 67. Explain to them what they should do in the activities: refer to General Instructions for details of each exercise.

Wrap-up | Ask students to tell you if they prefer bacon or ham. Then, they have to ask the question back to you using “What about you?”

Student 2 – Teens 2 3rd Edition – Input Lesson 43



Idade: 14 anos

Objetivo: Aprender inglês para ir para a Disney

Potenciais:

É um adolescente motivado e dedicado

É sociável e gosta de se comunicar

Tem acesso à internet e a recursos de aprendizagem

Desafios:

Pode ter dificuldade com a gramática

Pode se sentir desmotivado quando comete erros

Tem pouco tempo para estudar com muitas atividades extras na escola

Pergunta Introdutória

Preencha aqui

Contextualização

Preencha aqui



WIZARD
by Pearson



LEARNING OBJECTIVES

Can name a few pieces of clothing.
Can describe what they and others are wearing.
Can describe what action they and others are doing.
Can say the size clothing they and others wear.

GRAMMAR

Present Continuous tense in the affirmative form;
review verb *to be*.

DRILLING PRACTICE

1. Ele não está organizando a casa. / quarto / cozinha
2. Eu não estou comprando nada. / Ele / Nós
3. A apresentação de *ballet* começa às 8 horas. / peça de teatro / show

QUESTIONS | Ask the student the following questions. Encourage further conversation.

1. I like to hang out with my friends on weekends. What about you?
2. Do you want to throw a party on your birthday?

PICTIONARY | Check the sentences the student wrote about two of the *Pictionary* images from Wiz.me.

GET REAL | Check the four sentences the student prepared.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he / she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the Homework.

Should you have extra time

Read the sentences and ask the student to change them into negative.

1. I am buying a gift for my mother now.
2. She is organizing her stuff for the party.
3. The concert starts at 9 p.m.
4. I have a ticket to the play.
5. I can go to the ballet presentation with you.



Student 3 – W8 – Output Lesson 184

Idade: 30 anos

Profissão: Analista de Marketing

Objetivo: Conseguir uma certificação (PEIC) para estudar no exterior

Potenciais:

É uma aluna dedicada e comprometida com o aprendizado

É criativa e gosta de desafios

Desafios:

O tempo de aula pode ser curto para ela, que precisa de mais atividades para praticar

Não tem muito tempo extra para estudar o idioma



Pergunta Introdutória

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Contextualização

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REITERATIVE LEARNING OBJECTIVES

- Can report recommendations or suggestions.
- Can talk about problems related to the news.

STUDENT'S BOOK ACTIVITIES

Food for Thought – Students look at the picture, describe what they see, and answer some questions about it on the Wiz.tab. Then they are instructed to listen to the Student's Book questions and think about the answers: **a.** What does the headline above suggest? / **b.** Do you agree with it? Why or why not? / **c.** Why are clickbait headlines so appealing? / **d.** How many times have you clicked on clickbait headlines? During the Teacher Support, discuss these questions with your students. Take into consideration the guided questions and their answers from the Wiz.tab:

1. How would you describe the picture?

R: An appealing attempt to attract a click.

W: A likely reliable source of information.



2. Why does clickbait usually get a lot of hate?

R: Because most of its content is misleading.

W: Because most of its content is funny.

3. Why do most people click on clickbait?

R: Because they are tempted by its headlines.

W: Because they want to be well-informed.

4. When can clickbait be considered good for users?

R: When it is ethical, not only worried about getting clicks.

W: When it's appealing, despite its content.

After the discussion, remember to congratulate students on their work.

Other Activities

Ask and Answer – First, students work on the picture saying what comes to their mind when they see it. Then, they listen to the model, make the question based on it, listen to an audio to confirm the question they made, and answer it. Check if students have any questions.

Taking Notes – Students work on the picture saying how they interpret it. After that, they listen to the text to understand its main idea. Then they listen to the text one more time and complete the summary in their books. Finally, they do the exercise on the Wiz.tab to check their answers. Check if students have any questions.

There and Around – For the second part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

Unlock – This task was completed on the Wiz.tab. Check if students have any questions.

Wiz.me – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation**

Practice. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by doing the **Class Preparation card**.



Student 4 – Kids 2 – Review Lesson 2

Idade: 8 anos

Objetivo ao estudar o idioma: Se comunicar com familiares do Canadá

Potenciais:

- É curiosa e aprende rápido
- Gosta de jogos e atividades lúdicas
- É sociável e gosta de interagir com outras crianças

Desafios:

- Pode se distrair com facilidade
- Pode ter dificuldade com a pronúncia



Pergunta Introdutória

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Review 2: Lessons 11 to 20.

Fluency practice | Students will listen, speak, and practice along with the audio material. They should change the sentences according to the models. Toward the middle of the class, they are going to play in the Wiz.City app, so direct the student to exit the Wiz.Tab and access the Wiz.City app, in order to complete this class successfully. Check if they have any questions.

Homework correction | Check if students had any questions while doing the homework and ask them to hand it in.



Read and listen

1. Você estuda inglês de manhã? I à tarde I à noite
2. Você tem uma boneca cor-de-rosa? I bola amarela I pipa vermelha
3. Você gosta do seu irmão? I sua irmã I do Spot
4. Você prefere balas ou caramelos? I jujubas – balas de gelatina I pirulitos – chiclete

Role-play | Students have to listen to your command and search for the information in the characters cards profile.

5. Little Wiz: to like – colors
6. Sue: to have – clothes
7. Clara: to prefer – candy
8. Joe: don't like – colors

Wiz.City game

9. Eu quero chiclete e jujubas. E você?
10. Eu não gosto muito de comer bolinhos no recreio. E você?
11. Eu prefiro estudar no tablet. E você? Exercise description | Students will play a game that in which their avatar travels through the streets and buildings in a city so that they can practice the content from the last 10 lessons. Ensure that the students go through as many stages of the game as possible, in the time limit they have to play during this review class.

Self-assessment & Participation

Exercise description | Students will read and listen to the topics and think about their own learning process: they have to assess how comfortable and confident they are using the themes, verbs, and expressions they have seen in the last 10 lessons. Then, they will choose between the fingers stickers and place them on the page. Also, they have to assess how many times they have done their homework (and accessed the Wiz. City app at home, when applicable) and give themselves a rating using the participation stickers.



Homework instructions | Ask students to open their Workbook to Homework Review

2. Explain to them what they should do in the activities.

Wrap-up | Ask students to talk to each other about the lesson they've studied today.