Put it in Practice

Um modelo didático para o ensino da comunicação oral em inglês na formação técnica de nível médio em Eventos

A didactic model for teaching oral communication in English in high school technical training in Events

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ESTE MODELO DIDÁTICO CONTÉM / THIS DIDACTIC MATERIAL CONTAINS:

- Planos de aula + Flipcharts / Lesson Plans + Flipcharts
- Prática extra/Extra Practice
- Materiais para impressão/Printing materials
- Imagens utilizadas nos Flipcharts / Pictures attached to the Flipcharts
- Site para acesso aos materiais citados acima, assim como os de áudio / Website page to give you access to all the materials listed above, also the recordings

Apresentação

Caros professores,

por muito tempo, este ano completando dez anos de ensino de língua inglesa, compreendi a sala de aula como um espaço de trocas e respeito. Porém, até o mestrado, eu não tinha um olhar mais crítico para os entraves que foram e continuam a ser impostos à prática de uma educação de qualidade voltada para a classe trabalhadora.

Durante o mestrado, quando questionada na disciplina "Seminário de Pesquisa": "Qual será o seu Produto Educacional?", sabia que não seria justo distanciar-me da área que havia desenvolvido minhas competências e que, portanto, teria a possibilidade de retribuir o dinheiro público em mim investido durante o mestrado. Esta decisão visava a contribuição, de forma mais eficaz, à educação omnilateral defendida pela Educação Profissional e Tecnológica (EPT).

Fruto de um trabalho colaborativo, *o Put it in Practice* se coloca em defesa de práticas e políticas linguísticas com vistas a amenizar a carência da oralidade da Língua Adicional (LA) – inglês, advinda, inclusive da educação básica.

Este caderno de práticas de oralidade é resultado da aplicação e análise de um curso presencial realizado no Instituto Federal do Tocantins (IFTO) – Campus Palmas, em 2019, cujas participantes foram as discentes do segundo e terceiro ano da turma de Eventos. O curso e o caderno foram construídos em sintonia com os resultados dos diagnósticos feitos sobre a problemática de práticas orais do inglês.

Nossas atividades adentraram na oralização dos seguintes tópicos: Tipos de eventos; Planejar um evento; Promover um evento; Atitudes e Mídias Sociais com relação a um evento; Divulgar um evento na mídia social; e, Faça os participantes se sentirem bem vindos ao seu evento. Cada tópico mencionado traz um Plano de Aula e a sequência das atividades a serem aplicadas. Sugestões extras, materiais para impressão, áudios e imagens utilizados nas aulas encontram-se anexados a este material.

Embora tenhamos delimitado as turmas de Eventos 2 e 3 para o curso presencial, isto não significa que nossas atividades não possam ser aplicadas em outras turmas e a outros públicos. Porém, em assim sendo, aconselhamos as necessárias adaptações, levando em consideração, por exemplo, as bases científicas/tecnológicas trabalhadas na turma específica ou a necessidade da turma.

Por todos os desafios que se colocaram em nosso caminho, dentre estes, o trabalho com uma turma de habilidade/nível mista, esperamos que material venha a contribuir às suas aulas e seus alunos à prática de uma competência linguística, que até então, encontra obstáculos à sua efetivação em sala de aula. Mesmo em tempos em que o inglês assume papel de "língua franca" (BNCC, 2018).

Presentation

Dear Teachers,

by working as an English teacher for ten years, I have always understood the classroom as a space for exchange and respect. However, until the master's degree, I did not have a more critical look at the obstacles that were and continue to be imposed on the quality of the education for the working class.

During Masters when I was asked during the "Research Seminar" class: "What will be your Educational Product?", I knew that it would not be fair to distance myself from the area that had developed my skills and that, therefore, I would have the possibility to repay the public money invested on me during my master's. By taking this decision, I looked forward to contributing in a more effective way to the omnilateral education advocated by the Professional and Technological Education (EFA).

As a result of collaborative work, *Put it in Practice* is in defense of linguistic practices and policies with a view to easing the lack of orality of the Additional Language (LA) - English, which also comes from basic education.

Our speaking activities were made on the following topics: *Types of Events*; *Planning an Event*; *Promoting an Event*; *Attitudes and Social Media regarding an Event*; *Spreading an Event on Social Media*; and, *Make your attendees feel welcomed to your Event*. Each topic mentioned has a Lesson Plan and the sequence of activities to be applied. Extra suggestions, printing exercises, the listening exercises and the pictures applied in classes are also attached to this material.

Although we have delimited the classes of Events 2 and 3 to take the face-to-face course, this does not mean that our activities cannot be applied in other classes and to another target public. However, in this case, we advise the necessary adaptations, taking into consideration, for example, the scientific/ technological bases worked in the specific class or considering the need of the class.

By all the challenges that have come, among those, working with a mixed-ability class or multi-level class, we hope that this material will contribute to your classes and students to the practice of a linguistic competence, which until then, finds obstacles to its effectiveness in the classroom. Even in times when English is taken as a "lingua franca" (BNCC, 2018).

Quem são os responsáveis?
Who are the responsible ones?

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Natural de João Pessoa – Paraíba, Brasil, a autora atua há dez anos no ensino de língua inglesa. Mestra em Educação (2020) pelo Mestrado Profissional em Educação Profissional e Tecnológica (ProfEPT) do Instituto Federal do Tocantins – Palmas. Possui o *Certificate in Teaching English to Speakers of Other Languages* (Certificado de Ensino de inglês para falantes de outros idiomas) - CELTA (2019). Especialista em Língua: Linguagem e Literatura pela Faculdade Nossa Senhora de Lourdes (2015). Licenciada em Letras/Língua Inglesa pela mesma universidade (2012). É bacharel em Jornalismo/Comunicação Social pela Universidade Estadual da Paraíba - UEPB (2009).

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The advisor, professor Cavalcante, is PhD in Linguistics and Social Practices at the Federal University of Paraíba (PROLING / UFPB). He did an interuniversity exchange doctorate (PDSE / CAPES) - Boursier d'excelence - at the University of Geneva (UNIGE), Switzerland. He has a master's degree in Linguistics and Social Practices (PROLING / UFPB), an expert in Teaching / Learning methods of the English language at São Luiz Education Faculty, Jabotical / SP, and in University Teaching at the State University of Goiás (UEG). He works as a Researcher for social practices of the language and the text genres that represent it, with an emphasis on Applied Linguistics and Linguistic Policies.

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Tome nota!

Take note!

É possível conduzir as aulas de 1-6 em inglês. Nivele a sua fala de acordo com a turma.

It is possible to teach 1-6 classes in English. Speak according to the level of the class.

Inicie as aulas 2-6 com foco nas necessidades dos seus alunos.

Start classes 2-6 focusing on your students need.

Dê instruções curtas e objetivas!

Give short and clear instructions!

A correção entre pares contribui ao aumento de segurança do seu aluno.

The peer-correction makes your student feels more confident.

A repetição em grupo envolve a turma na atividade.

The choral repetition engages students in the activity.

Faça uso do aprendizado entre pares.

Use peer-to-peer learning.

Recursos tecnológicos podem contribuir à sua aula, a exemplo: Internet; Youtube; Sorteio Fácil; e WhatsApp.

Technological resources can contribute to your class, for example: the Internet, the Youtube, the "Sorteio Fácil", and the WhatsApp.

Cada aula foi planejada dentro de um tempo de 1h30.

Each class was planned to be a 1h30 class.

Em turmas de habilidade mista a aplicação de atividades controlada e semi-controlada contribui ao aumento de confiança de seu aluno.

The usage of controlled and freer practice will contribute to increase your student's confidence if you are teaching a mixed-ability class.

Organização das cadeiras: turma em semicírculo, duplas e/ou quatro alunos em semicírculo.

Seating arrangements: horseshoe, pair-work and/or cabaret style (students are arranged in groups of four in circle style).

O benefício das dicas é resultado do desenvolvimento da pesquisa.

The benefit of those tips is the result of the research developing.

Instruções de uso
User instructions

Este material disponibiliza seis Planos de Aula. Cada um contém:

1. Objetivos;
2. Estratégias didáticas aplicadas;
3. Sequência e descrição de aplicação das atividades, as quais referenciam o(s) Flipchart(s) relativo(s) à atividade aplicada.

Na sessão **Anexos** encontram-se disponibilizados:

1. Atividades extras com referência à aula para aplicação. As atividades de *Diálogo* e *Vídeo* trazem explicação de como devem ser aplicadas.
2. Materiais para impressão a serem entregues aos alunos durante as aulas (formato PDF).

Todos os materiais utilizados no curso, a exemplo, os de áudio, estão disponíveis na página de web: https://dianabbr.wixsite.com/putitinpractice
A página foi editada para ser acessada via computador, não celular.

This material provides six Lesson Plans. Each one contains:

1. Objectives;
2. Didactic strategies applied;
3. Sequence and the application description of the activities, which mentions the Flipchart(s) related to the applied activity.

The **Attachment section** includes:

1. Extra activities with reference to the class for application. *Dialogue* and Video activities explain how they should be applied. All are available in PDF and QR Code format.
2. Printing materials to be delivered to students during classes.

All the materials used for the course, such as the recordings, are available at the website page: https://dianabbr.wixsite.com/putitinpractice
The website page was edited to be accessed through laptop/computer, not on cellphone.

AULA 1

Tipos de Eventos

- PLANO DE AULA -

OBJETIVOS:

. Introduzir vocabulário relacionado à área de Eventos; Aplicar o conteúdo estudado ao gênero textual - Flyer.

ESTRATÉGIAS APLICADAS:

. Prática da pronúncia em grupo; Leitura silenciosa; Ordenação; Prática controlada; Aprendizado entre pares, e; Escuta

- **Prática Extra** Ver páginas 101-112 / **Material para impressão** Ver páginas 127-128

PASSOS:

Atividade 1: Por se tratar da primeira aula, sugerimos uma atividade de oralização simples para "Quebrar o gelo". Solicite que cada discente olhe para os colegas ao redor, se apresente, e em seguida pergunte o nome de cada um fazendo uso da estrutura: "Hi! I'm... How about you?" – Oi! Eu sou ... E você?). Solicite que esta sequência seja feita com no mínimo cinco colegas. Ao fim, se necessário, reforce no quadro o som da palavra "about" escrevendo a transcrição fonética: /əˈbaʊt/. Esta é uma forma de introduzir a pronúncia de forma visual, uma vez que este recurso será utilizado durante o curso.

Atividade 2: Apresentar seis tipos de eventos, dos quais um deles não está disponível visualmente (VIP Event) - (FLIPCHART 1). Trabalhar a pronúncia de todos os eventos expostos e solicitar aos alunos que, em duplas/trios, descubram o nome do evento. Após descoberto, realizar a repetição dos seis nomes.

Atividade 3: Reforçar o vocabulário. Disponibilizar para a turma a visualização de apenas as iniciais de cada uma das seis palavras-chave trabalhadas (FLIPCHART 2). Solicitar que em grupo, a turma diga o nome da palavra correspondente à inicial (seguir a ordem exposta no quadro).

Atividade 4: Expor no quadro seis palavras-chaves à área de Eventos (FLIPCHARTS 3 e 4). Para cada palavra relacionar uma imagem que dê suporte ao significado desta. Realizar trabalho de pronúncia com cada uma. Entregar a cada aluno um cartão contendo a definição destas (FLIPCHART 5). Solicitar que, em grupo, as palavras sejam relacionadas às definições. Permitir que os alunos troquem informação entre grupos para a realização da atividade e/ou acessem à Internet na busca por definições. A resposta da atividade será exposta no quadro e reforçada com um áudio (disponível no Anexo). Reforçar ao fim, as palavras do cartão com as terminações SION e TION, correspondentes ao som /ʃn/ e terminação TY, correspondente ao som /ti/.

Atividade 5: Reforçar a pronúncia de seis palavras contidas no cartão, chamando atenção dos alunos para a sílaba tônica e para a transcrição fonética (FLIPCHARTS 6-11).

Atividade 6: Entregar a cada aluno um flyer dobrado ao meio e solicitar que não o desdobrem (FLIPCHART 12). Fazer perguntas a respeito da estrutura deste gênero textual, por exemplo: "Does it contain a lot of information or little information? Does it have only texts? Does it have lots of pictures? Does the picture attract the attention? Does it have a simple layout? Is it easy to read? What kind of information does it have? (Use gestos para auxiliar os alunos na compreensão das perguntas). Após este levantamento, solicitar que os alunos desdobrem o flyer e leiam as perguntas silenciosamente. Permita que após a leitura, os alunos conversem entre si para esclarecimento de dúvidas. Entregar a cada aluno um cartão o qual contém as respostas. Em dupla, solicitar que as relacionem às perguntas. Checar a resposta com um áudio (disponível no Anexo) e solicitar que as duplas pratiquem o exercício. Trabalhar no quadro as palavras as quais os alunos apresentaram erro recorrente de pronúncia.

CLASS 1

Types of Events

- LESSON PLAN -

AIMS:

. Introduce keywords to the Events area; Apply the studied content to the textual genre - flyer.

APPLIED STRATEGIES:

. Choral drilling of pronunciation; Silent Reading; Elicitation; Ordering; and, Controlled practice.

- **Further Practice** Look at pages: 101-112 / **Printing material** Look at pages 127-128

STEPS:

Activity 1: Break the Ice - To start the first class, we suggest a simple speaking activity. Ask each student to look around, introduce himself/herself, and then ask the name of each classmate using the structure: "Hi! I'm ... How about you?". Request that this sequence be done with at least five classmates. At the end, if necessary, reinforce the sound of the word "about" on the board by writing its phonetic transcription: / əˈbaʊt /. This is a way of introducing pronunciation visually, since during the course, this strategy will be used.

Activity 2: Present six types of events, one of which is not available visually (VIP Event) - (FLIPCHART 1). Demand choral repetition of all the exposed events and ask students (pairs/trios) to find out the name of the event which is not written. Once they come to it, perform choral repetition.

Activity 3: Let students see only the initial letters of the six words shown on Flipchart 1 (FLIPCHART 2). Ask the class to say out loud the name of the word corresponding to its initial (follow the order presented).

Activity 4: Show on the board six keywords. For each word, show an image to support its meaning (FLIPCHARTS 3 e 4). Perform choral repetition. Give each student a card containing the word's definition for them to match words to definitions (FLIPCHART 5). Allow students to exchange information and/or access the Internet if they keep in doubt. Show the answer key on the board, then reinforced it with a listening (available in the Appendix). Reinforce the pronunciation of the words on the card with the terminations SION and TION, corresponding to the sound / ʃn / and the termination TY, corresponding to the sound / ti /.

Activity 5: Demand choral repetition for the six words on the card, drawing students' attention to the stressed syllable and the phonetic transcription (FLIPCHARTS 6-11).

Activity 6: Give each student a flyer folded in half and ask them not to open it (FLIPCHART 12). Demand questions about the structure of the textual genre, e.g.: "Does it contain a lot of information or little information? Does it have only texts? Does it have lots of pictures? Does the picture attract the attention? Does it have a simple layout? Is it easy to read? What kind of information does it have?. Use gestures to help students understand the questions. Then, ask students to unfold the flyer and read the questions silently. Allow peer-work to clarify doubts. Give each student a card which contains the answers. In pairs, ask them to match questions and answers. The answer-key will be checked with a listening (available in the Appendix). Ask the pairs to practice the exercise. reinforce mispronounced words.

TO

PUT IT IN PRACTICE

Seminars
Opening ceremonies
Meetings
EVENTS
Trade shows
Conferences

Flipchart 1

- C
- M
- O
- S
- T
- V

Flipchart 2

ENTERPRISE

TARGET

NICHE

GUEST

SPONSOR

ATTEND

Flipchart 4

1. _____ means: a person who is staying with you, or a person you have invited to a social occasion, such as a party or a meal

2. _____ means: a person or a particular group of people that something is directed at, or that something is intended for.

3. _____ means: to go to an event, place, etc.:

4. _____ means: an organization, especially a business

5. _____ means: an opportunity for a business to offer a product or service that is not offered by other businesses.

6. _____ means: to support a person, organization, or activity by giving money, encouragement, or other help

1. guest
2. target
3. attend
4. enterprise
5. niche
6. sponsor

Flipchart 5

ENTERPRISE

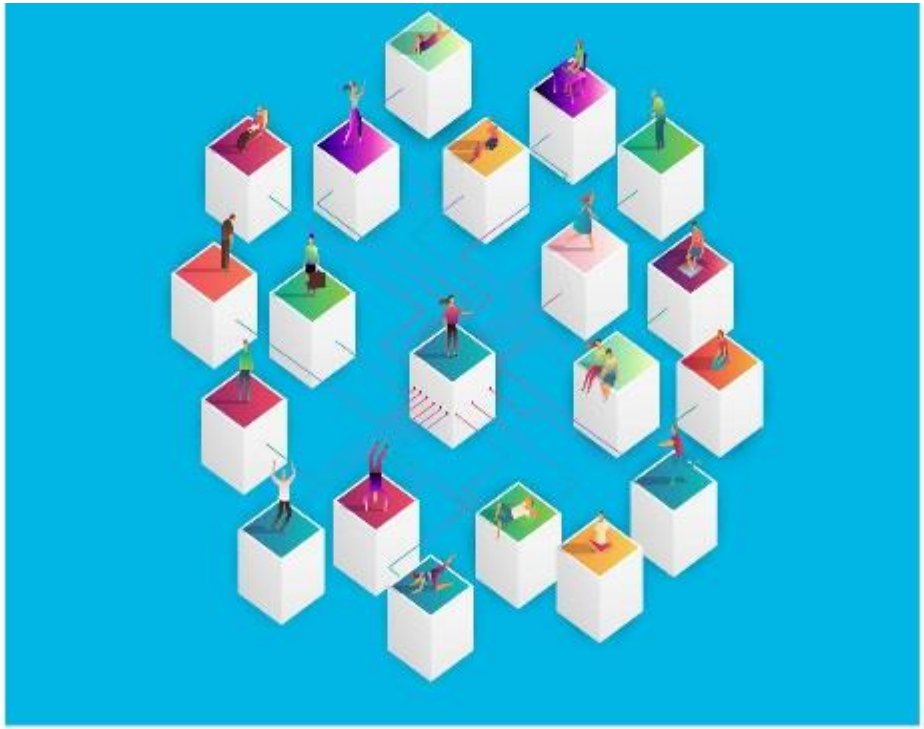
/ˈen.t̬ə.praɪz/

Flipchart 6

TARGET

/ˈtɑːr.ɡɪt/

Flipchart 7

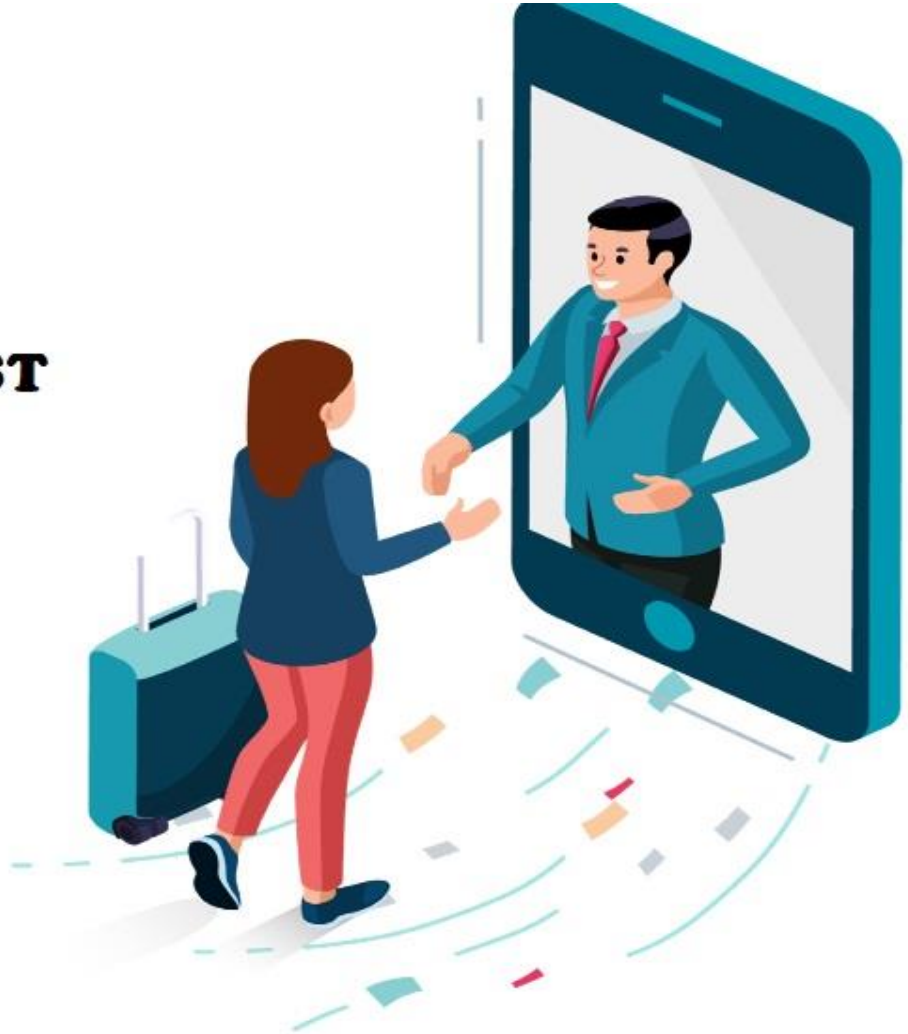


NICHE

/nɪʃ/ /nɪtʃ/

Flipchart 8

GUEST



Flipchart 9

SPONSOR

/ˈspɑːn.sɚ/

Flipchart 10

ATTEND

/əˈtend/

Flipchart 11

Flipchart 12

1. What is the event's name?

2. Who is the target public?

3. Why will people attend it?

4. Does it have sponsors?

5. When and what time will it happen?

Braz.

Flipchart 13

Answer key:

1. C
2. E
3. A
4. D
5. B

AULA 2

Planejar um Evento

- PLANO DE AULA -

OBJETIVOS:

. Introduzir palavras-chave à área de Eventos; Planejar um evento; Produzir um flyer; Praticar respostas longas.

ESTRATÉGIAS APLICADAS:

. Revisão; Prática da pronúncia em grupo; Relacionar imagens a palavras; Prática da escuta; Trabalho em grupo

- **Prática Extra** Ver páginas 113-116 / **Material para impressão** Ver páginas 129-130

PASSOS:

Atividade 1: Revisar as palavras-chaves trabalhadas no início da primeira aula e a pronúncia das palavras que os alunos cometeram mais erros. Chamar atenção para a sílaba tônica.

Atividade 2: Expor no quadro um flyer e pedir que os alunos extraiam silenciosamente o máximo de informação possível (FLIPCHART 2 – Se necessário, convém alterar o flyer de acordo com um ano mais adequado). Neste momento o professor não interfere. Fazer perguntas sobre o flyer aplicando o vocabulário da aula anterior (FLIPCHART 3). Reforçar no quadro a estrutura das respostas caso os alunos deem respostas curtas.

Atividade 3: Solicitar que, em grupo, os alunos planejem um evento e coloquem as informações deste em um flyer. Permitir o uso de dicionário/Internet para esta construção.

Atividade 4: Os grupos apresentarão os eventos criados. Expor novamente o FLIPCHART 3 para que a turma escolha cinco perguntas para fazer ao grupo responsável pela apresentação. Neste momento o professor não interfere na construção das respostas longas.

Atividade 5: Solicitar que a turma relacione as seis palavras-chave expostas no quadro às imagens correspondentes (FLIPCHARTS 4). Trabalhar a pronúncia de cada uma.

Atividade 6: Entregar a cada aluno quatro cartões incompletos os quais contêm passos importantes para o planejamento de um evento (FLIPCHARTS 6-9). Os alunos deverão completar o cartão de acordo com o áudio (disponível no Anexo). Solicitar que os alunos chequem as respostas entre si. Checar as respostas através de perguntas. Sugestões - *Cartão 1*: What is the event's name?; Who is the host organization?. Após fazer as perguntas para o Cartão 1, expor no quadro o cartão completo para que a turma confirme as respostas (FLIPCHARTS 10-13), . Fazer o mesmo para os Cartões 2, 3 e 4. Se necessário, reforçar no quadro a construção de respostas longas para cada cartão trabalhado.

CLASS 2

Planning an Event

- LESSON PLAN -

AIMS:

. Introduce keywords to the Events area; Planning an event; Produce a flyer; Practice long answers

APPLIED STRATEGIES:

. Revision; Choral drilling of pronunciation; Matching; Controlled practice; Peer-work; Listening

- **Further Practice** Look at pages 113-116 / **Printing material** Look at pages 129-130

STEPS:

Activity 1: Review the keywords studied in the first class and the pronunciation of the words that the students made more mistakes. Draw their attention to the stressed syllable.

Activity 2: Show on the board a flyer, then give students a time to extract silently as much information as possible (FLIPCHART 2 – If necessary, change the flyer taking into consideration a more suitable year). At this moment the teacher does not interfere. Ask questions about the flyer applying the vocabulary from the previous class (FLIPCHART 3). Reinforce the answer structure on the board if students give short answers.

Activity 3: Request students to plan an event and put its information on a flyer. This activity will be done in groups. Allow them to use a dictionary/Internet for this construction.

Activity 4: The groups will present the events created. Show FLIPCHART 3 again so that the class will choose five questions to ask the group responsible for the presentation. At this moment, the teacher does not interfere in the construction of long answers.

Activity 5: Ask students to match the six keywords shown on the board to their corresponding images (FLIPCHARTS 4). Demand choral repetition.

Activity 6: Give each student four (incomplete) cards containing important steps for planning an event (FLIPCHARTS 6-9). Students must complete them according to the listening (available in the Appendix). Demand peer-correction. Check the answers: Suggestions - *Card 1*: What is the event's name ?; Who is the host organization ?. After asking the questions for Card 1, show on the board the complete card for the students to confirm their answers (FLIPCHARTS 10-13). Do the same for Cards 2, 3 and 4. If necessary, reinforce on the board the construction of long answers for the answers given.

Flipchart 1

SUNDAY, JANUARY 21TH
BUSINESS CONFERENCE 2020
OUR SPEAKERS
JOHN SMITH
ALLY JAMES
JOSH KEN
2:00PM - 8:00PM
SUNWAY HOTEL NEW YORK
123 MAIN STREET, SUMMERVILLE, NY 27635
CONTACT US AT (303) 845 3654 / INFO@EMAIL.COM

Flipchart **2**

1. What's the name of the event?

2. When will it happen?

3. Where will it happen?

4. How many guests will it have? What are their names?

5. Can you contact the people who are organizing the event?

6. What's the contact number?

7. What's the email address?

8. Does it have sponsors?

Flipchart 3

1. host

2. organization

3. mailing address

4. monthly

5. country

6. attendee

a

b

c

d

e

f

Flipchart 4

Flipchart 5

PART 1 - Event profile

Event's name : ***Feelings on Canvas***

Host organization: ***Austin's Art Emporium***

Host organization phone: ***770-323-.....***

Host organization mailing address:
aart-1@ifmedia.com

PART 2 - Event objectives

Event type:

- ◯ Educacional Meeting
- ◯ Incentive Travel
- ◯ Customer Show
- ◯ Special Event

Spouses and guests are invited to attend:

- ◯ yes
- ◯ no

Event frequency:

- ◯ One time only
- ◯ Monthly
- ◯ Biennial
- ◯ Annual

Children are invited to attend:

- ◯ yes
- ◯ no

Flipchart 7

PART 3 - Key dates, time and locations

Event location city: ***Atlanta***

State/Province: ***.....***

Country: ***the US/the USA***

Published event start date: ***February 4th, ...***

Flipchart 8

PART 4 - Atendee profile

Expected total event attendance:

130

Number of pre-registered attendees:

.....

Number of domestic attendees:

23

Number of international attendees:

....

Flipchart 9

PART 1 - Event profile

Event's name : ***Feelings on Canvas***

Host organization: ***Austin's Art Emporium***

Host organization phone: ***770-323-0908***

Host organization mailing address:
aart-1@ifmedia.com

PART 2 - Event objectives

Event type:

- ◯ Educacional Meeting
- ◯ Incentive Travel
- ◯ Customer Show
- ✓ Special Event

Spouses and guests are invited to attend:

- ✓ yes
- ◯ no

Event frequency:

- ◯ One time only
- ◯ Monthly
- ✓ Biennial
- ◯ Annual

Children are invited to attend:

- ✓ yes
- ◯ no

Flipchart 11

PART 3 - Key dates, time and locations

Event location city: ***Atlanta***

State/Province: ***Georgia***

Country: ***the US/the USA***

Published event start date: ***February 4th, 2020***

PART 4 - Atendee profile

Expected total event attendance:

130

Number of pre-registered attendees:

64

Number of domestic attendees:

23

Number of international attendees:

09

Flipchart 13

AULA 3

Promover um Evento

- PLANO DE AULA -

OBJETIVOS:

. Introduzir palavras-chave à área de Eventos; Promover um evento; Dar opiniões; Praticar respostas longas.

ESTRATÉGIAS APLICADAS:

. Revisão; Prática da pronúncia em grupo; Relacionar imagens à palavras; Prática da escuta; Trabalho em dupla; Memorização

- **Material para impressão** Ver página 131

PASSOS:

Atividade 1: Após revisão de conteúdo da aula anterior e do som final E (FLIPCHART 2), expor no quadro palavras-chave da área de Eventos (FLIPCHART 3). Realizar trabalho de pronúncia com cada uma. Permitir que os alunos troquem informações em caso de dúvidas. Solicitar que cada um, escolha três palavras que consideram mais importantes para a promoção de um evento e as escreva.

Atividade 2: Expor no quadro estruturas usadas para dar opinião (FLIPCHART 4). Realizar trabalho de pronúncia. Solicitar que os alunos escolham três estruturas diferentes para aplicar nas palavras escolhidas. Solicitar que, em dupla, os alunos reportem ao colega as três opiniões.

Atividade 3: Expor no quadro cinco sentenças (FLIPCHART 5) com as imagens correspondentes. Pedir que, em grupo, cada uma seja relacionada. Para checar a resposta, o professor diz a letra para que a turma diga a frase correspondente.

Atividade 4: Entregar a cada aluno um cartão contendo cinco perguntas (FLIPCHART 6). Pedir que os alunos o leiam silenciosamente. Reforçar pronúncia e compreensão das perguntas. Os alunos irão realizar a entrevista em dupla. A cada resposta, o colega que faz a pergunta tem que sublinhar a informação dada. Exemplificar a atividade. Reforçar que as respostas devem ser longas. Exemplificar a resposta.

Atividade 5: Expor no quadro dicas para a promoção de um evento (FLIPCHART 7). Solicitar leitura silenciosa e compreensão das sentenças. Permitir que os alunos troquem informações e/ou acessem a Internet em caso de dúvidas. Reforçar as sentenças com os dois áudios (sotaque britânico e americano - disponível no Anexo). Solicitar que cada aluno escolha a sentença que considera mais importante e em seguida a leia para o colega.

Atividade 6: Dividir a turma em cinco grupos. Cada grupo será responsável por memorizar uma sentença e a dizer para a turma sem o auxílio do material escrito. Assim que o grupo enunciar a sentença, revelá-la para a turma. Demande repetição em grupo após revelar cada uma.

AULA 3

Promoting an Event

- LESSON PLAN -

AIMS:

. Introduce keywords to the Events area; Promote an event; Give opinions; Practice long answers.

APPLIED STRATEGIES:

. Revision; Choral repetition; Relating images to words; Listening practice; Pair-work; Memorization

- **Printing material** Look at page 131

STEPS:

Activity 1: After reviewing the content of the previous class and the final sound E (FLIPCHART 2), show on the board keywords from the Events area (FLIPCHART 3). Demand choral repetition. Allow students to exchange information to clarify meaning. Ask each one to choose three words they consider to be the most important when it comes to promote an event and ask them to write them down.

Activity 2: Show on the board fixed structures used to give an opinion (FLIPCHART 4). Demand choral repetition. Ask students to choose three different structures to apply to their chosen words. Request that, in pairs, students report their three opinions to their partners.

Activity 3: Show on the board five sentences (FLIPCHART 5) with the corresponding images. As students to match them. To check the answer, the teacher will say the letter so that the class says the corresponding sentence.

Activity 4: Give each student a card containing five questions (FLIPCHART 6). Ask students to read it silently. Reinforce pronunciation and understanding. Students will conduct the interview in pairs. For each answer, the student who delivers the question must underline the information given by his/her partner. Exemplify the activity. Reinforce that the responses must be long. Exemplify it.

Activity 5: Show on the board tips for promoting an event (FLIPCHART 7). Request silent reading and give students a time for them to understand the sentences. Allow them to exchange information and/or access the Internet to clarify doubt. Reinforce the sentences with audios (British and American accent – available in the Appendix). Ask each student to choose the sentence they consider to be the most important and then read it to his/her partner.

Activity 6: Rearrange the class in five groups. Each group will be responsible for memorizing a sentence and saying it to the class without reading it on the written material. As soon as the group says it out loud, reveal it to the class for them to check it. Demand choral repetition after each one is revealed.

Flipchart 1

Final E SOUND

PROFILE
ATTENDANCE
DATE
TIME
OBJECTIVE
VENUE
NICHE
ENTERPRISE

Flipchart 2

"Spread the word!
Promoting your event"

VENUE

TEAM

CAMPAIGN

SOCIAL MEDIA

MONEY

EXPERIENCE

GUEST

PLACE

RELEVANT TOPICS

Flipchart 3

- **In my opinion ...**
- **From my point of view ...**
- **To my mind ...**
- **Personally speaking, I believe ...**

... are the most important things to promote an event.

Flipchart 4

1. Choose a celebrity

2. Use a hastag

3. Have audience

4. Buy tickets

5. Embrace social media

E

F

G

H

I

Flipchart 5

1. What kind of celebrity will you choose to your event: a man ou a woman?

2. Do you prefer a short hashtag or a long hashtag?

3. Who will be the audience of your event: children, spouses, workers or students?

4. Where will the attendees buy the tickets: on the internet or at the event?

5. Which social media will you use: Instagram, Twitter or Facebook?

Flipchart 6

TIPS TO PROMOTE AN EVENT

1. Choose a celebrity as the main attraction to draw audience to your event.

2. Use your event hashtag every chance you get.

3. Be sure that the audience will be in your event all the time.

4. Make your tickets easy to buy.

5. Embrace all social media.

Ame.

Brit.

Flipchart 7

AULA 4

Atitudes e mídias sociais com relação a um evento

- PLANO DE AULA -

OBJETIVOS:

. Introduzir palavras-chave à área de Eventos; Apresentar atitudes positivas e negativas na divulgação de um evento; Apresentar mídias sociais utilizadas para a divulgação de eventos; Praticar respostas longas e a escuta.

ESTRATÉGIAS APLICADAS:

. Revisão; Prática da pronúncia em grupo; Relação de imagens a palavras; Prática da escuta; Trabalho em dupla; Memorização; Atividade semi-controlada

- **Material para impressão** Ver páginas 132-133

PASSOS:

Atividade 1: Após a revisão dos pontos importantes da aula anterior, solicitar que os alunos copiem as palavras expostas no quadro (FLIPCHARTS 3-6). Realizar trabalho de pronúncia. Solicitar que em dupla, os alunos decidam se as palavras têm sentidos positivos ou negativos. Para isto, permitir que as duplas acessem à Internet em caso de dúvida.

Atividade 2: Escrever no quadro duas sentenças enunciativas (*It can't ruin na event* and *It can ruin an event)* fazer o trabalho de pronúncia, a exemplo, som de ligação, assim como compreensão destas. Para cada uma das oito palavras (o professor fala cada uma) a turma deverá enunciar a sentença correspondente.

Atividade 3: Entregar a cada aluno um cartão (FLIPCHART 7). Fazer trabalho de pronúncia e compreensão em grupo. Pedir que as perguntas sejam feitas em dupla e que as respostas devem ser sublinhadas no cartão.

Atividade 4: Expor no quadro a sentença *Promoting events on....* (FLIPCHART 9). Para cada Flipchart, a turma deverá oralizar a sentença, completando-a de acordo com a imagem exposta. A cada Flipchart as sentenças serão cada vez mais reduzidas a ponto de não haver mais este auxílio visual (FLIPCHARTS 9-14).

Atividade 5: Solicitar que a turma copie as palavras expostas no quadro (FLIPCHART 15). Fazer trabalho de pronúncia. A compreensão deverá ser em dupla para que em seguida a turma relacionar as palavras às imagens correspondentes.

Atividade 6: Entregar aos alunos quatro cartões para que enumerem de acordo com a sequência do diálogo (áudio - disponível no Anexo) – (FLIPCHARTS 17-20). Checar sequência no quadro e reforço da escuta para posterior trabalho do diálogo em duplas. Reforçar no quadro os erros de pronúncia.

CLASS 4

Attitudes and social media regarding an event

- LESSON PLAN -

AIMS:

. Introduce keywords to the Events area; Present positive and negative attitudes when it comes to publicize an event; Present some social medias used to publicize events; Practice long answers; and, Practice listening.

APPLIED STRATEGIES:

. Revision; Choral repetition; Relating images to words; Listening practice; Pair-work; Peer-correction; Memorization; Freer practice

- **Printing material** Look at pages 132-133

STEPS:

Activity 1: After reviewing some important information from the previous class, ask students to copy the words on the board (FLIPCHARTS 3-6). Demand choral repetition. Ask students to decide whether the words have positive or negative meanings. Allow pairs to access the Internet in case of doubt.

Activity 2: Write on the board two sentences (*It can't ruin an event* and *It can ruin an event*). Work on pronunciation, for example, connecting sound, as well as the understanding of the sentences. For each of the eight words (the teacher says each one out loud) the class must say the corresponding sentence to it.

Activity 3: Give each student a card (FLIPCHART 7). Perform pronunciation and comprehension work in group. Give students the following instructions: 1. The activity must be done in pairs; 2. The answers should be underlined on the card.

Activity 4: Show on the board the sentence: Promoting events on .... (FLIPCHART 9). For each Flipchart, the class must say the sentence out loud, completing it according to the image they see. The sentences will be reduced more and more to the point that there is no longer the visual aid available to students (FLIPCHARTS 9-14).

Activity 5: Ask the class to copy the words on the board (FLIPCHART 15). Perform choral repetition. In pairs the students will look for the meaning of the words, then will relate them to the corresponding images.

Activity 6: Give students four cards which must be put in sequence according to the listening – available in the Appendix (FLIPCHARTS 17-20). Allow peer-correction. Check the sequence on the board and reinforce the listening. The students will practice the dialogue in pairs. Reinforce the mispronounced words.

Good Afternoon!
Have a Nice Day!
"Work as a team, bounce ideas off of one another"

Flipchart 1

1. She ... [prefer / prefers] a long hashtag.

2. He will ... [use / uses] Twitter to draw audience to his event.

3. They will buy tickets ... [on / in] the Internet.

4. Contact them ... [at / on] 99546-8876.

5. It's sponsored ... [by / at] Nestlé.

6. The event will happen ... [in / at] Palmas.

Flipchart 2

Distraction

Optimization

Flipchart 3

Ordinary ideas

Effort

Flipchart 4

Focus

Delay

Technology

Motivation

Flipchart 6

1. What's a distraction to your event: children, animals or lots of posters?

2. How can you optmize your event: creating a website, defining who will be responsible for the tasks or training the team?

3. What technology will you use: computer, loudspeaker, blog or projector?

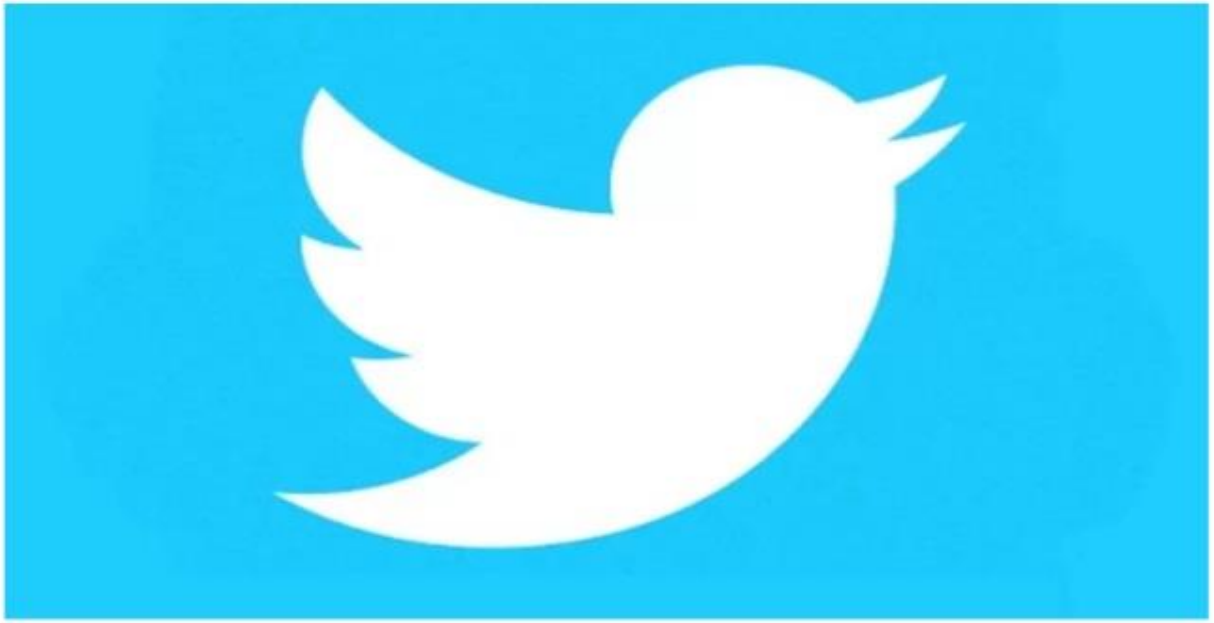
Flipchart 7

Promoting events on ...

Flipchart 8

Flipchart 9

Promoting events ...



Flipchart 10

Promoting ...

Flipchart 11

P...

Flipchart 12

Flipchart 13

Flipchart 14

sneak peek – promote – upload - add

Flipchart 15

J

K

L

M

A: How to an event on Instagram?

B: You must choose the perfect location.

Can. / Ukc.

Flipchart 17

A: What do you mean?

B: Give people a of the venue. Show them the interior and the exterior.

Flipchart 18

A: I can also upload brief videos, boomerangs, and Instagram Stories!

B: Of course, you can. But don't forget to

a brief description of each venue in which you host events.

Flipchart 19

A: That sounds great. So, they'll have an inkling of the type of atmosphere to expect.

B: You can also photos of each potential venue and let followers decide which is the best location.

Flipchart 20

AULA 5

Divulgar um evento nas mídias sociais

- PLANO DE AULA -

OBJETIVOS:

. Introduzir palavras-chave à área de Eventos; Apresentar passos importantes para a divulgação de um evento; Praticar a escuta; Produção da página de um Instagram para a divulgação de um evento.

ESTRATÉGIAS APLICADAS:

. Revisão; Prática da pronúncia em grupo; Relação de imagens a sentenças; Prática da escuta; Trabalho em dupla; Produção livre

- **Material para impressão** Ver páginas 134-136

PASSOS:

Atividade 1: Após a revisão dos pontos importantes da aula anterior e do som final da letra T, solicitar que a turma relacione as sentenças às imagens (FLIPCHART 7). Realizar trabalho de repetição em grupo.

Atividade 2: Para esta atividade, será entregue a cada grupo sete imagens. Estas deverão ser colocadas em ordem de acordo com o áudio - disponível no Anexo (sotaque brasileiro e sotaque britânico). As imagens estão relacionadas de acordo com a ordem das sentenças na resposta. Checar a atividade expondo a resposta no quadro (FLIPCHART 10).

Atividade 3: Solicitar que as alunas colem as imagens de acordo com a ordem certa e escreva as sentenças correspondentes (FLIPCHART 7). Solicitar memorização de todas as sentenças. A cada imagem mostrada, a turma deverá enunciar a sentença correspondente.

Atividade 4: Entregar a cada aluno o script do diálogo (expor o FLIPCHART 11 no quadro) para que a turma acompanhe o áudio, para em seguida checar o vocabulário (permitir troca de informação e/ou acesso à Internet). Reforçar a pronúncia das palavras que a turma apresentar mais dificuldade.

Atividade 5: Dar as seguintes instruções para a turma: 1. Deverão praticar em grupo a oralização das sentenças (neste momento o professor pode dar suporte caso perceba erro na pronúncia); 2. Cada nome sorteado (utilizar o aplicativo Sorteio Fácil) deverá dizer a sentença em voz alta. Ao final, trabalhar em grupo a oralização de todas as sentenças e reforçar no quadro a pronúncia das palavras que continuam apresentando erro na pronúncia.

Atividade 6: Dividir a turma em duplas (Aluno A e Aluno B). Entregar a cada aluno o cartão correspondente (FLIPCHART 12). Expor os cartões no quadro. Solicitar às duplas que os cartões sejam completos. Os alunos deverão fazer uso das perguntas expostas no quadro (FLIPCHART 13) para realizar esta atividade. Para cada pergunta feita, o aluno irá ler a sentença para que o outro a possa completar. Reforçar o uso da estrutura "Você pode soletrar, por favor"? em caso de incompreensão do que está sendo dito. Ao fim, se necessário, realizar no quadro o reforço de pronúncia.

Atividade 7: Entregar a cada aluno a imagem de um celular logado no Instagram. Cada aluno irá planejar um evento para completar as informações em branco: nome do evento; informações sobre o evento; imagens relacionadas ao evento (estas imagens devem ser convertidas em palavras), por exemplo: para a imagem de um rio, deverá ser escrita a palavra "river".

CLASS 5

Spreading an event on social medias

- LESSON PLAN -

AIMS:

. Introduce keywords to the Events area; Present important steps to publicize an event; Practice listening; Produce an Instagram page for the promotion of an event.

APPLIED STRATEGIES:

. Revision; Choral repetition; Relating images to sentences; Listening practice; Pair-work; Free production

- **Printing material** Look at pages 134-136

STEPS:

Activity 1: After reviewing the important points from the previous class and the final sound of the letter T, ask the class to match the sentences to the pictures (FLIPCHART 7). Demand choral repetition.

Activity 2: Rearrange the class in groups and give each one seven images. Ask them to put the pictures in order according to the listening – available in the Appendix (Brazilian and British accents). The images are listed according to the order of sentences presented in the answer. Show the answer-key one the board (FLIPCHART 10).

Activity 3: Request students to glue the images in the right order and write below them the corresponding sentences (FLIPCHART 7). Request memorization of all sentences. For each image shown, the class must say the corresponding sentence out loud.

Activity 4: Give each student the dialogue script (show the FLIPCHART 11 on the board) for the class to follow the listening, and then check the vocabulary (allow students to exchange information and / or Internet access). Reinforce the mispronounced words.

Activity 5: Give students the following instructions: 1. They must practice the speaking of all sentences in a group (at this moment the teacher can provide support if he/she perceives mistakes in pronunciation); 2. Each name displayed on the teacher's cellphone screen (use the Sorteio Fácil application for it) must say the sentence out loud. In the end, demand choral repetition of all sentences and reinforce the mispronounced words.

Activity 6: Rearrange the class in pairs (Student A and Student B). Give each student the corresponding card (FLIPCHART 12). Show the cards on the board. Ask the pairs to complete the cards. Students should use the questions shown on the board (FLIPCHART 13) to perform this activity. For each question asked, the student will read the sentence so that the other can complete it. Reinforce the usage of the structure "Can you spell, please" structure? in case of students misunderstand what is being said. At the end, reinforce the mispronounced words.

Activity 7: Give each student the image of a cell phone logged on Instagram. Each student will plan an event to complete the information on it: name of the event; information about the event; images related to the event (these images must be converted into words), for example: for the image of a river, the word "river" must be written.

Flipchart 1

T FINAL SOUND

invest	effort
guest	target
relevant	corporate
promote	start
get	expect
that	important

Flipchart 2

Promoting events ...

Social medias

Flipchart 3

11

15

12

16

13

14

17

. Decide the channels

. Start networking

. Have an event hashtag

. Target audience

. Instagram is best-suited

. Corporate events

. Money to invest in

Flipchart 4

Decide the channels

Target audience

Flipchart 5

Corporate events

Start networking

Flipchart 6

Instagram is best-suited

Have an event hashtag

Flipchart 7

Money to invest in

Flipchart 8

Flipchart 9

1

2

3

4

5

6

7

Flipchart 10

A: How to use social media to keep your event top of mind with your audience?

B:

First, you need to decide which channels you're going to use.

Think carefully about your target audience.

LinkedIn is best for corporate events.

You can set up the event and let attendees start networking with each other.

Instagram is best-suited to less-formal blogger events. It's a great way to source and engage with bloggers.

Whichever social platform you choose, it's important to have an event hashtag.

Don't forget about how much money you will need to invest in everything.

Flipchart 11

CARD A

1. A good way to promote an event is on Facebook.
2. ..... is also a good social media to spread an event.
3. You can add there lots of photos and videos.
4. You must choose a good .....
5. Give people a sneak peek of the place.
6. Let people decide where the best location is.
7. Give a description of the .....
8. It's important to have the event hastag.
9. You need to have ..... to invest in your event.

CARD B

1. A good way to promote an event is on .....
2. Instagram is also a good social media to spread an event.
3. You can add there .....
4. You must choose a good venue.
5. Give people a ..... of the place.
6. Let people decide where the best ..... is.
7. Give a description of the venue.
8. It's important to have the event .....
9. You need to have money to invest in your event.

1. Where is a good way to spread an event?

2. What's another social media people use to promote an event?

3. What can you add to it?

4. What must you choose?

5. What do you have to give people?

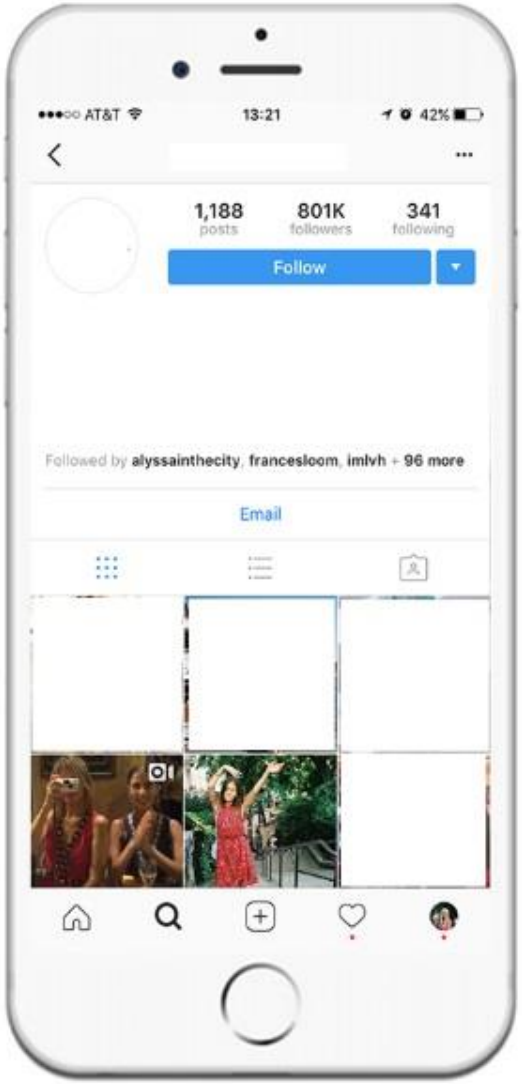
6. What do people have to decide?

7. What kind of description you have to give them?

8. What is it important to have?

9. What do you need to have to invest in your event?

Flipchart 13



Flipchart 14

AULA 6

Faça os participantes se sentirem bem-vindos ao seu evento

- PLANO DE AULA -

OBJETIVOS:

. Introduzir palavras-chave à área de Eventos; Apresentar sentenças de boas-vindas que variam em grau de formalidade; Praticar a escuta; Trabalhar diferentes perfis de personalidade.

ESTRATÉGIAS APLICADAS:

. Revisão; Prática da pronúncia em grupo; Relação de imagens a sentenças; Prática da escuta; Trabalho em grupo; Produção semi-controlada.

- **Prática extra** Ver páginas 117-125 / **Material para impressão** Ver páginas 137-138

PASSOS:

Atividade 1: Apresentar no quatro sentenças de boas-vindas para participantes em um evento (FLIPCHART 1). Trabalhar pronúncia em grupo.

Atividade 2: Expor no quadro uma pergunta e solicitar que os alunos escolham um dos dois tipos de perfis apresentados (FLIPCHART 4). Permitir que troquem informação e/ou utilizem a Internet em caso de dúvida para que em seguida a turma possa ouvir ambas as sentenças (disponível no Anexo). Em dupla, cada um irá ler para o colega a sentença que melhor o(a) define. Fazer o reforço das palavras cuja pronúncia foi errada.

Atividade 3: Entregar a cada aluno um cartão contendo sentenças que descrevem personalidades, com três opções de resposta (FLIPCHART 5). Permitir que os alunos conversem entre si e/ou utilizem a internet para a compreensão das sentenças. Caso perceba que algum aluno continua a encontrar dificuldades, o professor pode intervir e oferecer ajuda. Realizar trabalho de escuta (disponível no Anexo). Dar aos alunos as seguintes instruções: 1. A atividade será realizada de pé (selecionar um espaço apropriado para isto); 2. Cada sentença deverá ser lida para um colega diferente (totalizando dez colegas). Cada resposta deverá ser marcada no papel com o respectivo nome de quem respondeu; 3. As trocas serão realizadas a cada vez que o professor desligar e ligar as luzes. Exemplificar a atividade para a turma. Ao fim da atividade, solicitar que alguns alunos apresentem para a turma algumas das respostas. Fazer o reforço das adaptações necessárias para esta apresentação, uma vez que, por exemplo, os alunos precisarão fazer mudanças nos verbos principais e/ou auxiliares.

Atividade 4: Expor no quadro sentenças e imagens para que a turma faça a relação. Trabalhar a pronúncia em grupo.

Atividade 5: Dividir a turma em duplas (aluno A e B). Entregar um cartão incompleto a cada um (FLIPCHART 7). Cada aluno irá completar seu cartão após fazer as necessárias perguntas ao colega (as perguntas estarão expostas no quadro – FLIPCHART 8. Para checar a atividade, o professor irá utilizar o aplicativo Sorteio Fácil. Cada nome sorteado irá ler uma sentença (sete alunos ao total). Ao fim, fazer o reforço de pronúncia, se necessário.

CLASS 6

Make your attendees feel welcomed to your event

- LESSON PLAN -

AIMS:

. Introduce keywords to the Events area; Present welcome sentences that vary in degree of formality; Practice listening; Work on different personality profiles.

APPLIED STRATEGIES:

. Revision; Choral repetition; Relating images to sentences; Listening practice; Pair-work; Group-work; Freer production.

- **Further practice** Look at pages 117-125 / **Printing material** Look at pages 137-138

STEPS:

Activity 1: Show on the board four welcome sentences people deliver for participants in an event (FLIPCHART 1). Reinforce the mispronounced words.

Activity 2: Show a question on the board and ask students to choose one of the two types of profiles presented (FLIPCHART 4). Allow them to exchange information and/or use the Internet in case of doubt so that the class can then hear both sentences (available in the Appendix. In pairs, each student will read to the colleague the sentence that best defines him/her. Reinforce the mispronounced words.

Activity 3: Give each student a card containing sentences that describe different personalities, with three options to be chosen while giving the answer (FLIPCHART 5). Allow students to exchange information and or use the internet to check meaning. If the teacher realizes that a student continues to face difficulties in understanding, the teacher can offer help. Work on listening (available in the Appendix). Give students the following instructions: 1. Students will have to stand up to do the activity (choose an appropriate space for this); 2. Each sentence should be read to a different colleague (totaling ten colleagues); 3. Each answer must be checked on the paper with the respective name of the person who answered it; 4. Changes will be made each time the teacher turns the lights off and on. Exemplify the activity for the class. At the end of the activity, ask some students to present some of the answers to the class. Reinforce the necessary adaptations for this presentation, since, for example, students will need to make changes to the main and/or auxiliary verbs.

Activity 4: Show sentences and images on the board for the class to match them. Deliver choral repetition.

Activity 5: Students will be paired (student A and B). Give an incomplete card to each one (FLIPCHART 7). Each student will complete his/her card after asking the necessary questions to his/her partner (the questions will be shown on the board - FLIPCHART 8. To check the activity, the teacher will use the app "Sorteio Fácil". Each name students see on the teacher's cellphone screen will read a sentence (seven students in total)). Finally, reinforce the mispronounced words.

Further Practice Look at pages: 117-125

Welcoming sentences!

- Well, since everyone is here, we should get started.
- Hello, everyone. Thank you for coming today.
- I think we'll begin now. First I'd like to welcome you all.
- Thank you all for coming at such short notice.
- I really appreciate you all for attending today.
- We have a lot to cover today, so we really should begin.

Flipchart 1

Today is the big day!

Make your attendees feel welcomed to your event!

What kind of person are you?

Flipchart 3

A:

I am a natural speaker, requiring little planning and effort before delivering a speech to welcome people to an event.

B:

I need a little help determining what needs to be said.

Brit.

Flipchart 4

		strongly agree	slightly agree	slightly disagree	strongly disagree
1.	I like music or book shops because they are clearly organised.				
2.	I find it difficult to read and understand maps.				
3.	I would not enjoy organising events e.g. fundraising evenings, fetes, conferences.				
4.	I find it difficult to learn my way around a new city.				
5.	I find myself categorising people into types (in my own mind).				
6.	I avoid situations which I can not control.				
7.	When I learn a language, I become intrigued by its grammatical rules.				
8.	I do not tend to watch science documentaries on television or read articles about science and nature.				
9.	When I learn about historical events, I do not focus on exact dates.				
10.	When I look at a building, I am curious about the precise way it was constructed.				

" I ..... with it."

Brit.

Flipchart 5

1. Write out your welcome speech.

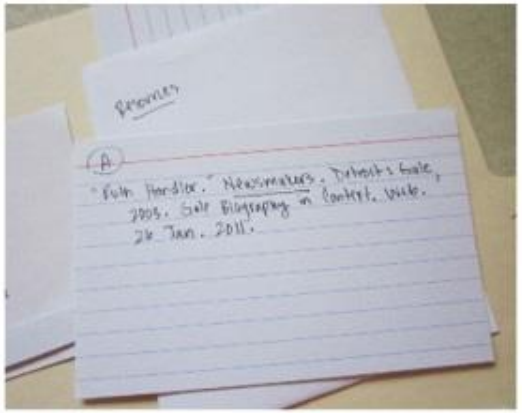
2. Outline the reason.

3. Create a note card.

4. Review details.

A

B



C

D

Flipchart 6

CARD A

1. Write out your ..... speech beforehand.
2. Honor any special guests and making everyone in the room feel welcome.
3. Outline the ..... for the gathering.
4. Determine how long the speech should be.
5. Start by welcoming everyone in the ..... for attending the event, and thanking them for coming.
6. Introduce the first speaker, if there is another speaker taking the podium after your welcome speech.
7. Conclude your speech by reiterating ..... again to everyone for attending it.

CARD B

1. Write out your welcome speech beforehand.
2. Honor any special ..... and making everyone in the room feel welcome.
3. Outline the reason for the gathering.
4. Determine how long the speech should .....
5. Start by welcoming everyone in the audience for attending the event, and thanking them for coming.
6. ..... the first speaker, if there is another speaker taking the podium after your welcome speech.
7. Conclude your speech by reiterating thanks again to everyone for attending it.

1. What's the first step?

2. What's the second step?

3. What's the third step?

4. What's the fourth step?

5. What's the fifth step?

6. What's the sixth step?

7. What's the seventh step?

Flipchart 8

Anexo / Attachment section

Atividades extras
Further practice

Aula 1 – Class 1: Quiz

Aula 1 – Class 1: Dialogue

Aula 2 – Class 2: Quiz

Aula 6 – Class 6: Video

QUIZ – Class 1

1. **What do *attend*, *niche* and *sponsor* mean in Portuguese:**

- ▲ atender, nicho e doador
- ◆ participar, nicho e patrocinador.
- ● participar, nicho e conselheiro

2. ***Enterprise* means an organization.**

- ▲ False
- ◆ True

3. ***Guest* is the person who:**

- ▲ is organizing an event.
- ◆ offers a service to your event.
- ● you invite to your event.

4. Check the wrong option: "Who is the audience to your event?"

- Children
- Adolescents
- Spouses
- Invest

5.

5.1 **What's the name of the event?**

- It's on Sunday.
- It's in July.
- It's at 11 AM - 7 PM.
- It's Summer Picnic.

5.2 **The event will happen in Brazil.**

- False
- True

6. **Complete the sentence: "You can contact people ... (289)234-2891.**

- on
- in
- at

7.

Complete the sentence: "The event is sponsored ... Adler Techonologies"

- on
- by
- at
- in

8.

Complete the sentence: "The event will happen ... Canada"

- in
- at
- on

9.

Attendee means: a person who is present on an occasion.

- False
- True

Answer key:

1. Azul
2. Azul
3. Amarelo
4. Verde
5.
   5.1 Verde
   5.2 Rosa
6. Amarelo
7. Azul
8. Rosa
9. Azul

DIÁLOGO / DIALOGUE – Class 1

- **Instruções para aplicar a atividade**:
  O material de áudio será trabalhado em sete etapas:

  1. Escrever no quadro as seguintes perguntas:
     a. How many people are talking?
     b. Who are they?
     c. Are they in a party or in a meeting?

     Para este primeiro momento, os alunos irão ouvir o áudio 1 x. Checar respostas;

  2. Entregar a cada aluno o script do áudio e solicitar que o diálogo seja colocado em ordem. Os alunos irão ouvir o áudio 1x. (O script entregue aos alunos não contém as opções para completar o diálogo. Após checar a ordem correta, o professor irá expor no quadro os mesmos cartões, porém com as opções de palavras);

  3. Realizar trabalho de pronúncia com as opções (A e B) dos três cartões expostos no quadro;

  4. Os alunos irão ouvir o diálogo 1x para completá-lo com as opções no quadro (Pedir que os alunos neste momento coloquem apenas: letra A ou B);

  5. Permitir que os alunos comparem respostas. Checar no quadro a resposta correta. Neste momento, solicitar que os alunos copiem a palavra escolhida;

  6. Permitir que a turma ouça o diálogo pela última vez antes de solicitar a prática deste em dupla;

  7. Trabalhar a pronúncia do que foi oralizado erroneamente.

- **Steps to apply the activity**:
  The listening activity will be done in seven different steps:

  1. Write on the board the following questions:
     a. How many people are talking?
     b. Who are they?
     c. Are they in a party or in a meeting?

     Allow students to listening to the recording once. Check the answers;

  2. Give each students the script of the listening and ask them to put it in order (allow them to listen to it once (The material given to the students does not contain the options to complete it. After the teacher checks the activity in group, he/she will show on the board the same cards, but with the options);
  3. Demand choral repetition for the options in all cards;

  4. Allow the students to listen to it again. Ask them to choose the correct option by writing down the letter (A or B), not the word;

  5. Demand peer-correction and then, ask them to write down the word they chose (allow them to see all the cards again);

  6. Allow them to listen to the dialogue again before they practice it out loud;

  7. Work on the mispronounced words.

Kickstart your greatest day!

Don't let anything slips through the cracks!

Braz.

Flipchart 1

Answer key:

1. D
2. C
3. A

Flipchart 2

1. Good morning everybody. Let's start with you Mr. Benson. Who's the audience of the event you are all planning?

D. Good morning Mr. Martin. We came to a conclusion that our target _____ will be people from the age of 24 to the age of 34 who enjoy adventure.

A - public
B - invest

2. That's a good start. What about the topic of the seminar ?

C. It's on how we're dealing with some Earth's wild places, and on how humans' behavior _____ those places when it comes to their fauna and flora.

A - affect
B - influence

3. Are you considering inviting professor Abrahan to be host?
Let's consider he's available to take part in our event.
Where will it be located?

A. Two of us had the idea of _____ it in Arkansas for its abundant attractions and activities all over the state. Also, it is known as The Natural State.

A - organizing
B - setting up

Flipchart 5

Quiz – Class 2

1. **What does *venue* means in Portuguese?**

- avenida
- local
- preço

2. **Which sentence below *does not* introduce an opinion?**

- To my mind
- Personally speaking, I believe
- From my point of view
- What do you mean?

3. **Which verb below completes the following sentence: "Choose a celebrity to ... attention to your event"**

- have
- embrace
- draw

4. The verb *embrace* means in Portuguese: abarcar; abranger; abraçar.

5.
- False
- True

The sentence "Attendees will buy the tickets in the Internet" is correct.

- False
- True

6. Complete the sentence: " ... your tickets easy to buy."

- Do
- Let
- Make

7. Complete the sentence: "What kind of people will you invite ... your event?"

- in
- to
- on
- at

8. **Choose the correct sentence according to the picture:**

- ▲ Use a hashtag.
- ◆ Buy tickets.
- ● Have audience.
- ■ Choose a celebrity.

Answer key

1. Azul
2. Verde
3. Amarelo
4. Azul
5. Rosa (*on*, not *in*)
6. Amarelo
7. Azul
8. Amarelo

Flipcharts + Vídeo / Video – Class 6

- **Passos para aplicar a atividade**:

Esta atividade de vídeo será trabalhada em sete etapas:

1. Solicitar que os alunos escrevam palavras-chaves relativas ao vídeo. Após a turma assistir o vídeo pela primeira vez, formar grupos para que compartilhem as informações;
2. Entregar a cada grupo 9 imagens relativas ao vídeo. Solicitar que o grupo coloque as imagens em ordem de acordo com o que vêm/ouvem no vídeo (a turma assiste o vídeo pela segunda vez);
3. Checar a resposta expondo no quadro a ordem correta das imagens (FLIPCHARTS 1-5);
4. Entregar ao grupo um cartão com as sentenças ditas no vídeo. Solicitar trabalho de compreensão das sentenças. Neste momento os alunos podem fazer uso da Internet caso o grupo permaneça com alguma dúvida. Após o exercício de compreensão, pedir que as sentenças sejam enumeradas de acordo com a ordem correta (a turma assiste o vídeo pela terceira vez);
5. Checar atividade expondo no quadro a ordem correta das sentenças (FLIPCHARTS 6-7);
6. Fazer uso do aplicativo "Sorteio Fácil" para que nove alunos leiam em voz alta as sentenças trabalhadas;
7. Fazer o reforço de pronúncia ao fim da atividade.

Acesse o vídeo no Youtube através do link: https://www.youtube.com/watch?v=gJdNaFNQzh0

- **Steps to apply the activity**:

This video activity will be done in seven steps:

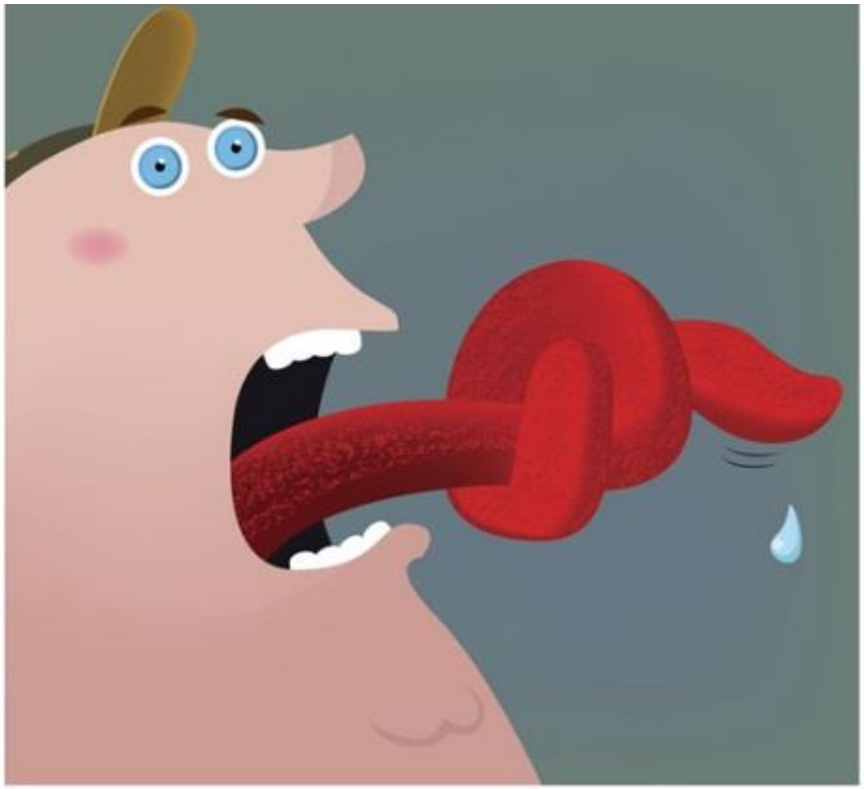
1. Require students to write down keywords while they watch the video for the first time. Those words will help them to remember what have seen. After they do it, rearrange the class in groups and ask them to share information;
2. Give each group 9 pictures which have relation with the video. Require the students to put them in order according to what they see/listen to in the video (allow them to watch the video again);
3. Show the answer key on the board (FLIPCHARTS 1-5);
4. Give each group a card containing sentences from the video. Ask them to talk to clarify doubt. Allow them to use the Internet if they keep in doubt. Ask them to number the sentences according to the order they hear in the video (they will watch it for the third time);
5. Show the answer key on the board (FLIPCHARTS 6-7);
6. Use the app "Sorteio Fácil" so nine different students can read the sentences out loud;
7. Work on mispronounced words at the end of the activity.

Have access to the video on Youtube at: https://www.youtube.com/watch?v=gJdNaFNQzh0

1

2

Flipchart 1



3

4

Flipchart 2

5

6

Flipchart 3

7

8

Flipchart 4

9

Flipchart 5

1. Introduce yourself and start your remarks by thanking everyone for coming.

2. Be cordial, humble, and speak for a couple of minutes at the most.

3. Refer to each special guest, having prepared by writing down their names, including how to pronounce them.

4. Pay tribute to their successes, linking these to the event as you introduce them.

Ame.

Flipchart 6

5. Thank those who have made the day possible

6. Reinforce the purpose or goal of the event.

7. Share your personal hopes, ideas, or plans about the topic of the day.

8. End your speech by wishing all, and especially the guests, an interesting day.

9. Introduce the first speaker, and get out of the way.

Ame.

Flipchart 7

Flipchart 8

Materiais para impressão
Printing resources

Aula 1 – Class 1: Flipcharts 5; 12

Aula 2 – Class 2: Flipcharts 6-9

Aula 3 – Class 3: Flipchart 6

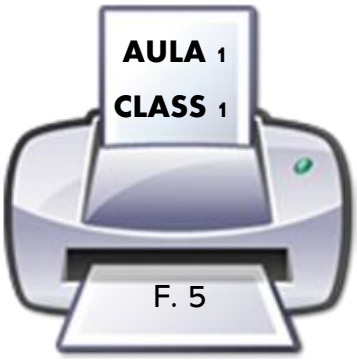
Aula 4 – Class 4: Flipcharts 7; 17-20

Aula 5 – Class 5: Flipcharts 10-12; 14

Aula 6 – Class 6: Flipcharts 5;8

Atividade Extra – Further practice

Aula 6 – Class 6: Flipcharts 1-7



1. _____ means: a person who is staying with you, or a person you have invited to a social occasion, such as a party or a meal

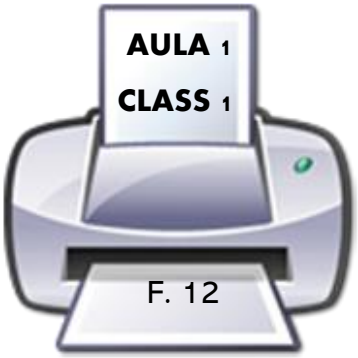
2. _____ means: a person or a particular group of people that something is directed at, or that something is intended for.

3. _____ means: to go to an event, place, etc.:

4. _____ means: an organization, especially a business

5. _____ means: an opportunity for a business to offer a product or service that is not offered by other businesses.

6. _____ means: to support a person, organization, or activity by giving money, encouragement, or other help



1. **What is the event's name?**

2. **Who is the target public?**

3. **Why will people attend it?**

4. **Does it have sponsors?**

5. **When and what time will it happen?**

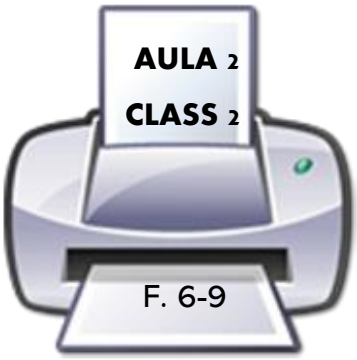
A. Because it will happen during the morning, so it is not so hot.

B. It will happen on Sunday, 16 Sep, at 11:00 in the morning. You can register at www.dedhamrun.co.uk

C. It is named The Fiducia Delham Run.

D. Of course it does! It is sponsored by Fiducia and UKA, United Kingdom Athletics.

E. People who are into sports and enjoy running.



PART 1 - Event profile

Event's name : ***Feelings on Canvas***

Host organization: ***Austin's Art Emporium***

Host organization phone: ***770-323-.....***

Host organization mailing address:
aart-1@ifmedia.com

PART 2 - Event objectives

Event type:
- ◯ Educacional Meeting
- ◯ Incentive Travel
- ◯ Customer Show
- ◯ Special Event

Spouses and guests are invited to attend:
- ◯ yes
- ◯ no

Event frequency:
- ◯ One time only
- ◯ Monthly
- ◯ Biennial
- ◯ Annual

Children are invited to attend:
- ◯ yes
- ◯ no

PART 3 - Key dates, time and locations

Event location city: ***Atlanta***

State/Province: *.....*

Country: ***the US/the USA***

Published event start date: ***February 4th, ...***

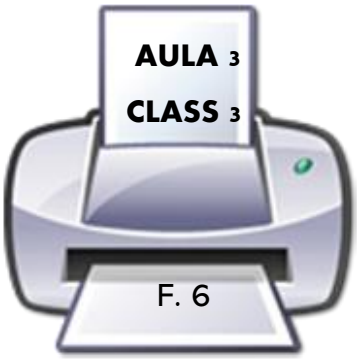
PART 4 - Atendee profile

Expected total event attendance:
130

Number of pre-registered attendees:
.....

Number of domestic attendees:
23

Number of international attendees:
....



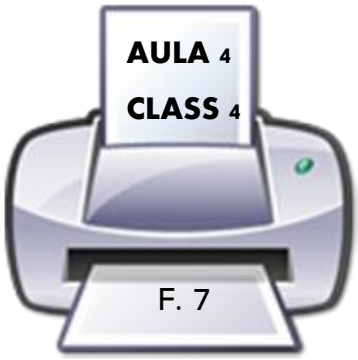
1. What kind of celebrity will you choose to your event: a man ou a woman?

2. Do you prefer a short hashtag or a long hashtag?

3. Who will be the audience of your event: children, spouses, workers or students?

4. Where will the attendees buy the tickets: on the internet or at the event?

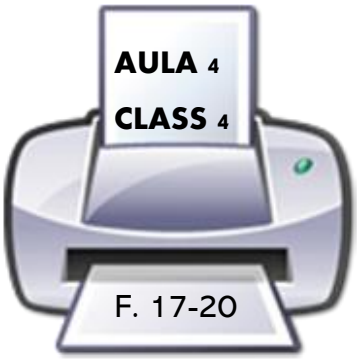
5. Which social media will you use: Instagram, Twitter or Facebook?



1. What's a distraction to your event: children, animals or lots of posters?

2. How can you optmize your event: creating a website, defining who will be responsible for the tasks or training the team?

3. What technology will you use: computer, loudspeaker, blog or projector?



A: How to an event on Instagram?

B: You must choose the perfect location.

A: What do you mean?

B: Give people a of the venue. Show them the interior and the exterior.

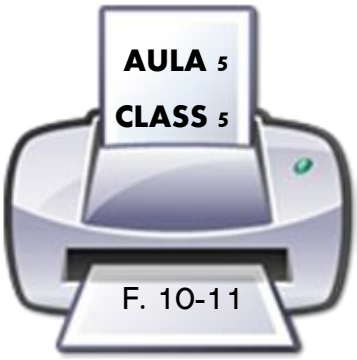
A: That sounds great. So, they'll have an inkling of the type of atmosphere to expect.

B: You can also photos of each potential venue and let followers decide which is the best location.

A: I can also upload brief videos, boomerangs, and Instagram Stories!

B: Of course, you can. But don't forget to

a brief description of each venue in which you host events.



A: How to use social media to keep your event top of mind with your audience?

B:

First, you need to decide which channels you're going to use.

Think carefully about your target audience.

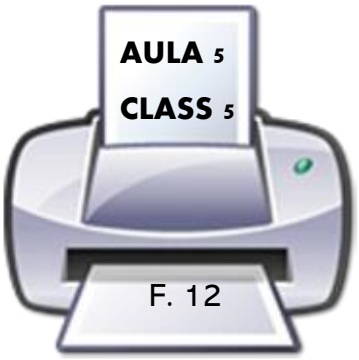
LinkedIn is best for corporate events.

You can set up the event and let attendees start networking with each other.

Instagram is best-suited to less-formal blogger events. It's a great way to source and engage with bloggers.

Whichever social platform you choose, it's important to have an event hashtag.

Don't forget about how much money you will need to invest in everything.

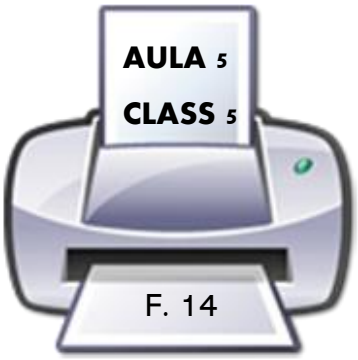


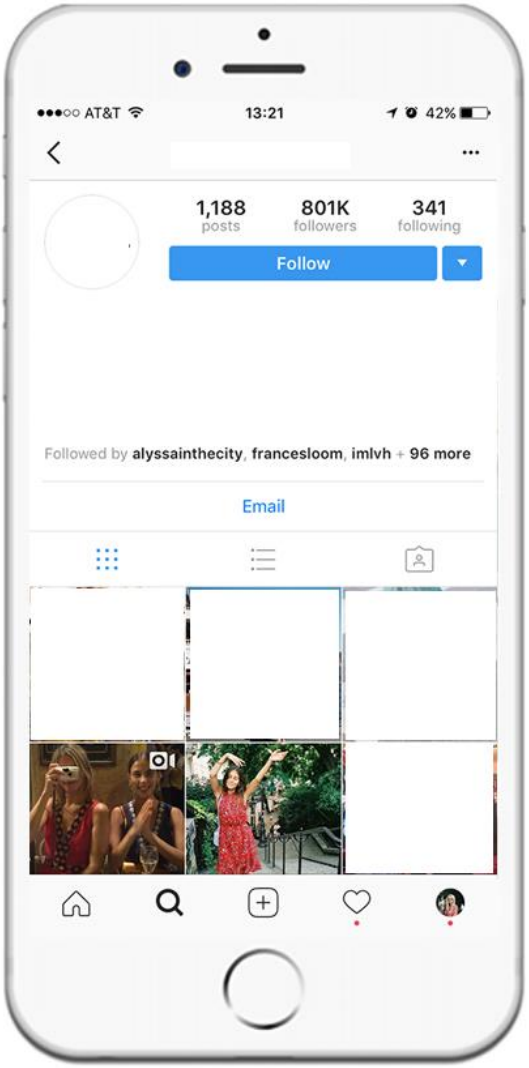
CARD A

1. A good way to promote an event is on Facebook.
2. ..... is also a good social media to spread an event.
3. You can add there lots of photos and videos.
4. You must choose a good .....
5. Give people a sneak peek of the place.
6. Let people decide where the best location is.
7. Give a description of the .....
8. It's important to have the event hastag.
9. You need to have ..... to invest in your event.

CARD B

1. A good way to promote an event is on .....
2. Instagram is also a good social media to spread an event.
3. You can add there .....
4. You must choose a good venue.
5. Give people a ..... of the place.
6. Let people decide where the best ..... is.
7. Give a description of the venue.
8. It's important to have the event .....
9. You need to have money to invest in your event.


AULA 5
CLASS 5
F. 14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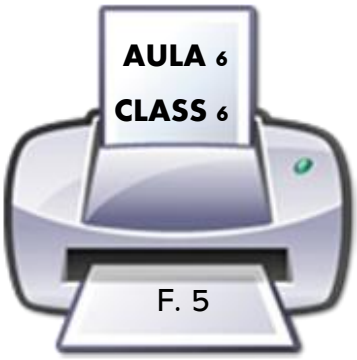
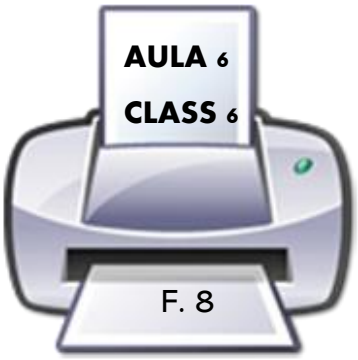


		strongly agree	slightly agree	slightly disagree	strongly disagree
1.	I like music or book shops because they are clearly organised.				
2.	I find it difficult to read and understand maps.				
3.	I would not enjoy organising events e.g. fundraising evenings, fetes, conferences.				
4.	I find it difficult to learn my way around a new city.				
5.	I find myself categorising people into types (in my own mind).				
6.	I avoid situations which I can not control.				
7.	When I learn a language, I become intrigued by its grammatical rules.				
8.	I do not tend to watch science documentaries on television or read articles about science and nature.				
9.	When I learn about historical events, I do not focus on exact dates.				
10.	When I look at a building, I am curious about the precise way it was constructed.				



CARD A

1. Write out your ..... speech beforehand.
2. Honor any special guests and making everyone in the room feel welcome.
3. Outline the ..... for the gathering.
4. Determine how long the speech should be.
5. Start by welcoming everyone in the ..... for attending the event, and thanking them for coming.
6. Introduce the first speaker, if there is another speaker taking the podium after your welcome speech.
7. Conclude your speech by reiterating ..... again to everyone for attending it.

CARD B

1. Write out your welcome speech beforehand.
2. Honor any special ..... and making everyone in the room feel welcome.
3. Outline the reason for the gathering.
4. Determine how long the speech should .....
5. Start by welcoming everyone in the audience for attending the event, and thanking them for coming.
6. ..... the first speaker, if there is another speaker taking the podium after your welcome speech.
7. Conclude your speech by reiterating thanks again to everyone for attending it.

+ Prática
+ Practice
F. 1-7

Thank you!
HELLO,
THIS WAY
OUT

Pay tribute to their successes, linking these to the event as you introduce them.

Introduce yourself and start your remarks by thanking everyone for coming.

Introduce the first speaker, and get out of the way.

Thank those who have made the day possible

Reinforce the purpose or goal of the event.

Refer to each special guest, having prepared by writing down their names, including how to pronounce them.

Be cordial, humble, and speak for a couple of minutes at the most.

Share your personal hopes, ideas, or plans about the topic of the day.

End your speech by wishing all, and especially the guests, an interesting day.

Imagens - Flipcharts
Pictures - Flipcharts

AULA 1

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AULA 2

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AULA 3

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