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# of the English language: creative and playful activities

BRUNA LOURENÇÃO ZOCARATTO  
(Org.)



**of the  
English  
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creative  
and playful  
activities**



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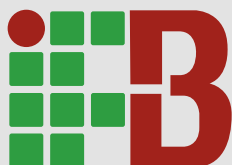
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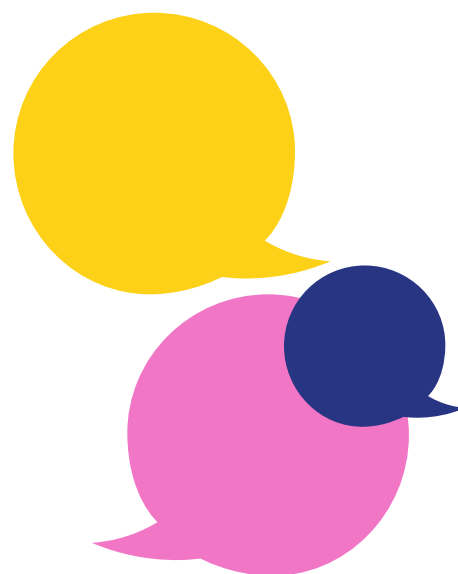
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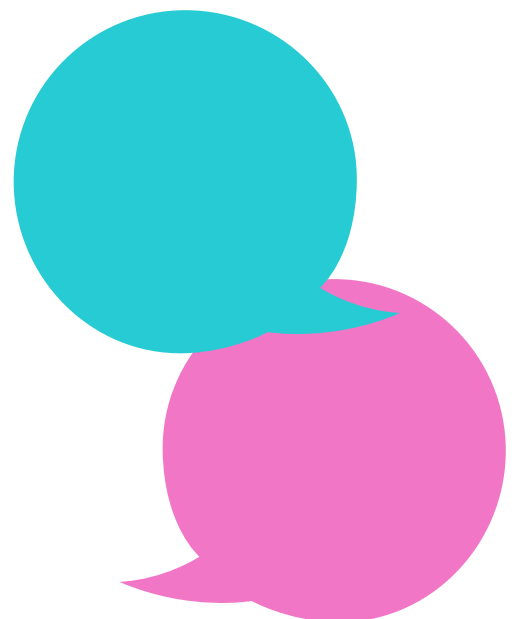
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# Apresentação

1

# 1 Apresentação

Este livreto é uma celebração da inventividade e do comprometimento dos estudantes da disciplina Morfossintaxe da Língua Inglesa, do 2º semestre de 2024, do Curso Superior de Letras-Inglês, *campus* Riacho Fundo. Ele surge como um esforço coletivo para reimaginar o ensino da sintaxe inglesa, transformando um campo muitas vezes percebido como técnico e distante em algo acessível e profundamente envolvente. Para além de uma coleção de planos de aula, este trabalho reflete a busca por um ensino de línguas que transcenda a transmissão mecânica de regras, abraçando a criatividade e o lúdico como ferramentas essenciais para engajar alunos e futuros professores.

Fruto de um processo que desafia as dicotomias entre teoria e prática, tradição e inovação, este material é tanto um produto acadêmico quanto uma provocação: como formar professores de inglês capazes de enfrentar as demandas do século XXI em um sistema educacional que nem sempre os prepara para tal? Organizado em cinco capítulos, o livro convida professores de inglês em formação inicial, formadores de professores de inglês e curiosos a explorar como a sintaxe pode ganhar vida por meio de estratégias inovadoras, servindo como ponto de partida para repensar o papel da gramática na aprendizagem de línguas.

Em *Introdução*, correspondente ao capítulo 2, lançamos as bases deste livreto ao contextualizar o trabalho dos estudantes da disciplina Morfossintaxe da Língua Inglesa, do 2º semestre de 2024, do Curso Superior de Letras-Inglês, *campus* Riacho Fundo, que buscaram transformar o ensino de classes de palavras e sintagmas em algo significativo e envolvente. Esta parte explora a importância de abordagens criativas e lúdicas para a prática docente e provoca reflexões sobre os desafios de preparar docentes para o século XXI, sublinhando a necessidade de métodos flexíveis e adaptáveis em um mundo em constante mudança.

O capítulo 3, *Bringing Syntax to Life: The Use of Creative Strategies*, é o coração prático do livreto, em que, inicialmente, apresentamos autores e materiais utilizados ao longo da disciplina. Em seguida, trazemos os planos de aula produzidos e detalhados em oito subseções: *Word Class: Nouns* (2.1), *Word Class: Adverbs* (2.2), *Word Class: Adjectives* (2.3), *Word Class: Verbs* (2.4), *Noun Phrases* (2.5), *Adverb Phrases* (2.6), *Adjective Phrases* (2.7) e *Verb Phrases* (2.8). Cada plano segue um padrão estruturado: começa com um texto introdutório que contextualiza a classe de palavras ou sintagma, seguido dos objetivos da aula, uma atividade de *warm-up* para engajar os estudantes, o desenvolvimento com estratégias criativas e um *follow-up* para consolidação. Todo planejamento fornece links para apresentações no Canva Slides e plataformas de gamificação usadas para enriquecer as atividades. As propostas são sugestões flexíveis, projetadas para adaptação às realidades específicas de quem as aplicar, refletindo o compromisso com a praticidade e a diversidade de contextos educacionais.





É importante esclarecer que, por se tratar de professores de inglês em formação inicial, os planos de aula e todos os materiais elaborados no capítulo 3 estão nesse idioma porque refletem o contexto prático e profissional no qual esses futuros educadores irão atuar. A escolha da língua inglesa é, pois, apenas uma questão de consistência com os estudos linguísticos que guiaram o processo e também oportunidade de imersão autêntica, permitindo que os futuros professores desenvolvam suas habilidades de planejamento e ensino diretamente na língua que ensinarão.

Por fim, são apresentadas as *Referências Bibliográficas*, apresentando uma lista completa das fontes utilizadas que fundamentam este livreto, consolidando os alicerces teóricos e práticos do trabalho desenvolvido.

Expressamos nossos sinceros agradecimentos à Editora IFB por nos proporcionar a oportunidade de compartilhar o trabalho desenvolvido na disciplina Morfossintaxe da Língua Inglesa, um espaço no qual ideias ganharam forma e se transformaram neste livreto. Mais do que isso, reconhecemos o apoio contínuo da editora ao incentivar a produção científica no âmbito do Instituto Federal de Brasília, uma missão que estimula estudantes e professores a explorar, criar e inovar. Foi esse suporte que abriu portas para este projeto, permitindo que ele saísse das discussões em sala de aula para se tornar uma contribuição concreta ao ensino de línguas, unindo teoria, prática e ousadia.



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## Introdução

2

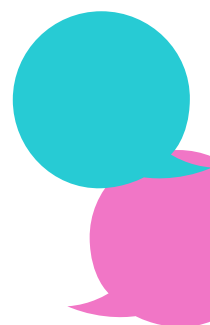
## 2 Introdução

Ensinar língua inglesa transcende a mera transmissão de regras gramaticais ou a decodificação de estruturas linguísticas. Trata-se, essencialmente, de criar condições para que o aprendizado se torne significativo, envolvente e, por que não, prazeroso. Na formação inicial de professores de inglês, essa premissa assume uma relevância ainda maior: os futuros docentes precisam, desde cedo, experimentar abordagens inovadoras para, posteriormente, planejá-las e aplicá-las com autonomia e reflexão crítica. Este livreto nasce dessa convicção. Por trás das práticas pedagógicas que o animam, pulsa o trabalho dos estudantes da disciplina Morfossintaxe da Língua Inglesa, do 2º semestre de 2024, do Curso Superior de Letras-Inglês, campus Riacho Fundo. Eles pegaram o ensino de classes de palavras e sintagmas - um tema que, convenhamos, raramente empolga as conversas no intervalo - e, com um giro criativo e lúdico, transformaram-no em algo vivo, acessível e surpreendentemente cativante.

No entanto, este não é apenas um compilado de ideias divertidas para aulas de inglês. É, em certa medida, uma provocação sutil sobre o que significa formar professores de línguas no século XXI, navegando entre os limites e as possibilidades da criatividade em sala de aula e enfrentando os desafios estruturais que moldam a educação contemporânea. Ao criar este material, esses futuros professores desafiam as fronteiras entre teoria e prática, tradição e inovação. Oliveira e Alencar (2012) já apontavam a criatividade como um motor essencial para despertar o interesse dos estudantes e tornar o aprendizado mais fluido, mas destacam que ela frequentemente esbarra em obstáculos conhecidos: formação insuficiente, tempo escasso e a pressão para cobrir uma extensa lista de conteúdos. Os estudantes de Morfossintaxe da Língua Inglesa vivenciaram isso na prática, confrontando o abismo entre as teorias acadêmicas e a realidade da sala de aula.

Neves-Pereira e Alencar (2018) avançam nessa reflexão: no século XXI, a criatividade não é um luxo, mas uma necessidade vital. Elas defendem uma formação que rompa com o convencional, estimulando imaginação e independência - algo que esses licenciandos buscaram ao incorporar jogos e dinâmicas à disciplina, mesmo em um sistema que, por vezes, privilegia a ordem em detrimento do caos criativo. É nesse contexto que o lúdico emerge como um respiro. Mais do que uma estratégia, ele é uma ferramenta para quebrar as amarras de um ensino engessado e reacender o prazer de aprender. Paulo Freire (2008) nos lembra que ensinar não é despejar conhecimento, mas abrir caminhos para sua construção coletiva - e o lúdico, com sua capacidade de envolver e dissolver resistências, é um aliado poderoso nesse processo. Corroborando essa ideia, Silva (2007) argumenta que jogos e atividades lúdicas oferecem um contexto natural para o uso da linguagem, potencializando a motivação dos aprendizes.

Assim, ao integrar jogos e dinâmicas interativas, esses futuros professores transformaram o ensino de morfossintaxe em uma experiência mais acessível e colaborativa, demonstrando que o aprendizado pode ser ativo e envolvente. Em







um mundo dominado por telas e marcado pelo avanço acelerado da tecnologia, essa abordagem ganha urgência. A educação foi impelida a se reinventar, e o ensino de línguas, mais do que nunca, demanda estratégias inovadoras de engajamento. Larsen-Freeman (2000) reforça essa necessidade ao afirmar que o aprendizado de línguas requer métodos flexíveis e interativos para atender às exigências de contextos em constante mutação. Preparar professores para esse cenário significa equipá-los para usar a tecnologia como ferramenta aliada, mantendo o foco em um aprendizado conectado e significativo.

E aqui surge uma questão inquietante: como exigir dos futuros professores de inglês aulas criativas e um uso consciente da tecnologia se, frequentemente, eles atravessam sua formação sem vivenciá-los na prática? Como esperar inovação quando, tantas vezes, lhes faltam oportunidades de explorar novas formas de ensinar? Não basta disponibilizar ferramentas modernas; é preciso capacitá-los a manejá-las, integrando-as à criatividade e ao lúdico - aspectos que nem sempre encontram eco nos currículos ou nas experiências dos futuros docentes. Quando esses professores em formação conseguem dar esse salto, muitas vezes o fazem como um ato de resistência contra um modelo que os restringe ao superficial “o que” ensinar, sem aprofundar o “como” ensinar de maneira inovadora.

Esse descompasso entre o esperado e o oferecido não é apenas um obstáculo; é um sintoma de um sistema educacional que precisa se repensar com urgência para preparar professores capazes de enfrentar um mundo em transformação constante. Nesse sentido, Brown (2007) destaca que o ensino eficaz de línguas depende de professores que sejam não apenas conhecedores do conteúdo, mas também criativos e adaptáveis às necessidades dos alunos, sublinhando a importância de uma formação que transcenda a simples transmissão de conhecimento.

Se a curiosidade despertou em você, nas próximas páginas encontrará o fruto de uma jornada que resultou em planos de aula sobre classes de palavras e sintagmas em inglês, desafiando os limites do ensino tradicional e abrindo espaço para práticas pedagógicas inovadoras. Este livreto é um convite: mergulhe, questione e descubra como a criatividade pode transformar até os temas mais secos em algo vibrante, inspirador e provocador. Afinal, ensinar é também aprender - e aqui, o aprendizado está apenas começando.



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**Bringing syntax to life: the  
use of creative strategies**

3

### 3 Bringing syntax to life: the use of creative strategies

The lesson plans presented in this booklet are the culmination of a dynamic and evolving process undertaken by undergraduates during the second semester of 2024, in the subject *Morfossintaxe da Língua Inglesa*.

In reflecting on the development of the lesson plans elaborated, it becomes evident that the future English teachers were not merely a product of passive absorption but a dialogue between them and the materials they engaged with. This interplay prompted critical questions about the role of structure in education: to what extent do pre-existing resources empower or inhibit innovation? The plans that follow are thus not just blueprints for instruction but artifacts of a deeper inquiry - each one bearing the imprint of its creator's struggle to balance guidance with originality, tradition with transformation. As you explore this collection, we invite you to approach it with a reflexive lens, recognizing both the potential and the imperfections embedded within.

Step into the next pages and immerse yourself in the vibrant world of lesson plans crafted by creative undergraduates. Each plan is a doorway to a classroom yet to be, offering a glimpse into the minds of those who dared to blend linguistic theory with the art of teaching. We beckon you to dive in, to wander through these carefully woven ideas, and to uncover the sparks of inspiration that lie within. Let this journey inform as well as ignite your own reflections on what it means to educate and innovate in an ever-evolving landscape.







## 3.1 Word class: nouns

*Camila Pinheiro  
Giovana Nicacio  
Maria Luiza Vieira*

Nouns are the backbone of sentence construction in English. They represent people, places, things, or ideas, making them an essential part of language learning. This subchapter offers practical strategies to help teachers and pre-service educators design engaging lessons on nouns, ensuring students can identify, classify, and use them effectively. The approach emphasizes interactive and engaging strategies to facilitate both conceptual and practical learning.



### Lesson objectives

- ✓ Associate different types of nouns with their usage in oral and written contexts;
- ✓ Practice identifying and categorizing nouns orally and in a writing context;
- ✓ Exercise the pronunciation of various nouns.

### Warm-up



5 minutes



Introduce the topic and activate students' prior knowledge

### Description:

- ✓ Project the title "Nouns" on the board;
- ✓ Encourage students to collectively create a *word cloud* with words they associate with the topic, including examples and categories of nouns.

**Resources:** computer, whiteboard, and markers;

**Interaction:** whole-class participation.

## Development



20-40 minutes



Present theoretical concepts and conduct practical exercises

### Description:

- ✓ Use a visual presentation ([click here](#)) to explain the concept of nouns and their categories: *proper*, *common*, *abstract*, *concrete*, *countable*, and *uncountable*;
- ✓ Provide practical examples for each category;
- ✓ Conduct an identification exercise where students recognize nouns in sentences and classify them.

**Resources:** computer, slides, whiteboard, and markers;

**Interaction:** teacher-guided activity with student involvement.

## Follow-up



10 minutes



Assess students' understanding in a dynamic way

### Description:

- ✓ Divide the class into two groups;
- ✓ Each group receives a list of nouns and classifies them under the correct category on the board;
- ✓ The activity is conducted as a *running dictation*, where one student writes on the board while the others wait;
- ✓ Conclude with a collective correction.

**Resources:** whiteboard, markers, and noun lists;

**Interaction:** group competition.



## 3.2 Word class: adverbs

*Gabriela Peres  
Letícia Nascimento  
Samara Vieira  
Thaís Menezes*

Adverbs enhance sentence structure by adding details and precision, modifying verbs, adjectives, and other adverbs. This subchapter provides engaging strategies to help teachers and pre-service educators guide students in recognizing and using adverbs effectively. The focus is on combining theoretical understanding with practical activities to foster meaningful learning experiences.



### Lesson objectives

- ✓ Identify the function and usage of adverbs in different contexts, classifying them into their types: manner, place, time, frequency, and degree;
- ✓ Practice constructing meaningful sentences using adverbs, both orally and in writing.

### Warm-up



5 minutes



Introduce the topic and stimulate students' interest

### Description:

- ✓ Begin the lesson with a Hangman game on the board, using an adverb as the target word ([click here](#));
- ✓ Engage students in guessing letters while explaining that the game introduces the lesson's focus.

**Resources:** whiteboard, whiteboard markers.

**Interaction:** whole-class participation.

## Development



15-20 minutes



Teach concepts and practice identifying adverbs

### Description:

- ✓ Present the concept of adverbs and their types (manner, place, time, frequency, and degree) ([click here](#)) through slides or the whiteboard if technology is unavailable;
- ✓ Provide examples for each type and encourage students to ask questions and participate in practice activities, such as completing sentences or identifying adverbs in sample sentences.

**Resources:** computer, slides, whiteboard, and markers;

**Interaction:** teacher-guided activity with student involvement.

## Follow-up



10 minutes



Reinforce understanding with a hands-on activity

### Description:

- ✓ Conduct a memory game where students match adverb types to specific adverbs (e.g., "Adverb of Place + downstairs") ([click here](#));
- ✓ Divide the class into pairs; each pair takes turns matching cards on the floor. Points are awarded for correct matches, and the pair with the most points wins.

**Resources:** physical memory game cards;

**Interaction:** pair-based competition.





## Lesson objectives

- ✓ Identify the function and usage of adverbs in different contexts, classifying them into their types: manner, place, time, frequency, and degree;
- ✓ Practice constructing meaningful sentences using adverbs, both orally and in writing.

## Warm-up



5 minutes.



Introduce the topic and engage students

## Description:

- ✓ Start the class with some adverbs on the board;
- ✓ Divide the class in two groups;
- ✓ The groups will have two minutes to write the maximum of sentences that they can with the adverbs
- ✓ Divide students into two groups and ask them to brainstorm adverbs that modify these verbs within two minutes;
- ✓ The group with the most accurate and creative answers wins.

**Resources:** whiteboard and markers;

**Interaction:** group competition.

## Development



15-20 minutes



Teach the concept and practice identifying adverbs

### Description:

- ✓ Introduce the definition and types of adverbs (manner, place, time, frequency, and degree) using slides or the board. Provide clear examples for each type ([click here](#) or *check the Attachments (4.2 Word class: adverbs)*);
- ✓ Pause during the presentation to ask questions and encourage discussion, ensuring all students participate actively.

**Resources:** projector, slides, whiteboard, markers;

**Interaction:** teacher-guided activity with all students.

## Follow-up



10 minutes



Check understanding through an interactive game

### Description:

- ✓ After all the explanations about adverbs, students will play a quiz game to review the material and assess their understanding of adverb types ([click here](#) or *check the Attachments (4.2 Word class: adverbs)*);
- ✓ Present multiple-choice questions with sentences that require identifying the correct type of adverb;
- ✓ The option chosen by the majority will be considered the group's final answer;
- ✓ After revealing the correct answer, the teacher can briefly explain why it is correct, ensuring clarity and reinforcing the learning;
- ✓ Points are awarded for creativity and proper usage.

**Resources:** projector, slides;

**Interaction:** whole class activity.



## 3.3 Word class: adjectives

*Alysson Victor  
Amanda Franco  
Maria Clara  
Vanessa Rocha*

Adjectives enrich sentences by providing descriptive details and modifying nouns or pronouns. This subchapter offers dynamic strategies to help teachers and pre-service educators facilitate students' understanding and use of adjectives effectively. The focus is on blending theoretical insights with practical activities to support engaging and meaningful learning experiences.



### Lesson Objectives

- ✓ Identify the role and grammatical aspects of adjectives in sentence construction;
- ✓ Classify adjectives into their types (e.g., attributive, predicative, postpositive);
- ✓ Construct and Analyze sentences using adjectives in various contexts.

### Warm-Up



5 minutes



Introduce the topic and encourage participation

### Description:

- ✓ Arrange students into a semicircle;
- ✓ Provide a topic sentence, such as "I am short and...";
- ✓ Students take turns adding an adjective while repeating all previously mentioned adjectives.

**Resources:** whiteboard (for visualizing the sentence), topic sentence, and a timer;

**Interaction:** whole-class participation.

## Development



15-20 minutes



Explore concepts and engage in structured practice

### Description:

- ✓ Present the definition, grammatical aspects, and examples of adjective types (attributive, predicative, and postpositive) ([click here](#));
- ✓ Divide students into small groups;
- ✓ Provide each group with phrases containing mixed-up words and instruct them to rearrange the words to form identical sentences based on the examples shown in the slides;
- ✓ The groups must work as quickly as possible, competing against each other. When the first group finishes, the other ones must immediately stop working;
- ✓ Then, this group has to identify the adjectives and analyze its type according to the position in the sentence;
- ✓ Rotate through five rounds.

**Resources:** slides (or whiteboard), word cards for the activity, and a timer for group challenges;

**Interaction:** Teacher-led explanation followed by group-based interaction.

## Follow-up



10 minutes



Reinforce understanding with hands-on application

### Description:

- ✓ Conduct a brief quiz to review the types and usage of adjectives, using multiple-choice and short-answer questions;
- ✓ Gather student feedback on the lesson to identify areas of confidence and challenge.

**Resources:** printed or digital quizzes, markers, and whiteboard for discussion;

**Interaction:** individual participation followed by whole-class feedback discussion.







*Gabrielly da Silva Monteiro  
Geovanna de Souza Alves  
Luiz Henrique Fernandes Rocha  
Nicole da Silva Neves*



### Lesson objectives

- ✓ Identify and classify adjectives such as attributive, predicative and postpositive in simple sentences;
- ✓ Demonstrate an understanding of their roles within sentence structures.

### Warm-up



5 minutes



Introduce the concept of adjectives and engage students

### Description:

- ✓ Begin by displaying two images on the screen, each accompanied by a simple sentence;
- ✓ Ask students to identify the words in each sentence that describe or qualify the nouns;
- ✓ Facilitate a brief discussion about the function of these words, highlighting how adjectives add detail and specificity;
- ✓ Use this activity to introduce the concept of adjectives and their importance in communication.

**Resources:** projector, pre-prepared example sentences, and images;

**Interaction:** whole-class participation and discussion.

## Development



15-20 minutes



Teach the concept and practice identifying types of adjectives

### Description:

- ✓ Introduce the three types of adjectives: attributive, predicative, and postpositive ([click here](#));
- ✓ Explain each type with clear examples;
- ✓ At the end of each explanation, provide additional sentences for students to put into practice what they just learned, ensuring comprehension of the concept before moving on to the next adjective type;
- ✓ Correction will happen collectively.

**Resources:** whiteboard, markers, and pre-prepared examples;

**Interaction:** teacher-led activity with individual student participation.

## Follow-up



10 minutes



Check understanding through a group activity

### Description:

- ✓ Titles with the types of adjectives (attributive, predicative, and postpositive) will be pasted on the board;
- ✓ The students will be divided into three groups;
- ✓ Each group will receive three random sentences and will need to go to the board and place each sentence under the adjective type they think it corresponds to;
- ✓ After the activity, there will be a discussion of the results to analyze their choices.

**Resources:** whiteboard, ribbon, and printed sentences;

**Interaction:** group activity.





## 3.4 Word class: verbs

Douglas dos Anjos

Verbs bring sentences to life by expressing actions, states, or events that make communication meaningful. This subchapter explores some strategies to help teachers and pre-service educators guide students in understanding and using auxiliary verbs in general. It combines explanations and focused reviews to create learning experiences based on their previous knowledge.



### Lesson Objectives

- ✓ Identify auxiliary verbs (be, have/has, do/does/did, will) in different written sentences;
- ✓ Recognize the structure and purpose of sentences with auxiliary verbs (be, have/has, do/does/did, will).

### Warm-Up



5 minutes



Introduce auxiliary verbs and engage students in identifying them in context

### Description:

- ✓ Arrange students into small groups or pairs;
- ✓ Write a simple sentence on the board (e.g., *She dances*);
- ✓ Ask students to add auxiliary verbs to the sentence to change its tense (e.g., *She is dancing*, *She has danced*, *She will dance*);
- ✓ After each addition, have groups read their new sentence aloud to the class;

**Resources:** whiteboard (for writing the starting sentence and examples), markers, and a list of auxiliary verbs (if needed for reference);

**Interaction:** group collaboration and whole-class sharing.

## Development



15-20 minutes



Understand auxiliary verbs and their role in sentence construction

### Description:

- ✓ Begin with a teacher-led explanation of auxiliary verbs and their importance in English sentence construction, using a slide as a visual guide ([click here](#));
- ✓ Review the following auxiliary verbs: be, have/has, do/does/did, will, in affirmative, negative and interrogative forms;
- ✓ Point out some necessary changes when the subject varies (e.g., *he has made* vs. *they have made*, *she is creating* vs. *we are creating*);
- ✓ Use examples in the slides that align with the types of auxiliary verbs being discussed;
- ✓ Prompt students to create and share additional examples based on their prior knowledge or experiences;
- ✓ Have students complete an exercise where they fill in the blanks with the correct auxiliary verb (e.g., *be, have/has, do/does/did, am, or are*) and the appropriate tense form (affirmative, negative, or interrogative).

**Resources:** slides with definitions, characteristics, and examples of auxiliary verbs, whiteboard for additional notes;

**Interaction:** teacher-led presentation with opportunities for students to ask questions and discuss examples.

## Follow-up



10 minutes



Reinforce understanding with hands-on application

### Description:

- ✓ Conduct a brief quiz to review the usage and forms of auxiliary verbs;
- ✓ The quiz will include multiple-choice, short-answer, and identification tasks to reinforce student understanding of auxiliary verbs in different contexts;
- ✓ Students will also have the opportunity to reflect on their learning and identify areas where they may need further clarification.

**Resources:** digital quiz on Canva, markers, and a whiteboard;

**Interaction:** collaborative participation followed by a class-wide feedback discussion.



Hanara Rodrigues  
Maria Fernanda Barros

Linking, transitive, intransitive, and ditransitive verbs contribute significantly to sentence construction by expressing states, actions, and relationships between ideas. This subchapter presents dynamic strategies to help teachers and pre-service educators guide students in identifying and using these verb types effectively. The focus is on combining theoretical understanding with hands-on activities, enabling students to grasp the nuances of verb functions and their impact on sentence structure.



### Lesson Objectives

- ✓ Differentiate between action verbs and linking verbs;
- ✓ Identify and classify verbs as transitive, intransitive, or ditransitive;
- ✓ Apply their understanding by constructing sentences using different types of verbs.

### Warm-Up



5 minutes



Activate prior knowledge and engage students on the topic

### Description:

- ✓ Write a few sentences on the whiteboard, ensuring they include a mix of action verbs, linking verbs, transitive, intransitive, and ditransitive verbs;
- ✓ Ask students to take turns identifying the verb in each sentence;
- ✓ Provide guidance and examples as needed to ensure clarity and engagement.

**Resources:** whiteboard (marker), projector, internet, and slides;

**Interaction:** whole-class participation.

## Development



15-20 minutes



Introduce and explain key concepts

### Description:

- ✓ Begin by explaining and presenting examples of each verb type and explaining their distinctions ([click here](#));
- ✓ Use the whiteboard or slides to display the examples and break down sentences for clarity;
- ✓ Demonstrate how verbs can be categorized based on their function and the presence of direct and indirect objects;
- ✓ Highlight the role of each component in the sentence structure;
- ✓ After the explanation, engage students in a verb sorting activity on Wordwall ([click here](#)), using prepared sentence examples. Students will classify the verbs into the appropriate categories (linking, action, transitive, intransitive, and ditransitive).

**Resources:** whiteboard (marker), slides, pre-prepared sentence strips, internet, and cell phones or computers;

**Interaction:** individually or in groups.

## Follow-up



10 minutes



Practice verb concepts collaboratively

### Description:

- ✓ Divide the class into small groups;
- ✓ Provide each group with blank cards or slips of paper to create sentences or questions related to the lesson (e.g., "Is 'run' an intransitive verb?");
- ✓ Once completed or discussed, groups exchange their cards with another group;
- ✓ A designated leader in each group reads the questions aloud, and the team discusses and answers them together;
- ✓ Groups can correct any misunderstandings collaboratively.

**Resources:** blank cards / slips of paper or cards pre-prepared, projector, and pencils or pens;

**Interaction:** collaborative participation followed by a class-wide feedback discussion.



## 3.5 Noun phrases

*Alanys Venâncio Aires*

*Gabrielly Aparecida da Costa Lopes*

*Yasmin Linhares de Araújo*

Noun phrases expand the communicative power of sentences, adding detail and depth to the core elements of language. Comprising a noun and its modifiers, they play a pivotal role in conveying clear and specific ideas. This subchapter equips teachers and pre-service educators with dynamic strategies to design lessons that demystify noun phrases. The focus on practical activities and interactive techniques can guide students in identifying, constructing, and using noun phrases to enrich their written and spoken communication. Here, the emphasis lies on blending conceptual understanding with hands-on practice to foster confidence and proficiency.



### Lesson Objectives

- ✓ Introduce students to the concept of noun phrases, emphasizing their structure and function;
- ✓ Recognize and analyze their components (modifiers and nouns);
- ✓ Identify noun phrases in sentences; and analyze some of their functions.

### Warm-up



5 minutes



Introduce the concept of nouns and engage students in a fun and interactive way

### Description:

- ✓ Show images of objects categorized as “nouns” while playing the game “Hot Potato” ([click here](#));
- ✓ Students will pass an object around while singing a song;

- ✓ When the music stops, the student holding the object must identify it and name the objects.

**Resources:** slides with images, and projector;

**Interaction:** All students together.

## Development



20 minutes



Explain and practice identifying and analyzing noun phrases

### Description:

- ✓ **Part 1:** explain and demonstrate the main components of a noun phrase: determiner, adjectives, adverbs, and head ([click here](#));
- ✓ **Part 2:** highlight the functions of noun phrases in sentences (e.g., subject, direct object, and indirect object) with examples.

**Resources:** slides, projector, presentation, whiteboard, and markers;

**Interaction:** all students together.

## Follow-up



10 minutes



Reinforce understanding through a collaborative and interactive game

### Description:

- ✓ Use a digital board game on Genially ([click here](#));
- ✓ Students, in groups of four, answer questions about nouns to advance on the board; Interactions also include rules like moving back two spaces or skipping a turn;
- ✓ The goal is to progress toward the finish line.

**Resources:** genially game, projector, computer;

**Interaction:** groups of four students.





### Lesson Objectives

- ✓ Identify noun phrases and their syntactic functions in written sentences;
- ✓ To identify noun phrases and their syntactic functions in written sentences.

### Warm-up



10 minutes



Identify and analyze different types of nouns (common, proper, countable, uncountable, concrete & abstract)

### Description:

- ✓ Encourage students to say some nouns related to their houses to activate prior knowledge;
- ✓ Conduct a quick revision of noun types through a Kahoot! quiz ([click here](#)), where students, individually, identify their characteristics;
- ✓ Discuss the answers, explain key concepts, and correct mistakes if necessary.

**Resources:** projector, computer and Kahoot! game;

**Interaction:** entire group participation.

## Development



15 minutes



Recognize noun phrases, their structure, and their syntactic functions

### Description:

- ✓ Start by reviewing the definition of a noun, emphasizing that it represents people, places, things, or ideas ([click here](#));
- ✓ Provide a few examples and ask students to come up with their own;
- ✓ Introduce noun phrases by explaining that they consist of a noun as the head and may include determiners, adjectives, or other modifiers;
- ✓ Clarify their syntactic roles, such as subject, object, or complement;
- ✓ Display sentences on the slides with highlighted noun phrases;
- ✓ Guide students through identifying their structure and function, encouraging them to explain their reasoning.

**Resources:** slides, projector, and computer;

**Interaction:** full group engagement.

## Follow-up



10 minutes



Identify and analyze noun phrases and their syntactic functions in context

### Description:

- ✓ Display sentences on the board where students will take turns identifying and highlighting the noun phrases, as well as determining their syntactic functions;
- ✓ Review each response with the group, correcting any mistakes and reinforcing key concepts through guided explanations;
- ✓ Encourage students to justify their choices and ask questions if needed.

**Resources:** projector, computer, slides, board, and markers;

**Interaction:** whole-group participation.

## 3.6 Adverb phrases

*Erick Gabriel da Rocha Lima  
Samara da Silva Delmondes*

Adverb phrases enhance the expressive richness of sentences, providing nuanced detail about actions, conditions, and circumstances. Consisting of an adverb and its modifiers, they are essential in shaping precise and impactful communication. This subchapter equips teachers and pre-service educators with engaging strategies to design lessons that clarify the function and structure of adverb phrases. Emphasizing practical activities and interactive techniques, it supports students in recognizing, constructing, and effectively using adverb phrases to refine both their written and spoken expression. The approach balances conceptual understanding with hands-on practice.



### Lesson Objectives

- ✓ Define what an adverb phrase is and distinguish it from a single adverb;
- ✓ Identify and classify the most common types of adverb phrases;
- ✓ Apply adverb phrases correctly in sentences.

### Warm-up



5 minutes



Engage students in recalling and sharing their understanding of adverbs

### Description:

- ✓ Ask students to take a minute to think about what they already know about adverbs;
- ✓ Have them discuss their thoughts with a partner;
- ✓ Invite pairs to share with the class;
- ✓ Write “adverbs” on the board and ask students to call out related words or ideas;
- ✓ Work on both meaning and pronunciation with students.

**Resources:** whiteboard and brush;

**Interaction:** full class participation.

## Development



10 minutes



Understand the difference between adverbs and adverb phrases and practice identifying the correct question words for different types of adverbs

### Description:

- ✓ Introduce the difference between a normal adverb and an adverbial phrase ([click here](#));
- ✓ Teach students the key question words used to identify adverbs: how? how often? when? where?;
- ✓ Present the most common types of adverbs: manner, frequency, time, and place;
- ✓ Display questions on the board using a projector;
- ✓ Instruct students to stand up, go to the board, and match each adverb with the appropriate question word.
- ✓ Make collective corrections by discussing the answers together, ensuring understanding and clarifying doubts;

**Resources:** slides, projector, and computer;

**Interaction:** individual activity with collective correction.

## Follow-up



10 minutes



Reinforce the understanding of adverbs and adverb phrases through an interactive and engaging game

### Description:

- ✓ Students will play a Kahoot! game ([click here](#)) with six questions (true/false or multiple choice) to test their knowledge of adverbs and adverbial phrases;
- ✓ The game will encourage active participation and quick thinking while reviewing key concepts;
- ✓ After each question, the correct answer will be displayed, and the teacher will briefly explain why it is correct;
- ✓ If many students choose the wrong answer, the teacher will provide further clarification before moving to the next question.

**Resources:** computer, slides, projector, and cell phones with internet access;

**Interaction:** whole-class activity.



*Emanuelle Soares da Silva Rocha  
Giovanna Luiza dos Santos Silva  
Rayssa de Cassia Conceicao da Silva*



## Lesson Objectives

Identify adverbs and adverb phrases in sentences;

Use adverbs and adverb phrases to describe how, when, where, or how often an action occurs, orally and in writing.

## Warm-up



10 minutes



Identify adverbs in sentences while fostering active participation in a fun and dynamic way

## Description:

- ✓ Ask students if they recall any adverb;
- ✓ Encourage them to provide some examples;
- ✓ Next, instruct the students to form a circle in the classroom, as we are going to play “Hot Potato”;
- ✓ Explain the rules: play an upbeat song while an object is passed around the circle. When the music stops, the student holding the object has to identify the adverb in a sentence. The sentences are:
  - ✓ We usually go on holiday in August.
  - ✓ Time goes very quickly.
  - ✓ The day passed quickly enough.
- ✓ The aim is to check if the students can correctly identify the adverbs in each sentence.

**Resources:** Slides, whiteboard and markers or printed examples;

**Interaction:** whole-class participation.

## Development



20 minutes



Understand the function of adverbs and identify different types of adverbs and adverb phrases in sentences

### Description:

- ✓ Provide a brief explanation of adverbs and their function ([click here](#)), which is to modify verbs, adjectives, or other adverbs;
- ✓ After that, share examples of different types of adverbs, such as adverbs of manner, like 'gracefully'; of time, like 'now'; of place, like 'there'; and of frequency, like 'always';
- ✓ Do a practical exercise in which students will identify the adverbs and adverb phrases in the sentence *I exercise very regularly, and I eat quite healthily*;
- ✓ Students also check if *extremely* works as an adverb phrase in the sentence *I found it extremely difficult to talk to her*, explaining why or why not.

**Resources:** Slides, computer, projector, internet;

**Interaction:** teacher-guided activity with student involvement.

## Follow-up



25 minutes



Reinforce and assess students' understanding of adverb phrases by engaging them in interactive review activities

### Description:

- ✓ Play an online memory game, where they will have to find pairs of cards containing the same sentence;
- ✓ When they find the pairs, they have to read the sentence and identify the AdvP ([click here](#));
- ✓ After that, students will play a quiz about the sentences from the memory game they played before ([click here](#)). There are six questions, varying from multiple choice, true or false to image connecting exercises. First, students have to read the instructions and then choose the correct answer.

**Resources:** online games created on the Flippity and Genially platforms; internet, computer and projector;

**Interaction:** whole-class participation.

## 3.7 Adjective phrases

Giovanna Gomes De Sousa

Sarah Carneiro Machado

Adjective phrases amplify the expressiveness of sentences, enriching descriptions and providing nuance to language. Consisting of an adjective and its modifiers, they play an important role in refining meaning and adding specificity. This subchapter equips teachers and pre-service educators with effective strategies to design lessons that clarify the structure and function of adjective phrases. Through engaging activities and interactive techniques, students can learn to identify, construct, and apply adjective phrases to elevate both their written and spoken communication. The focus here is on integrating conceptual understanding with hands-on practice, fostering confidence and fluency in descriptive expression.



### Lesson Objectives

- ✓ Define adjective phrases by explaining their structure and components;
- ✓ Describe how adjective phrase expansion works by identifying modifiers and their effects;
- ✓ Analyze examples of adjective phrases to reinforce knowledge and recognize patterns;
- ✓ Apply their understanding by identifying and creating adjective phrases through interactive activities and games.

### Warm-up



5 minutes



Activate prior knowledge of adjectives and introduce adjective phrases in an engaging way

### Description:

- ✓ The teacher will present a series of images and encourage students to observe them carefully ([click here](#));
- ✓ Students will then be asked to describe each image using adjectives;

- ✓ The teacher will make the necessary correction in terms of accuracy, word choice, and sentence structure, ensuring that students use adjectives appropriately.

**Resources:** projector, computer and slides;

**Interaction:** interactive discussion with the entire class.

## Development



20 minutes



Explain and practice identifying and analyzing adjective phrases

### Description:

- ✓ Introduce the structure of an adjective phrase, emphasizing the adjective as the head and possible modifiers (e.g., adverbs);
- ✓ Provide examples;
- ✓ Reinforce the students' understanding of the concept by asking questions such as: "What is an AP?", "How is it formed?" "What are some possible expansions?";
- ✓ Some sentences will be given to the students for practice. They will need to identify the adjective phrase in each one.

**Resources:** projector, computer, slides, and board brushes;

**Interaction:** Full-class participation.

## Follow-up



10 minutes



Reinforce learning through an interactive game

### Description:

- ✓ **(Plan A)** The students will answer a quiz with 5 questions about Adjective Phrases on the website Wordwall ([click here](#));
- ✓ **(Plan B)** In case the connection doesn't work or other issues occur, the game will be played differently:
  - a. The sentences will be written on a piece of paper, and some students will randomly pick out a sentence;
  - b. They'll need to identify and answer which is the Adjective Phrase in the sentence.

**Resources:** Wordwall game, projector, computer;

**Interaction:** Group work (teams of four students).





## Lesson Objectives

- ✓ Identify and use adjective phrases to describe characters of movies, books or comic-books accurately and creatively in written and oral contexts

## Warm-up



5-10 minutes



Identify adjectives in sentences and understand their function

### Description:

- ✓ Ask students if they already know what adjectives are;
- ✓ Use slides or write sentences on the whiteboard to demonstrate adjectives in practice;
- ✓ Ensure students understand what adjectives are;
- ✓ Guide them in identifying the words that work with adjectives in the given sentences;
- ✓ Encourage students to create their own sentences using at least one adjective.

**Resources:** whiteboard, board brushes, slides, computer, internet;

**Interaction:** whole-class participation.

## Development



15 minutes



Explain and practice identifying and analyzing adjective phrases

### Description:

- ✓ Use the slides created for this class ([click here](#)), by covering these topics: *what is an adjective?; adjective vs. adjective Phrase (AP); expansions of AP; and how to find APs?*

- ✓ Explain the steps and tips to find and make up adjective phrases;
- ✓ Make up some sentences with at least one adjective, and say it out loud;
- ✓ The teachers should write each sentence at the board, or invite their students to go at the board and write by themselves, making the correction at the end;
- ✓ The correction needs to show where the adjective and its expansions are localized in each sentence made by the students;
- ✓ To finish the explanation part, demonstrate to the class where the Adjective Phrases are in each sentence;
- ✓ Make more sentences and repeat the steps to find an AP if it's necessary.

**Resources:** white board and board brushes, slides, computer, and internet connection;

**Interaction:** individually, in pairs, or in groups, fostering a comfortable environment where everyone feels free to participate.

## Follow-up



10 minutes



Enhance learning with an engaging interactive activity

## Description:

- ✓ Share the page before the last one in the slide or draw an image on the white board, then, ask the students about the characters (if using the slides) or the image;
- ✓ The questions should be following these ideas: "How are they feeling? How about their costumes?" or "Is this common to you? What in this image is most calling your attention to?";
- ✓ Ask them to describe what they see, with a bunch of details or in a simple way;
- ✓ Encourage them to create sentences using Adjective Phrases;
- ✓ The students can use paper and pencils or even go to the board to write;
- ✓ Then, make a general correction with the sentences shared by the class, exposing their sentences and correcting all together.

**Resources:** slide, computer, internet connection, whiteboard, and board brushes. The usage of paper and pencils are optional;

**Interaction:** individual but can also be done in pairs or groups.

## 3.8 Verb phrases

Karine Cardoso Mendes

Michael Guilherme Gonçalves Florencio

Rafael da Silva Santos

Verb phrases convey actions, states, and relationships between events, shaping clarity and expression in language. Comprising a main verb, its auxiliaries, and complements, they add precision and depth to communication. Understanding how verb phrases function enables students to construct grammatically sound and expressive sentences. This subchapter equips educators with strategies to teach verb phrases effectively. Through interactive activities and guided practice, students learn to identify and use them accurately, enhancing both written and spoken fluency while mastering time, modality, and emphasis.



### Lesson Objectives

- ✓ Identify transitive, intransitive, and ditransitive verbs in written and spoken contexts;
- ✓ Construct accurate sentences using verb phrases;
- ✓ Use verb phrases in speech and writing to enhance clarity and precision.

### Warm-up



10 minutes



Recall previous knowledge of verbs and promote sentence construction

### Description:

- ✓ The teacher begins with students seated in a circle to play the activity, *Hot Potato Verbs*;
- ✓ The teacher explains the rules, ensuring clarity;
- ✓ A stuffed toy serves as the *hot potato*, passed around while the song *Jump Up, Super Star!* by Kate Higgins plays. Subtitles can be enabled if necessary;
- ✓ When the music stops, the student holding the toy must say a verb from the song and form a complete sentence using it;
- ✓ The game continues until the music ends. The teacher then reviews the verbs and sentences, reinforcing learning and proper usage.

**Resources:** projector, computer, and stuffed toy;

**Interaction:** whole-class participation.

## Development



10 minutes

Provide essential context on verb phrases and elaborate on direct and indirect objects

### Description:

- ✓ The teachers will initiate the lesson with a presentation using slides ([click here](#)), providing a clear and concise explanation of verb phrases;
- ✓ They will define verb phrases and explain their importance in sentence structure.;
- ✓ Next, they will introduce the concepts of direct and indirect objects, breaking down the differences between them and demonstrating how to identify and analyze these elements within sentences;
- ✓ This will be done through examples projected on the screen, with the teachers highlighting the specific components of each sentence;
- ✓ The section will conclude with a thorough definition of verb phrases, followed by a set of carefully chosen examples to illustrate how verb phrases are composed and their role in sentence construction.

**Resources:** projector, computer, slides, and board brushes;

**Interaction:** Entire class participation.

## Follow-up



15 minutes

Practice action verbs and sentence formation

### Description:

- ✓ In pairs, one student faces away from the board while the other faces it;
- ✓ A verb is displayed on the board through both an image and the written word ([click here](#));
- ✓ The student facing the board mimes the action verb without using words or sounds.
- ✓ The student who is facing away from the board observes the mime and attempts to guess the action verb;
- ✓ Once the verb is correctly identified, the student who guessed it must form a coherent sentence using the verb, tying it to the theme of the activity;
- ✓ The pair then answers a specific question assigned to them related to the verb or the theme.

**Resources:** projector, computer;

**Interaction:** pair work (one student mimes while the other guesses and forms a sentence based on the verb).



## Lesson Objectives

- ✓ Recognize the predicate in a sentence;
- ✓ Identify the composition of verb phrases according to the types of verbs;
- ✓ Perform a syntactic analysis of a sentence containing a verb phrase.

## Warm-up



5 minutes



Activate prior knowledge by assessing students' familiarity with verb types, their syntactic functions, and the concept of transitivity

### Description:

- ✓ At the beginning of the lesson, a quick survey will be conducted to assess students' prior knowledge of the topic;
- ✓ This will involve asking them whether they remember the different types of verbs and their syntactic functions, as well as whether they have previously studied verb transitivity;
- ✓ The survey will be brief and interactive, encouraging students to recall and share their understanding;
- ✓ This can be done through a show of hands, a quick written response, or a short verbal discussion.

**Resources:** computer, projector, whiteboard, and brushes;

**Interaction:** participation of the entire class.

## Development



20 minutes



Review key concepts of verb phrases, verb types, and syntactic structures

### Description:

- ✓ The class will begin with an engaging slide presentation ([click here](#)) that introduces the topic of verb phrases;

- ✓ The teachers will guide the presentation, interacting continuously with students to clarify concepts and encourage participation;
- ✓ During this expository phase, the teacher will explain various aspects of verb phrases, including the types of verbs, the syntactic structures of sentences, and the constitution of predicates. The teachers will emphasize the importance of understanding how verbs interact with other sentence components to convey meaning;
- ✓ Throughout this stage, students will have the opportunity to ask questions and discuss examples provided by the teacher, ensuring a comprehensive understanding of the topic;
- ✓ Following the introduction, students will participate in a Verb Game using the Canva tool ([click here](#)). This game is designed to reinforce the concepts covered in the lesson:
  - ✓ Students will volunteer to answer a series of questions related to verb phrases, verb types, and syntactic analysis;
  - ✓ They will be asked to decide whether a statement is true or false or choose the correct answer from a list of alternatives;
  - ✓ After each question, the teacher will provide immediate feedback to reinforce the correct answers and clarify any misunderstandings.

**Resources:** computer, projector, whiteboard, and brushes;

**Interaction:** all students' involvement.

## Follow-up



10 minutes



Reinforce the understanding of verb phrase types and syntactic structures through an interactive activity

## Description:

- ✓ The follow-up activity will involve a game in which students have to connect the sentences;
- ✓ The class will be divided into groups, with the number of participants ranging from pairs to larger groups;
- ✓ Each group will receive strips of paper with short sentences;
- ✓ The task is for the group to identify the type of verb phrase in each sentence;
- ✓ Afterward, one member from each group will come to the board and use a projected table ([click here](#)) to classify the verb phrase by its type. They will also need to complete the syntactic analysis, identifying components such as the subject, predicate, direct or indirect objects, adverbs, and object complements;
- ✓ After all groups have filled in their answers, the teacher will correct each sentence, providing feedback and clarifying any misunderstandings.

**Resources:** strips of paper with short sentences, projected table, whiteboard, and brushes;

**Interaction:** pairs, groups of three, or teams.





## Considerações finais

4

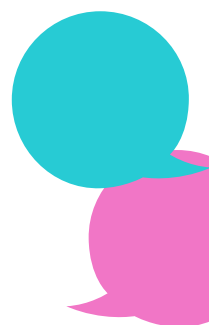
## 4 Considerações finais

Chegamos ao fim dessa jornada com a certeza de quem pisou em terreno firme. Não é só um tanto de páginas ou um manual pronto - é o resultado tangível do que acontece quando a criatividade toma a frente, a vontade de ensinar se afirma e um quê de leveza reconfigura o aprendizado da língua inglesa em algo que anda e tem propósito. Aqui, futuros professores pegaram o que poderia ser apenas teoria solta ou regras avulsas e foram além: construíram momentos de descoberta e conexão, provando que aprender pode ser direto e ter peso real.

O trajeto não veio sem entraves, como já era de se prever. Aquele hiato entre o que os livros entregam e o que a sala de aula exige, o tempo que escorre rápido, as incertezas de quem tenta desviar do caminho comum. Mas o que fica é como esses percalços viraram alicerce para algo novo. Com atividades que capturam o interesse, ideias que cutucam a mente e um uso esperto da tecnologia, eles mostraram que ensinar não tem que ser quadrado - pode ser algo que chama e entrega resultado. Não é só questão de repassar gramática; é sobre abrir brechas, juntar gente e trazer à tona a curiosidade que está aí, só esperando um empurrão.

E tem mais: colocar professores em formação inicial para viver de perto o uso da criatividade, da ludicidade e da tecnologia inovadora faz toda a diferença. Não adianta esperar que eles saiam para o mundo sabendo virar a aula de cabeça pra baixo se não tiverem espaço para experimentar na prática desde o começo. É nesse mergulho - testando, ajustando, criando - que eles descobrem como transformar conceitos em algo que funciona, que ganha vida. Sem essa bagunça organizada, o ensino fica só na superfície, e a chance de inovar escapa pelos dedos.

Isso é um chamado para quem quer jogar nesse time: uma sala onde as ideias rolam soltas, os tropeços viram aprendizado, e o conhecimento se monta em conjunto. Para aqueles que compreendem que o ato de ensinar pode possuir vitalidade, adaptar-se e transcender estruturas rígidas do passado, que isso ressoe como um fragmento desses conhecimentos - um incentivo discreto para que se engajem, experimentem e se integrem a esse processo contínuo de ensinar e aprender.







## 5 Referências bibliográficas

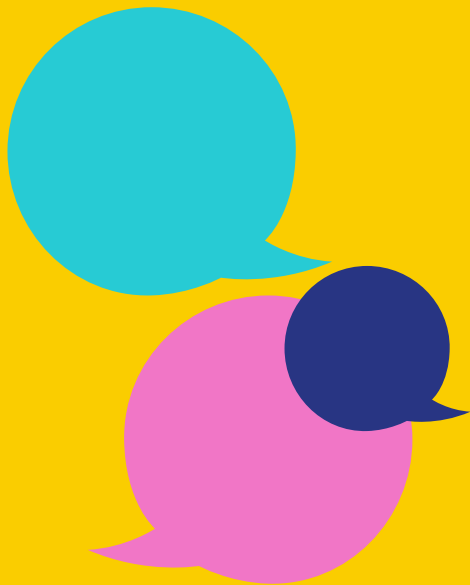
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Este livreto é um testemunho da inventividade dos estudantes da disciplina Morfossintaxe da Língua Inglesa, do 2º semestre de 2024, do Curso Superior de Letras-Inglês, campus Riacho Fundo, que pegaram o ensino da sintaxe – um tema muitas vezes encarado como técnico e monótono – e o reinventaram com doses generosas de criatividade e ludicidade, tornando-o acessível, envolvente e surpreendentemente vivo. Bem mais do que uma coleção de planos de aula sobre classes de palavras e sintagmas, estas páginas são uma provocação sutil e poderosa: como formar professores de inglês capazes de navegar as demandas do século XXI, em um cenário educacional que frequentemente os limita a práticas tradicionais e os deixa despreparados para inovar? Com estratégias práticas que integram jogos, dinâmicas e reflexões críticas, o material desafia as barreiras entre teoria e prática, tradição e ousadia, convidando professores em formação, formadores e entusiastas a repensar o papel da gramática no aprendizado de línguas. Mergulhe nesta obra e descubra como o ensino pode transcender a transmissão de regras, transformando-se em uma experiência colaborativa, significativa e inspiradora que reacende o prazer de aprender e ensinar em um mundo em constante transformação.



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