

UNIVERSIDADE FEDERAL DE MINAS GERAIS
CURSO DE ESPECIALIZAÇÃO EM INGLÊS: ENSINO E APRENDIZAGEM/EAD

SULAMITA FREIRE DE ALMEIDA

ENGLISH LANGUAGE USE IN INTERNATIONAL MOBILITY CONTEXTS:
employment and travel scenarios

BELO HORIZONTE

2025

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Trabalho apresentado à Universidade Federal de Minas Gerais - UFMG, como requisito final para a obtenção do grau de Especialista em Ensino de Língua Inglesa.

Orientador: Prof^ª. Dr^ª. Climene Fernandes Brito Arruda.

BELO HORIZONTE

2025



UNIVERSIDADE FEDERAL DE MINAS GERAIS
FALE - CURSO DE ESPECIALIZAÇÃO EM INGLÊS: ENSINO E APRENDIZAGEM/EAD

ATA DE DEFESA DE MONOGRAFIA/TCC

Às 14:20 horas do dia 12 de dezembro de 2025, reuniu-se na Faculdade de Letras da UFMG, a Comissão examinadora indicada pela Coordenação do Curso de Especialização em Inglês: Ensino e Aprendizagem, para julgar, em exame final, o trabalho intitulado, ENGLISH LANGUAGE USE IN INTERNATIONAL MOBILITY CONTEXTS: employment and travel scenarios, apresentado por Sulamita Freire de Almeida, como requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca examinadora, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra à (ao) candidato para a apresentação do seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a).

Em seguida, a Comissão se reuniu, sem a presença do(a) candidato(a) e do público, para julgamento e expedição do resultado final, foram atribuídas as seguintes indicações:

Profa. Me. Carolina Fernandes Archer, indicou a (X) aprovação/ () reprovação do(a) candidato(a).

Profa. Dra. Anelise Scotti Scherer, indicou a (X) aprovação/ () reprovação do(a) candidato(a);

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

Nota: 85



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INSTRUÇÕES

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

RESUMO

O presente trabalho tem por objetivo apresentar duas Unidades Didáticas para o ensino de Língua Inglesa, com foco na formação de alunos capazes de comunicar-se e integrar-se em contextos de mobilidade internacional. O material, intitulado “World Citizen”, aborda temáticas relacionadas à preparação para oportunidades de trabalho no exterior e para situações de viagem internacional, articulando o desenvolvimento de habilidades linguísticas e reflexões de caráter cultural. A proposta é voltada a jovens aprendizes com nível B2 (Upper Intermediate), matriculados em curso não formal de idioma. Quanto à estrutura do trabalho, este organiza-se na apresentação das duas Unidades Didáticas, seguida do guia do professor e da respectiva justificativa teórico-metodológica.

Palavras-chave: Ensino de Língua Inglesa; Material Didático; Contexto Internacional; Unidade Didática.

ABSTRACT

The present study aims to present two Didactic Units for the teaching of English as a Foreign Language, focusing on the development of students who are able to communicate and integrate themselves into contexts of international mobility. The material, entitled “World Citizen,” addresses themes related to preparation for job opportunities abroad and for international travel situations, articulating the development of linguistic skills with cultural reflections. The proposal is designed for young learners at the B2 (Upper Intermediate) level enrolled in a non-formal language course. Regarding its structure, the study is organized into the presentation of the two Didactic Units, followed by the teacher’s guide and the respective theoretical and methodological rationale.

Keywords: English Language Teaching; Teaching Materials; International context; Didactic Unit.

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1 INTRODUCTION

The present work aims, through the didactic units created, to equip students to become individuals capable of communicating and integrating themselves into international contexts in a confident and natural way. As the title of the material itself, “World Citizen”, suggests, the expectation is that, through the approach to how to get a job abroad and how to prepare for international travel contexts, students can broaden their perspectives not only linguistically but also culturally, through motivating materials, activities, and guided discussions.

The motivation behind choosing to work with this theme arose from my own trajectory. While working and studying abroad through a cultural exchange program, several young people around me who were learning English showed curiosity about how this process works, revealing that they did not quite know how to take the same steps. Furthermore, although they expressed a desire to pursue opportunities abroad, being able to communicate effectively in English also appeared as a source of concern and insecurity when thinking about being in work or even travel international contexts. This motivated me to try to create, in these units, something that would be useful not only in equipping students linguistically, but also in contributing, at least to some extent, to broadening their perspectives on possibilities for work and travel abroad.

As for the organization of this work, the two didactic units are presented first. After that, the teacher’s guide for both units and the rationale are provided.



WORLD CITIZEN

Prepared By :
Sulamita Freire de Almeida

FINDING A JOB ABROAD

In today's globalized world, working abroad is no longer just a dream - it's a real possibility. Many countries around the globe offer attractive opportunities for professionals seeking new experiences, career growth, and cultural exchange. Whether through remote roles or in-person positions, international work has become increasingly accessible in diverse fields and regions.

Have you ever thought about applying for a job in another country?
Why or why not?

In this Unit, you will:

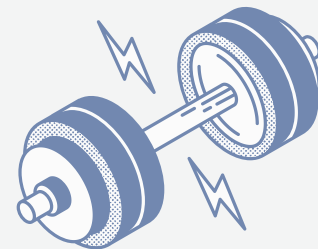
- ✓ Learn how to build a professional CV in English
- ✓ Practice real-world job interviews in English
- ✓ Discover how to highlight your skills and strengths
- ✓ Explore what international companies look for in candidates
- ✓ Prepare to present yourself confidently for job opportunities abroad.



Figure 1 – Suitcase in an airport setting.
Source: Available at: <https://shre.ink/gNW5>. Accessed on: 21 Nov. 2025.

Let's warm up!

1. Have you ever had a job or internship before? What was it?
2. What kind of job would you like to have in the future?
3. What would be exciting (or scary) about working abroad?



Reading

1. Read the comments shared by different people on a few YouTube videos. What do these comments have in common?



Figure 2 - Video thumbnail about working abroad.
Source: Available at: <https://shre.ink/gNTE>. Accessed on: 5 Jul. 2025.



Figure 3 - Video thumbnail about job search abroad.
Source: Available at: <https://shre.ink/gNTE>. Accessed on: 5 Jul. 2025.



Figure 4 - Video thumbnail about living and working abroad.
Source: Available at: <https://shre.ink/gNTE>. Accessed on: 5 Jul. 2025.

- 1 @leatherback8 · há 7 anos
Ha how funny! I just recently found your videos and really enjoy them - I've been living in France now for a year and a half/two years (on and off for that first one) and moved here for my boyfriend, having previously been.. in Bath! Not far from Bristol! And I'm half American, although I grew up in Europe.. Anyway! I'm looking for my second job in France now having just finished my first temporary contract, and I'm definitely finding it difficult with the degree/experience aspect since I'm trying to change field, which is a very uncommon thing here, at least without getting the proper qualification first. Anyway, won't blabber on but just thanks for this video, very relatable, and I would definitely be interested in hearing more about your work environment! All the best x
- 2 @tauviasiemens3800 · há 7 anos
I'm currently living and working as an English teacher in South Korea. I've enjoyed living abroad so much that I can't imagine returning to Canada to live and work. I've had my eye on France for a few years now. I just worry that I won't get a job because my French is only intermediate at best, and even lower when speaking/listening is involved. I've thought it might be possible to offer English lessons to help get me started since I currently have 4.5 years experience teaching ESL now. I have to keep researching options I think.
- 3 @lacedrice · há 3 anos
hey, I am in need of advice. I want to move away from the united states and go to rotterdam. would I be able to get to rotterdam and apply for a visa there? then get a job? I've been looking everywhere for this information everywhere. im 18 not in college and dont have a trade. anyone get at me
- 4 @WigsanctuarybyVictoria · há 3 anos
yes, I have applied for jobs outside the country from nigeria but they always say sorry, we will not be able to move forward with your application at this time. I have just learnt something from here that I have to position my resume in such a way that suits the country I am looking forward moving to that is a very good point. I have other questions, I wish I could contact you privately. but thanks!
- 5 @SharonDidThat · há 4 anos
I'm thinking of moving to Amsterdam or Lisbon. I've been a government employee trained as a Teacher. Now doing government training. I'd love to do corporate training. Great video very informative.

Figure 5 - YouTube comments on living abroad.
Source: Available at: <https://www.youtube.com/>. Accessed on: 5 Jul. 2025.

- **Temporary contract** – a job that lasts for a limited period of time
- **Qualification** – an official record or certificate showing you have completed a course or training
- **ESL** (English as a Second Language) – teaching English to people whose first language is not English
- **Résumé** – a document that summarizes your work experience, education, and skills (also called a CV in some countries)
- **Application** – the process of formally asking for a job or position
- **Job posting** – an announcement of a job opening.

Answer in your notebook

1. What challenge is the author of Comment 1 facing when trying to get a new job in France?
2. Why is the author of Comment 2 unsure about getting a job in France?
3. Where does the person in Comment 3 want to move to, and what is their main concern?
4. Why was the author of Comment 4 unable to proceed with their job application abroad?
5. What career change is the person in Comment 5 interested in making, and what is their current background?

Match the columns!

Match each YouTube user to the main idea expressed in their comment about working abroad.

● ● ●
USER

a) @leatherback81

b) @tauviasiems3800

c) @SharonDidThat

d) @WigsanctuarybyVictoria

● ● ●
IDEA

Application delay due to immigration bureaucracy.

Difficulty getting jobs without proper qualifications.

Wants to teach English but struggles with job requirements.

Changing careers after government work.

Thinking deeper

Discuss your answers with a classmate.

1. @tauviasiems3800 shared that even after years of teaching abroad, language barriers still affect job opportunities. What does this teach us about the role of local language fluency when working in another country?

2. @SharonDidThat transitioned from teaching to corporate training after moving abroad. What can her journey teach us about being open to new career paths and reinventing ourselves professionally?

3. @WigsanctuarybyVictoria applied for jobs abroad but realized her résumé didn't match the expectations in other countries. What does this situation teach us about tailoring your application for different cultural and professional contexts?



Vocabulary

1. Read Linda’s CV, found on LinkedIn. Then complete the sentences using the words from the list:

CV – skills – recruiter – experience – training – remote – job – team – problem-solving – communication

- a) Linda has built a strong _____ over the years by working directly with people in need.
- b) She has included several important _____ in her CV, such as compassion and multitasking.
- c) She has created a well-organized _____ that clearly shows her background and qualifications.
- d) She has worked in _____ environments, where flexibility and independence are key.
- e) Linda has completed academic and professional _____ to improve her qualifications.
- f) She has demonstrated excellent _____ by dealing with patients and reporting changes clearly.
- g) She has solved many challenges using her _____ abilities.
- h) Linda has been part of a healthcare _____, showing collaboration and responsibility.
- i) A _____ might be impressed by her combination of education and real-world experience.
- j) She has kept her _____ up to date by learning new techniques and practices.



Profile

Compassionate and experienced Home Health Caregiver specializing in caring for the elderly, persons suffering from illnesses, and those with disabilities. Adept in providing optimal care for those who cannot care for themselves, and those who require a more intense level of patient care. Experienced in assisting clients with getting to and from places, administering medication, performing any medical treatments necessary, preparing and serving meals, and providing home healthcare. Committed to caring for clients in a way that improves their overall quality of life.

Work Experience

06/2013 - 09/2019, Home Health Caregiver, Mount Western Care Group, Hartford

- Provided optimal healthcare to several patients in the comfort of their own home.
- Monitored vital signs, administered medications, and kept up-to-date records of patient progress.
- Assisted patients with various life activities including but not limited to: bathing, dressing, eating, eating, and exercising.
- Reported any changes in a patient’s mental or physical health and addressed the situation appropriately.
- Practiced patience and compassion even in the most challenging of situations.

04/2010 - 07/2013, Home Health Caregiver, Hartford Medical Outreach Group, Hartford

- Worked with elderly patients and assisted them in their everyday lives.
- Assessed the physical condition of patients.
- Administered medications and implemented individualized treatment plans.
- Maintained all documentation in compliance with agency standards.
- Aimed to continually provide patients with the highest level of care possible.

Education

08/2009 - 08/2011, Master of Science in Nursing, University of Hartford, Hartford

08/2005 - 05/2009, Bachelor of Biology, Quinnipiac University, Hamden

Languages

- Spanish

Skills

- Optimal Patient Care Skills
- Compassion and Kindness
- Cleaning and Sanitation Skills
- Multitasking Skills
- Physical Endurance
- Clean Driving Record
- Household Management Skills

Figure 6 – English-language résumé template. Source: Available at: <https://resume.io>. Accessed on: 5 Jul. 2025.

2. Think about a possible CV you could write for yourself today. Based on your experiences, which of the words you’ve learned today would you have to include in it?

3. Would you have to include any new words or expressions? Write it down below.

4. Share your answers with a classmate. Ask them: “Would you use the same words in your CV? Why or why not?”

Grammar

1. **Whole-class discussion:** Look at the highlighted expressions in the comment section.

- What do all the highlighted sentences have in common?
- What does this tell you about when these actions happened?

2. **Which of these sentences shows something recently done and still relevant?**

- She worked as a caregiver in Hartford from 2010 to 2013.
- She has provided care to several patients in their own homes.
- She speaks Spanish.


3. **Complete the sentence:** “I ___ never ___ to the U.K., but I’d love to work there.”

- was / been
- have / be
- have / been

Group Game: “Have You Ever...?”




Working abroad Edition

 What you need:

A small soft ball, empty bottle, spinner, or any object that can be passed



 How to play:

- Sit in a circle.
- One student passes the object while the music plays.
- When the music stops, the student who holds the ball is the one to answer.
- The group chooses one question from the job/abroad-themed list to ask the student.
- The student must answer using the **Present Perfect** - and add a little detail if possible.

Questions

1. Have you ever applied for a job in another country?
2. Have you ever created a CV in English?
3. Have you ever worked or studied with someone from another country?
4. Have you ever imagined what job you’d do abroad?
5. Have you ever done a job interview (even fake/mock)?
6. Have you ever helped someone write a CV or prepare for an interview?
7. Have you ever taken a course to improve your professional skills?
8. Have you ever used English in a real job or internship?
9. Have you ever dreamed of working in a specific country?
10. Have you ever searched for remote jobs online?



Figure 7 – Job interview scene, Suits.
Source: Available at: <https://shre.in/k/0NWk>. Accessed on: 5 Jul. 2025.

Mike Ross' Interview with Harvey Specter | Suits

LISTENING

Observe the image above, taken from a job interview scene in the TV series Suits.

1. Do you think this will be a successful interview? Why or why not?
2. Have you ever heard of someone getting a job even though they didn't meet all the official requirements? What do you think could make that possible?



Watch the interview between a recruiter and a candidate



Watch it again. Then answer the questions in your notebook.

1. What is the main focus of the interaction between Mike and Harvey? Choose the correct option:

- a) Talking about Mike's past legal issues
- b) Making a business deal
- c) Assessing Mike's suitability for a job
- d) Preparing for a legal exam

2. According to Mike, why is he able to remember so much legal information?

3. What does Harvey say is the main reason Mike can't get the job?

4. What personal story does Mike share to explain why he never finished college?

Thinking deeper

Think about the interview you just watched.


1. Mike didn't have all the official qualifications for the job, yet he managed to impress Harvey. What strategies or personal qualities helped him stand out during the interview?

2. In your opinion, why do some recruiters ask candidates to talk about things that are already written on the CV? What can that reveal about the person?

Important Tip

A recruiter usually reads your CV before the interview. What you say during the conversation should match and expand what you've written. That's why it's so important to write your CV accurately, honestly, and clearly. Any differences between what's on paper and what you say can raise doubts and cost you the opportunity.


Before You Write: Get Ready!

 **Tip:** Your CV is your first impression! Before sending your CV, it's essential to understand what each company is looking for. Many candidates create a "one-size-fits-all" document - but a strong CV is tailored. When you know what a company values, you can highlight the right skills and experiences to stand out.

Job Search Preparation

Imagine you are applying for a job abroad. Fill out the form below with information that fits your goals:

1. Country: _____
2. Desired field and job title: _____
3. Modality (Remote or In-person): _____
4. Preferred state or region (in person): _____

 Now, write a short **CV Summary** (1 paragraph) describing your academic background, experience in the field, skills, and your career goals (what you hope to achieve through this job).

Research Time

Use the internet to research and find at least 3 real companies in the desired country that are related to your area of interest.

Then, answer the following questions for each company:

1. What type of candidates is the company looking for?
2. What skills or qualifications do they value most?
3. What makes a candidate stand out for them?

Next, go to *LinkedIn* and find the profiles of people working at these companies in similar roles.

What is LinkedIn?

LinkedIn is a professional social network where people share their job experiences, skills, and career paths. It's a useful platform to understand what companies are looking for and how professionals in your area are building their careers.

Reflection & Tip


- Have you found someone working in your dream job?
- Check their LinkedIn profile to see their background and experiences. This can help you understand if your CV matches what the company usually looks for.

Your profile is a match?

Great. go for it!

Not quite there yet?

Maybe the company requires more experience or specialization. That's okay. Keep searching for the right fit for your current stage. Don't give up!

 **TIP:** Visit the "Careers" section on the companies' official websites. You might find current job openings and specific requirements for applicants.

Now it's time to put everything together and create your own CV!

TASK

In a Word or Google Docs file, write your Curriculum Vitae from scratch. Make sure it reflects your personal background, skills, goals, and target area of interest.

Your CV must include:

- ✓ Personal information (name, location, email - no sensitive details like ID numbers)
- ✓ Professional summary (a short paragraph describing who you are, your experience, and your career goals)
- ✓ Education (list your academic background)
- ✓ Professional experience (include jobs, internships, volunteer work, etc.)
- ✓ Key skills (both soft and hard skills, related to the role you're aiming for)
- ✓ Any other section you consider relevant: Languages, Certifications, Projects, Tools & Technologies, Courses, etc.

TIPS

- Be honest and specific.
- Keep it clear, organized, and easy to read.
- Choose a professional format and tone.
- Make sure your information is consistent with what you would say in a job interview.
- Tailor your CV to the kind of job you want to apply for.

Before you submit, ask yourself:

- Does this CV reflect the kind of professional I want to be?
- Would I feel confident handing it to a recruiter?



Figure 8 – Person typing on a keyboard.
Source: Available at: <https://shre.ink/qNsR>. Accessed on: 21 Nov. 2025.

Role Play

🎯 Objective:

You will simulate a real job interview, playing two different roles: **recruiter** and **candidate**.

👤 Instructions

1. Exchange CVs and research

Share your CV and the company research you've done with a classmate.

2. Study your partner's material

Take time to read your classmate's CV and their notes about the selected company. You will take on the role of a recruiter from that company and conduct an interview.

3. Simulate a job interview

Interview your classmate for a position at the company they researched.

Your partner will play the role of a candidate applying for that job.

- Use the information provided to ask relevant and realistic questions.
- After the interview, you will reflect on the performance and compatibility of the candidate.



? Sample Questions for the Interview

- Can you briefly introduce yourself and your professional background?
- What motivated you to apply for a position at our company?
- What are your main strengths and how do they relate to this position?
- What are your professional goals for the next few years?
- Can you describe a challenge you've faced in your work or studies and how you handled it?
- What skills or experiences make you a strong fit for this role?
- How do you see yourself contributing to our team?
- Do you have any questions for the recruiter?

📄 Post-Interview Reflection

After the simulation, as a **recruiter**, answer:

- Based on what the company values and what the candidate offers, would you hire this person? Why or why not?
- What could be improved in their CV or during the interview?



✅ Assessment

Check the rubric provided by your teacher to understand how your performance will be evaluated.

👔 Dress Code Tip

Dress the part! Wear business attire for the day of the simulation. Step into your character and make the experience as realistic as possible.

UNIT WRAP-UP: REFLECTIVE SKILL TRACKER - EVALUATING MY PROGRESS



Take a moment to reflect on your growth throughout this unit.
Rate your confidence level in each area by checking 1 to 5 stars (★).

Skill Area	★	★★	★★★	★★★★	★★★★★
1. Understanding what companies abroad look for in a candidate					
2. Researching companies and evaluating job-market compatibility					
3. Describing my background, skills, and goals confidently in English					
4. Writing a structured and professional Curriculum Vitae in English					
5. Analyzing and adjusting a CV based on specific job requirements					
6. Performing a realistic job interview simulation					
7. Using professional platforms (like LinkedIn) to guide my academic and career planning					

Traveling

ABROAD



Figure 9 – London, United Kingdom.
Source: Available at: <https://shre.ink/qNsd>. Accessed on: 21 Nov. 2025.



Figure 10 – Toronto, Canada.
Source: Available at: <https://shre.ink/qNsq>. Accessed on: 21 Nov. 2025.








Figure 11 – Statue of Liberty, United States.
Source: Available at: <https://shre.ink/qNBj>. Accessed on: 21 Nov. 2025.

Traveling opens doors to new worlds. It's more than visiting places. It's about discovering cultures, meeting people, and collecting experiences that last a lifetime. When we travel, we break routines, reduce stress, and even boost our happiness. This unit invites you to dive into the magic of exploring the world and sharing unforgettable moments beyond borders.

What's your dream destination?

IN THIS UNIT YOU WILL:

-  Reflect on international travel destinations.
-  Acquire travel planning vocabulary.
-  Learn about tips for a successful international trip and how to create your own tips.
-  Learn how to use should, shouldn't, and imperative forms.
-  Produce a tourist flyer.

Before reading: Trio talk

- 1) How often do you travel?
- 2) Who is the person who usually plans your trips?



**EASTERN CANADA
3 DAYS TOURS**
TOUR CODE: SCEC03/ SCEC03-D/SCEC03-V
**UPGRADE TO A HOTEL IN
OLD QUEBEC CITY**

Departure Date

May: Every Mon, Wed, Sat **Jun:** Every Mon, Wed, Sat (additional 29th)
Jul-Aug: Every Mon, Tue, Wed, Fri, Sat, Sun **Sep:** Every Mon, Wed, Sat (additional 30th) **Oct:** Every Mon, Tue, Wed, Fri, Sat **Nov-Dec:** Every Sat

**NEW COMPLIMENTARY
BREAKFAST PER PERSON**

HIGHLIGHT

1. Explore 3-major cities of Eastern Canada: Ottawa, Montreal, Old Quebec.
2. Upgrade to Old Quebec city or 5 star Fairmont Le Chateau Frontenac(option).
3. "Boat cruise" to discover 1000 island.

UPGRADE EXPERIENCE

- ★ You can choose to upgrade to a hotel in Old Quebec or the super 5-star Fairmont Chateau Fontana.
- ★ Stay in the Old Quebec and spend more time in Old Quebec.

DELICIOUS FOOD

- ★ French style western food.
- ★ Traditional maple style meal at sugar shack.
- ★ Buffet with a wide variety of international cuisine.

SCEC03 CAD\$ TOUR FARE PER PERSON INCLUDED TAXES

REGULAR HOTEL	DOUBLE	TRIPLE	QUAD	SINGLE
SCEC03	338	298	258	578
UPGRADE HOTEL RATES	DOUBLE	TRIPLE	QUAD	SINGLE
SCEC03-D	418	378	288	718
SCEC03-V	588	498	428	1038

Day 1

Toronto - Kingston - Ottawa- Montreal

Hotel: Comfort/Quality Hotel or similar (include breakfast)

Day 2

Montreal - Quebec

Hotel: SCEC03 Hotel: Comfort/Quality Hotel or similar (include breakfast)

SCEC03-D:Upgraded Palace Royal Hotel/ Hôtel Le Concorde or similar (exclude breakfast)

SCEC03-V:Upgraded Fairmont Le Chateau Frontenac(exclude breakfast)

* The period from late of September to mid of October is Maple Leaf season. The itinerary will adjust Mont Tremblant.

Day 3

Quebec -Thousand Islands- Toronto

*The above itinerary sequence is for reference only. The itinerary will be adjusted due to the departure date, weather, traffic, and other factors.
*Flyer is for reference only. Please refer to the website or documents for more details.

Figure 12 – Travel itinerary poster.
Source: Available at: <https://shre.ink/qNBC>. Accessed on: 21 Nov. 2025.

READING

1. Read the text then check the elements that are presented in it:

- () Colorful layout and highlighted words
- () Rhyme and rhythm
- () Travel itinerary with days and destinations
- () Step-by-step instructions for cooking
- () Price chart with different options
- () Hotel upgrade advertisement
- () Headlines and journalistic language
- () Academic references and bibliography

2. According to the features/characteristics, we may say that this text is:

- a) A flyer
- b) A personal travel diary
- c) A newspaper article
- d) A school project

3. Read the text in the previous page. What is its main purpose? Mark the correct option:

- (a) To compare different travel destinations
- (b) To promote a 3-day tour in Eastern Canada
- (c) To explain the history of Quebec City
- (d) To show hotel ratings in Canada

4) Answer the questions using information from the flyer:

a) What is included in the tour for every person at no additional cost?

b) Which famous historical hotel can you stay in if you choose the luxury option?

c) Name two types of food mentioned under "Delicious Food."

d) On which day of the tour do you visit the Thousand Islands?

5) True or False: Check the sentences according to the flyer:

- a- () Breakfast is included in all hotel upgrade options.
- b- () The itinerary includes visiting Ottawa, Montreal, and Old Quebec. (True)
- c- () The tour is only available in summer. (False)



Thinking deeper (whole class discussion):

1. If you had the chance to join this tour, would you choose the regular hotel or upgrade to the 5-star Fairmont Chateau Frontenac? Why?
2. The flyer highlights experiences like French-style food and maple syrup meals. How important is food and cultural experience in choosing a travel destination? Explain your opinion.

VOCABULARY

1) Follow the clues to find the words

- a. A period when trees change color in autumn.
- b. A type of meal where guests serve themselves from a variety of dishes.
- c. The price you pay for a service, like transportation or a tour.
- d. To improve something by choosing a better option, usually for extra cost.
- e. A journey on a ship for pleasure.

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



Figure 13 – Travel planning with map and laptop.
 Source: Available at: <https://shre.ink/gNpX>. Accessed on: 21 Nov. 2025.

LISTENING



1. If you were about to travel internationally, what would be the first thing you would do to get ready? Why?



15 THINGS TO DO BEFORE TRAVELING ABROAD | 2023

International Travel Tips

83 mil visualizações • há 2 anos

Collin Abel

Figure 14 – International travel checklist video thumbnail.
Source: Available at: <https://shre.ink/gNpG>. Accessed on: 21 Nov. 2025.

2. You are going to watch the first part of a video. Look at its title. What words do you expect to hear? Circle them below:

Optimize

Airline

Visa

Roaming

Soccer

Settings

Route

Pencil

Weather

Mountains

Reservation

Airplane

3. Watch it. What is the video about? Choose the correct option:

- (a) travel tips
- (b) packing tips
- (c) health advice
- (d) language learning

4. Listen again. In groups of five, put the cards provided by your teacher in the correct order.



5. Watch it again. Mark T or F:

- a) GPS can still work with downloaded maps, even without internet. ()
- b) You should keep roaming on to use mobile data abroad ()
- c) Some countries require your passport to be valid six months beyond your trip. ()
- d) Checking the weather of specific cities helps you pack better. ()
- e) Buying your airline tickets first is always the best idea. ()

6. Complete the sentences with the missing words.

1. "Go to your phone _____ and turn off roaming."
2. "I recommend downloading _____ maps for the areas you'll travel to."
3. "It's important to plan and _____ your route."
4. "Before leaving, check the _____ in the cities you'll be visiting."
5. "Some airlines won't let you board if your _____ is about to expire."

Thinking deeper: Group Discussion

- a) Which of the 5 tips do you think is the most important? Why?
- b) Which tip would you probably ignore? Why?
- c) Think about a "6th tip" that could be added to this list. Share it with the class.

GRAMMAR

1. Notice the language! Look back at the sentences from the video (Tips 1-5) then

- Underline the sentences that give instructions or direct advice.
- Circle the sentences that give suggestions or recommendations.

"Check your phone settings."

"Turn off roaming."

"Download offline maps."

"Plan and optimize your route."

"You should bring an extra sweater."

"Some countries require that your passport stays valid..."

2. a) Rewrite the sentences in the other form (Imperative ↔ Should).

a. Check your phone settings.

b. You should download offline maps.

c. Don't buy tickets too fast.

d. You shouldn't ignore visa requirements.

b) Create your own: Write one imperative and one should/shouldn't sentence as tips for a traveler.

(e.g.: Don't forget your charger. / You should learn some basic phrases.)

PRONUNCIATION

WORD STRESS AND CONNECTED SPEECH

1. Listen and repeat the following words from the video. Pay attention to the vowel sounds.

- a) roaming /'rəʊ.mɪŋ/
- b) offline /,ɒf'laɪn/
- c) optimize /'ɒp.tɪ.maɪz/
- d) passport /'pɑ:s.pɔ:t/
- e) international /,ɪn.tə'næʃ.ən.əl/

Notice: each word has one stressed syllable, which sounds louder, longer and clearer.

2. Read the sentences out loud then underline the stressed words:

- a) Always carry a copy of your passport.
- b) Don't forget your boarding pass.
- c) Arrive at the airport two hours early.
- d) Keep your luggage close to your seat.
- e) Learn a few basic phrases in the local language.

3. Read these sentences aloud and quickly:

- Pack your bags.
- Book a hotel.
- Check in online.
- Take a taxi.
- Get on a plane.

👉 When you read "Pack your bags" quickly, how many words do you actually hear? (Does it sound like 3 separate words, or fewer?)

Practice: Read each sentence slowly first. Then read it again quickly and smoothly, as if it were just one long word.



SPEAKING

Find someone who... List what you should, shouldn't, and must do when you travel!

Instructions:

You will be given a paper with the name of a travel destination. There are four different destinations:

a) Dubai, United Arab Emirates (very hot, desert city)



Figure 15 – Desert landscape in Dubai.

Source: Available at: <https://shre.ink/gNpd>. Accessed on: 21 Nov. 2025.

b) Reykjavik, Iceland (very cold, northern country)



Figure 16 – Snow-covered cityscape in Reykjavik.

Source: Available at: <https://shre.ink/gNFX>. Accessed on: 21 Nov. 2025.

c) Curacao, Caribbean (tropical island, beaches)



Figure 17 – Tropical beach in Curaçao.

Source: Available at: <https://shre.ink/gNlz>. Accessed on: 21 Nov. 2025.

d) Texas, USA (countryside and ranch areas)



Figure 18 – Rural landscape in Texas.

Source: Available at: <https://shre.ink/gNlC>. Accessed on: 21 Nov. 2025.

1. Walk around the classroom and ask your classmates: “Where are you going?” Find all the students who have the same destination as you.

3. When your group is complete, sit together and make a list of:

- 3 things **you should do** when traveling there.
- 3 things **you shouldn't do** when traveling there.
- 3 **imperatives** (direct pieces of advice).

Example (Forks, Washington):

- You should take a raincoat.
- You shouldn't forget your umbrella.
- Bring waterproof shoes!

4. Write down your group's ideas clearly.

5. Be ready to share your list with the class.

WRITING

Creating a Tourist Flyer

1. Find another student in the class who lives in the same city as you. You will work together in a pair.

2. Plan Your Flyer: Discuss with your partner the best tips for tourists visiting your city.

Think about:

- Places to visit
- Places to avoid
- Interesting activities or events

3. Use the Language Structures and Vocabulary. Remember to use:

- Should: to give positive advice (e.g., You should visit the museum.)
- Shouldn't: to give negative advice (e.g., You shouldn't go to the botanic park.)
- Imperative form: to give clear instructions (e.g., Take a walk by the river.)
- Some words from the vocabulary learned.

4. Design Your Flyer

- Include a title for your flyer.
- Add short paragraphs or bullet points with your tips.
- Make it attractive and clear so that tourists will want to read it.

5. Before finishing, read your flyer together. Make sure:

- Your advice is clear and correct.
- You have used should, shouldn't, and imperative forms correctly.
- Your flyer is easy to read and visually appealing.

6. Present Your Flyer (optional)

Share your flyer with the class and explain the tips you have chosen.



Figure 19 – Tourist consulting a map.
Source: Available at: <https://shre.ink/gN1Z>. Accessed on: 21 Nov. 2025.

UNIT WRAP - UP

Peer Feedback Session



Figure 20 – Students working collaboratively with laptops.
Source: Available at: <https://shre.ink/gNlb>. Accessed on: 21 Nov. 2025.

1. Exchange Your Flyers:

Swap your tourist flyer with a partner. Read your partner's flyer carefully.

2. Give Constructive Feedback!

Use the checklist below to help you give fair and helpful feedback. Write your comments clearly and politely:

- Clarity of Advice: Are the tips easy to understand?
- Use of Language: Does your partner use should, shouldn't, and imperative forms correctly?
- Content: Are the tips interesting and useful for tourists?
- Use of Vocabulary: Does the flyer include the travel-related vocabulary studied in this unit?
- Organization: Is the flyer well-structured with a clear title and paragraphs or bullet points?
- Appearance: Is the flyer visually appealing and easy to read?

4. Reflect on the Feedback:

After receiving feedback from your partner, read the comments carefully. Think about how you can improve your flyer.

5. Extra! Final Presentation:

Present your revised flyer to the class and explain the improvements you made based on the feedback.

5 TEACHER'S GUIDE - UNIT 1

Unit's title: Finding a Job Abroad.

Audience: Learners aged 18 to early 20s enrolled in a non-formal language course

Level: B2 (Upper Intermediate), CEFR.

Aims:

- Equip learners with the tools to apply for jobs abroad.
- Guide students in creating an effective CV in English.
- Enhance students' ability to communicate appropriately and confidently in job interview situations.
- Develop learners' skills in researching companies and aligning their profiles with job requirements.
- Promote self-awareness and strategic thinking regarding professional growth.
- Reinforce the use of the Present Perfect tense in meaningful, real-world contexts.

Content: Students explore real experiences from job seekers, build their own CVs, practice professional vocabulary, and simulate job interviews in pairs. They also conduct online research to analyze the demands of real companies and reflect on how their profiles align with market expectations.

Unit 1 – Teacher's Guide

Opening Page - Suggested Procedures:

Lead-in:

Ask students to read only the unit title: "*Finding a Job Abroad.*"

Ask what they believe they will learn throughout this unit and encourage them to share any expectations or prior knowledge related to the topic.

Select a volunteer to read the unit's opening text aloud. Then, revisit the guiding question highlighted on the page and conduct a whole-class discussion, allowing students to share their initial answers and perspectives.

Finish by going through the unit objectives, making sure students clearly understand what will be covered in the upcoming activities.

1A - Let's Warm Up!

Purpose of the Stage:

To give students the opportunity to identify their level of familiarity with the topic “*working abroad*” and prepare them to broaden their perspectives in the following activities.

Procedures:

Ask students to form pairs and discuss the questions in the *Let's Warm Up!* section in English.

As they talk, walk around the room observing vocabulary use, structure, and fluency. Use this time to identify emerging needs (vocabulary, grammar, confidence) and take notes for later follow-up.

Tip: Invite a few pairs to share what they discussed, valuing the diversity of experiences and perspectives.

Reading:

Initial Observation:

Ask students to look at the glossary at the bottom of the page. Explain that these are key words they will encounter in the text and that the glossary is there to support them during reading.

Reading for Gist:

Make sure students clearly understand the instruction in question 1: read the comments and identify what they have in common.

Alternatively, you may recommend that they highlight unknown words as they read. This will help during the vocabulary check-in later.

Give them a few minutes for silent reading. After this global reading, elicit what do the comments have in common. Also elicit the meaning of the unknown words collectively and, whenever possible, encourage meaning-making from context.

Reading for Details:

Ask students to reread the text carefully and answer the “*Answer in your notebook*” questions individually, as well as the *Match the columns* activity.

After a few minutes, conduct whole-class feedback. Allow different students to share their answers aloud, encouraging brief justifications for their choices.

Thinking Deeper - Reading:

Purpose of the Section:

To promote critical reflection on essential aspects of applying for jobs abroad, such as language use, cultural adaptation, and preparing professional documents suitable for different international contexts.

It also offers opportunities for oral practice focused on expressing opinions in English.

Procedures:

Ask students to work in groups of three and discuss the questions in the section. Tell them to take brief notes summarizing the main ideas discussed, since each group will share their points afterward.

As they talk, walk around observing interactions and providing linguistic support as needed.

When time is up, invite each group to present their reflections to the whole class.

If students hesitate, select groups at random to ensure participation from everyone.

Vocabulary - LinkedIn & CV Analysis:

Ask students if they know the LinkedIn platform and whether they have used it before.

Then, use a computer with internet access and a projector to give a short guided tour of the platform.

Encourage students who already know LinkedIn well to explain its features to their peers, highlighting its role in building an international career.

Ask if they have ever written a CV and for what purpose.

Show some public LinkedIn résumés, drawing attention to structure, sections, professional vocabulary, and ways of presenting experience.

Ask them to examine Linda Myers' CV on the page and identify her profession and most significant experience. Allow them to share perceptions and then ask whether they think the CV is effective, encouraging justified answers.

Explain that they will now complete the book's activities based on Linda's CV.

Tell them that activities 1–3 should be done individually. Walk around and offer support when needed.

After the individual phase, have them form pairs to complete activity 4, as indicated in the book.

Grammar - Present Perfect:

Ask students to return to the reading page containing the comments. Ask whether they notice anything different in the text. When they identify the highlighted sentences, lead a whole-class discussion guided by the questions in the Grammar section.

Encourage them to consult the Grammar Bank, reminding them that this resource is available throughout the unit and can be revisited anytime they have questions about the Present Perfect.

Explain that after the discussion, they will practice the structure through an interactive game.

Group Game - "Have You Ever...?":

Preparation:

Before class, separate at least 5 objects (more if the group is large) that can be passed easily among students: a soft ball, an empty bottle, a small box, etc.

Also prepare a speaker or sound equipment.

The suggested song is “*Have You Ever Seen The Rain*” – *Rod Stewart*, as it illustrates the Present Perfect.

Procedures:

If time allows, play the song once for familiarization.

Explain that the lyrics contain Present Perfect structures, connecting with the grammar topic.

Organize students into groups of 7–10 and have them form circles.

Explain the rules:

- The object must be passed around while the music plays.
- When the music stops, the student holding the object must answer a question chosen by the group using **I have...** / **I have never...**
- The other students choose which question from the list the student will answer.

Ensure every student answers at least once.

Optional note:

If preferred, you may form one large circle with the entire class, especially if it helps with classroom management.

Unit 1 - 1B: Listening:

Mike Ross’ Interview with Harvey Specter | Suits

Overall Objective:

To develop students’ listening comprehension skills in the context of a job interview, reflecting on employability strategies and professional consistency.

Lead-in (Pre-listening):

The purpose of this stage is to activate students’ prior knowledge about job interviews and prepare them for the video.

Ask students to observe the image taken from the *Suits* scene.

Read the two book questions and ask students to briefly discuss them in pairs, in English.

As they talk, walk around observing the vocabulary used and take notes on items that may need to be addressed later.

After a few minutes, invite some students to share their answers. Use this moment to elicit initial ideas about what makes an interview successful.

First Listening - Global Understanding (Reading the Situation):

Explain that on the first viewing, the goal is simply to understand the general context of the scene.

Ask students to watch the video to identify the main topic of the interaction between Mike and Harvey.

Play the video without pauses.

After playing it, ask:

“What is this interview mainly about?”:

Let students share general answers before moving on to detailed listening.

Second Listening - Detailed Comprehension:

Ask students to look at questions 1–4 in the *Watch it again* section. Explain that they should now pay attention to specific details and answer individually in their notebooks.

Play the video again.

Walk around offering support as needed.

After a few minutes, conduct whole-class correction. Encourage different students to share their answers and briefly explain how they arrived at them.

Brief Discussion - Important Tip:

Ask students to read the *Important Tip* on the page.

Then ask:

- *Why is it important that what you say in an interview matches your CV?*
- *What kinds of problems can inconsistencies cause?*

Lead a brief discussion, highlighting points such as credibility, clarity, and professionalism.

Thinking Deeper (Listening):

The goal of this stage is to have students reflect on professional skills, personal strategies, and how candidates are evaluated in interviews.

Organize students into groups of three and ask them to discuss the questions in the section, taking notes of key ideas.

Walk around observing interactions and offering linguistic support when necessary.

After the allotted time, invite each group to share their conclusions with the class.

If needed, choose groups randomly to ensure participation.

Hands-on - Before You Write: Get Ready!

Purpose of the Section:

To prepare students for writing their own résumé, working as a pre-writing stage that guides the construction of a realistic and complete CV aligned with the international job market.

Procedures:

Explain that in the next part of the unit, students will write their own CV. Emphasize that the purpose of the *Hands-on* section is to provide the necessary foundation for such production.

Draw attention to the *Tip* box, emphasizing the importance of producing a consistent and useful CV — a document they could realistically use when applying for jobs abroad. This helps students attribute real meaning to the task.

Job Search Preparation:

Tell students to answer the four questions in the section individually, based on their own professional interests and desired field abroad.

Then, ask them to write a CV Summary. Explain that they can draw inspiration from Linda's CV, explored in the Vocabulary section.

Give them enough time to produce a cohesive and clear paragraph.

Walk around offering linguistic support, feedback, and suggestions for clarity and organization.

Invite a few students to read their summaries to the class. Encourage positive feedback and constructive comments.

Research Time:**Preparation:**

Reserve the computer lab in advance.

If that is not possible, inform students beforehand to bring laptops or tablets.

Procedures:

Explain that this stage involves real research about the job market in each student's target country.

Instruct students to:

1. Find three companies in their chosen country related to their field.
2. Answer the section's questions based on these companies.

After that, guide them through a second phase:

- Research at least two professional profiles of people who work in those companies or in similar positions.
- Observe information such as:
 - required skills

- academic background
- competitive advantages
- years in the company
- how they present their professional trajectory

Explain that this type of research is essential for students to better understand:

- whether their profile matches what companies look for;
- what qualifications could increase their chances;
- where the best fit between profile and job requirements might be.

Ask them to carefully read the *Reflection & Tip* box, which reinforces the connection between self-awareness, preparation, and employability.

Tip:

If class time is limited, assign part of the research as homework and set a clear deadline.

Writing - My Curriculum Vitae:

Preparation:

Organize the computer lab beforehand so every student has access to a computer.

If not possible, consider alternating computer use or having students finish their CVs at home.

Procedures:

Explain that this is the moment to apply everything discussed and researched, producing their own digital CV.

Tell students to open Word or Google Docs.

Read the instructions with them to ensure they understand the expected structure.

As they write, walk around offering individualized support, reviewing excerpts, and assisting with vocabulary or organization.

Manage time to ensure proper monitoring.

After finishing:

- Ask students to save their files.
- Explain the printing procedures:

If printing is available in the room, they may print directly.

If documents need to be sent to a printing office, provide an institutional email.

Notify the responsible staff in advance to avoid problems.

Ask students to print **two copies**:

- One for themselves
- One for a classmate to use in the next stage

Speaking - Job Interview Simulation:

The Speaking activity will be carried out in two rounds, simulating real job interviews.

Part 1 - Preparation:

Explain that each student will take on two roles: **interviewer** and **candidate**.

Students must exchange:

- their printed CVs
- the research material on one of the companies

Ensure each student has:

- their own CV
- another classmate's CV + research

Give preparation time so students can analyze the documents carefully.

Explain the dynamics:

- In the **first round**, half the class acts as interviewers, the other half as candidates.
- In the **second round**, roles switch.

Interviewer Role:

The student must assume the persona of a recruiter from the classmate's company.

Explain that they should:

- analyze the classmate’s CV carefully
- observe strengths and inconsistencies
- use the research material
- use the book’s sample questions
- optionally create two additional relevant questions

The goal is to conduct a realistic and thoughtful interview.

Interviewee Role:

The student acts as a candidate applying for the company they researched.

They should:

- prepare clear and objective answers
- use appropriate professional language
- rely on the sample questions
- optionally prepare for extra questions

Emphasize that preparation increases fluency, coherence, and confidence.

Dress Code Tip:

Suggest that students research examples of business attire to use on interview days.

Alternatively, you can show slides with professional outfits and briefly discuss:

- appropriateness
- formality
- visual impact in international hiring processes

Assessment – Evaluation Rubric:

Explain that the Speaking performance will be assessed using a simple rubric: **A, B, or C**.

Vocabulary:

- A – Uses varied and context-appropriate vocabulary precisely.
- B – Uses adequate vocabulary, with some limitations or repetition.
- C – Limited vocabulary that hinders communication.

Fluency:

- A – Smooth speech, natural pauses, well-organized ideas.
- B – Some hesitation but communicates overall meaning.
- C – Many pauses and difficulty sustaining speech.

Pronunciation:

- A – Clear pronunciation, easy to understand.
- B – Minor deviations that do not hinder comprehension.
- C – Frequent issues that affect understanding.

Grammar:

- A – Few or no errors; uses a variety of structures accurately.
- B – Some errors, but meaning remains clear.
- C – Errors interfere with communication.

Post-interview Reflection:

Guide students to the *Post-interview Reflection* section.

Explain that after acting as interviewers, they should evaluate the classmate's performance by answering the two questions.

Encourage respectful, objective, useful feedback — highlighting strengths and offering suggestions.

Teacher’s Guide - Self-Assessment Page (Reflection & Confidence Rating):

Purpose of the Stage:

To help students consciously reflect on their progress in *Finding a Job Abroad*, identifying areas of confidence and areas they still want to develop. This stage reinforces awareness of growth and promotes learner autonomy.

Warm-up (Pre-reflection):

Purpose: To activate students’ awareness of their own learning journey before self-assessing.

Procedure: Write on the board:

“What can you do now that you couldn’t do (or didn’t feel confident doing) at the beginning of the unit?”

Ask students to think individually for 30-60 seconds.

Then, have them share in pairs.

Invite 2 or 3 students to share with the class.

Finish by emphasizing that this awareness will help them complete the self-assessment page.

Optional Variation:

Students state a small achievement from the unit:

“My small win was...”

Guidelines for the Self-Assessment Page:

1. Introducing the Activity:

Explain that this page is a moment of personal reflection — not a test or formal evaluation.

Emphasize:

- There are no right or wrong answers.
- Honesty is key.
- Self-assessment helps identify strengths and next learning steps.

2. Guided Reading of the Page:

Ask students to silently read each skill in the table.

Ensure they understand each item before rating.

If needed, paraphrase briefly, e.g.:

“Skill 1 is about understanding what companies expect from candidates abroad.”

“Skill 4 is about writing a structured professional CV in English.”

3. Individual Rating:

Ask students to rate each skill from **1 to 5 stars**.

Explain that they should think about:

- how confident they feel performing that skill,
- how much they have improved since the beginning of the unit,
- what they would still like to improve.

Request silent work to favor reflection.

4. Reflection:

After rating, ask students to share:

- Two skills they feel most confident in
- One skill they want to keep developing

This helps students verbalize their perception of progress and normalizes different learning rhythms.

6 TEACHER'S GUIDE - UNIT 2

Unit's title: Traveling Abroad.

Audience: Learners aged 18 to early 20s enrolled in a non-formal language course

Level: B2 (Upper Intermediate), CEFR.

Aims:

- Foster autonomy in researching and selecting authentic information in English.
- Expand vocabulary related to travel, tourism, and cultural interaction.
- Compare options for destinations, prices, and tourist services, justifying their choices.
- Identify relevant cultural differences for appropriate interactions in other countries.
- Plan and present a detailed tourist flyer, explaining the reasoning behind their decisions.
- Learn about Should/Shouldn't and Imperatives usage.

Opening Page - Suggested Procedures:

Ask students to read only the unit title: "Traveling abroad."

Ask what they believe they will learn throughout this unit and encourage them to share any expectations or prior knowledge related to the topic.

Select a volunteer to read the unit's opening text aloud. Then, revisit the guiding question highlighted on the page and conduct a whole-class discussion, allowing students to share what their dream destination is.

Finish by going through the unit objectives, making sure students clearly understand what will be covered in the upcoming activities.

Before reading: Trio talk:

Ask students to form trios and discuss the questions in this section.

Reading:

Ask students to silently read the text (avoid saying "Flyer" for now) and to observe its main purpose and layout. Ask them to highlight words or expressions whose meaning they do not know, if that is the case. Once students are done, check whether there are any doubts regarding vocabulary and, if there are, elicit the meanings with whole-class involvement.

Go through the reading section activities and instruct students on what they have to do in each

activity. Ask them to form pairs and answer the questions together. Note that although students are in pairs, each learner should register their answers in their own books. Allow students time to finish the activity and, once they are done, check the answers with whole-class involvement. Try to do it orally or, if needed, use the whiteboard to register the answers.

Thinking deeper (whole-class discussion):

Ask the questions from this section and let the whole class engage in the discussion. Get as many students as possible to share their answers as long as time remains. Alternatively, if you wish, you can have students sit in a circle and lead a roundtable-style discussion using those two questions to guide the moment. Make sure all students who want to speak have the chance to do so.

Vocabulary:

Allow time so students can individually solve the word search in the section.

Listening:

Ask students the opening question of the listening section: “If you were about to travel internationally, what would be the first thing you would do to get ready? Why?” Tell students to turn to a classmate nearby and ask that question to them.

Go through question two, explaining students are going to watch part of a video, and ask them to circle the words they expect to hear in the video based on its title.

Play the video once, asking students to identify what the video is about. Allow them time to check the correct option.

Divide students into groups of five and hand each group five cards containing the tips given in the video:

1. Check your phone settings.
2. Download offline maps.
3. Plan and optimize your route.
4. Check out the weather.
5. Check visa and passport requirements.

Make sure the cards are out of order. Tell students you are going to play the video again and that they should organize the cards according to the order presented.

Allow students time to organize the cards. Once they are done, check the order with the whole

class.

For the true-or-false and complete-the-sentences activities, you can either let students respond while in groups or let them respond individually.

Thinking deeper: Group discussion:

Ask groups to answer the questions in this section and write down their responses.

Once time is up, invite groups to share their answers with the rest of the class.

Grammar:

This stage aims at letting students notice grammar usage throughout the listening. Therefore, guide students in observing the five tips from the video and underline the sentences that give instructions or direct advice, and circle the sentences that give suggestions or recommendations.

Explain the usage of should/shouldn't and imperative forms, highlighting their objectives and possibilities.

Allow students time to respond to activity 2, then check the answers with the whole class.

Pronunciation:

The aim of this stage is to guide students in noticing word stress patterns and connected speech.

Go through question 1 with students. Note that it is expected that, at this point, students are already aware of phonetic symbols. If that is not the case, consider giving some context beforehand in order to maximize students' understanding in this section and minimize confusion.

Go through the following two questions in the section, conducting whole-class out-loud sentence reading and making sure students notice rhythm and stressed/unstressed words.

Speaking:

In this section, the aim is to provide students with the chance to speak and practice the grammar topics should, shouldn't, and imperatives (must), while improving their ability to approach travel destinations and use the appropriate vocabulary learned so far.

Prepare in advance pieces of paper with the name of one destination (Dubai, Reykjavik, Curaçao, Texas) and give one to each student. Students should walk around the classroom asking their classmates "Where are you going?" and joining those who are going to the same destination.

Once the four groups are complete, students should sit together and share what they already know about each destination. Walk around observing students' interactions and paying attention to how students incorporate the vocabulary learned so far when talking.

After this, students should make a list according to activity 3 of the book. The book only provides a few pieces of information about the destination, such as what the weather is normally like or what the region is like. It is recommended to allow students time to engage in research in order to better understand the destination and provide richer contributions. For that, consider taking students to a room with computers available for student use at the institution or asking students to bring personal devices such as smartphones or laptops.

Reinforce questions 4 and 5, and make it clear that, after preparing the list, groups will present their findings to the classroom.

Allow time for students to research (note that the research should not be too deep or take too much time), and once their list is done, invite each group to present it to the class.

Provide feedback on vocabulary usage and grammatical accuracy.

Writing - Creating a Tourist Flyer:

This section aims at the creation of a tourist flyer about the city where students live.

Students should find a partner or form a trio with classmates who live in the same city. If students live in a variety of different cities, they may consider the biggest city in between or the city where the language institution is located.

Students should use platforms that allow creative production. Suggest some, like Canva, but allow students to use other platforms if they wish. Go through all the points from 2 to 5 with students.

You may allow time for the production to take place in the classroom, or you may assign students to create the flyer at home and bring it printed to the classroom or share it online at a determined date. Alternatively, you may plan a presentation in which students present their flyers to the class. Make sure students remember that they should include the grammar points learned (should/shouldn't/imperative form) in their flyer.

Unit wrap-up - Peer Feedback Session:

In this stage, students will have the chance to provide feedback for their classmates' tourist flyers.

Have students swap their flyers with another pair/trio. They should read and analyze the flyer carefully.

Go through the checklist, making sure students understand how to give fair and helpful

feedback. Students should write their comments clearly and politely. You should walk around, observing what students are writing and assisting when needed.

After students are done writing their feedback, they give it to the pair/trio, and the pair/trio reads the comments carefully and thinks together about ways they can improve the flyer.

Extra! Final Presentation:

If planning allows, have students present their revised flyers to the class and explain the improvements they made based on the feedback they received.

7 RATIONALE

The didactic units were designed for learners aged between 18 and their early twenties, enrolled in a non-formal English course. The students' level is B2 - Upper Intermediate, according to the Common European Framework of Reference for Languages (CEFR). Here, it is assumed that the teaching material is inserted in a context in which students have long shown interest in international mobility, which justifies the choice of themes that explore this topic.

Regarding the aims of the unit Finding a Job Abroad, it seeks to equip learners with the necessary tools to apply for jobs abroad, guiding them in the creation of a résumé in English and in the improvement of their ability to communicate appropriately and confidently in job interview situations. In addition, the unit aims to develop students' skills in researching companies, allowing them to analyze professional expectations and align their profiles with market demands, as well as to promote self-awareness and strategic thinking related to professional growth. Finally, it reinforces the use of the Present Perfect tense in real contexts.

With regard to the unit Traveling Abroad, it aims to promote learners' autonomy in researching and selecting authentic information in English, and to expand vocabulary related to travel, tourism, and cultural interaction. This proposal also encourages students to compare different options of destinations, prices, and tourist services, justifying their choices clearly and in a grounded manner. Finally, students are guided to plan and present a detailed tourist flyer about their city of residence, explaining the reasoning behind each decision made throughout the process.

As for the methodology adopted, it can be said that these units align with a post-method perspective, as proposed by Kumaravadivelu (2003), in the sense of not adopting a specific method for their construction, but rather presenting an alternative to the delimitation of methods. Prabhu (1990) states:

To summarise, if we regard our professional effort as a search for the best method which, when found, will replace all other methods, we may not only be working toward an unrealisable goal but, in the process, be misconstruing the nature of teaching as a set of procedures that can by themselves carry a guarantee of learning outcomes." (PRABHU, 1990).

In this work, the aim is not to use a specific method, but to combine approaches and teaching possibilities that maximize students' learning and performance. Through the post-method framework, Kumaravadivelu (2003) values teacher autonomy, allowing teachers

to make decisions and adopt perspectives adapted to the real teaching context and that genuinely meet the needs and objectives of the learners. He also advocates overcoming the dichotomy between theory and practice; and fostering learners' awareness of the social, historical, and cultural forces that shape their lives, their reflection on reality, and the transformation of their social and cultural conditions. These aspects materialize in the three parameters proposed by the author - particularity, practicality, and possibility - which reflect what the developed units seek to address.

Specifically, the parameter of particularity consists of the idea that language teaching must be context-sensitive, meaning it must be adequate to the specific group being taught, to the sociocultural context, and to the students' goals (KUMARAVADIVELU, 2003). In relation to the units designed, the selection of the themes Finding a Job Abroad and Traveling Abroad responds to the needs of young adults who are building their professional profiles, planning international mobility, and seeking to broaden their intercultural competence. This grounding in authentic practices from the students' everyday lives reflects the parameter of particularity, as it recognizes that language teaching must stem from the specific goals of a particular group of learners within an equally particular context.

Regarding the parameter of practicality, the organization of activities based on meaningful tasks such as résumé writing, interview simulations, company research, itinerary analysis, and service comparison, among others, demonstrates a critical use of theory and the integration of communicative principles adapted to the real needs of the group. This expresses the overcoming of the theory-practice divide proposed by the parameter of practicality.

With respect to the parameter of possibility, the units promote a space for critical reflection and the development of autonomy, allowing learners to use the English language as a tool to act in the world and make informed decisions in real situations. The emphasis on choices, dialogues, justifications, authentic research, cultural analysis, and strategic planning directly aligns with the parameter of possibility, which highlights the role of language teaching in broadening students' perspectives and strengthening their agency. In this sense, the material not only develops linguistic skills but also encourages learners to understand, question, and navigate the social and cultural practices they encounter in their personal and professional paths. Thus, the set of units seeks to concretize, in practice, a post-method pedagogy that prioritizes context, criticality, autonomy, and meaningful engagement with real language use.

Reading

In the reading section of the unit Finding a Job Abroad, students are invited to analyze real comments written by people on videos about working abroad. The intention is to familiarize learners with the topic by helping them understand the challenges, successes, concerns, and expectations that emerge from the experiences of individuals who have gone through, or are currently going through, the process of seeking and applying for jobs abroad. Students first complete a general reading (reading for gist) in which they are expected to identify the overall topic through the common thread among the comments. After that, students engage in further readings in order to find more specific details (reading for details) through activities such as answering questions about specific comments and matching columns.

In the unit Traveling Abroad, students are invited to analyze a real tourist flyer containing information about the experiences offered through a tour of Eastern Canada. The flyer includes information such as dates, meal packages, prices, and itinerary. In the pre-reading stage, students relate the theme to their own lives by discussing, in trios, questions about their experiences with travel and planning. Afterwards, several activities are proposed to foster understanding of the text's format and purpose, as well as specific details.

Vocabulary

In the vocabulary section of the unit Finding a Job Abroad, the aim is to expand students' vocabulary related to the general topic, as well as to guide them in constructing vocabulary specific to the professional field to which they wish to apply. To achieve this, the unit includes activities involving the analysis of a résumé available on the LinkedIn platform, as well as reflective tasks focused on the specific field each student intends to pursue. In the vocabulary section of the unit Traveling Abroad, students complete an activity aimed at consolidating the meaning of relevant words for understanding the theme.

Grammar

In the grammar section of Unit 1, the aim is to reinforce the use of the Present Perfect tense both for the context of job applications abroad. For this purpose, students are initially invited to focus on the expressions that were previously highlighted in the reading section. This prior highlighting was intentional, aiming to draw, even indirectly and naturally, students' attention to the grammatical structure from the very beginning of the thematic work.

Afterwards, students engage in activities to consolidate their understanding of the topic. Seeking to bring grammatical knowledge closer to learners' realities, a "Have You Ever...?" game is proposed, in which the class is invited to use the Present Perfect structure in a meaningful and relaxed way.

In Unit 2, the aim is to help students understand and practice the topics should/shouldn't and imperative forms. Students complete activities in which they must determine, based on sentences taken from the flyer, whether they express instructions, direct advice, suggestions, or recommendations. After recognizing the functions of the sentences, students are invited to rewrite them, alternating between the imperative and should, as well as to produce original sentences using these structures. It is important to note that grammar teaching here aims to occur in a progressive and natural manner, allowing students to perceive the presence and functionality of the structures before learning the explicit grammar behind them.

Listening

In the listening section of the unit Finding a Job Abroad, students have the opportunity to view a job interview context. To illustrate this, a scene from the American TV series Suits (2011) is used. The choice of the series considered the age group of the students, who are likely to be interested in this type of production, the informal and ironic context that can lead to rich discussions if the teacher wishes, and the fact that it is a scene that clearly demonstrates a situation in which a job applicant manages to perform well despite having several gaps in their professional profile. In this section, students engage in listening activities for general and specific ideas and are invited to analyze the job interview situation critically.

In the listening section of the unit Traveling Abroad, a YouTube video is used in which the speaker gives tips on things to do before an international trip. The goal is not only to broaden students' background knowledge about the topic but also to improve their listening skills through progressive activities that move from pre-listening to stages that reflect the logic of listening for gist, for specific details, and practice.

Writing

In the writing stage of Unit 1, the final goal is for students to be able to write a résumé from scratch, accurately reflecting their qualifications and interests. This stage includes a detailed pre-writing section - "Before You Write: Get Ready!" - in which students engage in

reflections and research on their own profiles and interests, as well as on real companies in their field of interest. In the final writing stage, students produce their individual résumés, incorporating the particularities of their own interests along with the structures and production styles learned in the previous steps. The differential in this stage is the fact that students will produce authentic résumés that fully reflect their interests and professional goals.

In the writing stage of Unit 2, students will work in pairs to produce a tourist flyer focused on the city where they live, integrating not only tourist attractions and interesting activities but also the linguistic structures and vocabulary studied throughout the unit. Here, beyond fostering learner autonomy and pair work, the focus on the students' city of residence adds a dimension of valuing their reality, culture, and roots.

Speaking

In the speaking section of Unit 1, students engage in a simulated job interview to consolidate the knowledge acquired throughout the unit in a communicative and realistic manner. This process involves exchanging résumés, critically analyzing a peer's work, and performing a job interview with appropriate dress code and a rubric with well-established criteria.

In the speaking section of Unit 2, students must find and join other classmates who received the same travel destination, and work together to research the place and create a list of things to do or not do there, as well as to give advice about the destination. For this, they must incorporate the vocabulary studied throughout the unit, as well as the structures should/shouldn't and imperative forms. At the end, students must present their list to the class. This proposal aims to enable not only the practice of the vocabulary learned but also the communicative use of the grammatical structures studied.

Thinking Deeper and Pronunciation

The Thinking Deeper sections of both units aim to encourage students to reflect more deeply on certain topics, going beyond what is presented in the materials. These reflections will generally take place in pairs, trios, or groups, not only fostering speaking practice but also enabling students to enrich their perspectives in an even more meaningful way. As for the Pronunciation section in Unit 2, the goal is to draw students' attention to word stress and connected speech.

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