

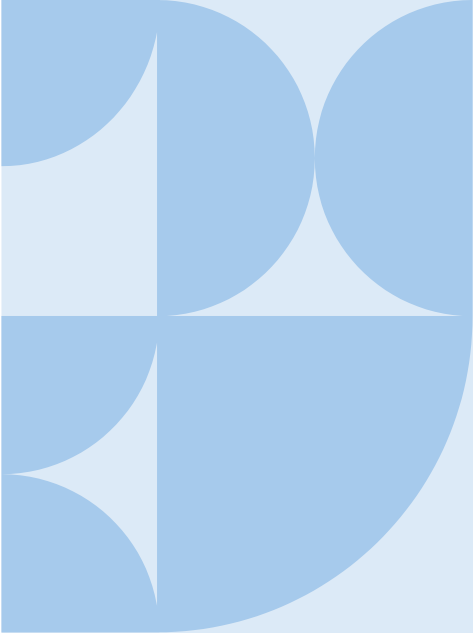
**UNIVERSIDADE FEDERAL DE MINAS GERAIS**  
**Faculdade de Letras**  
**Programa de Pós-Graduação em Estudos Linguísticos**  
**Curso de Especialização em Inglês – CEI**

Carlos Eduardo dos Passos Marques

**THE NEW WORLD CITIZENS**  
**unidade didática para o ensino de inglês**

Belo Horizonte

2024



Carlos Eduardo dos Passos Marques

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**unidade didática para o ensino de inglês**

Trabalho apresentado ao Curso de Especialização em Inglês (CEI) oferecido pelo Programa de Pós-Graduação em Estudos Linguísticos da Faculdade de Letras da Universidade Federal de Minas Gerais como requisito parcial para a obtenção do título de Especialista em Inglês.

Orientador(a): Climene Arruda

Belo Horizonte

2024





UNIVERSIDADE FEDERAL DE MINAS GERAIS  
CURSO DE ESPECIALIZAÇÃO EM LÍNGUA INGLESA/CEI

### ATA DE DEFESA DE MONOGRAFIA/TCC

Às 14:10 horas do dia 07 de dezembro de 2024, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa, para julgar, em exame final, o trabalho intitulado, The New World Citizens (Unidade Didática para o Ensino de Inglês), apresentado por Carlos Eduardo dos Passos Marques, 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(a) para a apresentação de 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. Dra. Junia de Carvalho Fidélis Braga indicou a ( X ) aprovação/ ( ) reprovação do(a)candidato(a);

Profa. Dra. Valdeni da Silva Reis indicou a ( X ) aprovação/ ( ) reprovação do(a) candidato(a).

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

Nota: 81

O resultado final foi comunicado publicamente ao(à) candidato(a) pelo Presidente da Comissão. Nada mais havendo a tratar, este encerrou a sessão, da qual foi lavrada a presente ATA assinada eletronicamente por todos os membros participantes da Comissão Examinadora.



Documento assinado eletronicamente por Valdeni da Silva Reis, Professora do Magistério Superior, em 16/12/2024, às 16:22, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



Documento assinado eletronicamente por Junia de Carvalho Fidelis Braga, Professora do Magistério Superior, em 17/12/2024, às 17:12, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



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### INSTRUÇÕES

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

03/01/2025, 09:44

SEI/UFMG - 3820862 - Ata de defesa de Monografia/TCC

Referência: Processo nº 23072.273417/2024-27

SEI nº 3820862

## Abstract

Our way of living has changed a lot in recent years, especially after the COVID-19 pandemic in 2019. The pandemic forced us to quickly adapt, leading to new technology and ways to communicate. We suddenly had to rely on remote communication and digital tools.

This need led to new tools and platforms for our changed society. From virtual meetings to online learning, technology changed how we connect and work. More people started working from home instead of going to an office, changing how jobs work. In healthcare, telemedicine became important to provide care without being there in person. As these changes keep happening, we must keep adapting to the new ways of living and interacting, driven by technology and what society needs.

In a world connected by globalization, "The New World Citizens" helps people learn English as a second language and understand modern city life. The program not only teaches language skills but also important tech skills for living in today's cities.

Unit 1 shows how to use digital tools for daily travel in the city. Students learn about GPS apps and easy-to-use public transport systems to move around cities confidently.

In Unit 2, students look at new job markets. They learn about jobs in technology and remote work. This unit prepares them for future careers by combining language learning with knowledge of growing job fields.

"The New World Citizens" is a key resource for succeeding in our fast-changing world. It helps learners go beyond language barriers and become skilled global citizens.

The program is designed for adult learners at the B2 level of the CEFR. Students should have intermediate skills to handle everyday challenges, talk in daily conversations, and express their thoughts clearly in speaking and writing. The coursework focuses on real-life situations, helping students improve their language skills in a practical way. By using real-world examples, the material helps students express themselves, understand conversations, and connect theory with real-life fluency.

Keywords: skills; learners; tools; technology; conversations; coursework; living; pandemic.

## Resumo

A nossa forma de viver mudou muito nos últimos anos, especialmente após a pandemia da COVID-19 em 2019. A pandemia obrigou-nos a uma adaptação rápida, levando a novas tecnologias e formas de comunicar. De repente, tivemos que contar com comunicação remota e ferramentas digitais.

Esta necessidade levou a novas ferramentas e plataformas para a nossa sociedade transformada. Desde reuniões virtuais até aprendizagem online, a tecnologia mudou a forma como nos conectamos e trabalhamos. Mais pessoas começaram a trabalhar em casa em vez de ir para o escritório, mudando a forma como os empregos funcionam. Na área da saúde, a telemedicina tornou-se importante para prestar atendimento sem estar presente pessoalmente. À medida que estas mudanças continuam a acontecer, devemos continuar a adaptar-nos às novas formas de viver e interagir, impulsionadas pela tecnologia e pelas necessidades da sociedade.

Num mundo conectado pela globalização, "The New World Citizens" ajuda as pessoas a aprender inglês como segunda língua e a compreender a vida urbana moderna. O programa não só ensina competências linguísticas, mas também competências tecnológicas importantes para viver nas cidades de hoje.

A Unidade 1 mostra como usar ferramentas digitais para deslocamentos diários na cidade. Os alunos aprendem sobre aplicativos de GPS e sistemas de transporte público fáceis de usar para se movimentarem pelas cidades com confiança.

Na Unidade 2, os alunos analisam novos mercados de trabalho. Eles aprendem sobre empregos em tecnologia e trabalho remoto. Esta unidade os prepara para futuras carreiras, combinando o aprendizado de idiomas com o conhecimento de áreas de trabalho em crescimento.

"The New World Citizens" é um recurso fundamental para se ter sucesso no nosso mundo em rápida mudança. Ajuda os alunos a ultrapassarem as barreiras linguísticas e a tornarem-se cidadãos globais qualificados.

O programa é projetado para alunos adultos no nível B2 do CEFR. Os alunos devem ter habilidades intermediárias para lidar com os desafios do dia a dia, falar nas conversas diárias e expressar seus pensamentos com clareza ao falar e escrever. O curso se concentra em situações da vida real, ajudando os alunos a melhorar suas habilidades no idioma de maneira prática. Ao usar exemplos do mundo real, o material ajuda os alunos a se expressarem, a compreenderem conversas e a conectarem a teoria com a fluência da vida real.

Palavras-chave: habilidades; alunos; ferramentas; tecnologia; conversas; curso; viver; pandemia.

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## 1 Unit 1

### 1.1 Unit Aims

- Review and learn new vocabulary and structures related to giving and asking for directions,
- Develop the sense of direction,
- Develop the ability to use navigation apps.

#### 1.1.1 Warm Up



Antofagasta City – Chile (Author's)

Think about the scenario where the tourist is going to the city for the first time and think about possible ways to drive through the town without making mistakes related to directions or wasting time.

In pairs, discuss the following questions:

- a. Which advice would you give to this tourist regarding his/her concerns?
- b. Which apps would you recommend being used by this tourist during the trip to Antofagasta?

## 1.2 Reading

### 1.2.1 Pre-Reading

Some navigation apps provide real-time traffic updates and directions based on live user data. Users can simply insert information like their destination or an exact address. The app then calculates the fastest route available, helping drivers avoid traffic jams and road closures.

a. Match these words to their definition.

- |                       |  |
|-----------------------|--|
| 1. Waze               | a) instructions on how to get somewhere.             |
| 2. Directions         | b) an app that helps you find your way when driving. |
| 3. Address            | c) put in details or data.                           |
| 4. Insert information | d) where someone lives or a place's location.        |

b. According to the pre-reading 1.2.1 and exercise “a”, which title would be more adequate to be used aiming to summarize the theme?

1. Navigating the Future: How User Data Shapes Our Driving Experience
2. Navigation Apps: A Recipe for Disaster on the Roads
3. Real-Time Traffic Updates: The Key to Efficient Navigation

### 1.2.2 Reading

Waze is a navigation app that has revolutionized the way we seek and receive directions while on the road. In a world where finding the quickest and most efficient route is crucial, Waze stands out for its ability to insert information in real-time. When you enter your address or destination into

---

<sup>1</sup> The image above was taken from the city view of the Hilton Honors Hotel.

the app, it not only provides you with step-by-step directions but also offers real-time updates on traffic conditions, road hazards, and even police presence.

One of the most notable features of Waze is its community-driven approach. Users actively insert information about traffic jams, accidents, and other relevant events, thereby aiding fellow drivers in making well-informed decisions. This pool of up-to-the-minute data enables the app to constantly refine and optimize the suggested routes, making your journey as smooth as possible.

Waze goes a step further by integrating additional functionalities aimed at enhancing the user experience. The app allows you to search for the nearest gas stations, restaurants, and other points of interest by simply typing in an address or keyword. Moreover, it is equipped with voice-command capabilities, enabling drivers to keep their hands on the wheel while seeking directions.

Another advantage is its collaboration with local authorities, which allows Waze to insert information on planned road closures and other civic activities that could impact travel. This ensures that users are always aware of upcoming disruptions and can plan alternate routes ahead of time.

In conclusion, Waze is more than just a navigation tool; it is an interactive platform that merges technology with community input to provide the most efficient and reliable directions possible. Through its sophisticated ability to insert information on the fly and its user-friendly interface, Waze has indeed redefined the concept of modern navigation.

Text generated by, available in <https://twec.com/>, accessed in 16/06/2024

- a. Let's answer the following questions.
  - a. What impact has Waze had on modern navigation according to the text?
  - b. Why is the collaboration with local authorities important for Waze's effectiveness?

- c. How does Waze ensure that users are informed about upcoming disruptions or road closures?

Talk to the person next to you. Tell him/her your answers. Listen to what they say. What is the main idea? Can you make a short title that says it? Work together and share ideas. When you have a title, let others know. Keep it simple!

- b. Can you tell which sentences are true and which are false? Justify the false answers.

1. ( ) Waze has changed how we find directions when driving.
2. ( ) Waze only provides step-by-step directions without real-time updates.
3. ( ) Users help each other by sharing information on traffic and accidents.
4. ( ) Waze does not offer any additional functionalities.
5. ( ) The app does not allow you to search for nearby locations.
6. ( ) Waze does not have voice-command capabilities.
7. ( ) Waze works with local authorities to provide information on road closures.
8. ( ) Waze is only a basic navigation tool.

- c. Read the Grammar Rule below

#### PRESENT SIMPLE

1a. Describe habits, permanent situations or about something that happens repeatedly in the present.

Ex:

- He watches TV every night.
- What do you do every day?
- I go to school by bicycle.

2a. Talk about general truths and facts.

Ex:

- The sun rises in the East.
- Tom comes from England.
- I am a student.

3a. Talk about a fixed schedule, timetable or program.

Ex: The train leaves at 12:30 p.m.

4a. Used after time conjunctions such as when, as soon as and in the Type 1 conditional sentences.

Ex:

- We will not believe you unless we see it ourselves.
- If she asks you, tell her that you do not know.

Phonetic APP – Accessed in 02/07/2024

Some sentences were extracted from the text. Study these sentences and classify them according to verb tense and the situation type as well.

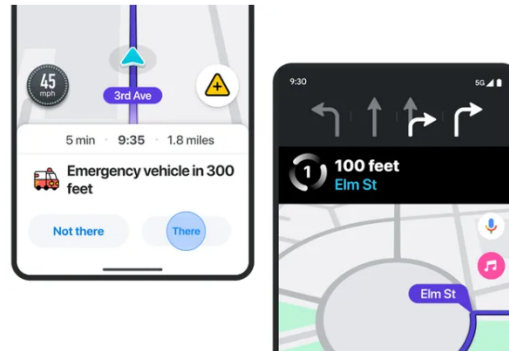
- a. Waze stands out for its ability to insert information in real-time.
- b. ...also offers real-time updates on traffic conditions
- c. This pool of up-to-the-minute data enables the app to constantly refine...
- d. Waze goes a step further...

### 1.2.3 Post-Reading

Read the text extracted from the Verge site. Discuss questions “a” and “b” with your colleague. Answer the questions.

GOOGLE / TECH / APPS

## Waze will warn you about speed bumps and sharp curves soon



/ Google's other mapping app will also help you find parking.

By **Wes Davis**, a weekend editor who covers the latest in tech and entertainment. He has written news, reviews, and more as a tech journalist since 2020.  
Mar 5, 2024, 5:04 PM GMT-3

Image: Waze / Screenshots: Wes Davis / The Verge

[Link](#) [Facebook](#) [Twitter](#) | 10 Comments (10 New)

<https://www.theverge.com/2024/3/5/24091139/google-waze-maps-new-alerts-speed-bumps-parking-traffic-circles> accessed in 18/06/2024

Waze announced several new features, including an alert for stopped first responders, for its already busy driving directions map. That feature is out now, but others, like new road hazard warnings and updated routing info, will be available on iOS and Android phones this month, with still others planned for later this year.

The first responder alert feature shows a blinking icon of an emergency vehicle on the map and tells you how far away it is. As if the bright strobing lights ahead of you aren't enough of an indicator or you're not looking at the road at all (okay, maybe sometimes you're just stuck behind a big truck). This feature is out now for users in the US, Canada, Mexico, and France, with other countries to follow.

a. What new features did Waze announce for its driving directions map that you think can affect your personal life, either positively or negatively?

b. Which one do you think is more useful to you and why?

## 1.3 Listening

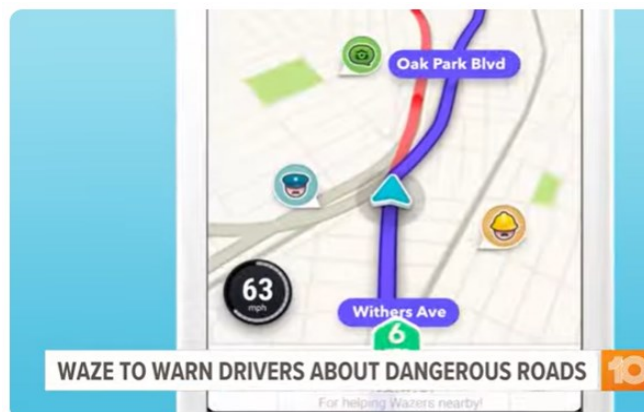
### 1.3.1 Pre-Listening

#### Survey activity

Randomly select a colleague inside the classroom and ask him the questions below. Make yourself available to answer these questions to someone else as well.

- a. Which Navigation App is better to be used in your city;
- b. If you both heard about Waze any time before;
- c. Which potential danger do you think could be notified by the navigation App to help users have a better understanding and experience;
- d. If safety features are important or not to both of you;
- e. If you feel distracted by Apps in case it displays too many notifications.

Watch the video and select the right summary at the sentence below.

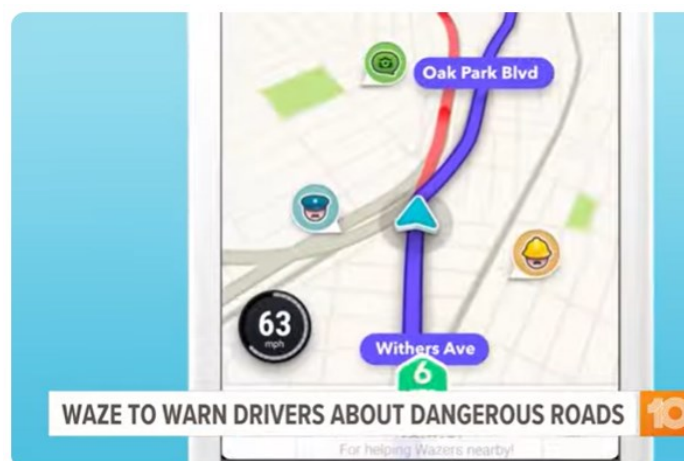


Waze traffic app using AI to warn drivers about dangerous roads

<https://www.youtube.com/watch?v=DriKdkHnuh0&t=47s>, accessed on 19/06/2024.

1. In the video, Google has launched a new safety feature in their navigation app called W. This feature alerts drivers when they are approaching roads with a history of car crashes. Using AI, the app analyzes road characteristics like traffic levels and elevation to provide these alerts.
2. In the video, Google's navigation app does not have any new safety features to help drivers avoid dangerous roads. The app does not use AI to analyze road characteristics or provide alerts about potential car crashes. Users cannot access this feature by going to their settings in the app.
3. In the video, Google introduces a feature in their navigation app that helps users find the most scenic routes to their destinations. By analyzing road characteristics like elevation and traffic levels, the app suggests routes that offer beautiful views. Users can easily enable this feature by going to their settings in the app.

### 1.3.2 Listening



**Waze traffic app using AI to warn drivers about dangerous roads**

<https://www.youtube.com/watch?v=DriKdkHnuh0&t=47s>, accessed on 19/06/2024.

Watch the video again and answer the questions below:

1. What is the name of the Google app mentioned in the video?
  - a) Google Maps
  - b) Waze
  - c) Google Navigation
  - d) Google traffic
  
2. What new feature has Google added to its app?
  - a) Traffic alerts
  - b) Speed limit alerts
  - c) Crash history alerts
  - d) Road closure alerts
  
3. How does the app create the crash history alerts?
  - a) Using user reports
  - b) Analyzing road data with AI
  - c) Monitoring traffic cameras
  - d) Gathering data from satellites
  
4. What is the main purpose of the crash history alerts?
  - a) To provide real-time crash information
  - b) To minimize distractions for drivers
  - c) To help users avoid dangerous roads
  - d) To warn users of upcoming accidents
  
5. What can users do to access the new safety feature?
  - a) Update the app
  - b) Check their settings
  - c) Contact customer support
  - d) Enable app notifications

### 1.3.3 Post-Listening

Watch the video, fill the gaps and after completing the activity, download the Waze app on your smartphone using this instruction.



Waze App Download: How to Install Waze App on Android Device 2023?

<https://www.youtube.com/watch?v=DVlscvZMUw0>, accessed on 19/06/2024

#### Instructions for downloading Waze on iOS and Android

Open \_\_\_\_\_ (1), \_\_\_\_\_ (2)

Search for Waze, tap on \_\_\_\_\_ (3)

Wait for installation to \_\_\_\_\_ (4)

Open Waze app, tap on \_\_\_\_\_ (5)

Allow access to \_\_\_\_\_ (6)

Sign up or log in to Waze \_\_\_\_\_ (7)

Like, subscribe, and enable notifications for \_\_\_\_\_ (8)

## 1.4 Writing

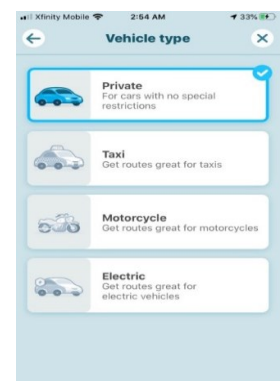
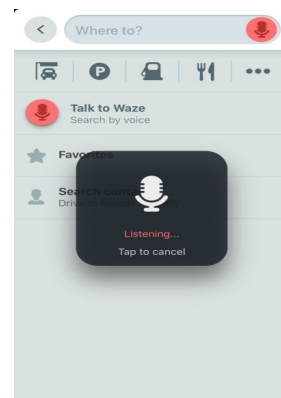
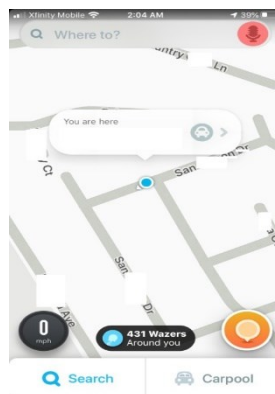
### 1.4.1 Pre-Writing

1. Go to the dictionary, check the meaning of the words, and write them down.
  - a) Commute
  - b) Crash
  - c) Route
  - d) Convey
  - e) Real time Info
  - f) Trip

#### 1.4.1.1 *Get started Waze*

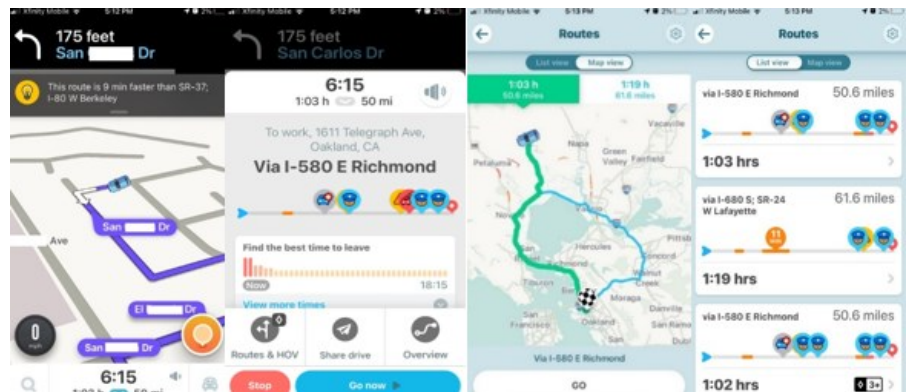
When you use Waze, it makes finding your destination easy. Start by typing the address in the search bar or use the microphone to speak it. Save your common locations, like home or work, so next time, just say "Home" or "Work" to navigate quickly.

Read the text below and discover mor functionalities!



When you want to go somewhere, you can rely on Waze to map your route. First, punch an address into the search box reached via the magnifying glass on the bottom of the screen, or tap on the microphone icon at the top of the window to speak your destination. You can list your frequently used addresses, like home or work, into the program so thereafter, you can just need to say Home or Work or the Vet, for example.

#### 1.4.1.2 Plot your route



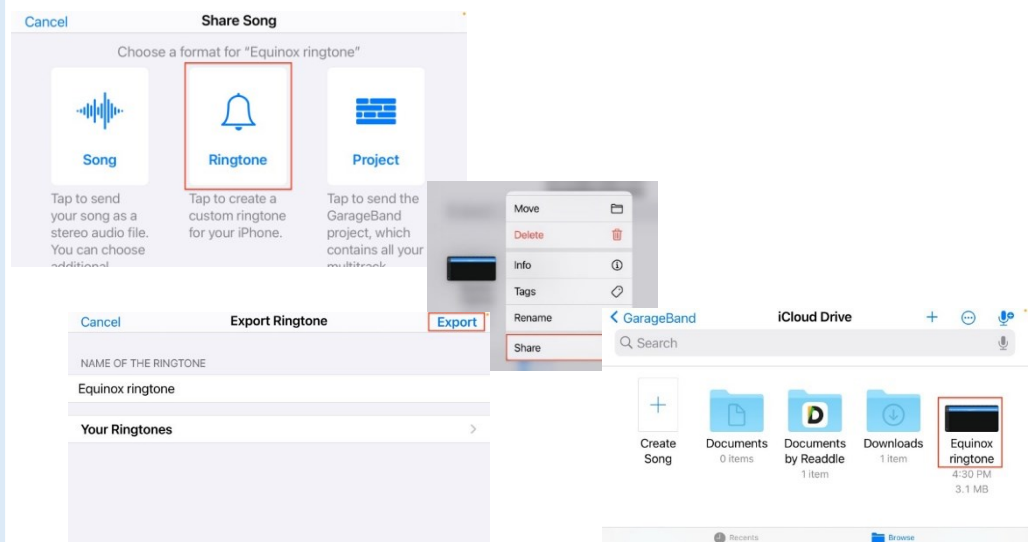
Waze analyzes information that it pulls in from other drivers in the general area and immediately suggests the fastest route based on up-to-the-minute driving conditions. You can access plenty of other information as well, including the best time to leave to avoid traffic. Tapping *Routes & HOV* at the bottom left of the window gives you alternate routes and their estimated times. You can also plan drives in advance and associate them with your calendar or Facebook events. The gear icon at the top of the pane leads you to an abundant menu of settings and preferences where you can customize the app even more.

### 1.4.1.3 See only the info you need



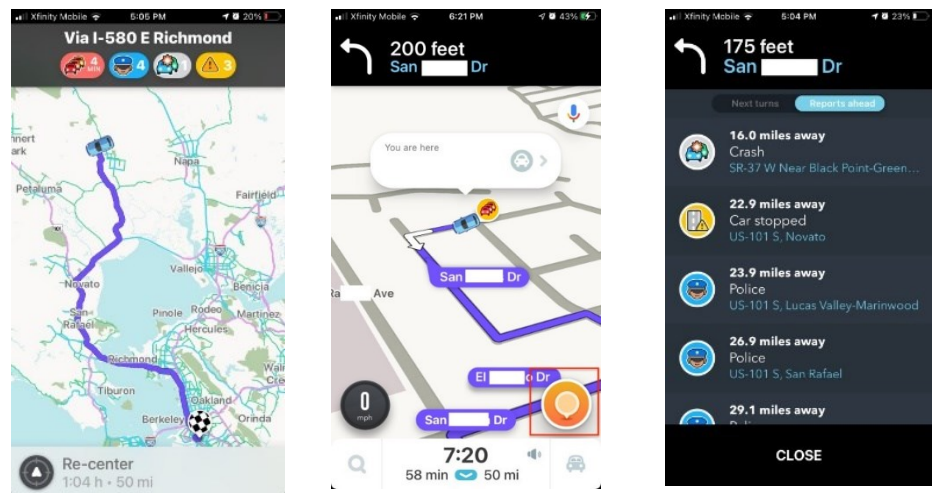
You can set up the app's preferences to convey only the information you need and in the way that's convenient for you by tapping on each setting, and in some cases, toggling controls on or off. Use the settings to set driving preferences, notifications, and account information, if you sign in to the app. These controls let you define how your map is displayed, how your car is displayed, specify which icons you prefer, control the information you see on your map, pick the kinds of roads you prefer to travel on, and much more.

### 1.4.1.4 Get real-time info



Even though Waze is owned by Google, maker of [Google Maps](#), the app has a totally different look and feel, emphasizing different aspects of your journey. Google Maps is great for finding your way around places big and small — and it has become especially useful when walking and using public transportation. Waze is specifically targeted to [drivers and road conditions](#) that may impede a trip or commute. While Waze provides [some of the same traffic information](#) that you [find on Google Maps](#), additional data is derived from other drivers who are using the app in real time. Waze crowdsourcing provides a realistic view of road conditions at any given time.

#### 1.4.1.5 Report incidents



Waze lets drivers alert each other to accidents, police issues, detours, road closures, or anything else that will slow down traffic. To report an incident, tap the orange speech bubble icon at the bottom right of the screen and then tap the alert type: Traffic, police, crash, hazard, a map issue or road closure, and tap *Send*. As you do this, other drivers can confirm and update your report and you'll receive points and unlock achievements within the app's scoreboard. New users are called Baby Wazers, but can ascend in rank as they use the app to drive numerous miles, file reports, or connect with friends. You can add favorite stores to your maps or choose a mood like Cat, LOL, Zombie, and many more

after 100 miles. Do not file reports as you drive because that would be hazardous and distracting — either have a passenger do it or pull over. You cannot file a report if your *Invisible* toggle is on.

<https://www.digitaltrends.com/mobile/how-to-use-waze/>, accessed in 20/06/2024

### 1.4.2 Writing

1. In this activity you have available 5 topics, from “a” to “e” where the backbone is the knowledge about the use of Waze as a navigation APP.

Choose 1 topic that you like and write down about it! Share your ideas with the colleague at your side. Discuss among you why this one was selected as top-notch.

- a. Choose the Topic that You Like and Share Your Thoughts on it!
- b. How using Waze makes my car rides more fun.
- c. The time Waze helped me avoid traffic and get to my destination faster.
- d. How Waze has made road trips with my family more enjoyable.
- e. My experience using Waze to explore new places.

### 1.4.3 Post-Writing

1. From the Text Getting Waze, follow the text instructions using the APP on your smartphone going to some place. Describe how was your experience

## 1.5 Speaking

### 1.5.1 Pre-Speaking

1. Let's Discuss These Interesting Questions with the whole class!
  - a) Do you use navigation apps on your smartphone?
  - b) How often do you download new apps on your phone?

- c) Have you ever used Waze before?
- d) Do you prefer using GPS for directions or asking for directions from someone?
- e) What other types of apps do you find helpful on your smartphone?

### **1.5.2 Speaking**

1. Follow the Teacher's instructions about the Brainstorm activity.

### **1.5.3 Post-Speaking**

1. Describe in 5 minutes what was the most important feature or detail that you learned from this Unit.

## 2Unit 2

### 2.1 Unit Aims

- Review and learn new vocabulary and structures related to jobs that will be in demand in 2024
- Describe some professions in more in details
- Describe the tendency for the next few years when talking about jobs

#### 2.1.1 Warm Up

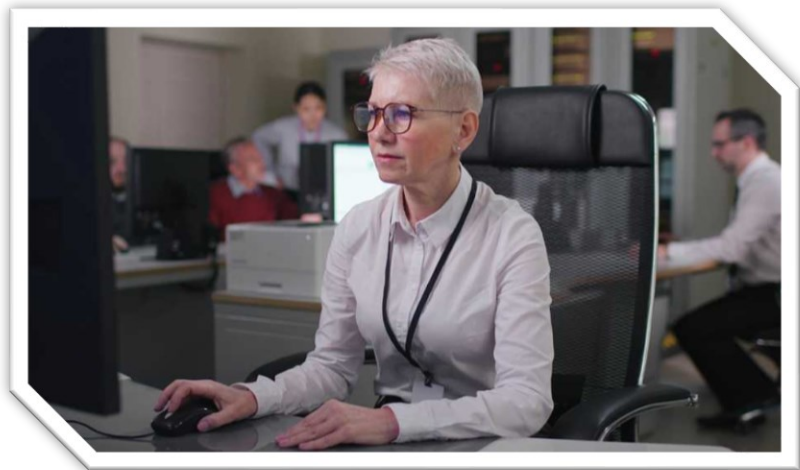


Image available in <https://www.aarp.org/work/job-search/in-demand-jobs-2024/>, accessed in 17/08/2024

Developing some activity that brings money in return in this century has been so challenging, even because of technology or because people are becoming older and still need money to survive. These two examples are just a small sample when we allow ourselves to think about this type of challenge.

In pairs, sit together and discuss:

- a) Which Jobs do you think will be most in demand in 2024 onwards?
- b) Which benefits will companies need to have to hire and keep workers?

## 2.2 Reading

### 2.2.1 Pre-Reading

1. Go to the dictionary, check the meaning of the words, and write it down.
  - a) Hire
  - b) Careers
  - c) Unemployment rate
  - d) Nationwide
  - e) Query

### 2.2.2 Reading

In the text below, you will have the opportunity to discover some jobs that will be demanded in 2024. This text will also be used as a reference to the grammar activity that we will work on in the sequence. Let's start by reading the text!

#### 20 Jobs That Will Be in Demand in 2024

Older workers can expect strong hiring in the new year for these careers

Older workers looking for new jobs have reasons to be optimistic about 2024. Entering the year, the unemployment rate nationwide continues to be very low, measuring 3.7 percent at the end of November for people of all ages and 2.9 percent for people 55 and older. Those low numbers mean businesses will have to compete harder to hire and keep workers, which often translates into higher salaries, more flexibility and better benefits.

To identify which jobs will see the most demand for workers in 2024, AARP looked at U.S. Bureau of Labor Statistics (BLS) projections on the prospects for various careers from now until 2032 to see which fields appear to offer promising opportunities for older workers. The analysis found a range of professions suitable for different types of work experience. Overall, jobs related to online shopping — from website design to package delivery — earned the most spots on this list.

The following 20 jobs are expected to be in high demand in 2024. Though most jobs on the list were chosen based on BLS projections, some jobs were selected based on Google data of occupations that received the most search queries in recent years. The list is presented in alphabetical order. All wage data is from the BLS. Clicking on the “Find” link will take you to the list of current job postings in that profession on the AARP Job Board.

- Animal caretaker
- Counselor for mental health, behavioral disorders or substance abuse
- Data entry clerk
- Data scientist
- Delivery truck driver
- E-commerce website designer
- Financial manager
- General and operations manager
- Health services manager
- Home health care aide
- Management analyst
- Market research specialist
- Medical assistant
- Registered nurse
- Restaurant cooks
- Software developer
- Stocker and order filler
- Tractor-trailer truck drivers
- Ultrasound technician
- Umpire, referee or sports official

The sentences below were extracted from the text “20 Jobs That Will Be in Demand in 2024”. Read them and answer the following questions:

1. Those low numbers mean businesses will have to compete harder to hire and keep workers, ...
2. To identify which jobs will see the most demand for workers in 2024, ...
3. Clicking on the “Find” link will take you to the list of current job postings in that profession on the AARP Job Board.
  - a. Join in groups of 4 people and discuss if it is possible to determine which verb form is present in these examples. Justify your answer.
  - b. Still in groups, access the website [https://www.grammar.cl/Notes/Future\\_Will.htm](https://www.grammar.cl/Notes/Future_Will.htm), watch the video, read the content, and decide which scenario can be applied to Justify the circumstances found in each sentence (1, 2 or 3).
  - c. Crosscheck your answers with the other groups inside the room. In case you do have a discrepancy, reanalyze the answers and the different perspectives among your peers. Ask the teacher for help if necessary.

Read these opinions. Which one do you agree with the most and why?

a. Michael

I think older workers will do great in 2024. There are so many jobs available now. Last year, my dad got a job at a pet store and he really likes it. He says it feels good to work again.

b. Linda

I don't believe older workers will have it easy. My uncle tried to find a job after 60, but no one wanted to hire him. It made him feel sad and useless. I just don't see many companies caring about older workers.

c. Carlos

I'm not sure if older workers will be okay. Some jobs are hard for them, but there are new opportunities too. My grandma found a teaching job online, but she still worries about her age when applying.

d. Emma

This topic makes me feel hopeful! My mom is looking for a job, and I see many new postings. She has so much experience and I believe she can find a great place. It just feels good to know that things are changing!

### 2.2.3 Post-Reading

- a) Is there anyone in your family over 55 who is still working?
- b) Which motivation does he/she have to continue working?
- c) What do you think about the interaction between the old workers and the young ones in this new scenario proposed from 2024 onwards?

## 2.3 Listening

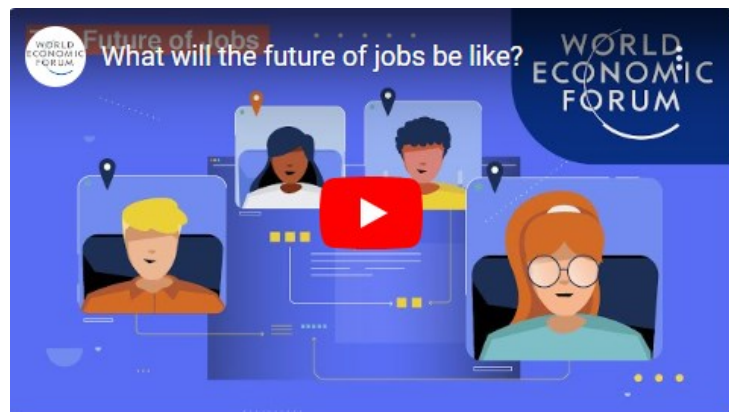
### 2.3.1 Pre-Listening

1. Go to the dictionary, check the meaning of the words, and write it down.

- a) Displace
- b) Disrupt
- c) Ongoing Shift
- d) Reskilling
- e) Roughly
- f) Shortage
- g) Trend
- h) Upskilling
- i) Worldwide
- j) Workforce

### 2.3.2 Listening

Watch the video *What will the future of jobs be like* and answer the following questions



<https://www.youtube.com/watch?v=eH1fFdzJAw> Accessed on 24/08/2024

1. What is the main thing that COVID-19 has impacted?
  - a. The economy
  - b. Everyone
  - c. The environment
  - d. Education
2. According to the passage, how many new roles may emerge in the next five years?
  - a. 50 million
  - b. 75 million
  - c. 85 million
  - d. 97 million
3. Which of these is not a new job role mentioned in the passage?
  - a. Artificial intelligence specialist
  - b. Digital marketing manager
  - c. Customer success specialist
  - d. Software engineer
4. How long will it take workers to learn new skills on average?
  - a. 1 week to 1 month
  - b. 2 weeks to 5 months
  - c. 6 months to 1 year
  - d. 1 year to 2 years
5. Who needs to take action to help workers transition to new roles?
  - a. Companies
  - b. Governments
  - c. Workers
  - d. All of the above

### 2.3.3 Post-Listening

Watch the video again in pairs and discuss with your colleague which of these summaries could best represent the video *What will the future of jobs be like*.

- a. In the video, companies are preparing for a future where new job roles will emerge due to changes in the labor market. Organizations are training their employees to transition into roles like DevOps engineers, artificial intelligence specialists, and digital marketing managers. Governments are working to update education and training systems to support workers affected by job displacement.
- b. In the video, COVID-19 has caused a major crisis, affecting everyone and disrupting economies worldwide. Many workers have lost their jobs due to automation and the global recession, with millions more at risk in the next five years. Companies are focusing on re-skilling employees to adapt to the changing job market.
- c. In the video, COVID-19 has not had a significant impact on our lives and economies. Workers are not at risk of losing their jobs due to automation or the global recession. Companies are not investing in re-skilling their workforce for future roles.

## 2.4 Writing

### 2.4.1 Pre-Writing



<https://www.repsol.com/en/energy-and-the-future/people/professions-of-the-future/index.cshtml>, accessed on 01/09/2024

You wake up in the morning and your phone unlocks after scanning your face. You get in the car to go to work and your GPS navigation suggests an alternative route because there's more traffic than usual on the one you take every day. Your favorite shopping app suggests a pair of shoes that suits your style, and your bank sends you a notification about a product that fits in perfectly with your savings plans. Is it magic? No, it's progress. It's artificial intelligence, which has gone beyond science fiction to improve many aspects of our daily lives.

<https://www.repsol.com/en/energia-futuro/tecnologia-innovacion/inteligencia-artificial/index.cshtml> accessed on 01/09/2024

The previous image reflects an artificial intelligence expert working to improve AI technology in our current industry, while the text in its sequence brings to us some already proven results and is largely used by society.

Write in the student's forum which results, good or bad, you think the use of AI can Bring to us as human beings.

### 2.4.2 Writing

The text below highlights one of the professions in demand from now on. After reading this text, write down which abilities would be necessary to you learn to work as an artificial intelligence expert. Discuss with the colleague at your side about his / her perspective, highlight the main characteristics of both of you need to work in common.

Expert in Artificial Intelligence and machine learning AI (Artificial Intelligence) is expected to be one of the most revolutionary and in-demand professions of the future. The purpose of this professional is to develop processes, objects, and services that independently solve a problem. In other words, operational improvements are made based on the automatic learning of machines thanks to machine learning. The great value of this future profession is in carrying out data analysis and processing using mathematic mechanisms in order to develop a technology that solves problems based on human behavior, or in other words, developing digital twins to virtually analyze real processes and create hypothetical scenarios.

<https://www.repsol.com/en/energy-and-the-future/people/professions-of-the-future/index.cshtml>, accessed on 01/09/2024

### 2.4.3 Post-Writing

Write down some professions you believe can be created in the future and which skills should be necessary to be acquired to be a good professional in this new role.

## 2.5 Speaking

### 2.5.1 Pre-Speaking

In pairs discuss the questions below:

- a) Are you worried about automation putting jobs at risk?
- b) Would you be willing to retrain or learn new skills to remain employable?
- c) Have you ever had to pivot your career due to automation?
- d) Do you think automation can enhance job opportunities?
- e) How important do you think upskilling and training are in adapting to automation in the workplace?

Reference video: <https://www.youtube.com/watch?v=oEDuDDfWeGE> accessed on 07/09/2024

### 2.5.2 Speaking

Still in pairs create a list of advantages and disadvantages that automation can bring to us, record a video talking about the conclusions and check, in this scenario, if the advantages outweigh the disadvantages and why.

### 2.5.3 Post-Speaking

1. Describe in 3 minutes what was the most important feature or detail that you learned from this Unit.

### 3 Rationale

The alteration in our survival model has been glaringly evident in recent years, particularly following the COVID-19 pandemic of 2019. The pandemic necessitated rapid adaptation, propelling technological advancements and novel methods of interaction. Society was suddenly thrust into a reality where remote communication and digital resources became indispensable. Consequently, this exigency spurred the development of innovative tools and platforms designed to meet the emergent needs of a transformed social structure.

From virtual meetings to online education, technology reshaped the way we connect and function. The rise of telecommuting illustrated a pivot from traditional office environments to remote workspaces, reshaping job dynamics. Simultaneously, the healthcare sector saw significant overhauls, leveraging telemedicine to deliver care without physical proximity. As these changes continue to evolve, society must adapt continuously, reflecting the permanent shift in our modes of existence and interaction, driven by the relentless march of technology and the new societal demands it aims to fulfill.

In an era defined by globalization and seamless interconnectivity, "The New World Citizens" offers an invaluable gateway for mastering English as a second language while simultaneously navigating modern urban landscapes. The curriculum's innovative approach equips students not only with linguistic proficiency but also with vital technological skills essential for contemporary city life.

Unit 1 delves into practical methods for utilizing digital tools to enhance daily commuting and urban navigation. From sophisticated GPS applications to user-friendly public transport systems, students gain the knowledge needed to traverse complex urban settings confidently and efficiently.

Moving forward to Unit 2, the focus shifts to exploring emerging job markets. Learners delve into fields that are gaining traction in the modern economy, encompassing roles in technology and remote work opportunities. This unit ensures students are well-prepared for future career prospects, blending language skills with an understanding of dynamic professional landscapes.

Combining advanced English mastery with practical know-how, "The New World Citizens" serves as an essential resource for thriving in our rapidly evolving world. Through this curriculum, learners transcend linguistic boundaries and confidently embrace their roles as adept global citizens.

The curriculum for both units has been meticulously crafted to enhance adult learners' competencies in alignment with the B2 level of the Common European Framework of Reference for Languages (CEFR). Students are expected to demonstrate intermediate proficiency, enabling them to navigate common challenges, engage in daily conversations, and articulate their thoughts with clarity in both spoken and written forms. The coursework emphasizes practical application, fostering an environment where learners can refine their linguistic abilities in a contextual, meaningful manner.

By focusing on real-life scenarios, the material ensures that students become adept at expressing themselves, negotiating meaning, and understanding nuanced dialogue, thereby bridging the gap between theoretical knowledge and practical fluency.

Amidst the rapid proliferation of technology in our everyday lives, the landscape of language teaching has undergone a significant transformation. No longer is it sufficient to merely impart a linguistic code; the act of teaching a language now necessitates the transmission of an entire cultural framework. This comprehensive approach to language education is particularly crucial in a Brazilian context, where learners must assimilate not only new linguistic structures but also the attendant cultural habits and behaviors.

In this digital age, technology serves as a double-edged sword: it offers unprecedented access to authentic materials and real-time interaction with native speakers, yet it also risks over-simplifying the immersive, experiential aspects of learning a culture. Immersion in a new language is tantamount to stepping into a different worldview, one replete with unique social norms, idiomatic expressions, and cultural nuances that technology alone cannot fully convey.

Therefore, educators must strive to balance technological resources with holistic teaching methodologies that emphasize real-world cultural experiences. By doing so, they not only enhance linguistic proficiency but also foster a deeper, more empathetic understanding of the diverse human tapestry that characterizes our global society.

Imagine viewing the world through the discerning eyes of a teacher, perceiving not just the surface but the intricate web of interconnections that shape our lives. With this perspective, one can inspire students to dream beyond the immediate horizon, nurturing ambitions that encompass personal growth and professional aspirations. By understanding the impact of experiences and knowledge, students may be encouraged to set lofty goals and pursue them with determination. Teachers have the opportunity to illuminate paths to a future brimming with potential and purpose.

In the landscape of modern pedagogy, the Communicative Language Teaching (CLT) approach reigns supreme for its emphasis on real-world applicability, fostering genuine communication skills essential for new language acquisition. These immersive scenarios not only cultivate fluency but also heighten language relevance, making the learning process inherently practical.

Unlike traditional methods that focus on rote memorization and grammatical precision, CLT pivots towards interaction, task-based activities, and problem-solving exercises. This dynamic fosters a learner-centered environment where students are prompted to negotiate meaning,

enabling them to develop both receptive and productive language skills concurrently.

In this paradigm, grammar and vocabulary are not relegated to isolated compartments but integrated seamlessly into conversational contexts that mimic authentic social interactions. This integration mirrors the organic way in which language is utilized in everyday life, ensuring learners can transfer classroom knowledge to real-world situations adeptly. Consequently, the CLT framework not only enhances linguistic competence but also builds learners' confidence, autonomy, and adaptability in using the target language in diverse settings.

According to Mattos and Valério (2010) “para o ensino comunicativo, a língua é um instrumento de comunicação”(p. 139). “A abordagem comunicativa tem como objetivo: usar para aprender e aprender para usar, sua visão de língua é o recurso dinâmico para a criação de significados e a implementação é promovida por atividades que envolvem situações reais” (p. 140).

In our contemporary society, the mass media wields unprecedented influence, shaping perceptions, opinions, and behaviors with a subtle yet pervasive hand. The relentless barrage of information, delivered through various media channels including television, newspapers, and the ever-ubiquitous internet, creates a powerful narrative that individuals often consume.

It is within this framework that students are invited to engage in a collaborative exploration of these dynamics, scrutinizing how media messages are crafted and their subsequent impact on societal views and behaviors. Working together, they can dissect the mechanisms of media influence, fostering a deeply nuanced understanding and honing their critical thinking skills. This collaborative endeavor not only deepens their comprehension but also empowers them to become discerning consumers of information, capable of navigating the complex media landscape with an informed and critical eye.

According to Richards and Rodgers, “CBLT is based on a functional and interactional perspective on the nature of language. It seeks to teach language in relation to the social contexts in which it is used. Language always occurs as a medium of interaction and communication between people from people for the achievement of specific goals and purposes” (p. 143).

In modern pedagogy, the role of an educator has transcended beyond the traditional boundaries of mere instruction. The contemporary educator must embody the dual roles of a mediator and a facilitator, emphasizing the paramount importance of the learner's role in the educational process. Rather than delivering knowledge unilaterally, a facilitator encourages students to engage actively, fostering an environment where critical thinking and problem-solving skills are paramount. By mediating interactions, educators ensure that every voice is heard, promoting a culture of mutual respect and collaborative learning. This dynamic approach not only nurtures intellectual growth but also prepares learners to become autonomous, reflective individuals capable of navigating the complexities of the world with confidence and insight. The shift towards facilitation and mediation underscores the evolving nature of education, where the learner is positioned at the heart of the process, actively shaping their own learning journey. “Engaging learners in tasks work provides a better context for the activation of learning processes than form-focused activities, and hence ultimately provides better opportunities for language learning to take place” (Richards and Rodgers, 2002, p. 223).

In the intricate dance of conversation, each individual simultaneously inhabits the roles of both speaker and listener, effortlessly weaving between the dual responsibilities that define effective communication. This dynamic equilibrium mandates not only the articulation of coherent, compelling points but also the nuanced reception of the interlocutor's contributions. When one speaks, they do not merely discharge information into a void; they anticipate the listener's reactions, adjusting their rhetoric in real-time to ensure mutual comprehension and engagement. In turn, the listener,

while absorbing the speaker's words, formulates potential responses, questions, and affirmations that uphold the rhythm and flow of dialogue. This interplay of expressing and absorbing, communicating and understanding, underscores the inherently reciprocal nature of human interaction. Each utterance becomes a puzzle piece, its placement and relevance contingent on the shared effort of constructing coherent and meaningful discourse. Hence, the success of any interaction hinges on this delicate balance, where each participant's role as speaker or listener is perpetually fluid, emphasizing the extraordinary complexity and subtlety inherent in even the simplest of conversations. (Shumin, 1995, p.35).

In creating the textbook units for this final paper, a meticulous blend of various teaching theories and methods was employed to cater to the unique needs of adult learners. Emphasis was placed on Communicative Language Teaching (CLT) and genre-based approaches. These methodologies were contextualized within the framework of 21st-century technological advancements, highlighting their relevance to modern sociocultural practices worldwide. The integration of these approaches ensures that learners not only attain linguistic proficiency but also develop crucial social and interactive skills essential for both digital and non-digital environments. By interweaving these diverse pedagogical strategies, the lessons provide a holistic educational experience, preparing students to effectively navigate and communicate within increasingly interconnected global landscapes. This comprehensive approach aims to empower learners to thrive in various communicative scenarios, fostering both language development and socio-cultural competence.

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## 4 Teacher's Guide

### Activity Scope 1

**Audience** Young Adults / Adult

**Level** Intermediate (B2 level)

**Time** 8 hours

- Aims**
- Review and learn new vocabulary and structures related to giving and asking for directions,
  - Develop the sense of direction,
  - Develop the ability to use apps in class.

**Grammar** Present Simple

**Competencies BNCC** (EF09LI10) Propor potenciais argumentos para expor e defender ponto de vista em texto escrito, refletindo sobre o tema proposto e pesquisando dados, evidências e exemplos para sustentar os argumentos, organizando-os em sequência lógica.

(EF09LI11) Utilizar recursos verbais e não verbais para construção da persuasão em textos da esfera publicitária, de forma adequada ao contexto de circulação (produção e compreensão).

(EF09LI12) Produzir textos (infográficos, fóruns de discussão *on-line*, fotorreportagens, campanhas publicitárias, *memes*, entre outros) sobre temas de interesse coletivo local ou global, que revelem posicionamento crítico.

(EF09LI13) Reconhecer, nos novos gêneros digitais (blogues, mensagens instantâneas, *tweets*, entre outros), novas formas de escrita (abreviação de palavras, palavras com combinação de letras e números, pictogramas, símbolos gráficos, entre outros) na constituição das mensagens.

(EF09LI14) Utilizar conectores indicadores de adição, condição, oposição, contraste, conclusão e síntese como auxiliares na construção da argumentação e intencionalidade discursiva.

(EF09LI15) Empregar, de modo inteligível, as formas verbais em orações condicionais dos tipos 1 e 2 (*If-clauses*).

(EF09LI16) Empregar, de modo inteligível, os verbos *should*, *must*, *have to*, *may* e *might* para indicar recomendação, necessidade ou obrigação e probabilidade.

(EF09LI19) Discutir a comunicação intercultural por meio da língua inglesa como mecanismo de valorização pessoal e de construção de identidades no mundo globalizado.

### **Requirements**

- Each student needs to be using a cell phone.
- The school needs to provide access to the internet through Wi-Fi connection.

## 1 Unit 1

### 1.1 Unit Aims

- Review and learn new vocabulary and structures related to giving and asking for directions,
- Develop the sense of direction,
- Develop the ability to use navigation apps.

#### 1.1.1 Warm Up



Antofagasta City – Chile (Author's image)<sup>1</sup>

Think about the scenario where the tourist is going to the city for the first time and think about possible ways to drive through the town without making mistakes related to directions or wasting time.

- a. Which advice would you give to this tourist in regard to his/her concerns?
- b. Which apps would you recommend being used by this tourist during the trip to Antofagasta?

## 1.2 Reading

### 1.2.1 Pre-Reading

Some navigation apps provide real-time traffic updates and directions based on live user data. Users can simply insert information like their destination or an exact address. The app then calculates the fastest route available, helping drivers avoid traffic jams and road closures.

- a. Match these words to their definition.

- |                       |  |
|-----------------------|--|
| 1. Waze               | a) instructions on how to get somewhere.             |
| 2. Directions         | b) an app that helps you find your way when driving. |
| 3. Address            | c) put in details or data.                           |
| 4. Insert information | d) where someone lives or a place's location.        |

#### Correct Answers

1b 2a 3d 4c

- b. According to the pre-reading 1.2.1 and exercise “a”, which title would be more adequate to be used aiming to summarize the theme?

1. Navigating the Future: How User Data Shapes Our Driving Experience
2. Navigation Apps: A Recipe for Disaster on the Roads
3. Real-Time Traffic Updates: The Key to Efficient Navigation

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<sup>1</sup> The image above was taken from the city view of the Hilton Honors Hotel.

Correct Answer

3

c. Read the Grammar Rule below

### PRESENT SIMPLE

1a. Describe habits, permanent situations or about something that happens repeatedly in the present.

Ex:

- He watches TV every night.
- What do you do every day?
- I go to school by bicycle.

2a. Talk about general truths and facts.

Ex:

- The sun rises in the East.
- Tom comes from England.
- I am a student.

3a. Talk about a fixed schedule, timetable or program.

Ex: The train leaves at 12:30 p.m.

4a. Used after time conjunctions such as when, as soon as and in the Type 1 conditional sentences.

Ex:

- We will not believe you unless we see it ourselves.
- If she asks you, tell her that you do not know.

Phonetic APP – Accessed in 02/07/2024

Some sentences were extracted from de text. Study these sentences and classify them according to verb tense and the situation type as well.

- a. Waze stands out for its ability to insert information in real-time.
- b. ...also offers real-time updates on traffic conditions
- c. This pool of up-to-the-minute data enables the app to constantly refine...
- d. Waze goes a step further...

Correct Answer

Present Simple. 2a

### 1.2.2 Reading

Waze is a navigation app that has revolutionized the way we seek and receive directions while on the road. In a world where finding the quickest and most efficient route is crucial, Waze stands out for its ability to insert information in real-time. When you enter your address or destination into the app, it not only provides you with step-by-step directions but also offers real-time updates on traffic conditions, road hazards, and even police presence.

One of the most notable features of Waze is its community-driven approach. Users actively insert information about traffic jams, accidents, and other relevant events, thereby aiding fellow drivers in making well-informed decisions. This pool of up-to-the-minute data enables the app to constantly refine and optimize the suggested routes, making your journey as smooth as possible.

Waze goes a step further by integrating additional functionalities aimed at enhancing the user experience. The app allows you to search for the nearest gas stations, restaurants, and other points of interest by simply typing in an address or keyword. Moreover, it is equipped with voice-command capabilities, enabling drivers to keep their hands on the wheel while seeking directions.

Another advantage is its collaboration with local authorities, which allows Waze to insert information on planned road closures and other civic activities that could impact travel. This ensures that users are always aware of upcoming disruptions and can plan alternate routes ahead of time.

In conclusion, Waze is more than just a navigation tool; it is an interactive platform that merges technology with community input to provide the most efficient and reliable directions possible. Through its sophisticated ability to insert information on the fly and its user-friendly interface, Waze has indeed redefined the concept of modern navigation.

Texto gerado por IA, disponível em <https://twee.com/>, acesso em 16/06/2024

a. Let's answer the following questions.

- a. What impact has Waze had on modern navigation according to the text?

Correct Answer

According to the text, Waze has redefined modern navigation by merging technology with community input to provide efficient and reliable directions through real-time updates and user-friendly features.

- b. Why is the collaboration with local authorities important for Waze's effectiveness?

Correct Answer

Collaboration with local authorities is crucial as it helps Waze provide accurate information on road closures and other events that could affect travel plans.

- c. How does Waze ensure that users are informed about upcoming disruptions or road closures?

**Correct Answer**

Waze ensures users are aware of upcoming disruptions by collaborating with local authorities to insert information on planned road closures and civic activities.

Talk to the person next to you. Tell him/her your answers. Listen to what they say. What is the main idea? Can you make a short title that says it? Work together and share ideas. When you have a title, let others know. Keep it simple!

- b. Can you tell which sentences are true and which are false? Justify the false answers.
1. ( ) Waze has changed how we find directions when driving.
  2. ( ) Waze only provides step-by-step directions without real-time updates.
  3. ( ) Users help each other by sharing information on traffic and accidents.
  4. ( ) Waze does not offer any additional functionalities.
  5. ( ) The app does not allow you to search for nearby locations.
  6. ( ) Waze does not have voice-command capabilities.
  7. ( ) Waze works with local authorities to provide information on road closures.
  8. ( ) Waze is only a basic navigation tool.

### Correct Answers

1 True

2 False - This statement contradicts the text - Waze offers real-time updates on various conditions.

3 True

4 False - This statement contradicts the factual information provided in the text - Waze does offer additional functionalities.

5 False - This statement contradicts the factual information provided in the text - the app does allow searching for nearby locations.

6 False - This statement contradicts the factual information provided in the text - Waze does have voice-command capabilities.

7 True

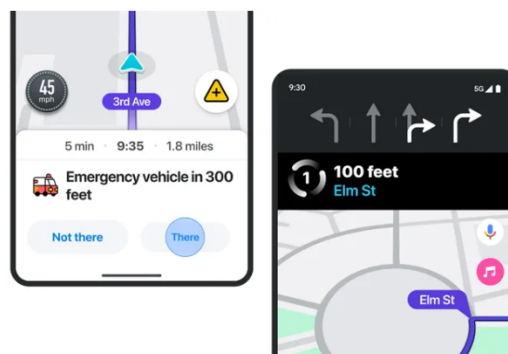
8 False - This statement contradicts the text - Waze is described as more than just a navigation tool.

### 1.2.3 Post-Reading

Read the text extracted from the Verge site. Discuss questions “a” and “b” with your colleague. Answer the questions.

GOOGLE / TECH / APPS

## Waze will warn you about speed bumps and sharp curves soon



/ Google's other mapping app will also help you find parking.

By [Wes Davis](#), a weekend editor who covers the latest in tech and entertainment. He has written news, reviews, and more as a tech journalist since 2020.  
Mar 5, 2024, 5:04 PM GMT-3

[Share](#) [Facebook](#) [Twitter](#) [10 Comments \(10 New\)](#)

Image: Waze / Screenshots: Wes Davis / The Verge

<https://www.theverge.com/2024/3/5/24091139/google-waze-maps-new-alerts-speed-bumps-parking-traffic-circles> accessed in 18/06/2024

Waze announced several new features, including an alert for stopped first responders, for its already busy driving directions map. That feature is out now, but others, like new road hazard warnings and updated routing info, will be available on iOS and Android phones this month, with still others planned for later this year.

The first responder alert feature shows a blinking icon of an emergency vehicle on the map and tells you how far away it is. As if the bright strobing lights ahead of you aren't enough of an indicator or you're not looking at the road at all (okay, maybe sometimes you're just stuck behind a big truck). This feature is out now for users in the US, Canada, Mexico, and France, with other countries to follow.

- a. What new features did Waze announce for its driving directions map that you think can affect your personal life, either positively or negatively?
- b. Which one do you think is more useful to you and why?

#### Correct Answer

- a) Waze announced new features such as an alert for stopped first responders, new road hazard warnings, and updated routing.
- b) Personal student's answer.

## 1.3 Listening

### 1.3.1 Pre-Listening

#### Survey activity

Randomly select a colleague inside the classroom and ask him the questions below. Make yourself available to answer these questions to someone else as well.

- a. Which Navigation App is better to be used in your city;
- b. If you both heard about Waze any time before;
- c. Which potential danger do you think could be notified by the navigation App to help users have a better understanding and experience;
- d. If safety features are important or not to both of you;
- e. If you feel distracted by Apps in case it displays too many notifications.

### Correct Answer

The teacher should at this point check the students interactions and guide them, if necessary, using the transcription below:

0.0 - 14.94

Want to tell you about something else? Google's traffic navigation app, maybe you heard of it, it's called Waze. Well, now they're trying to help users avoid potentially dangerous roads. Here's what they're doing. They just launched a new safety feature that alerts drivers when they're coming up on a road

14.94 - 31.46

that is prone to car crashes. And the crash history alerts, they don't distinguish between if it's a major crash or if it's a minor crash. These alerts, they're created with AI and they're analyzing the characteristics of roads such as typical traffic levels, elevation, whether the route is on a

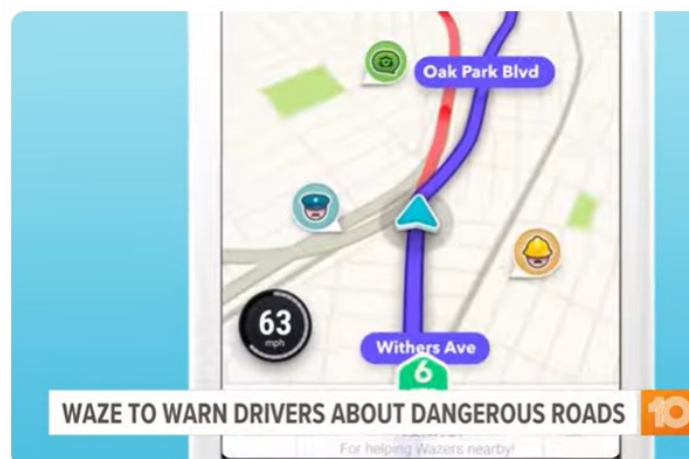
31.46 - 45.04

road or if it's on a highway. Users are able to check out this new feature by going to their settings in that app and clicking alerts and reports. Waze says it'll limit the number of alerts that drivers see on the roads that they drive regularly all in an effort

45.04 - 47.28

to help minimize distractions for drivers.

Watch the video and select the right summary at the sentence below.



**Waze traffic app using AI to warn drivers about dangerous roads**

<https://www.youtube.com/watch?v=DriKdkHnuh0&t=47s>, accessed on 19/06/2024.

1. In the video, Google has launched a new safety feature in their navigation app called W. This feature alerts drivers when they are approaching roads with a history of car crashes. Using AI, the app analyzes road characteristics like traffic levels and elevation to provide these alerts.
2. In the video, Google's navigation app does not have any new safety features to help drivers avoid dangerous roads. The app does not use AI to analyze road characteristics or provide alerts about potential car crashes. Users cannot access this feature by going to their settings in the app.
3. In the video, Google introduces a feature in their navigation app that helps users find the most scenic routes to their destinations. By analyzing road characteristics like elevation and traffic levels, the app suggests routes that offer beautiful views. Users can easily enable

Correct Answer

1

this feature by going to their settings in the app.

### 1.3.2 listening



**Waze traffic app using AI to warn drivers about dangerous roads**

<https://www.youtube.com/watch?v=DriKdkHnuh0&t=47s>, accessed on 19/06/2024.

Watch the video again and answer the questions below:

1. What is the name of the Google app mentioned in the video?
  - a) Google Maps
  - b) Waze
  - c) Google Navigation
  - d) Google traffic
2. What new feature has Google added to its app?
  - a) Traffic alerts
  - b) Speed limit alerts
  - c) Crash history alerts
  - d) Road closure alerts
3. How does the app create the crash history alerts?
  - a) Using user reports
  - b) Analyzing road data with AI
  - c) Monitoring traffic cameras
  - d) Gathering data from satellites

4. What is the main purpose of the crash history alerts?
  - a) To provide real-time crash information
  - b) To minimize distractions for drivers
  - c) To help users avoid dangerous roads
  - d) To warn users of upcoming accidents
  
5. What can users do to access the new safety feature?
  - a) Update the app
  - b) Check their settings
  - c) Contact customer support
  - d) Enable app notifications

Correct Answer

1b 2c 3b 4c 5b

### 1.3.3 Post-Listening

Watch the video, fill the gaps and after completing the activity, download the Waze app on your smartphone using this instruction.



Waze App Download: How to Install Waze App on Android Device 2023?

<https://www.youtube.com/watch?v=DVIscvZMUw0>, accessed on 19/06/2024

### Instructions for downloading Waze on iOS and Android

Open \_\_\_\_\_(1), \_\_\_\_\_(2)

Search for Waze, tap on \_\_\_\_\_(3)

Wait for installation to \_\_\_\_\_(4)

Open Waze app, tap on \_\_\_\_\_(5)

Allow access to \_\_\_\_\_(6)

Sign up or log in to Waze \_\_\_\_\_(7)

Like, subscribe, and enable notifications for \_\_\_\_\_(8)

#### Correct Answer

1 App Store for iOS

2 Google Play Store for Android

3 install

4 complete

5 continue

6 GPS

7 account

8 updates

## 1.4 Writing

### 1.4.1 Pre-Writing

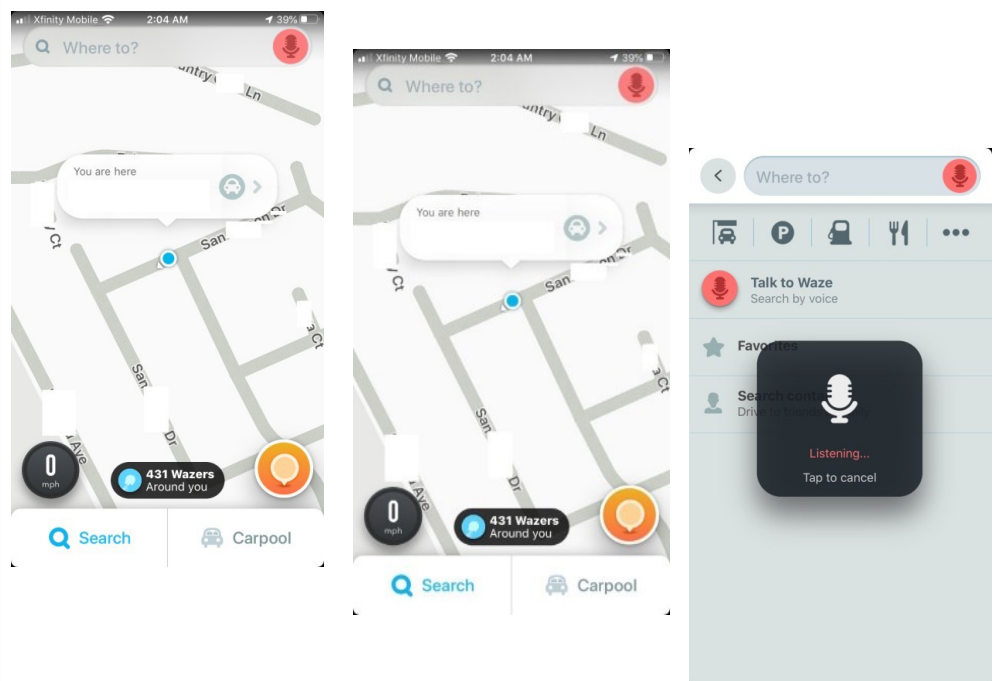
1. Go to the dictionary, check the meaning of the words, and write them down
  - a) Commute
  - b) Crash
  - c) Route
  - d) Convey
  - e) Real time Info

## f) Trip

**1.4.1.1 Get started Waze**

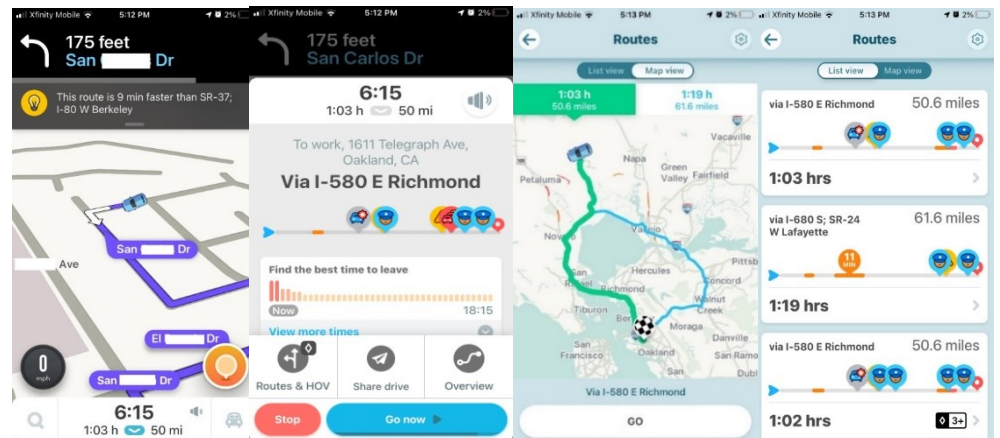
When you use Waze, it makes finding your destination easy. Start by typing the address in the search bar or use the microphone to speak it. Save your common locations, like home or work, so next time, just say "Home" or "Work" to navigate quickly.

Read the text below and discover mor functionalities!



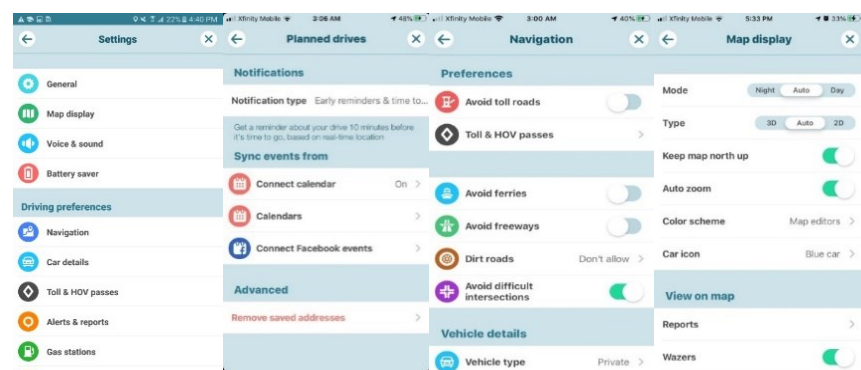
When you want to go somewhere, you can rely on Waze to map your route. First, punch an address into the search box reached via the magnifying glass on the bottom of the screen, or tap on the microphone icon at the top of the window to speak your destination. You can list your frequently used addresses, like home or work, into the program so thereafter, you can just need to say Home or Work or the Vet, for example.

### 1.4.1.2 Plot your route



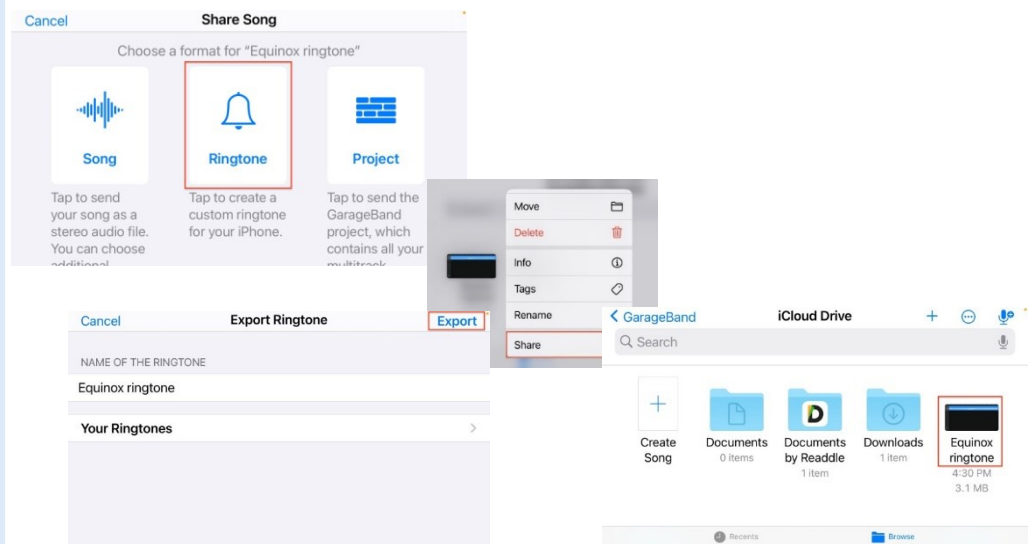
Waze analyzes information that it pulls in from other drivers in the general area and immediately suggests the fastest route based on up-to-the-minute driving conditions. You can access plenty of other information as well, including the best time to leave to avoid traffic. Tapping *Routes & HOV* at the bottom left of the window gives you alternate routes and their estimated times. You can also plan drives in advance and associate them with your calendar or Facebook events. The gear icon at the top of the pane leads you to an abundant menu of settings and preferences where you can customize the app even more.

### 1.4.1.3 See only the info you need



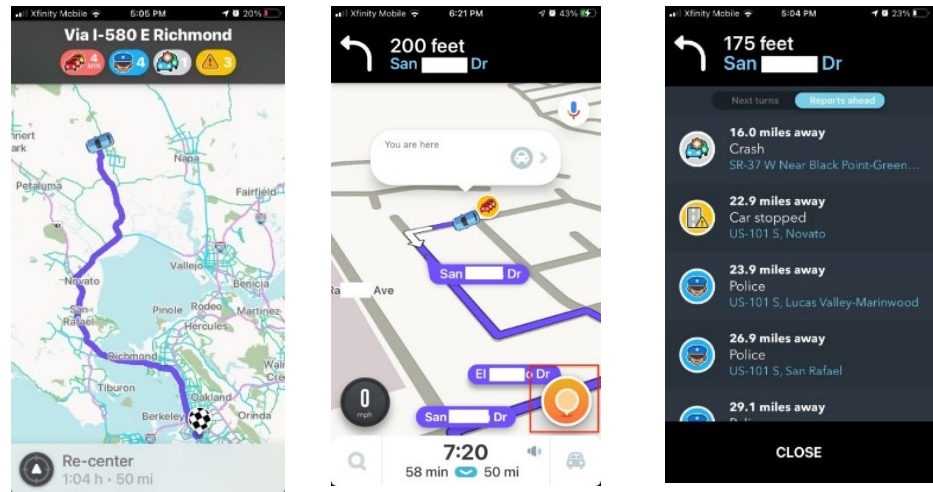
You can set up the app's preferences to convey only the information you need and in the way that's convenient for you by tapping on each setting, and in some cases, toggling controls on or off. Use the settings to set driving preferences, notifications, and account information, if you sign in to the app. These controls let you define how your map is displayed, how your car is displayed, specify which icons you prefer, control the information you see on your map, pick the kinds of roads you prefer to travel on, and much more.

#### 1.4.1.4 Get real-time info



Even though Waze is owned by Google, maker of [Google Maps](#), the app has a totally different look and feel, emphasizing different aspects of your journey. Google Maps is great for finding your way around places big and small — and it has become especially useful when walking and using public transportation. Waze is specifically targeted to [drivers and road conditions](#) that may impede a trip or commute. While Waze provides [some of the same traffic information](#) that you [find on Google Maps](#), additional data is derived from other drivers who are using the app in real time. Waze crowdsourcing provides a realistic view of road conditions at any given time.

### 1.4.1.5 Report incidents



Waze lets drivers alert each other to accidents, police issues, detours, road closures, or anything else that will slow down traffic. To report an incident, tap the orange speech bubble icon at the bottom right of the screen and then tap the alert type: Traffic, police, crash, hazard, a map issue or road closure, and tap *Send*. As you do this, other drivers can confirm and update your report and you'll receive points and unlock achievements within the app's scoreboard. New users are called Baby Wazers, but can ascend in rank as they use the app to drive numerous miles, file reports, or connect with friends. You can add favorite stores to your maps or choose a mood like Cat, LOL, Zombie, and many more after 100 miles. Do not file reports as you drive because that would be hazardous and distracting — either have a passenger do it or pull over. You cannot file a report if your *Invisible* toggle is on.

<https://www.digitaltrends.com/mobile/how-to-use-waze/>, accessed in 20/06/2024

## 1.4.2 Writing

- In this activity you have available 5 topics, from “a” to “e” where the backbone is the knowledge about the use of Waze as a navigation APP.

Choose 1 topic that you like and write down about it! Share your ideas with the colleague at your side. Discuss among you why this one was selected as top-notch.

- a. Choose the Topic that You Like and Share Your Thoughts on it!
- b. How using Waze makes my car rides more fun.
- c. The time Waze helped me avoid traffic and get to my destination faster.
- d. How Waze has made road trips with my family more enjoyable.
- e. My experience using Waze to explore new places.

### **1.4.3 Post-Writing**

1. From the Text Getting Waze, follow the text instructions using the APP on your smartphone going to some place. Share your experience writing a content.

## **1.5 Speaking**

### **1.5.1 Pre-Speaking**

1. Let's Discuss These Interesting Questions with the whole class!
  - a) Do you use navigation apps on your smartphone?
  - b) How often do you download new apps on your phone?
  - c) Have you ever used Waze before?
  - d) Do you prefer using GPS for directions or asking for directions from someone?
  - e) What other types of apps do you find helpful on your smartphone?

### 1.5.2 Speaking

1. Follow the Teacher's instructions about the Brainstorm activity.

#### Correct Answer

- a) Divide the students into small groups and ask them to brainstorm a list of popular navigation apps or services they use in their daily lives. Have them discuss the features and benefits of each one. After a few minutes, have each group share their lists with the class and explain why they prefer certain apps over others.
- b) Provide the students with a description of a typical commute scenario, such as driving during rush hour traffic. Ask them to individually write down the steps they would take to plan their route and navigate to their destination using a navigation app. Then, have them share their approaches with a partner and discuss the similarities and differences in their strategies.
- c) Show the students an image or video of a traffic jam or congested road. Ask them to discuss in pairs how a navigation app could help them in that situation. Have them identify specific features of the app that would be most useful, such as real-time traffic updates, alternative route suggestions, or voice-guided directions.

### 1.5.3 Post-Speaking

1. Describe in 5 minutes what was the most important feature or detail that you learned from this Unit.

## 2Unit 2

### 2.1 Unit Aims

- Review and learn new vocabulary and structures related to jobs that will be in demand in 2024
- Describe some professions in more in details
- Describe the tendency for the next few years when talking about jobs

#### 2.1.1 Warm Up

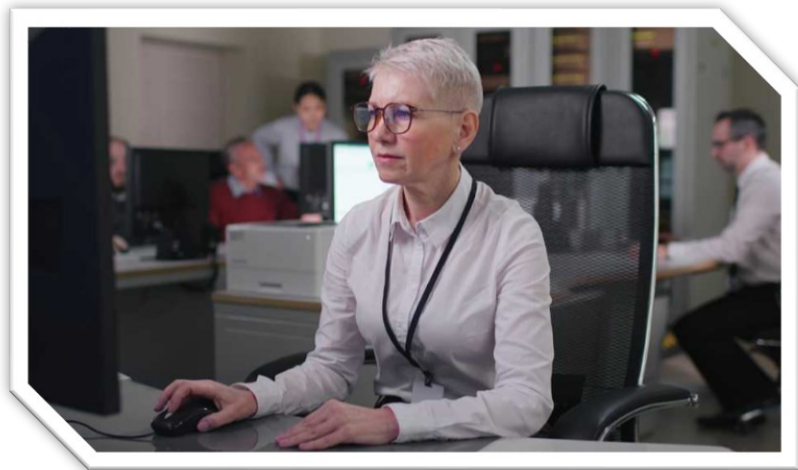


Image available in <https://www.aarp.org/work/job-search/in-demand-jobs-2024/>, accessed in 17/08/2024

Developing some activity that brings money in return in this century has been so challenging, even because of technology or because people are becoming older and still need money to survive. These two examples are just a small sample when we allow ourselves to think about this type of challenge.

In pairs, sit together and discuss:

- c) Which Jobs do you think will be most in demand in 2024 onwards?

- d) Which benefits will companies need to have to hire and keep workers?

#### Correct Answers

This activity Teacher should present to the students the concept above and give them 10 minutes to discuss the scenario. At the end of the activity, teacher should ask them about their findings.

## 2.2 Reading

### 2.2.1 Pre-Reading

2. Go to the dictionary, check the meaning of the words, and write it down.

- a) Hire
- b) Careers
- c) Unemployment rate
- d) Nationwide
- e) Query

#### Correct Answers

Request the Students to select any dictionary, example: <https://www.ldoceonline.com/>, and find the meaning of the words.

### 2.2.2 Reading

In the text below, you will have the opportunity to discover some jobs that will be demanded in 2024. This text will also be used as a reference to the grammar activity that we will work on in the sequence. Let's start by reading the text!

#### 20 Jobs That Will Be in Demand in 2024

Older workers can expect strong hiring in the new year for these careers

Older workers looking for new jobs have reasons to be optimistic about 2024. Entering the year, the unemployment rate nationwide continues to be very low, measuring 3.7 percent at the end of November for people of all ages and 2.9 percent for people 55 and older. Those low numbers mean businesses will have to compete harder to hire and keep workers, which often translates into higher salaries, more flexibility and better benefits.

To identify which jobs will see the most demand for workers in 2024, AARP looked at U.S. Bureau of Labor Statistics (BLS) projections on the prospects for various careers from now until 2032 to see which fields appear to offer promising opportunities for older workers. The analysis found a range of professions suitable for different types of work experience. Overall, jobs related to online shopping — from website design to package delivery — earned the most spots on this list.

The following 20 jobs are expected to be in high demand in 2024. Though most jobs on the list were chosen based on BLS projections, some jobs were selected based on Google data of occupations that received the most search queries in recent years. The list is presented in alphabetical order. All wage data is from the BLS. Clicking on the “Find” link will take you to the list of current job postings in that profession on the AARP Job Board.

- Animal caretaker
- Counselor for mental health, behavioral disorders or substance abuse
- Data entry clerk
- Data scientist
- Delivery truck driver
- E-commerce website designer
- Financial manager
- General and operations manager
- Health services manager
- Home health care aide
- Management analyst
- Market research specialist
- Medical assistant
- Registered nurse
- Restaurant cooks
- Software developer
- Stocker and order filler
- Tractor-trailer truck drivers
- Ultrasound technician
- Umpire, referee or sports official

The sentences below were extracted from the text “20 Jobs That Will Be in Demand in 2024”. Read them and answer the following questions:

1. Those low numbers mean businesses will have to compete harder to hire and keep workers, ...
  2. To identify which jobs will see the most demand for workers in 2024, ...
  3. Clicking on the “Find” link will take you to the list of current job postings in that profession on the AARP Job Board.
- a. Join in groups of 4 people and discuss if it is possible to determine which verb form is present in these examples. Justify your answer.

#### Correct Answers

Yes, it is. The presence of the auxiliary verb will demonstrate that these forms are in the future

- b. Still in groups, access the website [https://www.grammar.cl/Notes/Future\\_Will.htm](https://www.grammar.cl/Notes/Future_Will.htm), watch the video, read the content, and decide which scenario can be applied to Justify the circumstances found in each sentence (1, 2 or 3).
1. Those low numbers mean businesses will have to compete harder to hire and keep workers, ...

#### Correct Answers

When we think or believe something about the future. (Prediction)

2. To identify which jobs will see the most demand for workers in 2024, ...

**Correct Answers**

When we think or believe something about the future. (Prediction)

3. Clicking on the “Find” link will take you to the list of current job postings in that profession on the AARP Job Board.

**Correct Answers**

For things that we decide to do now. (Rapid Decisions)

- c. Crosscheck your answers with the other groups inside the room. In case you do have a discrepancy, reanalyze the answers and the different perspectives among your peers. Ask the teacher for help if necessary.

**Correct Answers**

During this activity, the teacher must monitor the students and help them if necessary.

Read these opinions. Which one do you agree with the most and why?

a. Michael

I think older workers will do great in 2024. There are so many jobs available now. Last year, my dad got a job at a pet store and he really likes it. He says it feels good to work again.

c. Linda

I don't believe older workers will have it easy. My uncle tried to find a job after 60, but no one wanted to hire him. It made him feel sad and useless. I just don't see many companies caring about older workers.

c. Carlos

I'm not sure if older workers will be okay. Some jobs are hard for them, but there are new opportunities too. My grandma found a teaching job online, but she still worries about her age when applying.

e. Emma

This topic makes me feel hopeful! My mom is looking for a job, and I see many new postings. She has so much experience and I believe she can find a great place. It just feels good to know that things are changing!

#### Correct Answers

Request the student to evaluate the related opinions and give her /his answer based on the proposed text. Any answer based on the text should be accepted as right.

### 2.2.3 Post-Reading

- Is there anyone in your family over 55 who is still working?
- Which motivation does he/she have to continue working?
- What do you think about the interaction between the old workers and the young ones in this new scenario proposed from 2024 onwards?

## 2.3 Listening

### 2.3.1 Pre-Listening

2. Go to the dictionary, check the meaning of the words, and write it down.

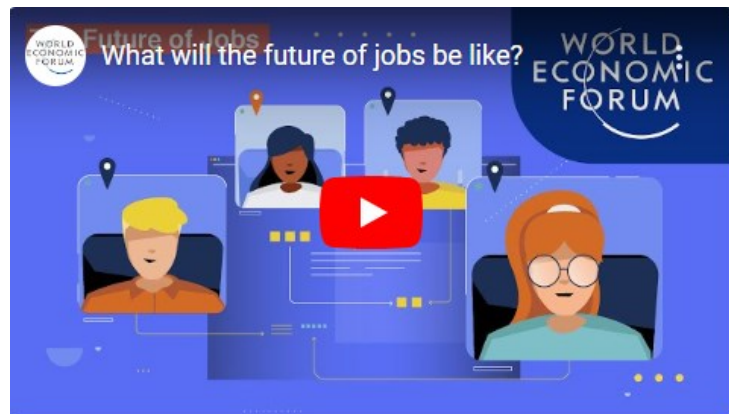
- a) Displace
- b) Disrupt
- c) Ongoing Shift
- d) Reskilling
- e) Roughly
- f) Shortage
- g) Trend
- h) Upskilling
- i) Worldwide
- j) Workforce

#### Correct Answers

Request the Students to select any dictionary, example: <https://www.ldoceonline.com/>, and find the meaning of the words.

### 2.3.2 Listening

Watch the video *What will the future of jobs be like* and answer the following questions



<https://www.youtube.com/watch?v=eH1fFdzJAw> Accessed on 24/08/2024

1. What is the main thing that COVID-19 has impacted?
  - a. The economy
  - b. Everyone
  - c. The environment
  - d. Education
2. According to the passage, how many new roles may emerge in the next five years?
  - a. 50 million
  - b. 75 million
  - c. 85 million
  - d. 97 million
3. Which of these is not a new job role mentioned in the passage?
  - a. Artificial intelligence specialist
  - b. Digital marketing manager
  - c. Customer success specialist
  - d. Software engineer
4. How long will it take workers to learn new skills on average?
  - a. 1 week to 1 month
  - b. 2 weeks to 5 months
  - c. 6 months to 1 year
  - d. 1 year to 2 years
5. Who needs to take action to help workers transition to new roles?
  - a. Companies
  - b. Governments
  - c. Workers
  - d. All of the above

**Correct Answers**

1b 2d 3d 4b 5d

### 2.3.3 Post-Listening

Watch de video again in pairs and discuss with your colleague which of these summaries could best represent the video *What will the future of jobs be like*.

- a. In the video, companies are preparing for a future where new job roles will emerge due to changes in the labor market. Organizations are training their employees to transition into roles like DevOps engineers, artificial intelligence specialists, and digital marketing managers. Governments are working to update education and training systems to support workers affected by job displacement.
- b. In the video, COVID-19 has caused a major crisis, affecting everyone and disrupting economies worldwide. Many workers have lost their jobs due to automation and the global recession, with millions more at risk in the next five years. Companies are focusing on re-skilling employees to adapt to the changing job market.
- c. In the video, COVID-19 has not had a significant impact on our lives and economies. Workers are not at risk of losing their jobs due to automation or the global recession. Companies are not investing in re-skilling their workforce for future roles.

Correct Answers

b

## 2.4 Writing

### 2.4.1 Pre-Writing



<https://www.repsol.com/en/energy-and-the-future/people/professions-of-the-future/index.cshtml>, accessed on 01/09/2024

You wake up in the morning and your phone unlocks after scanning your face. You get in the car to go to work and your GPS navigation suggests an alternative route because there's more traffic than usual on the one you take every day. Your favorite shopping app suggests a pair of shoes that suits your style, and your bank sends you a notification about a product that fits in perfectly with your savings plans. Is it magic? No, it's progress. It's artificial intelligence, which has gone beyond science fiction to improve many aspects of our daily lives.

<https://www.repsol.com/en/energia-futuro/tecnologia-innovacion/inteligencia-artificial/index.cshtml> accessed on 01/09/2024

The previous image reflects an artificial intelligence expert working to improve AI technology in our current industry, while the text in its sequence brings to us some already proven results and is largely used by society.

Write in the student's forum which results, good or bad, you think the use of AI can bring to us as human beings.

**Correct Answers**

Create a forum for the students to express their ideas related to this theme.

Give the students 10 minutes to answer this question. Prompt them to express their ideas, demonstrating the pros and cons when talking about AI.

**2.4.2 Writing**

The text below highlights one of the professions in demand from now on. After reading this text, write down which abilities would be necessary to you learn to work as an artificial intelligence expert. Discuss with the colleague at your side about his / her perspective, highlight the main characteristics of both of you need to work in common.

Expert in Artificial Intelligence and machine learning AI (Artificial Intelligence) is expected to be one of the most revolutionary and in-demand professions of the future. The purpose of this professional is to develop processes, objects, and services that independently solve a problem. In other words, operational improvements are made based on the automatic learning of machines thanks to machine learning. The great value of this future profession is in carrying out data analysis and processing using mathematic mechanisms in order to develop a technology that solves problems based on human behavior, or in other words, developing digital twins to virtually analyze real processes and create hypothetical scenarios.

<https://www.repsol.com/en/energy-and-the-future/people/professions-of-the-future/index.cshtml>, accessed on 01/09/2024

**Correct Answers**

Any answer based on the text should be accepted as right.

### 2.4.3 Post-Writing

Write down some professions you believe can be created in the future and which skills should be necessary to be acquired to be a good professional in this new role.

## 2.5 Speaking

### 2.5.1 Pre-Speaking

In pairs discuss the questions below:

- a) Are you worried about automation putting jobs at risk?
- b) Would you be willing to retrain or learn new skills to remain employable?
- c) Have you ever had to pivot your career due to automation?
- d) Do you think automation can enhance job opportunities?
- e) How important do you think upskilling and training are in adapting to automation in the workplace?

Reference video: <https://www.youtube.com/watch?v=oEDuDDfWeGE> accessed on 07/09/2024

#### Correct Answers

Give the students 20 minutes to discuss the scenario. Every topic should use as guidelines the video available at <https://www.youtube.com/watch?v=oEDuDDfWeGE>. The Teacher should have previous knowledge of the video. If any student starts to be far away from the content, The teacher should be able to redirect his /her to the main goal. At the end of the activity, the teacher should ask them about their findings.

### 2.5.2 Speaking

Still in pairs create a list of advantages and disadvantages that automation can bring to us, record a video talking about the conclusions and check, in this scenario, if the advantages outweigh the disadvantages and why.

#### Correct Answers

Some possible Answers are:

#### Advantages:

1. Automation can create new jobs.
2. It makes work easier and faster.
3. People can focus on interesting tasks.
4. Automation helps businesses grow.
5. It can improve safety at work.

#### Disadvantages:

1. Some people may lose their jobs.
2. It can be expensive to buy new machines.
3. Not everyone understands how to use automation.
4. Machines can break down or malfunction.
5. It might make work feel less personal.

### 2.5.3 Post-Speaking

2. Describe in 3 minutes what was the most important feature or detail that you learned from this Unit.

#### Correct Answers

Incentivize the students to express their ideas about this unit

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## 6 Appendix

### 6.1 BNCC

#### LÍNGUA INGLESA – 9º ANO (Continuação)

UNIDADES TEMÁTICAS	OBJETOS DE CONHECIMENTO	
EIXO ESCRITA – Práticas de produção de textos em língua inglesa relacionados ao cotidiano dos alunos, presentes em diferentes suportes e esferas de circulação. Tais práticas envolvem a escrita mediada pelo professor ou colegas e articulada com os conhecimentos prévios dos alunos em língua materna e/ou outras línguas, especialmente a língua inglesa.		
<b>Estratégias de escrita</b>	Escrita: construção da argumentação	
	Escrita: construção da persuasão	
<b>Práticas de escrita</b>	Produção de textos escritos, com mediação do professor/colegas	
EIXO CONHECIMENTOS LINGUÍSTICOS – Práticas de análise linguística para a reflexão sobre o funcionamento da língua inglesa, com base nos usos de linguagem trabalhados nos eixos Oralidade, Leitura, Escrita e Dimensão intercultural.		
<b>Estudo do léxico</b>	Usos de linguagem em meio digital: "internetês"	
	Conectores ( <i>linking words</i> )	
<b>Gramática</b>	Orações condicionais (tipos 1 e 2)	
	Verbos modais: <i>should, must, have to, may e might</i>	
EIXO DIMENSÃO INTERCULTURAL – Reflexão sobre aspectos relativos à interação entre culturas (dos alunos e aquelas relacionadas a demais falantes de língua inglesa), de modo a favorecer o convívio, o respeito, a superação de conflitos e a valorização da diversidade entre os povos.		
<b>A língua inglesa no mundo</b>	Expansão da língua inglesa: contexto histórico	
	A língua inglesa e seu papel no intercâmbio científico, econômico e político	
<b>Comunicação intercultural</b>	Construção de identidades no mundo globalizado	

HABILIDADES	
	<b>(EF09LI10)</b> Propor potenciais argumentos para expor e defender ponto de vista em texto escrito, refletindo sobre o tema proposto e pesquisando dados, evidências e exemplos para sustentar os argumentos, organizando-os em sequência lógica.
	<b>(EF09LI11)</b> Utilizar recursos verbais e não verbais para construção da persuasão em textos da esfera publicitária, de forma adequada ao contexto de circulação (produção e compreensão).
	<b>(EF09LI12)</b> Produzir textos (infográficos, fóruns de discussão <i>on-line</i> , fotoreportagens, campanhas publicitárias, <i>memes</i> , entre outros) sobre temas de interesse coletivo local ou global, que revelem posicionamento crítico.
	<b>(EF09LI13)</b> Reconhecer, nos novos gêneros digitais (blogues, mensagens instantâneas, <i>tweets</i> , entre outros), novas formas de escrita (abreviação de palavras, palavras com combinação de letras e números, pictogramas, símbolos gráficos, entre outros) na constituição das mensagens.
	<b>(EF09LI14)</b> Utilizar conectores indicadores de adição, condição, oposição, contraste, conclusão e síntese como auxiliares na construção da argumentação e intencionalidade discursiva.
	<b>(EF09LI15)</b> Empregar, de modo inteligível, as formas verbais em orações condicionais dos tipos 1 e 2 ( <i>If-clauses</i> ).
	<b>(EF09LI16)</b> Empregar, de modo inteligível, os verbos <i>should</i> , <i>must</i> , <i>have to</i> , <i>may</i> e <i>might</i> para indicar recomendação, necessidade ou obrigação e probabilidade.
	<b>(EF09LI17)</b> Debater sobre a expansão da língua inglesa pelo mundo, em função do processo de colonização nas Américas, África, Ásia e Oceania.
	<b>(EF09LI18)</b> Analisar a importância da língua inglesa para o desenvolvimento das ciências (produção, divulgação e discussão de novos conhecimentos), da economia e da política no cenário mundial.
	<b>(EF09LI19)</b> Discutir a comunicação intercultural por meio da língua inglesa como mecanismo de valorização pessoal e de construção de identidades no mundo globalizado.