

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras
Programa de Pós-graduação em Estudos Linguísticos

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ACTIVE LEARNING: GOING BEYOND THE BASICS
(Unidade Didática para o Ensino de Inglês)

Belo Horizonte
2024

Lívia Galvão Fiuza

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(Unidade Didática para o Ensino de Inglês)

Trabalho de Conclusão de Curso apresentado ao Curso de Especialização em Língua Inglesa: Ensino e Aprendizagem da Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

Orientadora: Prof^ª Dr^ª Climene Fernandes Britto Arruda

Belo Horizonte

2024



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

ATA DE DEFESA DE MONOGRAFIA/TCC

Às 15:50 horas do dia 06 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, Active Learning Going Beyond the Basics, apresentado por Livia Galvão Fiuza, 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: 97

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 16:25, 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 03/01/2025, às 12:58, 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.

RESUMO

Este material didático foi criado tendo em mente os desafios que enfrentei como professora de inglês ao longo dos anos. As unidades foram elaboradas seguindo os princípios aprendidos nas disciplinas da especialização que cursei durante um ano e meio, nos anos de 2023 e 2024. As unidades foram elaboradas para incentivar a participação ativa dos alunos em sala de aula, respeitando e cultivando diferentes pontos de vista e opiniões. Acredito que um papel importante dos professores é permitir que os alunos se expressem em um ambiente seguro e respeitoso.

Palavras-chave: ensino de línguas, ESL, material didático.

ABSTRACT

This coursebook was created having in mind the challenges that I have faced as an English teacher throughout the years. The units were designed following the principles learned from the graduation disciplines that I took for a year and a half in the years of 2023 and 2024. The units were designed to encourage students' active participation in class, respecting and nurturing different perspectives and opinions. It's my belief that an important role of teachers is to allow students to express themselves in a safe and respectful environment.

Keywords: language teaching, ESL, coursebook.

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Introduction

In late 2022, when I decided to start CEI (*Curso de Especialização em Ensino de Inglês*), I had been teaching English for almost 8 years, mostly in language schools. During this time, I was asked to teach using materials that, sometimes, did not seem to properly fit students' needs. Some activities proposed in course materials were also confusing for them, so I frequently tried to adapt these exercises and parts of the book's content in an effort to address these issues. In 2021 I started to teach online private classes, which allowed me more flexibility not only on the materials I could choose, just as to "play" with some activities so classes could become more engaging and suitable for students' purposes. I used my experience in material production as a former CENEX (*Centro de Extensão da Faculdade de Letras – UFMG*) teacher, but I still felt like something was missing.

From the beginning of CEI, I was very excited because I knew I would have to design two coursebook units as my final paper, and that the subjects I would study throughout the course would give me the background I needed to adequately create them. *Active Learning: Going Beyond the Basics* is my attempt to tackle the challenges I have been experiencing as a language teacher. It targets young adults and adults at the upper intermediate level (B2 level according to the *Common European Framework of Language Reference*), who study in a language school or take private lessons.

The units were developed considering that, at this level, students can function independently in academic and professional environments (within a limited domain of nuance and precision), understand the main ideas of complex texts, and produce clear and detailed written works, giving their opinions on a great variety of topics. At this stage, learners also present good fluency and spontaneity in oral communication. All the texts and videos used to design the activities are authentic materials, exposing students to language used in meaningful, real-life situations. Both units are divided into sections which work with one of the four language skills: reading, writing, listening and speaking.

"*Women Social Activists*" is the first unit and addresses the issue of prejudice in different forms. First, it focuses on gender discrimination, presenting Malala Yousafzai's autobiography. Then, it presents a video about Angela Davis's life events, focusing on the

issue of racism and the social rights movement in the U.S. in the 1960s. Prejudice is a topic that I believe to be of great importance to be discussed in classrooms since it is an issue that affects all of us. Malala Yousafzai and Angela Davis were chosen because of their powerful history as women and as social activists. I also wanted students to have references of social activists of different generations and different cultures. Even if a learner isn't interested in the topic, they can learn about historical facts with a touch of cultural diversity, learning about the lives of these two inspiring women.

The second unit, "*What Will The Future Look Like?*", is about predictions on the future, focusing on how technological advancements could help or interfere with the opportunities and challenges ahead of us. Nowadays, it's impossible to deny the presence and influence of technology in many different areas of our lives, therefore I chose this topic with the intention of fostering a broad and healthy discussion about the impact of such advancements in our current and future lives.

The title *Active Learning: Going Beyond the Basics* was chosen after I decided on the topics of discussion, the names and the final purpose of the units: to develop students' abilities to use language in meaningful situations. In order to successfully achieve this goal, students must be encouraged to actively participate in their learning process by thinking, discussing, analyzing, investigating, creating, and expressing themselves, going beyond the basics of passively taking in information.

These coursebook units were designed to encourage students' active participation in class, respecting and nurturing different perspectives and opinions. It's my belief that an important role of teachers is to allow students to express themselves in a safe and respectful environment.

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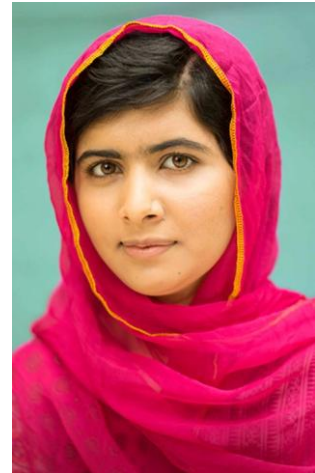
• **Let's start reading!**

- Look at the picture and answer the questions in pairs:

- 1) Who is she?
- 2) Where is she from?
- 3) What type of prejudice does she fight against?

- **Before reading the text**, answer:

- 4) Look at the title and the dates. What type of text do you think this is?
- 5) Look at the subtitles (a-f). What do they describe?



a) I spoke out publicly on behalf of girls and their right to learn. And this made me a target.

b) I graduated from Oxford University!

c) I was born in Mingora, Pakistan on July 12, 1997.

d) My father was a teacher and ran a girls' school in our village.

e) I began studying Philosophy, Politics and Economics at the University of Oxford.

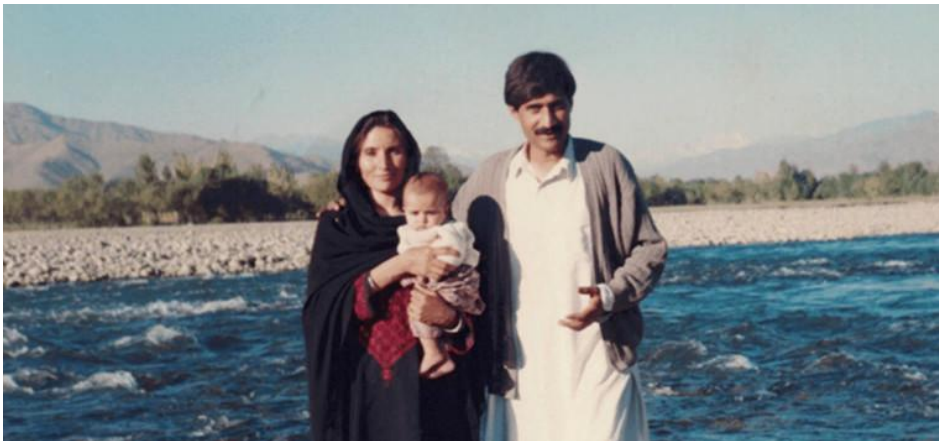
f) After months of surgeries and rehabilitation, I joined my family in our new home in the U.K.

- Now read the text carefully. After reading it, put the subtitles in the correct order.

Malala's Story

Learn how Malala began her fight for girls — from an education activist in Pakistan to the youngest Nobel Peace Prize winner — and how she continues her campaign through Malala Fund.

1997



Welcoming a baby girl is not always cause for celebration in Pakistan — but my father, Ziauddin Yousafzai, was determined to give me every opportunity a boy would have.

2008



I loved school. But everything changed when the Taliban took control of our town in Swat Valley. The extremists banned many things — like owning a television and playing music — and enforced harsh punishments for those who defied their orders. And they said girls could no longer go to school.

In January 2008 when I was just 11 years old, I said goodbye to my classmates, not knowing when — if ever — I would see them again.

2012

In October 2012, on my way home from school, a masked gunman got on my school bus and asked, “Who is Malala?” He shot me on the left side of my head.

I woke up 10 days later in a hospital in Birmingham, England. The doctors and nurses told me about the attack — and that people around the world were praying for my recovery.



2014



It was then I knew I had a choice: I could live a quiet life or I could make the most of this new life I had been given. I determined to continue my fight until every girl could go to school.

With my father, who has always been my ally and inspiration, I established Malala Fund, a **charity** dedicated to giving every girl an opportunity to achieve a future she

chooses. In recognition of our work, I received the Nobel Peace Prize in December 2014 and became the youngest-ever Nobel winner.

2018

And every day I fight to ensure all girls receive 12 years of free, safe, quality education.

I travel to many countries to meet girls fighting poverty, wars, child marriage and gender discrimination to go to school. Malala Fund is working so that their stories, like mine, can be heard around the world.



We invest in developing country educators and activists, like my father, through Malala Fund's Education Champion Network. And we hold leaders accountable for their promises to girls.

2020



I will always treasure my time at Lady Margaret Hall — the lectures, club meetings, balls and late nights (some spent finishing papers, some just chatting with friends in the dorm). Although a global pandemic meant I spent my final months as a university student in my parents' house, I'm grateful that I was able to complete my

education. After taking time to relax, I am more dedicated than ever to my fight for girls.

Adapted from: [Malala's Story](#) | [Malala Fund](#) | [Malala Fund](#). Accessed on June 21, 2024.

Glossary

charity: a non-profit organization whose purpose is to give money, food, or help to those who need it

balls: large formal dance events

dorm: a dormitory

- **Learning new words**
- Find the words and phrases underlined in the text and match them to their definitions. If needed, use a dictionary to help you:

- 1) harsh
 - 2) defied
 - 3) on behalf of
 - 4) ally
 - 5) hold (someone) accountable for
 - 6) treasure
-
- a) a person who helps and supports another
 - b) unpleasant, cruel
 - c) as a representative of
 - d) openly resist or refuse to obey
 - e) to make someone accept they are responsible for what they do and/or say
 - f) highly value

- Read Malala's autobiography again. Answer the questions. Then discuss with your partner.



- 1) What did Malala's father, Ziauddin Yousafzai, want to give her when she was born?
- 2) Why did Malala decide to start fighting for girls' right to go to school? Did her father have any influence on this decision?
- 3) Why did she become a target of Taliban?
- 4) When and why did Malala and her father establish the charity 'Malala fund'?
- 5) What is Malala's job at the charity? What does Malala's fund work for?

- **Understanding elements of the text**
- As you have seen, “Malala’s Story” is Malala’s biography. Now discuss the following questions:

- 1) What is a biography?
- 2) Are dates important in this type of text? Why?
- 3) What’s the importance of the subtitles?
- 4) How about pictures? Are they an important element of a biography? Why?



-  **Time to listen and discuss!**



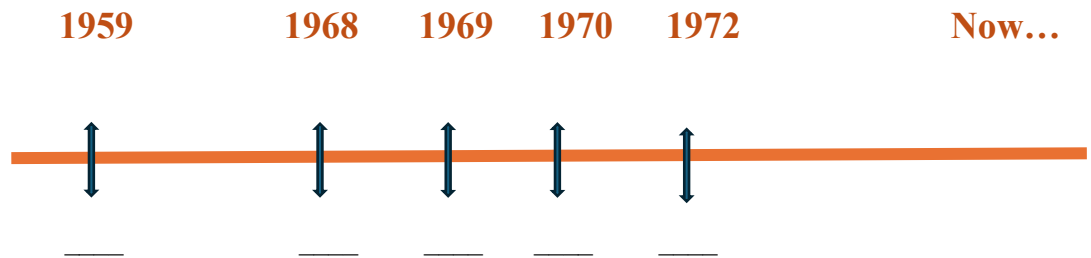
- The following image was taken from the video [“Angela Davis: Resisting the System”](#). Before watching it, analyze the picture and work in pairs to discuss the questions:



- 1) In what type of activism could Angela Davis be involved?
 - 2) Angela was involved in the American social rights movement in the 1960s. What social rights were people reclaiming at that time in the U.S.?
- Watch the [video](#) and check: were your predictions correct?

- **Understanding vocabulary**
- These extracts were taken from the video you have just watched. With your partner, look at the words and expressions **in bold** and match them with their meanings. Use a dictionary to help you:
 - a) At a time when social injustice seemed to permeate much of U.S. society, scholar and activist Angela Davis **took a stand for** a better tomorrow (...)
 - b) (...) becoming an international symbol against **bias** and inequality.
 - c) During her studies, Davis **was drawn to** the Civil Rights Movement (...)
 - d) She **rose to prominence** and became a leader in the Che-Lumumba club (...)
 - e) She didn't trust the system that had disproportionately **prosecuted** Black people.
 - f) And rather than submit for questioning, she chose to **go on the run**.
 - g) (...) she was eventually apprehended and spent 18 months in jail during her **trial** (...)
 - h) She was eventually **acquitted of all charges**.
 - 1) feeling a strong attraction or connection to something or someone.
 - 2) try to avoid being captured.
 - 3) to support or represent a particular idea or set of ideas.
 - 4) to decide officially that someone is not guilty of a particular crime.
 - 5) the action of supporting or opposing a particular person or thing in an unfair way.
 - 6) a legal process to decide if someone is guilty of a crime.
 - 7) become well-known and important.
 - 8) officially accuse someone of committing a crime in a law court.
- Now [watch the video again](#) and answer the following questions:

- 3) Complete the timeline with Angela Davis's life events. Put them in the correct order (a-e)



- a) Angela had become an international symbol of resistance, founding numerous advocacy agencies.
- b) She rose to prominence and became a leader in the Che-Lumumba club.
- c) Angela was added to the FBI's Ten Most Wanted List.
- d) She was fired from a teaching position at UCLA.
- e) She moved to New York city and attended an integrated progressive high school.

4) Discuss the following questions with a classmate:



- a) Where did Angela grow up and what happened there?
- b) What didn't Angela like about the Black Panther Party and the SNCC?
- c) What was the Che-Lumumba Club and what was Angela's position in it?
- d) How did her affiliation with the club influence her job at UCLA?
- e) After being added to the FBI's ten most wanted list, Angela was eventually apprehended and spent 18 months in jail. What happened after that?

•  **Grammar time!**

- Do the activities in pairs.
 - 1) What tense is most commonly used in a biography? Past, present or future?
 - 2) Pay attention to the extracts below taken from Angela Davis's video.

<p>a) “Angela grew up in a neighborhood known as Dynamite Hill (...)”</p> <p>b) “Her affiliation with communism affected her career (...)”</p> <p>c) “She took them to court and won her job back but left the university when her contract was up.”</p> <p>d) “Added to the FBI’s Ten Most Wanted List (...)”</p>	<p>e) “(...) where the homes of Black people were bombed by the Ku Klux Klan.”</p> <p>f) “(...) when she was fired from a teaching position at UCLA in 1969.”</p> <p>g) “But things would get worse later that year, after she was accused of crimes, including murder (...)”</p> <p>h) “(...) she was eventually apprehended (...)”</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

3) Complete the statements about the extracts with the correct options:

- a) All extracts are in the _____ (simple past / simple present / simple future) form.
- b) Extracts **a** to **d** are in the _____ (active / passive) voice.
- c) Extracts **e** to **h** are in the _____ (active / passive) voice.
- d) The active voice is formed by using (verb + ed or irregular form / was-were + past participle) _____. It is used to describe _____. (what people (or things) did / what happened to people (or things))
- e) The passive voice is formed by using (verb + ed or irregular form / was-were + past participle) _____. It is used to describe _____. (what people (or things) did / what happened to people (or things)).

-  **Time to write!**



- Discuss the following questions in pairs:
 - 1) Have you ever read a biography or watched a biography movie / documentary?
 - 2) Who was it about? What is she/he famous for?
 - 3) Can you remember any important life moments from the person's life? Which ones?
- Read the article about what a biography is and the role of the biographer.

A biography is simply the story of a real person's life. It could be about a person who is still alive, someone who lived centuries ago, someone who is globally famous, an unsung hero forgotten by history, or even a unique group of people. The facts of their lives, from birth to death (or their present day), are included with life-changing moments often taking center stage. The biographer usually points to the person's childhood, coming-of-age events, relationships, failures, and successes in order to create a well-rounded description of them.

The biographer's ultimate goal is to recreate the world their subject lived in and describe how they functioned within it. Did they change their world? Did their world change them? Did they transcend the time in which they lived? Why or why not? And

Glossary

unsung hero: a person who has accomplished great achievements but received little or no recognition for them

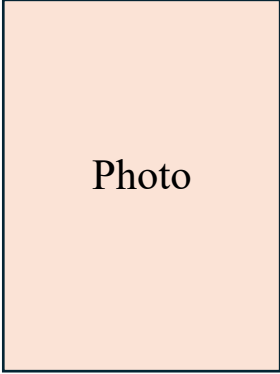
coming-of-age: the attainment of prominence, respectability, recognition, or maturity


well-rounded: fully or broadly developed

- Read the following statements taken from the text and mark them as **true (T)** or **false (F)**. **Correct the false ones.**
 - a) A biography is the story of a famous person's life.
 - b) A biography includes all the life events of a person.
 - c) The biographer usually describes a person's life events from birth to death (or present life), often focusing on the person's most important life moments.

d) The biographer's ultimate goal is to recreate the world where a person has lived describing the impact of their lives on the world.

- **Your turn!**
- Research about an important woman who has had a positive impact in the world. It can be someone in the field of politics, environment, education, science, etc., from the past or present.
- Complete the fact file with their information:

Name: _____	
Date and place of birth: _____ _____	
What is she famous for? _____ _____ _____ _____	
What is the impact of her work in the world? _____ _____ _____ _____ _____	

- Now write a biography about them, using the information you put in the fact file and adding the most important life events of her life with dates and subtitles. Don't forget to use the active and passive voice and to give your text a title. Write between 300-400 words.
-  **Time to speak!**
- Prepare a 5-minute oral presentation based on the biography you wrote. Use pictures to illustrate the dates and events from her life. Use slides to make your presentation.

Unit 2 – What Will The Future Look Like?

- **Warm-up**
- Read the quotes below and answer the questions in pairs:



Source: [Mahatma Gandhi Quote: “The future depends on what you do today.”](#)



Source: [Peter Ducker Quote: “The best way to predict the future is to create it.”](#)

- 1) How do you interpret the messages of these quotes? How are the two related?
- 2) Do you agree with them? Why or why not?
- 3) What comes to your mind when you think about the future? Do you think about the challenges we may encounter or about the opportunities it will bring to us?
- 4) How do the choices we make today influence the course of tomorrow? Can you give any examples?

-  **Let's start listening and discussing!**

- We are going to watch the video: [What could the future look like? - BBC My World](#). Before watching it, discuss the questions below in pairs:



- 1) What will our lives look like in the future with all the technological advancements? What jobs do you think we will be doing?
 - 2) Do you think computers can become better at doing things humans do and, as a consequence, we will have less jobs performed by people?
 - 3) By 2050, it is expected that the world population will get to 10 billion people. Do you think there will be enough food for everyone? Could technology help us with food production?
- Watch [the video](#) and check your predictions. Were they correct?



- **Understanding words and expressions**
- The following extracts were taken from the video you have just watched. With your partner, look at the words and expressions **in bold**, then choose the correct option to complete the sentences. Use a dictionary to help you:

- a) The Earth's population has grown **massively** in the last few decades and is expected to **reach** 10 billion by 2050.
- b) (..) and people called futurists are now spending a lot of time asking questions like: Will we **run out of room** on Earth?
- c) Will there be enough jobs for people, if robots **end up** doing all the work?
- d) Today, 1/5 of the world is facing water **scarcity**.
- e) First of all, new sources of protein: insects and **microalgae**.
- f) Living on the moon could help **disabled** or **elderly** people.

- 1) If something grows **massively**, it grows *a little bit / very much*.
- 2) If the population is expected to **reach** 10 billion by 2050, it means that the population will *get to a particular level / arrive at a place*.
- 3) If we **run out of room** on Earth, it means we will have *no space left / no homes left* on Earth for more people.
- 4) If robots **end up** doing all the work, it means *humans / robots* will not have any more jobs.
- 5) If a place is facing water **scarcity**, it has *plenty / almost no* water.
- 6) **Microalgae** are microscopic, *single-celled organisms that contain chlorophyll / insects* that live in water or on land.
- 7) An example of a **disabled** person is someone who *has high abilities / is blind*.
- 8) The **elderly** population is defined as the people who are *65 years old or older / between 20 and 39 years old*.

- In pairs, read the following questions and watch [the video](#) again to answer them:

- 1) How can digital farming and smart agriculture help with the problem of water scarcity?
- 2) Sarah Roversi says that producing proteins in a sustainable way is the real challenge. What are the options that she gives to face this challenge?
- 3) What is lab-grown meat?
- 4) What will be the impact of A.I. on human jobs? What would be the ideal scenario, according to William Andregg, CEO & founder of Fathom Computing?
- 5) How could living on the moon help disabled or elderly people?

6) To futurist Gerd Leonard, what is the best thing to do to prepare ourselves for this future that will bring so many changes? Do you agree with him?

- After watching the video, discuss the questions below in pairs:



- 1) Would you add lab-grown meat to your diet? Why or why not?
- 2) In the present day, what are some activities that robots are already doing in the place of humans? Do you believe this will lead to the extinction of some jobs in the future?
- 3) How would life be if computers could do activities humans don't like, allowing people to do more of what they like? Would that make life simpler or more pleasurable than it is now? What's your opinion?
- 4) Do you believe that by 2050 humans will be living on the moon or on another planet, such as Mars? Will that be possible?

-  **Let's read!**



- Discuss the following questions in pairs:
 - 1) We are going to read an opinion article titled “2050 *Unveiled: A Glimpse Into the Future*”. What do you think will be similar to the present day in the year 2050? What will be different?
 - 2) What are the challenges we may face with the urgency of climate change? How about the opportunities that technological advancements may bring to our lives?
 - 3) Based on the title and on the questions discussed, what do you think the text will be about?

Glossary

unveil: to show or introduce something new or make it known publicly for the first time

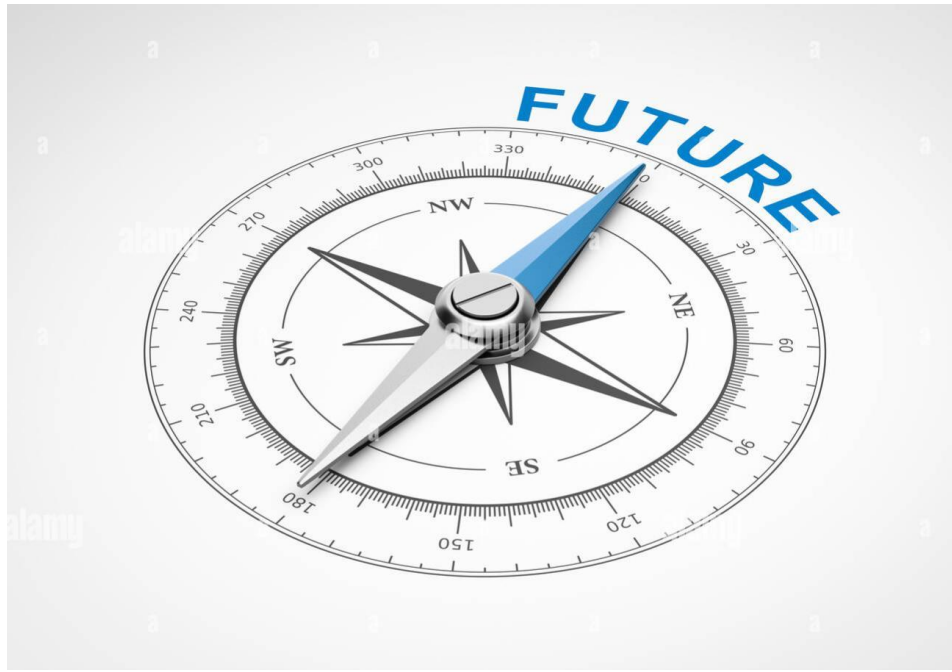
glimpse: to see something or someone for a very short time or only partly

- Now read the text and check your predictions. Were they correct?

2050 Unveiled: A Glimpse Into the Future

by Soulayma Gourani

The future has always been an uncharted territory, but now, more than ever, there is a *collective urgency to understand what awaits us in the time to come.*



Source: [Magnetic Compass with Needle Pointing Future - Alamy](#)

The choices we make today, both as individuals and as a global society, will undoubtedly have a great influence on the course of tomorrow.

Speculating about the future is not merely an exercise in forecasting; it is a vital tool for imagining the possibilities that await us. The act of peering into the future allows us to explore potential scenarios and prepare for the challenges and opportunities that may arise. It serves as a compass, guiding us in making informed decisions to impact the world positively.

As we stand at the precipice of new technological AI advancements, environmental concerns, and societal transformations, the need to proactively shape our shared destiny becomes obvious.

Through informed speculation, we can identify areas where intervention is crucial, imagine innovative solutions, and collaboratively work towards a future that is sustainable, equitable, and harmonious.

This is an invitation to commit ourselves to shaping a better world for generations to come.

Technological Integration: By 2050, technology will likely be seamlessly integrated into everyday life. Augmented reality, virtual reality, and artificial intelligence will be commonplace, transforming how we work, learn, and interact.

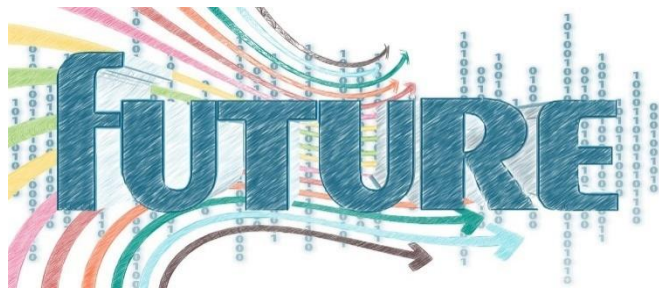
Sustainable Living: The urgency of climate change will drive a global change toward sustainable living. Renewable energy sources, eco-friendly technologies, and circular economies will be the norm, with cities designed for minimal environmental impact.

Space Exploration and Colonization: Human presence in space could be more established. Space tourism will become a reality, allowing many more civilians to experience the wonders of the cosmos.

Healthcare Revolution: Advances in tele-health and medical technology may lead to personalized medicine, genetic therapies, and breakthroughs in disease prevention. Nanobots and wearable devices will monitor and enhance our mental and psychical health continuously.

Artificial Intelligence in Governance: Governments will leverage artificial intelligence for efficient public services, decision-making, and policy implementation. Smart cities with interconnected systems will enhance urban planning and resource management.

Cybersecurity Challenges: As technology advances, so will the sophistication of cyber threats. Guaranteeing robust cybersecurity skills and measures will be critical to protect sensitive data and prevent large-scale disruptions.



Source: [Future, Arrows, Direction - Pixabay](#)

Biotechnology Transformations: Breakthroughs in biotechnology will lead to massive extended human lifespans, bioengineered organs, and new frontiers in handling genetic diseases. Ethical considerations surrounding genetic modification will be significant.

Global Connectivity: Hyperconnectivity will facilitate instantaneous communication and collaboration on a global scale.

Work and Education Evolution: Traditional work structures and educational systems will evolve. Remote work and online education could become more prevalent, offering flexibility but also raising questions about workforce dynamics and social interaction.

Mind-Computer Interfaces: Brain-machine interfaces might allow direct communication between the human brain and computers, revolutionizing how we access information and interact with technology and people around us.

The biggest surprises of 2050 might be in the unexpected ways humanity adapts and innovates in response to the challenges and opportunities of the time.

How do you imagine 2050?

Adapted from: [2050 Unveiled: A Glimpse Into The Future](#) . Accessed on: October 30, 2024.

Glossary

shape: to influence the form of something, especially a belief or idea

seamlessly: happening without any sudden changes, interruptions, or problems

circular economy: an economic system based on the reuse and regeneration of materials or products, especially as a means of continuing production in a sustainable or environmentally friendly way

leverage: to use something you already have in order to achieve something new or better

evolve: to change or develop gradually

- **Learning new words**

- With a partner, study the words and expressions underlined in the text and match them with their meanings. Use a dictionary to help you:

- a) The future has always been an uncharted territory (...)
- b) Speculating about the future is not merely an exercise in forecasting (...)
- c) The act of peering into the future allows us to explore potential scenarios (...)
- d) (...) and collaboratively work towards a future that is sustainable, equitable, and harmonious.
- e) The urgency of climate change will drive a global change toward sustainable living.
- f) (...) medical technology may lead to personalized medicine, genetic therapies, and breakthroughs in disease prevention.
- g) Nanobots and wearable devices will monitor and enhance our mental and psychological health continuously.
- h) (...) will be critical to protect sensitive data and prevent large-scale disruptions.
- i) Breakthroughs in biotechnology will lead to massive extended human lifespans (...)

- 1) fair to all people or organizations involved in a situation.
- 2) an important discovery or event that helps to improve a situation or provide an answer to a problem.
- 3) (of a place) never before described, or (of a situation) completely new.
- 4) the job or activity of judging what is likely to happen in the future, based on the information you have now.
- 5) the length of a time for which a person, animal, or thing exists.
- 6) to improve the quality, amount, or strength of something.
- 7) to force something or someone into a particular state.
- 8) to look at something closely or carefully, especially when it is difficult to see clearly.
- 9) an interruption in the usual way that a system, process, or event works.

- **Understanding the text**
- Read the article again and, in pairs, check the statements below. Mark them as TRUE (T) or FALSE (F). **Correct the false ones.**
 - 1) The choices we make today may influence the course of our future.
 - 2) The action of carefully looking at our future serves as a guide to make informed decisions that have a positive impact in the world.
 - 3) By 2050, technology will probably be integrated in our everyday lives, transforming how we work, study and communicate with others.
 - 4) Technology will be limited to being used in a couple of specific areas, such as medicine, and work and education.
- After reading the text, discuss the following questions in pairs:
 - 1) How can informed speculation help us make better decisions about the future?
 - 2) The author divides the article into 10 different fields that will be affected by technological advancements. In your opinion, which areas will be most impacted by such advancements? Why?
 - 3) According to the author “*Augmented reality, virtual reality, and artificial intelligence will be commonplace, transforming how we work, learn, and interact.*” Can you give an example of how different technologies are already transforming the way we work, learn, or interact?
 - 4) Are you familiar with any renewable energy sources or eco-friendly technologies? Which ones?
 - 5) The author finishes the text by saying that: “*The biggest surprises of 2050 might be in the unexpected ways humanity adapts and innovates in response to the challenges and opportunities of the time.*” What does she mean? Is it possible to precisely predict how humans adapt and innovate in response to the challenges and opportunities of the future?





• **Grammar time!**

- With a classmate, read the examples taken from the text carefully then choose the best option to complete the sentences:

1) “The urgency of climate change **will** drive a global change toward sustainable living.”

“Space tourism **will** become a reality, allowing many more civilians to experience the wonders of the cosmos.”

a) The modal verb **will** shows an event that *has a high probability of happening in the future / is happening in the present*.

2) “The act of peering into the future allows us to explore potential scenarios and prepare for the challenges and opportunities that **may** arise.”

“Advances in tele-health and medical technology **may** lead to personalized medicine (...)”

b) **May** is used to show that an event *isn’t happening/ has some probability of happening* in the future.

3) “Brain-machine interfaces **might** allow direct communication between the human brain and computers.”

“Human presence in space **could** be more established.”

c) **Might and could** are used in a sentence to show that an event *has a remote probability of happening / has some probability of happening* in the future.

4) “The choices we make today, (...), will **undoubtedly** have a great influence on the course of tomorrow.”

“By 2050, technology will **likely** be seamlessly integrated into everyday life.”

d) The adverb **undoubtedly** makes the probability of an event happening *almost certain / most probable*.

The adverb **likely** makes the probability of an event happening almost certain / most probable.

NOTE:

Modal verbs of probability (i.e. will, may, might, could) and adverbs of certainty (i.e. undoubtedly, likely) are used to express how certain we are of something happening.

- In pairs, compare the following examples and answer the questions:
 - 1) “Governments **will** leverage artificial intelligence for efficient public services, decision-making, and policy implementation.”

Governments **will certainly** leverage artificial intelligence for efficient public services, decision-making, and policy implementation.

 - a) What happens to the sentence when we add the adverb **certainly** after **will**? Does it change how certain it is that governments will leverage artificial intelligence?
 - 2) - “The choices we make today, (...), will **undoubtedly** have a great influence on the course of tomorrow.”
 - “By 2050, technology will **likely** be seamlessly integrated into everyday life.”
 - Governments will **certainly** leverage artificial intelligence for efficient public services, decision-making, and policy implementation.
 - b) Which adverbs show a high degree of certainty? Which one shows a lower degree of certainty?
- Number the following sentences from **1 to 4**, according to their degree of certainty (**1 – the highest, 4 – the lowest**):
 - () By 2050, humans **could likely** be living on the moon.
 - () We **will undoubtedly** experience a great change in how humans and computers interact.
 - () New technological advancements **may certainly** be used to help with water scarcity.
 - () Governments **will likely** use artificial intelligence to create smarter cities.

- Now complete the sentences about **modal verbs of probability** and **adverbs of certainty**:
 - If an event has a high probability of happening, we use the modal verb _____.
 - If an event has some probability of happening, we use _____.
 - If an event has a _____ of happening, we use _____ or _____.
 - Adverbs of certainty, such as _____, _____ and _____ are used to modify _____ such as will, may, might and could.

-  **It's time to write!**

- Opinion articles, or *op-eds*, as they are commonly known, are a type of text used to express opinions, perspectives and arguments on a variety of issues of public interest, usually published in newspapers. Read the text below on how to write one and answer the following questions in pairs:

HOW TO WRITE AN OP-ED OR COLUMN

An op-ed piece derives its name from originally having appeared opposite the editorial page in a newspaper. Today, the term is used more widely to represent a column that represents the strong, informed, and focused opinion of the writer on an issue of relevance to a **targeted audience**.

Distinguishing Characteristics of an Op-Ed or Column

Partly, a column is defined by where it appears, but it shares some common characteristics:

- Typically, it is short, between 750 and 800 words.
- It has a clearly defined point.
- It has a clearly defined point of view.
- It represents clarity of thinking.
- It contains the strong, unique voice of the writer.

Topic and Theme

Every successful op-ed piece or column must have a clearly defined topic and theme.

- **Topic:** the person, place, issue, incident, or thing that is the primary focus of the column. The topic is usually stated in the first paragraph.
- **Theme:** another level of meaning to the topic. What's the big, **overarching** idea of the column? What's your point? Why is your point important? The theme may appear early in the piece or it may appear later when it may also serve as a turning point into a deeper level of argument.

Research

While columns and op-ed pieces allow writers to include their own voice and express an opinion, to be successful the columns must be grounded in solid research. Research involves acquiring facts, quotations, citations, or data from sources and personal observation. Research also allows a reader to include sensory data (touch, taste, smell, sound, or sight) into a column. There are two basic methods of research:

- Field research: going to the scene, interviews, legwork; primary materials, observations, and knowledge
- Library, academic, or internet research: using secondary materials, including graphs, charts, and scholarly articles

Openings

The first line of an op-ed is crucial. The opening “hook” may **grab the reader’s attention** with a strong **claim**, a surprising fact, a metaphor, a mystery, or a counter-intuitive observation that **entices** the reader into reading more. The opening also briefly lays the foundation for your argument.

Endings

Every good column or op-ed piece needs a strong ending which has some basic requirements. It:

- Echoes or answers introduction
- Has been **foreshadowed** by preceding thematic statements
- Is the last and often most memorable detail
- Contains a final epiphany or calls the reader to action

There are two basic types of endings. An “open ending” suggests rather than states a conclusion, while a “closed ending” states rather than suggests a conclusion. The closed ending in which the point of the piece is resolved is by far the most commonly used.

Voice

Having a strong voice is critical to a successful column or op-ed piece. Columns are most typically conversational in tone, so you can imagine yourself have a conversation with your reader as you write (a short, focused conversation). But the range of voice used in columns can be wide: contemplative, conversational, descriptive, experienced, informative, informed, introspective, observant, **plaintive**, **reportorial**, **self-effacing**, sophisticated, humorous, among many other possibilities.

Revision Checklist

Some things to remember as you revise your op-ed or column before you submit it for publication:

- Check clarity.
- Check coherence and unity.
- Check simplicity.
- Check voice and tone. (Most are conversational; some require an authoritative voice.)
- Check direct quotations and paraphrasing for accuracy.
- Check to make sure you properly credit all sources though formal citations are not necessary.)
- Check the consistency of your opinion throughout your op-ed or column.

Adapted from: [How to write an op-ed or column - Harvard University](#). Accessed on November 15, 2024.

Glossary

target audience: the particular group of people to which a publication is directed

overarching: most important

grab someone's attention: to attract someone's attention

claim: to say something is true or a fact, although you cannot prove it

entice: to persuade someone to do something by offering them something pleasant

lay the foundation for: to produce the basic ideas or structures for which something much larger develops

foreshadow: predict, anticipate

plaintive: something that sounds a little sad

reportorial: characteristic of newspaper reporters

self-effacing: modest, reticent

- 1) What are the common characteristics of an op-ed or column?
 - 2) What is the difference between the topic and the theme? In what paragraph must the topic appear? How about the theme, where should it be?
 - 3) What is the role of research in an op-ed?
 - 4) How important is the opening and what is its role?
 - 5) What are the basic requirements of a good ending? And what is the difference between an open and a closed ending?
 - 6) What is the most typical tone used in this type of text? How about the range of voice? Is it narrow or wide?
- **Your turn!**
 - Imagine a newspaper invited its readers to write an opinion article and you accepted the challenge! Readers are required to answer the question: **“How do you imagine 2050?”** Based on the video you watched, the article you read, the ideas shared and discussions you had with your classmates in this unit, write an opinion article answering their question.

- **Don't forget to:**
 - Clearly state your opinion.
 - Use modal verbs of probability and adverbs of certainty.
 - Do some quick online research about subtopics that you are not very familiar with (i.e. artificial intelligence in governance or healthcare).
 - Add an opening and an ending.
 - Write between 500 – 600 words.



Let's speak!



- Work in groups of three or four students. Based on what you have discussed in this unit, talk about your predictions for the future with your group. Choose at least **three** of the subtopics below to discuss:
 - Technological integration.
 - Sustainable living.
 - Space exploration and colonization.
 - Healthcare.
 - Cybersecurity challenges.
 - Global connectivity.
 - Work and education evolution.

Useful Language (giving opinions)

In my opinion...	If you ask me...
I suppose...	From my perspective...
I believe...	It's my belief that...
It seems to me...	I am sure that...
It's clear to me that...	In my eyes....

Teachers' Guide

Active Learning: Going Beyond the Basics is aimed at young adults and adults at level B2, according to the Common European Framework for Language Reference (CEFR).

Here you'll find how each unit is divided, the pedagogical objective of each section, and suggestions on how to apply the activities together with note boxes that provide context on the topics discussed, tips on how to carry out the activities and to offer further explanations about specific points of an activity.

Notice that all sections are designed to encourage students' active participation in class, maximizing their oral communication skills.

All activities are designed to be done in small groups (two to four students).

Unit 1 – Women Social Activists

This unit is divided into the following sections:

- **Let's start reading!**

Subsections:

- Learning new words (vocabulary - idiomatic expressions and words in the context of life events)
- Understanding elements of the text (text genre –biography)

- **Time to listen and discuss!**

Subsections:

- Understanding vocabulary (idiomatic expressions and words in the context of life events)
- Grammar time! (review of active and passive voice in the simple past - verbal tenses used in the context of describing life events)

- **Time to write!**

- **Time to speak!**

Suggestions on how to apply the activities:

- **Warm-up** - Welcome students and introduce the warm-up activity. Foster a brief discussion about prejudice using the word-cloud and the questions as a guide. Assist students with any unfamiliar vocabulary.

Note: The aim here is for students to discuss **their own experiences and opinions** about prejudice using vocabulary presented in the word-cloud, as an introduction to the topic of the unit – women social activists.

- **Let's start reading!**

Objective: to develop students' reading and text comprehension skills and learn vocabulary in the context of a person's life events.

- **Pre-reading activities:**

Tell students to look at the picture and read the questions. Elicit answers from students to check their previous knowledge.

Answer key:

- 1) She's Malala Yousafzai.
- 2) She's from Pakistan.
- 3) She fights against the prejudice that girls experience in many countries (specifically their right for education).

Now direct students' attention to the title and dates presented in the text. Read the questions aloud and ask students to answer them in pairs. Clarify any questions on vocabulary that students may have. Wrap it up by eliciting answers from students.

Answer key:

- 4) It's a biography (Malala's autobiography).
- 5) They describe important events in Malala's life.

Note: The aim of questions 4 and 5 is **to introduce students to elements of a biography**, the text genre which they are going to work with in the writing and speaking sections.

Text: Malala's Story

The text for this unit was taken from Malala Fund website (<https://malala.org/malalas-story>). Some vocabulary was adapted according to its relevance to the story and to students' level.

- **While-reading activities:**

Ask students to read the text carefully and, after reading it, ask them to put the subtitles in the correct order. Assist students with new words and expressions that are not underlined or in the glossary at the end of the text. The underlined vocabulary will be elicited and worked on in the next subsection.

Answer key (subtitles): c, d, a, f, e, b.

Learning new words

Ask students to look at the text searching for underlined vocabulary. They must exchange information and negotiate the meaning of the new words and expressions. If possible, ask students to check the new vocabulary in a dictionary (online or physical). After this step, students must be ready to start matching words/expressions with their meanings.

Answer key:

- 1) b)
- 2) d)
- 3) c)
- 4) a)
- 5) e)
- 6) f)

Now, ask students to read the text one more time to answer the questions. Give them some time to do the activity and then elicit answers from students.

Answer key:

- 1) Her father wanted to give her every opportunity a boy would have.
- 2) Because after the Taliban took control of their town in Swat Valley they said girls could no longer go to school, something that Malala loved doing. Her father was a teacher and ran a girls' school in their village and has always been an ally and an

inspiration for Malala, therefore, it's possible to say that he influenced her on the decision to start fighting for girls' right to go to school.

- 3) Because she spoke out publicly on behalf of girls and their right to learn, and the Taliban enforced harsh punishments for those who defied their orders.
- 4) They established Malala fund in 2014 to fight many types of discrimination girls face to go to school, in many countries.
- 5) Malala travels to many countries to meet girls fighting poverty, wars, child marriage and gender discrimination to go to school. The fund works for these girls' stories to be heard around the world, just like Malala's story.

- **Post-reading activity:**
- **Understanding elements of the text**

Tell students they are going to work on understanding textual elements presented in Malala's story. Ask them complementary questions referring to the text. These will guide them to answer questions 1 to 4. Elicit answers after each question.

Examples:

Question 1. What's Malala's story about? What type of events does the text describe?

Question 2. What do dates show in her story?

Question 3. How about the subtitles? What do they describe?

Question 4. Why were pictures used in Malala's story? How do they help us understand the text?

Read aloud to students the directions to what must be done and questions 1 to 4. Ask them to discuss and answer them with their partners.

After they finish discussing, ask a pair to say their answers to the whole class.

Note: These questions were elaborated for students **to get a deeper understanding** of the biography genre and **to check their previous knowledge** on this type of text (students are going to work with this genre in the writing section of the unit, as well as make an oral presentation based on their writing). The topic will be deeper explored in the writing part of the unit.

Answer key – answers may slightly vary

- 1) A biography is the story of a person’s life, containing its most important events.
- 2) Dates are important because they tell of the events of the person’s life in a chronological order, when they came to be.
- 3) The subtitles describe in a few words the important events of a person’s life, enhancing comprehension.
- 4) Pictures can be an important element of a biography because they emphasize and visually represent the events of the story, helping us to connect to the moments described.

- **Time to listen and discuss!**

Objective: develop students listening comprehension skills by watching a video about a social activist’s life (Angela Davis) and to learn other idiomatic expressions and words in the context of an activist’s life events.

- **Pre-listening activity:**

Tell students they are now going to watch a video about social activist Angela Davis. Ask them to look at the picture and clarify any questions or unfamiliar vocabulary. Tell them discuss in pairs questions 1 and 2.

To wrap up, elicit answers from students and tell them they’re going to watch the video to check if they were right.

Note (context and facts): *Angela Yvonne Davis* (born January 6, 1944) is an American Marxist, feminist political activist, philosopher, academic, and author, who was actively involved in the civil rights movement in the U.S (a nationwide movement that arose across the United States from 1954 to 1968, demanding equal rights for African Americans and an end to racial segregation and exclusion). The movement used mainly nonviolent resistance and civil disobedience to achieve its goals, and eventually secured new protections in federal law for the civil rights of all Americans. **(more information on:** [The Civil Rights Movement](#) | [The Post War United States, 1945-1968](#) | [U.S. History Primary Source Timeline](#) | [Classroom Materials at the Library of Congress](#) | [Library of Congress \(loc.gov\)](#))

Answer key: (answers may vary)

- a) She is involved in activism related to social injustices, such as racism and all its consequences it brings to African Americans.
- b) They were reclaiming equal rights for Black people and other minorities all over the U.S.

- **While-listening activity:**

Video: Angela Davis: Resisting the System

The video used in this unit was taken from New-York Historical Society's YouTube channel: [Angela Davis: Resisting the System \(WAMS E38\) \(youtube.com\)](https://www.youtube.com/watch?v=...)

Tell students to watch the video and check if their predictions for questions 1 and 2 were correct. [Play the video](#). Elicit answers from students.

- **After-listening activities:**

Understanding vocabulary

Tell students they are going to work with words and expressions presented in the video. Ask them to look at the words and expressions **in bold** and discuss their meaning with their partners. Tell them to use a dictionary (online or physical) to help them. After that, students must match the expressions with their meanings.

Answer key:

- a) 3)
- b) 5)
- c) 1)
- d) 7)
- e) 8)
- f) 2)
- g) 6)

h) 4)

Elicit answers from students and clarify any questions they may have.

Tell students they are going to watch the video one more time to answer questions number 3 and 4. Play [the video](#). Check and correct answers and clarify questions.

c) e, b, d, c, a.

d) a) Angela grew up in a neighborhood known as Dynamite Hill (Birmingham, Alabama), where the homes of Black people were bombed by the Ku Klux Klan.

b) She didn't like the fact that women barely became leaders in the organizations.

c) The Che-Lumumba Club was an all-Black branch of the Communist Party that promoted equality and women in leadership, and Angela was its leader.

d) She was fired from her teaching position at UCLA because the university insisted that her ideas were too politically dangerous.

e) Her apprehension sparked controversy and a movement to free Angela Davis, that included artists by popular artists of the day.

- **Grammar time!**

Objective: review of active and passive voice in the simple past tense (the most commonly tense used in a biography).

Tell students they are going to review a grammar present commonly used in biographies. Ask aloud question 1 and elicit answers from them.

Note: Notice that the present tense can also be used to describe the impact of an activist's life events and actions in present time, but the most common tense used is the past. **You may want to clarify this point with students before moving on.**

Now ask them to do exercises 2 and 3, paying close attention to the **highlighted words** in the sentences. Help them with any unfamiliar vocabulary.

Answer key:

- a) The **most commonly** tense used in a biography is the past.
- b) Check the instructions above.
- c) a) simple past
 - b) active
 - c) passive
 - d) verb + ed or irregular form / what people (or things) did
 - e) was-were + past participle / what happened to people (or things)

Top wrap up, elicit answers and reinforce rules and in what situations we use active and passive voice.

- **Time to write!**

Objective: develop writing skills using content previously learned in other sections (vocabulary and expressions on the context of life events, and grammar and textual elements present in a biography)

Tell students to discuss with their partners questions 1 to 3.

Note: Questions 1 to 3 were developed for students to discuss their own experiences with biographies, therefore answers are personal.

After they finish discussing, tell them to read the article about what a biography is and the role of the biographer.

Tell them to discuss and discuss with their partners statements a) to d). After they finish, elicit answers.

- 1) F. A biography is the story of a **real** person's life.
- 2) F. A biography **often focuses on the most important life moments** of a person.
- 3) T.
- 4) T.

- **Your turn!**

Tell students that it's their turn to write a biography! They have learned about Malala Yousafzai's and Angela Davis's stories and now should choose a woman social activist to write a biography about. Read the instructions in the activity for the whole class, then show them the fact file. Tell them to search for the information requested in it and ask them to complete the file as a way to help them write the biography. After they finish it, read the exercise (Now write a biography about them). You can assign this activity as homework and ask them to hand in the text so you can correct them.

Note: At this point, students must be able to write a biography using vocabulary and textual elements from the genre, applying the knowledge previously acquired in the reading and listening section.

- **Time to speak!**

Objective: develop oral skills by developing and making a presentation about a woman social activist, based on the writing from previous section.

After correcting the writing of students, ask them to put together a presentation, using the instructions in the exercise.

Unit 2 – What Will The Future Look Like?

This unit is divided into the following sections:

- **Let's start listening and discussing!**

Subsections:

- - Understanding words and expressions (words and expressions in the context of future predictions).

- **Let's read!**

Subsections:

- - Learning new words (words and expressions in the context of future predictions).
- - Understanding the text (deeper understanding of the meaning of the text).
- - Grammar time! (modal verbs of probability and adverbs of certainty).

- **It's time to write!**

- **Let's speak!**

Suggestions on how to apply the activities:

- **Warm-up** - Welcome students and introduce the warm-up activity. Foster a brief discussion about the future using the quotes and the questions as a guide. Assist students with any unfamiliar vocabulary.

Note: The aim here is for students to discuss **their own opinions** about the future as an introduction to the topic of the unit – predictions about the future.

- **Let's start listening and discussing!**

Objective: to develop students' listening comprehension skills and learn vocabulary in the context of future predictions, by watching a video from BBC My World titled [What could the future look like?](#)

- Instruct students to read the questions and discuss them in pairs. Direct their attention to the title of the video: “*What could the future look like?*” After they finish discussing the questions, [play the video](#) and ask them to check their predictions. Elicit answers from them.

Note: These questions were designed to check students’ previous knowledge on the subject, therefore their answers are personal.

- **Understanding words and expressions**

Ask students to read the extracts paying attention to the words and expressions **in bold**. Tell them to discuss the meanings with their partner. They can use a paper or an online dictionary to help them.

Answer key:

- 1) very much
- 2) get to a particular level
- 3) no space left
- 4) humans
- 5) almost no
- 6) single-celled organisms that contain chlorophyll
- 7) is blind
- 8) 65 years old or older

Elicit answers from students and correct them.

- Ask students to read the questions and, after they finish, play the video again for them to answer the questions. If necessary, the video can be played twice for students to get all the answers.

Tip: The first time you play the video to class, stop it after each question so students have time to write down their answers.

Answer key:

- 1) By adopting digital farming and smart agriculture we can save up to 95% of water.
- 2) First of all, new sources of proteins, insects and microalgae. Then, more plant diets. Last but not least, lab-grown meat.
- 3) It's meat grown in a laboratory.
- 4) The impact of A.I. on human jobs is actually difficult to predict. Maybe it will gradually replace some types of work that people do. The ideal scenario would be computers getting better and better at what people do and humans spending more time doing the things they're good at, things they enjoy doing.
- 5) The gravity on the moon is very small compared to the Earth, so disabled people who have less muscle or it's difficult to walk on Earth, can walk on the moon. (This situation also applies to elderly people).
- 6) According to him, the best thing to do is to see if you can understand what's happening, think about what your skills are and what's the best way for you to be working in the future, and you work on being a better human, because that's the only thing human beings can be.

Elicit answers from students and correct them.

- Ask students to read the questions and discuss them in pairs. Walk around the room to check their discussion and see if they have any questions. **They'll talk about their own opinion and thoughts on the subject considering the video they've just watched.**
- **Let's read!**

Objective: to develop students' reading and text comprehension skills and learn vocabulary in the context of predictions about the future.

Text - 2050 Unveiled: A Glimpse Into the Future

The text for this unit is **an opinion article** taken from Forbes website ([2050 Unveiled: A Glimpse Into The Future](#)). Some vocabulary was adapted according to students' level.

- Read the questions aloud to students. Direct their attention to the glossary, explaining the meaning of the words “unveil” and “glimpse”. Ask them to discuss the questions with a classmate. After they finish ask them to read the text and check if their answer **for question 3**.

Note: Questions 1 and 2 are made to elicit their previous knowledge on the topic, so answers are according to their knowledge.

Answer key:

- 3) The text is about how the author envisions 2050, with a focus on technological advancements. She divides the article into 10 subtopics, briefly discussing how she thinks each of the areas will be affected. She also calls readers to action, by making informed decisions to impact the world positively.

- **Learning new words**
- Ask students to study the extracts taken from the text, paying attention to the underlined vocabulary. Ask them to use a paper or an online dictionary to help.

Note: At this stage, students must be able exchange information and negotiate the meaning of the new words and expressions. After doing that, they must be ready to start matching words/expressions with their meanings.

Answer key:

- 1) d)
- 2) f)
- 3) a)
- 4) b)
- 5) i)
- 6) g)
- 7) e)
- 8) c)
- 9) h)

Elicit answers from students and correct them.

- **Understanding the text**
- Ask students to read the sentences. After that, tell them to read the article again and say if they are **true** or **false**, **correcting the false ones**.

Answer key:

- a) F. The choices we make today **will undoubtedly** influence the course of our future.
- b) T.
- c) T.
- d) F. Technology **will be used in a variety of areas**.

Elicit answers and correct them with students.

- Ask students to discuss the questions in pairs. Clarify any questions they may have.
- **Grammar time!**
Objective: learn and review mixed modals of probability and adverbs of certainty **used for future predictions**.

Note: **At this stage, students have already studied modals of probability and adverbs of certainty in other contexts. In this unit, these grammar topics will be explored in the context of future predictions while mixing the two to add emphasis on how likely something is to happen.**

- Ask students to, in pairs, read the examples taken from the text carefully then choose the best option to complete the sentences.

Answer key:

- a) has a high probability of happening in the future.
- b) has some probability of happening.
- c) has a remote probability of happening.
- d) almost certain.

e) most probable.

- Now get students' attention to the **note box** on the book, with the explanation on modals of probability and adverbs of certainty. At this point, you may elicit from them if they are familiar with any other modal verbs of probability and adverbs of certainty. Clarify any questions they may have.

Elicit answers and correct them with students.

- Ask students to, in pairs, read the examples carefully and answer the questions.

Answer key:

- a) When we add the adverb **certainly** after **will** we intensify the likelihood of the event happening. It makes **almost certain** that the governments will leverage artificial intelligence.
- b) **Undoubtedly** and **certainly** show a high degree of certainty. **Likely** shows a lower degree.

Elicit answers and correct them with students.

- Ask students to read and do the next 2 exercises.

Answer key:

(4)

(1)

(3)

(2)

a) will

b) may

c) might, could

d) likely, undoubtedly, certainly / modal verbs of probability.

Top wrap up, elicit answers and reinforce the rules on the use of modal verbs of probability and adverbs of certainty. Clarify any questions students may have.

- **It's time to write!**

Objective: develop writing skills using content previously learned in other sections (vocabulary, grammar and textual elements in the context of future predictions).

- Read aloud the activity about opinion articles. Ask students to read the text to answer the questions. **Notice that students have already read an opinion article in the reading section of this unit.**

Answer key:

- 1) The common characteristics of an op-ed or column are: it's short (usually between 750 and 800 words), it has a clearly defined point and point of view, it represents clarity of thinking, and contains the unique, strong voice of the writer.
- 2) The topic is the primary focus, while the theme is another (a deeper) level of the topic. The topic must appear in the first paragraph, and the theme may appear early or late in the piece.
- 3) Research is used for the opinions to be grounded in something solid.
- 4) The opening is crucial and also briefly lays the foundation for the argument.
- 5) A good ending has to echo or answer the introduction, be foreshadowed by preceding thematic statements, has to be the last and often most memorable detail, and contain a final epiphany or call the reader to action. An *open ending* suggests rather than states a conclusion, and in a *closed ending* the point of the piece is resolved and is by far the most commonly used.
- 6) The most typical tone used is the conversational one, but the range of voice is quite wide, including many other tones.

Elicit answers and correct them with students.

- **Your turn!**

Tell students that it's their turn to write an op-ed! They have learned about some future predictions from the video and from the article they've read and now should write about their own predictions. Read the instructions in the activity for the whole class, then call their attention to the “**Don't forget to...**” part. You can assign this activity as homework and ask them to hand in the text next class so you can correct them.

Note: At this point, students must be able to write an op-ed using vocabulary, grammar and textual elements used in this textual genre, applying the knowledge acquired in the previous sections.

If necessary, you can go back to the article used in the reading section: [2050 Unveiled: A Glimpse Into The Future](#), and show them to class as an example of an op-ed. You can also go through the structures in the article referring to the characteristics pointed out in the piece “How to write an op-ed or column” in the previous activity.

- **Let's speak!**

Objective: develop oral skills by discussing their future predictions, based on what they have discussed about the topic.

Read the instructions of the exercise for the whole class. Point their attention to the [useful language](#) box to be used during the discussion. During the discussion, walk around the classroom to check students' pronunciation and use of grammar and help them with any questions.

To finish, you may reinforce the correct pronunciation, use of vocabulary and grammar based on the mistakes you've perceived during the discussion.

Rationale

Active Learning: Going Beyond the Basics was developed observing the principles of the *Communicative Language Teaching* (CLT) approach which, as described by Azevedo and Carneiro (2017, p.92), focuses on the development of the learners' ability to use language in meaningful situation-based activities, "as well as develop linguistic and grammatical competence (knowledge of grammar rules)". **Active Learning** was also designed under the following principles and procedures presented by Alan Maley (2016, p. 16-17), which are aligned to the principles of the CLT approach:

- ✓ help learners develop confidence;
- ✓ expose them to language in authentic use;
- ✓ provide students with opportunities to use the target language to achieve communicative purposes;
- ✓ teach grammar inductively;
- ✓ integrated skills.

The choice of authentic materials to compose the units supports the development of learners' linguistic abilities while exposing them to the target language in real-life scenarios. These materials were taken from different sources across the internet, such as *YouTube* and *Forbes Magazine*, in order to expose students to real speech and to different written pieces. The videos and texts selected use the grammatical structures that are worked afterwards on the "*Grammar time!*" section, preparing learners to assimilate grammar in a natural way. They are exposed to extracts taken from the video or the written piece of a unit and are led to find the grammatical rules, therefore they do not have to memorize such rules, they are led to gradually understand and absorb them. Vocabulary is also taught inductively, which means that students are exposed to language examples and are encouraged to analyze the context and use a dictionary to help them understand the meaning of words and expressions. Furthermore, **Active Learning** gives the opportunity for students to actively express themselves in the discussions proposed throughout the units by exchanging opinions and sharing experiences using the target language similarly to how they would do in real-life situations.

According to the CLT approach, it is essential to teach using the four skills: listening, reading, speaking and writing (RICHARDS; RODGERS, 2002, p.155). There are specific sections to work on each skill in **Active Learning**, but they are not used separately. Each section supports the development of the other and students are required to work on at least three out of the four

skills in the activities they must perform, especially in the discussions learners are encouraged to participate in. To fully complete these tasks, they must read the questions (reading), listen to each other's opinions to exchange information (listening), and discuss them with classmates (speaking). They must work with the inputs they receive (reading and listening) in order to produce the output (speaking). The four skills are integrated and linked to each other because they are complementary; in other words, it is impossible to speak if we do not listen and it is impossible to write if we cannot read.

Active Learning was created for students on the B2 level of the *Common European Framework of Reference for Languages* (CEFR). At this stage, students are considered independent users and are expected to understand the main ideas of complex texts, including technical discussions within their areas of knowledge, to produce clear and detailed texts on a variety of topics while explaining their point of view, and to take part in discussions with a good level of fluency and spontaneity. However, as my own experience as a teacher has shown, students' abilities and aptitudes frequently vary in a group (MALEY, 2016, p. 12). In an attempt to address these challenges, all the exercises were designed to be done in small groups (from two to four students). When performed in this manner, students with different levels of abilities have the opportunity to assist each other, creating a learning experience that is collaborative.

The questions in the discussions were elaborated with these challenges in mind as well; they are open questions, which allow learners to share their opinions and ideas according to their own capacity. The exercises in *Active Learning* help students to develop socio-affective strategies, which are "techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension" (VANDERGRIF, 2003 and ABDALHAMID, 2012, apud. GILAKJANI; SABOURI, 2016, p. 125). In my experience, a consistent interaction and cooperation between learners, combined with an exchange of knowledge and ideas, helps them build confidence in their own communication skills. The activities and discussions were also designed to give students as many opportunities as possible to practice and produce the target structures in order to incorporate them in their developing language system (AZEVEDO; CARNEIRO, 2017, p. 92).

The topics and materials that integrate *Active Learning* were chosen considering their pedagogical relevance, and my experience and beliefs as a teacher. When studying about women social activists and predictions about the future, students are encouraged to develop critical thinking through learning more about these topics and answering personalized, open-

ended questions using the language learned in the units. As a teacher, I believe it is of great importance to offer students opportunities to think critically, involving them in meaningful discussions in a respectful and safe environment.

To support teachers, the teacher's guide contains suggestions on how to apply the activities and note boxes to help them understand specific contexts on the topics discussed, to give tips and to offer further explanations about particular points of an activity. The suggestions are meant to successfully implement the CLT principles in classes.

Listening

Listening is a vital skill for language learners because, without this input, learning simply cannot begin. At the same time, it directly influences the output of speaking (NUNAN, 2002, p. 239). It is impossible to think of learning another language without hearing its sounds and different accents because the basic purpose of learning a new language is to communicate with others. In order to successfully achieve this goal, learners must be exposed to a variety of authentic listening materials during their learning journey.

At the B2 level, students usually have a fairly well-developed ability to understand natural speech, therefore the activities on the listening sections were elaborated using two videos taken from *YouTube*: “*Angela Davis, Resisting the System*”, an episode of the “*Women & The American History*” series produced by The New York Historical Society’s Museum, and “*What Could the Future Look like?*”, produced by BBC My World, exposing students to different contexts, accents and language uses.

In Unit 1, as a pre-listening activity, to understand context, students are asked to pay attention to an image taken from the video they are going to watch and to discuss the questions proposed, predicting what the video will be about and activating their prior knowledge. While listening students must check their predictions, and after listening for the first time, students are led to a vocabulary comprehension activity where they must read extracts taken from the video and match them with their meaning using a dictionary. This last activity was designed to help students develop more autonomy in their learning process and to establish a deeper understanding of the topic discussed. After that, they are required to watch the video one more time to answer questions about content comprehension and interpretation.

The structure of the listening section in Unit 2 is very similar to that of Unit 1. The first difference is in the pre-listening activity, where the image taken from the video is used simply

as an illustration; students are not asked to analyze it. Another difference is in the post-listening activities after they watch the video for the second time, when students are asked to discuss not only comprehension and interpretation questions but also to express their own opinions and experiences using information presented on the video. These differences are related to the order of the reading sections in the framework of the units, which affect how exercises are structured to achieve the final purpose of each unit: a successful learning experience with the incorporation of the target language into learners' language system.

The activities in the listening sections were designed to enhance learners' listening skills and, to achieve this goal, an interaction between bottom-up and top-down processing seems to be the most effective strategy. Bottom-up processing is a linear procedure where "phonemic units are decoded and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are linked together to form complete, meaningful texts" (NUNAN, 2002, p. 239). In top-down processing students reconstruct the original message using their prior knowledge of the context to understand what they hear. The pre-listening tasks and the vocabulary comprehension questions presented in the listening sections work with the bottom-up processing, and the post-listening activities, where students have to answer content comprehension questions and give their own opinions using the knowledge acquired, work with the top-down processing.

Reading

Reading has a number of advantages for language learners. In *Active Learning*, it is one of the few tasks that students are required to perform alone, allowing them to work at their own pace. Such independence builds facility in the language and cultivates independent learning (NUNAN, 2015, p. 64). Reading also helps to build a strong vocabulary base, which in turn influences their ability to communicate both in writing and speaking.

The reading sections present two different texts: "*Malala's Story*", taken from Malala Fund website, and "*2050 Unveiled: A Glimpse Into the Future*", taken from Forbes Magazine website. The first is Malala's Yousafzai autobiography, the latter is an opinion article, genres which learners will have to develop in the writing sections. The texts were chosen considering their suitability to students' level, the grammatical points explored and their genres.

Nunan (2015) comments on three key principles for teaching reading set by Neil Anderson (2003): build a strong vocabulary base, teach for comprehension, and encourage readers to

transform strategies into skills (ANDERSON apud NUNAN, 2015, p. 70-71). In the first one, teachers are required to ask themselves three questions to decide which words to teach and how to teach them:

- What vocabulary do my learners need to know?
- How will they learn this vocabulary?
- How can I best test to see what they need to know and what they now know?

The vocabulary activities were built considering these three questions. The vocabulary to be learned was selected according to its relevance to the understanding of the written pieces and to its relevance to the tasks students are asked to perform after the reading. The glossaries are used as a support to the learning of unfamiliar words and the other tasks were designed to teach vocabulary inductively. In such activities students have to read extracts taken from the texts, examining the context surrounding them, and use a dictionary to help completing the exercises. The last question is the most difficult to answer because it can be hard to test exactly what students already know and what they need to know in a big class. In this case, the best option is to consider the contents previously learned, students' general level of knowledge in terms of vocabulary as a group, and the teachers experience with the groups of students. It is important to note that although these questions were elaborated to be used in teaching reading, in *Active Learning* they were also used to guide the development of the vocabulary comprehension activities in the listening sections.

In the principle of teaching for comprehension, Nunan (2015) alleges that too much time is spent at the read-then-test approach, where learners are required to read a text and answer a set of comprehension questions. To focus not only on the end result of reading, but also on the reading process itself, he mentions a technique called "questioning the author" (Beck et al., 1997 apud Nunan, 2015), where questions are asked while reading the text, for example: "*What is the author trying to tell me here?*" or "*What's the author's most important point here?*".

In the last principle, the role of teachers is to expose learners to strategies as many times as possible. Strategies are described as tools that allow students to take control of their learning, helping them become independent readers. When learners have practiced a strategy to the point where they apply it automatically, it is possible to say they have acquired the strategy as a skill (NUNAN, 2015, p. 70). It is certainly a principle that is developed throughout almost the whole students' learning journey, and it is also dependent on each student's effort. Thus, what is

possible for teachers to do, with the support of well-designed coursebooks, is to encourage and assist learners in their journey to transform such strategies into skills.

In both reading units, comprehension and “questioning the author” activities were applied together with steady reading strategies, such as making predictions about the text and rereading to get a deeper understanding of its main idea, at the same time answering questions about specific information they might have skipped during the first reading. These reading tasks were developed to support students on the reading process itself and encouraging them to transform strategies into skills. The tasks also consider both bottom-up and top-down strategies, identical to the listening exercises, but instead of decoding and linking together what they hear to make sense of the message, students must do this with what they read (NUNAN, 2015, p. 64).

Both reading and listening sections are preparations for what students are asked to do on the writing and speaking parts, where they will apply the acquired knowledge to perform the activities.

Writing and Speaking

The writing sections of “*Women Social Activists*” and “*What Will The Future Look like?*” start with a text that students must read to acquire a more detailed understanding of the characteristics of the textual genres which they are going to produce afterwards. They must also answer comprehension questions to better apprehend these characteristics. At this point, they were already exposed to samples of such genres in the reading sections, which serves as a reference for them and eases the writing process. What learners are expected to do is to link together the language aspects (i.e. vocabulary, grammar and textual genre characteristics) they have learned and practiced to develop their own written pieces.

In Unit 1, they must write a biography of a woman social activist, and in Unit 2 they must write an opinion article answering the question “How do you imagine 2050?”. When producing such pieces, students are provided with a space to express themselves: their views, opinions and ideas on topics that can easily be found in regular conversations with other English speakers, fostered by the videos, texts and discussions previously performed in the listening and reading sections. The idea is to bring a sense of achievement to students after they combine all the pieces of knowledge acquired.

The speaking sections are the last ones in the units’ framework. The exercises proposed throughout *Active Learning* have the intention of helping to ease the complexity of the speaking

performance in the last task of the units: “Speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes – cognitive, physical and socio-cultural – and a speaker’s knowledge and skills have to be activated rapidly in real-time” (BURNS, 2012, p. 166). After performing all the activities proposed in the previous sections, having the opportunity to practice their speaking skills many times in a number of activities, students will probably feel more comfortable when performing the speaking part on the topics proposed.

A situation that is also common for teachers to encounter is students who feel shy when speaking or who are not motivated to perform speaking tasks for different reasons. To address these difficulties, students are encouraged from the beginning of *Active Learning* to interact with and support each other in a variety of speaking activities. It is also important for teachers to develop interesting, creative and engaging speaking activities to effectively produce results and motivate students. According to Burns (2012), another point for teachers to be aware of is what motivates students to speak. Spoken interaction is usually a combination of two types of motivation: social and functional. Social motivation is linked to creating maintaining social relationships, while functional motivation is related to asking for information about a technical matter; it is transactional, with the purpose of getting something done in our daily lives (BURNS, 2012, p. 170). In *Active Learning* students are asked to interact with their classmates to perform the activities and are encouraged to have discussions that simulate real-life interactions.

The speaking tasks consist in making an oral presentation based on the biography they wrote in Unit 1, and discussing in groups their predictions about the future in Unit 2. Both tasks simulate real-life situations; it is common to have to deliver a presentation at work or to discuss a popular topic in a group of people.

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