

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

**Knowing yourself and knowing the world: learning for global changes**

Julia Arduim Soardi

Orientadora: Prof<sup>ª</sup>. Dr<sup>ª</sup>. Bárbara Malveira Orfano

Belo Horizonte

2022

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Trabalho apresentado ao Curso de  
Especialização em Ensino de Inglês  
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.

Belo Horizonte

2022



Universidade Federal de Minas Gerais  
Faculdade de Letras  
Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI)

#### ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

**Nome do(a) aluno(a): Júlia Arduim Soardi - Matrícula 2021659210.**

Às 17:00 horas do dia 16 de janeiro de 2023 reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI) para julgar, em exame final, o trabalho intitulado *Knowing yourself and knowing the world: learning for global changes.*, requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra a(o) candidato(a) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Logo após, 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:

O(A) Prof(a). Marisa Mendonça Carneiro, indicou a ( x ) aprovação ( ) reprovação do(a) candidato(a).

O(A) Prof(a). Edelvais Brígida Caldeira, indicou a ( x ) aprovação ( ) reprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado(a) aprovada(o) ( x ) reprovada(o) ( ).

Nota ...85.....

O resultado final foi comunicado publicamente a(o) candidato(a) pela banca. Nada mais havendo a tratar, encerrou-se a sessão, da qual foi lavrada a presente ATA que será assinada por todos os membros participantes da Comissão Examinadora.

Belo Horizonte, 16 de janeiro de 2023.

*Marisa Mendonça Carneiro*

*Edelvais Caldeira*

O trabalho atende aos requisitos do curso.

## **Resumo**

Este trabalho tem por objetivo trabalhar o presente simples na forma afirmativa através do mundo mágico do jogo Magic e outros elementos de magia e também o presente contínuo sob o tema das mudanças climáticas. Na unidade 1 é trabalhado o mundo de magia usando elementos conhecidos globalmente como fada e duende para introduzir o tema. Após, é trabalhado o jogo Magic e algumas de suas características, como as cores e alguns personagens. Para a seção de fala o aluno tem um trailer do filme Harry Potter. Na unidade 2 o tema trabalhado é a questão das mudanças climáticas, sendo o assunto introduzido por uma imagem e algumas questões relacionadas. Na seção de leitura o aluno terá contato com um texto retirado de um site da NASA, enquanto que na seção de audição há um vídeo da BBC com uma pequena reportagem. Como trabalho final, o aluno deverá escrever um pequeno texto no gênero reportagem mostrando alguns problemas enfrentados no local em que vive devido às mudanças climáticas.

Palavras-chave: presente simples, presente contínuo, magia, mudanças climáticas.

## **Abstract**

This work aims to work the simple present in the affirmative form through the magical world of the Magic game and other elements of magic and also the present continuous under the theme of climate change. In unit 1, the world of magic is worked on using globally known elements such as fairy and elf to introduce the theme. Afterwards, the Magic game and some of its features are worked on, such as colors and some characters. For the speaking section the student has a Harry Potter movie trailer. In unit 2, the theme worked on is the issue of climate change, the subject being introduced by an image and some related issues. In the reading section, the student will have contact with a text taken from a NASA website, while in the listening section there is a BBC video with a short report. As a final work, the student must write a short text in the genre report showing some problems faced in the place where he lives due to climate change.

Key words: Simple present, present continuous, magic, climate change.

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## Introduction

This teaching material was created with the aim of promoting communication between students, using authentic materials that are found in the real world, with the aim of practicing the four skills involved in teaching and learning a language: listening, speaking, reading and written. This work also aims to think of English as a lingua franca, that is, a common language adopted by non-native speakers in order to carry out various tasks, such as doing business, diplomacy and carrying out leisure activities.

When we think of English as a lingua franca, we can perform tasks such as searching for and exchanging information related to culture, science, sports, etc. People can use this language to exchange information, have moments of leisure, or even seek solutions to world problems. This is the objective of unit 2 of this work, thinking about alternatives that reduce the effects of climate change.

We can also think of a lingua franca that provides moments of self-expression, to talk about our personal tastes, our feelings, to reflect on ourselves. That is the objective of Unit 1 of this work, to make students think about themselves and their personal interests and knowing the interests of other colleagues.

The first unit, World of Magic, brings the theme of magic through the Magic card game and the Harry Potter movie trailer. This theme emerged from the experiences I had as a teacher, observing students reading books on this subject, playing games and commenting on movies they watched. The objective, therefore, is to make students able to talk about their personal tastes using expressions with verbs in the simple present. The activities are focused on students in the sixth year of elementary school, with a basic level, representing level A1 of the common European framework.

The second unit brings the topic of climate change through news pages and video reports on the topic. Students will get to know the problems of both the world and the place where they live, reflecting on their own actions to alleviate the problems faced in their city. To carry out the discussions, students will learn about the present continuous and will use its structure to carry out the proposed activities. The target audience of this unit are students at the end of elementary school or beginning of high school, with pre-intermediate level, B1 of the common European framework.

The two units are divided as follows: *Warm-up, Vocabulary, Reading, Language in Focus, Listening, Speaking, Writing*. At the end of each unit, there is a moment for self-assessment, so that students can reflect on what they can and cannot do.

Each of the parts of the unit tries to unite the theme, the grammatical component and the communication through authentic texts. At the end of each unit, students will complete a final writing task using a textual genre worked on in the unit, reflecting on what was discussed and what each student developed on the topic.

## Unit 1

## A WORLD OF MAGIC



## Warm-up

1. Look at the pictures below. Do you know any of them? If so, where have you seen the elements below?

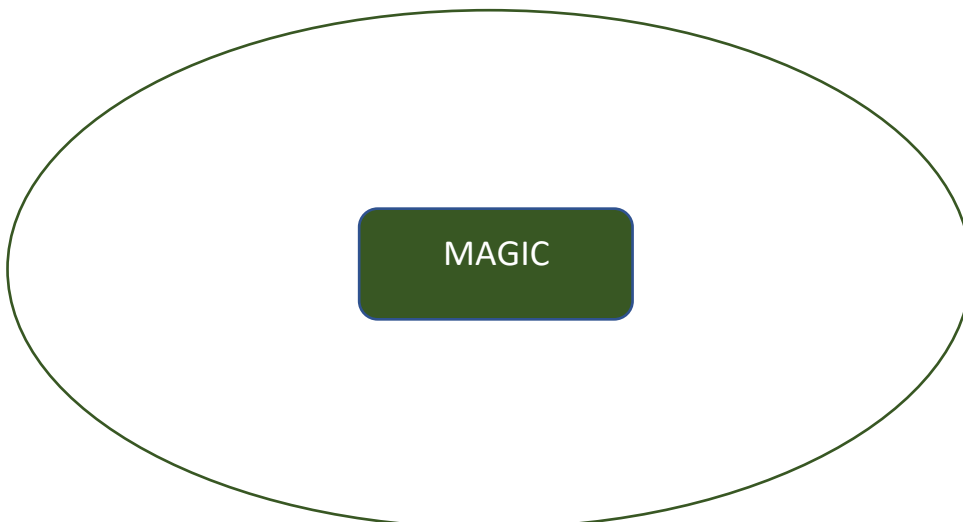


2. Do you know any games, movies or books that have some of the elements below? Which ones?



## Vocabulary

1. Brainstorm the word *Magic*. Make a word web.



## 2. In pairs, match the verbs with their meaning:

- (A) Fly  
(B) Jump  
(C) Reach  
(D) Fight  
(E) Observe  
(F) Control  
(G) Die  
(H) Attack

- ( ) stop living.  
( ) take part in a violent struggle involving physical force or weapons.  
( ) determine the behavior or supervise the running of.  
( ) notice or perceive something and register it as being significant.  
( ) puch oneself off a surface and into the air.  
( ) take aggressive action against a place or enemy forces  
( ) move through the air under control.  
( ) arrive at; get as far as.



## Reading

### Before Reading

You can see below some cards from the *Magic* game. In this game, each player has a deck of cards according to their own style, formed by *creatures* that have some powers. With these powers, the player must defeat the opposing player's creatures.



## Reading

In pairs, answer the following questions

1. What are the creatures that are present in the cards above? Choose 2 cards and identify that creature's power.
2. Explain in your own words what the following passages from the texts mean: explicar vocabulário

*"Colossification*

*When colossification enters the battlefield, tap enchanted creature."*

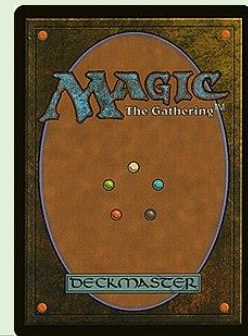
*"Creature - Dragon*

*When Destructor Dragon dies, destroy target noncreature permanent."*

3. If one player uses the "Creature - Spider" card and the other uses the "Creature - Dragon" card, which one has the highest chance of winning the battle? Why?

## Food for Thought

**Magic: The Gathering** is a tabletop and digital collectible card game created by Richard Garfield. Released in 1993 by Wizards of the Coast (now a subsidiary of Hasbro), *Magic* was the first trading card game and had approximately thirty-five million players as of December 2018, and over twenty billion *Magic* cards were produced in the period from 2008 to 2016, during which time it grew in popularity.



Available at < [https://en.wikipedia.org/wiki/Magic:\\_The\\_Gathering](https://en.wikipedia.org/wiki/Magic:_The_Gathering)>. Accessed on: September 24, 2022. (Fragment)

- 1 Who created the game *Magic* and when was it released?
- 2 Do you know other card games? Which ones?
- 3 Who do you like to play with and at what times do you play?



## Language in Focus

### Simple Present

1. Read the following excerpts. Pay attention to the highlighted verbs in the simple present.



4. Now, you will read an excerpt from the Card kingdom Blog that provides information about the Magic game. You will read about characteristics of the green cards, which are present in the reading and language exercises, and fill in the spaces with the most appropriate verb using the rules of the present tense.

**emphasize – give – get – have (2x) – represent – focus – pay**

Which Color of Magic Should You Play? x +


blog.cardkingdom.com/which-color-of-magic-should-you-play/

## GREEN

Green is the color of raw strength, animals and plants, the natural order, regeneration, simplicity, fertility and growth.

Green \_\_\_\_\_ maybe the strongest intuitive identity of any color, besides black. It \_\_\_\_\_ on nature and \_\_\_\_\_ the ways of the animal kingdom — especially the idea that might makes right.

**Natural Order** (2GG)



**Sorcery** (8)


As an additional cost to cast Natural Order, sacrifice a green creature.

Search your library for a green creature card and put it onto the battlefield. Then shuffle your library.

*... but the price of Mangara's freedom was Asmira's life.*

177/249 M  
EMA • EN • TERESE NIELSEN

**Survival of the Fittest** (1G)



**Enchantment** (1)

♣, Discard a creature card: Search your library for a creature card, reveal that card, and put it into your hand. Then shuffle your library.

234/325 B  
VMA • EN • SHIELLY WAX

Green \_\_\_\_\_ the power of the land and the beasts that live on it. Green \_\_\_\_\_ bigger creatures and \_\_\_\_\_ less for them than any other color, summoning worms, dinosaurs and elephants with ease. This dominance \_\_\_\_\_ it a simple game plan: green is the color that most consistently wins by just attacking in combat until the job is done. Green also \_\_\_\_\_ many ways to increase the strength of its creatures further when required, most famously with "combat tricks" like Giant Growth.

Available at < <https://blog.cardkingdom.com/which-color-of-magic-should-you-play/>>. Accessed on: September 24, 2022. (Fragment)



## Listening

1. Before watching the trailer, discuss with your classmates:
  - a) Do you know Harry Potter? Have you read the book or watched the movies about him?
  - b) If you know Harry Potter, what do you remember about his story? And about the other characters, do you know anything?



2. Now you will watch a trailer for the *Harry Potter And The Cursed Child* movie. After watching the video, discuss in pairs:



Available at < <https://www.youtube.com/watch?v=h58yDnshVvI> >. Accessed on: September 24, 2022.

- a) Which characters that appear in the video do you know?
- b) What does this character do in the trailer you watched?



## Speaking



Now, you're going to talk to your colleague about your favorite game, movie or book. You will answer the question for the colleague and then ask him about his preferences.

What is your favorite game, movie or book?  
What is its character?  
What does this character do?

My favorite game/movie/book is...  
Its character is...  
The character ...



## Writing



1. During this unit, you studied some games, book and movie known to children and teenagers around the world about magic. You also read an excerpt from a blog article that has information about the *Magic* card game. Now, in pairs you will create a blog to showcase your favorite game/book/movie about magic. You will use the *Blogger* website to create the blog. You can use images and colors that you prefer. In this blog, you will write about your favorite game, movie, book and its main features and answer the following questions:

- a) What is the name of the chosen game, movie or book?
- b) What are its main characteristics?

- c) What are the main characters? What do they do?
- d) Why do you find this movie, book or game interesting?

**To learn more**

You can read this article to create your blog:  
<https://www.wikihow.com/Create-a-Blogger-Blog>



mais preparação para escrever o blog

Share your text with your classmates. You must comment on at least two of your peers' work. Vote on the best one!



**Self-Assessment**

Now that this unit is over, think of your performance and how much you think you have learned. Mark the alternative that best represents yourself during the classes in the following situations. Remember your assessment must be individual.

Now I can...

- 1. Always
- 2. Usually
- 3. Sometimes
- 4. Rarely
- 5. Always

	1	2	3	4	5
Talk about games, movies or books and its characters					
Make new sentences using Simple Present					
Discuss about something and make decisions in groups					
Read a blog					
Write a blog					

## Unit 1 – Teachers Guide

<b>Aims</b>	To enable students to talk about games, books or movies about magic. To enable students to understand the Simple Present and its uses. To enable students to write a short text using Present Continuous about their favorite game, book or movie.
<b>Grammar</b>	Simple Present
<b>Vocabulary</b>	Nouns and verbs about magic.
<b>Skills</b>	<i>Reading:</i> Magic game cards that bring phrases using simple present. <i>Listening:</i> Watching a video on YouTube about a Harry Potter movie trailer. <i>Speaking:</i> Proposing changes to reduce the impact of climate change. <i>Writing:</i> a short text on a blog about favorite game, book or movie.
<b>Function</b>	Language for explaining personal taste, stating an opinion, showing preferences.

### Warm-up

In this section, the objective is to activate the students' prior knowledge on the topic of magic and prepare them to communicate on the subject.

1. Fairy, wizard, elf, dragon, witch.  
Teacher, explore with students where they have seen these images before, if they like this theme, what they do that relates to the theme.
2. Personal answer.

### Vocabulary

This is the opportunity for students to search their previous knowledge for words related to the magical world and begin to organize these words. The teacher can start classifying words by grammatical classes, making them recognize nouns and verbs. This classification will be important for the grammar section activities.

1. Personal information
2. G D F E A H B C

In this activity, students will get in touch with part of the vocabulary needed to carry out the reading and listening activities.

### Reading Comprehension

#### Before Reading

In this section, students will come into contact with cards from the Magic game. Therefore, the teacher can ask the students if they already know this game or another similar game, ask the students who know to explain to the class how the game works in a summarized way. So, the teacher can ask the students, before carrying out the exercise, to observe the cards, look at the image and recognize what is drawn, read the title of the cards and explain what they understood. After this introduction, the teacher can then read the activity with the students and ask them to read each card carefully.

### Reading

1. Rampaging Rendhorn – Riot, Harrier Naga – Poisons, Ambuscade – deals damage equal to its power to target creature, Sporecap Spider - Flying, Destructor Dragon - Flying, Colossification – Enchantment.

2. Personal answer.

Tips:

*“Colossification*

*When colossification enters the battlefield, tap enchanted creature.”* When you have the card colossification and it is used, you turn the the card with enchanted creature.

*“Creature - Dragon: When Dragon Destroyer dies, destroy target noncreature permanent.”* When your creature is a dragon and he dies, the non-creature target is destroyed.

**Note to teachers:** For this activity 2, first ask the student to explain what are the nouns involved, in this case who is involved in the battle. Then, ask the student to explain the verb, that is, the action of the card, what one creature is doing with the other.

### Food for Thought

1. Richard Garfield, in 1993.
2. Personal answer.
3. Personal answer.

## Language in Focus

### Simple Present

1. Ask students to read the fragments and pay attention to the highlighted verbs, then ask them the meaning. Ask the students to also observe the subject of the sentence, if it is a creature or more than one, if it is the player or the character on the card.
2. a) facts or permanent states  
b) It  
c) the 3<sup>rd</sup> person singular (he/she/it)

In this activity 2, students will get in touch with the verb tense, reflect on when it can be used and the basic rule of the simple present in the affirmative form of English.

### Spelling Rules

3. 1 reaches  
2 spies  
3 trusts  
4 has
4. has, focuses, emphasizes, represents, gets, pays, gives, has.

In activity 4, ask the student what kind of text this is and where the text was taken from. You can also ask them if they have accessed this type of site at any other time and why they accessed it, what the students were looking for.

### Listening

In this section, students will activate prior knowledge on the subject, as well as work together with this previous knowledge what has been seen during the unit so far.

1. a) Personal answer.  
b) Personal answer.

Encourage students who are familiar with Harry Potter to share with the class what they know from both the books and the films. Ask them to comment on the characters they like the most and why they like it.

2. a) Personal answer.  
b) Personal answer.

In this activity 2 students will comment on the characters using many of the verbs worked on so far in the unit. Therefore, review them, remembering what they mean and also the grammatical rule to be used in the sentence.

**Note to teachers:** If a pair does not have knowledge about Harry Potter, ask the students to comment on a character they found interesting when watching the video and, thus, the student can comment on what this character does in the video. Encourage students who are familiar with the Harry Potter saga to comment more on what they know about the chosen characters and some of their main actions.

### Speaking

In this section, students will talk in pairs about their preferences, their favorite characters and what these characters do. Encourage the pairs to report these actions using the verbs in the present tense. Then ask the pairs to report back to the class about what they discussed.

### Writing

In this section, students will write a blog about a game, book, or movie about magic that they enjoy. Encourage students to write in a way that makes the reader interested in the subject and using pictures to illustrate. Ask students to write about the characters, their actions, using the simple present studied during the unit.

## Unit 2

### THE PLANET IS CHANGING



#### Warm-up

Tom Wang / Alamy



1. Observe the picture above and discuss the questions with your classmates.
  - a) What environmental problem is shown in the picture?
  - b) Is it a serious problem? Why (not)?
  - c) Are environmental problems common where you live? Which ones?
  - d) What is the subject of the title in the image?
  - e) Have you ever heard or read anything about this subject? If yes, where have you read or heard about it?
  - f) Have you ever thought about how this affects our lives? How?



#### Vocabulary

1. Read the headlines below and match them to the pictures that bring the environmental issues mentioned in them.

(a)

World's largest waterfall surges back to life after drought

Available at: <<https://www.nationmultimedia.com/world/americas/40021092>> Accessed on: November 10, 2022.

(b)

Next pandemic may come from melting glaciers, new data shows

Available at: <<https://www.theguardian.com/science/2022/oct/19/next-pandemic-may-come-from-melting-glaciers-new-data-shows>> Accessed on: November 10, 2022.

c

## Brazil – Floods Affect Thousands in Minas Gerais and Rio De Janeiro States

Available at: < <https://floodlist.com/america/brazil-floods-minas-gerais-rio-de-janeiro-february-2022>> Accessed on: November 10, 2022.



d

## Fire in the Amazon Associated with Agricultural Burning and Deforestation

Available at: < <https://www.labmanager.com/news/fire-in-the-amazon-associated-with-agricultural-burning-and-deforestation-29159>> Accessed on: November 10, 2022.



2. Read the headlines again. Are they about good or bad news?

3. Read the list of environment problems, natural disasters and extreme weather. In pairs, decide which of those events often hit your city.

- |  |   |
|--|---|
| <input type="checkbox"/> Heavy rainfall      | <input type="checkbox"/> Drought / Flooding |
| <input type="checkbox"/> Volcano eruption    | <input type="checkbox"/> Deforestation      |
| <input type="checkbox"/> Earthquake          | <input type="checkbox"/> Rising sea level   |
| <input type="checkbox"/> Snow storm          | <input type="checkbox"/> Heat wave          |
| <input type="checkbox"/> River/Sea pollution | <input type="checkbox"/> Air pollution      |
| <input type="checkbox"/> Hurricane           | <input type="checkbox"/> Mudslide           |



### Reading Comprehension

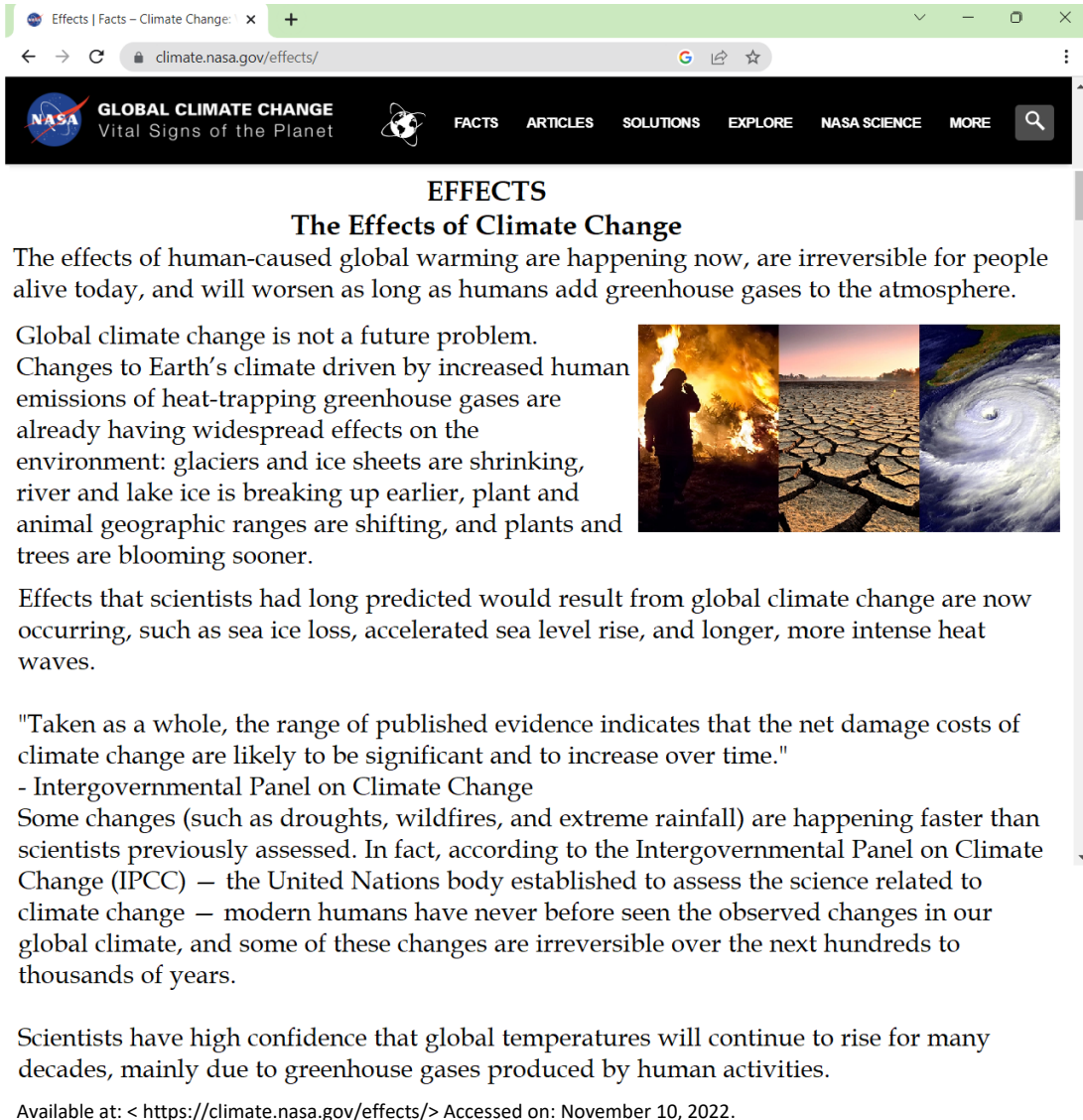
#### Before Reading

- Look at the text below. Identify the correct statement about it.
  - The text brings the personal opinion of a blogger.
  - It's a report on a website about climate change for lay people, with basic information on the topic.

- c) It's a website showing a scientific article about climate change written for professors and scientific people.

## Reading

Read the text below and do the following activities.




**EFFECTS**

### The Effects of Climate Change

The effects of human-caused global warming are happening now, are irreversible for people alive today, and will worsen as long as humans add greenhouse gases to the atmosphere.

Global climate change is not a future problem. Changes to Earth's climate driven by increased human emissions of heat-trapping greenhouse gases are already having widespread effects on the environment: glaciers and ice sheets are shrinking, river and lake ice is breaking up earlier, plant and animal geographic ranges are shifting, and plants and trees are blooming sooner.



Effects that scientists had long predicted would result from global climate change are now occurring, such as sea ice loss, accelerated sea level rise, and longer, more intense heat waves.

"Taken as a whole, the range of published evidence indicates that the net damage costs of climate change are likely to be significant and to increase over time."  
- Intergovernmental Panel on Climate Change

Some changes (such as droughts, wildfires, and extreme rainfall) are happening faster than scientists previously assessed. In fact, according to the Intergovernmental Panel on Climate Change (IPCC) – the United Nations body established to assess the science related to climate change – modern humans have never before seen the observed changes in our global climate, and some of these changes are irreversible over the next hundreds to thousands of years.

Scientists have high confidence that global temperatures will continue to rise for many decades, mainly due to greenhouse gases produced by human activities.

Available at: < <https://climate.nasa.gov/effects/> > Accessed on: November 10, 2022.

**2.** According to the text, what is the main reason for the planet's climate change?

- The natural changes of forests and rivers.
- The plants and trees blooming sooner.
- Human activities.
- The changes in modern life.

**3.** Write T (True) or F (False). Then, correct the false statements.

- The Earth is getting warmer.
- The effects of climate change will be seen in some years.
- Human activities are the main cause of climate change.
- Climate change is occurring faster than anticipated.

4. Scan the text again to find the specific information below.
- What kind of gases are people adding to the atmosphere?
  - What are the effects on the environment?
  - What climate changes are mentioned in the text?
  - What will continue to happen to temperature, according to scientists?
5. Read the report again. Then choose the alternative in **bold** that completes each statement correctly.
- The main objective of the report is **to bring people's opinion about their main hobbies. / to inform the reader about the consequences of climate change.**
  - The report is organized in **paragraphs / verses.**
  - The author brings **facts and examples / their personal experience and opinion.**
  - The author uses **figurative / objective** language.

### Reading for Critical Thinking

Discuss the questions below in pairs.

6. Both natural and human factors change the planet's climate. According to the text, what is currently the main cause of accelerating climate change? Choose a fragment from the text to support your answer.
7. In your opinion, what can each person do to reduce climate change? Make a list of some actions and justify why they can reduce these changes using your personal arguments. Then, present your list to the class and observe each one's views on the subject.

### Food for Thought



Available at: < <https://climate.gov.ph/our-programs/anti-single-use-plastic-campaign> > Accessed on: November 15, 2022.

8. Look at the posters above. What do they focus?

9. Read the posters and discuss the following questions with a classmate:
- What kind of posters are they? A campaign or an advertisement?
  - What are the objectives of each poster?
  - Mention some suggested actions on the poster to reduce the emission of plastics.
  - In your opinion, why is so important to reduce the emission of plastics?
  - Do you know any organization in Brazil that contributes to the recycling of materials?



### Language in Focus

#### Present Continuous

1. Read again the following fragments from the text *The effects of Climate Change*. Then, choose the correct item that completes each sentence below.

*"Plants and trees are blooming sooner."*

*"Some changes are happening faster than scientists previously assessed."*

- In the sentences above the verbs refer to something that:
  - happens from time to time, happens occasionally.
  - is happening at the present time, is happening now.
- The verbs in those sentences are in the Present Continuous. To for the Present Continuous we use:
  - the verb to be in the present + the main verb in the -ing form.
  - the verb to be in the infinitive + the main verb in the -ing form.

#### Spelling Rules

2. Choose a sentence about climate change and notice what changed in the main verb when used in a present continuous sentence. Write down your thoughts and then discuss with the rest of the class. Give another example using the same rule. The teacher will write on the board the conclusions of the groups for each example.

**Group 1:** *"Changes to Earth's climate (...) are already **having** widespread effects on the environment."*

**Group 2:** *"The Earth is **getting** warmer."*

**Group 3:** *"Effects that scientists had long predicted would result from global climate change are now **occurring**."*

**Group 4:** *"Some changes are **happening** faster than scientists previously assessed."*

Read the text below answer the following questions.

### Why is climate change happening and what are the causes?

There are many "natural" and "anthropogenic" (human-induced) factors that contribute to climate change. Climate change has always happened on Earth, which is clearly seen in the

geological record; it is the rapid rate and the magnitude of climate change occurring now that is of great concern worldwide. Greenhouse gases in the atmosphere absorb heat radiation. Human activity has increased greenhouse gases in the atmosphere since the Industrial Revolution, leading to more heat retention and an increase in surface temperatures.

Available at: <[https:// www.usgs.gov/faqs/why-climate-change-happening-and-what-are-causes](https://www.usgs.gov/faqs/why-climate-change-happening-and-what-are-causes)> Accessed on: November 20, 2022.

**3.** According to the text:

- ( ) The climate has always changed with the same speed in all eras on Earth.  
 ( ) The climate is changing faster and with more magnitude in the last few centuries.

**4.** The title of the text is a question, *Why is climate change happening and what are the causes?*, and the answer is in the text. What is the author's answer?

**5.** Now read the sentences about the text and complete the rules about the Present Continuous.

Climate change is not occurring as in the past.

Why is climate change happening?

- For the negative, use the verb to be + \_\_\_\_\_ + main verb in the -ing form.
- For the interrogative, use the verb to be + subject + \_\_\_\_\_.

### Let's practice

**6.** What are you doing to improve the environment? Put the following words in the correct order to make questions. After ask them to a classmate and write down his/her answers.

- a) planting / neighborhood / in / trees / your / you / are ?  
 b) water / saving / you / home / are / at / energy / and ?  
 c) you / are / trash / throwing / the / in / trash can ?  
 d) about / problems / you / classmates / are / environmental / talking to / your ?  
 e) promoting / is / recycling / your / waste / school / debates / on ?  
 f) (personal question)

**7.** Is your classmate taking green actions? Does she/he think your school is taking actions too?



### Listening

Watch video bringing information about climate change. Answer the following questions.



Available at: <<https://www.youtube.com/watch?v=5zSNSxjCwZ0>> Accessed on: November 25, 2022.

1. What type of video is this?  
 An interview       A report       An article
2. Which place is mentioned in the video?  
 *Greenland*, an island country in North America part of the Kingdom of Denmark.  
 *Iceland*, Nordic island country in the North Atlantic Ocean and in the Arctic Ocean.  
 *Svalbard*, a Norwegian archipelago in the *Arctic Ocean*.
3. Write at least two problems the place is facing due to climate change.



## Speaking

1. Many reports from international bodies bring information about climate change. The report below is from the World Health Organization. Have you heard of this organization? Read the text below. What are the main topics of the text?



### Overview

### Impact

### WHO Response

Climate change is impacting human lives and health in a variety of ways. It threatens the essential ingredients of good health – clean air, safe drinking water, nutritious food supply and safe shelter – and has the potential to undermine decades of progress in global health.

Between 2030 and 2050, climate change is expected to cause approximately 250 000 additional deaths per year from malnutrition, malaria, diarrhoea and heat stress alone. The direct damage costs to health are estimated to be between US\$ 2–4 billion per year by 2030. Areas with weak health infrastructure – mostly in developing countries – will be the least able to cope without assistance to prepare and respond.

Greenhouse gas emissions that result from the extraction and burning of fossil fuels are major contributors to both climate change and air pollution. Many policies and individual measures, such as transport, food and energy use choices, have the potential to reduce greenhouse gas emissions and produce major health co-benefits, particularly by abating air pollution. The phase out of polluting energy systems, for example, or the promotion of public transportation and active movement, could both lower carbon emissions and cut the burden of household and ambient air pollution, which cause 7 million premature deaths per year

Available at: [https://www.who.int/health-topics/climate-change#tab=tab\\_1](https://www.who.int/health-topics/climate-change#tab=tab_1) Accessed on: November 25, 2022.

- Present data on the impact of climate change on the air in cities.
- Present some health impacts caused by climate change and government actions that can be taken to reduce these impacts.
- Present data on how much governments will spend in the future due to climate change.

2. What about you? Are you doing anything to help the planet? Look at the topics below and talk to a classmate about what you are doing (or not) about it. Then discuss other ways of helping to solve environment problems.

- Save water, save energy.
- Recycle, reuse, reduce.
- Unplug electronic devices when you are not using them.



## Writing

Mais preparação para a escrita

You can see in this unit that the world is suffering because of climate change. Now, it's your turn to show what's happening where you live. Write a short text, as if it were a report, showing some problems faced by the place where you live, creating a blog to insert this text. You can put images, recordings, interviews with people commenting on the problems in the region. In this blog you should write about small ways to improve the situation in the region so that the problems decrease.



Share your text with your classmates. Post them at the classes' blog. You must comment on at least three of your peers' work. Vote on the best one!



## Self-Assessment

Now that this unit is over, think of your performance and how much you think you have learned. Mark the alternative that best represents yourself during the classes in the following situations. Remember your assessment must be individual.

Now I can...

1. Always      2. Usually      3. Sometimes      4. Rarely      5. Always

	1	2	3	4	5
<b>Talk about climate changes</b>					
<b>Make new sentences using Present Continuous</b>					
<b>Discuss about something and make decisions in groups</b>					
<b>Read a report</b>					
<b>Write a report</b>					

## Unit 2 – Teachers Guide

<b>Aims</b>	To enable students to talk about problems relate to climate change. To enable students to understand the Present Continuous. To enable students to write a short article using Present Continuous about climate change.
<b>Grammar</b>	Present Continuous
<b>Vocabulary</b>	Nouns and verbs about weather occurrences, natural disasters and human activity.
<b>Skills</b>	<i>Reading:</i> A report about climate change. <i>Listening:</i> Watching a BBC video on YouTube featuring a report on the impact of climate change on the Arctic Pole. <i>Speaking:</i> Proposing changes to reduce the impact of climate change. <i>Writing:</i> a report showing the local impacts of climate change and actions that can be taken in the region to minimize these impacts.
<b>Function</b>	Language for explain social problems, stating an opinion, proposing solutions.

### Warm-up

1. Explore the image, ask the students what is the environmental problem shown on it. Also ask students if this problem is common where they live and if there are other environmental problems that exist.

Explore after the title of the image by asking if students know anything about the unit topic, climate change. Then ask which means of communication they had access to information related to that topic.

**Note to teachers:** At that moment, the purpose is to engage students in the discussion of the topic and seek prior knowledge both about the theme of the unit and the means of communication and textual genres accessed to obtain this information.

### Vocabulary

1. 1 b), 2 d), 3 a), 4 c)  
Ask the students to, in addition to relating the images to the expressions, also pay attention to this vocabulary, the nouns used to refer to environmental problems and the verbs that show what is happening.
2. Tell students that the headline a could be good news, as there was a drought before and now it is raining again.
3. Ask students if they remember any of these environmental issues in their city from the last few months. Then you can ask them if they remember any recent news about these problems in the country. Ask them to share what they heard or read with the class.

### Reading Comprehension

#### Before Reading

With the next activities, the student prepares for the reading, bringing his previous knowledge and creating hypotheses about the text and the type of text.

1. b)  
Guide students to observe the title, text format and reference. This information will help the student to understand the text in the world and its function.

### **Reading**

In this section, the initial text is presented, presenting the theme that expands the student's knowledge of the world and gives him the opportunity to critically reflect on the subject. Also, the text brings the linguistic component worked on in the unit and the textual genre requested in the writing section.

2. c) Human activities.  
This activity develops the student's ability to understand the essence of a text.
3. (T) (F) (T) (T)  
Remind students that now that they have understood the general idea of the text, they should reread the text to answer questions about more specific information in the text, performing the scanning strategy.
4. a) greenhouse gases  
b) glaciers and ice sheets are shrinking, river and lake ice is breaking up earlier, plant and animal geographic ranges are shifting, and plants and trees are blooming sooner.  
c) such as sea ice loss, accelerated sea level rise, and longer, more intense heat waves.  
d) global temperatures will continue to rise for many decades.
5. a) to inform the reader about the consequences of climate change.  
b) paragraphs.  
c) facts and examples.  
d) objective.  
This activity is the moment to make the students understand the type of text, its organization and the type of language used. Discuss the items for each letter and check the students' justification, assessing their understanding of the writing of the text.

### **Reading for Critical Thinking**

In this section, students will expand their knowledge on the subject, reflecting on their daily lives in this context. This discussion will be useful for writing the final text.

6. "The severity of effects caused by climate change will depend on the path of future human activities. More greenhouse gas emissions will lead to more climate extremes and widespread damaging effects across our planet. "
7. Personal answer
8. The flow of plastic
9. a) a campaign  
b) To stop the flow of plastic  
c) Reuse utensils, use biodegradable food containers, reuse metal straws, use paper buntings, use eco bags and cotton buds.  
d) Personal answer  
e) Personal answer

## Language in Focus

### Present Continuous

In this section, some grammatical aspects of the Present Continuous are discussed. Examples from the text read in the previous section and an inductive activity for working with grammar rules are used.

1. a) is happening at the present time, is happening now.  
b) the verb to be in the present + the main verb in the -ing form.  
Read the examples with students and see if they can draw conclusions about grammar rules using sentences from the text.

### Spelling Rules

Students will perform an inductive activity, in which they observe grammatical examples and find the rule for the phrases worked.

2. The teacher will separate the class into small groups so that each group receives a sentence from the text. The students will observe the sentence and notice what change there was in the verbs, that is, what grammatical rule was used to elaborate the structure found in the sentence. After students complete their observations, the teacher writes on the board so that everyone has the rules.

In the following exercises, a text fragment will be worked on so that students understand the rules for negative and interrogative sentences.

3. The climate is changing faster and with more magnitude in the last few centuries.
4. *“Human activity increases greenhouse gases in the atmosphere and changes in land use that cause sunlight to reflect off the ground into space.”*
5. For the negative, use the verb to be + not + main verb in the -ing form.  
For the interrogative, use the verb to be + subject + main verb in the -ing form.

### Let's Practice

In this section, students will practice the grammar elements studied in the previous sections.

6.
  - g) Are you planting trees in your neighborhood?
  - h) Are you saving water and energy at home?
  - i) are you throwing trash in the trash can?
  - j) are you talking to your classmates about environmental problems?
  - k) is your school promoting debates on recycling waste?
  - l) (personal question)
7. Personal answer

## Listening

In this section, students will activate prior knowledge on the subject, as well as work together with this previous knowledge what has been seen during the unit so far.

**Note to teachers:** Before playing the video, ask students to read the proposed activities. This way, they will be able to stay tuned for the information they need to look for in the video. Another suggestion is to play the video three times. The first time, students will watch and discuss the general idea of the video; the second time they will watch to answer the questions; and, in the third, they will check their answers.

1. A report
2. Svalbard, a Norwegian archipelago in the *Arctic Ocean*.
3. The archipelago is warming faster than other places on Earth. The main food source for polar bears is diminishing. The ice, which bears and seals are dependent on, is shrinking. The archipelago is warming six times faster than the global average temperature. Wildlife is having to adapt to the warmer temperature. Melting ice raises ocean levels and affects the region's climate. Homes are being removed and rebuilt in other locations.

### Speaking

Before reading the text, ask students if they know of any worldwide organizations, such as the World Health Organization. After reading, answer what is asked.

1. Present some health impacts caused by climate change and government actions that can be taken to reduce these impacts.
2. Remind students about the structure of interrogative sentences. Afterwards, comment on the possibility of asking other questions related to the topic.

### Writing

In this section, students will put into practice all the activities and readings they have done throughout the unit. They will also reflect on their own place of residence, the conditions in which they live and what happens in that environment.

## Rationale

The teaching of the English language was established in Brazil by the Lei de Diretrizes e Bases nº 9.3494, published on December 20, 1996, which also brings the inclusion of the foreign language from the 5th grade (current sixth year) until the 3rd year of high school. According to the Ministry of Education, for the inclusion of foreign languages in the school curriculum, three important criteria must be considered: historical factors, factors related to local communities and factors related to tradition.

Regarding the vision of how the English language should be seen and taught, the BNCC brings us the issue of language as a *lingua franca*, that is, a language spoken by non-natives to achieve a common purpose:

“Nessa proposta, a língua inglesa não é mais aquela do “estrangeiro”, oriundo de países hegemônicos, cujos falantes servem de modelo a ser seguido, nem tampouco trata-se de uma variante da língua inglesa. Nessa perspectiva, são acolhidos e legitimados os usos que dela fazem falantes espalhados no mundo inteiro, com diferentes repertórios linguísticos e culturais, o que possibilita, por exemplo, questionar a visão de que o único inglês “correto” – e a ser ensinado – é aquele falado por estadunidenses ou britânicos” (BRASIL, 2018, p. 241)

In this way, English, according to BNCC, is seen as a cultural asset that is used for various purposes, one of which is the acquisition of citizenship. And bringing citizenship to students, for me as a public-school teacher in Brazil, is a very big challenge.

The challenges of teaching English in public schools are enormous. Students often question the need to learn another language, they do not know the reality of the globalized world, since they are excluded from many social practices that involve the presence of several languages. For this reason, I want to take this notion of belonging to a new world to public schools. I want my students to be included in social activities that require the English language. I want my students to be complete Brazilian citizens and citizens of the world as well, who can belong to certain social contexts, who are not excluded from all

the opportunities that a citizen can and should have. So, I want, as a teacher, to change the reality of my students and I know that learning another language is part of that change.

Today, to be part of certain contexts, for a person to be able to participate in certain groups and interact with those groups, it is necessary to learn an additional language and, mainly, English, which is a lingua franca. This means not only acquiring a language and also other cultures, but expressing your own culture, your way of being. For when learning a new language, not only do we get that language and culture for ourselves, but it is an exchange and we can also introduce our language and our culture to other people.

The development of the units was based, therefore, on two principles: Communicative language teaching through topics relevant to students and the society in which they live and English as a lingua franca. The purpose was to create activities that provide real communication through the English language using themes that make sense for public school students in Brazil.

The two themes chosen, world of magic and climate change, were designed according to the age of the target students, the proficiency level and interests. For the world of magic, they are sixth year students, who are discovering their personal tastes and still have childlike characteristics, hence the question of magic and discussions about games, books or films that bring this proposal. The textual genre is the opinion blog, so that students can express their opinion about games, books or movies they like, while they are able to reflect on what they consider important for themselves. Textual genres are, therefore, a means of achieving an objective regarding a theme. As Hyland (2003) states, “we don’t just write, we write something to achieve some purpose: it is a way of getting something done.”

The other theme, climate change, was thought of due to the more critical thinking about the planet that is needed by the new generations and that students at the beginning of high school are already able to achieve. In this unit, students will have contact not only with more specialized texts, but also with residents of places greatly affected by climate change. Students will also have the responsibility to reflect on their citizenship actions and on what they are doing on the subject in relation to their community.

The two units are divided as follows: *Warm-up, Vocabulary, Reading, Language in Focus, Listening, Speaking, Writing*. At the end of each unit, there is a moment for self-assessment, so that students can reflect on what they can and cannot do.

In the Warm-up section, the student will reflect on their previous knowledge needed to carry out the activities about magic, in unit 1, and climate change, in unit 2. In this way, it is also possible to engage students to think about their knowledge, on what each student already has, and on what they need to reinforce in order to carry out the tasks. At this initial stage, the teacher manages to captivate the students, make them engaged and make them realize how much the theme worked on in the unit is already part of their lives, it is not a strange subject. This first experience can determine the progress of the work, as captivating students means motivating them, “for L2 learners this may mean that the more they experience emotionally and motivationally positive evaluations of their anticipated and real interactions, the more effort they will make to participate in them and affiliate with others.” (The Douglas Fir Group. 2016)

In the Vocabulary section, students will come into contact with words, nouns and verbs, necessary for a minimal understanding of the texts and videos that will follow. It is an opportunity for students to think about their previous knowledge for words related to the theme as well as searching for new unknown words of each unit and then beginning to organize the vocabulary. Students study the meanings of the selected words, observing the grammatical classes, recognizing some verbs, in unit 1. This vocabulary and its classification will be important for the reading and grammar section activities. In unit 2 students study some nouns needed for future reading, conversation and writing tasks, but without explicit grammatical classification. Vocabulary is essential for communication too, “the more limited the learner’s vocabulary, the less will be his or her ability to communicate.” (Nunan, 2015)

In the Reading part, students will have contextualized texts on the theme worked on. With this reading, students will be able to discuss the topic, reflect on their positions and also get to know the linguistic structure of the unit. In unit 1, students will have cards from the Magic game and a blog post about this game. In unit 2, students will have a report on the NASA website on the main aspects of climate change. In the reading activities, several strategies were used. The student will use top-down, for example, to think about the NASA report, how it appears in the world and what kind of information and audience it reaches. Then the student will think of other texts that he has already read, the information brought by these other texts and the audience of these texts. Another activity is skimming, to look for specific information in the text. The student will use this

strategy mainly in unit 1, in activity 1, when he will search for the name of creatures and power, in the same way that it is used in unit 2 in activity 4.

When working with the linguistic structure section, the students are introduced to the structures seen in the reading section, the simple present in unit 1 and the present continuous in unit 2, and which are important to discuss the theme of the unit and argue the positions regarding this theme. As pointed out by Azevedo and Carneiro (2017), some authors conclude that “instruction with a focus on form results in better attainment of target structures.” In this way, studies show that the practice and production of target structures produce knowledge that “may be incorporated or accommodated in their developing interlanguage system”. (Azevedo and Carneiro, 2017)

In both units grammar is worked inductively. Students come into contact with sentences from texts they have already read and so on, guided to discover, through the observation of the sentences of the texts, how is the function and the organization of the grammatical structures of each unit.

In unit 1, students must first pay attention to some sentences taken from some cards and the highlighted verbs. Afterwards, students conclude how the simple present works by observing sentences taken from the cards in the Magic game. Students also get in touch with the basic rule of the simple present by observing how it works in sentences. Then, students complete the simple present rules, always looking at the model sentences on the cards. Finally these rules are applied in a blog taken from the internet.

In unit 2, the first activities bring sentences to complete the text of the previous section of reading, offering questions of interpretation of both the text and understanding of the function of the present continuous observing the sentences of the text.

For the spelling rules of *ing* in the present continuous, students should observe in small groups sentences taken from the text and notice how the changes are made in each case. This is an opportunity for students to interact both with each other and with English grammar, which facilitates the memorization of rules. For learning the negative form and the interrogative form, students also observe the functioning within a text and, thus, it is the students who conclude how these forms happen.

In the listening section students will have a video about the Harry Potter movie to work the magic of unit 1 and a video of a BBC report bringing impacts of climate change to be discussed in unit 2. With these videos students work on the theme, improve vocabulary and develop your language skills using the frameworks in each unit. In these activities, students come into contact with different types of text and genre, trailer genre and reportage genre using visual text through video. Thus, students realize that the themes worked appear in society through multiple literacies and that they exist for different purposes, “individuals are immersed in social contexts that are constituted by different varieties of social language uses. Individuals do not only read texts; they read texts from a certain perspective in order to participate in a social activity.” (Gee, 1990)

In the speech section, Students will exchange with colleagues their experiences on the subject using the worked linguistic structure and putting their opinion, expressing their position in relation to the worked subjects magic and climate changes. McCarthy and O’Keeffe (2004) bring some studies that stress the need for learners to be able to engage in small talk in the target language. Such interactional talk functions to create a sense of social communion.

In the writing section, the student creates a text using a genre worked within the unit with a purpose. In unit one, it is the creation of a blog to bring the opinion about a book, movie or game that you like, as well as the characteristics and characters. In unit 2, the student produces a report on climate change, bringing a report about the region where he lives. In both cases, the student needs to position himself on the subject and bring his perspective on it. In this way, the student uses the English language to bring a personal position, bring his way of seeing the world and, thus, show himself to the world. This is one of the functions of lingua franca, a way for people to seek information about the world and also to show the world their positions.

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