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**INNER – Fostering students’ individualities in ESL/EFL Classrooms (Unidade Didática
para o Ensino de Inglês)**

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INNER – Fostering students’ individualities in ESL/EFL Classrooms (Unidade Didática para o Ensino de Inglês)

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

Orientadora: Prof.^a Dr.^a Mara Passos Guimarães

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UNIVERSIDADE FEDERAL DE MINAS GERAIS
FACULDADE DE LETRAS
CURSO DE ESPECIALIZAÇÃO EM LÍNGUA INGLESA - CEI/ELI

ATA DE DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Às 14:10 horas do dia 05 de agosto de 2023, reuniu-se na Faculdade de Letras da UFMG, a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa -CEI/ELI, para julgar em exame final, o trabalho intitulado, Inner - Fostering students' individualities in ESL/EFL Classrooms (Unidade Didática para o Ensino de Inglês), apresentado por **Flávia Lima de Mello**, como requisito final para obtenção do Grau de Especialista em 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(o) candidato(a) para 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:

Prof(a). Dr(a). Climene Fernandes Brito Arruda, indicou () **aprovação**/ () **reprovação** do(a) candidato(a);

Prof(a). Dr(a). Ronaldo Correa Gomes Júnior, indicou a () **aprovação**/ () **reprovação** do(a) candidato(a).

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

Nota: 85

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 **Climene Fernandes Brito Arruda, Professora do Magistério Superior**, em 08/08/2023, às 19:26, 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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Resumo

Este projeto desenvolve os dois primeiros capítulos de um currículo de inglês como segunda língua (ESL) que promove o pensamento crítico, a expressão pessoal e habilidades de comunicação intercultural. O projeto concentra-se na construção dos dois primeiros capítulos de um material ESL projetado para oferecer aos alunos uma experiência significativa e prazerosa de aprendizado. A primeira unidade, intitulada "Fantasy Words", gira em torno de situações hipotéticas e incentiva os alunos a explorar reinos imaginativos cativantes. Ao imergirem nesses cenários, os alunos são motivados a explorar sua criatividade e desenvolver habilidades eficazes de comunicação intercultural, enquanto contextualizados a estudar a *second conditional*. A segunda unidade, "Science Fiction", é dedicada a aprofundar as habilidades linguísticas por meio de interpretações enraizadas na realidade ou na possibilidade, trabalhando a *first conditional*. Essa unidade facilita o aprofundamento da compreensão dos alunos sobre a *first conditional*, ao mesmo tempo em que os envolve no gênero de ficção científica. Ao examinarem conceitos científicos dentro de contextos fictícios, os alunos aprimoram suas habilidades analíticas e expandem seu vocabulário relacionado a ideias especulativas. Este projeto de desenvolvimento de currículo busca entrelaçar o pensamento crítico, a expressão pessoal e a proficiência linguística. Ao integrar os reinos da fantasia e da ficção científica, os alunos não apenas adquirem habilidades linguísticas essenciais, mas também são incentivados a explorar seu eu interior e a compartilhar suas perspectivas pessoais.

Palavras-chave: ensino de inglês; condicionais; expressão pessoal; pensamento crítico; abordagem comunicativa.

Abstract

This project develops the first two chapters of an English as a second language (ESL) curriculum fostering critical thinking, self-expression, and cross-cultural communication skills. The project focuses on constructing the initial two chapters of an ESL material designed to provide students with a meaningful and enjoyable learning experience. The first unit, titled "Fantasy Words," centers on hypothetical situations and encourages students to explore captivating imaginative realms. By immersing themselves in these scenarios, students are motivated to harness their creativity and develop effective cross-cultural communication skills, within the second conditional use. The second unit, "Science Fiction," is dedicated to delving into interpretations that are rooted in reality or possibility, having the first conditional as subject. This unit facilitates the deepening of students' understanding of the first conditional tense while immersing them in the science fiction genre. By examining scientific concepts within fictional contexts, students enhance their analytical skills and expand their vocabulary related to speculative ideas. This curriculum development project seeks to intertwine critical thinking, self-expression, and language proficiency. By integrating the realms of fantasy and science fiction, students are not only equipped with essential language skills but are also encouraged to explore their inner selves and share their unique perspectives.

Keywords: english teaching; conditional tense; self-expression; critical thinking; communicative approach.

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Introduction

Throughout the years, being a ESL teacher has been debated by many experts, searching to answering questions such as “What does it mean to be an ESL teacher?” and, especially, “What is the best approach for teaching a second language?”. Taking that into account, being a teacher at the present goes beyond than just keep track of students’ records and presenting them with facts of the language, as the grammar itself, it involves the challenge of actually looking to our students’ needs and realities, listening, and understanding our responsibility towards their learner as lifelong learners. In order for that to happen is important that the teacher sees herself/himself as a lifelong learner and embraces students’ learning with a respectful approach of learning, the communicative approach.

This was the reason why I chose to title this book as “Inner.” We, people, are in a constant learning and teaching process, when we are learning we are also enriching ourselves by learning how to learn and the benefits of it. Reflecting about our inner selves and learning about our weak and strengths allows as being open to the world as one, understanding it with a critical thinking and applying the beauty of learning all over.

When developing this material I reflected about me as a teacher in a way to provide my students with two units that can allow them to develop and improve their critical thinking while having opportunities to know and share their inner self, in an attempt of providing them with a meaningful a pleasurable learning experience. This paper comprehends two co-dependent units focused in bringing students inner self to increase the activities’ range of vocabulary in a meaningful way. It is aimed at young adults, at the beginning of the level B2 according to the Common European Framework of Language Reference.

This public has the maturity to face the importance of learning and can deal with activities focused on improving their English skills. My intention is that my students find in each activity an effective opportunity to discuss relevant issues for them, challenging them to compare and exercise their listening skills with the importance of it to keep on with their conversation. Both units were planned to create a fun a communicative environment where students can also reflect about themselves while learning another language, in an attempt to bring direct purpose for their learning and, in a long-distant plan, to acquire and increase their pleasure for learn.

The first unit is called “Fantasy Words” and its theme in hypothetical situations. Throughout this unit, we will focus on enhancing students’ language skills. Students are going

to be encourage to delve into fascinating imaginative worlds, they should have the support and confidence to use their creativity to navigate cross-cultural communication effectively, bringing new issues and increasing their vocabulary expansion and grammar practice as their needs for the description appeared. Interactive discussions are going to be foster by the teacher. This unit introduces the second conditional, having students to imagine present or future situations that are impossible or unlikely in reality.

The second unit is titled “Science Fiction” and is dedicated to talk about interpretations that are real or possible. Students will learn, exercise, and improve their knowledge of the first conditional while deepen in the science fiction genre. I believe students would profit from sharing their interpretation and will extend their vocabulary in a meaningful way, according to their imagination and creativity, which will lead the unit to foster students’ creativity and ability to think outside the box.

Throughout unit 2, students have the opportunity to engage with science fiction authentic texts and discuss about the theme, improving their language and communication skills. As science fiction often speculates about the future, presenting various scenarios and possibilities, by studying the genre students can reflect on potential future developments, technological advancements, and their societal impacts. The promotion of a forward-thinking mindset helps students anticipate and adapt to potential changes, fostering critical thinking.

All materials used in the design of the units are authentic, which provides students with a reliable source for their imagination and creativity to take place as they wish. The grammar and linguistic aimed are appropriate for their level of English knowledge and are worked within the units. New vocabulary is going to be provided for students to work on the descriptive genre that is going to be presented. Each unit is divided into section, which work specifically with one of the four language skills at a time.

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English, B2

INNER ENGLISH



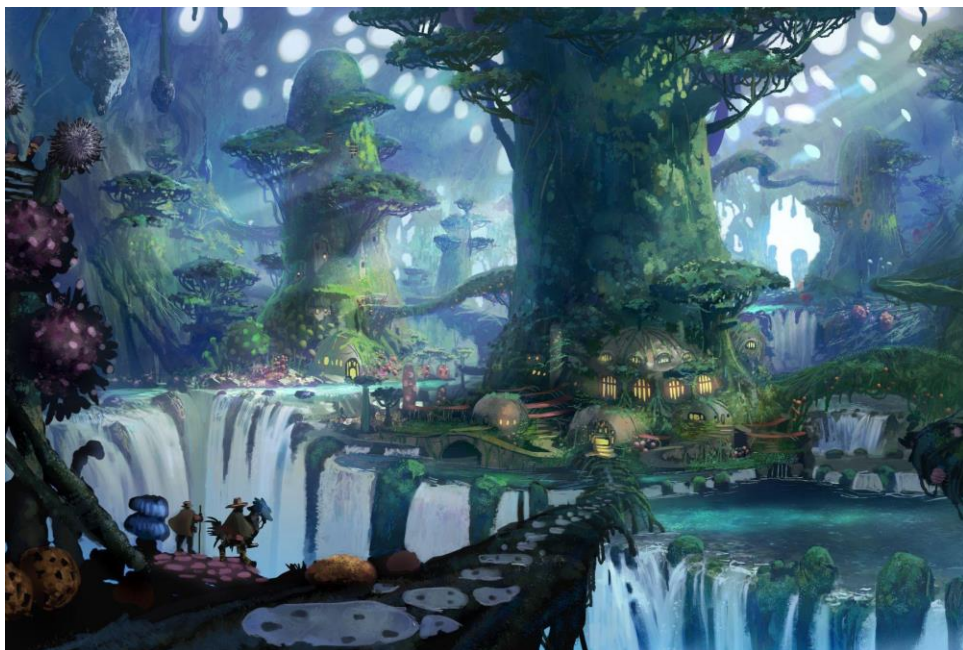
Unit 1: Fantasy Worlds

Getting Ready!

1 - Look at the two pictures below and talk about with your classmates.

→ *Do you believe these places exist?*

→ *Do you believe in any imaginary world?*



Source: <https://free4kwallpapers.com/fantasy/imaginary-worlds-wallpaper--EBZK>. Last access 29/06/2023.

These pictures were taken from a wallpaper website. It is common to have people relating to imaginary words, being that in games, books, TV shows or movies, and even in their dreams. Fantasy worlds sound like what would happen in some situations and allow our creativity and imagination to take place. Based on what you discussed with your peers, answer the question: What characterizes a fantasy world for you?

Grammar

1- The second conditional allows us to imagine different outcome based on an unreal conditional. It is commonly used in conversations, storytelling, and expressing wishes or desired. Let's explore imaginary or unlikely scenarios and their potential outcomes!

Fill up the blanks with the correct answer.

- I. If I _____ (find) a magical portal, I _____ (enter) a fantastical realm.
- II. If I _____ (discover) a hidden treasure map, I _____ (embark) on an adventure to a land of dragon and knights.
- III. If I _____ (stumble) upon a magical book, I _____ (unlock) the secrets of a wizarding world.
- IV. If I _____ (obtain) a magical wand, I _____ (attend) a school for wizards.
- V. If I _____ (encounter) a talking animal, I _____ (join) them on a quest.

In the English language, when we want to talk about hypothetical or unreal situations in the present or future we use the **Second Conditional**. It expresses a condition that is unlikely or

contrary to reality, such as the fictional worlds of the wallpapers. As you did with your peers, we typically use the second conditional to discuss things that are unlikely to happen or to speculate about imaginary or hypothetical situations.

The structure of the **second conditional** is:

If + simple past, would/could/might + base form verb.

Here is an example using the second conditional

“If I lived in this world, I would travel a lot!”

In this example, the condition is living in the fictional world, which is unlikely to happen. The result of living in this world is expressed with “would” + the base form of the verb, in this case, “travel.”

Here are a few more examples that don’t directly talk about fantasy worlds:

- If I had more time, I would learn to play the guitar.
- If it rained tomorrow, we would stay indoors.
- If she studied harder, she might pass the exam.

2- Now, use the structure of the second conditional to create two to five sentences related to the wallpapers.

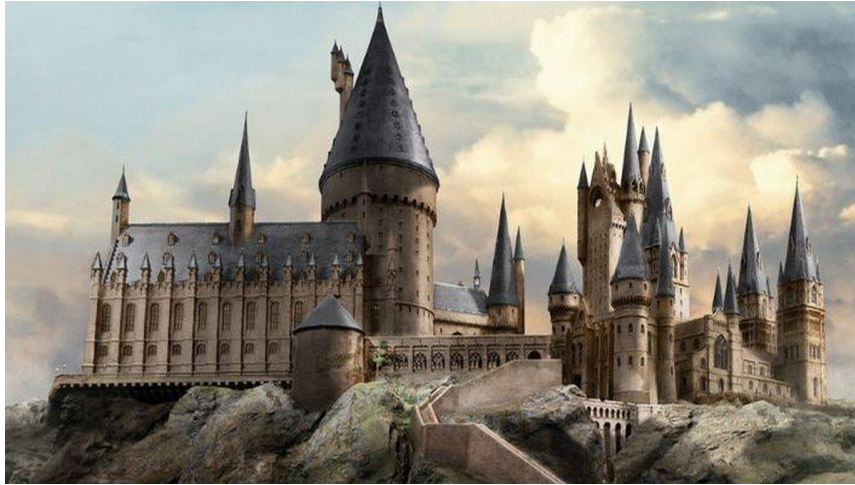
Reading

1- Often, when we talk about a fantasy world, a specific vocabulary emerges within the world. Adjectives such as “magic kingdom”, “mythical creature”, “legendary heroes”, and “exotic landscapes” are used to better describe fictional worlds and even new world can be create to exist in a specific world and contribute for its consistency. Taking that into account, read the words selected, they can be find in descriptions of fantasy worlds. Check the meaning of any unknown word with your teacher.

- Enchanting
- Whimsical
- Imaginary
- Mythical
- Mystical
- Dreamlike
- Epic
- Magical
- Legendary
- Exotic
- Elf
- Orc
- Faun
- Warlock
- Mermaid/Merman
- Kingdom
- Arcane
- Celestial
- Realm
- Prophecy

2- Now, read the informative text below. Have you heard about Hogwarts before? What are your thoughts about this fantasy world?

Hogwarts: The School of Wizards



Source: <https://recreio.uol.com.br/noticias/entretenimento/alem-de-hogwarts-as-outras-escolas-de-magia-de-harry-potter.phtml> - access on 30/06/2022

Hogwarts School of **Witchcraft** and **Wizardry** is a fictional British boarding school of magic for students aged eleven to eighteen, and is the primary setting for the first six books in J. K. Rowling's *Harry Potter* series and serves as a major setting in the Wizarding World universe. (...)

Hogwarts is divided into four houses, each bearing the last name of its founder: Godric Gryffindor, Salazar Slytherin, Rowena Ravenclaw and Helga Hufflepuff. Throughout the school year, the houses compete for the House Cup, gaining and losing points based on actions such as performance in class and rule violations. The house with the highest end-of-year total wins and has its colors displayed in the Great Hall for the following school year. Each house also has its own **Quidditch** team that competes for the Quidditch Cup. These two competitions breed rivalries between the houses. Houses at Hogwarts are living and learning communities for their students. Each house is under the authority of one of the Hogwarts staff members. The Heads of the houses, as they are called, are in charge of giving their students important information, dealing with matters of severe punishment, and responding to emergencies in their houses, among other things. The dormitory and common room of a House are, barring rare exceptions, inaccessible to students belonging to other Houses; however, different houses will share classes as they are based on year group rather than House.

(<https://en.wikipedia.org/wiki/Hogwarts> accessed on 30/06/2022)

3- To increase the character of description of the fictional world of Hogwarts, the author used specific words, related to magic, and created new words, such as “Quidditch,” a type of a sport. Look at the first two words **highlighted** in the text and match them to the correct meaning.

a) Witchcraft

b) Wizardry

- I.** () the activity of performing magic to help or harm other people.
II. () the skill of a wizard.

(Source: Cambridge Dictionary – Last access 07/02/2023).

4- Which are the four houses of Hogwarts?

5- As you read in the text, the students gain and lose points in the House competition. What would be a way to win points?

6- Students are directed to these specific houses according to their personality. Take a look at the following descriptions and the adjectives used. Which house you believe you would be directed to? Why? Make sure you make use of the second conditional in your answer.

Slytherin



(c) S. Jae-Jones

External Trait	Ambition
Core Value	Success
Flaw	Maliciousness
Element	Water

Motivated by success, Slytherins are perhaps the most unfairly maligned of all the Hogwarts houses due to a cutthroat reputation. They like to get ahead, whatever the cost.

But while success is certainly an admirable thing to strive for, it is when the drive for success becomes a need for status that proves Slytherin's less than savory reputation.

Gryffindor



(c) S. Jae-Jones

External Trait	Bravery
Core Value	Justice
Flaw	Defensiveness
Element	Fire

Gryffindors possess a keen sense of right and wrong, and seek to redress injustice, either to themselves or to others.

This strong moral compass can lead them to great acts of bravery at best, championing causes and fighting for the underdog. At worst, this can incline them to pettiness and mulishness when they feel they have been wronged.

Hufflepuff



(c) S. Jae-Jones

External Trait	Hard work
Core Value	Fairness
Flaw	Indecisiveness
Element	Earth

Hufflepuffs are the egalitarians of Hogwarts. Of all the Houses, they are the strongest believers of a meritocracy, believing hard work and determination should be rewarded.

But in their adherence to fairness and equality, Hufflepuffs may become stymied by conflicting goals. As a result, they may take no action where action may be needed.

Ravenclaw



(c) S. Jae-Jones

External Trait	Intelligence
Core Value	Knowledge
Flaw	Callousness
Element	Air

Ravenclaws seek knowledge for knowledge's sake, driven by a passion and hunger to know their chosen subjects inside and out. This has a tendency to produce oddballs and eccentrics.

Their singleminded pursuits can lend themselves to a sort of myopia, where a Ravenclaw may overlook the human cost of their quest for more knowledge.

(from: <https://sjaejoneswriter.tumblr.com/post/132248577248/the-hogwarts-house-matrix> - last access 07/03/2023).

7- Create two hypothetical sentences using the adjectives given in the houses' descriptions.
 Example: If Gryffindor wasn't that **brave**, Ravenclaw would win the houses' competition.

The many adjective enrich the description character of fictional/fantasy worlds. The genre fantasy encompasses magical or supernatural elements, typically set in a fictional world. It involves mythical creatures, magic, and extraordinary settings, offering escapism and imaginative storytelling. We can use our creativity, desires and life experiences to create meaningful characters and stories in this genre!

Listening

Do you know any famous fictional world?

Narnia (C.D. Lewis's "The Chronicles of Narnia"), Wonderland (Lewis Carroll's "Alice's Adventures in Wonderland"), and Oz (L. Frank Baum's "The Wonderful Wizard of Oz") are example of very famous fantasy/fictional worlds. Fictional worlds operate consistency within spectrum of physical and social rules. Which makes them believable, comprehensible and worth exploring.

1- The video bellow talks about how to write a great fantasy novel. Watch the video and discuss with a peer.

- Do you like the genre fantasy?
- Is there any fantasy book, game, movie, or TV show that really touched you once?



<https://youtu.be/CNGowiadyyQ?t=256> – Last access 07/02/2023

Now considering the video you watched, answer the questions:

2- When writing a novel, what is necessary before starting to create your characters?

3- Why is the geography important for a fantasy novel?

Writing

Now, based on what you learnt about the first steps to create a fantasy world. Brainstorm ideas and write a short narrative! Think about the setting, main characters, and the central mystery of your fictional world.

A short narrative is a brief story that typically focuses on a single event, character, or theme.

In this exercise you need to use the second conditional to create hypothesis or raise mysteries in your fantasy world. Here are some passages of *The Wonderful Wizard of Oz* written by L. Frank Baum to inspire you:

- “Do you think that Oz can give courage?’ the Cowardly Lion asked. ‘Then I wouldn’t be a coward anymore.’” (p. 23)
- “I would like them more, if I had brains,’ said the Scarecrow.” (p. 29)

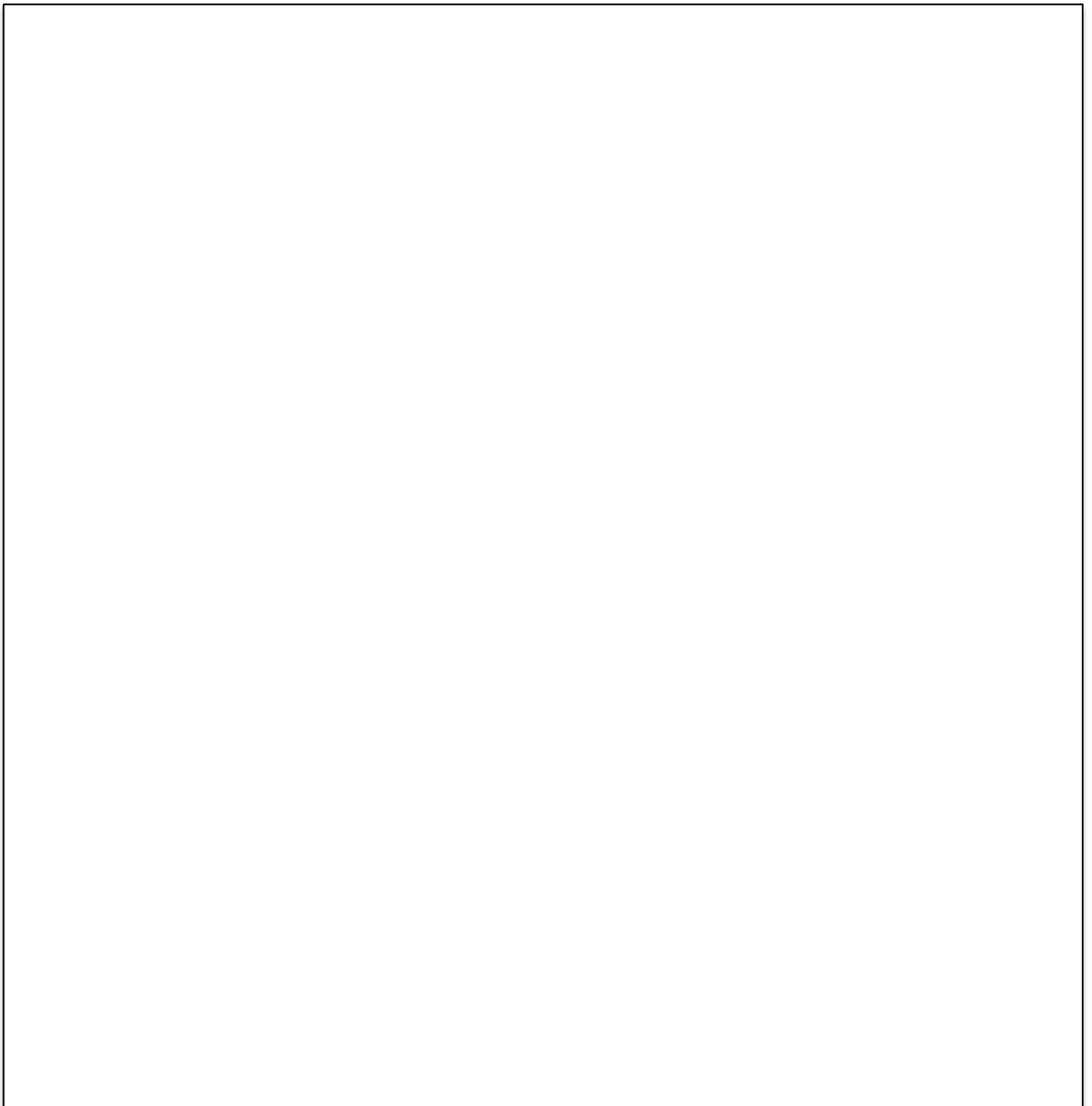
- “I would love them too, if I had a hear’ said the Tin Man.” (p.29)

Remember, the second conditional is about situations that are unlikely or impossible to happen!

Use your creativity and vivid descriptions to bring the mystery of your fantasy world to life.

Chose a topic to base your narrative:

1. Write a short narrative about a character who discovers a hidden magical object.
2. Write a short narrative about a person who wakes up one day with a superpower.
3. Write a short narrative about a mysterious disappearance in a magical city.



Speaking

1- Work in groups of three or four students. Each student is going to get a character card with a different possibility of fantasy characters. The card cannot be shown to the rest of the group. One card at a time, students are going to ask questions to one person in order to find out each character is. The person who the other students are trying to guess the character of cannot answer anything different than “yes” or “no.”

Here are some questions you might use for the game:

- Are you a magical creature?
- Would you live in an enchanted forest?
- Would you go to an ancient castle?
- Can you enter a mystical cave?
- Are you known for exceptional magical abilities?
- Are you skilled in the art of archery?
- Do you might use a weapon in battle?
- Are you from a noble lineage or have a royal bloodline?
- Do you have wings or the ability to fly?
- Are you known for your healing abilities and knowledge of herbs and potions?
- Do you have a strong affinity for the elements (fire, water, earth, air)?

“If you realize how powerful your thoughts are, you would never think a negative thought.”

Peace, Pilgrim, The Hunder Games.

Unit 2: Science Fiction

Getting Ready!

Science fiction is a genre of speculative fiction that typically explores imaginative and futuristic concepts, based on scientific or technological advancements that can be set in the future, alternate timelines, or in the present (significant departures from reality). This genre involves creating worlds, characters, and events that go beyond the bound of our current understanding of the natural world. It often presents a hypothetical world or universe that incorporates elements such as:

- *Advanced technology*
- *Space exploration*
- *Time travel*
- *Parallel universes*
- *Extraterrestrial life*
- *Artificial Intelligence*
- *Dystopian societies*
- *Genetic Engineering,*

Talk to a peer. Are you familiar with this genre? Write three or more examples of films, TV shows, books, author, or video games that are science fiction:

Grammar

1- Through the science fiction genre, we can explore “what if” scenarios and reflect on possibilities. Fill up the gaps with the correct form of the first conditional.

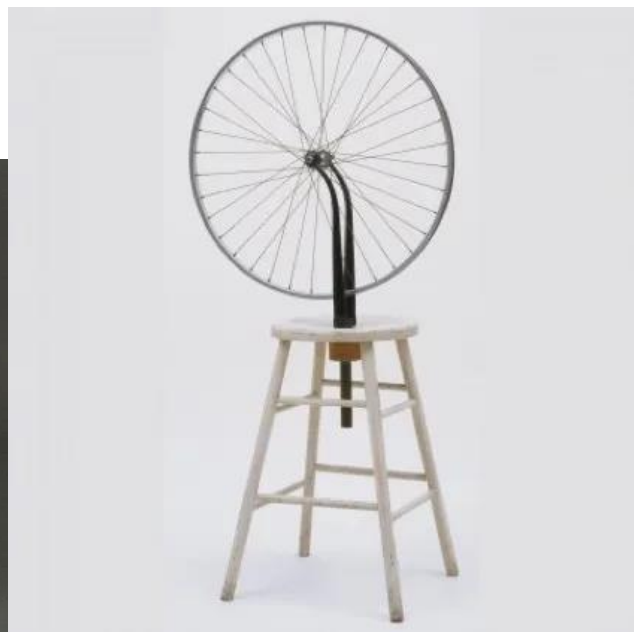
- I. If a time machine ____ (exist), people ____ (travel) to different eras.
- II. If robots ____ (have) emotions, they ____ (experience) human-like feelings.

Remember: while the second condition express an unlikely condition (nor expected to happen) the first conditional express a possible condition, likely to happen!

Here are a few more examples:

- If you finish your work early, you can go to the party.
- If you study hard, you will pass the exam.
- If it snows, the school might be closed.
- If you invite him, he might come to the party.
- If we win the match, we will celebrate.

2- The pictures above are a Dadaism art work. Dadaism was an artistic and literary movement that emerged in the early 20th century, it incorporated found objects, nonsensical or nonsensical combinations, and absurdist elements to provoke and challenge the viewer's perception. Now, imagine that these "fictional objects" are object that actually exist and give them a purpose. What will it serve for? Create five sentences using the first conditional.



I. Fountain by Marcel Duchamp, 1917.

II. Bicycle Wheel by Marcel Duchamp, 1913.

Example: If this magical seat (fictional name for picture I) works, I will be powerful.

Listening

As in fantasy worlds, adjectives are very important to construct science fiction worlds. Work in group of two or three people to discuss the meaning of commonly find vocabulary in science fiction genre.

1. Extraterrestrial
2. Cyberspace
3. Android
4. Transhumanism
5. Cyberpunk

These words should help your science fiction vocabulary and provide a foundation for understanding and discussing concepts commonly found in the genre.

Having this in mind, watch the following video:

The video “T-Rex VS Spinosaurus” by Versus YouTube Channel Comprehend the viewer to the possible encounter of two dinosaurs that existed, raising the questions of each one would end up victorious in a fight.



(Source: <https://www.youtube.com/watch?v=aMHkj6j1RQ0> – Last access 29/06/2023).

In the video, you can notice a specific pattern of vocabulary, such as the use of comparatives (“the biggest” or “as strong as”) and adjectives (“fierce” and “not-so-gentle”) that contribute to the viewer’s curiosity of the end of the video.

Check the vocabulary above and talk to your teacher about any unfamiliar word or expression:

- “the two largest”
- “the most daunting dino”
- “the deadliest”
- “as valuable as”
- “outsmart”
- “unbeatable”
- “vicious”
- “colossal”
- “mythical”
- “might chomp”
- “surprisingly”
- “murky”

Answer the questions below:

1- What is the Spinosaurus home field advantage?

2- Why is this video science fiction?

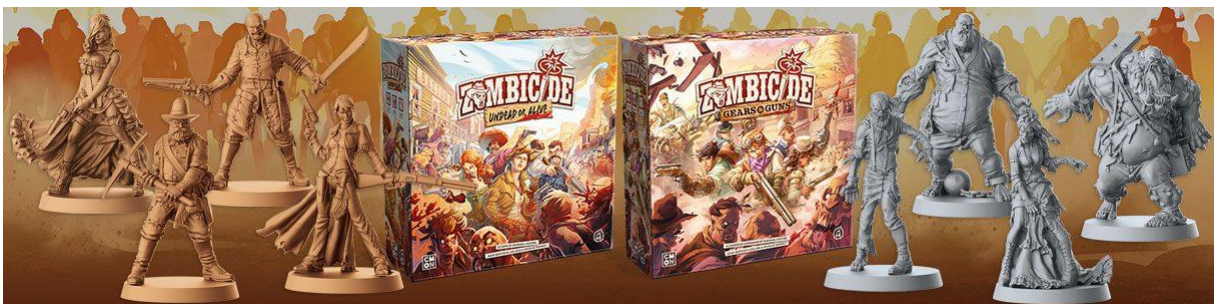
3- Where does the fight takes places?

4- After describing both dinosaurs, the narrator starts to narrate the fight. For that, he uses a variety of narration of facts, such as “the Spinosaurus chages at the T-Rex!” Use these facts and their following consequences (for example: “but the T-Rex easily dodges the attack”) to create first conditional sentences. Follow the example:

Is the Spinosaurus charges at the T-Rex, the T-Rex will easily dodges the attack.

5- The narrator says one sentence in which he uses the first conditional. Which one is it?

Reading



(Source: <https://www.zombicide.com/en/western-zombicide-products/> - last access 29/06/2023).

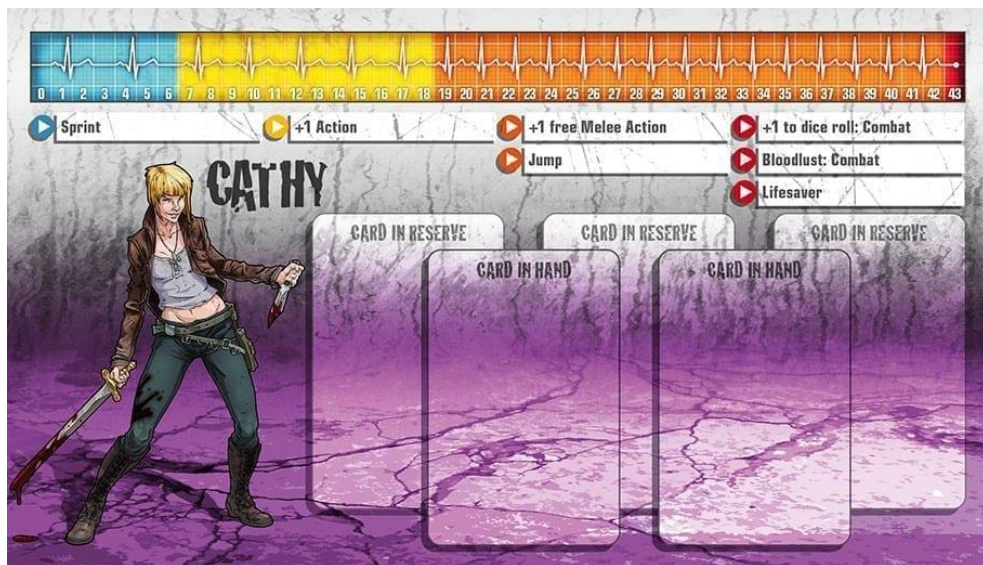
This is a picture of a famous board game released in 2012 called “Zombicide.” The game is set in a world overrun by zombies and the players must to survive of a zombie apocalypse. In Zombicide, players navigate through various scenarios cooperatively, finding weapons,

shooting zombies, gaining experience and customizing their heroes. Each hero has specific abilities and advantages they can bring to the big group. Here are the descriptions of four heroes:

I. Cathy

“They can’t bite what they can’t even touch.”

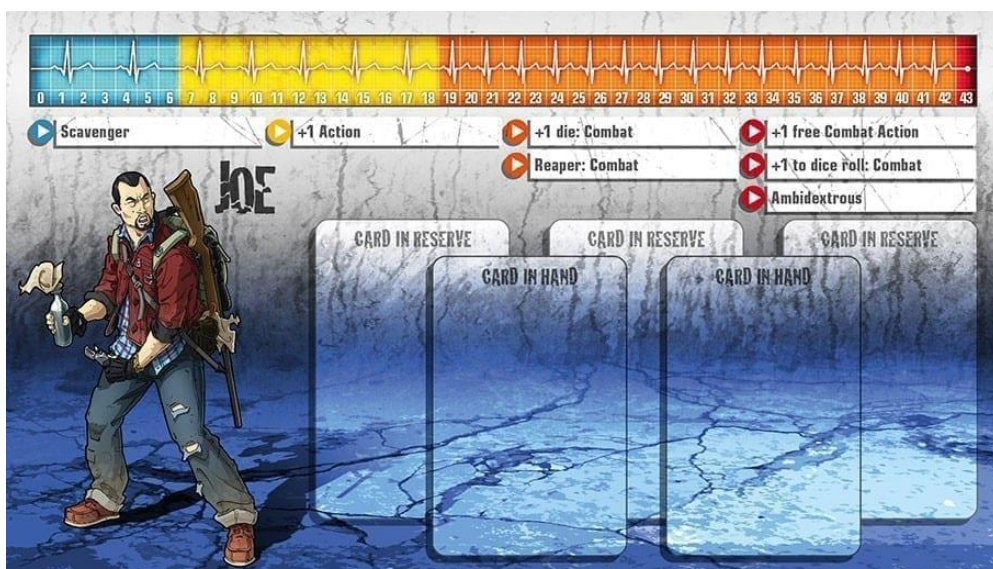
A **kind-hearted sprinter** with a **hatred** for zombies, Cathy can **outrun** anything and anyone”



II. Joe

“Recycling to save the planet takes on a whole new meaning, eh?”

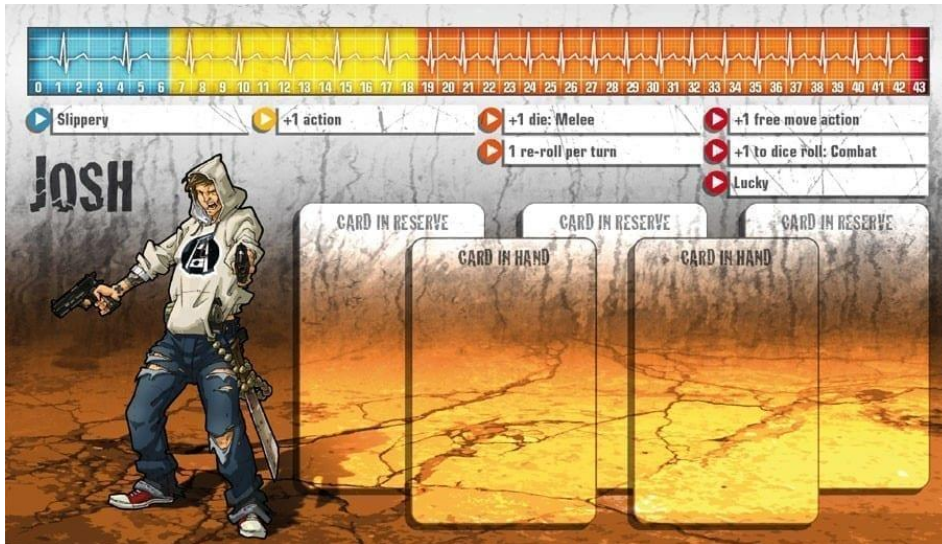
Joe knows how to find the weirdest stuff and turn it into something useful – even lethal – in no time. Before the zombies, he was considered a **jerk**. Now, everyone knows he’s a genius!”



III. Josh

“I don’t want your money. What am I supposed to do with it?”

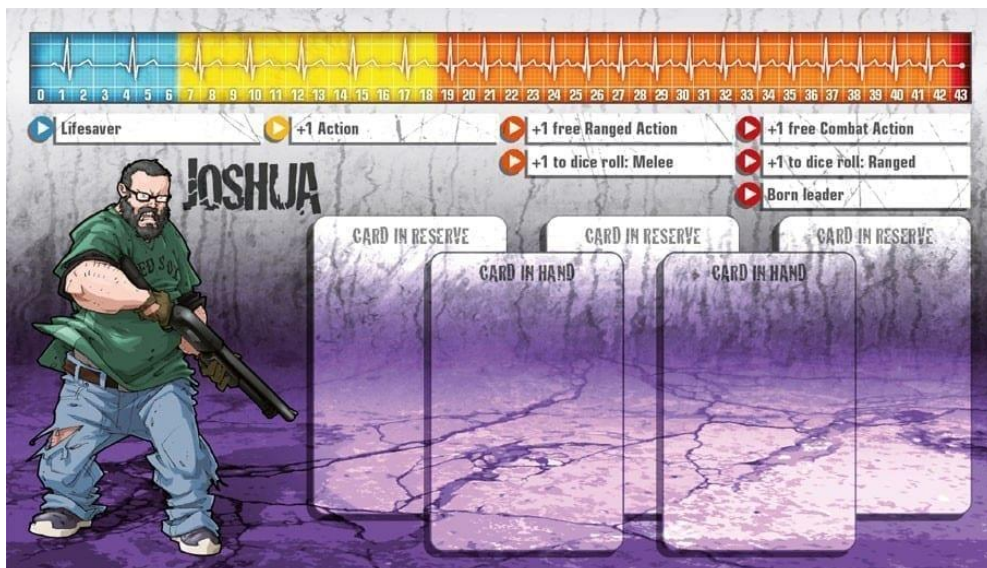
Josh grew up poor in a tough neighborhood and turned to simple street crime just to get by. It was all he could do to survive day to day before the zombies. Now there’s no more law, and no one can tell him what to do. Josh had found his **street smarts** in high demand by other survivors. Respect, he finds, is worth more than all the money in the world.”



IV. Joshua

“No one dies on my watch!”

Joshua had long studied how to survive a zombie invasion. Books, movies, and videogames taught a lot of crap but also contained lessons for a sharp mind. When the apocalypse finally came, Joshua packed his stuff and **vowed** to save as many people as possible, as long as they listened to him and didn’t attempt anything **foolish**. Now he has found a team and is willing to do anything to keep it together. Joshua is always here to save the day!”



1- This science fiction boardgame bring specific vocabulary within. Discuss with a peer the meaning of the following words, connecting them with their meaning.

- a) kind-hearted
- b) sprinter
- c) outrun
- d) jerk
- e) street smarts
- f) vowed
- g) foolish

- I. () a stupid person.
- II. () is one who likes other people a lot and always wants to help them.
- III. () to move faster or farther than someone or something.
- IV. () unwise, stupid, or not showing good judgment.
- V. () the ability to manage or succeed in difficult or dangerous situations, especially in big towns or cities.
- VI. () someone who runs short distances very fast.
- VII. () to make a determined decision or promise to do something.

(Source: <https://dictionary.cambridge.org/us/dictionary/english> - last access 29/06/2023).

2- As you noticed, each hero has a specific ability (sprint, scavenger, slippery, and lifesaver). Check the skills description and answer true or false to the following affirmations:

- **Sprint:** The Survivor can use this Skill once during each of their Turns. Spend 1 Move Action with the Survivor: they may move 2 or 3 Zones instead of 1. Entering a Zone containing Zombies still ends the Survivor's Move Action.
- **Scavenger:** The Survivor can Search in any Zone. This includes street Zones. Waterhole Zones, etc.
- **Slippery:** The Survivor does not spend extra Actions when he performs a Move Action through a Zone where there are Zombies.
- **Lifesaver:** The Survivor can use this Skill for free, once during each of his turns. Select a Zone containing at least one Zombie at Range 1 from you Survivor. All friendly Survivors in the selected Zone can be dragged to your Survivor's Zone without penalty. This is not a Movement. A Survivor can decline the rescue and stay

Inner English – Teachers’ Guide

This material is aimed at adults and young adults, level B2 according to the Common European Framework.

Unit 1 – Fantasy Worlds

This unit is divided into the following sections:

- Getting Ready!
- Grammar
- Reading
- Listening
- Writing
- Speaking

Suggestions on how to apply the activities:

- **Getting Ready!**

The focus is to introduce students to the genre fantasy, assisting them to develop the four abilities (reading, listening, writing, and speaking). This section is a warm up in which the teacher needs to observe and listen to the students in order to collect evidence of students’ vocabulary range, previous knowledge, and interest on the theme.

Answer key: a fantasy world is characterized by several key elements, such as imaginative setting, magic and supernatural elements, mythical creatures, epic quests, adventures, and good and evil conflicts. It is aimed to transport readers/viewers to a realm of imagination.

- **Grammar**

The objective of this section is to teach the grammar rules for the second conditional. The second conditional is a grammatical structure used to talk about hypothetical or unreal situation in the present or future. It is formed by using the modal verb “would” in the main clause and the past simple tense in the if-clause.

The genre fantasy was chosen to embrace the grammar goal due to its departure from reality and opportunity to inquire upon the unlikely.

Answer key:

1-

- I. If I found a magical portal, I would enter a fantastical realm.
- II. If I discovered a hidden treasure map, I would embark on an adventure to a land of dragons and knights.

- III. If I stumbled upon a magical book, I would unlock the secrets of a wizarding world.
- IV. If I obtained a magic wand, I would attend a school for wizards.
- V. If I encountered a talking animal, I would join them on a quest.

2- Here are some examples of possible answers.

If I lived in this three, I would watch the stars every day.

If I drank this magical water, I would never be sick.

If I ate in this enchanted land, I would get magical powers.

➤ **Reading**

The reading section comprehends a pre-reading, the reading, and a post reading activity.

The pre-reading activity prepares students for the upcoming text. It involves engaging learners before they start reading the main text, in order to activate their prior knowledge, build curiosity and motivation, and create a purposeful reading experience.

Answer key (vocabulary): source Cambridge Dictionary.

1-

- Enchanting: very pleasant or charming.
- Whimsical: unusual and strange in a way that might be funny or annoying.
- Imaginary: Something that is imaginary is created by and exists only in the mind.
- Mythical: existing only in stories.
- Mystical: relating to the belief that there is hidden meaning in life, or that each human being can unite with God.
- Dreamlike: as if in a dream and therefore not real.
- Epic: a movie, poem, or book that is long and contains a lot of action, usually dealing with historical subject.
- Magical: produced by or using magic.
- Legendary: very famous and admired or spoken about.
- Exotic: unusual and exciting because of coming (or seeming to come) from far away, especially a tropical country.
- Elf: an imaginary being, often like a small person with pointed ears, in popular stories.
- Orc: an imaginary creature like a very ugly violent human that is described in books by J. R. R. Tolkien.
- Faun: an imaginary creature that is like a small man with a goat's back leg, a tail, ears, and horns.

- Warlock: a man who is believed to have magical powers, usually to do evil.
- Mermaid/Merman: an imaginary creature described in stories, with the upper body of a woman/man and the tail of a fish.
- Kingdom: an area that is controlled by a particular person or where a particular quality is important.
- Arcane: mysterious and known only by a few people.
- Celestial: of or from the sky or outside this world.
- Realm: a country ruled by a king or queen.
- Prophecy: the ability to say what is going to happen in the future.

2- Students should read the text

3-

I. (a) Witchcraft.

II. (b) Wizardry.

4- The four houses of Hogwarts are Gryffindor, Slytherin, Ravenclaw, and Hufflepuff.

5- Hogwarts students could win points for their houses by performing well in a subjects and following the rules as expected.

6- The answer for this question is person. Students must be able to choose one of the four houses considering the characteristic of each one of them. It is expected to have students using the second conditional in their answer. Here is a possibility:

If I studied in Hogwarts believe I would be directed to Gryffindor due to my bravery and because I identify my personality with the element fire the most.

7- Here are two possibilities:

If Ravenclaw was brave, they would win the houses' competition.

If Gryffindor had more power, they would be mean.

The post-reading section lies in its ability to enhance comprehension, critical thinking, and knowledge retention by challenging students to use the second conditional while reflection about their reading and summarizing it into a few sentences.

➤ **Listening**

The listening part of the unit comprehends pre-listening, listening, and post-listening activity.

The pre-listening activity plays a crucial role in enhancing listening comprehension. They will prepare listeners mentally, activate prior knowledge, set expectations, build vocabulary, increase engagement, and develop effective listening strategies with a complete introduction

to the theme of the video and how it relates to the genre fantasy. Students should discuss with a peer, sharing their thoughts and ideas.

In the listening activity, students' are asked to show comprehension of the main topics of the video watched.

Answer key:

1- When writing a novel is necessary to pinpoint key details, think about your world's history as your fantasy novel must have a strong historical foundation, think about possible common experiences that mold characters lead them to a particular social order, and your world's geography.

2- Geography is important because its history influences your characters in their social order. It also provides consistency to the story.

When your students finished the activity, check the answers and discuss possibilities of how the geography and the history of a fictional world can influence the characters. Encourage students to share known fantasy references. This post-reading exercise is crucial for consolidating students' comprehension, reinforcing learning, and promoting language acquisition, allowing them to reflect on and extend their understanding of the content they have listened to.

➤ **Writing**

The pre-writing introduces students in what they will be asked for, giving them suggestions and ensuring their understanding of the main characteristics the genre they will be writing as well as the grammar and vocabulary required for it.

Before requiring students to write, discuss the characteristics of the genre, such as magic, mythical creatures, and imaginary worlds. Encourage your students to plan, organize, brainstorm and outline ideas before actually starting to write. Through that, students will clarify their main ideas and refine their focus, besides gaining a confidence boost.

➤ **Speaking**

During the unit, students were exposed to proper vocabulary and useful grammar inputs for the genre fantasy. In this last moment, they are encouraged to reflect upon their learning in a fun activity. It is expected to have students engaging and getting excited by the game.

Through this game, students have an opportunity to develop and improve effective communication skills, being challenge to arise question using the new vocabulary learnt. The game is also an important tool to foster students' confidence, listening skills, and pronunciation and intonation.

Unit 2 – Science Fiction

This unit is divided into the following sections:

- Getting Ready!
- Grammar
- Listening
- Reading
- Writing
- Speaking

Suggestions on how to apply the activities:

- **Getting Ready!**

The focus is to introduce students to a possible new vocabulary and the genre science fiction. The teacher should attentively observe students' discuss in order to collect evidence on their vocabulary range, previous knowledge, and interest on the theme.

Students are expected to be a little familiar with the genre and know a few films, TV shows, books, authors, or video games.

- **Grammar**

This section teaches the first conditional with a inductive approach of teaching. Teaching grammar using an inductive approach can be an effective method for introducing the first conditional to students. The inductive approach focuses on providing students with examples and allowing them to discover the rules and patterns of the target grammar structure.

The first conditional is related to the genre science fiction in the explanation.

Answer key:

1-

- I. If a time machine exists, people will travel to different eras.
- II. If robots have emotions, they will experience humanlike feelings.
- III. If aliens make contact with Earth, scientists will attempt to communicate with them.
- IV. If artificial intelligence becomes sentient, it will adapt to new environments and face the unknown.
- V. If humans invent a device to read minds, privacy will no longer exist.

Talk to your students about the different meanings of these sentences by using different modal verbs.

2- This exercise is to challenge students' creativity. The answers are personal and will vary. However, they are expected to use the first conditional properly and show confidence with its use by exploring the beauty of Dadaism "nonsense art," creating new names and functions for the objects shown in the pictures.

➤ **Listening**

Within this section, students will be introduced to new vocabulary. They will increase and develop critical thinking in the group discussion proposed in the pre-listening moment.

Answer key:

1. Extraterrestrial: in or coming from a place outside the planet Earth.
2. Cyberspace: the internet considered as an imaginary area without limits where you can meet people and discover information about any subject.
3. Android: a robot (= machine controlled by computer) that is made to look like a human.
4. Transhumanism: the theory that science and technology can help human being develop beyond what is physically and mentally possible at the present time.
5. Cyberpunk: literature about an imaginary society controlled by computers.

Source: Cambridge Dictionary.

Review the vocabulary with the students and ask them to answer the questions.

Answer key:

- 1- The Spinosaurus home field advantage is the water, specifically the North African swamps.
- 2- This video is a science fiction video because is about speculative fiction that explores an imaginative scenario.
- 3- The fight takes place in a tropical forest.
- 4- Here are two possibilities:
 - If the Spinosaurus whirls around, he might locate his opponent among the threes.
 - If the T-Rex tail whips, he will wounds his challenger.
- 5- The first conditional sentence used by the narrator is 'If he (Spinosaurus) can get in a few blows, he may stand a chance.'

➤ **Reading**

The reading activity thermalizes a board game of science fiction. Students are expected to read, organize, analyze, and compare information to answer the questions.

This section challenge students' memory in another language, English.

Answer key:

1-

- I. d) jerk.
- II. a) kind-hearted.
- III. c) outrun.
- IV. g) foolish.
- V. e) street smarts.
- VI. b) sprinter.
- VII. f) vowed.

2-

(T) Joshua can move the other to his direction.

(F) The Scavenger used to live in the streets before the apocalypse.

(F) Both Cathy and Joshua can directly help the other survivors with their skills.

(T) Two of these Survivors have movements' skills.

➤ **Writing**

As students were provided with the key elements of the genre science fiction and given examples of famous science fiction stories. They will be asked to write a short science fiction story by their own.

Engage students in a discussion in which you review the characteristics they learnt science fiction stories usually have, make sure you go through the vocabulary, and emphasize how the use of the first conditional can describe situations that are likely to happen in their stories.

Make sure your students are feeling confident and have brainstormed, planned, and organized their thoughts before actually starting to write.

In the discussion, talk about possible path each suggested topic can take a science fiction story to take.

Pay attention while you speak, it would be interesting if you speak many first conditional sentences while the class is brainstorming ideas together.

Constructive feedback is essential in this section. Students show have clear and direct feedback about their writing, going through error correction, language proficiency developing (ideas of words that can be used to increase the vocabulary level of the story), and enhance clarity and coherence. It is a moments for self-reflection and growth that, consequently, can increase confidence.

➤ **Speaking**

Using science fiction as a tool to teach English can be an engaging and exiting way to improve language skills while exploring realities likely to happen and thought-provoking

concepts. Divide the class into small groups and provide them with a set of science fiction concepts cards. Here are some examples you can write in the cards:

- Galactic Transport Network.
- Teleportation.
- Underwater cities.
- Robot companions.
- Genetic Engineering for Superhuman Abilities.
- Virtual reality addiction
- Alien first contact.
- Bio-mechanical augmentations.
- Utopian solar colonies.
- Post-apocalyptic time travel.
- Post-human evolution.

The Padlet platform is suggested to make the brainstorming moment more visual to the group, as now we have more than only one brain working together to organize thoughts and ideas in order to create the group presentation.

In their presentations, the groups should explain the key features of their science fiction concept, its unique characteristics, and how the concepts corroborate to make this reality likely to happen.

After the presentations, the teacher can create a moment of debate. Offering a few minutes at the end of the presentations for the other students to ask questions and offer suggestions, stimulating the class to have a constructive discussion.

Conclude the activity by asking students to reflect on the experience discussing what they learned and what challenges they encountered during their work. This moment is also intended to foster critical thinking skills.

Rationale

Inner English is a tentative didactic material aimed at intermediate young adults, developed under the light of critical thinking (CT) and communicative language teaching.

The content of the units was designed to engaged and motivate students to increase their vocabulary as their needs for expression appears while their work on appropriate grammar for their level of English knowledge. This book for learning and teaching English language is intended to support critical thinking and personal growth. The “open-ended” activities based on students’ imagination and creativity domain them to think and offer them space to share a variety of possibilities and outcomes, inspired by their life experiences and previous knowledge.

A pedagogical relevance of a theme that brings creativity and imagination as mandatory for the classes to work is due to the value of students’ ownership of their own learning experiences. Within that, the teacher can address the units and increase students’ knowledge according to their personal purposes, bringing meaningful and relevant thinking to the class.

As the motivation towards learning another language is known to be very relevant in the students’ learning process, this English book should provoke and intrigue students in order to foster their interest in the theme. As a toddler’s teacher, I have a strong believe that the personal and unique character of learning experiences will guide us towards new and pleasure learning experiences, for that, each learning experience has a response with the learning of the content itself and the personal growth of each student, who are autonomous lifelong learners.

It is important to provide the learner with a great learning experience, to guarantee a meaningful learning, with a major probability of dropouts’ avoidance. By using this book, the teacher can actively attend learner’s demands and focus on that. This is why the units were left a space for subjectivity. Thus, learners have a consistent context to develop and improve their knowledge of both the first and the second conditional, while having a clear difference of their uses. Because of that, the material is contemplated with task-based activities and opinion-sharing discussions, which allow students to develop the four skills (listening, writing, speaking, and reading), grammar, and vocabulary comprehension through an inductive approach.

Listening

Teaching listening skills under the light of critical thinking and communicative language teaching is an effective approach that combines language proficiency development with higher-order thinking skills. It emphasizes the importance of actively engaging learners in meaningful and authentic listening tasks while encouraging them to think critically and reflect on the information they receive.

In Inner English, the listening activities from both units use authentic video from official video platforms. Using authentic listening materials such as podcasts, TED Talks, new broadcasts, and interviews, exposes learners to real-world language use and diverse perspectives; it fosters critical thinking by challenging learners to interpret and evaluate information in different contexts.

In both units, the pre-listening activities start with a short explanation, leading students to pay attention and make them to be aware of the richness of adjectives that can be found in a description of a fantasy world. Engaging students in pre-listening activities can activate their prior knowledge, set a purpose for listening, and encourage them to make predictions. These activities prompt learners to think critically about the topic, activate relevant vocabulary, and make connections to their own experiences (Richards & Renandya, 2002).

As learners were exposed to certain consistency, they can focus their practices and learning on what is aimed by the units. After the listening task, post-listening discussions encourage critical thinking and reflection, engaging students in analyzing the content, evaluating perspectives, and expressing their opinions. These discussions enhance communication skills, while fostering critical analysis, and promoting collaborative learning. It consists of comprehension and interpretation questions.

Reading

Teaching reading skills emphasizes engaging learners in interactive reading tasks that promote critical analysis, interpretations, and meaningful communication.

In Unit 1, the text selected was an introduction to a famous fictional, Hogwarts, followed by the descriptions of its houses. The text is aimed at the general public, to explain and summarize the topic for the readers. In Unit 2, the text selected is part of a board game called “Zombicide,” and it is aimed to the general public intending to provide another example of the Science Fiction genre in our world.

Within these texts, authentic reading materials provided learners with real-world language use and diverse perspectives. As Anderson (2014) highlights the significance of meaningful and authentic reading tasks, text selection, and activating prior knowledge to enhance comprehension and motivate learners. It promotes motivation and active participation of the learner.

Throughout the reading activities, the learners' attention is also targeted to the importance of the use of adjectives in descriptive texts and how it enhances and enriches the consistency necessary to make fantasy worlds believable. In the pre-reading exercise, the learner is introduced to this wide range of possibilities of the use of adjectives and the creation of new words.

Developing reading skills in second language learners is crucial for enhancing comprehension, vocabulary acquisition, and critical thinking abilities.

Writing

Teaching writing skills facilitates reflective practice, enabling learners to develop metacognitive skills and deepen their understanding of the language (Farrel, 2016).

Both units target the construction of descriptive texts. In Unit 1, the learner is taken to get to know the fantasy genre in order to encourage and motivate them to use their imagination and creative to work with hypothetical thinking, getting deeper in the grammar focus of the units, first and second conditional. Explicit instruction (Frodesen, 2014) is provided in the explanation and students are expected to support accurate and appropriate the language use thought, adjectives and conditionals.

The writing activities aimed to create a supportive writing environment (Weigle, 2014), which will allow students to develop metacognitive skills and reflect upon their learning by its applicability.

It is expected for the teacher to correct the writing to targeted and focused written corrective feedback, which is considered by Lee (2019) as more effective than excessive feedback; the teacher must offer opportunities for feedback and revision.

Speaking

Burns (2012) discusses the importance of adopting a holistic approach to teaching speaking in the language classroom. She argues that speaking is not simply a mechanical skill

but a complex process that involves various linguistic, cognitive, affective, and social aspects. Taking that into account, Inner English aims to foster opportunities for the development of all the aspects, with a specific care for affective and social approaches to learning, attempting to guarantee the learners motivation and comfort within the learning experience provided, as it is crucial for language teachers to consider and address these multiple dimensions when designing speaking activities and facilitating language development.

In both units we offered learners with opportunities for purposeful and meaningful speaking practice, promoting meaningful and real communication allowing students to commit mistakes and favoring their interest, needs, context, and comfort in relevant activities for them. As Burns underscores the importance of developing learners' strategic and socio-cultural competence, using various communication strategies to overcome difficulties and achieve effective communication.

An important strategy of the units is to engage students in the theme in a way their focus in the speaking activity would be doing "right" or "wrong," the communication itself would be the goal, sharing their opinions and activities with their peers and listening them carefully as well.

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