

Universidade Federal de Minas Gerais
Faculdade de Letras

Curso de especialização em Ensino de Inglês

MATERIAL DIDÁTICO PARA O ENSINO DE INGLÊS

Time Travel

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Faculdade de Letras

Curso de Especialização em Ensino de Inglês

Material Didático para o Ensino de Inglês

Time Travel

Trabalho apresentado ao curso de Especialização em Ensino de Língua Inglesa da Faculdade de Letras – UFMG como requisito parcial para a obtenção do título de Especialista em ensino de Língua Inglesa.

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CONTENTS

Introduction	04
Unit 1	06
Teacher's Guide 1	17
Unit 2	27
Teacher's Guide 2	37
Rationale	43
References	35

Introduction

In order to conclude the *Specialization course of English Teaching at CEI-UFMG*, this final paper was mandatory. This final paper is a non-profitable material and can only be reproduced with the author's authorization.

The following teaching material was built with the purpose of combining English teaching with a historical context, in this case, World War II. Both units use the same context to develop language, promote interaction and to think about our society today.

I have always been fascinated with this historical event. I have watched many movies and read many things on the topic. While thinking about the paper I had the idea of using this context because I knew the great variety of resources that could be found on the internet. Throughout my researches, I have selected relevant genres of that time, which are still relevant today. For instance, newspaper articles, front page of newspapers and journals. All texts used are authentic and everything was taken from reliable websites. They are all suitable for the target public who would be about 14 years old.

This paper was designed for students of 9th grade (Ensino Fundamental II) and it is recommended that they have an A2 (according to the Common European Frame Work of Reference For Languages) level of the language for a better understanding of the material. The best moment to work with these units is while the history teacher is also teaching World War II. Therefore students can have different points of view of the war. It is likely that they will be able to think more critically of this period in time.

Although the units have the same context, their goals are different.

The first unit will contextualize the students, activate their background knowledge of the topic and select vocabulary by analyzing the front page of some newspapers and its headlines. In order to understand the headlines it is important to understand verb tense used. Students are going to research about some facts of war and create a timetable to become more familiar with the sequence of events during that time. Students will be able to compare the direct speech with the reported speech. They will also apply what was discussed in class at the end of the lesson by interviewing someone who has lived during a war event and reported in the school's magazine.

The second unit will take a deeper look into what was happening at that moment. The story chosen was the diary of Anne Frank. Students will be asked to define the kind of information can found in a diary and its characteristics. They will recognize and

understand modal verbs. They will manage to talk about intolerance, and reflect on this issue in today's society. They will be able to apply what they have learned by writing their daily experiences on a blog for a week and add their impressions regarding the problems intolerance my cause on their own context.

The units are organized in the same way. The first part students will be contextualized through pictures. Then they will analyze the genre, to check its structure. Next, they will select the vocabulary and activate their previous knowledge. The grammar part is done deductively, by analyzing parts of different texts. The reading part gives a better view of the theme and more vocabulary is added in this part, their comprehension is also checked through exercises. Their listening provides another point of view, so the students can discuss what had happened at that time.

This material is to be taught using the Communicative approach, designed to promote interaction allowing the students to share their ideas and to think over their own position in the world. Students will find it motivating to travel in time by using technology. Students can also be guided by the teacher to go beyond the units and watch some movies or do some extra reading.

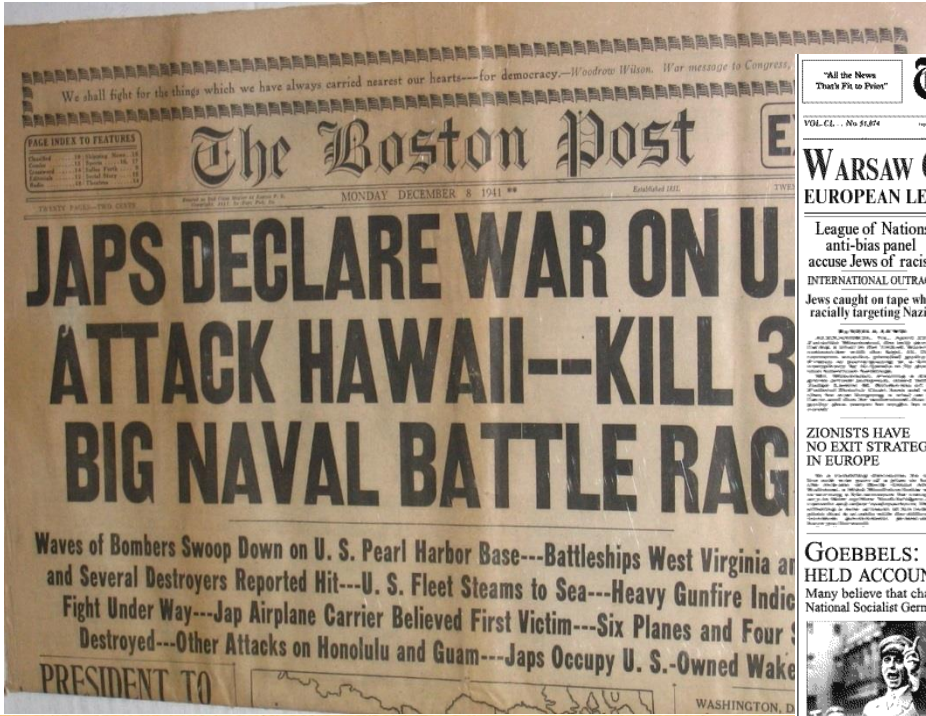
Unit 1

The great common world



SPEAKING

1. Take a look at these headlines from newspapers. What event are these headlines referring to? What do you know about this event?



2. What comes to your mind when you think about this event?
Make a word map.

World War II

3. What kind of information can you get from the front page of a newspaper? Check () the correct options.

() Date () Sources () Location () Page numbers () Name of the newspaper () List of authors () Headlines () full articles

4. Find the verbs in the headlines. What is the tense of these verbs? Do they refer to the present or past? Complete the sentence below:

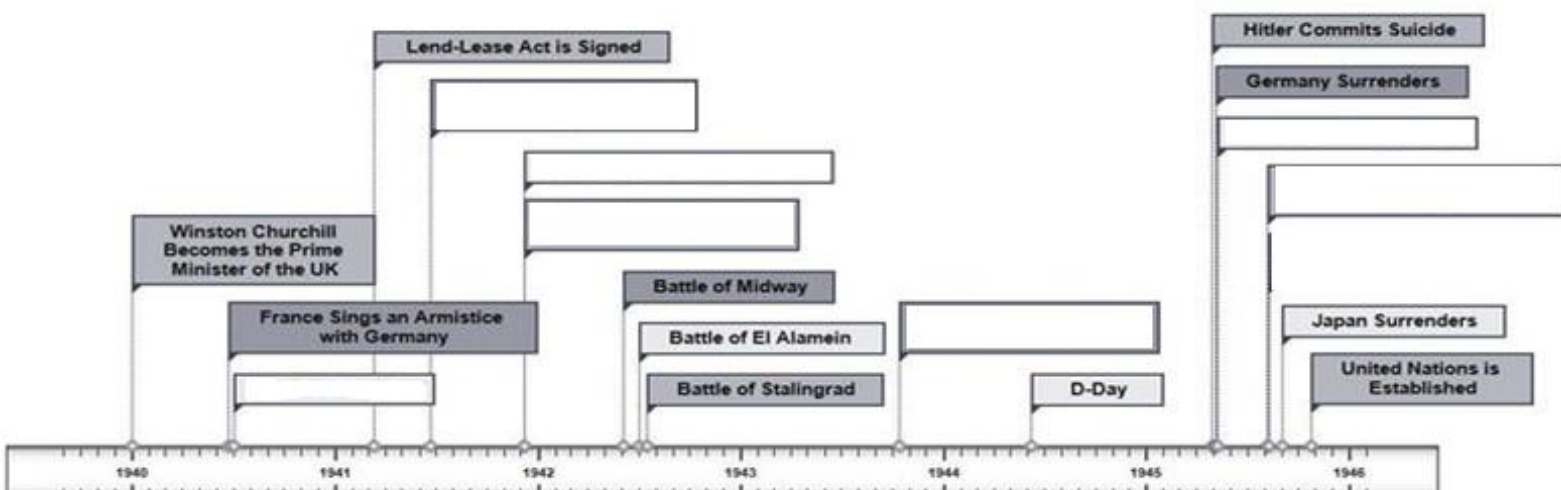
- In headline the verbs are in the _____, but it is referring to the _____.




5. In pairs, do a research about the events in the box during the war and complete the timeline.

Japan Bombs Pearl Harbor - Battle of Britain - Victory Day in Europe - Operation Barbarossa Begins - USA Declares War on Japan - Italy Declares War on Germany - Atomic Bomb is Dropped in Hiroshima and Nagasaki

World War Two Timeline 1940 - 1945




6. Choose one event and search for information about it in the papers of that time, then tell your class what the paper was saying in headlines. 



Example:

The Boston Post said that Japan declared a war on U.S.

Event: Japan Bombs Pearl Harbor ->

7. While listening to your colleagues and complete the chart below as the example are given. 

Events	Paper Information
Japan Bombs Pearl Harbor	Boston Post: "Japan declares a war on U.S."
Battle of Britain	
France signs an Armistice with Germany	
Victory Day in Europe	
Winston Churchill Becomes Prime Minister of the UK	
Operation Barbarossa Begins	
USA Declares War on Japan	
Atomic Bomb is Dropped in Hiroshima and Nagasaki	
Battle of Midway	
Lend-lease Act is Signed	

Battle of El- Alemain	
Battle of Stalingrad	
D-day	
Hitler Commits Suicide	
Germany Surrenders	
Japan Surrenders	
United Nation is Established	



Reading

1. Read the title of the text.

- **Look for the names of the leaders involved and relate to their country.**
- **Read the text and answer the questions.**

1941: Germany and Italy declare war on US

Germany and Italy have announced they are at war with the United States. America immediately responded by declaring war on the two Axis powers.

Three days ago, US President Franklin Roosevelt announced America was at war with Japan, the third Axis power, following the surprise attack on its naval base at Pearl Harbor.

Today Italian dictator, Benito Mussolini, made his declaration first - from the

balcony over the Piazza Venezia in Rome - pledging the "powers of the pact of steel" were determined to win.

Then Adolf Hitler made his announcement at the Reichstag in Berlin saying he had tried to avoid direct conflict with the US but, under the Tripartite Agreement signed on 27 September 1940, Germany was obliged to join with Italy to defend its ally Japan.

"After victory has been achieved," he said.

"Germany, Italy and Japan will continue in closest co-operation with a view to establishing a new and just order."

He accused President Roosevelt of waging a campaign against Germany since 1937, blamed him for the outbreak of war in 1939 and said he was planning to invade Germany in 1943.

Over in Washington, President Roosevelt told Congress the free world must act quickly and decisively against the enemy.

"The forces endeavoring to enslave the entire world now are moving towards this hemisphere.

"Delay invites danger. Rapid and united efforts by all peoples of the world who are determined to remain free will ensure world victory for the forces of justice and righteousness over the forces of savagery and barbarism."

Resolutions against Germany and Italy were passed without debate. The only person who did not vote for war was pacifist Congresswoman Jeannette Rankin who had also voted against war with Japan.

In the Senate the vote was unanimous.

Both Democrats and Republicans have agreed to "adjourn politics" for the duration of the war and focus on national defense.

They have passed a new law which allows US servicemen to fight anywhere in the world.

Following the shock of Pearl Harbor, American citizens are flocking to volunteer for the US Navy and Marine Corps which do not take conscripts.

The US Army has already grown tenfold since the draft was introduced last year.

Available at:

http://news.bbc.co.uk/onthisday/hi/dates/stories/december/11/newsid_3532000/3532401.stm> Accessed: July 28th, 2015

Reading comprehension



2. Find the words below in the text and match with the definition.

- | | |
|---------------------|--|
| a) Pledging | () To attempt; try. |
| b) Waging | () To carry on. |
| c) Endeavoring | () To promise solemnly. |
| d) Righteousness | () Recruit. |
| e) Adjourn Politics | () Suspend Politics. |
| f) Conscript | () The quality or state of being just or right. |

3. According to the text decide if the statements are True (T) or false (F)

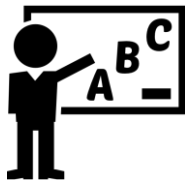
- a) After the naval base attack, Japan declared war against the United States.
()
- b) The tripartite agreement assure the union of Germany, Italy and Japan.
()
- c) The United States planned to attack Germany.
()
- d) Only one person voted against the war.
()
- e) National defense was not a priority at the time.
()

Check your answers with a person next to you. Discuss the false statements.

4. In Groups of 4, discuss the context for this event to happen and what was the United States' position.



Grammar



1. Find in the text parts that corresponds the information below and copy it next to it.

Direct Speech	Reported Speech
President Franklin Roosevelt: "We are at war with Japan."	
Benito Mussolini: "the "powers of the pact of steel" are determined to win."	
Adolf Hitler: "I have tried to avoid direct conflict with the US but, under the Tripartite Agreement signed on 27 September 1940, Germany is obliged to join with Italy to defend its ally Japan."	
Adolf Hitler: "He is planning to invade Germany in 1943."	

2. Underline the verbs in the box above, and circle the correct answer.

- Did the verbs stay in the same form in both speeches? **YES / NO**
- Did the verbs move one tense back? **YES / NO**

3. Complete the box below.

Direct Speech	Reported speech
Invades (Simple Present)	
Is attacking (Present Continuous)	
Bombed (Simple Past)	
Have commend (Present Perfect)	Had commend (Past Perfect)
Was announcing (Past Continuous)	Had been announcing (Past Perfect continuous)
Will	Would

4. Read the quotes bellow taken from the text and report them.

a) Adolf Hitler: "After victory has been achieved,"

He said

(that) _____

b) Adolf Hitler: "Germany, Italy and Japan will continue in closest co-operation with a view to establish a new and just order."

He insisted (that) _____

c) Franklin Roosevelt: "The forces endeavoring to enslave the entire world now are moving towards this hemisphere."

He said (that) _____



Listening

1. Considering the symbol, how do you think these people relate to the war?



2. Listen to one of their stories under the topic *Burying the Dead After the War*.

- Who do you think found the bodies?

<http://www.holocaustsurvivors.org/data.show.php?di=record&da=recordings&ke=19>

3. Listen again and choose the correct answer.

- | | |
|--|--|
| a) Who fed the DP?
<input type="checkbox"/> USA
<input type="checkbox"/> UN
<input type="checkbox"/> UNRRA | c) The bodies were found:
<input type="checkbox"/> near the apartments.
<input type="checkbox"/> in the woods.
<input type="checkbox"/> in the streets. |
| b) The bodies were found:
<input type="checkbox"/> During a holiday
<input type="checkbox"/> During the night
<input type="checkbox"/> During the day | d) How many people did they find?
<input type="checkbox"/> about 15.
<input type="checkbox"/> about 150.
<input type="checkbox"/> about 50. |

4. In pairs, talk about the feelings these people went through during the war and after this event.

- **Bring it to the present. Does prejudice still exist? Who are the target?**



Writing

1. Do a short interview with a person who has lived during a war and ask how this person's experience was during the war. Write an interview report using your own words to report the interview. The interview report will be published in the school's magazine. Remember to include a photo of this person.



Teacher's guide

“Tell me and I forget. Teach me and I remember. Involve me and I learn”

-Benjamin Franklin

Dear teachers,

In this guide, you will find instructions to help you develop the units step by step. Different resources can also be found either to inspire you or to use in class if you have time to do so. They answer key is also combined with the instructions.

Each unit will take 4 classes of 50 minutes each to go through the material. If you add the extra resources, you may take longer than planned.

Your role is to create conditions under which learning can take place. Be a facilitator to your students, try to only use English and guide their understanding by using mimics, pictures, definitions and synonyms throughout the lessons. Motivate your students to get involved in the process. Promote interaction between the students and listen to what they have to say.

It would be a good idea if you develop this lesson at the same time the history teacher is teaching World War II.

Hope you enjoy,

The author.

Time travel

Teaching English through history

Unit 1 – The great common world

- Reported Speech
- Direct and Indirect speech
- World War II events
- Newspaper front page and headlines

Warm-up

Before you start this lesson ask students: *Where do you prefer to get your news? Do you read the newspaper? Which one?*

Opening page/ Speaking

Activity 1

Ask the students to describe what they see in the pictures, and ask them to guess the topic of the Unit by reading the headlines of the newspaper.

Activate previous knowledge by asking them: *what do you know about this event?*

Activity 2

Explore the genre by ask them to check the information that can be found in the front page of a newspaper.

- Date
- Location
- Page numbers
- Name of the newspaper
- Headlines



Activity 3

Ask students to find the verbs in the headlines, analyze them and complete the sentence.

- In headline the verbs are in the present, but it is referring to the past.



Activity 4

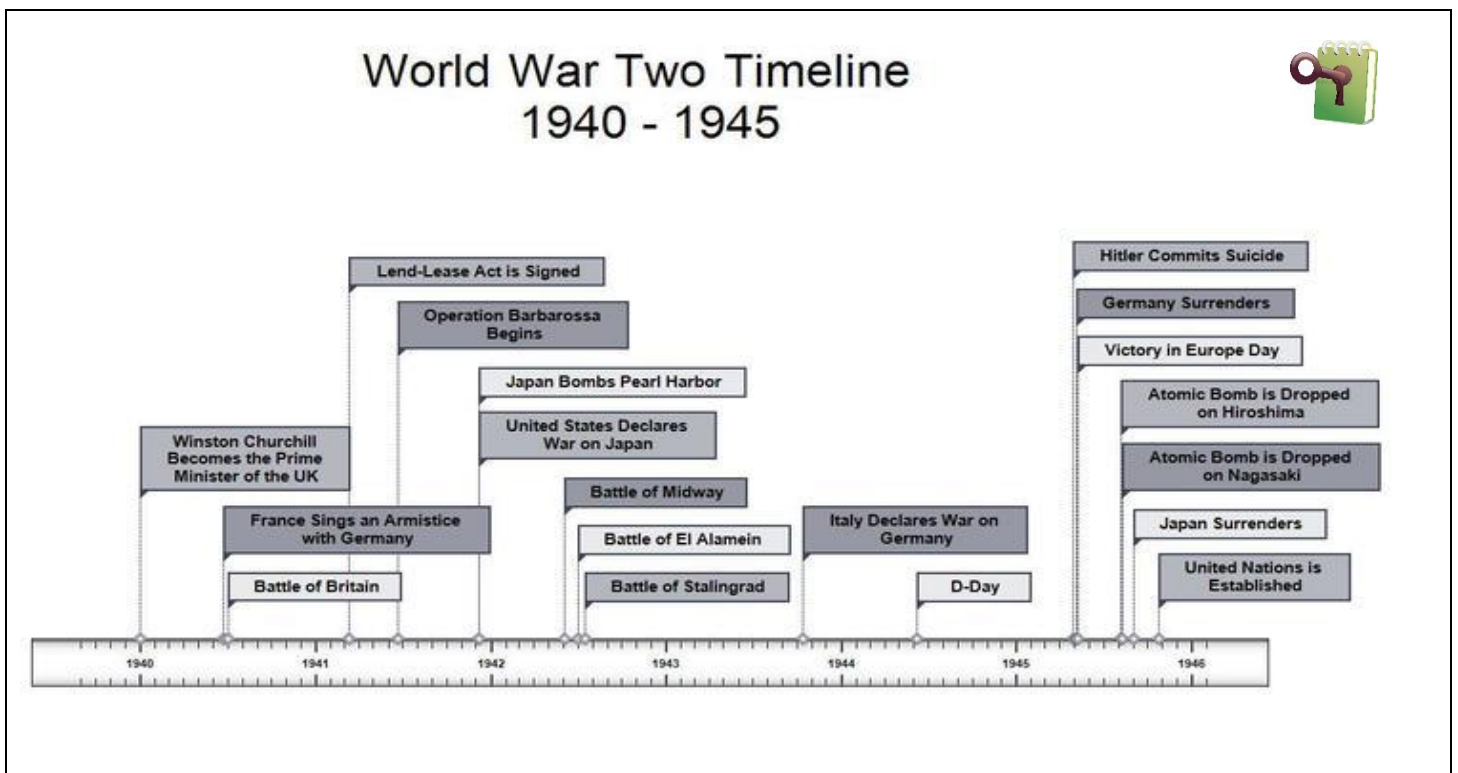
Ask students to make a word map with words they can connect to the topic. You may take some dictionaries to class or allow them to use their smartphones (dictionary apps).

Nazism – Intolerance – Discrimination – Germany – Jews – Concentration camps – Fascism – Hitler – 1940 – 1945



Activity 5

Take the students to a computer lab or, if all of your students are provided with a smartphone allow them to use and to research about the given events and complete the timeline. This activity can be done in pairs or individually.



Activity 6

Students are going to choose one of the events from the timeline search for newspaper of that time and report what they have found to the classroom. Ask them to follow the example.

Make sure the students are researching all the events.

Activity 7

Ask students to keep notes of what is being said by their colleagues and follow the example.

Reading

Activity 1

Read the title of the text and ask the students: *Which of the events above determined this situation?*

Japan Bombs Pearl harbor – Us declares war in Japan



Ask students to scan through the text and find name of leaders involved and their related country.

Franklin Roosevelt – The United States

Benito Mussolini – Italy

Adolf Hitler – Germany



The reading of the text can be done silently or out loud by the students taking turns. You may decide what fits your reality.

Activity 2

Ask the students to find the words in the text and match them to its correct definition.

Elicit some answers and check them with the students.

C – B – A – F – E – D



Activity 3

Read the statements out loud to your students and ask them to go back in the text and decide which ones are true and which ones are false.

Tell the students to check their answers with a partner and to also discuss the false statements.

Walk around the classroom to check if the students are discussing and to see what they found out.

F – T – F – T – T



Activity 4

Divide the class into groups of 4 students. Ask the students to discuss the current context that led to this event to happen.

Give the students some minutes to discuss. After, ask them: *What were your conclusions?*

Grammar

Activity 1

Focus on the chart. Read the first option with the students and ask them to go back to the text and find the answer. Elicit from the students the answer and ask them to do the others by themselves.

Direct Speech	Reported Speech 
President Franklin Roosevelt: “We <u>are</u> at war with Japan.”	US President Franklin Roosevelt announced America was at war with Japan.
Benito Mussolini: “the "powers of the pact of steel" <u>are</u> determined to win.”	, Benito Mussolini, made his declaration first - from the balcony over the Piazza Venezia in Rome - pledging the "powers of the pact of steel" <u>were</u> determined to win.
Adolf Hitler: “I <u>have tried</u> to avoid direct conflict with the US but, under the Tripartite Agreement signed on 27 September 1940, Germany <u>is</u> obliged to join with Italy to defend its ally Japan.”	he <u>had tried</u> to avoid direct conflict with the US but, under the Tripartite Agreement signed on 27 September 1940, Germany <u>was</u> obliged to join with Italy to defend its ally Japan.
Adolf Hitler: “He <u>is planning</u> to invade Germany in 1943.”	he <u>was planning</u> to invade Germany in 1943.

Check the answers with the students, by eliciting the answers from the students.

Activity 2

Focus on the question. As the students to underline the verbs in the box, analyze the differences and circle the correct answers.

Did the verbs stay in the same form in both speeches? **YES / NO**

Did the verbs move one tense back? **YES / NO**



Activity 3

Tell students to complete the box.

Explain the grammar notes to the students. Write them on the board if necessary.

After they are done, elicit the answer.

Grammar notes:

Direct speech repeats, or quotes, the exact words spoken. When we use direct speech in writing, we place the words spoken between quotation marks (" ") and there is no change in these words. We may be reporting something that's being said NOW (for example a telephone conversation), or telling someone later about a previous conversation.

EXAMPLES

- She says, "What time will you be home?"
- She said, "What time will you be home?" and I said, "I don't know! "


Reported or indirect speech is usually used to talk about the past, so we normally change the tense of the words spoken. We use reporting verbs like 'say', 'tell', 'ask', and we may use the word 'that' to introduce the reported words. Inverted commas are not used.

She said, "I saw him." (direct speech) = *She said **that she had seen him.*** (indirect speech)

'That' may be omitted:

She told him that she was happy. = *She told him she was happy.*

<http://www.ef.com/english-resources/english-grammar/direct-and-indirect-speech/>

Direct Speech	Reported speech
Invades (Simple Present)	Invaded (simple past) 
Is attacking (Present Continuous)	Was attacking
Bombed (Simple Past)	Have bombed
Have commend (Present Perfect)	Had commend (Past Perfect)
Was announcing (Past Continuous)	Had been announcing (Past Perfect continuous)
Will (future)	Would (conditional)

Activity 4

Ask one of the students to read the instruction. There are three quotes taken from the text, ask students to report them.

While they are doing the exercise walk around the classroom monitoring and helping them if necessary.

Tell the students to check their answer with the person next to them.

a) Adolf Hitler: "After victory has been achieved,"



He said (that) **after victory had been achieved.**

b) Adolf Hitler: "Germany, Italy and Japan will continue in closest co-operation with a view to establish a new and just order."

He insisted (that) **Germany, Italy and Japan would continue in closest co-operation with a view to establish a new and just order.**

c) Franklin Roosevelt: "The forces endeavoring to enslave the entire world now are moving towards this hemisphere."

He said (that) **the forces endeavoring to enslave the entire world now were moving towards this hemisphere.**

Listening

Activity 1

Tell the students to look at the picture. Ask them about the symbol: *What does it represent?*

Ask them to guess how the people in the picture are related to the war. Write on the board their answers.

The **Star of David** (✡), known in Hebrew as the **Shield of David** or **Magen**

David (Hebrew מגן דָּוִד; Biblical Hebrew Māgēn Dāwīd [ma:'ye:n

da:'wi:ð], Tiberian [mə'ʁen də'við], Modern Hebrew [ma'gen da'vid], Ashkenazi Hebrew and Yiddish *Mogeiṅ Dovid* ['møgem 'dovid] or *Mogen Dovid*), is a generally recognized symbol of modern Jewish identity and Judaism. Its shape is that of a hexagram, the compound of two equilateral triangles. Unlike the menorah, the Lion of Judah, the shofar and the lulav, the Star of David was never a uniquely Jewish symbol.

https://en.wikipedia.org/wiki/Star_of_David

Activity 2

Tell students that they are going to hear a story under the topic *Burying the Dead After the War* from one of the people in the picture.

The first time they hear the story tell them to circle who they think is telling the story.

(Joseph Sher) Tell them whom the story is from.

Ask them to guess who found the bodies.

After they listen to the recording, check if their guesses were correct.

T

R In 1945 or 46 after the war we lived in a small little town, Neunburg vorm Wald. We lived DP,
A DP, displaced persons, they live in one building, all of them. And we got the UNRRA, they
N called the UNRRA, and they give us, they feed us and they give us every month packages. We
S got little shul and we got little sewing. So one day was a Yom Tov, a holiday, I don't remember
C the holiday, either Pesach or . . .after a meal, a good Shabbos . . . a good Yom Tov meal, two
R boys from the house went . . . took a walk and they walked . . they walked.. In the Neunburg
I vorm Wald was a woods, forest, forest, and they walked in the forest and they got little dog with
P them. They got raised a little dog . . . and all of a sudden the dog got crazy started scraping,
T scraping scraping, and they didn't know what it is, and they start to help, and they saw an arm
from a . . . So they came back around and they find a dead man. And we went to the police, and
the police call us, and we have our leaders, you know, and we went over there to start . . . they
brought shovels and start grabbing . . . it was dead people. . . about maybe 50. Big, big, big . . .
And we find out when I came here, somebody ask me how did you know they were Jews. We
find out . . . we find tefillin in the pockets, most, not most, some got tefillin in the pocket. Some
got little Jewish book, little book, a little bencherle, a siddurle and that's we found out they were
Jews. So we with the Germans' help, with the German, with the Burgermeister, they all felt bad,
and they gave us . . . the Burgermeister told us he can give you a way to bury them, he gave us
on the cemetery a corner, you can see here crosses, so we was satisfied. We took piece by piece,
and some arms fell off, and some limbs fell off, and we took big, big, what you cover up with,
blankets and we put piece by piece, and we all worked, worked a couple days and brought them
to the cemetery, and we make, we give them the rite. And we said Kaddish after them, we give
them a El Malei Rachamim. And even a Rabbi, a Rabbi came, came to give them the rites. And
this was 1945 or 46, I wouldn't remember the months. And we all felt that we done some good
deed to get the Jews a good burial. _____

Activity 3

Focus in the questions, read them to the students. Play the recording 2 times more and tell them to choose the correct answer to each question.

a) UNRRA b) During a holiday c) In the woods d) 50



Activity 4

Divide the class into pairs. Focus in the questions. Tell them to discuss the questions. Give them some time to have the discussion. Walk around the class to monitor them and to help them if they need. After the discussion, have an open conversation with them, ask what they discussed, and try to bring this discussion to the present so they can reflect about prejudice nowadays.

Writing

Assign the writing for homework. Tell them to interview an person by asking their experience during a war, after they should write an interview report to be published in the school's magazine based on what they found out.

Unit 2

Hiding from intolerance

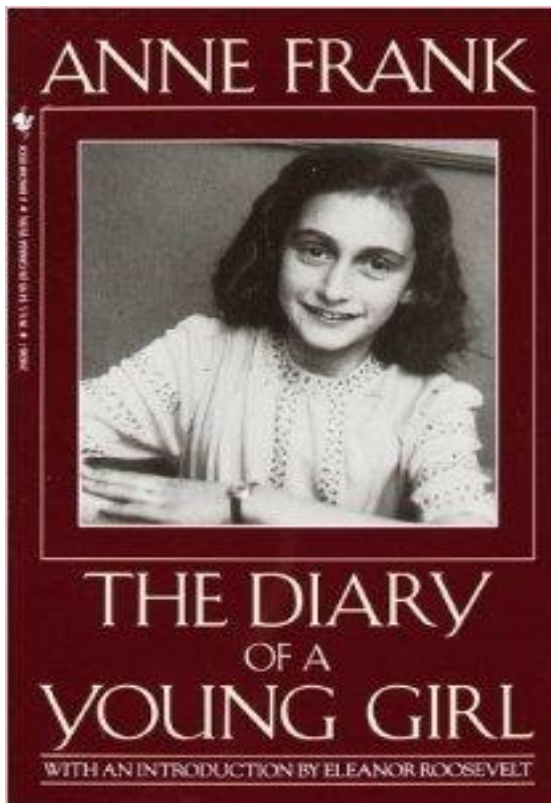
Speaking



1. Take a look at the pictures.

- What do you see?
- What's the relationship between the people?
- What kind of book is that?
- How do you think the pictures are related?
- What was happening in the world at that moment?

2. Here is the cover of that book. What kind of information do you think we are going to find in this book?



3. These are parts taken from her diary. Match the underlined sentences with their meaning.

- On June 20th, 1942, before going in to the hiding she wrote:

“ Anti-Jewish decrees followed each other in quick succession. ¹ Jews must wear a yellow star, ² Jews must hand in their bicycles, Jews are banned from trams and are forbidden to drive. ³ Jews must be indoors by eight o'clock and cannot even sit in their own gardens after that hour. ⁴ Jews may not take part in public sports. ⁵ Jews may not visit Christians. Our freedom was strictly limited. Yet things were bearable. ”

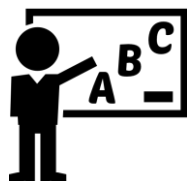
- On November 20th, 1942, she wrote:

“ Must I keep thinking about those other people, whatever I am doing? And if I want to laugh about something, ⁶ should I stop myself quickly and feel ashamed that I am cheerful? Added to this misery there is another, but of a purely personal kind; and it pales into insignificance beside all the wretchedness I've just told you about. Still, I can't refrain from telling you that lately I have begun to feel deserted. I am surrounded by too great a void. ”

<http://www.uen.org/annefrank/AnneFrankDiary.shtml>

- Jews are not permitted to take part in public sports.
- Is it a good idea to stop myself quickly and feel ashamed that I am cheerful?
- Jews are obligated to wear a yellow star.
- Jews are obligated to be indoors by eight o'clock.
- Jews have to hand in their bicycles.
- Jews are not allowed to visit Christians.

Grammar



1. Based on previous exercise, complete the sentences with MUST, MAY and SHOULD.

- a) We use _____ for suggestions and advices.
- b) We use _____ for obligations and certainty.
- c) We use _____ for permissions and possibilities.

2. Rewrite the sentences below, using **MUST**, **MAY** and **SHOULD**.

a) The Nazis believed that superior races were obligated to exterminate inferior ones.

b) Jews were permitted to access the supermarkets in a limited time.

c) Jews were prohibited to use public transportation.

d) Germans were advised not to help Jews.

Reading



Read the text below and answer the questions.

Women And Girls Under Nazi Rule

One of the aims of the Nazis was to deprive women of their freedom and the right to control their own lives. Many women were the victims of extreme violence and torture in the concentration and extermination camps.

The Nazis believed that a woman's place was in the home. The purpose of women was to produce babies, bring up children and to care for their home and husband. In the words of the famous Nazi slogan, women were to be confined to Kinder, Kirche, K che - children, church and kitchen. They were not allowed to take part in government, the law or education.

Before the Nazis took power, women had the vote and there were 30 women M.P.'s. In 1921 the Nazis had banned all women from their own

party leadership and party committees. Only 3% of the Nazi party were women. When the Nazis came to power in 1933, they threw out all the women MPs.

At the same time all married women doctors and civil servants and most married women teachers were sacked. They were banned from law courts as judges, lawyers and even as jurors. In Hitler's opinion,

“women cannot think logically, or reason objectively, since they are ruled only by emotions.”

Married women were supposed to have children, not jobs. Childless women were called traitors and mothers of large families were given a medal.

“Every Aryan hero should marry only a blonde Aryan woman with blue, wide-open eyes, a long oval face, a pink and white skin, a narrow nose, a small mouth. A blonde blue-eyed man must marry no brunette, no Mediterranean-type woman with short legs, black legs, hooked nose, full lips, a large mouth and an inclination to plumpness. A blonde blue-eyed Aryan hero must marry no Negroid-type of woman with the well known Negroid head and thinnish body. The Aryan hero must marry only his equal Aryan woman, but not one who goes out too much or likes theatres, entertainment or sport, or who cares to be seen outside her house. -- From Das Wissen der Nation, 1934.”

The school curriculum was changed so that girls mainly took domestic subjects. They were prevented from going to university. The government condemned make-up, fashion, nail varnish and slimness; in some cities the wearing of trousers by women was banned.

Boys were taught to be masters in the house. According to Nazi belief,

“A real boy loves uniforms, smoke and battle; he does not play with dolls.”

In Nazi society girls could look forward to only one future:

“In the education of girls in the German state the emphasis must be placed primarily on physical education; only after that should the spiritual and mental values be considered. The one goal always to be kept in mind when educating girls is that some day they aim to be mothers. -- Adolf Hitler in "Mein Kampf" ”

Available at: <http://www.uen.org/annefrank/womenGirls.shtml> Accessed on July 10th, 2016

Reading comprehension



1. Match the underlined words to its correct definition.

- a) _____ to express an unfavorable or adverse judgment on; indicate strong disapproval of; censure.
- b) _____ to remove or withhold something from the enjoyment or possession of a person or people.
- c) _____ to pillage or loot after capture.
- d) _____ a political party in Germany active between 1920 and 1945.
- e) _____ a non-Jewish Caucasian, especially of Nordic stock.
- f) _____ to prohibit or forbid.

2. Complete the table with the things the girls **MUST**, **SHOULD** or **MAY** do from the text.

Must	Should	May

3. In pairs, find the mistakes in the sentences and correct them according to the text.



- a) Women could participate in the government by making laws of education.
- b) Childless women were honored by the Nazi party.
- c) Aryan woman who liked going out, theaters, entertainment and sports were appropriate to an Aryan hero.
- d) Women were not allowed to wear pants in every city that followed the Nazi's rules.
- e) Boys had the same roles in society as the girls.
- f) In the education of girls, the first thing they considered were the spiritual and moral values, because they would become mothers.

Confronting intolerance today

1. Discuss the questions below in groups.

Does inequality between men and women still exist?

Do men and women have different roles in our society? What are they?

Which group suffers more resistance in our society? And How does that happen?

What have women overcome?

Should men and women have the same rights?



Listening



Let's take a trip to Anne's hiding place!

This is a cut out diagram of the secret Annex

where the Frank's and Van Pels's lived from

July 6, 1942 until August 4, 1944.

Describe what you see in the picture.

How many rooms are there?

How is it divided?



1. Anne is going to take you on a trip through the secret annex.

Watch the video and match the parts of the house.

Peter Van Pal's room – Anne Frank and Margot's room – The attic – The bathroom – Otto and Edith Frank's room – Mr. and Mrs. Van Pal's room – The bookcase/ hiding door

2. Watch the video again and check the correct answers.

a) Where is the door to the secret annex?

To the right.

To the left.

In the front.

b) After 8 months, Anne had to share her room with...

her sister Margot.

Fritz Pfeffer.

Both.

c) The bathroom had...

many windows.

one window

no windows.

d) Where does the door of the bathroom take you?

To attic.

To the Van Pal's room.

to Margot and Anne's room.

e) Mr. and Mrs. Van Pal's room used to be...

a storage.

a lab.

an empty room.

f) Where is Peter's room?

Next to Anne's room.

Below the attic.

In front of his parent's room.

Writing



1. We have discussed about the information you may find in Anne's diary.

Now, make a list of things you would include in your own diary. Think about the context we are living in now, what struggles do people go through? What is the political issue? How does that affect you?

2. Write a post on the classes blog for a week including your daily reflections.

Time travel

Teaching English through history

Unit 2 – Hiding from intolerance

- Anne Frank's diary
- Modal verbs: Must/ May/ Should
- The Annex

Warm up

Before you start this lesson, ask the students: *Do you keep a diary? If so, do you hide it from anyone? Do you write it in codes?*

Opening page/ Speaking

Activity 1

Focus on the pictures, ask the students to describe what they see. Try to activate their background knowledge as much as you can.

Ask them: *What do you see? What's the relationship between the people? What kind of book is that? How do you think the pictures are related? What was happening in the world at that moment?*

Activity 2

Focus on the picture and ask students the kind of information they may find inside the book. Write their answers on the board. Help them build vocabulary.

Activity 3

Explain to the students the quotes they are going to read were taken from Anne's Diary. Elicit some volunteer to read the quotes. Talk to them about the general meaning of those parts.

Point out the underlined parts of the quotes. Have them guess what she meant in those parts and then match to its correct meaning.

4 – 6 – 1 – 3 – 2 – 5



Grammar

Activity 1

Focus in the question, ask the students to complete the rules based on tem previous exercise. Go over the structure of the sentences. Elicit some examples from the students using the modals and write them on the board.

Grammar notes- Modal verbs: structure

may / may not + base form of the verb

Examples:

You **may start** your exam now.

You **may not wear** sandals to work

should / should not + base form of the verb

Exemples:

You **should check** that document before you send it out.

James **shouldn't teach** him words like those.

must /+ base form of the verb

Examples:

You **must have** a passport to cross the border.

You **must not drive** over the speed limit.

<http://www.gingersoftware.com/content/grammar-rules/verbs/modal-verbs/>

Activity 2

Tell the students to rewrite the sentences using the modal verbs may, must and should.

- a) The Nazis believed that superior races **MUST** exterminate inferior ones.
- b) Jews **MAY** access the supermarkets in a limited time.
- c) Jews **MUST NOT** to use public transportation.
- d) Germans **SHOULD** not to help Jews.



Reading

Pre-reading

Focus on the title of the text. Ask the students to make predictions of rules that Nazis could have made at that time. Write the predictions on the board, after the reading is done, check if any of the predictions were correct.


Activity 1

Tell the students to read the definitions given in the exercise. Tell them to go back to the text and find the underlined words that matches the definitions. Check the answers in an open discussion.

- a) **Condemned**
- b) **Deprive**
- c) **Sacked**
- d) **Nazi Party**
- e) **Aryan**
- f) **Banned**


Activity 2

Talk to the students about the rules that were given by the Nazis, tell them to go back to the text and complete the chart.

Must	Should	May 
<p>-Na Aryan woman should marry an Aryan man.</p> <p>-In the education of girls in the German state the emphasis must be placed primarily on physical education</p>	<p>- Married women were supposed to have children, not jobs</p>	<p>-Woman were not allowed to take part in the government, law or education.</p>

Activity 3

Divide the class into pairs. Read the instructions and tell them to find the mistakes on the sentences and correct them according to the text. While the students are doing the activity, walk around to see if they need any help.

<p>a) Women could participate in the government by making laws of education. Woman could not take part in the government, the law or education.</p> <p>b) Childless women were honored by the Nazi party. Mother of large families were honored by the Nazi party.</p> <p>c) Aryan woman who liked going out, theaters, entertainment and sports were appropriate to an Aryan hero. Aryan woman who liked going out, theaters, entertainment and sports were not appropriate to an Aryan hero.</p> <p>d) Woman were not allowed to wear pants in every city that followed the Nazi's rules. In some cities woman were not allowed to wear pants.</p> <p>e) Boys had the same roles in society as the girls. Boys and girls had different roles in society.</p>	
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f) In the education of girls, the first thing they considered were the spiritual and metal values, because they would become mothers.

In the education of girls, they first thing they considered was on physical education.

Confronting intolerance

Divide the class into groups of 4 students. Focus on the questions. Tell them to discuss the questions and to think about our society today. One person of the group should take notes on their discussion, so they could share their opinions to the class and have an open debate.

Listening

Pre-listening

Tell the students a little bit about the annex Anne and her family was hiding:

Anne Frank remained in hiding in the Secret Annex for more than two years. She was not alone there. She was together with her parents, sister and four other Jewish people: Hermann and Auguste van Pels, their son Peter and Fritz Pfeffer. Anne often felt upset. The only thing that could really help Anne during these moments was her diary. She wrote down everything in it: her anger, her sorrow, her love for Peter, her ideals.

The people in the secret annex had to hide because their lives were in danger. The Netherlands was occupied by the German army. They wanted to arrest all Jews and send them to concentration camps. Only Jews who went into hiding could escape. But they needed a good hiding place, and people who would help. These helpers took many risks by helping Jews. The people in hiding in the Secret Annex had helpers like these. They provided food, clothes, books and many other things which the people in hiding needed.

Read the short information about the annex. Then ask the students to describe what they see and answer the questions: *How many rooms are there? How is it divided?*

Watch the video with the students and tell them to match the parts of the house to where each person stayed.

Activity 2

Focus on the questions. Tell the students to read them before they listen to the recording again. They will choose the correct answer as they watch the video.

Check the answers with the students.

You can also take a longer trip to the Annex on the website, it gives you a 360 degrees view of the place: <http://www.annefrank.org/en/Subsites/Home/Enter-the-3D-house/#/house/29/>

- a) To the right
- b) Fritz Pfeffer
- c) No windows
- d) To Margot and Anne's room
- e) A lab
- f) Below the attic



Writing

Activity 1

Ask students to brainstorm about the things they would add on their own diary. Write them on the board so they can copy on the box.

Assign the writing for homework. Ask them write a post for the class' blog during a week. Adding not only personal information but also the political context they are in now.

Rationale

“The LE learning process involves, therefore, not only the knowledge of grammar rules, but the ability to make use of these rules properly and efficiently for certain communicative purposes”

(MATTOS e VALÉRIO, 2010)

This final project was prepared for 9th grade students and it is recommended that they have an A2 level of English according to the Common European Frame Work. It was conceived under the principles of the Communicative Language Teaching (CLT) as discussed in Richards & Rodgers (2001) and Richards (2006). Some of these principles are listed as follows:

- Meaning is a key element;
- Learning a language means learning to communicate effectively;
- Learners are supposed to interact with each other inside and outside the classroom. In the classroom interaction takes place by means of pair and group work.
- The core objective is communicative competence – that is the ability to use the language effectively and appropriately

My goal for this unit was to teach English trough history, using the interdisciplinary concept, which consists on combining two or more subjects in the learning process. This will help them expand their knowledge of the world they live in and understand the correlation between the subjects.

According to the OCEM (Orientações Curriculares Para o Ensino Médio) “ *in a complementary way, policies are intensified for childhood and adolescence at the same time that the educational programs are strengthened interdisciplinary proposals, transdisciplinary, transversality. The purpose of them is to promote the expansion of their comprehension of the world, they aim to teach students to understand the relationships between the pedagogical subjects - instead of teaching school subjects in isolation, that*

is, focused on themselves - and the school subjects, and them with society and the lives of students.”

I have chosen to initiate the units by presenting genres and also by describing pictures that would contextualized the students into the topic (World War 1 and Anne Frank’s diary). According to Bakhtin (translation 1986), learning genre is fundamental part of language development- it is our ability to predict the compositional structure and length of genres that enables us to communicate. Students will discuss the structure of headlines and its language functions in unit one and in the second unit they will talk about the characteristics of a diary and the information that they might find inside. In the first unit, you will find a word map, therefor, students to select the proper vocabulary and activate their background knowledge to the subject. At this moment teacher will be able to identify what students already know and find a better starting point.

Interaction between teacher and students in the classroom has a leading role in the development of a second language. Teacher will be seen as the expert and it will stablish the first connection to the target language. However, this material provides a variety of situations to promote interaction between learners so they can share knowledge and use the language with someone else other than only the teacher in a more meaningful way. This is relevant to language learning because while communicating students will have to negotiate meanings and rely on communicative strategies to help the interaction process. Throughout the units, it is possible to find many questions that will guide conversations between learners.

The internet world provides many resources for students to get in touch with English, mainly because internet has been universally used as a mean of communication. According to Nunan, 2001, “Any approach to language pedagogy will need to concern itself with three essential elements: language data, information and opportunities to practice.” The second part of unit 1 consists on a task-based assignment where these elements can be found. The students will gather some events of the war and put it in a time line. In order to complete this task, they will do an online research with a partner and find out the dates of each event, afterwards they will have a chronological idea of the war. They will share with other students what they have found by following some examples provided in the unit. This will help them prepare for the following activity, which is an article about an event that occurred during this context.

As a pre-reading assignment, students will predict the events that had happened for the Germans and Italians to declare a war against the US. Scanning was also part of the pre-reading, so students could create meaning to the text easily. The input given in the assignment is great for a better understanding of the text. A vocabulary exercise will help students understand some key words of the text and to check their comprehension they will perform a true or false exercise. They will check their answers with a partner, and discuss the false statements.

The second unit was designed differently, in the second part, after learners had made their predictions they are presented with some parts of Anne's diary to have an idea of the things she would write about. Teachers must monitor the general understanding of the quotes by using different strategies, for example, non-verbal language, definitions and synonyms to explain some of the words. Some underlined sentences will guide their comprehension and build a link to the grammar part of this unit as well.

For the grammar part in both units, it was used the inductive method. Instead of primarily focusing on grammatical structure, it focuses on the use. As it was mentioned by Larsen-Freeman, 2000, p.127, "that the students learn follow from the function, situational context, and the roles of the interlocutors". Being able to produce an accurate grammatical sentence does not guarantee the success of a communication. They also need to know how to use it appropriately. Students will discover the rules by using the examples from the text as an input. There are also some exercises to practice the grammar topic that they were exposed to. While the students are appropriating of the structures teachers will provide some corrective feedback on the learner's errors.

The reading part of the second unit will come after exploring the grammar. The material provides an article from the internet. It was done differently in this case due to the fact that the grammatical topic viewed would be used in the text activating their awareness to its functions. Some key points were selected to construct meaning and a pair discussing of the false statements to check their apprehension of the content.

*"the person learning words be concomitantly engaged in a critical analysis of
the social framework in which man exist"*

Freire, 1985, p.56

Since the text falls under a sexist issue that still hunts our society nowadays a good discussion raising their critical consciousness is offered. At this point students are going to be able to question and remake their identities and sociopolitical realities through their own mean making. The material provides some questions to guide the group discussion, but the teacher in an open conversation must require feedback.

The listening in the units come from different resources. In unit 1 is a man reporting one of his experience after the war. As a pre-listening exercise, students will be asked to predict an information about the listening, to recognize the symbol in the picture and to guess the side of the war this man was in. They will listen and check if their predictions were true. There is an exercise to check their comprehension and a discussion of the feelings reported in the audio. The discussion will go beyond the feelings about the war they will connect the topic (prejudice) to the present based on past evidences and discuss their points of view in our society today.

“the critical literacies studies have evidenced the relevance of an education that is engaged in social change, cultural diversity, economic equality, and political enfranchisement”.

Luke & Freebody (1997, p.1)

The second unit, students will take a virtual trip through the secret annex where Anne was hiding during the war. The video is narrated by Anne presenting the place the same way she describes in her diary. The pre-listening activity is a picture of the annex, therefore students to describe it. In the first part, they are asked to match the parts of the place to where each person would be in. The second activity is related to the comprehension of her description.

The last section of the *Time travels*, refers to the written part. In the first unit, students were asked to interview someone who lived during this time and write an interview report to be published in the school’s magazine. In the second unit, students will keep a journal during a week and add their feeling towards the political context they are inserted in. Both units provide a real genre for the students to develop their writing skills. They will also apply what they have leaned throughout the unit, the grammatical topic and the discussion will help them build their texts. This section can be assigned as homework, so it will give time for the students to develop it. After they hand in their projects teachers must correct it and give a constructive feedback.

The teacher's guide of the units give proper instructions for the units to be develop. It also contains some background knowledge of the topic to inform the teacher. Other resources can also be found for the teacher if she/he wants to take a deeper look into the material.

Teachers may face some challenges while developing this unit in a communicative away. Students may find hard to discuss about the topic with the vocabulary they might have. In consequence, being a facilitator and monitor students at all times is necessary for a better outcome. The units are an ongoing process involving the students while developing the activities will make them more aware of their actions and also of their learning process.

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