

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

Deline Farenzena Pelegrini

## **Unidade Didática para o Ensino de Inglês**

**Belo Horizonte**

**2022**

Deline Farenzena Pelegrini

## **Unidade Didática para o Ensino de Inglês**

Versão Final

Monografia de especialização apresentada ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

Orientadora: Mara Passos Guimarães

**Belo Horizonte**

**2022**



Universidade Federal de Minas Gerais  
Faculdade de Letras  
Curso de Especialização em Língua Inglesa/EAD.

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO.

Nome do(a) aluno(a): Deline Farenzena Pelegrini matrícula 2021660154.

Às 16:50 horas do dia 01 de dezembro de 2022, reuniu-se, na Faculdade de Letras da UFMG, a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa/EAD, para julgar, em exame final, o trabalho intitulado **Unidade Didática para o Ensino de Inglês**, como requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra à(o) candidata(o) 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 da(o) candidata(o) e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Prof(a). Dr(a). Marisa Mendonça Carneiro. indicou a aprovação do(a) candidato(a);

Prof(a). Dr(a). Valdeni da Silva Reis, indicou a aprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi aprovado(a).

Nota\_\_80\_\_

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

Belo Horizonte, 01 de dezembro de 2022 .

Prof<sup>a</sup> Marisa Mendonça Carneiro 

Documento assinado digitalmente

Prof<sup>a</sup> Valdeni da Silva Reis



VALDENI DA SILVA REIS  
Data: 09/12/2022 09:38:02-0300  
Verifique em <https://verificador.iti.br>

O trabalho atende aos requisitos do CEI



Prof<sup>a</sup>. Dra. Marisa Mendonça Carneiro  
Coordenadora do Curso de Especialização em Língua Inglesa  
Faculdade de Letras/UFMG

## **Resumo:**

Esse trabalho contempla a elaboração de duas unidades didáticas para o ensino de Língua Inglesa. Uma é sobre microplásticos encontrados no Ártico e na Antártica e se destina a alunos do Ensino Médio do nível intermediário. A outra é sobre imigração e se destina a alunos adultos do nível avançado. As unidades são organizadas em atividades sobre leitura, audição, fala, escrita e gramática. Além disso, foram planejadas com base na metodologia Comunicativa e apresentam atividades com diversos multiletramentos e multimodalidades. Os textos utilizados nas unidades são textos autênticos, disponíveis no meio eletrônico, bem como os vídeos que compõem as atividades auditivas. Esses textos são de gêneros diferentes, conforme o objetivo a que se destinam. As atividades gramaticais não se baseiam em conhecer regras apenas, elas também possuem o objetivo de se comunicar, tornando-se assim mais próxima da aquisição natural da língua. Os alunos aprendem gramática na forma indutiva.

Palavras-chave: unidade didática, microplásticos, imigração, multiletramentos, multimodalidades.

## **Abstract**

This work contemplates the elaboration of two didactic units for the teaching of the English Language. One is about microplastics found in the Arctic and Antarctic and is aimed at intermediate-level high school students. The other is about immigration and is intended for adult learners at the advanced level. Units are organized into activities on reading, listening, speaking, writing and grammar. In addition, they were planned based on the Communicative methodology and present activities with different multiliteracies and multimodalities. The texts used in the units are authentic texts, available electronically, as well as the videos that make up the listening activities. These texts are of different genres, depending on the purpose for which they are intended. Grammatical activities are not based only on knowing rules, they also have the objective of communicating, thus becoming closer to natural language acquisition. Students learn grammar inductively.

Keywords: didactic unit, microplastics, immigration, multiliteracies, multimodalities.

## **Acknowledgments**

I would like to thank my family for understanding me during these semesters, specially my daughter who I could not play with many times.

I also thank my husband Carlos Eduardo for supporting me during this time, staying with our daughter and helping me with technological issues.

I thank for my classmates Talita, Augusto, Roberta, Laura and Aline for the moments we were together online studying and discussing the tasks we had to do during the course.

Finally, I thank for Gilmar and the professors for helping and sharing their knowledge.

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## **Introduction**

I graduated in Letters from UCS (Universidade de Caxias do Sul/RS) in 2007. Then, I tried to join in a Master Course in Linguistics, but I did not. Therefore, I developed my studies in Education, with a research about Reading and Literacy (UCS, 2011). On the other hand, I have worked as an English teacher since the graduation and I always had the dream to improve my knowledge about English and teaching.

Then, for professional reasons, I moved to Florianópolis/SC in 2013 and I started working in a private school as an English teacher. I have worked in this school with kids and the school decided to implement a Bilingual Program. Soon, the need for improving my knowledge in an additional language became bigger.

I have followed CEI (Curso de Especialização em Ensino de Inglês – Faculdade de Letras – UFMG) course for some years in the social networks and when I knew there was the possibility to do it online, I immediately signed up. Now, doing my final paper, I put into practice everything that I learned during the course.

The units presented in this paper encompass different issues: one is about microplastics in Arctic and Antarctica, as an environmental problem and the other is related to immigration, the dreams and the difficulties about living in another country. The unit 1 is designed for High School students in the Intermediate level of English (level B2 according to the Common European Framework of Reference for Languages). While the unit 2 is designed for adult students in the Advanced level of English (level C1 according to the Common European Framework of Reference for Languages).

The units are organized with activities that contemplate the four skills: reading, listening, speaking, writing and a grammar section.

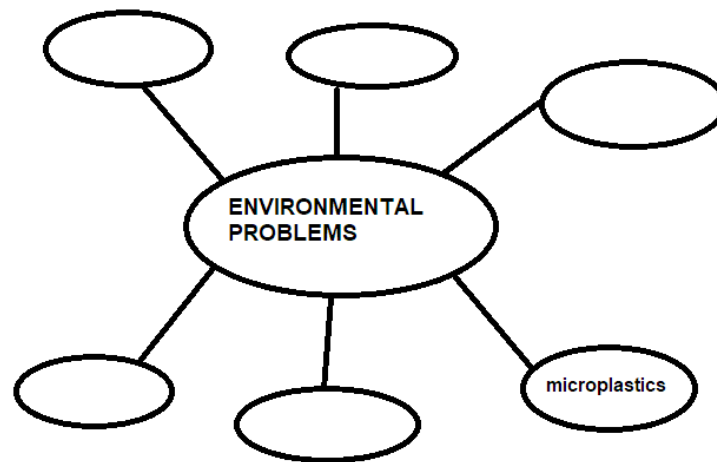
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## UNIT 1

### PRE-READING:

- 1) Before reading the text, complete the mind map below with words related to environmental problems:



- 2) Do you consider the microplastics one environmental problem? Why?

### READING:

## Microplastics found in fresh Antarctic snow

By Navin Singh Khadka  
Environment correspondent, BBC World Service

9 June



GETTY IMAGES

Microplastics seen under a magnifying glass

### Scientists have for the first time found microplastics in freshly fallen Antarctic snow.

Researchers from the University of Canterbury in New Zealand collected samples from 19 sites in Antarctica and each contained tiny plastic fragments.

Microplastics stem from the erosion of plastic materials and are smaller than a grain of rice - sometimes even invisible to the naked eye.

The researchers found an average of 29 particles per litre of melted snow.

They identified 13 different types of plastics and the most common was polyethylene terephthalate (PET), mostly used in soft-drink bottles and clothing. This was found in 79% of the samples.

## Where did they come from?

"The most likely source of these airborne microplastics is local scientific research stations," researcher Alex Aves wrote in the journal, Cryosphere.

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Register for a BBC account to see why.

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"However, modelling shows their origin could have been up to 6,000km (3,700 miles) away."



| The US's McMurdo research station lies on the southern tip of Ross Island

Previous studies have found microplastic pollution in Antarctic sea ice and surface water, but this is the first reported case in fresh snow.

A major study published in the Proceedings of the National Academy of Sciences last year said microplastics are spiralling across the globe, often transported by dusts, wind and ocean currents.

In 2020, researchers found microplastics near the summit of Mount Everest. They have also been found in deep oceans.

## Why is the new find worrying?

This form of pollution can have both local and wider effects.

"Microplastics can have harmful substances stuck on to their surfaces such as heavy metals, algae," says Laura Revell, associate professor at Canterbury University, who was also involved in the research.

"So they can provide a way in which harmful species can make it into some remote and sensitive areas, that otherwise wouldn't get there."

Experts also say humans inhale and ingest microplastics via air, water and food.

Not much research has been done on their impact on human health, but one study by the Hull York Medical School and the University of Hull last year found that high levels of ingested microplastics in the human body have the potential to cause harmful effects, including cell death and allergic reactions.



Microplastics may also be increasing the impact of global warming.

Snowfields, ice caps and glaciers around the world are already melting fast, and scientists say dark-coloured microplastics deposited at these locations can make things worse by absorbing sunlight and enhancing local heating.

Clean snowpacks, icefields and glaciers can reflect much of the sunlight, but other polluting particles such as black carbon have also been found on icefields and glaciers of the Himalayas - and scientists say they accelerate the melting there.

Fast-melting glaciers on mountain ranges in different parts of the world are increasingly becoming hazards, leading to landslides and avalanches and causing glacial lakes to burst their banks.

The rapid thinning and retreat of glaciers also poses a threat to water supplies and agriculture in mountain regions around the world.

From: <https://www.bbc.com/news/science-environment-61739159>



**Samples** – a small part or quantity intended to show what the whole is.

**Airbone** – transported by air.

**Summit** – the highest point of a hill or mountain.

**Stuck on** – push a sharp or pointed object into or through (something).

**Enhance** – intensify, increase.

(Oxford languages dictionary)

3) Answer the questions below:

- a) Where do microplastics come from?
- b) How are microplastics spreading around the world?
- c) What effects do microplastics cause in human health?
- d) Give one example how microplastics increase the impact of global warming.

### **POST-READING:**

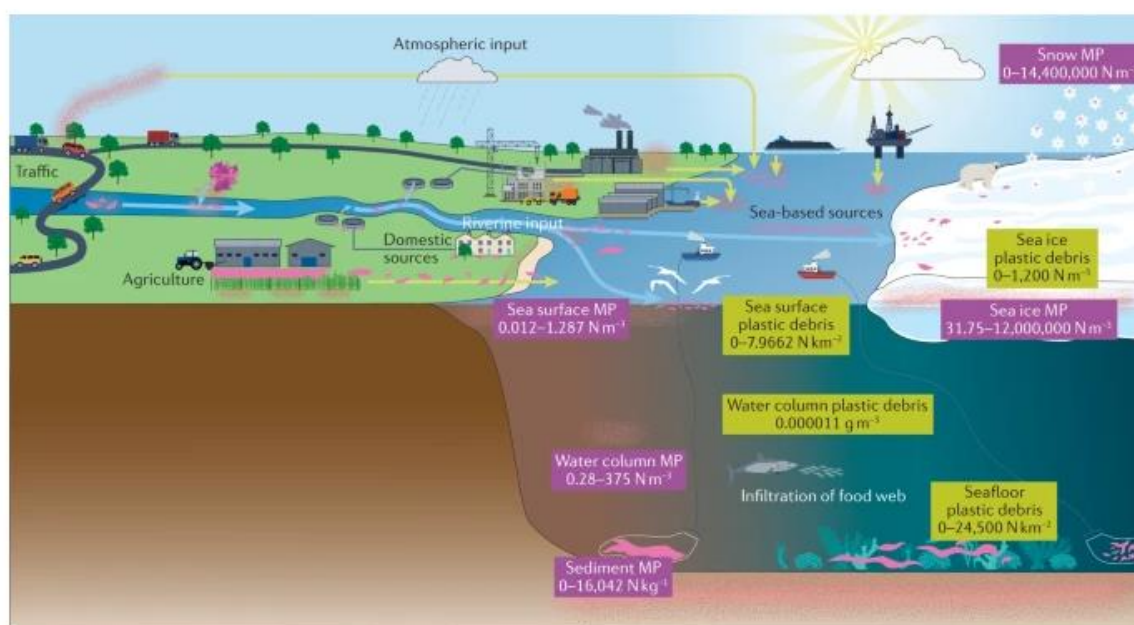
4) Read the suggestion below and search for others to reduce microplastics in the world:

“Scientists successfully use bacteria to extract microplastics from water”.

**PRE-LISTENING:**

- 5) A team of German-Swiss researchers has found that microscopic particles of plastic are falling out of the sky with snow in the Arctic. Researchers collected snow samples from the Svalbard islands using a low-tech method - a dessert spoon and a flask. They found more than 10,000 of them per litre of melted snow. The BBC's environment analyst Roger Harrabin has been looking in to what causes it. Look at the picture below and list some elements that cause this pollution.

**Fig. 1: Overview of the pathways of plastic pollutants into the Arctic Ocean from local and distant sources.**



From: [https://www.nature.com/articles/s43017-022-00279-](https://www.nature.com/articles/s43017-022-00279-8#:~:text=Indeed%2C%20large%20quantities%20of%20microplastic,the%20White%20Sea%20basin57)

[8#:~:text=Indeed%2C%20large%20quantities%20of%20microplastic,the%20White%20Sea%20basin57](https://www.nature.com/articles/s43017-022-00279-8#:~:text=Indeed%2C%20large%20quantities%20of%20microplastic,the%20White%20Sea%20basin57).

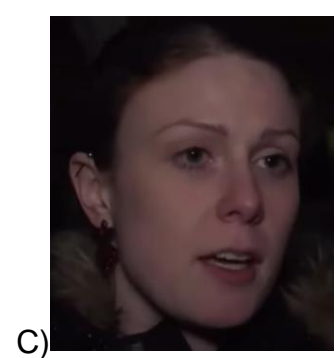
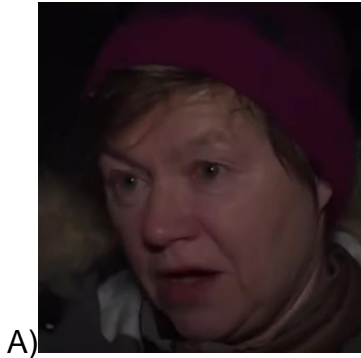
**LISTENING:**

Watch the video in the link below and do the activity:



Link: <https://www.youtube.com/watch?v=e0oPhOZDuxc>

- 6) Look at these women below and after watching the video, relate them to their perceptions:



( ) You look around you every day and you see something that you think is the pristine Arctic as it's called and it's not anymore and we see it every day and it is really, really sad.

( ) My heart is crying and I feel terrible and I'm not satisfied what I hear.

( ) I think we are not treating our planet very thoughtfully, basically we produce all this packaging materials we cover everything in polymer based varnish.

### **POST-LISTENING**

7) Talk about your perception of an environmental problem in your neighborhood.

### **PRE-SPEAKING**

8) When listening to the news, what are you interested in? Tick:

- ( ) Sports news
- ( ) Celebrity news
- ( ) Business news
- ( ) Science news

### **SPEAKING**

9) Can you imagine yourself as a journalist? What kind of news would you like to present? Think about a presentation like the model below:

*Hello, I'm... I'm a journalist in... news. I'm going to talk about... (talk about one highlight of the week in politics, sports...).*



<p>..... will talk about the water cycle and how important it is to life on earth.</p> <p>Ever wonder what types of instruments meteorologists use to measure weather?</p> <p>From: <a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a></p>	<hr/> <hr/> <hr/> <hr/>
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**POST-WRITING**

13) Share your text with another group. Rewrite the text including their suggestions.

**GRAMMAR**

14) Read the sentences below and highlight the verbs:

- a) Researchers from the University of Canterbury in New Zealand collected samples from 19 sites in Antarctica and each contained tiny plastic fragments.
- b) They identified 13 different types of plastics and the most common was polyethylene terephthalate (PET), mostly used in soft-drink bottles and clothing.
- c) In 2020, researchers found microplastics near the summit of Mount Everest.

15) Answer:

- a) In sentence “a”, can you say the researchers finished the action or they are still collecting? .....
  - b) Which verbs are regular and which are irregular? .....
- .....

<p>Complete with the tense:</p> <p>We use the ..... to talk about a actions in the past.</p> <p>Ex: I <i>phoned</i> my brother yesterday.</p>
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16) Complete the text below with the past form of the verbs and after watch the video to check:

CREATE – INVENT – BECOME – BEGIN – SUBSTITUTE

### A brief history of plastic

Today, plastics are everywhere.

(...)

In 1863, John Wesley Hyatt took up the challenge. He (1)..... a new material called celluloid, made from cellulose, a compound found in wood and straw.

(...)

The material (2)..... other expensive materials like coral, tortoiseshell, amber and mother of pearl.

The word “plastic” can describe any material made of polymers.

(...)

The first plastic was improved and in 1933, polyethylene (3)..... one of the most versatile plastics, still used today to make everything from grocery bags, to shampoo bottles, to bulletproof vests.

(...)

Plastics (4)..... to replace other materials like wood, glass and fabric in furniture, clothing, shoes, televisions and radios.

(...)

Within just a few decades, this multifaceted material ushered in what became known as the “plastic century”.

(...)

It also (5)..... staggering environmental products.

Some plastics take centuries to decompose.

This century concentrates in reducing plastic use, developing biodegradable plastics and finding new ways to recycle existing plastic.



From: <https://www.youtube.com/watch?v=6xILM6RFA2Q>

17) In the past, the use of plastic was restricted to food storage boxes or rubbish bags. Today, it can be found almost everywhere in our households.



Visit the site: <https://itsinourhands.com/en/challenge/hidden-plastic-in-everyday-life> and research for other examples in cosmetics, groceries and household goods.

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## UNIT 2

### PRE- READING:

- 1) Before reading the text, choose the best definition for the word “emigrate”:
  - ( ) it means to leave one’s country to live in another.
  - ( ) it is to come into another country to live permanently.
  
- 2) Do you know a person who emigrated to another country?

### READING:

**A moment that  
changed me**  
Life and style

## **A moment that changed me: I thought I'd find paradise in Canada - instead I got a drunk who called me Aladdin**

After two years as a queer Syrian refugee in Lebanon, I was happy to escape the homophobia of the Middle East. But I hadn't reckoned on the racism of the west

*Danny Ramadan*

Wed 21 Sep 2022 07:00 BST



📷 Danny Ramadan ... 'I brought my own list of traumatic experiences to Canada, hidden like sleeping crocodiles in muddy water.' Photograph: Supplied

**T**he guard's name was Michael, which in Lebanese Arabic is pronounced Michelle. He stopped our car at a military checkpoint on the highway to Hariri airport, on that day in 2014 when I made my final trip out of Beirut. "Why are you going to the airport?" asked Michael, as he examined my Syrian passport, flipping its pages too fast to read. His M16 rifle rested on his shoulder. His military uniform had never felt the touch of an iron.

"I am emigrating to Canada," I answered. My words seemed to anger him. He flicked through the pages until he found the Canadian visa. He waited a moment, then tossed the passport through the car window. It landed in my lap.

"You fucking refugee," he shouted. "You Syrians come to Lebanon, eat our food, take our jobs, then get to fly away to some fancy country."

I remained silent. I wasn't going to argue with an armed teenager. My Lebanese friend, who was driving, shifted uncomfortably in his seat.

"Go to your promised land!"

A couple of hours later, I sat on a crowded plane heading to that promised land. My life was changing - I just didn't know it yet. Over the next nine months, the stress of being an immigrant would get to me. I would lose more than a quarter of my weight, self-medicate with weed, alcohol and party drugs, and finally crash and burn out.

But that is jumping ahead.

I had a beautiful, albeit naive idea of what my life would be like in Canada. After two years of being a queer Syrian refugee in Lebanon, I thought everything would just fall into place. The usual images of queer joy in the west filled my head: Pride parades; boys holding hands over hot beverages in cutesy cafes. I had been sponsored through a Canada-specific initiative called the Private Sponsorship of Refugees Program: a group of Canadian citizens, most of whom were older white men, joined forces to submit an application to their government requesting my safe delivery to Canada. I thought I would be instantly loved and protected - and that, finally, I would be safe.

This could not have been further from the truth. I joke sometimes that my first year in Canada was the hardest year of my life - but it is not really a joke.

My assumption was similar to the one made by Michael, the Lebanese guard. I believed that having shaken off the shackles of homophobia in the Middle East, I would be welcomed to the land of milk and honey, and doors would open. I would be the writer I always wanted to be. I would have the out-of-the-closet queer life I had always dreamed of. Looking back, it was silly - as if I were expecting an agent with a contract to be waiting for me at the airport, and a queue of cute boys to take me on romantic dates.

Trauma, it seems, is not luggage you can leave behind at Beirut's airport. When I arrived in Canada, I brought my own list of traumatic experiences. They were hidden, like sleeping crocodiles in muddy water: a complicated family history of abandonment and rejection, the years I lived in fear due to my sexual orientation, a brief arrest by the Syrian authorities because of my activism in the LGBTQ+ community, and two years of living as a refugee in Lebanon - surrounded by homophobia, xenophobia and the possibility of being sent back to the civil war zone in my homeland.

I remember waking up for the first time in Canada. I sat in the darkness of the early morning, shook off the jet lag and listened. It was quiet: not a sound outside. No explosions or honking cars. No melody of people shouting or police sirens.

For some reason, that silence scared me.

Belonging, I soon discovered, is not a gift you receive at the doors of your new home. Over the next months, I struggled to find a community of friends; to understand the social cues of this society I had joined; to find a job that aligned with my aspirations.

Most importantly, I had to learn to navigate a concept new to me: racism. I grew up as part of the mainstream racial identity of Syria, a privilege I didn't realise was mine until I moved to Canada and became a racial minority. That combined with my accented English and my refugee background, and I was flooded with micro-aggressions, limitations to my prospects in the job market, assumptions about my character and - worst of all - pity.

“Are you Aladdin?” a drunk man asked me, in an underground club.

“Excuse me?”

“ARE YOU ALADDIN?” he shouted over the DJ’s music.

“Aladdin is a fictional character.”

“Huh.” He grabbed me by the shoulder and pulled my neck towards him:  
“Just kiss me, you desert monkey.”

I pushed him back, untangled myself and walked outside. I lit a joint and smoked my hurt away.

When I talk about this change, I feel as if I have to defend myself. The agreed narrative here is that Syria is bad, while Canada is good. This is an oversimplification. Syria can be *bad*, but it is also the place in which I grew up, with the language I had spoken since I was a child. It is my chosen family and friends, the first tree I ever climbed and the first boy I ever kissed. Canada can be *good*, but it is also new and confusing, with a history of colonisation and racism. It is a place where I couldn’t find work for a year, and where I faced discrimination based on the colour of my skin.

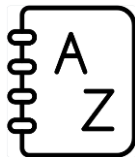
In the first week after I finally found a job, my boss sat me down. “I think you need to go to therapy,” she said. She had a couple of booklets listing supportive counselling services in Vancouver. “You need to look after yourself.”

I silently collected the booklets, and left her office. I hurried to the bathroom and locked the door. In the mirror, I could see the dark circles under my eyes. I lifted my T-shirt and I could count my ribs. I thought I was hiding my anxiety attacks well and that weed was calming me down. Instead, it was clear that I needed help.

Seven years later, I am married and have friends who came to my wedding, and babysit my dog when I travel for a book tour. If you looked at me now, you wouldn’t be able to see the hidden hurt boy who arrived in Canada eight years ago. I am here, though. I never leave. I sit back and watch as I balance on a tightrope between being a Syrian and being a Canadian.

- Danny Ramadan's novel *The Foghorn Echoes* is out now (£16.99, Canongate)
- In the UK and Ireland, Samaritans can be contacted on 116 123 or email [jo@samaritans.org](mailto:jo@samaritans.org) or [jo@samaritans.ie](mailto:jo@samaritans.ie). The charity Mind is available on 0300 123 3393 and ChildLine on 0800 1111. Wellness Together Canada is available for 24-hour support on 1-866-585-0445. In the US, Mental [Health America](#) is available on 800-273-8255.
- Do you have an opinion on the issues raised in this article? If you would like to submit a letter of up to 300 words to be considered for publication, email it to us at [guardian.letters@theguardian.com](mailto:guardian.letters@theguardian.com)

From: <https://www.theguardian.com/lifeandstyle/2022/sep/21/a-moment-that-changed-me-i-thought-id-find-paradise-in-canada-instead-i-got-a-drunk-who-called-me-aladdin>



**Queer** – it is a word that describes sexual and gender identities.

**Weed** – a wild plant growing where it is not wanted and in competition with cultivated plants.

**Cutesy** – cute to a sentimental or mawkish extent.

**Sponsorship** – financial support received from a sponsor.

**Assumption** – thing accepted as true or certain to happen.

**Grab** – grasp or seize suddenly and roughly.

**Tightrope** – a rope or wire stretched tightly above the ground, on which acrobats perform feats of balancing.

(Oxford languages dictionary)

3) Answer the questions below:

- a) What is the text about?
- b) There are two problems Ramadan faced. One in the Middle East and the other in West. What are them?
- c) What images from Canada filled Ramadan's head?
- d) How Ramadan imagined his life would be?

- e) Why did the silence scare Ramadan?
- f) What are some of the difficulties he had on his first years in Canada?
- g) Why was he compared to Aladdin?
- h) What happened after he overcame his difficulties?

### **POST-READING:**

- 4) If you had the opportunity to choose one country to emigrate. Which one would you choose? Why?

### **PRE-LISTENING:**

- 5) There are several causes for emigration. Search about them and make a list below.

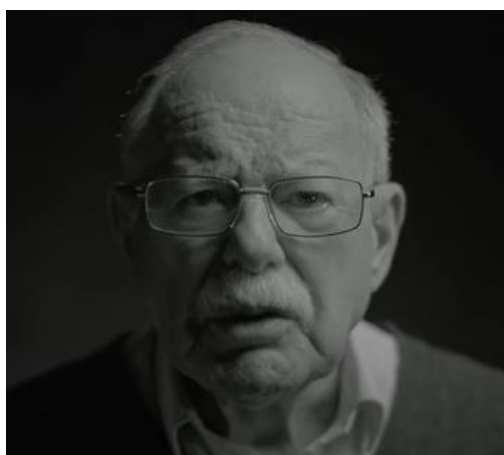
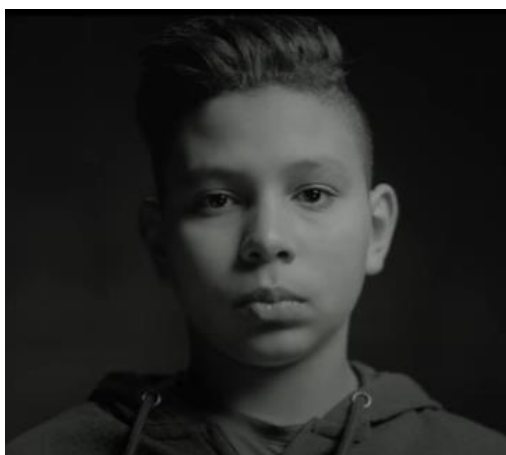
### **LISTENING:**

- 6) Watch the video in the link below and do the activity:



Link: <https://www.youtube.com/watch?v=L2IPk34LWq0>

- 7) 80 years apart, these two refugees have more in common than you'd think.  
What does the title refer to?



- a) What are the languages involved in this video? Tick the correct answer:



( ) English and Spanish

( ) English and Syrian

b) Complete the blankets with the words below:

**my brother – refugee camp – my mother – small boat**

“(1)..... said I had to go. I didn’t want to leave her, but she said we would meet again soon. She must have known, that she would never see me again.”

“(2)..... and I fled on our own. We slept in the streets, in fields, or a park, wherever we could find.”

“They brought us to a (3)..... – we had hardly any food.”

“Then the men put us on a (4)..... It was for 2 or 3 people but we were 12.”

c) At the end of the video, you can find the information:

**Harry** – WWII child refugee

**Ahmed** – Syrian child refugee

What does “WWII” means?

.....

### **POST-LISTENING:**

8) Answer the quiz in the link below about a refugee woman from Syria and know more about her challenges.

Link: <https://www.womenforwomen.org/quiz-her-shoes>

**PRE-WRITING:**

9) Read the information below:



## 69%

originate from just five countries

More than two thirds of all refugees under UNHCR's mandate and Venezuelans displaced abroad come from just five countries.

Syrian Arab Republic	6.8 million
Venezuela	4.6 million
Afghanistan	2.7 million
South Sudan	2.4 million
Myanmar	1.2 million

## 38%

hosted in five countries

Türkiye hosts the largest number of refugees, with 3.8 million people. Colombia is second with more than 1.8 million, including Venezuelans displaced abroad.

Türkiye	3.8 million
Colombia	1.8 million
Uganda	1.5 million
Pakistan	1.5 million
Germany	1.3 million

From: <https://www.unhcr.org/refugee-statistics/>

- Which country did the most refugees leave from? .....
- Which country has the most refugees? .....
- The reason why Turkey received refugees from Syria is that one country borders the other. Can you think in another example like these? .....

**WRITING:**

10) After reading about Ramadan's experience and listening about Harry's and Ahmed's stories, choose a country where your character's story starts and a country to be your character's destiny. Write a fiction considering the dreams and difficulties about living in another country.

**POST-WRITING:**

11) Share your text with a classmate. Rewrite the text including their suggestions.

**PRE-SPEAKING:**

12) In groups, talk about the vocabulary below and try to find definitions for each word:

*immigrate – emigrate – naturalization – refugee – Green Card –  
passport – citizenship*

**SPEAKING:**

Green Cards owners are immigrants who got permanent resident status in the US. This means they can legally live and work in the country. (From: [en.islcollective.com](http://en.islcollective.com))

13) Imagine you are going to USA to live there and study. You probably need to work to pay your expenses. Can you talk about questions and answers from the interview they do to get the Green Card? Do it in pairs.

**POST-SPEAKING:**

14) Register some questions and answers you thought about the interview.

**GRAMMAR:**

15) Observe these examples and answer:

I would be welcomed to the land of milk and honey and doors would open.

I would be the writer I always wanted to be.

I would have the out-of-the-closet queer life I had always dreamed of.

a) Do these examples refer to situations in the past, future or imagined situations?

.....

Complete:

We use ..... to talk about the past, hypotheses or for politeness.  
(From: [learnenglish.britishcouncil.org/grammar](http://learnenglish.britishcouncil.org/grammar))

I thought we would be late, so we would have to take the train.

16) When we imagine our life in another country, we predict about the future.

How about predicting in relation to the topics below? First, write your ideas and after watch the video and write about kids' ideas in 1966 about the future in 2000:



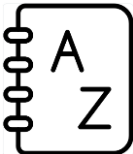


Link: <https://www.bbc.co.uk/ideas/videos/the-children-who-could-predict-the-future-kind-of/p05tdqv1>

Original video: <https://www.youtube.com/watch?v=ANb9oNRTV18>

<b>WHAT WOULD YOU SAY ABOUT...?</b>	<b>My ideas</b>	<b>Kids' ideas</b>
Houses in the sea		
People in statistics		
Ordinary houses and flats		
Automation and jobs		
Animals in farms		
Bombs		
Population		

## TEACHER'S GUIDE

Before planning the lesson, it is important to know the material:

	This icon presents dictionary entries to new vocabulary.
	This symbol refers to videos that are going to be used throughout units 1 and 2.
	This symbol refers to a vocabulary extension activity.
<b>Reading</b>	This is the reading section, with pre, while and post activities.
<b>Listening</b>	This is the listening section, with pre, while and post activities.
<b>Writing</b>	This is the writing section, with pre, while and post activities.
<b>Speaking</b>	This is the speaking section, with pre, while and post activities.
<b>Grammar</b>	This is the grammar section, with pre, while and post activities.

## UNIT 1

This unit aims at High School students, level B2 according to the CEFR.

<b>Aims</b>	To enable students to talk about environmental problems. To enable students to use Simple Past to refer to an action in the past. To enable students to present an environmental problem and possible solutions for it.
<b>Grammar</b>	Simple Past.
<b>Skills</b>	<i>Reading:</i> a feature article about microplastics in Antarctica. <i>Listening:</i> a video about how people feel with microplastics problem in Arctic. <i>Writing:</i> a newscast about an environmental problem in the student's neighborhood. <i>Speaking:</i> talking about actions that help the planet.
<b>Function</b>	Language for presenting a problem and its solutions.

READING (pre, while and post):

1. Students list words related to "environmental problems".
2. Students give their opinion about the microplastics.
3. Before answering the questions, students are supposed to read the text. In addition, the teacher can develop genre awareness of the text, asking students to pay attention to what kind of text it is, what public it is for... After, they can answer individually and the teacher can check with the group together.
4. Students can search about solutions to reduce microplastics in the world, using the technology.

LISTENING (pre, while and post):

5. Students observe the picture and list the elements that cause the pollution of microplastics.
6. Students watch the video and relate the women to their perceptions.
7. The teacher starts a conversation about environmental problems that students notice around them. After, students write about their perception of an environmental problem in their neighborhood.

SPEAKING (pre, while and post):

8. Students tick what kinds of news they are interested in.
9. Students present themselves as journalists, considering the model.
10. Students prepare questions and ask them to their classmates about a highlight of the week they presented..

WRITING (pre, while and post):

11. Before doing this activity, the teacher gives examples of newscast program on TV. Then, students tick the correct answers according to what they know.  
*Answers: It is the news broadcast on television, containing cinematographic scenes of the main events; the professional who presents the newscast is only the journalist; the other professionals are reporters, cinematographers, producer and editor; the script is necessary for the organization of work in a newscast.*
12. Students review the environmental problem they talked about in “listening section”. Then, they are guided by the teacher to complete the table with the information about the problem. And after, they write their newscast based on the example and considering the genre awareness (developed in reading section), in groups.
13. The teacher asks the students to share their writing and explains that each group needs to read the text they received and give contributions. When students receive their text again, they are supposed to rewrite it, adding the others’ contributions.

## GRAMMAR

14. Students identify the verbs.

15. *Answers: a) researchers finished the action; b) Regular verbs: collected, contained, identified, used. Irregular verbs: was; found.*

16. The teacher explains to students they have to complete the fragments with the past form of the verbs. *Answers: 1) invented; 2) substituted; 3) became; 4) began; 5) created.* And, after they watch the video and check. The text of the exercise is an adaption of the text in the video.

17. This activity aims to expand students' knowledge about plastic and their vocabulary.

Transcript of the videos:

Listening activity – number 6:

**Why is there plastic in Arctic snow?**

Scientists say there's plastic in the Arctic's snow...

... but it's so small you can't see it.

Microplastics, rubber particles and fibres were found in the melted snow...

... more than 10.000 particles per litre.

Given the amount of pollution in the atmosphere it's perhaps hardly surprising that we're finding microplastics in snow but we have such a strong belief in the essential purity of this stuff that some people will find this news rather shocking.

People in the Arctic are also likely to be breathing in microplastics.

My heart is crying and I feel really terrible and I'm not satisfied with what I hear.

But it wake Mia it make my company that you have to do something.

The particles are picked up in the air over Europe and Asia...

... and travel to Arctic by the currents.

I think we're not treating our planet very thoughtfully, basically we produce all this packaging materials we cover everything in polymer based varnish we use a lot of rubber which we also find in our aerial samples and don't even think about what is happening to this environment.

Up here you look around every day and you see something that you think is the pristine Arctic as it's called and it's not anymore and we see it every day and it's really, really sad.



Grammar activity – number 16:

### **A brief history of plastic**

Today, plastics are everywhere.

All of this plastic originated from one small object – that isn't even made of plastic.

For centuries, billiard balls were made of ivory from elephant tusks. But when excessive hunting caused elephant populations to decline in the 19<sup>th</sup> century, billiard balls makers began to look for alternatives, offering huge rewards.

So, in 1863 an American named John Wesley Hyatt took up the challenge. Over the next five years, he invented a new material called celluloid, made from cellulose, a compound found in wood and straw.

Hyatt soon discovered celluloid couldn't solve the billiard ball problem – the material wasn't heavy enough and didn't bounce quite right.

But it could be tinted and patterned to mimic more expensive materials like coral, tortoise shell, amber and mother-of-pearl.

He had created what became known as the first plastic. The word plastic can describe any material made of polymers, which are just the large molecules consisting of the same repeating subunit.

This includes all human-made plastics, as well as many of the materials found in living things. But in general, when people refer to plastics, they are referring to synthetic materials.

The unifying feature of these is that they start out soft and malleable and can be molded into a particular shape.

Despite taking the prize as the first official plastic, celluloid was highly flammable which made production risky. So inventors began to hunt for alternatives.

In 1907, a chemist combined phenol – a waste product of coal tar – and formaldehyde creating a hardy new polymer called bakelite.

Bakelite was much less flammable than celluloid and the raw materials used to make it were more readily available. Bakelite was only the beginning.

In 1920, researchers first commercially developed polystyrene, a spongy plastic used in insulation, soon after came polyvinyl chloride or vinyl which was flexible yet hardy. Acrylics created transparent shatterproof panels that mimicked glass and 1930s nylon took center stage a polymer designed to mimic silk but with many times its strength starting in 1933 polyethylene became one of the most versatile plastics still used today to make everything from grocery bags to shampoo bottles to bulletproof vests.

New manufacturing technologies accompanied this explosion of materials, the invention of a technique called injection molding made it possible to insert melted plastics into molds of any shape where they would rapidly harden.

This created possibilities for products in new varieties and shapes and a way to inexpensively and rapidly produce plastics at scale. Scientists hoped this economical new material would make items that once had been unaffordable accessible to more people.

Instead plastics were pushed into service in World War II. During the war, plastic production in the United States quadrupled. Soldiers wore new plastic helmet liners

and water resistant vinyl raincoats. Pilots sat in cockpits made of plexiglass a shatterproof plastic and relied on parachutes made of resilient nylon. Afterwards plastic manufacturing companies that had sprung up during wartime turned their attention to consumer products. Plastics began to replace other materials like wood, glass and fabric in furniture, clothing, shoes, televisions and radios. Versatile plastics opened up possibilities for packaging mainly designed to keep food and other products fresh for longer.

Suddenly there were plastic garbage bags, stretchy plastic wrap, squeezable plastic bottles, takeaway cartons and plastic containers for fruit, vegetables and meat. Within just a few decades this multifaceted material ushered in what became known as the Plastics Century.

As the plastic Century brought convenience and cost effectiveness, it also created staggering environmental problems, many plastics are made of non-renewable resources and plastic packaging was designed to be single use. But some plastics take centuries to decompose creating a huge buildup of waste. This century will have to concentrate our innovations on addressing those problems by reducing plastic use, developing biodegradable plastics and finding new ways to recycle existing plastic.

## UNIT 2

This unit aims at High School students, level C1 according to the CEFR.

<b>Aims</b>	To enable students to talk about immigration. To enable students to use “would” to refer to the past, hypotheses or politeness. To enable students to write a narrative about an immigrant’s life in another country.
<b>Grammar</b>	Would.
<b>Skills</b>	<i>Reading:</i> a feature article about Ramadan’s dream and life in another country. <i>Listening:</i> a video about two refugees and their difficulties. <i>Writing:</i> graphs about immigration and writing of a narrative. <i>Speaking:</i> an interview for a Green Card.
<b>Function</b>	Language for imagining life in another country.

## READING (pre, while and post):

1. Students think about the definition for the word “emigrate”.
2. Students talk about people they know and that emigrated to another country.
3. Before answering the questions, students are supposed to read the text. In addition, the teacher can develop genre awareness of the text, asking students to pay attention to what kind of text it is, what public it is for...After, they can answer individually and the teacher can check with the group together.
4. Students talk about their ideas related to immigration.

## LISTENING (pre, while and post):

5. Students search about causes for emigration. After, they share with the teacher and the others.
6. The teacher explains to the students they are going to watch a video about two refugees. Then, he/she asks the students to pay attention to what they have in common.
7. The teacher discusses with the students about the meaning of the title. *Answers: a) English and Syrian. b) (1) my mother; (2) my brother; (3) refugee camp; (4) small boat. c) World War II.*
8. The teacher asks the students to answer a quiz about a refugee woman.

## WRITING (pre, while and post):

9. The teacher reads the information in graphs with the students and check their doubts. Then, they answer the questions about them.
10. Students are going to write a narrative (a fiction) and the teacher explains that this story needs a character that is going to leave from one country to go to another. When writing, students have to consider the dreams and difficulties about living in another country and the genre awareness (developed in reading section). They write it individually.

11. After writing, the teacher asks to share their texts with a classmate and he/she is going to suggest improvements for the story.

SPEAKING (pre, while and post):

12. In groups, the students find definitions for the words.
13. In pairs, the students talk about the interview people do to get the Green Card. What kind of questions they imagine they ask. The teacher develops the genre awareness to what kind of text it is, what public it is for...
14. Students write the questions and answers of this interview.

GRAMMAR

15. The teacher asks the students to observe the examples and the use of “would” and after they have to answer the question. *Answer: a) imagined situation.* They complete the table with the word “would”.
16. Students predict about the topics listed on the table and register them. Then, the teacher shows the video about kids’ ideas in 1966 about the future in 2000. He/she asks them to register on the table. It is important the teacher gives a brief explanation about the use of “will, would and going to”, because all of them are in the video.

Transcript of the videos:

Listening activity – number 6:

**80 years apart, these two refugees have more in common than you’d think  
UNICEF**

It was a happy childhood – but I could feel what was happening around me.

One morning I woke up, the shops had been ransacked, all the windows were smashed and my school had been burned.

The sound was so loud. The whole house was shaking, It was really close.

People were screaming in the streets and running. So many people were killed.

My mother said I had to go. I didn't want to leave her, but she said we would meet again soon.

She must have known, that she would never see me again.

It was a decision of whether to live or die.

My brother and I fled on our own.

We slept in the streets, in fields, or a park, wherever we could find.

They brought us to a refugee camp – we had hardly any food.

Then the men put us on a small boat.

It was for 2 or 3 people but we were 12.

At any time it could flip.

Planes flew over us and gunned our boat.

It was dark. I couldn't find my brother.

I started screaming Bashar, Bashar.

I've never been more scared in my whole life.

I thought I was going to die.

We spent 10 days on the water.

I thought about my family the whole time.

My mother the most.

We were waiting to know our fate.

Thankfully, they let us in.

I was really happy when we finally arrived.

I am alive. I am one of the lucky ones.

Grammar activity – number 16:

**The children who could predict the future (kind of...)**

I think it's going to be very boring.

I think it'll be very dull.

I don't think it'll be so nice.

In 1966, a group of schoolchildren in London was asked to predict...

... what life would be like in the year 2000.

Is predicting the future child's play?

The children showed vivid imaginations.

There'll be so many people that they'll have to have an overflow into the sea.

And so there'll be houses underneath the sea and houses above the sea.

I think people will be regarded more as statistics than as actual people.

People wouldn't be able to live in ordinary houses 'cause that would take up too much room.

They'd have to live in flats piled on top of one another.

Everything would be cramped up, very cramped.

First of all, computers are taking over now – computers and automation.

And other people are just not going to have jobs.

There just aren't going to be jobs for them to have.

And some eerily so...

Animals as they have here, sheep and cows and livestock – they'll be kept in batteries.

They won't be allowed to graze on pastures.

They'll be kept in buildings all together and artificially reared so that they'll be bigger and give more food.

The spectre of the Cold War was never far away.

All of these atomic bombs will be dropping around the place...

There's nothing we can do to stop it.

The more people get bombs... well, somebody's going to use it one day.

Some madman will get the atomic bomb and just blow the world into oblivion.

Not all of the children were convinced nuclear annihilation was inevitable.

I don't think there is going to be atomic warfare.

But...

I think that there is going to be all of this automation.

People are going to be about out of work and there'll be a great population and I think something has to be done about it.

To do something about the population problem and try and temper it somehow.

I don't know how.

The children's thoughts may not all have been sweetness and light...

But perhaps every generation feels the same.

I'm not looking forward to living in that year in about 50 years' time.

I mean, the world seems to be in such a terrible state now, let alone in 50 years' time.

So really, what's there to worry about for the next 50 years?

## **Rationale**

The units presented previously were designed based on the Communicative Language Teaching (CLT). The aim was to create task-based activities that promote critical thinking and make the students understand they have a purpose to learn English, not only structures.

The themes of the units were chosen with the intention to develop critical thinking. Unit 1 presents specifically one environmental problem and enables students to talk about it through a newscast and think solutions for it. Students learn how to use Simple Past to refer to an action in the past. While the unit 2 enables students to talk about immigration and write a narrative, considering the experience of living in another country. Students learn how to use “would” to refer to the past, hypotheses or politeness.

Chen Lei (2011) explains that CLT thus can be seen to derive from a multidisciplinary perspective that includes, at a minimum, linguistics, psychology, philosophy, sociology, and educational research. Its focus has been the elaboration and implementation of programs and methodologies that promote the development of functional language ability through learner participation in communicative events.

According to Richards and Rodgers (2001), the Communicative Language Teaching is best considered an approach rather than a method. Its principles include:

- Learners learn a language through using it to communicate.
- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial and error.

CLT is developed through Task-Based activities (TBLT – Task-Based Language Teaching) that propose the notion of “task” as a central unit of planning and teaching.

In this work, each unit is organized according to the skills: reading, listening, writing and speaking. And there is also a grammar section in each unit. The skills are approached considering the parts: pre, while and post.

In relation to the material chosen to compound both units, it is important to say that it contemplates the “multiliteracies”. Kalantzis and Cope (2012) understands that

the term “multiliteracies” refers to two major aspects of meaning-making today. The first is social diversity, or the variability of conventions of meaning in different cultural, social or domain – specific situations. The second aspect of meaning-making highlighted by the idea of Multiliteracies is “multimodality”.

Then, meaning is made in ways that are increasingly multimodal – oral, visual, audio, gestural, tactile and spatial patterns of meaning.

### Reading

In the units, the reading is composed by the pre-reading, which prepares the student for the text and requires from him/her their knowledge about a subject. In these cases, it requires knowledge about environmental problems (a text from BBC) and immigration to another country (a text from The Guardian).

In the part named “reading”, the texts preserve the design as they were presented on sites, which makes it possible for the students the reading of the images and the subheadings that facilitate the comprehension (skimming and scanning processes). After, the texts there are questions to check the students’ comprehension.

In the post-reading, the students have the opportunity to give their opinion, to position themselves in relation to the subjects.

Considering Kalantzis and Cope (2012), the texts of the units contemplate the knowledge processes originally formulated by the New London Group for the Multiliteracies framework: experiencing (the known and the new); conceptualizing (by naming and with theory); analyzing (functionally and critically); applying (appropriately and creatively). These processes can be noticed not only in Reading, but in the other skills too.

### Listening

The listening is composed by the pre-listening, which elucidates the previous knowledge, through an image in the case of the pollution or asking to create a list of the causes for emigration.

In the part named “listening”, there are the links to access the videos and after the activities to check the students’ comprehension.

Kress (2011) in his video, talks about how videos make meanings. In other words, he talks about the role of semiotics and highlights some points: the relation between



language and culture and other related to making meaning not only through language, but also through gestures.

In the post-listening, the students can refer to an environmental problem in their neighborhood and they can answer a quiz and experience how is to be a refugee.

### Writing

The writing is composed by the pre-writing, which includes one activity exploring the genre “newscast” and another exploring some graphs.

In the part named “writing”, two different activities are proposed, one is the production of a newscast about an environmental problem, students had already talked about it in a listening activity, while the other is a production of a narrative about a character that lives in a foreign country.

Millar (2011) understands that a genre represents a group of texts that all share a communicative purpose. One important issue pointed by the author (2011) is that knowledge about genre depends on analysis of authentic texts. For these reason, authentic texts were chosen and presented in reading section in both units.

Millar (2011) also suggests that genre and context awareness activities ask students to focus mainly on the purpose of the communication and the people involved. The author (2011) also explains that genre and language awareness activities focus on the ways different lexico-grammatical structures and patterns are used in different genres to achieve the communicative purpose.

In the post-writing, it is given to the student the possibility of rewriting the text.

### Speaking

The speaking is composed by the pre-speaking, in which is explored students’ interests in relation to news and their knowledge about vocabulary specific for immigration.

In the part named “speaking”, the activities practice habits they have in their routine and that help the planet and a simulation of a Green Card interview, prepared by the students. The interview is a genre that is necessary to present to students, as Millar (2011) talked previously.

Brown (2015) explains that one implication of speaking is the importance of focusing on both the *forms* of language and the *functions* of language. This can be discussed more in the grammar section.

The author (2015) also reinforces that drills offer students and opportunity to listen and orally repeat certain strings of language that may pose some linguistic difficulty – either phonological or grammatical. He (2015) also says that positive feedback helps to internalize the grammatical structures.

In the post-speaking, students tell something about their classmates' habits and register the questions and answers they thought for the interview.

## Grammar

The grammar part is not divided as the others. In Unit 1, there is one activity to identify the verbs and after to define if they represent an action that is still happening or an action that finished. And, students need to classified the verbs between regular and irregular.

Then they complete the explanation about Simple Past and they have a text to complete with verbs in the past. The text is part of a video "A brief history of plastic", then in relation to this choice, the students can notice the use of Simple Past in a real use.

It is important to clear that there is an extra activity, after grammar, but the objective of it is to do a research about where people find plastic and improve the students' vocabulary.

In Unit 2, there is one activity to observe some sentences and answer if they refer to situations in the past, future or imagined situations. After, students complete the explanation about "would" and they have an exercise to complete with their predictions about the future. They watch a video and complete with kids'ideas about the future.

Brown (2015) defines grammar as a system of rules governing the conventional arrangement and relationship of words in a sentence. The author (2015) also concentrates in an important point to be considered when teaching grammar: Should grammar be presented inductively or deductively?

Then, he (2015) presents some reasons that help to understand why inductive approach is more appropriate. Here are the reasons:

- It is more in keeping with natural language acquisition (where rules are absorbed subconsciously with little or no conscious focus).
- It conforms more easily to the concept of interlanguage development in which learners progress, on variable timetables, through stages of rule acquisition.

- It allows students to get a communicative “feel” for some aspect of language before possibly being overwhelmed by grammatical explanations.
- It builds more intrinsic motivation by allowing students to discover rules rather than being told them.

The inductive approach was contemplated in the choice of the materials to develop the grammar activities in both units presented previously. The author (2015) clarifies that there are some moments when a deductive approach or a blended between the two is necessary.

After all the considerations presented, it is possible to claim that the units elaborated and its activities provide the input and output necessary for language acquisition.

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