

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

Débora Alves Vianna

**FRESH PERSPECTIVES**

Belo Horizonte  
2021

Débora Alves Vianna

**FRESH PERSPECTIVES**

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

Orientadora: Profa. Dra. Marisa Mendonça Carneiro

Belo Horizonte  
2021



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

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

**Nome do(a) aluno(a): Débora Alves Viana**

Às 14 horas do dia 02 de julho de 2021, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI) para julgar, em exame final, o trabalho intitulado **Fresh Perspectives**, requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra a(o) candidato(a) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Logo após, a Comissão se reuniu sem a presença do(a) candidato(a) e do público para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

O(A) Prof(a). Luciana de Oliveira Silva indicou a aprovação do(a) candidato(a);

O(A) Prof(a). Valdeni da Silva Reis indicou a aprovação do(a) candidato(a);

Pelas indicações, o(a) candidato(a) foi considerado(a) aprovado  
Nota 91

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

Belo Horizonte, 02 de julho de 2021.

  
\_\_\_\_\_

Obs: Este documento não terá validade sem a assinatura e carimbo da Coordenação.

## Acknowledgments

I would like to thank my family for being a constant source of inspiration, my brother Denis and sister Dilce, who are the ones who have been helping me develop my critical thinking since I was a little girl. I would also like to thank my mum, who taught me how to be kind, and my dad who saw my potential to do great things.

I could not thank all the professors and my classmates from CEI enough for helping me think outside the box.



“Ninguém educa ninguém, ninguém educa a si mesmo, os homens se educam entre si, mediatizados pelo mundo.” (Paulo Freire, *Pedagogia do Oprimido*, 1987)

## Resumo

Este trabalho teve como objetivo produzir duas unidades didáticas completas para o ensino de língua inglesa. As unidades são uma forma de unir a teoria à prática e foram pensadas para trabalhar as quatro habilidades da língua (speaking, reading, writing e listening), bem como desenvolver o letramento crítico e promover habilidades como criatividade, colaboração e comunicação. O material desenvolvido se chama “Fresh Perspectives” e propõe uma forma diferente de trabalhar o inglês em sala de aula. Os temas das unidades foram pensados para estimular o pensamento crítico, o debate e a comunicação real entre alunos e professores. O uso de material autêntico traz para a sala de aula a língua inglesa real, usada nos dias atuais, e os exercícios propostos oferecem experiências comunicativas reais ao aluno. O objetivo das unidades é mudar o olhar do ensino de inglês, que muitas vezes fica limitado ao ensino de gramática e vocabulário. As unidades utilizam o inglês como meio comunicativo, sempre dentro de um contexto, para um aprendizado mais significativo.

Palavras-chave: ensino de língua inglesa, letramento crítico, aprendizado de língua inglesa, ensino de idiomas.

## Abstract

The aim of this paper was to produce two complete book units to teach English. The units are a way of connecting theory and practice and were thought to work the four abilities of the language (speaking, reading, writing e listening), as well as to develop the critical literacy and promote abilities such as creativity, collaboration and communication. The material was named “Fresh Perspectives” and proposes a different outlook in the way we teach English in schools nowadays. The topics in the units were thought to build and develop critical thinking, promote debate and generate real communication among students and teachers. The use of authentic material brings the real English to the classroom, so students are exposed to the language used in the real world. The exercises in the units offer the students real communication experiences. The main goal of the units is to change the perspective of the English teaching, which many times is limited to teaching vocabulary and grammar. These units use the language as a means to communication, so the learning becomes more meaningful to students.

keywords: english teaching, critical literacy, english learning, language teaching

## Table of Contents

Introduction .....	08
Unit 1 .....	10
Teacher's Guide .....	22
Unit 2 .....	28
Teacher's Guide .....	40
Rationale .....	45
References .....	50

## **Introduction**

The teaching units present in this final paper represent a combination of my sixteen years in the classroom and the great impact CEI (Curso de Especialização em Ensino de Inglês – Faculdade de Letras - UFMG) course has had in my professional life. Producing classroom material has always been a passion of mine, and working at English schools has never given me much room for applying my ideas or thinking “outside the box”. I had been looking for an opportunity to expand and improve my teaching knowledge and after hearing about the experience of my workmates from Cultura Inglesa, who had taken the CEI course, I decided to challenge myself, rethink my practice, and finally design units that reflect what I believe.

*Fresh Perspectives* for me is a chance to rethink the role of English classes and go beyond teaching grammar and vocabulary for tests. It is using the language as a means to discuss important issues and make students more independent to search and discuss different themes, foster their critical thinking and equip them with 21st century skills such as collaboration, creativity and problem-solving. The books were designed to promote communication from early stages and to provide a safe space for students to interact and learn how to listen and respect different ideas. The material was developed using authentic texts and videos in order to expose students to real-world situations.

The first unit is aimed at teenagers and young adults, who have already been exposed to English for some time and can make use of the language to communicate at an intermediate level or above. It was developed to help students reflect on the many ways people have been fighting throughout the years for a better world. It is a way to show them a bit of our history and discuss important themes such as racism, global warming and the right to an education. The unit is meant to be a starting point for debates and exchange of ideas, so besides the proposed vocabulary and grammar, it is open to any emerging language that can contribute to the lesson.

The second unit was elaborated to be used in a classroom with basic teenage students, whose English skills are enough to talk using simple structures and about familiar topics. It has the goal to develop empathy and encourage students to talk about sensitive topics. Although it might be challenging to have students discuss at a basic level, it should be seen as an

opportunity for exposure to authentic material and a chance for them to use the language in a meaningful context.

Fresh Perspectives was developed to be used in English institutes or private teaching, with English as the classroom language, and the use of technology is more than welcome. However, the material can be adapted to other realities.

This whole material was designed for educational purposes and cannot be used commercially, nor can it be copied or reproduced, partially or as a whole, without previous consent from the author.



# Fresh Perspectives



6



Débora Vianna

# DON'T GIVE UP THE FIGHT

What would you fight for?



<https://usahistorytask.weebly.com/rosa-parks.html>

## CIVIL RIGHTS

"Differences of race, nationality or religion should not be used to deny any human being citizenship rights or privileges."

## ENVIRONMENT

"We deserve a safe future. And we demand a safe future. Is that really too much to ask?" - Global Climate Strike, New York, 20 September 2019



<https://www.thelocal.com/20190329/thousands-of-teens-join-thunbergs-climate-fight-in-berlin>

## GIRLS' EDUCATION



<https://www.theguardian.com/commentisfree/2013/jul/12/malala-yousafzai-united-nations-education-speech-text>

'Our books and our pens are the most powerful weapons'



"It is better to protest than to accept injustice."

Rosa Parks



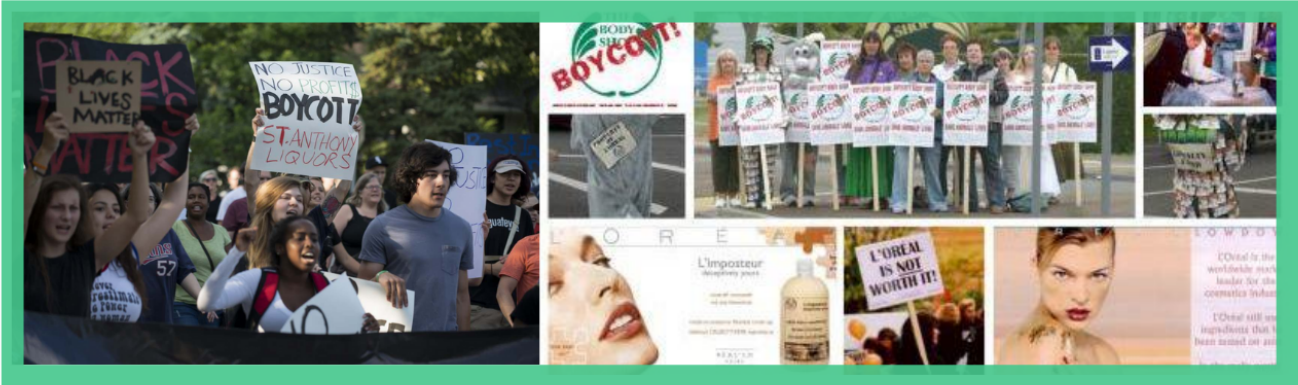
Make your word cloud using your own ideas

change the world

# LET'S TALK ABOUT IT

## 1. Look at the pictures and talk about them with a classmate.

Consider: -What? Where? Why?



<https://www.ethicalconsumer.org/ethicalcampaigns/boycotts> 02 Dec

## 2. Now, read the definition of boycott and answer the questions.

Boycott /'bɔɪ.kɑ:t/

verb [T]

to refuse to buy a product or take part in an activity as a way of expressing strong disapproval

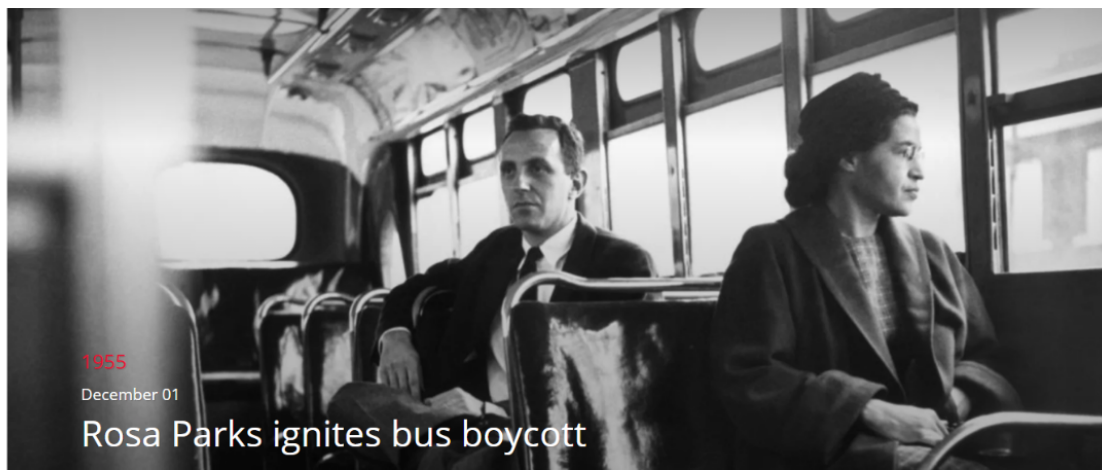
<https://dictionary.cambridge.org/dictionary/english/boycott>

- Have you ever boycotted a company? (if so, why?)
- What would make you boycott a company?

## 3. Look at the picture and answer the questions.

- Can you think of reasons to boycott a bus company?
- Have you ever heard of Rosa Parks?

Take a quick look at the text and check why she was so important.



Bettmann Archive/Getty Images



In Montgomery, Alabama, Rosa Parks is jailed for refusing to give up her seat on a public bus to a white man, a violation of the city's racial segregation laws. The successful Montgomery Bus Boycott, organized by a young Baptist minister named Martin Luther King, Jr., followed Park's historic act of civil disobedience.

"The mother of the civil rights movement," as Rosa Parks is known, was born in Tuskegee, Alabama, in 1913. She worked as a seamstress and in 1943 joined the Montgomery chapter of the National Association for the Advancement of Colored People (NAACP). According to a Montgomery city ordinance in 1955, African Americans were required to sit at the back of public buses and were also obligated to give up those seats to white riders if the front of the bus filled up. Parks was in the first row of the Black section when the white driver demanded that she give up her seat to a white man. Parks' refusal was spontaneous but was not merely brought on by her tired feet, as is the popular legend. In fact, local civil rights leaders had been planning a challenge to Montgomery's racist bus laws for several months, and Parks had been privy to this discussion.

Learning of Parks' arrest, the NAACP and other African American activists immediately called for a bus boycott to be held by Black citizens on Monday, December 5. Word was spread by fliers, and activists formed the Montgomery Improvement Association to organize the protest. The first day of the bus boycott was a great success, and that night the 26-year-old Rev. Martin Luther King, Jr., told a large crowd gathered at a church, "The great glory of American democracy is the right to protest for right." King emerged as the leader of the bus boycott and received numerous death threats from opponents of integration. At one point, his home was bombed, but he and his family escaped bodily harm.

The boycott stretched on for more than a year, and participants carpoled or walked miles to work and school when no other means were possible. As African Americans previously constituted 70 percent of the Montgomery bus ridership, the municipal transit system suffered gravely during the boycott. On November 13, 1956, the U.S. Supreme Court struck down Alabama state and Montgomery city bus segregation laws as being in violation of the equal protection clause of the 14th Amendment to the U.S. Constitution. On December 20, King issued the following statement: "The year old protest against city buses is officially called off, and the Negro citizens of Montgomery are urged to return to the buses tomorrow morning on a non-segregated basis." The boycott ended the next day. Rosa Parks was among the first to ride the newly desegregated buses.

Martin Luther King, Jr., and his nonviolent civil rights movement had won its first great victory. There would be many more to come.

Rosa Parks died on October 24, 2005. Three days later the U.S. Senate passed a resolution to honor Parks by allowing her body to lie in honor in the U.S. Capitol Rotunda.



#### 4. Read the article and answer the questions in pairs.

- Why was Rosa supposed to give up her seat?
- What was the main aim of the boycott?
- Was the protest successful?
- What is the importance of this protest?
- How would you feel if you were in her shoes?

#### LET'S TAKE A CLOSER LOOK...



#### 5. Find in the text words that mean:

(paragraph 1)

- taken into custody \_\_\_\_\_
- discrimination \_\_\_\_\_

(paragraph 3) -

- the act of saying that you will not do or accept something \_\_\_\_\_
- to be told information that is not told to many people \_\_\_\_\_

(paragraph 4)

- people who believe strongly in political or social change \_\_\_\_\_
- a suggestion that something unpleasant or violent will happen \_\_\_\_\_

(paragraph 5)

- to go as far as or past the usual limit of something \_\_\_\_\_
- to decide that a law or rule is illegal and should be ignored \_\_\_\_\_
- to cancel \_\_\_\_\_

#### 6. Retell the story using your own words



#### LET'S TALK ABOUT IT

#### 7. Group talk

How can we fight discrimination?

### 1. Take a look at the comics strip. Do you know who Greta Thunberg is?



<https://www.alexhallatt.com/blog/arctic-circle-cartoon-greta-thunberg-extinction-rebellion>

### ▶ BEFORE THE VIDEO

#### 2. Answer the questions in pairs.

- Do you worry about the future of the planet?
- What do you know about climate change?
- Are you optimistic about the future of your country?

### ▶ LET'S WATCH IT

#### 3. Watch the video and take notes about things that surprises you.



<https://www.youtube.com/watch?v=xDdEWkA15Rg>

### ▶ LET'S TALK ABOUT THE VIDEO

#### 4. Share your notes about the video in small groups, then try to answer the questions.

- Would you like to watch this film?
- Do you like this genre?
- What do you think we can learn from films?



## LET'S TAKE A CLOSER LOOK...



## 5. Read some of Greta's quotes and answer the questions:

1

"The eyes of future generation are upon you. And if you choose to fail us, I say, we will never forgive you"  
Greta Thunberg

2

"If everyone knew how serious the situation is and how little is actually being done, everyone would come and sit down beside us."  
Greta Thunberg

Which quote talks about things that are likely to happen in the future? \_\_\_\_\_

Which quote talks about an unreal situation? \_\_\_\_\_

Quote number 1 has an example of the **first conditional**.

Circle the correct option

We use the first conditional to talk about situations that are **possible/ imaginary**.

Structure: **if + simple past / simple present + will/would + infinitive**



Quote number 2 has an example of the **second conditional**.

Circle the correct option

We use the second conditional to talk about situations that are **possible/ imaginary**.

Structure: **if + i simple past / simple present + will/would**

## 6. Complete the sentences using ou own ideas:

- If I met Greta .....
- The world will be a better place if .....
- If people don't change .....
- I would boycott a company if .....
- If my family decided to be vegan,.....

## 7. Group talk

If you could send a message to the world, what would you say?



## LET'S RECAP

We use the **first conditional** to talk about situations that are **possible**  
Structure: if + simple present + will + infinitive

"If you look for perfection you'll never be content" (Leo Tolstoj)

We use the **second conditional** to talk about situations that are **imaginary**.  
Structure: if + simple past + would + infinitive

"If I had an hour to solve a problem I'd spend 55 minutes thinking about the problem and 5 minutes thinking about solutions." (Albert Einstein)

### 1. Complete the sentences and compare them in pairs:

- If I couldn't go to school .....
- Education in my country will be better if/when .....
- The world will be a better place if .....
- I would become an activist if .....

## BEFORE THE VIDEO

### 2. What do you know about Malala? Why people say she is an inspiration?

## LET'S WATCH IT

### 3. Watch the video and share your opinion with the class.



## LET'S TALK ABOUT THE VIDEO

### 4. Answer the questions in groups.

- How did Malala decide to fight?
- What would you do if you were in her shoes?
- Would you like to watch this documentary?
- Can you remember any inspiring film?





5. Watch the trailer of "The Rosa Parks Story" and compare to what you know about it.



<https://www.youtube.com/watch?v=1tuCAAPOZQQ>

6. Now read the text and answer the questions below.

★ 10/10

**Outstanding biopic about one of the greatest civil rights leaders of all time**

[Catherine\\_Grace\\_Zeh](#) 5 December 2005

THE ROSA PARKS STORY, in my opinion, is an outstanding biopic about one of the greatest civil rights leaders of all time. The performances were smashing, the soundtrack was great, and the casting was just right. Anyway, if you ask me, it was cruel that Rosa (Angela Bassett) had to give up her bus seat after a long day at work. I would probably take a stand myself if I were in her shoes. However, she managed to make something out of it. If you want to know what that something is, you'll have to see the movie. In conclusion, if you are a die-hard fan of Angela Bassett, I heartily recommend this outstanding biopic about one of the greatest civil rights leaders of all time. You're in for a real treat and a good time, so don't miss this one.

[https://www.imdb.com/title/tt0293562/reviews?ref\\_=tt\\_urv](https://www.imdb.com/title/tt0293562/reviews?ref_=tt_urv)

- What is the main aim of the text?
- Where could you find this type of text?
- Do you usually read film critics?
- Did the author like the film?



**7. Group talk.**

**Think about a film you have watched and make an oral review.**

**Remember to mention:**

The genre  
 The Plot (no spoilers!)  
 The setting  
 The actors/ characters  
 Your opinion about it

**WRITE ABOUT IT****8. Now, it's time to write your own movie review and post it!**

What kind of information is important to include?

Name of the film : .....

Movie genre: .....

Cast: .....

Characters: .....

Plot: .....

Soundtrack? Special Effects? .....

Best scenes .....

Something you loved/hated about it .....

Conclusion .....

**FOOD FOR THOUGHT**

**If you could make a film about someone you admire, who would you choose?**

## THINKING ABOUT WHAT I'VE LEARNED

**Talk about people that decided to fight for what they believed**



**Talk about different ways people can protest**



**Talk about things that are likely to happen and about imaginary situations**



**Talk and write about a film**



**My favourite part of the unit:**

.....

.....

.....

.....

**I need to study more:**

.....

.....

.....

.....

## Teacher's Guide

### Notes for the teacher

This material was made by a teacher for teachers, so it was elaborated having the difficulties of being in a real classroom in mind. Adaptations are welcome if needed to fit your class needs. Every lesson has a theme and tries to explore grammar and vocabulary as tools for students to improve their communication skills. The units were planned to be student-centered, so here are a few suggestions to make the best of the material:

- ❑ start from what they know and encourage their active participation;
- ❑ be careful when talking about sensitive topics, provide a safe environment so students feel like sharing;
- ❑ give learners constant feedback, not only on language but also on content;
- ❑ praise students for their attempts and willingness to contribute;
- ❑ vary patterns not only patterns of interaction, but also try to make sure students work with different classmates, so as to have different points of view;
- ❑ be willing to share and open to learn!

**This material was designed for teenagers and young adults, level B1 according to the CEFR.**

## Teacher's Guide

### Unit 1

The unit shows three different activists and their fights for a better world. Rosa Parks and the black movement, Greta Thunberg and the environmental cause and Malala whose fight helps children, especially girls, stay in school. Students will use first and second conditionals to talk about what can happen if they join important causes and also to imagine what it would be like to live in a better world.	
This unit can be taught in 3 lessons of 1 hour each. However, the topic can be expanded and students can benefit from having more time to do the activities.	
Aim	Enable students to talk about people that make a difference Develop critical thinking, communication, collaboration and creativity
Vocabulary	jailed, segregation, refusal, (be) privy, activists, threat, stretch, strike down, call off, boycott
Grammar	first and second conditionals
Function	Talking about real and imaginary situations
Skills	Speaking: Giving opinion, An oral review Reading: An article, A film review Listening: Watching an interview and a film trailer Writing: A film review

### Unit Opener

#### Lead-in

Ask students about the three photos, if they know who they are and what they know about them. Ask if they know what it means to be an activist and provide them with a definition. Ask students for other examples of activists and how they make a difference in the world.

Show students the word cloud and ask them to make their own about changing the world.

This activity can also be done online - see [mentimeter.com](https://www.mentimeter.com)

### Part I - Rosa Parks

#### Let's talk about it

1. Show students the pictures of a boycott and ask them if they know what is happening. Give the definition of boycott.

2. Ask students to answer the questions in pairs.

Round up asking the whole group.

**Pre-reading**

3. Ask students if they could think of reasons to boycott bus companies (bad service, price?). Show them the picture of Rosa Parks and if they don't know who she is, tell them that she started an important boycott.

**While reading**

Ask students to find the reason why people decided to organize the boycott.

4. Ask them to read the text and answer the questions

**Possible answers.**

*a. Because of segregation, black people should sit at the end of the bus and drivers could ask them to give their seats to a white person if their rows were all occupied.*

*b. The protest objective was to challenge a racist law system, and fight against segregation.*

*c. Yes, although it took them more than a year to achieve their goal.*

*d. Supreme Court decided that the bus segregation was a violation of the Constitution and the buses should be non-segregated*

*e. personal opinion*

**Let's take a closer look: Vocabulary**

5. Ask students to find words in the text that match the definitions given.

*a. jailed b. segregation c. refusal d. (be) privy e. activists*

*f. threat g. stretch h. strike down i. call off*

6. Ask students to work in pairs and use the words from the vocabulary to retell the story.

**Let's talk about it**

7. Ask students to discuss in small groups (three or four students) ideas to fight discrimination. Open a class discussion.

**Part II - Greta****Lead-in**

1. Show students the comic strip and check understanding. Ask if they know who Greta is and tell them she is another activist and she fights for the planet.

**Before watching/listening**

2. Ask students to answer questions in pairs. Round off by asking them how optimistic they are about the future of the planet.

**While watching/listening**

3. Tell students they are going to watch a video and they should take notes so they can talk about it later. (<https://www.youtube.com/watch?v=xDdEWkA15Rg>)

**After watching/listening**

4. Students discuss the questions in small groups of three or four people.

### Let's take a closer look: Grammar

First and Second conditionals

5. Tell students to read both quotes. The first one is an example of first conditional, whereas the second is an example of second conditional.

key - 1, 2

Show students the structure and meaning and provide more examples. Ask concept questions.

If I have money, I'll travel to Bahia.

*Will I travel to Bahia? Maybe. Depends on having money or not.*

If I had money, I would travel to Bahia.

*Do I have money? No. It's an imaginary situation.*

6. Ask students to complete the sentences using their ideas and then, compare their answers with a friend. Elicit some answers.

7. Group talk

Ask students to think of a message they would like sending to the world. In groups of four or five they should write messages on pieces of paper or post-its and then find a place in the classroom for them to display their messages. Ask students to read the messages and then tell them to decide the ones they liked most.

## Part III - Malala

1. Review first and second conditionals. Check understanding.

Ask students to complete the sentences with their ideas and compare with a classmate.

### Before watching/ listening

2. Ask students if they know who Malala is and tell them she is an important activist.

### While watching/ listening

3. Tell students to watch the video and take notes of who Malala is and why she is important.

([https://www.youtube.com/watch?v=ch\\_Pan02x6A](https://www.youtube.com/watch?v=ch_Pan02x6A))

### After watching/listening

4. Ask the whole group what they had learnt about Malala and tell them to discuss the questions in groups of three or four.

### Before reading

5. Ask them what they remember Rosa Parks from the first lesson and tell them there's a film about her story. Tell them they are going to watch a trailer.

**While reading**

6. Show students the review and ask them to answer the questions.

**possible answers**

- *The aim of the text is to give opinion about the film*
- *A review can be found in magazines, newspapers, websites about films*
- *The author likes and recommends the film.*

**After reading**

Ask students if they talk about films with their friends and if they usually post about it on social media.

**Pre writing**

7. Ask students to think about a film they have watched recently. Tell students to make in groups of three or four, an oral review of this film. Give an example of what is expected - they should use the box to help them.

**Writing task**

8. Tell students they should choose a film and write a review about it. Tell them exercise number 7 is to help them plan for it. Assign the writing as homework.

**After writing**

Ask students to share their reviews. Teachers could stick them on a wall or post them online. A good idea would be to open a padlet (padlet.com). All the students should have access to the reviews and so they can also give their opinion on the films.

Another great idea is for students to post their reviews in a website (eg. rottentomatoes.com)

**Self evaluation**

Tell students it is time for them to reflect and think about the whole unit. Ask them to be honest to themselves and think about aspects they can improve.

**Notes**

This Unit talks about three different activists: Rosa, Malala and Greta. Here are some links with further information about them.

[https://www.biography.com/activist/rosa-parks?li\\_source=LI&li\\_medium=m2m-rcw-biography](https://www.biography.com/activist/rosa-parks?li_source=LI&li_medium=m2m-rcw-biography)

<https://www.biography.com/activist/greta-thunberg>

<https://www.biography.com/activist/malala-yousafzai>

Please, feel free to bring to class other examples and enrich your classes with content that can have a true impact on your students.







# Fresh Perspectives



## 2



Débora Vianna

# We are the world



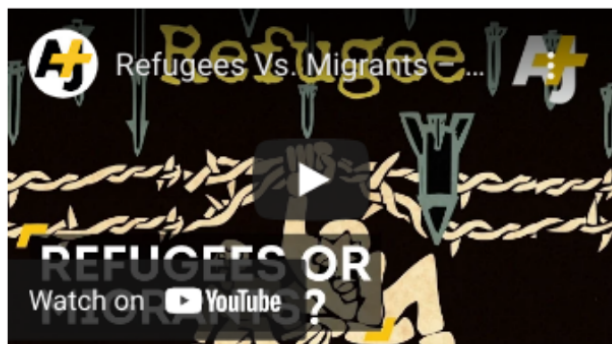
1. Imagine you are moving to another country.

<p>Why?</p>	<p>Where?</p>	<p>How?</p>	<p>When?</p>
<p>Feelings</p>	<p>Fears</p>	<p>Things</p>	<p>People</p>

2. Now imagine you were forced to flee to another country to escape war.



3. What do you know about refugees?



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



Watch and answer.

What's the difference between a refugee and a migrant?

LET'S TAKE A CLOSER LOOK...



### Vocabulary

1. A person who has escaped from their own country for political, religious, or economic reasons or because of a war.
2. A person that travels to a different country or place, often in order to find work.
3. A line that has been agreed to divide one country from another.
4. A place where people who have escaped their own country can live, usually in bad conditions and only expecting to stay for a limited time.

( ) border ( ) refugee ( ) migrant ( ) refugee camp





Let's talk about it!

- How do you imagine life in a refugee camp is like?
- What are the possible drawbacks of welcoming refugees into a country? What about the benefits?
- What would the world be like without countries or borders?



Food for thought

### Imagine

Imagine there's no heaven  
 It's easy if you try  
 No hell below us  
 Above us only sky  
 Imagine all the people living for today  
 Imagine there's no countries  
 It isn't hard to do  
 Nothing to kill or die for  
 And no religion too  
 Imagine all the people living life in peace, you  
 You may say I'm a dreamer  
 But I'm not the only one  
 I hope some day you'll join us  
 And the world will be as one  
 Imagine no possessions  
 I wonder if you can  
 No need for greed or hunger  
 A brotherhood of man  
 Imagine all the people sharing all the world, you  
 You may say I'm a dreamer  
 But I'm not the only one  
 I hope some day you'll join us  
 And the world will be as one

*Imagine: John Lennon*

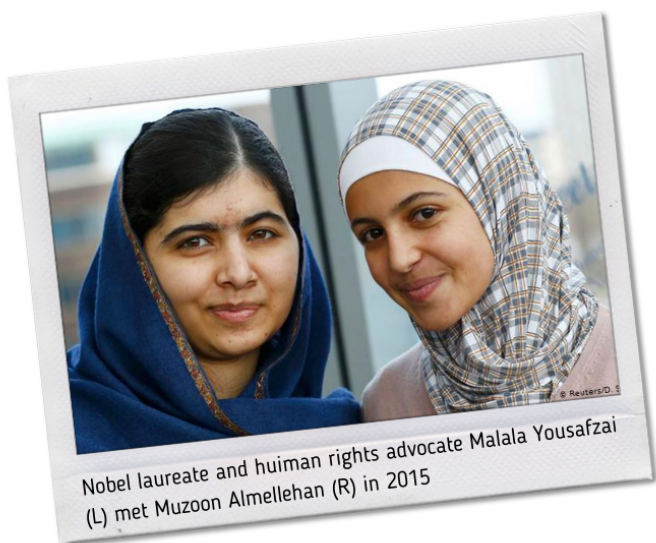
*Imagine Lyrics © Universal Music Publishing Group*



"One Child, One Teacher, One Book, One Pen Can Change The World."

Malala Yousafzai

Make a change



### Before watching the video

Have you ever heard of Malala and Muzoon?  
What do these girls have in common?  
Can one person make a change in the world?



### Let's watch it!

#### Who is Muzoon Almellehan?

Who is she talking to?  
What was her life like?  
What is the aim of her message?



### After watching

#### How do you think refugees feel when they...

- have to leave their country
- arrive at a refugee camp
- have permission to stay in another country



LET'S TAKE A CLOSER LOOK...



"I was 14 years old and in my last month of grade 9 when the bombing **started**."

"I **loved** my home. It was such a happy place"

"I was so scared and **didn't want** to leave".

### 1. What is the purpose of the sentences above?

- talk about something that was true in the past
- talk about something that happened to her in the past
- describe her routine in the present

## Talking about the past (statements)

### Affirmative

"I **loved** my house. It was such a happy place."

### Negative

"I was so scared and **didn't want** to leave."

### Regular Verbs Spelling

- infinitive + ed = end - **ended**

If a verb ends in:

- e, add -d = like - **liked**
- a vowel and a consonant, the consonant is usually doubled = stop - **stopped**
- consonant and -y, remove the y and add -ied = study - **studied**
- vowel and -y, add -ed = play - **played**

### Negative form

didn't (did not) + infinitive

### 2. Use the verbs in the past to make true sentences about you.

- .....
- .....
- .....
- .....
- .....





<https://www.youtube.com/watch?v=vv7cBMCBUdk>



### PRONUNCIATION: -ED

/d/ verbs ended in a voiced sound

/t/ verbs ended in an unvoiced sound

/id/ verbs ended in /t/ or /d/

### 3. Classify the verbs below according to their pronunciation in the past.

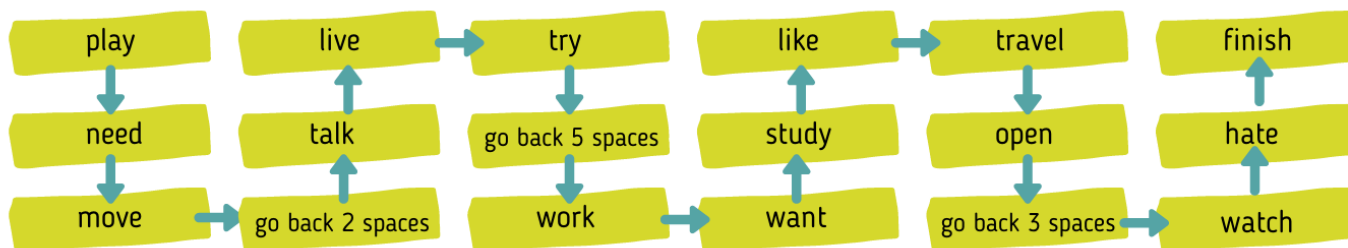
- play
- study
- live
- like
- want
- travel
- watch
- need
- move
- talk
- look
- work
- start
- hate

/d/


/t/

/id/

### Let's play a game!



odd numbers = +  
even numbers = -



---

Dear Fellow Refugee,

I want you to know that life will get better. It is not that long ago that me and my family were right where you are now. Exhausted, scared and not knowing what tomorrow will bring.

I was 14 years old and in my last month of grade 9 when the bombing started. I loved my home. It was such a happy place. We had to leave everything behind and find somewhere new to start over. I was so scared and didn't want to leave.

I know how you are feeling right now. It may feel like everything is dark and hopeless, but there is light ahead. Look how much you have been through and you are still standing. You are much stronger than you think.

Me and my family spent 3 years in a refugee camp, much like yours, and it is there that I started learning again. But in the camps I saw many people, many girls, give up on education. Many would never return to school.

I want to encourage you not to give up on your hopes and dreams for the future. Do everything that you can to stay in school because an education will help you build that future. With knowledge, we grow stronger.

You may feel that no one will ever hear your voice, I want you to know that I hear you, and I am fighting for you and your right to an education. And the world is listening.

Just one year ago, leaders from around the world came together and set up Education Cannot Wait, the world's first fund dedicated to education for children in emergencies, and our struggle was heard.


One day, I want to hear your stories about how many my fellow refugees became engineers, doctors, lawyers and teachers. And how many returned to their homes, their countries - to build a new life, one better than before.

Never stop learning and never stop dreaming. Never lose hope.

Sincerely,

Muzoon

---







There is an old proverb that says:  
 "Before you judge a man, walk a mile in his shoes".  
 What do you understand by that?



What does the word "empathy" mean?  
 Are you empathetic?

1. What words come to your mind when you think of empathy?

**Empathy**

Compare your answers with a classmate.

How can we show empathy?



**BEFORE READING**

2. Do you remember Muzoon's message to refugees? Can you think of other groups of people who would benefit from receiving a letter of hope and love?





## LET'S READ ABOUT IT

**What kind of text is this?**

**Who wrote it?**

**Who does the author expect to help with this message?**

Dear friend,

I know that things may be hard right now. You may be feeling hopeless, sad, lonely or isolated. But you do have reason to hope. We always do. Mental illness blinds us to this reality. You may think that nobody could understand what you're going through. But many do because they have been there, too. I can.

I have suffered from mental illness for a long time. I know how hard it can be. I also know that treatment can work and recovery is possible. First, you may need to come to terms with a few things. You are not a burden. Your loved ones will not leave you. You are not to blame for your illness. It was not anything you did or said. Mental illness happens to a lot of us.

We are beautiful people, kind and empathetic. It's true, certainly no less than everyone else. And you are brave and courageous. Many people admire you. You should be proud to live with mental illness day-by-day. It is an achievement. You must believe that you are strong. You are. Mental illness may have made you stronger than most. But still, there is stigma. It can really hurt. It says terrible, awful things about us. It holds us back, but it doesn't realize how resilient we are. Stigma lies. Don't believe any of it. Stigma is a bully. Stand up and it will shrink. You must listen to what you know is true deep down within you, not a bully's empty bluster. I know you know the truth about you. A lot of people do.

You deserve so much more than being sick. You deserve to live a life full of happiness. You have dreams to pursue, and you can reach them. To do this, you have to believe in yourself. You have to love yourself to know that you're worthy of more. Believe in hope. It is all around you. If you cannot find your own hope, find hope in your loved ones. There are so many people who know you can and will get better, including your peers. We believe in you. Please believe me when I tell you that today is not your forever.

But only you can change your life for the better. You have to take responsibility for your condition, find the best treatment, be adherent, ask for and accept help, listen to good advice from those who love you. Take care of yourself with sleep, diet and exercise. Find out what gives you meaning and purpose in your life – a career, good relationships, happiness – and pursue it.

Recovery can be hard to reach. It was for me. But the rewards are great. You may make mistakes, experience setbacks and disappointments, and get discouraged. We all do. But that's all part of the journey. Recovery is not a straight path. You must never give up. Every step will make you stronger and stronger.

It's really just a matter of time before you reach recovery, but you need to be patient and cautious. Even if you've been suffering for a long time, you can still get better. Be inspired by your peers. I struggled for a long time but I reached recovery. Many people living with mental illness have, and you can, too.

Much better days lie ahead for you. Love yourself. Know that you are loved, worthy, deserving and capable. You've got what it takes. We're all rooting for you and need you. We'll be with you every step of the way, in our thoughts and hearts. We believe in you. You have to believe in you, too.

Love, your friend, your peer, Katherine  
(Katherine Ponte)



## AFTER READING



**a. Do you (or any of your friends) suffer from any mental illness (depression, anxiety, bipolar disorder...)?**

**b. The author talks about the stigma of having a mental disorder. Have you ever heard anything negative about it? Why do you think is so difficult for people to have empathy?**



## PLAN IT!

Think of some uplifting comments to make someone feel better:



- Never lose hope!

- 
- 
- 
- 



- I believe in you!

- 
- 
- 
- 



## WRITE ABOUT IT

**Write a letter to someone who needs to receive love, hope and encouragement.**

Remember to:

- decide what group of people you want to achieve
- try "wearing the shoes" before writing
- think about the message

**Be empathetic!**



## SHARE IT WITH THE WORLD!

**Post your letter and send love to a lot of people!**

<https://www.writeoncampaign.com/write-to-those-in-need>

## THINKING ABOUT WHAT I'VE LEARNED

**Talk about refugees**



**Use statements to about things that happened in the past**



**Talk about empathy**



**Write an encouragement letter**



**Things I need to study more:**

.....

.....

.....

.....

<https://www.empathymuseum.com/>



"The biggest deficit that we have in our society and in the world right now is an empathy deficit. We are in great need of people to look through their eyes."  
- BARACK OBAMA

## Teacher's Guide

### Notes for the teacher

This material was made by a teacher for teachers, so it was elaborated having the difficulties of being in a real classroom in mind. Adaptations are welcome if needed to fit your class needs. Every lesson has a theme and tries to explore grammar and vocabulary as tools for students to improve their communication skills. The units were planned to be student-centered, so here are a few suggestions to make the best of the material:

- ❑ start from what they know and encourage their active participation;
- ❑ be careful when talking about sensitive topics, provide a safe environment so students feel like sharing;
- ❑ give learners constant feedback, not only on language but also on content;
- ❑ praise students for their attempts and willingness to contribute;
- ❑ vary patterns not only patterns of interaction, but also try to make sure students work with different classmates, so as to have different points of view;
- ❑ be willing to share and open to learn!

**This material was designed for teenagers, level A1+ according to the CEFR.**

## Teacher's Guide

### Unit 2

The unit was designed to raise students awareness of the importance of empathy. It should make students put themselves in other people's shoes so they think of difficulties others face. The proposed activities talk about refugees and people who face mental illnesses but the teacher is free to come up with other examples.	
This unit can be taught in 3 lessons of 1 hour each. However, the topic can be expanded and students can benefit from having more time to do the activities.	
Aim	Enable students to express empathy Help students develop critical thinking, collaboration and creativity
Vocabulary	refugee, border, migrant, refugee camp, empathy, empathetic
Grammar	simple past statements using regular verbs
Pronunciation	-ed ending
Function	Talking about the past
Skills	Speaking: Talking about how to show empathy Reading: A letter Listening: a video of a girl (Muzoon) reading her letter Writing: A letter of hope and encouragement

### Part 1

#### Lead in

1. Ask students to imagine they are moving to another country. Tell them to complete the activity with ideas and compare it with classmates. If possible, give them real post-its and tell them to stick them on the board or a wall in the classroom so everyone can look at it.
2. Now tell them the situation is not exactly the same. They now have to move in order to escape war. Ask students to take notes about how they would feel (individually).
3. Ask the whole group if they know anything about refugees. Play the video or explain the difference between a migrant and a refugee.

#### Let's take a closer look: Vocabulary

key

(1) refugee (2) migrant (3) border (4) refugee camp

#### Let's talk about it

Tell students to work in groups of 3 or 4 students and try to answer the questions.

#### Food for thought

Play the song (or show them the lyrics) and ask students if they are also "dreamers".

### Part 2

**Lead-in**

Show students Malala's quote and ask them if they agree with it.

**Before watching/ listening**

Show students the picture and ask them the questions.

**While watching/ listening**

Tell students Muzoon wrote a letter and in the video she reads it.

**Possible answers.**

- *Muzoon is a refugee that now fights for kids in refugee camps so they can have an education.*
- *She is talking to other refugees.*
- *She had to leave her country because of war and ended up in a refugee camp.*
- *Muzoon wants to send refugees hope and love.*

**After watching/listening**

Tell students to work in groups of 3 or 4, and ask them to put themselves in these people's shoes.

Ask the whole group how difficult it was,

**Let's take a closer look: Grammar**

Past Simple Statements - Regular Verbs

1. Show students the examples from the video and let them notice what they have in common.

*key*

*a and b are correct*

Show the students the boxes with the rules of form and spelling. Write more verbs on the board. (Wait, visit, study, watch, walk, cry, love, dance, help...)

Come up with more examples of statements.

2. Ask students to come up with true sentences using the past simple. Ask for examples and write some sentences on the board. Make sure students understand the concept and ask follow-up questions.

**Pronunciation**

Tell students the -ed ending in regular verbs in the past can have different pronunciations: /d/, /id/ or /t/.

Explain the concept of voiced and unvoiced sounds and how it changes the pronunciation.

You can use parts of the video to help students understand better. *Suggestion* - from 02:55 to 06:10.

(<https://www.youtube.com/watch?v=vv7cBMCBUdk>)

3. Ask students to classify the words according to the pronunciation.

*key*

/d/ played, studied, lived, traveled(or travelled), moved

/t/ liked, watched, talked, looked, worked

/id/ wanted, needed, started, hated

**Let's play a game**

Students use the board to play in pairs. They need dice to move and according to the number in the die they have to say a sentence in the affirmative or negative using the verb. (Adaptation: use a coin instead of a die and decide one side to be positive and the other to be negative, as well as how many spaces to move)

If pressed for time, teacher can use the game as a lead-in in the following class)



## Part 3

### Lead in

Show students the quote and ask students if they know what empathy means. Don't give them the definition just yet.

1. Ask students to complete the word cloud about empathy. (This can be done online, eg. mentimeter.com)

Ask some questions and write them on the board.

Give students the definition from Cambridge dictionary

**empathy: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.**

Ask students if they are empathetic people.

### Before reading

Ask students if they remember Muzoon's message and ask them to think of other people who would be happy receiving a message of hope. Check if students understand by asking for an example and give them time to do it in pairs.

(kids who suffer bullying, elderly people, people who suffer from depression/ anxiety, people in hospitals...)

Ask them what they could do to show empathy.

### While reading

Tell students to identify the type of text (*key: a letter*) and how they can identify this genre.

*The opening (Dear friend), the closing (Love, your friend, your peer)*

*Key: The author is Katherine Ponte.*

*She wants to help people that suffer from mental illnesses, like herself.*

### After reading

Students discuss the questions in pairs and then the teacher opens a group discussion, so students have the chance to listen to other classmates.

### Before Writing

Ask students to come up with things they can say to motivate or encourage someone.

(Be strong!, Be brave!, Stay strong!, Don't stop believing!, You can do it!...)

### Write about it

Tell students they're going to write a letter of hope, love and encouragement. They can use one of the groups from the exercise they did before reading the text. Remind them to be empathetic! This activity can be assigned as homework.

### Share it with the world

Encourage students to share their letters. The teacher can stick them on a board/wall or ask them to post them online on a blog. Another great option is to ask students to search for institutions that welcome this kind of letter and so students can really send their love to people who need it.

(<https://www.writeoncampaign.com/write-to-those-in-need>)

### Self- assessment

Tell the students to take time to reflect before answering the questions. They are supposed to mark how close they are from achieving the aims of the lesson.

### Extra activity

Show students the website or videos of the *museum of empathy*.



## Notes

Here are some links that can be helpful for further research:

<https://www.biography.com/activist/malala-yousafzai>

<https://www.unicef.org.uk/celebrity-supporters/muzoon-almellehan/>

<https://www.nami.org/Blogs/NAMI-Blog/January-2021/A-Letter-to-Those-Struggling-with-Mental-Illness>

<https://www.writeoncampaign.com/write-to-those-in-need>

Please, feel free to bring to class other examples and enrich your classes with content that can have a true impact on your students.

## Rationale

*“Choices that teachers make in classrooms are always, in part, decisions about what students and, hence, the nation should become”*

(CERVETTI; PARDALES; DAMICO, 2001).

Teaching English in Brazil has changed a lot in the past decades, and so has my vision of how a language class can be. This paper shows my *fresh perspectives* on education, and how the CEI course has opened my mind to new theories and gave me the chance to reflect on my practice. This final project includes two lessons thought for teachers to use in English institutions, and I believe they can also serve as an inspiration for planning lessons for schools. I am well aware of the problems teachers in Brazil (especially the ones who work at public schools) may face such as the lack of resources and a large number of students. However, I truly hope that in the future, school students will benefit from lessons like these.

*Fresh Perspectives* was developed for teenagers and young adults who are learning English as a second language. It was designed as an attempt to combine my teaching experience in Brazilian English institutes, mostly on Communicative Language Teaching (CLT), and my recent studies about Critical Literacy (CL). I have used the CLT in order to develop communicative competence, involving students in real-life situations, and the CL in this material is a way to develop critical consciousness, fostering discussions and raising awareness of social problems so as to be an instrument of transformation (MATTOS AND VALERIO, 2010). This paper was also influenced by Paulo Freire’s ideas of challenging the teacher-student relationship, so both units were carefully planned to fight what Freire calls “bank education” and empower students. Being a “problem-posing educator” and giving students the opportunity to find their voices are goals I intend to reach as a teacher.

The texts and videos I used in the lessons are all authentic and were taken from the internet. They provide students with real-world language and different variations of English. According to Harmer (2001):

Authentic material is language where no concessions are made to foreign speakers. It is normal, natural language used by native - or competent - speakers of a language. This is what our students encounter (or will encounter) in real life if they come into contact with target-language

speakers, and, precisely because it is authentic, it is unlikely to be simplified, spoken slowly, or to be full of simplistic content (as some textbook language has a tendency to be). (HARMER, 2001, P. 205)

Both units offer students activities to practice the four skills (listening, reading, writing and, speaking) as well as the 21st century skills (such as communication, collaboration, creativity and critical thinking). The focus of the activities is to present students with an opportunity to practice purposeful communication as “Language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use” (RICHARDS; RODGERS, 2002, p.161)

### **Themes**

The first unit presents students to different people who have fought for what they believed was right. It proposes a reflection on what we, as individuals and as a society, have the power to change if we set our minds to it. The lessons show students how past and present issues are connected and how people have been fighting for years to guarantee we all have a better life.

The second unit talks about empathy (a popular topic nowadays) and encourages students and teachers to rethink their concepts and help them broaden their minds. It aims to make students put themselves in other people’s shoes, reflect on their feelings and think about actions to take. Students are encouraged to share their stories and their participation is paramount for a successful class, so for the lessons, the classroom should be a safe environment where contributions are respected and valued.

Themes were chosen as an attempt to help students “learn how to relate to the world and think the world in ways different than the traditional ones” (Mattos, 2012, p. 193).

### **Speaking**

Most activities in both units were planned to integrate different skills, and speaking is the one that makes them memorable and more meaningful. Teachers’ expectations are to be worked in this material as students are supposed to use the level they have to debate topics that sometimes are not very familiar to them. Being a teacher myself, I know that it is hard to let

students talk more freely, so listening and reading activities were planned to allow students to explore the themes, activate their previous knowledge, and be exposed to new structures. Speaking activities are not only for practicing grammar structures and vocabulary, because “in communication, the speaker has a choice of what they will say and how they will say it. If the exercise is tightly controlled so that students can only say something in one way, the speaker has no choice, and the exchange, therefore, is not communicative (LARSEN-FREEMAN, 2000, p. 129)”. They serve to give students the opportunity to use the language as a tool to express their ideas.

Being present in all stages of the lesson, speaking activities contribute to making learning more meaningful and personalized and also help students to collaborate and learn how to listen to others and respect different opinions.

## **Writing**

Each unit works with a different text genre. Students work with authentic examples and have the chance to analyze them before starting their writing process. It also has speaking and reading activities included in the lessons to serve as preparation for the writing step. Both units have the aim to prepare students to express themselves through writing and can be shared both for classroom purposes and real-life ones. The idea is to share their work not only within the walls of the classroom but much more. They can post their writings on websites and send them to people from different places.

The task in the first unit is to write a movie review, which is a popular type of text that students can easily find online. Throughout the unit students were exposed to two movie trailers: the documentary about Malala and a drama that tells Rosa Parks’ story. They also read and analyze a review extracted from a website. Before writing their text, there is a speaking activity in which students should share an oral film review.

The second unit works with letters of encouragement and hope, and the first contact students have with the genre is on a listening activity in which students watch an author reading her own letter. The reading activity shows another example of the genre, and both texts serve as inspiration to students. It is an opportunity for teachers to work on digital literacy,

encouraging students to find on the internet projects that welcome letters to different people in need.

## **Listening**

Both units use videos from the internet and provide students with different variations of the spoken language. In the first unit, there is an interview and a movie trailer, the second unit shows a video about vocabulary, an author reading a letter out loud, and a video about pronunciation.

The listening activities are divided into three steps: pre-listening, while listening, and post-listening. The pre-listening step serves to prepare students and help them activate their previous knowledge, make predictions and work on possible vocabulary that can emerge. The while-listening step is about the comprehension of the message, and they are going to use this comprehension in a post-listening discussion. (Richards, 2009)

There is the use of top-down processing, using students' background knowledge that can be about the topic, situational or context knowledge. "In applying this prior knowledge about things, concepts, people and events to a particular utterance about a specific topic or topic, comprehension can often proceed from the top down." (Richards, 2009, p.8). Students are not to be treated as empty vessels but as critical beings in dialog with the teacher. The goal is to pose them with problems and challenge their assumptions in order to help students become more critical and less alienated. (Freire, 2000)

## **Reading**

The unit shows authentic texts, even in the second unit which was elaborated to more basic learners. The texts show real examples of the genres being studied and contribute to the understanding of the themes. They also help the development of vocabulary and grammar. Students read different genres: an article and a movie review in the first unit and a letter in the second one.

Students learn how to be critical about what they read, not only being able to understand the language and different genres but "to assume a more active role in reader-author relationship

and to achieve deeper levels of understanding from a critical perspective” (Mattos, 2012. p.193). Students have an active part in the construction of meaning.

## **Grammar**

Grammar is presented through authentic quotes related to the topic of the lesson (unit 1) and also in the reading and listening material (unit 2). Both cases students have contact with meaning before thinking about the structure. Vocabulary and grammar are presented as taking a closer look, meaning they have already seen it but from that point they are going to deepen their knowledge. It aims at developing language awareness, allowing students to have more autonomy. The structures are presented only after working with meaning and students are not supposed to work mechanically, but to use the grammar in a personalized way, so it is meaningful to them. Students are encouraged to try and use the language, as Scrivener (2005) states:

“In fact you don’t need very much information before you can try using the language yourself, and once you start trying to use it, you can get feedback, correction and help on how to do it better. The primary experience is doing the thing yourself, not listening to someone else telling you about how to do it.”

Moreover, it is important to keep students motivated and willing to learn more about the language. Having students participate actively will help them build confidence and overcome possible learning difficulties.

## **The role of the teacher**

When designing this material I had the intention to challenge the old assumption that the teacher has all the knowledge and students are supposed to passively receive it (Freire, 2000). Instead, I would like to follow Mattos (2012) and pose some questions like “What is the role of English teaching promoting social change? Can EFL teaching offer alternative ways to create pedagogical space for students to become critical citizens?”

## References

CERVETTI, G.; PARDALES, M. J.; DAMICO, J. S. A tale of differences: comparing the traditions, perspectives and educational goals of critical reading and critical literacy. *Reading Online*, v. 4, n. 9, 2001.

FREIRE, P. ; *Pedagogy of the Oppressed*. 30th anniversary ed. New York: Continuum, 2000.

HARMER, Jeremy. "The practice of English language teaching." London/New York (2001).

LARSEN-FREEMAN, D. *Techniques and Principles in Language Teaching*, 2nd ed. Oxford University Press. 2000.

MATTOS, A. M. A.; VALÉRIO, K. M.; *Letramento crítico e ensino comunicativo: lacunas e interseções*. *Revista Brasileira de Linguística Aplicada*. Belo Horizonte, v. 10, n. 1, p. 135-158, 2010.

MATTOS, A. M. A. Education for citizenship: introducing critical literacy in the EFL classroom. In: GILLIES, R. M. (Ed.). *Pedagogy: new developments in the learning sciences*. New York: Nova Publishers, 2012. p. 191-212.

RICHARDS, JACK.; *Teaching Listening and Speaking From Theory to Practice*. (2009)  
Available at <https://www.professorjackrichards.com/articles/> Accessed on April 2021.

RICHARDS, J. C.; RODGERS, T. S. *Approaches and methods in language teaching*. 2. ed., New York: Cambridge University Press, 2002.

SCRIVENER, Jim. *Learning Teaching*. Macmillan, 2005.