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Curso de Especialização em Ensino de Inglês – CEI

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GO BEYOND: think, develop critical thinking and express yourself
(Material didático para o Ensino de Inglês)

Belo Horizonte

2022

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

Orientadora: Professora Adriana Maria Tenuta de Azevedo

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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): Mariana Kimiko Ashida - Matrícula 2021659610.

Às 17:40 horas do dia 17 de janeiro de 2023 reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI) para julgar, em exame final, o trabalho intitulado **Go beyond: think, develop critical thinking and express yourself**, 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 (X) aprovação () reprovação do(a) candidato(a).

O(A) Prof(a). Ronaldo Correa Gomes Júnior, indicou a (X) aprovação () reprovação do(a) candidato(a).

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

Nota 90

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, 17 de janeiro de 2023.

O trabalho atende aos requisitos do curso.

Ronaldo Gomes Jr.

Luciana de Oliveira Silva

“Our *ikigai* is different for all of us, but one thing we have in common is that we are all searching for meaning” (Hector Garcia and Francesc Miralles, IKIGAI: The Japanese Secret to a Long and Happy Life, 2016).

Abstract

Unfortunately, learning a second language in Brazil is considered a privilege. First, Brazil is a monolingual country in which educational guidelines do not prioritize second language learning. Second, when considering the socioeconomic conditions of the Brazilian population, only a minority can afford to pay for extracurricular courses. When thinking about these conditions in the country, it is crucial to rethink the role of foreign language instructors on what topics, strategies, and teaching methods they are adopting, in addition, to which didactic materials are being elaborated for second language teaching. According to the Sociocultural Approach and the Communicative Language Teaching, two units were elaborated, with social and sensitive themes, as well as extremely important for the formation of critical thinking of the second language learner. The target audience is B2 level students of linguistic competence, preferably teenagers or adults. Both units were designed to promote comprehensive language learning, such as language teaching on topics with social significance, where learners must think, develop critical thinking, express their opinion, and discuss the topics. For the elaboration of the units, authentic materials were selected as input, and activities linked to the real world were created as output to enhance the teaching-learning process in a communicative and meaningful way. This material was produced thinking about helping English Language Teaching instructors and learners to think, discuss and create, going beyond traditional activities and unconnected to what happens in the real world. Considering the personal and social characteristics of those learning the language, in addition to the number of them and the time allocated to classes, it is expected that English Language Teaching instructors will be able to use this material with a focus on the communicative development of the language.

Keywords: Communicative Language Teaching. Didactic Material. English Language Teaching. Sociocultural Approach.

Resumo

Infelizmente, aprender uma segunda língua no Brasil é considerado privilégio. Primeiro, o Brasil é um país monolíngue na qual a aprendizagem da segunda língua não é prioridade nas diretrizes educacionais. Segundo, ao considerar as condições socioeconômicas da população brasileira, somente a minoria consegue arcar em pagar por cursos extracurriculares. Ao pensar nestas condições do país, se faz importante pensar no papel dos instrutores de língua estrangeira sobre quais temas, quais estratégias e métodos de ensino estão adotando; além disso, em quais materiais didáticos estão sendo elaborados para o ensino da tal língua. Conforme a Abordagem Sociocultural e a Abordagem Comunicativa no Ensino de Língua, duas unidades didáticas foram elaboradas, com temas sociais e sensíveis, tal como de extrema importância para a formação de pensamento crítico do aprendiz da segunda língua. O público alvo são alunos de nível B2 de competência linguística, sendo eles, preferencialmente, adolescentes ou adultos. Ambas unidades foram pensadas de modo a promover o aprendizado integral da língua, como o ensino da língua em temáticas com significância social, onde os aprendizes devem pensar, desenvolver o pensamento crítico, expressar sua opinião e discutir sobre os tópicos. Para a elaboração das unidades, materiais autênticos foram selecionados como *input* e atividades ligadas ao mundo real foram criadas como *output* com o intuito de potencializar o processo de ensino-aprendizagem de forma comunicativa e significativa. Este material foi produzido pensando em ajudar tanto os instrutores do Ensino de Língua Inglesa, quanto os aprendizes, a pensar, discutir e criar, indo para além de atividades tradicionais e sem conexão ao que acontece no mundo real. Considerando as características pessoais e sociais dos que estão aprendendo a língua, além do número destes e o tempo designado as aulas, é esperado que os instrutores do Ensino de Língua Inglesa possam utilizar este material com foco no desenvolvimento comunicativo da língua.

Palavras-chave: Abordagem Comunicativa no Ensino de Língua. Abordagem Sociocultural. Ensino de Língua Inglesa. Material Didático.

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INTRODUCTION

Unfortunately, learning a second language in Brazil is considered a privilege. First, Brazil is a monolingual country in which educational guidelines do not prioritize second language learning. Second, when considering the socioeconomic conditions of the Brazilian population, only a minority can afford to pay for extracurricular courses. When thinking about these conditions in the country, it is crucial to rethink the role of foreign language instructors on what topics, strategies, and teaching methods they are adopting, in addition, to which didactic materials are being elaborated for second language teaching.

According to the Sociocultural Approach and the Communicative Language Teaching, two units were elaborated, with social and sensitive themes, as well as extremely important for the formation of critical thinking of the second language learner. The primary purpose of the selected themes included in "*GO BEYOND: think, develop critical thinking and express yourself*" is to allow students to go beyond the meaningless filling gaps or 'repeat after me' practice. In other words, this material offers more than grammatical and standard linguistic content. Both units were designed to promote comprehensive language learning, such as language teaching on topics with social significance, where learners must think, develop critical thinking, express their opinion, and discuss the issues. Asian hate and defining the normal and different are two of the many topics necessary to think, develop critical thinking, and go beyond. It is more than just teaching the structures and rules: students should learn the language through interaction to build communication skills, empower their creativity, and expand their social responsibilities.

The tasks developed were based on how students can discuss them in real life. So, the materials are all authentic, where people talk about their experiences and point of view on the topics, giving students information and output to think critically. Nothing is better than learning and using a second language in real life. If learners can discuss a topic and express their feelings and opinions, they will feel the power of the language, turning it into motivation for their learning process.

Upper intermediate-level students (B2) can use this material, either in English schools or in regular schools, if teachers can include it in the schedule and consider how many students

are in the classroom, their English level, their age, and so on. The recommendation is to use the units with teenagers or adults since it embraces sensitive topics. Depending on some circumstances, 3 or 4 classes of 50 minutes should be enough to work on each unit.

Both units include getting started + 4 sections (let's read, practice, listen, and produce) + self-assessment chart. There is no specific section for speaking because, during the activities, students will come across plenty of conversation as a way to discuss and share thoughts and build meanings. Consequently, the units will practice students' reading, writing, listening, and speaking skills, and the grammar section will be related to the theme meaningfully. This material should create an environment where students can interact and exchange personal opinions and feelings. Also, students can share their stories and discuss them.

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UNIT I

LET'S TALK ABOUT ASIAN HATE!



This unit's goals:

- Improve your vocabulary about the theme
- Be able to argue about the theme and express yourself
- Learn about adverbs and their use



"Crossing the line into violence isn't a solution" - Desmond Chiam

GETTING STARTED

All Asians look the same!

Asians are good at math!

Do you eat rats and dogs, right?

How do you see with those eyes?

Are you Korean, Japanese or Chinese? Do you know (anyone who is Asian)?

Next time, don't bring your diseases back from your country.

What does this mean (if the word looks Asian)?

Where are you really from?

Go back to your country!

READ THE COMMENTS AND THINK!

1. How do you feel after reading the comments?
2. Have you ever heard those comments in your life? Or do you know anyone who has been told them? Are there any other phrases that you have listened to?
3. Could the comments offend someone or not? What is the relationship between those comments and the sentence "this is our home too" on the unit's cover page?

Use the space below to **write down** what you thought about the comments.

Share your thought with your partner!

LET'S READ!

Before starting, read the title of the text (Normalized Racism Toward the Asian Community) and discuss it with your classmates:

- What does the author mean by "**normalized** racism"? Do you agree or disagree? Explain why.
- Do you know the definition of prejudice, stereotype, and racism? Try to brainstorm them!

Normalize (nɔːr.mə.laɪz)
v. if you normalize information, you compare a small set of information with a set that represents normal values

Normalized Racism Toward the Asian Community by Miranda Cho

August 8, 2020

There needs to be steps taken to eliminate the prejudice that still exists in today's society because somehow it has essentially been normalized for Asian Americans to **encounter** racial microaggressions. Based on personal experiences of growing up in this country as an Asian American, there have always been certain stereotypes that people make jokes about. People commonly ask about my math and science skills or wonder if I'm a bad driver and this is not usually a problem. But sometimes I feel **singled out**.

In this same way, I question if Asian Americans are fairly represented in the media. There are rarely any popular **blockbuster** movies that feature Asian American leads, and the ones that do are difficult to come by. As a society, we should be much more welcoming to people of color, especially since the United States features such a **melting pot** of people, evidenced by how many people immigrate **seeking** a better home. These microaggressions that minorities face are a step in the wrong direction. Instead, we should be focusing on progressing forward.

Given that we are **stuck** in quarantine due to COVID-19, it is apparent that our realities are **shifting** based on what is happening in the world right now. COVID-19's spread does not give people the right to be xenophobic and racist toward Asian Americans. In particular, it has been theorized that COVID-19 was manufactured in a Chinese lab and was purposefully released as a weapon to contain the world's growing population. Based on which news outlets people choose to tune into, the truth from each side may be altered slightly in their favor. In regards to COVID-19, TV stations and social media platforms can have such a large impact on our society as a whole. Today, the way that the truth is being presented is just as important as the facts themselves, meaning that people's credibility can be shot down if they do not sound **trustworthy**.

That being said, I have read numerous articles about the increase in racist attacks that Asian Americans have faced **amid** the spread of the virus lately. The president himself has used phrases such as the "Chinese virus" rather than using its medical and neutral **counterpart** "COVID-19," but this is damaging because it **perpetuates** racist and xenophobic slurs. Language can be weaponized and used in this negative manner rather than being a way for people to express their thoughts about reality.

As an Asian American, it has been so **disheartening** to hear of the mass **stabblings** and murders that have taken place as **backlash** for the virus finding its origins in China. There need to be consequences in response to people defining others through violent and aggressive acts, hate speech or slurs. People need to be more **cautious** of the words they are using because they are hurting others, whether or not they realize it.

01. Match the words with their definitions! Use the words below to complete the chart.

to encounter – to single out – blockbuster – melting pot
 to seek – stuck – to shift – trustworthy – amid – counterpart
 to perpetuate – disheartening – stabbing – backlash – cautious

	able to be trusted
	to choose one person or thing from a group for special attention, especially criticism or praise
	to try to find or get something
	a book or film that is very successful
	a place where many different people and ideas exist together, often mixing and producing something new
	unable to move from a particular position or place, or unable to change a situation
	not acting quickly in order to avoid risks; careful
	to experience a situation, especially something that is unexpected or unpleasant
	a person or thing that has the same purpose as another one in a different place or organization
	to (cause something or someone to) move or change from one position or direction to another, especially slightly

	causing you to lose confidence, hope, and energy
	an occasion when someone stabs someone
	to cause something to continue
	in the middle of or surrounded by
	a strong feeling among a group of people in reaction to a change or recent events in society or politics

02. According to the text, answer the following questions:

a. Why have racial attacks against Asian people increased after COVID-19?

b. What did the author say about the role TV stations and social media play in spreading hate speech and comments?

c. Do you agree or disagree with the author? Why?

03. Write T (true) or F (false) according to the text:

a. () The author has never thought that comments about being a math person or a bad driver were xenophobic slurs.

b. () According to the author, many popular movies have Asian people as the main character, especially in the United States.

- c. () Xenophobic and racist comments against Asian people have increased during the COVID-19 pandemic since people are not allowed to leave their houses unnecessarily, so they have nothing to do besides talk about world issues.
- d. () The author agrees with the idea of COVID-19 being produced in a Chinese lab as a weapon to contain the world's growing population.
- e. () TV stations and social media platforms have an important role in presenting the facts to the world, especially nowadays when the truth can be easily modified according to each person's side.
- f. () People like the president of a country have to be careful in selecting the right words when speaking in public because, sometimes, they can encourage racism and xenophobia.

04. WORK IN PAIRS!

What did the man wearing glasses realize when the man replied, "You're in America, speak English"? Why did the man wearing glasses feel embarrassed about speaking in Chinese? If you were the man eating a sandwich, **how would you feel/react? Would you answer the way he did? Express yourself!**



LET'S PRACTICE!

01. Read the passages below extracted from the text, and answer the questions.

"There needs to be steps taken to eliminate the prejudice that still exists in today's society because somehow it has **essentially** been normalized for Asian Americans to encounter racial microaggressions."

"In this same way, I question if Asian Americans are **fairly** represented in the media."

"That being said, I have read numerous articles about the increase in racist attacks that Asian Americans have faced amid the spread of the virus **lately**."

a. Find the synonym of the highlighted words:

essentially

- fundamentally
- artificially
- unnaturally

fairly

- highly
- greatly
- enough

lately

- long time ago
- recently
- anciently

An adverb is a word that can modify a verb, an adjective, or another adverb. When an adverb modifies a verb, it tells us how, when, where, why, how often, or how much the action is performed.

Adverbs of manner express **how** something happens. In most cases, you can take an adjective and simply add -ly to form an adverb.

Adverbs of time provide more information about **when** a verb takes place. Adverbs of time are usually placed at the beginning or end of a sentence.

Adverbs of degree explain the **level of intensity** of verbs or adjectives. For example, they usually modify other verbs and adjectives, making them stronger or weaker.

IMPORTANT

b. After reading about adverbs of manner, time, and degree, place the highlighted words with their own type and definition. Follow the example below.

Adverb of frequency	Adverb of degree	Adverb of time	Adverb of manner
in the way that most often happens	more than average, but less than very	not long ago	relating to the most important characteristics or ideas of something
usually			

c. There are more adverbs in the article “Normalized Racism Toward the Asian Community”. Find them and identify which group of adverbs they belong to. Discuss in pairs, and complete the chart!

Adverb of degree	Adverb of time	Adverb of manner



02. Look at the examples of adverbs of time, manner, and degree below.



a. Replace the highlighted adverbs using the ones in the chart above.

"We are often **highly** encouraged not to speak about these issues and try to look at the larger picture."

"When the train **finally** arrived, the aggressor sat right across from Tsui and glared at him the entire ride, mouthing, "I'm watching you."

"**Unfortunately**, Asians are often targeted for violent attacks because Asians are stereotyped as weak and non-confrontational."

b. Read the comics below.



What is the message of the comics? How do you interpret them? How important are the adverbs to the comics?

03. **Imagine you will join a protest against Asian hate.** Create the poster you will bring with you. Attention: remember to use the adverbs you have learned or any other you know.



The Purpose and Power of Protest:

A protest is an event or action where people publicly gather to express their opinions about something happening in society. The overarching purpose of protests is to **demand change**. Protests can take the form of marches and sit-ins and include speeches, music, performance art, poetry, using symbols, and holding signs.

“Making a sign and showing up to a protest is an act of saying that you matter and your voice should be heard. I don’t think it matters if it’s funny or original or not, it just matters that you’re there saying it.”

- Bedford Democratic Committee

LET'S LISTEN!

The video has almost the exact title of the text you read: Normalized Racism toward Asian Americans. Still, Nguyen also talks about her experience and normalized stereotypes she had as part of the Asian community.

Before listening to her, is there any stereotype about cultures you have normalized that is not always true? **Share with your classmates!**

01. Watch a video where Sophia Nguyen talks about her experience with Normalized Racism toward Asian Americans.



<https://www.youtube.com/watch?v=bGuqRaj6878&t=315s>

BIOGRAPHY

Sophia Nguyen (19) is a junior at George Mason University where she is majoring in Government and International Politics with a concentration in International Relations and minoring in Global Affairs. Born into a Vietnamese family in Chesapeake, Virginia, Sophia has upheld a personal commitment to her culture, faith, and identity. At GMU, she has been involved in a plethora of organizations: Student Government, Asian-Pacific American Coalition, GMU Club Tennis team, The Patriot Period Project, and the Vietnamese Student Association.

02. **TAKE SOME NOTES!** Write what you have understood about Nguyen's speech, and discuss with your classmates and teacher.

<p>How much has racism towards Asians and Asian Americans increased?</p>	<p>For Nguyen, how was the process of accepting her background, and understanding that she had normalized the racism towards her community?</p>	<p>What kind of "jokes" did people make about her? How did she feel after realizing she had been helping to spread racist behaviors?</p>
<p>According to her, if you are non-Asian, how can you help to change the situation?</p>	<p>And if you are in the Asian community, how can you help to change the situation?</p>	<p>As a community, what can we do to spread knowledge and awareness about all forms of hate and racism?</p>

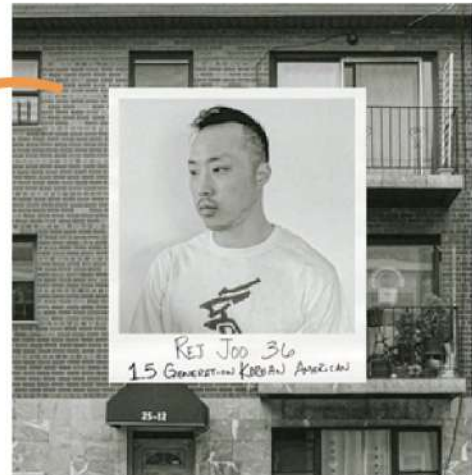
03. Now that you have read Cho's text and listened to Nguyen's speech, read the factual events that have happened to some Asian people in the United States:



"I don't want to speak to you. You're Chinese. Please get me somebody else to work with," a customer told Hwang, an essential employee at a bank.



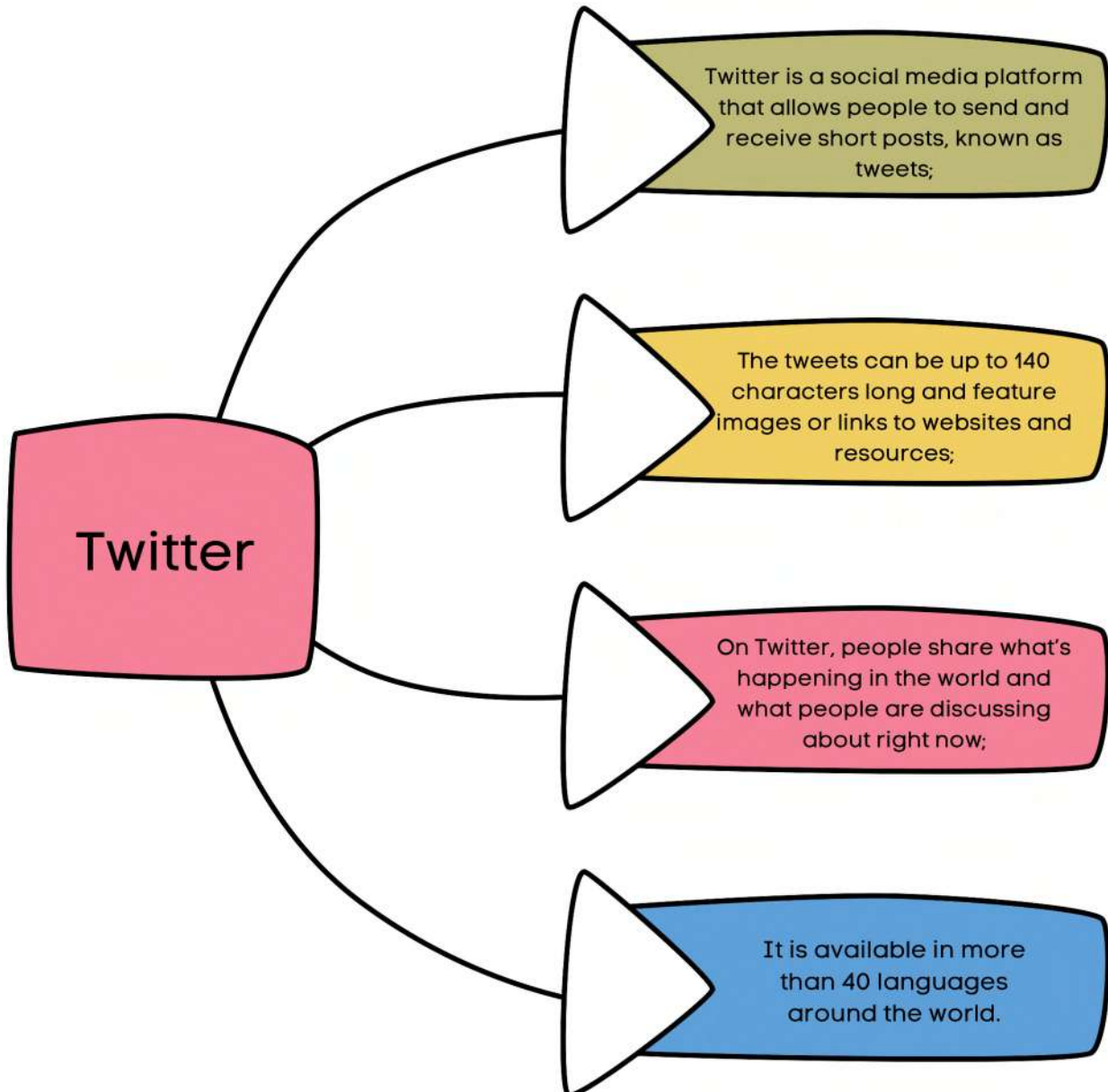
"I was gonna see if you were Chinese. I was gonna put on my mask if you were Chinese."



Do you consider those comments racism? If you were told any of these phrases, how would you react? Write down!

LET'S PRODUCE!

Before starting the writing activity, read about the social media Twitter and what is its purpose:



- Do you use Twitter, or have you used it before? If yes, for what purpose do you use it? If not, why?
- Is there any information you know about Twitter that needs to be mentioned above? Share with your classmates.

01. Now that you know what Twitter is, read the tweets below posted on Twitter.

It's not politically correct to say "retarded" anymore, you have to call them "Asian-Americans"

Chinese culture seems to include eating alot of raw & disgusting animals/bugs.

I am not surprised by the [#coronavirus](#)

The United States will be powerfully supporting those industries, like Airlines and others, that are particularly affected by the Chinese Virus. We will be stronger than ever before!

Imagine you saw those comments and want to answer them, expressing your opinion about what you have read, trying to educate those people to rethink their actions that spread Asian hate. **Follow the step by step to write your tweet!**

STEP BY STEP



1

Choose one of the tweets you read to answer;

2

Make a draft of information or things that you want to tell;

3

Show to your teacher and ask for their feedback;

4

With the first draft and feedback, try to write on the tweet frame.

Step 2:



Step 4:



After finishing: **Share your Tweet with your classmates and teacher.** Check if you need to change anything according to their last feedback!

TIPS

- # Select and put the most important words (since you have a maximum number of letters per Tweet);
- # Write concisely;
- # You do not have to write formally;
- # Make the content valuable and useful!



02. Now that you have read and studied Asian hate, assume that you will leave a comment to Cho **or** Nguyen, expressing your opinion about the theme. **Follow the steps below to write your comment.**



First draft:

GET READY

Linking words that may help you!

Beginning:
Thank you for sharing such a wealth of information!
It is an important topic to think about!

Middle:
I have not thought of...
I fully agree...
I politely disagree...
I would like to suggest...

End:
Thank you for the article/the video!
I am looking forward to learning more about it!

After finishing the first draft, remember to show your teacher for feedback. If needed, you can do as many drafts as you want (depending on the time). After you have rewritten and revised your comment, **do the final version** (as you will post it).

Final comment:



Here are some **tips** for writing a good comment!

- **Keep it simple.** As there is a limited amount of space, be clear.
- **Say something meaningful!** Expand on your opinion.
- You can agree or disagree with the article/video, but **be polite!** If you disagree, explain why. **Build your argument.**
- **The comment needs to be a beginning, middle, and end!** Remember to say hello. And do not forget to close the comment by greeting the author again.



Before handling it, reread your comment, and check if you have followed the steps, not forgetting anything. If you are finished, **take it to your teacher or show it to your classmates.**



"I couldn't remain silent because as we stay silent, the violence continues. We can actually win the fight against hate by making sure that we build a wall of just unity and solidarity and love for each other. We have to become our own superheroes."

- Phillip Lim

**BEYOND
THE
CLASSROOM!**

Read the article "**Why Asian superhero Shang-Chi could truly change the world**" by Kesewaa Browne! Source: <https://www.bbc.com/culture>

SELF-ASSESSMENT

Good job! Now that you have finished Unit 1, let's assess your learning process!



Now, I am able to...	1	2	3	4	5
... recognize xenophobic comments against Asian people!					
... argue about the theme with confidence!					
... express my opinion using the vocabulary I have learned!					
... recognize the adverbs and use them properly!					
... write and leave a comment on someone's blog/article/video!					

Teacher's guide

For all teachers who will teach UNIT I...

Before starting the lesson, it is essential to remind you: UNIT I has a sensitive and complicated topic. In Brazil, 2 million people consider themselves Asian or have an Asian background. So, teachers, be careful about how you will talk about Asian hate and how you will select the right words. Besides, it is crucial to know who you will teach this lesson. Remember that an Asian person might be taking the classes, or someone in the classroom might have Asian friends. The recommendation is for teenagers or adults.

The UNIT is divided into getting started + 4 sections (let's read, let's practice, let's listen, and let's produce) + self-assessment chart. It can be taught in 3 or 4 classes of 50 minutes, depending on how much time you will provide to the students for each activity or if you will bring extra material. Also, it will practice students' reading, writing, listening, and speaking skills, and the grammar section is related to the theme meaningfully. There is no section for practicing pronunciation because it is not the focus of this UNIT.

This UNIT's topic is Asian hate, guided by real situations and speech by Asian Americans. But Asian hate happens all around the world. But most people do not consider Asian hate as racism, and it is not a topic that is talked much about in the world, which makes the theme more necessary to be discussed. So, the goal of this unit is to discuss the topic, letting the students express their thoughts and opinions through the theme. The students will likely come up with other related situations. As a teacher, do not forget to motivate your students to talk and express themselves, creating a safe environment for sharing and developing knowledge. If you know of any recent events, feel free to bring them as a discussion and to connect with the activities.

It is about teaching the language through communication. As mentioned before, it is a challenging topic, so keep it in mind. Besides learning standard English, the goal is learning how to use the language meaningfully, discuss something, and express personal opinions and feelings.

I hope you have fun!

The author.

OVERVIEW

The unit is divided into sections: getting started, let's read, let's practice, let's listen, and let's produce. In the end, there is a self-assessment chart.

GETTING STARTED

The first section is a warm-up time to introduce the topic to the students, giving them an overview of the UNIT. They are supposed to think and brainstorm about the theme.

LET'S READ

This section consists in reading the text provided and understanding what the article is about to do the activities. There is a list of essential words with definitions to learn new vocabulary within the theme. There is also an activity where students have to express themselves by speaking.

LET'S PRACTICE

This section is to practice the unit's grammar topic (adverbs of manner, time, and degree). The idea is to learn what adverbs are, when, and how the students will use them. Teachers should encourage and help them to do the exercises.

LET'S LISTEN

This section consists of watching the video where Nguyen talks about her experience with the topic, and students have to understand it and make notes. They should share their notes and talk about Nguyen's speech.

LET'S PRODUCE

It is the last section of the UNIT, composed of two writing activities. The first is writing a tweet to answer racist comments, and the second is leaving a comment to Cho (the article's author) or Nguyen (the video's speaker), expressing what the students have thought about their thoughts.

SELF-ASSESSMENT

There is a self-assessment for the students to fill it. The purpose of the self-assessment is for students to assess their learning process and know what they have lacked and what and where they should improve. They should make checks from 1 to 5 (1 means that they need more practice and 5 means that students have confidence in what they have learned).

GETTING STARTED

Time: 10 to 15min

Ask students to read the comments and let them think by themselves. After giving them time, divide the class into pairs or small groups and make them think about the questions written on the unit. They will discuss and write the common ideas they came up with about their discussions and should share them with everybody at the end.

Teachers: if there is no need or no time to work in groups, or if they should think and write individually, you can end up with a brief general discussion. Just be sure there will be a brainstorming discussion before the lesson starts.

LET'S READ

Time: 30 to 35min

First, there is a pre-reading activity for students to understand what kind of text they will read. So, ask the students to read the title and let them think and predict what the author wanted to mean. The word normalize is also defined so students can read and discuss it. They can do it in pairs or bigger groups. Also, students should know some essential concepts to understand and discuss the theme, so they can try to brainstorm those words. They are important to understand the text and can help them have a deeper discussion about the topic. After the pre-reading activity, you can ask them to read the text individually.

Before starting the activities proposed in the unit, talk about the text! Ask them if they have understood and discuss it. If needed, read or ask students to read the text loudly.

Activity 01

Individually or in pairs

The first activity is matching the words with their definitions. The purpose of this activity is to understand them within the context. The students should discuss and try to find the correct matches in pairs. After finishing, ask each team to share one or two words and briefly discuss and explain their answers.

Answer

trustworthy	able to be trusted
to single out	to choose one person or thing from a group for special attention, especially criticism or praise
to seek	to try to find or get something
blockbuster	a book or film that is very successful
melting pot	a place where many different people and ideas exist together, often mixing and producing something new
stuck	unable to move from a particular position or place, or unable to change a situation
cautions	not acting quickly in order to avoid risks; careful
to encounter	to experience a situation, especially something that is unexpected or unpleasant
counterpart	a person or thing that has the same purpose as another one in a different place or organization
to shift	to (cause something or someone to) move or change from one position or direction to another, especially slightly
disheartening	causing you to lose confidence, hope, and energy
stabbing	an occasion when someone stabs someone
to perpetuate	to cause something to continue
amid	in the middle of or surrounded by
backlash	a strong feeling among a group of people in reaction to a change or recent events in society or politics

Activity 02

Individually or in pairs

Letters a and b are only text comprehension activities; however, letter c requires students' personal opinions. Do not forget to ask them if they agree or disagree with the author. You can ask them to raise their hands, so everybody can know who agrees and who does not. Remember to discuss the reasons. Make them think and express themselves.

Answer

a. Why have racial attacks against Asian people increased after COVID-19?

Since COVID-19 started, everybody had to be in quarantine for a period, which gave people plenty of time to spend on the Internet. One of the rumors was that COVID-19 had been created in a Chinese laboratory as a weapon. Everybody talked about the pandemic and COVID-19 on social media, and people even called COVID-19 a 'Chinese virus,' blaming Asian people for its creation. Calling COVID-19 a Chinese virus is one of the facts on how xenophobic and racist comments toward Asian Americans increased after COVID-19.

b. What did the author say about the role TV stations and social media play in spreading hate speech and comments?

According to the author, TV stations and social media platforms can significantly impact society since they can manipulate the information they share. So, they have a crucial role in spreading hate speech and comments.

c. Do you agree or disagree with the author? Why? "I agree because..." or "I do not agree because..."

Activity 03

Individually

Students can do it on their own. After they have finished, ask them to share their answers. This activity might take a little time since the text's discussion has happened before.

Answer

a. T

b. F

c. T

d. F

e. T

f. T

Activity 04

In pairs

This activity has no right or wrong since it asks students to think and express their feelings. One of the goals could be taking the man's place (who is eating a sandwich) and asking students if they would feel offended like he was. They can do this activity in pairs to have a discussion. Remember to go around and check their discussion time. If there is time available, ask students to share their opinion.

To think! The man wearing glasses went to the man who was eating and spoke Chinese. The man got offended and asked him to talk in English. The cartoon wants to show that it is not a good idea to assume the nationality of someone without asking, just looking at the physical features. And the man who is eating made him realize, attacking him back (since "you are in America, speak English" is also a xenophobic comment). But the guy does it intentionally, making the man wearing glasses notice that he made a mistake.

LET'S PRACTICE

Time: 30 to 35min

This section is to practice grammar within the theme. The focus is learning adverbs of manner, time, and degree and how to use them meaningfully.

Activity 01

Individually

There are 3 excerpts from Cho's text where the adverbs are highlighted in red. Ask students to read those excerpts and find the synonym of each adverb. After they have finished it, make a brief correction loudly, so ask them to read the definition of adverbs and explain which role the adverbs of manner, time, and degree play in the sentence.

When they have finished reading the "important box", ask them to classify the adverbs they have seen in the excerpts. Do not forget to help them if they need it.

Activity c is finding others adverbs in Cho's text. The purpose is to make them think and search in the text. Do not forget to ask them which adverbs they found and ensure they got the idea.

Answer

a. essentially – fundamentally
fairly – enough
lately – recently

b. Adverb of degree – fairly
Adverb of time – lately
Adverb of manner – essentially

c. Adverb of degree: especially, slightly

Adverb of time: always, commonly, usually, sometimes, rarely, right now, today, lately

Adverb of manner: purposefully

Activity 02

Individually or in pairs

There are lists of some adverbs of time, manner, and degree. Ask students to replace the highlighted adverbs and find their synonyms or ones that will not change the meaning. If the students come up with other adverbs that also fit it, let them do it. Besides the importance of using adverbs to emphasize the sentences, remember to speak about the comics. You can ask them to do and think the activity b in pairs because they can discuss the cartoons.

Answer

a. highly – extremely, particularly
finally – ultimately
unfortunately – sadly

b. The girl received the news about an old lady getting kicked violently on the street. She wonders when people will notice that many Asian people have been attacked in the world, and she is questioning when people will be cautious about their hate comments. The more people around pretend they are not looking at the problem, the more people will still get attacked.

Adverbs help the sentences to be more characterized and specific, giving the sentences more emphasis.

Activity 03

Individually

There is no right and wrong in making protest signs. Writing a poster to protest should be brief with words that call people's attention. Ask students to write just one sentence. Make sure they use the adverbs correctly. If needed, give them suggestions on how they can improve it.

LET'S LISTEN

Time: 30 to 35min

Before starting this section, there is a pre-listening activity where students should think about the question and share it in the classroom.

This section is about practicing students' listening skills. So, students will watch the video in which Sophia Nguyen talks about her experience and opinion about Normalized Racism toward Asian Americans. Play the video in the classroom for everyone. Ask students to make notes, following the chart in the textbook. If needed, you can play the video two times.

Attention: it is up to you to play the whole video or just part of it. It would be best if you varied the according to your students' needs and profiles.

After they have watched the video, discuss what Nguyen is saying. You can use the questions on the chart, but feel free to add more questions. Pay attention to the conversation's flow. Ask their opinion and give them enough time. Do not forget to create a healthy environment where students can speak about the topic without feeling uncomfortable. The last activity is about other Asian Americans who have experienced racist comments. Make the students think, individually or in pairs, about how they feel in reading the factual events.

Activity 01

Individually

VIDEO'S TRANSCRIPTION

Normalized Racism Towards Asian Americans by Sophia Nguyen

John Kim, Jessica de Maliana, Ron Twacin, Gnook Fem, Steve Quangchen, Manti Teo, Im Paco. What are these people have in common? If you've been paying attention to the news, you've may have seen them in headlines as victims of increasing violence against Asians and Asian Pacific Americans. Hate crimes and racism towards Asian-Americans have increased by 1900 percent since the start of the COVID 19 pandemic. And the fact that these names could one day be of my family, my loved ones or my friends terrifies me beyond words.

At a ripe age of 19, I feel that I'm slowly and finally becoming more aware of my uniqueness as an Asian-American individual. It certainly was not easy. Nor did I make it easy for myself. While growing up, I was always told to respect my culture, to embrace my history, and to feel proud for being Asian American. However, I'll be honest with you all, constantly being the only Asian American girl in my classrooms, being one out of 15 Asian students in my graduating class, made it extremely hard to do so. I grew up in a bubble where my community, my peers and my friends were not Asian.

Not only did I experience racism repeatedly during my elementary to high school years, but sometimes I was also part of the problem and made stereotypical Asian jokes to those around me. I mean, to all of you Asians listening to this, I'm sure at one point you've heard these phrases. You're Asian, aren't you supposed to be good at math?" "Is it true that you all like eating cats and dogs?" "Aren't you the race that eats those weird animals all the time?"

These were times I recall other students mocking Asian accents and me laughing along. Pulling their eyes back and me doing the same to be funny. Saying that I ate rats and turtles and me saying "You better watch your pets because I'll eat yours". Sending me videos of people mocking Asian cultures and calling it "comedy". And so much more.

These racist behaviors became so prevalent and I failed to realize how damaging it was to have allowed it to exist in the first place. What is possibly even more embarrassing is that it took the onset of the pandemic for me to realize that racism was so normalized throughout my life and that I simply never cared to do anything about it. Not only did I fail to respect myself, but I failed to follow my parents' teachings. Right at the onset of COVID 19 was when I started to see the uptake of anti-Asian sentiments, but not only that, I was shocked to see how widespread and public these sentiments became.

Nowadays, not a day goes by without a new story about elderly Asians and Asian Americans being assaulted or our communities' businesses being vandalized, left and right. In my own city, five minutes away from me, there is a time where a Chinese takeout restaurant's front was spray painted with terrible racist phrases and even had its windows completely shattered. My family and I grew increasingly alarmed, a terrified now wondering if it'll be safe to leave the comforts of our home, to live our regular lives outside. Or not.

I believe it's well beyond the time for change. But we do need a start. The Asian model minority myth has conditioned us to go with the status quo to reaming passive and silence. But us as a community, we are so much more than that and we can do so much more than that.

If you are a non-Asian or not Asian American, I can recommend some ways for you to be allies. Understand the importance of diversity, equity, and inclusion. Be more mindful of stereotypes perpetuated in the Asian community and in the media. Support local businesses. Check in on your friends and see how they're doing. But most importantly, this doesn't just end with Asian communities. We must continue to support all communities and all races. Because when we all support one another, we all prosper.

Now for those who are Asian or Asian American, stand out, speak up and fight back. Embrace your culture and embrace your uniqueness. Look out for one another. Us, as a community, we will not tolerate what's happening in the world right now. Not only must we continue to spread knowledge and awareness for the rise of violence towards our community, but our common goal should be unnormalizing all forms of hate and racism.

Hate for generations have continued to take innocent lives and hard work away from us. And the more we let hate prosper, the more humanity tends to stray away from our morals.

So I end with this. Let us come together and fight for a safer community. Let us come together and fight against all forms of pain. But most of all, let us come together to fight for good fortunes like our elders have previously taught us. Not only for our future families. But for generations, who will soon enough take our place in the world.

Activity 02

Individually

Answer

How much has racism towards Asians and Asian Americans increased?

Hate crimes and racism toward Asian Americans have increased by 1900 percent since the start of the COVID-19 pandemic.

For Nguyen, how was the process of accepting her background, and understanding that she had normalized the racism towards her community?

At 19, Nguyen felt she was slowly becoming more aware of her uniqueness as an Asian American. While growing up, she was always told to respect her culture, embrace her history, and feel proud of being Asian American. However, constantly being the only Asian American girl in her classrooms, being one out of 15 Asian students in her graduating class, made it extremely hard to do so. So, she grew up in a bubble where her community was not Asian.

What kind of “jokes” did people make about her? How did she feel after realizing she had been helping to spread racist behaviors?

“You’re Asian. Aren’t you supposed to be good at math?” “Is it true that you all like eating cats and dogs?” “Aren’t you the race that eats those weird animals all the time?” Also, there were times when the other students mocked Asian accents or pulled their eyes back, and she was laughing along. They used to send her videos of people mocking Asian cultures and calling it “comedy”. These racist behaviors became so prevalent, and she failed to realize how damaging it was to have allowed them to exist in the first place. What is possibly even more embarrassing is that it took the onset of the pandemic for her to realize that racism was so normalized throughout her life that she never cared to do anything about it.

According to her, if you are non-Asian, how can you help to change the situation?

If you are a non-Asian or not Asian American, she recommends some ways to be allies. Understand the importance of diversity, equity, and inclusion. Be more mindful of stereotypes perpetuated in the Asian community and the media. Support local businesses. Check-in on your friends and see how they’re doing. But most importantly, this doesn’t just end with Asian communities. According to Nguyen, everybody must continue supporting all communities and all races.

And if you are in the Asian community, how can you help to change the situation?

For Asian or Asian Americans, she recommends standing out, speaking up, and fighting back. Embrace the culture and embrace your uniqueness. Look out for one another. As a community, people cannot tolerate what's happening in the world right now. Not only must everybody spread knowledge and awareness of the rise of violence towards the Asian community, but the common goal should be unnormalizing all forms of hate and racism. For generations, hate has continued to take innocent lives and hard work away from us.

As a community, what can we do to spread knowledge and awareness about all forms of hate and racism?

According to Nguyen, everybody has to be together and fight for a safer community. But most of all, be together to fight for good fortunes like the elders have previously taught, being able to prosper for generations.

Activity 03

Individually

Be sure the students write how they would feel, for example...

"I would reply..."

"I would feel angry..."

"I would ignore..."

"I would feel scared..."

Answer: There is no right or wrong.

LET'S PRODUCE

Time: 35 to 40 min (or more time if needed)

Individually

In the last section, students will produce and write texts according to the genre. The activities are related to the topic and students' daily life.

Activity 01

Individually

Students should answer people who made racist comments on social media Twitter. But they will read about Twitter and discuss it to ensure they understand its purpose. After that, they have to write an answer to teach or educate the person to rethink their action. To write the tweet, students have to follow the step by step, and teachers have to pay attention if the students are following the writing process phases (pre-writing, writing, response, revising, editing, post-writing, evaluating).

After they have written the Tweet, remember to give them time to share it with classmates. It is also up to you, teacher, if you will do this activity in the same class or give it as homework.

Activity 02

Individually

Students should leave a comment on Cho's text or Nguyen's video, expressing their opinion about the theme. They have discussed it for the past 2 or 3 classes, so they probably have their own opinion or something on their mind. Students should follow the steps in the textbook to understand how the comment is organized. It does not have to be long, but it should have a beginning, middle, and end. Be sure the students will leave valuable and meaningful comments for those authors! Again, as a teacher, ensure the students follow the writing process phases.

If you want to read each student's work and give them individual feedback, ask them to write their words on a separate paper. But if students can share their comments and themselves can provide feedback, it is also a way to make the final version of students' comments.

SELF-ASSESSMENT

After finishing the whole unit, there is a self-assessment at the end. This section is for students to think about what they have learned and what they still have doubts about or need more practice. In conclusion, this is just for the students to assess their learning process through the lesson.

UNIT II

WHAT IS NORMAL, AND WHAT IS DIFFERENT?



**"If you are always trying to be normal,
you will never know how amazing you can be."**

Maya Angelou

This unit's goals:

- Improve your vocabulary about the theme
- Be able to express yourself and feel comfortable talking about
- Be able to listen to other's opinions/stories and reflect upon them
- Learn that verb to have can play as an auxiliary or main verb in the sentence
 - Be able to write an opinion essay

GETTING STARTED

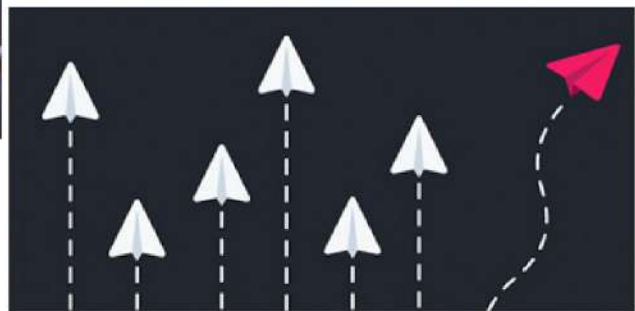
What is normal, and what is different?

Brainstorm the words: **normal** and **different**. Try not to look at the dictionary. Write down what you know about them.

NORMAL

DIFFERENT

Now, look at the pictures below:



And **let's think!**

1. What did you feel when you first saw the pictures? Use feelings to express yourself!
2. What do the illustrations have in common? And what do they not have in common?
3. How do you interpret the pictures? And the cover picture?

Use the space below to **write** down what you thought about the pictures. **Share** your thought with your partner!

A large, empty, rounded rectangular box with a red border, intended for writing. A green arrow points from the right side of the box towards the text above it.

LET'S READ!

BEFORE READING...

Redundant (rɪ'dʌn.dənt) adj. more than what is usual or necessary, esp. using extra words that mean the same thing

Ridiculous (rɪ'dɪk.jə.ləs) adj. stupid or unreasonable and deserving to be laughed at

Before starting, read the title of the text and discuss it with your classmates:

- Why does the author say that **“being normal is redundantly absurd and ridiculously weird”**? (Since you have not started reading yet, discuss your prediction about the author’s title choice)
- Do you agree with the author? Why yes? Why not?

Being Normal: Redundantly Absurd and Ridiculously Weird by Kyle Nielson (July 29, 2019)

Normality (1) is a standard. Being normal is an expectation to conform to that standard. However, what it means to be normal changes depending on where you live and when you live. A normal life for a farmer in China during the Han Dynasty, 200 years before and after 1 C.E., is a life far removed from normal for a farmer in the United States today.



Normal, as the Cambridge Dictionary defines it, is ordinary, usual, or as would be expected. Taking a step further, ordinary is defined as not different or special. So, I read these definitions and think to myself, ‘surely I am normal, and yet I am not.’ I’m normal in many ways: I sleep, I eat, I wear clothing of sorts, I was raised by people older than myself, I learned, I grew, I need, and I aspire. This expectation of normal – this standard of a human – **ranges** (2) across time and space. We are all normal in this manner.

I'm also abnormal, or weird, in many ways. There has never been another human who has had all the experiences I have had, nor will there ever be again. I'm singular in an experiential aspect. This covers many areas: the things I've touched, the people I've hugged, the places I've been, the foods I've ingested, and the thoughts I've imagined. No one will ever do everything I have done. If any singular experience is taken away from the whole, I become normal again. The small experiences are normal. The grouping of experiences is what set one person apart from the rest.

Being normal is a **paradox** (3). It's both true and false in the same breath. Our desire for normality is also a paradox. We want to fit in and yet stand out. I know this to be true because when I was a child, I wanted to fit in. Like almost every child, there is a desire to be accepted by other children. Once we are accepted, we share with this new friend how we are different.

Being normal is a packaged idea given to us by our family, our friends, and our culture. There is a standard of what we are expected to be like in some manner or form. And, in our own ways, we are each fitting that standard. We are all normal in some way. But the excitement of life is not in being normal. The excitement of life is weird.

When a tree grows, it starts out as a seed in the ground and takes **nourishment** (4) from the surrounding area. As a **sapling** (5), it reaches as high as it can into the sky for sunlight. It doesn't try to be like other trees. It doesn't try to grow in the shape of other trees. The tree simply grows. There are standards for the tree, like a trunk and branches and leaves, but no two trees are the same. A tree is beautiful not because it tries to be like the tree next to it, but because it is a tree itself. We are like a tree as we grow – holding onto the standards of being human, yet inherently **individualistic** (6). Asking of ourselves to be normal doesn't make sense – we already are normal. Instead, we can ask ourselves to be weird with our thoughts and our lives.

Being weird is a good thing. Being weird creates a distinction. I don't try to be weird; I simply am weird. Everyone is weird in their own way. Hiding your weirdness may **dampen** (7) your life. It will require you to not be yourself and to try to conform to the packaged standard of normality. I want other people to see me as I am. I want other people to see me as different, so I'm **authentic** (8) in my expressions, and without trying, I become weird.

To help you!

- (1) **Normality** (nɔːr'mæl.ə.ti) n. the state of being normal
- (2) **Range** (reɪndʒ) v. to be limited to a particular length, amount, or area
- (3) **Paradox** ('per.ə.da:ks) a situation or statement that seems impossible or is difficult to understand because it contains two opposite facts or characteristics
- (4) **Nourishment** ('nɜː.ɪʃ.mənt) n. food that you need to grow and stay healthy
- (5) **Sapling** ('sæp.lɪŋ) n. a young tree *
- (6) **Individualistic** (,ɪn.də,vɪdʒ.u.ə'lɪs.tɪk) adj. relating to one particular person rather than a group or society, or relating to someone who is different or original
- (7) **Dampen** ('dæm.pən) v. to make feelings, especially of excitement or enjoyment, less strong
- (8) **Authentic** (ɑː'θen.tɪk) adj. if something is authentic, it is real, true, or what people say it is



01. Find the synonyms for the highlighted words in the chart below.

I'm also **abnormal**, or weird, in many ways.

Being weird is a good thing. Being weird creates a **distinction**.

A normal life for a farmer in China during the Han Dynasty, 200 years before and after 1 C.E., is **a life far removed from** normal for a farmer in the United States today.

When a tree grows, it **starts out** as a seed in the ground and takes nourishment from the **surrounding** area.

We want **to fit in** and yet **stand out**.

very different from

atypical

to feel belonged

to be immerse

to begin

local

difference

02. Write T (true) or F (false) according to the text:

- a. () According to the author, the definition of normal changes according to when and where you live.
- b. () You are already normal if you sleep, eat, grow, and wear clothes.
- c. () Everyone has personal experiences, and this set of experiences makes them different from each other.
- d. () Since being normal is a packaged idea given to us by our surroundings, and we follow this standard, being normal is exciting.
- e. () As a tree growing up, we, human beings, want to fit in the group and want to be like others around us.
- f. () Being weird is not "a good thing" since we have to deal with people's judgments.

03. Answer the following questions:

a. What is the definition of normal according to the author? And what is the definition of being "abnormal"?

b. According to the author, being normal is a paradox. Why?

c. According to the text, being weird is a good thing. What does the author give as advice to support his opinion?

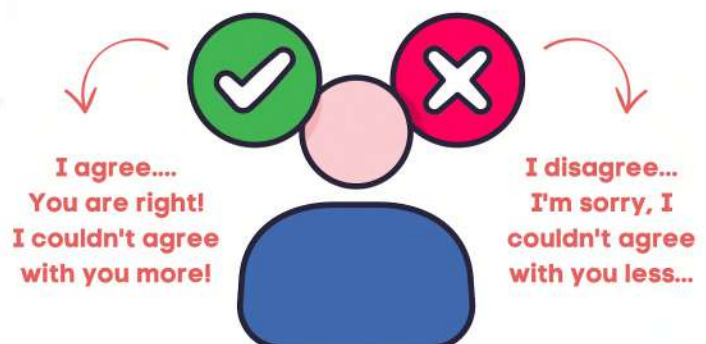
d. Do you agree or disagree with the author? Explain why.

04. WORK IN PAIRS!!



You had read the text about Kyle Nielson's opinion about being normal and different. Now, look at the comic below and talk with your partner:

- Do you agree with the character who is on the left side?
- Why does the character who said "okay" look anxious or sad?
- Is this comic applicable to the conception of normal and different that you had read?



LET'S PRACTICE!



The perfect tenses use a conjugated form of the auxiliary verb **have** along with the past participle form of the main verb.

01. Read the passage extract from the text and answer the questions.

There has never been another human who **has had** all the experiences I **have had**, nor will there ever be again. I'm singular in an experiential aspect. This covers many areas: the things I've **touched**, the people I've **hugged**, the places I've **been**, the foods I've **ingested**, and the thoughts I've **imagined**. No one will ever do everything I **have done**.

- Look at the highlighted words and think about what they have in common. Try to identify their verb tense.
- Do you think the verb to have is playing as an auxiliary or main verb in those sentences? Why?

IMPORTANT!

Auxiliary verbs, also known as helper verbs or helping verbs, are minor verbs that support the sentence's main verb to communicate complex grammar concepts like aspects of time or modality.

VERB TO HAVE

- Used as a **main verb** or a **helping verb**;
- The way to differentiate between them is that if 'have' is used as an auxiliary verb, then it has to be followed by the main verb as well;
- Used to make **compound tenses in active and passive voices** and also used in the making of **negative sentences and questions**.



02. Return to the text 'Being Normal: Redundantly Absurd and Ridiculously Weird' by Kyle Nielson and find the verb to have. Complete the chart following the example below:

verb	verb tense	main	auxiliary
has had	present perfect		x
has never been	present perfect		x

03. Read the passages below and complete them with the right answer.

a. Being "normal" is rare, being "different" is common. We all _____ different strengths and weaknesses, so we're all best defined by our individuality.

have

has

b. What we really crave is to belong. When we are accepted despite or even because of our differences, we _____ true belonging.

had found

have found

c. I discovered that artists, entrepreneurs, innovators, and other world-changers were always different from the people that surrounded them. Like me, they _____ excluded from the "popular" kids group at school.

had often felt

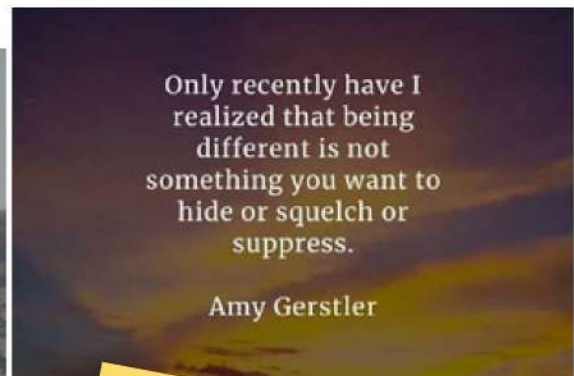
have often felt

d. I had no idea when and where it would really dawn on him that he was different. We _____ him down and said, "Hey, look, your brain works differently. You learn differently, and that's just the way it is."

had never sat

have never sat

04. Look at the slogans below.



ATTENTION!
Do not forget to use the verb to have (either as the main or auxiliary way)!

Here are some examples of quotes that people wanted to share about being different. Use the slogans you read for inspiration! **Assume you must create your own** about the same theme because you will post on the online platform Padlet.


TIPS

- Write as real people talk;
- Use memorable phrasing;
- Provide meaningful insights;
- Do not use difficult words or long sentences;
- Strike a balance with quotation length: and do not forget to keep it simple!

Think!
Create!
Share!




LET'S LISTEN!

Before you listen to Ask's speech, read the biography briefly. After that, look at the words Ask uses during the speech:

- **non-binary**
 - **gender**
 - **queer**
 - **transgender**
- Have you ever listened to or used those words? If yes, when? Try to brainstorm them! You can do it in pairs and discuss it!
 - Do you have any friend or know someone that consider themselves part of the queer community? Talk about it!

BIOGRAPHY



Ask is a self proclaimed expert on being openly queer in the media and knows everything about getting hateful comments online. They will talk about what society calls normal, how to change our views and how they define their own normal. A self proclaimed expert on being openly queer in the media and definitely not an expert on how to not look at the sometimes dreaded facebook comments section. With years of experience as a queer activist, educator and community creator, it might not be a surprise that queer rights is the issue closest to their heart, with a focus on transgender youth, and their right to live good lives as themselves, without fear.

01. Watch the video "Defining your own normal" by Ask Aleks Berglund.



<https://www.youtube.com/watch?v=LjX3I-x1IXM>

IMPORTANT

Words you might not know...

Non-binary (ˌnɑːnˈbaɪ.nə.ɪ) adj. having a gender identity that is not simply male or female

Gender (ˈdʒen.də) n. a group of people in a society who share particular qualities or ways of behaving which that society associates with being male, female, or another identity

Queer (kwɪr) adj. having or relating to a gender identity or a sexuality that does not fit society's traditional ideas about gender or sexuality

Transgender (trænzˈdʒen.də) adj. used to describe someone whose gender does not match the body they were born with

Norm (nɔːrm) n. an accepted standard or a way of behaving or doing things that most people agree with

Privileged (ˈprɪv.əl.ɪdʒd) adj. having or showing a special advantage

Community (kəˈmjʊː.nə.ti) n. the people living in one particular area or people who are considered as a unit because of their common interests, social group, or nationality

02. After watching the video, answer the questions below.

a. Ask said: what is normal for me might not be normal for you. What is the example used to support the idea?

b. Ask had to read many non-happy comments on social media. What does Ask think about them?

c. Ask talked about being normal according to society's standards, but they concluded they could not change themselves. What does Ask comment about it?

d. Ask went to a summer camp where they felt they belonged in a community. What does Ask do to keep this feeling and help others?

e. What does Ask say about being in a community?

f. Ask finished the speech by saying that being normal is complicated. Why?

03. **DISCUSS IN GROUPS!**

**Two genders,
endless mental
disorders!**

**I call this
brain
damage.**

**These people
should be
locked up!**

Share with your classmates your personal experiences or experiences that you have seen happening with someone you know:

- How do you feel after listening to Ask's speech? Do you agree or disagree with Ask? Have you ever felt pressure to be normal or uncomfortable being different?

In my experience...
As far as I am concerned...
As for me...
Some people say that...
I've heard that...

LET'S PRODUCE!

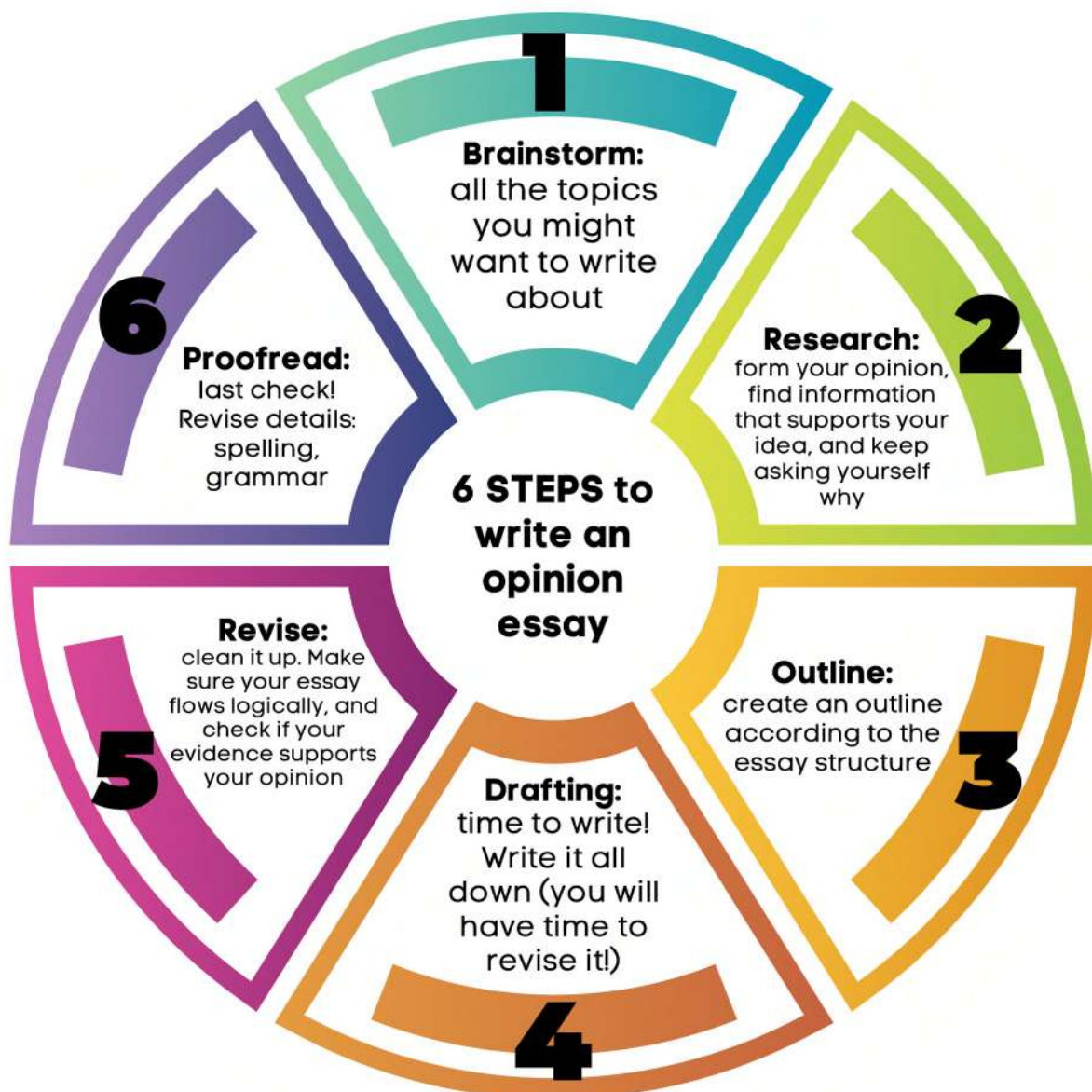
What is an opinion essay?

An opinion essay is where a writer shares a **clearly formed opinion**. It is a writer's way of demonstrating **what and why** they think it.

Now that you finished reading the text, watched the video, and discussed it with your classmates and teacher, it is time for you to produce! Assume that you have to write an **opinion essay** about the topic 'being normal or being different':

"Better to embrace the discomfort of being different than the comfort of fitting in." – Ogwo David Emenike

There is a chart with 6 steps that you should follow to write your opinion essay. Ask your teacher to give you feedback while working on your paper.



Feel free to use this page to start your opinion essay. If needed, ask for extra paper!



Adding ideas:
moreover, what's more, as well as
Contrasting: on the other hand, whereas, however
Finishing: to sum up, in conclusion, finally

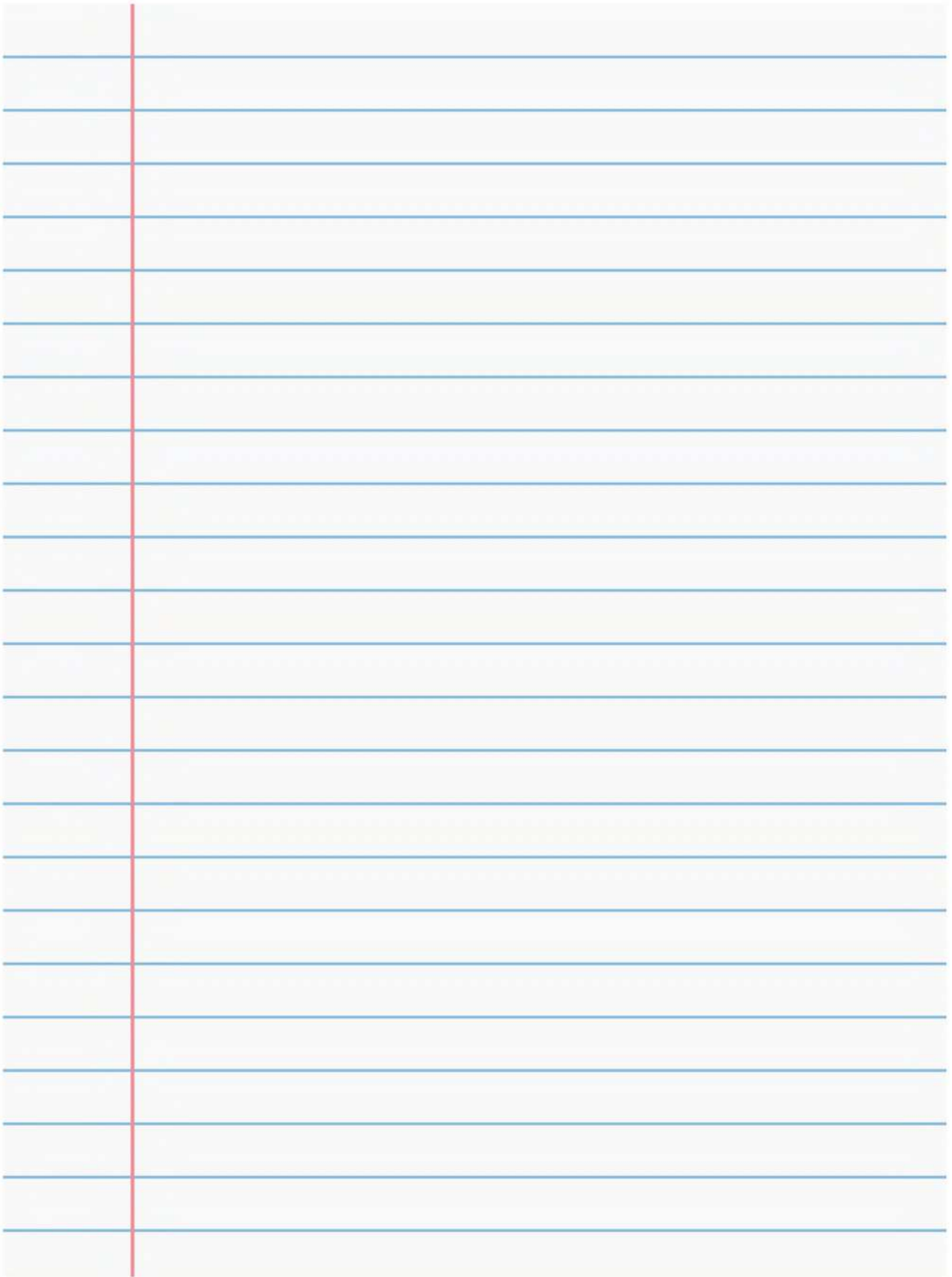
Linking words that may help you!

Before you write the final version of your essay, follow the checklist below and check if you are not missing anything!

- I brainstormed my ideas, and I am confident that they are well organized.
- I made an introduction to my essay to capture the reader's attention with a good hook and prompt and clearly stated my opinion.
- I made at least two body paragraphs to support my opinion, using facts such as data and research I had done.
- I wrote the conclusion restating my opinion without introducing new ideas.
- I used linking words to connect my ideas and revised the grammar and spelling.

“Better to embrace the discomfort of being different than the comfort of fitting in.” – Ogwo David Emenike

A writing template consisting of a vertical red line on the left side, creating a margin, and several horizontal blue lines extending across the page for writing.



be yourself

"I think every person has their own identity and beauty. Everyone being different is what is really beautiful. If we were all the same, it would be boring."

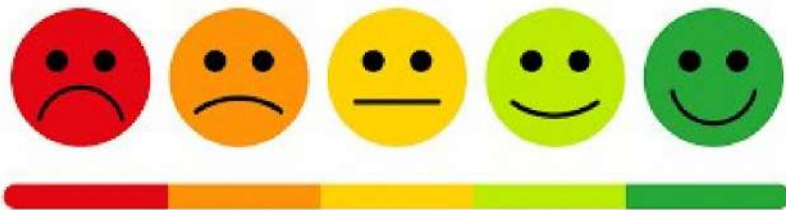
- Tila Tequila

BEYOND
THE
CLASSROOM!

Watch the video "**What is "normal" and what is "different"?**" by Yana Buhrer Tavanier! Source: <https://www.ted.com> or <https://www.youtube.com>

SELF-ASSESSMENT

Good job! Now that you have finished Unit 2, let's assess your learning process!



Now, I am able to...	1	2	3	4	5
... discuss about the theme with confidence!					
... express my opinion using the vocabulary I have learned!					
... recognize when the verb 'to have' is playing as the auxiliary or main verb in the sentences, and use it properly!					
... write an opinion essay!					

Teacher's guide

For all teachers who will teach UNIT II...

Before starting the lesson, it is essential to remind you: UNIT II has a sensitive and complicated topic. The topic is broad and can be used in many contexts, from simple ones (such as being different in personality) to more complex reasons (such as having different cultures and gender). But at the same time, it is crucial to talk about the theme since there are still many ideas that being normal, in the standard way, is the best choice for everyone. So, teachers, be careful about how you will talk about the topic and how you will select and use the right words. Besides, it is essential to know who you will teach this lesson. The recommendation is for teenagers or adults.

The UNIT is divided into getting started + 4 sections (let's read, let's practice, let's listen, and let's produce) + self-assessment chart. It can be taught in 3 or 4 classes of 50 minutes, depending on how much time you will provide to the students for each activity or if you will bring extra material. Also, it will practice students' reading, writing, listening, and speaking skills, and the grammar section is related to the theme meaningfully. There is no section for practicing pronunciation because it is not the focus of this UNIT.

The UNIT's topic is what is normal and what is different, guided by personal experiences and speeches. The goal of this unit is to discuss the theme, letting the students express their thoughts and opinions through it. The students will likely come up with other related situations. As a teacher, remember to motivate your students to talk and express themselves, creating a safe environment for sharing and developing knowledge. If you know of any recent events, feel free to bring them as a discussion and to connect with the activities.

It is about teaching the language through communication. As mentioned before, it is a challenging topic, so keep it in mind. Besides learning standard English, the goal is learning how to use the language meaningfully, discuss something, and express personal opinions and feelings.

I hope you have fun,

The author.

OVERVIEW

The unit is divided into sections: getting started, let's read, let's practice, let's listen, and let's produce. In the end, there is a self-assessment chart.

GETTING STARTED

The first section is a warm-up time to introduce the topic to the students, giving them an overview of the UNIT. They are supposed to think and brainstorm about the theme.

LET'S READ

This section consists in reading the text provided and understanding what the article is about to do the activities. There is a list of essential words with definitions and phonetic transcription. There is also an activity where students have to express themselves by speaking. Also, there are activities they have to think beyond the text provided.

LET'S PRACTICE

This section will practice the unit's grammar topic, which is the verb to have playing as an auxiliary or main verb. The students should learn how to differentiate the use of the same verb in different contexts, knowing when and how they can use them practically.

LET'S LISTEN

This section consists of watching a video in which Ask Aleksí Berglund talks about their own experience. The students should understand the speech and answer some questions. Also, they should share and discuss the theme following the guidance provided.

LET'S PRODUCE

It is the last section of the UNIT with one writing activity. Writing an opinion essay aims to express students' thoughts about the subject. The purpose is to write an opinion essay about the topic, stating students' opinions.

SELF-ASSESSMENT

There is a self-assessment for the students to fill it. The purpose of the self-assessment is for students to assess their learning process and know what they have lacked and what and where they should improve. They should make checks from 1 to 5 (1 means that they need more practice and 5 means that students have confidence in what they have learned).

GETTING STARTED

Time: 10 to 15 min

Since the UNIT's topic is about being normal and different, ask the students to conceptualize those two words without searching on the Internet or looking in the dictionary. The purpose of this activity is just for them to think and put into words what they understand about normal and different. Ask them to say the words they came up with and put them on the board. After the students finished writing about the terms, ask them to look at the pictures and let them think! They can answer the questions in pairs or individually. It depends on the class organization. After that, briefly discuss what they answered and ensure this brain-storm will happen before the lesson starts.

LET'S READ

Time: 40 to 45 min

Before reading the text, ask the students to read the title and let them think and predict why the author chose this title. It is a pre-reading activity for students to expect and discuss what the author wanted to mean.

Then, ask students to read the text and highlight the words they do not know. They can do it individually, so give them enough time to read it. After they have finished, ask them if there is any other word they do not know and answer their doubts. Next, read the vocabulary in the "To Help You!" section. Those words are essential to comprehend the text and can help them have a deeper discussion about the topic.

Before starting the activities proposed in the unit, talk about the text! Ask them if they have understood and discuss it. If needed, read or ask students to read the text loudly.

Activity 01

Individually

This activity aims to find a similar meaning word/expression, expanding their vocabulary list. The excerpts are from the text. The activity is about changing the highlighted words with their synonyms, which are all in the box. Ask students to find the right words. The more vocabulary the students know, the easier for them to discuss or write about the topic.

After they have finished, ask the students to share the answers. Also, remember to ask if they found any difficult words to fill up or if they have any doubts.

Answer

I'm also abnormal, or weird, in many ways. / **atypical**

Being weird is a good thing. Being weird creates a distinction. / **difference**

A normal life for a farmer in China during the Han Dynasty (2), 200 years before and after 1 C.E., is a life far removed from normal for a farmer in the United States today. / **very different from**

When a tree grows, it starts out as a seed in the ground and takes nourishment (11) from the surrounding area. / **to begin - local**

We want to fit in and yet stand out. / **to feel belonged - to be immerse**

Activity 02

Individually or in pairs

It is a reading comprehension activity: ask the students to choose T (true) or F (false) according to the information in the text. The students can do this activity on their own or in pairs. This activity might take a little time since the text's discussion has happened before.

a. T b. T c. T d. F e. T f. F

Activity 03

Individually or in pairs

Letters a, b, and c are only text comprehension activities; however, letter d requires students' personal opinions. Ask them if they agree or not with the author. You can ask them to raise their hands, so everybody can know who agrees and who does not. Do not forget to discuss the reasons. Make them think and express themselves.

Answer

a. What is the definition of normal according to the author? And what is the definition of being “abnormal”?

Cambridge Dictionary defines normal as ordinary, usual, or expected. According to the author, he is normal in many ways since he sleeps, eats, and wears clothes. Also, the expectation of being normal (the standard of a human) ranges across time and space, so every single person is normal in this manner. But he also says that he is abnormal or weird. According to him, there is no other human being who has had all the experiences he has had. So, he is singular in an experiential aspect, covering many areas like the things he has touched, places he has been, and so on. If he does not have those singular experiences, he becomes normal again.

b. According to the author, being normal is a paradox. Why?

The author says that being normal is a paradox since it is both true and false. Everybody wants to fit in but stands out. So, he gave an example of when he was a child. First, he tried to fit into the group. But after getting accepted by other children, he started sharing his individuality and showing that everybody is different. And he believed that children would take him the way he was.

c. According to the text, it is a good thing to be weird. What does the author give as advice to support his opinion?

According to the author, being weird is good because it creates a distinction between people. He also says he does not try to be weird; he simply is! And he wants people to see him as the way he is. And he adds saying that everyone is different in their way. It requires lots of effort not to be himself and to try to fit in the standard of normality. So, he is authentic, and he likes it.

d. Do you agree or disagree with the author? Explain why.

“I agree because...”

“I do not agree because...”

**“One child, one teacher, one book, one pen can change the world”
by Malala Yousafzai**

Activity 04

In pairs

This activity has no right or wrong since it asks for students' opinions. One of the goals is to think about the characters' opinions about being different and how the one on the left side misunderstands the concept. Also, the students should discuss if being 'good-looking' is one standard that splits people into groups of normal and different. They can do this activity in pairs to have a discussion. Remember to go around and check their discussion time. If there is time available, ask students to share their opinion.

To think! The character on the left side said that everybody should just be themselves. At the same time, it says: as long as you're good-looking to be accepted in society. It is one of the comments people make without noticing that they are already creating a standard that people should fit into it. And the character on the right side ended up feeling anxious. Being different is a paradox.

LET'S PRACTICE

Time: 30 to 35min

This section is to practice grammar within the theme. The focus is on learning that the verb have can be a main or helping verb, depending on how it is used in the sentence.

Activity 01

Individually

A passage was extracted from Nielson's text and purposely highlighted a few words. The students should read and answer the questions. Letter a is to identify the verb tense of the highlighted verbs (which is present perfect). Letter b asks if the verb 'have' played as a main or an auxiliary verb in the sentences, and answer why. For example, since present perfect comprises two verbs (verb have conjugated + past participle form), students should notice that the verb 'have' in present perfect is usually an auxiliary verb.

After doing activity 1, there is a box explaining the main and auxiliary verbs and how to identify them in the sentence. Check if the students have understood. If needed, give other examples with different verb tenses. Remember to read with them and explain the difference.

Activity 02

Individually

There is a chart that students should fill out. They can skip the verbs mentioned in activity 1. Ask them to return to the main text and find other verbs 'have.' They should think about their verb tenses and identify if they are playing as auxiliary or main verbs.

Activity 03

In pairs

There are 4 sentences extracted from people's speeches and texts about the theme of being normal or being different, and they used the verb have. But the verbs are out. So, the students should analyze the sentences and identify which option suits the gap. They can do this activity in pairs since they can discuss and share information.

Answer

a. have **b.** have found **c.** had often felt **d.** had never sat

Activity 04

Individually or in pairs

This activity aims to think about the theme and use the grammar they have practiced. There are 3 images of people's quotations. They all share their ideas about the topic (being different) and use the verb have. Ask the students to create their slogan to post on an online platform (or to share it in the classroom). This activity can be done individually or in pairs; it is the teacher's decision. Remember to create a safe environment for the students to feel comfortable with their work.

LET'S LISTEN

Time: 30 to 35min

Before starting this section, there is a pre-listening activity where students should think about the definition of some words, answer questions, and share them in the classroom.

This section is about practicing students' listening skills. So, they will watch a video about Ask Aleksí Berglund's experience and opinion about being normal. Play the video in the classroom for everyone. If needed, you can play the video two times. Ask students to make notes. Also, there is a box where the words students discussed during the pre-listening activity are defined. Make sure they understand them since it will be necessary for the students when they talk about the topic.

Attention: it is up to you to play the whole video or just part of it. It would be best if you varied the according to your students' needs and profiles.

After they have watched the video, discuss what Ask said. Use the textbook questions. Pay attention to the discussion's flow. It is important to ask their opinion and give them time to express themselves. Do not forget to create a healthy environment where the students can talk about the topic without feeling uncomfortable. The last activity is about the comments Ask had read on social media. Split the classroom into groups and give them time to discuss. There are three questions for the students to follow during their discussion time. Let them think and express themselves about how they feel.

Activity 01

Individually

VIDEO'S TRANSCRIPTION

Defining your own normal by Ask Aleksí Berglund

According to the dictionary, this is the definition of normal: Normal (Adjective): conforming to a standard; usual, typical or expected. Simple enough on paper, but in real life, normal is complicated. We don't have a setlist of what is and what isn't normal and this also depends on who you are and who the people around you are. What's normal for me it might not be normal for you.

Let me use myself as an example. I am non-binary which means that I'm not a man nor a woman. Non-binary is a broad term for many people with different experiences of their own gender outside male or female but for me, it means that I exist somewhere in the middle. This has nothing to do with my body or my genitals, but everything to do about my identity. For me, being non-binary is normal and it's just a fact. Kind of in the same way that I grew up in small town is just a fact, it doesn't define who I am but it does affect who I am today.

But I also know that this is not normal according to everyone, I am not normal as told by so many not so kind people on the Internet.

"Two genders, endless mental disorders"

"How about fixing this with a few electric shocks?"

"I call this brain damage"

"These people should be locked up"

"It would be for the best if some people weren't born"

All of these are from the dreaded comment section in this case on a major news networks Facebook page. There was an article about there being more than two genders based on an interview with me and several other people. And these are not the worst comes I get, and I of course get ones that are way better than this. But commonly among the negative ones, I am told that I can't be non-binary and that I should be that locked up or forced to go therapy and I am used to these comments. I'm used to people not liking that I'm stirring up their definition of gender and their normal. I've been open about me being queer non-binary and trans in the media a lot. And I know that these opinions don't only exists on social media. These opinions exist all around in society, but in the world of social Internet these opinions are so much more visible.

Being different can in many ways be scary and lonely, being normal and what society expects of you is incredibly comfortable but I can't change. Trust me, I've tried. But I don't want to either. I have come to realize that I am not the problem, the people outside the norms is not the problem. The problem is that the world apparently isn't big enough for all of us, so instead of changing myself I want to push and break people's understanding of normal.

I believe that it is privileged to be able to own your own identity without question or hate, because privilege isn't just about having some perks in society, for example like having a lot of money. Privilege is also about not having some disadvantages in society, like endless questions, comments or hate about who you are. I wish to live in a world where diversity is celebrated but that's privileged, I don't have in many parts of my life. But at the same time, I do. Because in my friend group, my community and my family, I am not weird. I am not different. I am equal to everyone else, but mostly I am just me and I didn't grow up in this amazing human see. I had to find it.

For me it was coming over information about summer camp for transgender youth online, and without really thinking about it, I registered to go traveled 17 hours by train and by bus and with some stressful times with delayed trains and some very panicky phone calls to the organizers, I ended up getting there. And I had the most amazing time of my life because for the first time I didn't feel different and I didn't feel alone as a young transgender person. The world was flipped upside down for just a few days where I was part of the norm. But I also felt that I needed a community myself where I lived not just online, not just once a year but with the people I see regularly. So, I found every queer person I knew in my town and everyone that they knew because I only knew like three people. And we started a local group of the National Organization for queer youth. But maybe the most important thing for me was creating that space in my existing communities.

By setting a new standard for what is and what isn't okay and creating a new normal in my existing communities. These parts of my life emerged over the years. These are the places and people I go to when I won't feel home because these places are my home. And communities exist in all shapes and sizes and they are important to all of us. But I think that for people who exist outside the norms in our society safe and strong communities as a central. and it doesn't matter if it's online, your biological family, your chosen family or friends' classmates, organizations, sports teams or whatever. But these spaces exist as potential safe spaces. And you don't have to agree with everyone in your communities. And you don't have to be like everyone in your community. But community is place to feel home and a place to just be you. For me, communities is about creating your own normal.

Normal is complicated. It depends on so much on who you are, who the people around you are and normal is not an objective thing. It's not natural. It is completely subjective and created in society. But we can tell and change, expand and stretch what is and what isn't normal. This might be easier in small communities, norms are also highly contagious and spread, and we can all change society's normal.

Activity 02

In groups

After watching the video, the students should answer the questions about what they have watched. They can do it in pairs or groups. Since it is a discussion activity about the video, they can write on a separate paper and hand it in, or they can talk and do it by speaking.

Answer

a. Ask said: what is normal for me might not be normal for you. What is the example used to support the idea?

Ask is non-binary, a broad term used for many people with different experiences of their gender outside of male or female. And this fact has nothing to do with their body but everything with their identity. For Ask, being non-binary is normal, and it is just a fact. But this is not normal according to everyone.

b. Ask had to read many non-happy comments on social media. What does Ask think about them?

The worst comment they had read was telling them that they could not be non-binary and they should be locked up or forced to go to therapy. But Ask is used to people not liking that they are stirring up their definition of gender and normal. But unfortunately, these opinions do not only exist on social media.

c. Ask talked about being normal according to society's standards, but they concluded that they could not change themselves. What does Ask comment about it?

Even though being different in many ways can be scary and lonely, and being normal and what society expects of you is incredibly comfortable, Ask cannot change it. Not that Ask wanted to either. Ask realized that they are not the problem, and the people outside the norms are not the problem either. The problem is that the world is not big enough for everyone, so instead of changing themselves, Ask wanted to push and break people's understanding of normal. Ask wished to live in a world where diversity is celebrated. At least in their community, they are not weird or different. They are equal to everyone else.

d. Ask went to a summer camp, and there, they felt belonged in a community. What does Ask do to keep this feeling and help others?

Ask had a fantastic time at the summer camp because Ask did not feel different or alone as a young transgender person. So, Ask thought they needed a community where they could live online and see people regularly. Ask found every queer person in the town and started a local group of the National Organization for queer youth. The most important thing for Ask was creating that space in their existing communities, creating a new normal/standard. Those places turned out to be like their home.

e. What does Ask say about being in a community?

According to Ask, communities exist in all shapes and sizes, and their existence is essential. For people who are outside the norms, Ask recommends being in a safe and strong community. And according to them, it does not matter if it is online, friend group, with classmates, biological family (or not). People can disagree with everyone in the community but need a place to feel at home and be themselves. So, communities for Ask are places where it is possible to create their own normal.

f. Ask finished the speech by saying that being normal is complicated. Why?

For Ask, normal is complicated because it depends on who you are and who are the people around you. Also, normal is not an objective thing. It is not natural, so it is entirely subjective. But people can change and expand what is and what is not normal. It might be easier in small communities, but norms are also highly contagious and spread, and according to Ask, we can all change society's normal.

Activity 03

In groups

After watching the video and discussing the content, it is time for the students to discuss the topic with their feelings and opinions. They should express themselves, give examples, or share experiences.

LET'S PRODUCE

Time: 35 to 40min

The last section is when the students should produce and write according to the genre. The activity relates to the topic worked on in the unit, and the text's genre is selected to be helpful in their life.

UNIT 2's writing activity is composed of only one activity. The students have to write an opinion essay about the topic "Better to embrace the discomfort of being different than the comfort of fitting in." They can use the information they read and listened to during the lessons, search on the Internet for extra content or even use their personal experiences.

Students will write an opinion essay, so they should express themselves and write what they think about the topic. They should follow the steps in the textbook to understand how an opinion essay is organized. Following the step-by-step chart, students will do their first draft. Make sure they understand what they should do, answering their doubts and helping while they brainstorm their texts. They should make a draft, receive feedback and write the final version, putting the ideas together in a text with an introduction, body paragraphs, and conclusion. As their teacher, give them individual feedback. There is a checklist where students can double-check if their essay is ready before they write the final version.

If they do not have enough time to write, ask them to finish at home and hand it in next class. Do not forget to give them individual feedback even after the final version.

SELF-ASSESSMENT

After finishing the whole unit, there is a self-assessment at the end. This section is for students to think about what they have learned and what they still have doubts about or need more practice. In conclusion, this is just for the students to assess their learning process through the lesson.

RATIONALE

Before starting, there is an essential detail to point out. Language is a crucial tool that separates humans from other animals since it is an instrument where the brain can produce, represent knowledge and construct meaning. With language, it is possible to build an identity and rebuild meanings. Besides the idea that language is a human being process, people use language to interact with one another and to interpret and represent their world. A Czech proverb says, "*You live a new life for every new language you speak. If you know only one language, you live only once.*" So, acquiring a new language is one of the most effective processes, simply because it can offer people freedom: to go beyond the border of the country, to talk and meet people around the world, to share experiences and thoughts with people of different nationalities, and any other personal motivations. Thinking about the deep meaning that language should have in the world, teaching a second language is not easy, and L2 teachers should know that half of the student's learning process is their responsibility.

So, language is an essential tool in human life. In Brazil's reality, where learning a second language is considered privileged, the units had to be unique and meaningful, giving voice to the learners to develop critical thinking and to express themselves.

In Brazil, 2 million people consider themselves Asian or have an Asian background, even though people rarely discuss it. Sometimes, people do not think of it as racism. But this fact makes it more necessary to be addressed. For that reason, the unit I's topic is Asian hate. For unit II, defining normal and different is the selected theme, and it is also a complicated theme to discuss since every person has own definition of those words. But society creates normality, so it keeps changing according to when and where people talk about it. Also, it can be applied in many areas of people's lives, for example, in cultural aspects, language accents, physical features, gender and sexuality, and so on. If learners can discuss a topic and express their feelings and opinions, they will feel the power of the language, turning it into motivation. Nothing is better than learning and using a second language in real life.

The material is for students in the upper intermediate level (B2), preferably for teenagers or adults. The recommendation is for students at English courses or regular schools, and the units offer more than grammatical and standard linguistic content. As mentioned before, one of

the goals is for students to think, develop critical thinking, and express themselves, improving their language and communication abilities and expanding their social responsibilities.

The content was carefully chosen and revised since both units have delicate topics. Both themes are actively part of society, so the selected data is based on real life. People talked about their experiences and thoughts about the issues. All the discussions and tasks aim to practice the four skills (reading, writing, listening, and speaking) and grammar content related to the theme. There is no specific section for speaking because, during the activities, students will come across plenty of conversation as a way to discuss and share thoughts.

Second Language Acquisition

Second language learners have social identities and have their motivations and reasons for learning L2. Thinking on the theoretical part of the studies that the material had considered, it is essential to highlight the social approaches in psycholinguistic studies, which have focused on the social context in which language learning occurs. Within the social approaches, the sociocultural thinks language is a cultural product constructed during social interaction. So, language takes place in real-time and in an authentic context. Learning a language does not start in mind (from the inside); it begins externally within learners' interactions (from the outside). And gradually, what they can do with the help of others in social interaction becomes internalized. Thinking that language is a primary tool for human thought and needs mediation in mental activity, then acquiring a language results from a mediated process, where learners develop how to use and control these tools in mind. Simplifying, learners learn a language through mediation, such as inputs, interaction, and discussion. So, L2 teachers play an important role as mediators of learners' learning process. They should always consider the learner's age, the quantity and quality of input/interaction/output, and their social context and identities.

The social approaches brought many different ways of thinking about how second language learners acquire L2, but they contributed more to the theoretical part of the studies. Considering that the approaches need alternative practical theories to help L2 teachers, Communicative Language Teaching (CLT) also supported the material developed. Communicative tasks are based on contextualized target language use, balancing and integrating all components of communication competence: listening, reading, speaking, and writing:

CLT extends beyond the merely grammatical elements of communication into the social, cultural, and pragmatic features of language. It is an approach that encourages real-life communication in the classroom (...). CLT seeks to facilitate lifelong language learning among students that extends well beyond classroom activities. (BROWN, 2007, p. 31)

In sum, Communicative Language Teaching is based on using the target language, emphasizing the practical and meaningful use of the language in authentic and realistic interactions.

The units think about how the students will use the language meaningfully. As DeKeyser (2017) mentioned, as L2 teachers, offering them declarative knowledge (knowledge that) is crucial, allowing learners to engage in the target behavior. Still, acquiring procedural knowledge (knowledge of how) is also necessary, establishing a habit after practicing and gradually automatizing it into implicit knowledge. So, students need more than a mere understanding of grammar rules and isolated vocabulary and more than just procedural knowledge. Both are required for students to be skilled.

For the tasks the students will produce or discuss, as mentioned in the teacher's guide, it is essential to provide corrective feedback due to the learners' learning process. Learners should be the agency of the learning process and have autonomy, but these facts include the role teachers play during this process. Teachers should play as mediators and helpers.

Receptive Skills: Listening and Reading

Listening and reading skills are considered receptive skills, so both provide input for the learner.

Regarding the listening skill, there are two views, which are the bottom-up processing view (linear process as one sound, one word, one phrase) and the top-down interpretation view (listening to context and situation that includes one topic, the speaker, and their relationship to the context). Both are necessary for the learners to be skilled. It just depends on the purpose of the tasks or the lessons.

Also, listening tasks should have three steps to be considered a fulfilled lesson: pre-listening (1), listening (2), and post-listening (3) activities. (1) Pre-listening activities include presenting keywords crucial to understand the listening content, providing enough context to the learners, or creating motivation to enhance their curiosity regarding the topic. There are pre-listening activities before the students watch the videos, so make them engaged and excited to listen. (2) Listening activities include extensive listening followed by questions, intensive listening, checking answers, etc. Since the material is for upper intermediate level students, the units present two videos where two people discuss the topic according to their experience and studies. During the listening activities, both units offer questions for the students to watch the video and listen to the speeches carefully, with a clear purpose. Also, the topics selected for the units are real-life themes. Hence, the videos are authentic materials, showing their natural language (speaking language, which is different from written language) and providing real-life listening experiences to the students. "*Instead of simplifying the language of the text, simplify the task that is demanded of the student.*" (FIELD, 2002, p. 244). Nonnative listeners recognize only part of what they hear and make guesses to link these fragmented pieces. Still, unlike most teachers who think it is unhealthy for the students and discourage them, this process is fundamental for L2 learners. Of course, it requires the practice and guidance of the teacher. L2 learners must access authentic materials due to discovering a new language and vocabulary along the context. (3) Post-listening activities include revising the content, inferring vocabulary meaning, or reviewing the grammar. This phase is crucial for learners to close up what they had listened to and for teachers to check if they had learned something after the listening tasks.

As mentioned above, reading is also a receptive skill that involves several other skills, such as predicting and scanning. When we read, we must understand the language at the world level (bottom-up), sentence level, and the whole text. After that, we have to connect the reader's message to our knowledge of the world. So, the more fluent you are, the more accessible it is to read and understand. Taking intensive and extensive reading into consideration, both are necessary for the learning process, depending on the context. For the material developed, students must read the texts provided to learn new words within the context, the grammar content, and the text's content. In the case of both units, there are texts from people who share what they think about the topic. Similar to listening, reading lessons need pre-reading activities as well. So, both units include a pre-reading activity and the main reading tasks. And after reading and understanding the text (scanning it to find the significance of a specific part or

guessing the meaning of new words from the context), students should discuss what they have understood from the text and share in developing critical thinking.

Productive skills: Speaking and Writing

Speaking and writing are considered productive skills, whereas, in L2 learning, students will produce language. According to Burns (2013), speaking is a combinatorial skill that involves doing various things simultaneously – knowledge of language and discourse (sounds, grammar, vocabulary), core speaking skills (ability to process speech and negotiate it), and communication strategies within the constraints of the speaker's cognitive processing (such as paraphrasing, thinking consciously, reformulating, checking comprehension and so on). In other words, speaking is a complex skill because it uses several simultaneous processes in real-time. Also, the social and functional motivation to practice and do speaking is essential for students to be motivated to get things done in daily life. For the units, no section focuses exclusively on speaking, even though most areas have a spot where students must practice speaking. Depending on the learner's goals, the speaking tasks can aim to improve either fluency or accuracy.

Writing is also a productive skill, but it is essential to remember that written texts differ from spoken language. According to Weigle (2014), writing is an ability that focuses on language proficiency and builds different written texts. From the cognitive perspective, second language writing is a set of writing abilities. So, writers must be able to organize the significant points, plan their writing, revise what they have already written, and focus some of their attention on finding the appropriate language to express their ideas clearly. From the sociocultural perspective, writing is part of a socially and culturally situated set of literacy practices. From this perspective, learning how to write is the process of becoming a member of a discourse community where people share the same values and particular purposes: "*In short, both writing ability and language proficiency are important factors in L2 writing ability.*" (WEIGLE, 2014, p. 223).

The writing tasks developed for the units are all contextualized. Since learners need both writing ability and language proficiency and considering the writing process, teachers must guide their writing processes, following the phases: pre-writing, writing, response/revising, editing, post-writing, and evaluating. In both unit's writing activities, L2 writers must

understand the text genre and the language that fits its genre better and follow the steps provided in the textbook to move smoothly and be fun. L2 teachers should give students personalized feedback, paying attention to their work's grammar and content. Also, L2 teachers can help learners realize the role of accuracy in effective communication and build editing strategies to be carried out beyond the classroom.

Grammar

Learning grammar is an essential piece of learning a second language. Students must understand the rules and reflect on the tongue to help them build fluency. So, teaching grammar is presenting it, moving into practice, starting with more controlled practice, and moving to free practice when the students understand its use.

According to Nassaji and Fotos (2011), the communicative approach defined the aim of language learning as acquiring communicative ability, that is, the ability to use and interpret meaning in real-life communication, not simply learning formal grammatical rules and structures. In other words, students have to learn and understand grammatical rules, but they should know by doing activities that are meaning-focused and similar in some way to real life.

Indeed, if the goal of second language learning is to develop communicative competence and enable learners to use language accurately and fluently for real communicative purposes, a focus on grammar must be incorporated into L2 communicative instruction. (NASSAJI, FOTOS; 2011, p. 14)

When you present the grammar rules in a meaningful context, it piques students' interest. But it is necessary to provide guided practice where students can work individually or with peers, letting them share and think together. The goal is to provide communicative training, where students use grammar meaningfully and talk about real things, moving from understanding the grammar content to practicing and becoming fluent in it. According to the theoretical aspect of teaching grammar, the units give students time to realize and reflect on the grammar content, making them practice using it in real life.

The materials collected to produce the units were selected thinking of "*multiple literacies for a world of multimodal communications*" (KALANTZIS, COPE; 2012). The material was developed considering that students should discuss social and political issues in

the classroom. For students, being able to talk about valuable and different topics and access a broad and diverse range of texts valued gives them the motivation to keep learning the new language. First, they can develop critical thinking, and second, they can use the language in a natural context, going beyond the classroom. And teachers have to mediate and encourage students to think and express themselves.

At the end of both units, there is a simple self-assessment for students to assess their learning process. The self-assessment was about the content, not the students' performance or engagement. It is essential to add that not only students need to do self-assessment, but teachers too. As mentioned before, in L2 teaching, teachers play an indispensable role. In the same way, students think about their learning process, and teachers need to think about their teaching practices.

To sum up, the units developed consider that language has to be taught meaningfully, with topics that show students the real world. The materials were selected carefully, and the tasks were designed to help learners practice the language, focusing on developing critical thinking. Besides choosing the content, it is essential to mention that the units must embrace all the language skills (reading, listening, speaking, and writing) and the grammatical content with theme-related (not isolated and without meaning). Learners should learn the second language through interaction and mediation.

APPENDIX

Unit I

- Cover image: <https://www1.nyc.gov/site/cchr/community/stop-asian-hate.page>
- First picture: <https://www.nea.org/advocating-for-change/new-from-nea/educators-demand-safety-and-justice-aapi-community>
- First quotation by Desmond Chiam: <https://asia.nikkei.com/Spotlight/Coronavirus/We-are-not-COVID-19-Asian-Americans-speak-out-on-racism>

“Let’s read” section

- Pre-reading Activity: Cambridge Online Dictionary: <https://dictionary.cambridge.org/>
- Article “Normalized Racism Toward the Asian Community” by Miranda Cho: <https://qchronicle.com/70592/opinion/normalized-racism-toward-the-asian-community/>
- Comic: <https://www.pbs.org/newshour/arts/this-chinese-american-cartoonist-forces-us-to-face-racist-stereotypes>

“Let’s practice” section

- Definition of adverbs: <https://www.learngrammar.net/english-grammar/adverb>
- Types of adverbs: <https://allesl.com/types-of-adverbs-degree-frequency-manner-place-time/>
- List of adverbs: <https://www.myenglishteacher.eu/blog/types-of-adverb/>
- Violence against Asian American comics: <https://www.conniewonnie.com/2021/03/new-wave-of-violence-against-asian.html>
- Image Anti-Asian hate protest: <https://collegian.com/articles/opinion/2021/03/category-opinion-studley-we-are-every-bit-as-american-as-you-asian-hate-crimes-are-unacceptable/>
- What is a Protest? Cambridge Online Dictionary: <https://dictionary.cambridge.org/>
- The Purpose and Power of Protest: <https://www.adl.org/resources/tools-and-strategies/purpose-and-power-protest>
- How to make protest signs: <https://bedfordvademocrats.org/how-to-make-protest-signs>

“Let’s listen” section

- Video “Normalized Racism toward Asian Americans” by Sophia Nguyen: <https://www.youtube.com/watch?v=bGuqRqj6878&t=315s>
- Sophia Nguyen’s biography: <https://www.youtube.com/watch?v=bGuqRqj6878&t=315s>
- Factual events in the United States: <https://time.com/5858649/racism-coronavirus/>

“Let’s produce” section

- Tweets:
https://twitter.com/e_alexjung/status/1273607358351118336
<https://muslimmatters.org/2020/02/01/coronavirus-racism-china/>
<https://news.cgtn.com/news/2020-05-17/Racism-spreads-online-offline-amid-COVID-19-outbreak-fueled-by-Trump-QyZvhMFYD6/index.html>
- Image Tweet frame: <https://www.pngwing.com/en/search?q=twitter+Frame>
- About Twitter: <https://www.skillfinder.com.au/course/what-is-twitter-and-how-does-it-work>
- Tips for writing a good comment:
<https://www.thecommentingclub.co.uk/good-comment/>
<https://www.ego4u.com/en/cram-up/writing/comments>
- Last quotation by Philip Lim: <https://www.ohchr.org/en/stories/2022/03/if-we-stay-silent-violence-continues>

Unit II

- Cover image: <https://www.dreamstime.com/color-tree-finger-print-abstract-tree-symbol-different-color-fingerprints-isolated-white-background-image211930297>
- First image: <https://www.dreamstime.com/color-tree-finger-print-abstract-tree-symbol-different-color-fingerprints-isolated-white-background-image211930297>
- First quotation by Maya Angelou: <https://www.youtube.com/watch?v=Zz0Xcneakeg>

“Getting started” section

- Images:

<https://www.willbrattcounselling.com/blog-creating-difference/mental-health-being-normal>

<https://www.theemotionmachine.com/why-no-one-is-normal-and-how-to-focus-on-individual-uniqueness/>

<https://www.elegantthemes.com/blog/business/why-being-different-can-make-you-millions-or-at-least-thousands>

“Let’s read” section

- Text “Being Normal: Redundantly Absurd and Ridiculously Weird” by Kyle Nielson: <https://medium.com/invisible-illness/being-normal-6500a082d5b4>
- “To help you” section: Cambridge Online Dictionary: <https://dictionary.cambridge.org/>
- Sapling image <https://br.depositphotos.com/114571160/stock-photo-tree-sapling-in-hands.html>
- Agree and disagree: <https://www.englishadam.com/Agree-Formal-Informal-Write-Speak>
- Comic: <https://www.pinterest.com/pin/comics--822892163134234952/>

“Let’s practice” section

- Have as auxiliary verb:

<https://www.grammarly.com/blog/auxiliary-verbs/>

<https://eslgrammar.org/helping-verbs-auxiliary-verb/>

- Extracted sentences:

<https://www.theemotionmachine.com/why-no-one-is-normal-and-how-to-focus-on-individual-uniqueness/>

<https://tinybuddha.com/blog/value-of-being-different/>

<https://www.additudemag.com/being-different-accept-yourself-adhd/>

- Slogans:

<https://www.blissquote.com/2020/07/being-different-quotes.html>

<https://www.enkiquotes.com/being-different-quotes.html>

- Tips: <https://www.prnewsonline.com/tips-writing-quotes>

- Sky image: <https://www.canva.com/>

“Let’s listen” section

- Video “Defining your own normal” by Ask Aleksí Berglund:
https://www.ted.com/talks/defining_your_own_normal
- “Important” section: Cambridge Online Dictionary: <https://dictionary.cambridge.org/>
- Tips for speaking personal opinion: <https://7esl.com/express-opinions/>

“Let’s produce” section

- About opinion essay:
<https://learnenglish.britishcouncil.org/skills/writing/b2-writing/an-opinion-essay>
<https://www.grammarly.com/blog/opinion-essay/>
- Last quotation by Tila Tequila: <https://www.blissquote.com/2020/07/being-different-quotes.html>

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