

**UNIVERSIDADE FEDERAL DE MINAS GERAIS**  
**CURSO DE ESPECIALIZAÇÃO EM LÍNGUA INGLESA - CEI**

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**ENGLISH MATERIAL FOR BASIC AND INTERMEDIATE STUDENTS**

Sete Lagoas  
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Trabalho apresentado para conclusão do curso de pós graduação em Língua Inglesa da Universidade Federal de Minas Gerais, como um dos requisitos para a obtenção do título de especialista em Língua Inglesa.

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

Às 17:25 horas do dia 01 de dezembro de 2023, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa -CEI/ELI , para julgar, em exame final, o trabalho intitulado: English Material for Basic and Intermediate Students, apresentado por Isadora Gonçalves Guimarães dos Santos, como requisito final para obtenção do Grau de Especialista em Língua Inglesa . Abrindo a sessão, a banca examinadora, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra a(o) candidata(o) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Em seguida, a Comissão se reuniu, sem a presença da(o) candidata(o) e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Prof(a). Dr(a). Júnia de Carvalho Fidélis Braga, indicou ( X ) aprovação ( ) reprovação do ( a) candidato(a).

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

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

Nota: 85

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



Documento assinado eletronicamente por **Junia de Carvalho Fidelis Braga, Professora do Magistério Superior**, em 07/03/2024, às 16:28, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



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## RESUMO

Este material apresenta e dissecar duas unidades independentes para brasileiros aprendendo Inglês: “*Rainforests*” e “*Travel*”. A primeira é direcionada a alunos de 11 a 13 anos e a segunda é destinada a estudantes de 14 a 15 anos. Ambos os módulos desenvolvem bem as 4 habilidades (leitura, audição, fala e escrita), assim como a gramática pretendida, ensinada de forma indutiva, e uma seção de aquecimento para familiarizar os alunos com o módulo.

A unidade “*Rainforests*”, sobre as florestas tropicais, está dividida nas seguintes seções: *Warm Up, Reading, Listening, Grammar* e *Writing and Speaking*. O “*Warm Up*” engaja os alunos nos conceitos, vocabulário e gramáticas que serão estudados. A seção de leitura, “*Reading*”, apresenta um texto adaptado do *National Geographic Kids*, exercícios pré-, durante e pós-leitura, além de jogos opcionais. A seção de “*Listening*” incorpora um vídeo do YouTube sobre fatos da Floresta Amazônica, promovendo atividades dedutivas, de compreensão e exercícios para depois que os alunos assistirem ao vídeo. A seguinte seção, de gramática, é sobre adjetivos comparativos e superlativos e adota uma abordagem abrangente, combinando gramática baseada em exemplos e em texto de maneira indutiva. E para encerrar a unidade, há a seção “*Writing and Speaking*”, que culmina em um projeto de ficha técnica sobre um animal ameaçado de extinção na floresta tropical. Essa abordagem interdisciplinar está alinhada com a escrita orientada por gênero, enfatizando a comunicação por meio de leituras.

A unidade seguinte “*Travel*”, segue um caminho pedagógico semelhante, mas não idêntico. A ordem das seções é: *Warm Up, Reading, Grammar, Listening and Speaking* e *Writing*. A seção de aquecimento introduz o future simple e o vocabulário sobre viagem por meio de exercícios, mas ainda não formaliza isso. Em seguida, há o “*Reading*”, que envolve atividades pré, durante e pós leitura sobre uma futura aventura de carona, de um homem chamado Matt Karten. A seção de gramática, focada em previsões futuras com “*will*”, utiliza uma abordagem indutiva, com base em exemplos e no texto, para, apenas depois, formalizar o conhecimento. O segmento da audição e fala, “*Listening and Speaking*”, utiliza um vídeo do YouTube intitulado “*Transports in 2050*” com o intuito de praticar a gramática pretendida, junto com diversos exercícios a serem feitos antes, durante depois do vídeo; e o último exercício dessa seção é uma apresentação oral sobre o tema. Para finalizar, a seção “*Writing*” culmina em um exercício de escrita livre, onde os alunos entrevistam um parceiro sobre o futuro das viagens. Reforça a aplicação da gramática em um contexto significativo e visa conectar estruturas linguísticas às suas funções comunicativas.

Ao longo das unidades, a ênfase está em envolver e engajar os alunos, fornecer contextos reais para a realidade brasileira e promover habilidades linguísticas relevantes para as suas necessidades. As atividades são projetadas para instigar o pensamento crítico, a conscientização ambiental e a participação ativa do aluno no processo de aprendizagem da língua. As unidades visam ser uma experiência envolvente e significativa para os alunos.

**Palavras-chave:** abordagem interdisciplinar; adjetivos comparativos e superlativos; caminho pedagógico; conscientização ambiental; ensino de línguas sensível ao contexto; escrita orientada por gênero; futuro simples; gramática indutiva; pensamento crítico; quatro habilidades.

## ABSTRACT

This material presents and dissects two independent units for Brazilian students learning English: “Rainforests” and “Travel”. The first caters to 11-13 years old and the second, caters to students aged 14 to 15. Both units have the 4 skills well developed (reading, listening, speaking and writing) as well as the grammar intended, taught inductively and a warm up section to acquaint students with the unit.

The “Rainforest” unit is divided into the respective sections : Warm Up, Reading, Listening, Grammar and Writing and Speaking. The warm up engages students with rainforest concepts, animals, and vocabulary. The reading section features an adapted National Geographic Kids text, pre, while and post reading exercises, as well as optional games. The listening incorporates a YouTube video on Amazon Rainforest facts, fostering deductive activities, comprehension and post-listening exercises. The grammar section concerning the comparative and superlative adjectives, adopts a holistic approach, combining example-based and text-based grammar in an inductive way. To close the unit, there is the Writing and Speaking section, which culminates in a fact-file project about an endangered rainforest animal. This interdisciplinary approach aligns with genre-oriented writing, emphasizing communication with readings.

The following unit, “Travel”, follows a similar, but not equal, pedagogical path. The order of the sections are: Warm Up, Reading, Grammar, Listening and Speaking, Writing. The warm up section introduces the simple future and travel vocabulary through exercise, but not formalizes it yet. Then, there is the reading section, which involves pre, while and post activities about a future hitchhike adventure of a man named Matt Karsten. The grammar section, focusing on future predictions with “will” uses an inductive approach, with example-based and text-based, and just then formalizing the knowledge. The listening and speaking segment employs a YouTube video entitled “Transportations in 2050” to practice the grammar intended and many exercises to do before, during and after watching the video. The last exercise is an oral presentation regarding this theme. To finish, the Writing section culminates in a free writing exercise where students interview a partner about the future of travel. It reinforced the application of grammar in a meaningful context and aims to connect language structures to their communicative functions.

Throughout the units, the emphasis is on engaging students, providing real-life context for the Brazilian reality, and fostering language skills relevant to their needs. Activities are designed

to promote critical thinking, environmental awareness and active participation in the language learning process. They aim to be a purposeful and meaningful experience to students.

**Key words:** pedagogical path; critical thinking; comparative and superlative adjectives; environmental awareness; four skills; simple future; inductive grammar; interdisciplinary approach; genre-oriented writing; context language teaching.



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## 1 INTRODUCTION

Second Language Acquisition plays a pivotal role in today's interconnected and globalized world; it's a lifelong skill that can open doors to academic success, personal growth and career opportunities. In Brazil, where the demand for English proficiency is on the rise and the country is still in the process of recognizing this significance, it's important that the market provides schools with materials of relevance, tailored to the reality of Brazilian students learning English, their personal needs and specificities.

To embrace a great number of students, and therefore, people who can speak another language, the ideal way is to reinforce the subject in regular schools, implementing the learning of a second language in the school curriculums effectively, with valid tools and stimulus designed for the country's particularities. That's due to not all citizens can afford the cost, nor the time, to attend private English courses, where the learning system usually consists of a reduced number of students, the teacher can individualize and personalize learning, not to mention that classes are divided by proficiency levels, and learning acquisition is, not surprisingly, more fruitful.

As a language learner I understand the importance of materials that resonate with the reality and aspiration of students. Too often, traditional English textbooks seem detached from the reality of the country, becoming uninspiring for learners. The motivation behind this project arises from a necessity to fill this gap; to enhance English education in Brazil by recognizing the heterogeneous linguistic needs of students at different stages of their school journeys, especially in basic and elementary school; to equip learners with tools for effective communication in English in theme-based units.

This material consists of 2 independent units ("Rainforests" and "Travel"), their respective answer keys and their teacher's guide. The first unit focuses on children aged 11 to 13 years old, who are in their formative years of language acquisition, and the second includes teenagers of 14 to 15 years old, who are slightly more advanced but still in the range of A1 to A2 proficiency level.

Both units have their focus on students learning English in regular Brazilian schools, where there are usually more than 20 students per class and the acquisition of a second language is

often less meaningful than when it happens on reduced classes in English courses, the reasons being mentioned previously. The units also work constantly with the four skills – reading, writing, listening and speaking – within a context, which is grounded from authentic reading text and listening; pre, while and post activities for each; a grammar section – which format was used both in the text and audio and will be dissected with meaningful and contextualized activities –; and a writing assignment at the end of the unit that also corroborates with all the process. Oral discussions are encouraged throughout the entire units, being present in all kinds of activities and sections. However, this skill will be assessed more emphatically in the Writing and Speaking section of Unit - Rainforests and in the Listening and Speaking section in Unit - Travel, where an oral presentation must take place.

Following, we will delve deeper into each aspect of this project, with a strong emphasis on its communicative approaches and practical implications.

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## 2 UNIT - RAINFORESTS

# UNIT -

# RAINFORESTS

### IN THIS UNIT WE:

- Talk about rainforest's animals, locations and climate;
- Learn how to compare "small" adjectives;
- Make a project about the animals in danger.



## RAINFORESTS

### 1) Warm-up

#### 1) Read the facts about rainforests:

Rainforests are habitats for many plants and animals.

Rainforests are dry places.

Many people depend on rainforests for survival.

Rainforests don't help the environment.

They provide us around 20% of the earth's oxygen.

The amazon is the largest rainforest in the world.

SOURCE:  
<https://onetreepanted.org/blogs/stories/11-facts-about-rainforests>

Which ones do you think are true? And which ones are false? Check your answers.

#### 2) Look at the word cloud. Do you know these animals?



## RAINFORESTS

Find them in the following pictures:



- Discuss in pairs: which of these animals would you most like to see? Which ones would you not like to see? Why?
- Which is the biggest, smallest, fastest, slowest and smartest of them?
- Some of them are endangered. Discuss in pairs the possible problems.

### FUN FACTS:

- **Orangutans are one of the closest relatives to humans, sharing 97% of our DNA.**
- **Vampire bats are the only mammals that only eat blood.**
- **Anacondas are the largest snakes in the world, with some growing over 30 feet long (9 meters).**

## RAINFORESTS

### 2) Reading

You are going to read a text about rainforests. Before reading, answer the questions below:

1) Match the words to their definitions:

1 - CANOPY	A - The top layer made of the tallest trees
2 - UNDERSTORY	B - The layer below the canopy where the smallest trees grow.
3 - FOREST FLOOR	C- The bottom layer where only a few plants grow because of few light
4 - EMERGENT LAYER	D - The general term referring to the division of a rainforest
5 - LAYER	E - The leaves and branches that are connected

2) Choose the correct answer to questions below:

- 1) Why do trees in the rainforest grow very tall?
  - a) to avoid predators
  - b) to compete with other plants for sunlight
  - c) to hide from rain
- 2) In which layer of the rainforest do most animals live
  - a) Emergent layer
  - b) Canopy
  - c) Understory
- 3) Where is the Congo Rainforest primarily located?
  - a) Asia
  - b) Africa
  - c) South America
- 4) What is the main characteristic of a temperate rainforest?
  - a) Desert
  - b) Abundant rainfall
  - c) Cold temperatures



## RAINFORESTS

**3) READ THE FIRST PART OF THE TEXT THEN ANSWER THE QUESTIONS:****RACING FOR LIGHT**

Rainforests are humid, lush, warm, wet habitats. Trees in the rainforest grow very tall because they have to compete with other plants for sunlight. Kapok trees, which are found in tropical rainforests around the world, can grow to 200 feet. The tallest trees spread their branches and leaves blocking the light from the trees below. When bigger trees dies and falls, the space lets in more sunlight so that a smaller tree can grow and take its place.

The rainforest has four layers. The emergent layer is made up of the tallest trees that rise higher than the rest of the forest. In the next layer, the canopy, the leaves and branches of the trees all touch one another or are connected by vines. Most animals in the rainforest live in the canopy. The layer below the canopy is called the understory. Small trees and plants that do not need much light grow here. The last layer is the forest floor where only a few plants grow because it's so dark.

ADAPTED FROM:  
<https://kids.nationalgeographic.com/nature/habitats/article/rain-forest>



## RAINFORESTS

- According to the text, how is the climate in rainforests?
- How tall can a Kapok tree Grow?
- What happens when bigger trees die and fall?
- What are the layers in a rainforest? Write them in the picture below, then explain each one to the class.



## RAINFORESTS

4) Where are these continents in the map? Tell the class what you know about them.



In which ones do you think are there rainforests?

**READ THE NEXT PART OF THE TEXT AND CHECK:**

### FAMOUS RAINFORESTS



There are rainforests in Africa, Asia, Australia, and Central and South America. The biggest rainforest is the Amazon rainforest. It's about the size of the contiguous United States, which doesn't include Alaska or Hawaii. More than half of it is in Brazil, but parts are in several other South American countries, including Ecuador and Bolivia. The next biggest rainforest is the Congo in Africa. Parts of the Congo can be found in several other countries too, including the Democratic Republic of Congo and Cameroon.

Most rainforests are found along or near the Equator, where hotter. But some rainforests grow in temperate regions where it's cooler. Hoh Rainforest in Olympic National Park on the Pacific northwest coast of North America is an example of a temperate rainforest. Like tropical rainforests, temperate rainforests get lots of, well, rain.

## RAINFORESTS

- Which of the continents have rainforests?
- Which is the biggest rainforest? And which is the next biggest?
- Circle the adjectives in the text. Look up on the internet or dictionary the ones you don't know.

**FUN TIME! Play these quizzes with the class: Divide the class in groups and let's see which makes more points!**



### 3) Listening

- Look at these numbers, what do you think they refer to?



DIFFERENT INSECTS  
**plant species**  
 bird species **types of fish**  
 meters of San Diego Waterfall  
 species into extinction  
**mammals** *tribes*

Now you are going to watch a video about the Amazon rainforest!  
 Check your answers!

## RAINFORESTS

**2) Watch the video again, then answer the questions:**

- Where is the Amazon rainforest?
- Why is it known as "the lung of the planet"?
- What are some of the deadly animals in Amazon rainforest?
- Which is the loudest animal?
- When does it rain?
- What problems are heppening?
- What do you think the most interesting fact in the video? Share your ideas with the class.



**3) Write on a piece of paper all the words you can remember from the video. Your teacher you give you 3 minutes.**

**Then, make sentences using these words.**

**4) Match the columns A to B according to the video:**

A	B
1. Deadly	a. The toucan
2. Big	b. Animals
3. Loudest	c. Snakes
4. Flash-eating	d. The Santo Diego waterfall
5. Dark and spooky	e. The Amazon rainforest
6. Largest	f. Piranhas
7. Venomous	g. The Amazon floor

## RAINFORESTS

5) Complete the sentences using the words from the exercise above. Watch the video again to check your answers.

- a) The \_\_\_\_\_ is so \_\_\_\_\_, that if it was a country, it would be the ninth biggest in the world.
- b) The \_\_\_\_\_ animal in the rainforest is the \_\_\_\_\_. It can be heard from almost a kilometer away.
- c) There are also many \_\_\_\_\_, including electric eels, \_\_\_\_\_, poison dart frogs, Jaguars and some seriously \_\_\_\_\_.
- d) The top branches and leaves of the trees are so thick that the \_\_\_\_\_ is always \_\_\_\_\_ and \_\_\_\_\_.
- e) The Amazon rainforest is home to the world's \_\_\_\_\_ waterfall: the \_\_\_\_\_, which is 979 meters tall.

### ATTENTION!

#### IRREGULAR ADJECTIVES:

good – better than – (the) best

bad – worse than – (the) worst



## RAINFORESTS

## 4) Grammar

- 1) Look at the highlighted expressions. What do they have in common? Complete the table with examples of sentences from the text:

<b>COMPARING 2 THINGS</b>	<b>COMPARING 1 THING TO ALL THE OTHERS</b>
<i>When bigger trees dies and falls...</i>	<i>The biggest rainforest is the Amazon Rainforest.</i>

- 2) Complete the table with the highlighted words and expressions from the text:

<b>ADJECTIVE</b>	<b>COMPARATIVE</b>	<b>SUPERLATIVE</b>
SMALL	_____er (than)	(the) smallest
TALL	taller than	(the) _____est
HIGH	_____ (than)	(the) highest
BIG	_____ (than)	(the) _____
HOT	_____ (than)	(the) hottest
COOL	_____ (than)	(the) coolest

## RAINFORESTS

### 3) Choose the correct option:

- a) The Amazon is the *bigger/biggest* rainforest in the world.
- b) The tree-toes sloth is *faster/slower* than the bangal-tiger.
- c) Anacondas are *larger/the largest* than vampire bats.
- d) The weather in rainforests *is drier/hotter* in Ecquador and *hotter/cooler* in the Pacific Northwest.

### 4) Read the sentences:

A tree is bigger than a houseplant.  
 Summer is hotter than winter.  
 The Nile River and the Amazon River are the biggest rivers in the world.  
 56.7°C is the hottest air temperature ever registered.

What do the underlined words have in common?

### 5) Fill in the blanks with the correct comparative or superlative form of the adjectives:

- a) My brother is \_\_\_\_\_ (tall) than me.
- b) Your homework is \_\_\_\_\_ (easy) than mine!
- c) Antarctica is the \_\_\_\_\_ (cold) continent in the planet.
- d) She is the \_\_\_\_\_ (kind) of all my friends.
- e) He is the \_\_\_\_\_ (good) student in class.
- f) The red car is \_\_\_\_\_ (fast) than the blue car.
- g) This is the \_\_\_\_\_ (bad) movie of all time.
- h) Your cat is the \_\_\_\_\_ (fat) cat in the I've ever seen.
- i) Ice cream is \_\_\_\_\_ (good) than chocolate cake.
- j) You sandwich is \_\_\_\_\_ (bad) than mine.

### 6) Now make 5 comparative and superlative sentences using the adjectives from exercise 5.1. Use the words from the box below:

car – dog – country – brother – house – friend.

## 5) Writing and Speaking

### PROJECT

In groups of 2 to 3 students, make a fact file about 5 endangered animals in rainforests of your choice.

Compare them (size, speed, weight, abilities, diet, category, habitat, characteristics and personal impressions, etc.).

Use the comparative and superlative adjectives.

Present your project to the class. It must have a written part and an oral presentation.

#### Example:

**Scientific Name:** Eunectes murinus

**Location:** South America

**Habitat:** rainforests and tropical savannah

**Diet:** Birds, fish, reptiles, amphibians, mammals.

**Behavior:** smarter in the Evening



#### FUN FACTS AND CHARACTERISTICS:

- Green anacondas are longer than most other snake species; The biggest anaconda weighed 500.5 pounds.
- The green anaconda has the record of the heavier snake in the world.
- They are stronger than other snakes.



## RAINFORESTS

### SOURCES:

#### Pictures:

Cover: <https://onetreepianted.org/blogs/stories/11-facts-about-rainforests>

Poison dart frog: <https://www.pigebeasleyskop.com/it/blogs/gb-blog/poison-dart-frog>

Sloth: <https://gifts.worldwildlife.org/gift-center/gifts/Species-Adoptions/Three-toed-Sloth>

Orangutans: <https://www.wwf.org.uk/learn/wildlife/orangutans>

Tiger: <https://www.istockphoto.com/br/foto/tigre-no-jardim-zool%C3%A9gico-qm1140503307-305221086>

Anaconda: <https://www.rainforest-alliance.org/everyday-actions/11-amazing-rainforest-animals/>

Bat: <https://www.newscientist.com/article/2313214-vampire-bats-adapted-to-drinking-blood-by-skedding-several-genes/>

Layers: <https://www.timeforkids.com/11/rainforest/>

Amazon lungs: <https://www.eco-business.com/press-releases/amazon-fires-continue-destruction-of-lungs-of-the-earth-rainforests/>

#### Text adapted from:

<https://kids.nationalgeographic.com/nature/habitats/article/rain-forest>

Video: <https://www.youtube.com/watch?v=V1Q54m2M6ZY&t=42s>

#### QUIZZES:

<https://www.youtube.com/watch?v=XR8t56lp8GD>

<https://www.youtube.com/watch?v=XR8t56lp8GD>

### 3 TEACHER'S GUIDE - UNIT - RAINFOREST

#### “Rainforests”

The overall theme of this unit is rainforest’s animals, climates, locations and teach the grammar inductively within this context. This unit is divided into 5 sections: 1) Warm Up, 2) Reading, 3) Listening, 4) Grammar, 5) Writing and Speaking. The warm-up prepares the student for vocabulary in the text, the reading part explores the characteristics of rainforests, the listening focus on the Amazon rainforest, the grammar elicits the comparative and superlative adjectives for 2 syllable words maximum and the writing provides students with an opportunity to put in practice knowledge they gathered from the unit into a fact file.

Skills	
Grammar	<ul style="list-style-type: none"> <li>• Comparative adjective (+er)</li> <li>• Superlative adjectives (+est)</li> <li>• Irregular adjective good/bad</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>• Words related to rainforests and their animals, climate, geography and adjectives</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>• Engaging in discussions, sharing opinions about animals and rainforests, making comparative sentences</li> <li>• Oral presentation in the “Writing and Speaking section”</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• “Racing for light”</li> <li>• “Famous Rainforests”</li> </ul>
Listening	<ul style="list-style-type: none"> <li>• “Facts about the Amazon Rainforest for Kids”</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Animals “fact file” text</li> </ul>

#### 1) Warm Up

This section provides a brief preview of the information and vocabulary present in the unit as well as encourages student’s curiosity.

1) With the books still closed, the teacher can print the sentences and distribute them separately to students, then ask each one to read their sentence, tell the class their opinion

about it and the reason for that opinion.

After that, engage in a class discussion about the statements; you can also share students' previous knowledge about the Amazon rainforest.

Answers:

- Rainforests are habitats for many plants and animals (True)
- Rainforests are dry places. (False)
- Many people depend on rainforests for survival. (True)
- Rainforests don't help the environment. (False)
- They provide us around 20% of the earth's oxygen. (True)
- The Amazon is the largest rainforest in the world. (True)

2) Write down on the board the animals students found in the word cloud. (the answers to the following questions will vary)

a) Ask about each animal, including their characteristics, habitats, and any interesting facts students might know. Encourage them to express their preferences and reasons for liking or not to see these animals.

b) After discussing their characteristics, have students decide which animal fits each category. You can categorize the animals in a table, and encourage them make comparisons. (Answers: biggest: anaconda, smallest: frog, fastest: tiger, slowest: tree-toed sloth, smartest: orangutan)

c) Discuss the environmental issues related to their endangerment (possible answers: deforestation, pollution, climate change, illegal hunting or trading, etc.)

FUN FACTS: ask students to read them and ask the class which of them they find more surprising, or if they have any additional information to add.

### 1) **Reading**

The activities in this section are regarding the texts "Racing for Light" and "Famous Rainforests". The content of the text is about rainforest's animals, climates, locations and adjectives. In the text there are various examples of sentences using comparatives and superlative adjectives that'll be worked in the activities.

Ask them what questions do they expect to find. Write on the board all the words students

mentioned. Then after the reading of the text, circle the ones that actually appeared on the text. Put students in pairs or individually and give them some minutes to complete the questions. Monitor and help as necessary, then check the answers.

1) Elicit “ below, bottom, top, above” before the exercise. Ask students to match the words to their definitions before the reading of the text. It’s ok if their answer aren’t right, they’ll check them after the reading and discuss in class.

Answers:

1- E

2- B

3- C

4- A

5- D

2) Again, it’s ok if students don’t get all the answers right. Ask them to choose the correct answer, then check them after the reading of the text.

Answers:

1 – c

2 – b

3 – b

4 – b

3) Give them some minutes to analyze the questions and and answer them.

Answers:

a) The climate in rainforests is typically hot, humid, lush, warm and wet.

b) A kapok tree can grow to 200 feet.

c) When bigger trees die and fall, the space lets in more sunlight so that a smaller tree can grow and take its place.

d) The layers are from top to bottom: emergent, canopy, understory, forest.

4) Show a map of the world to the class and ask students if they can name the continents. Ask them to write the continents on the map, then ask in which ones they think there are

rainforests. Check their answers while reading the 2<sup>nd</sup> part of the text.

Answers:

Red: North America

Orange: South America

Light Blue: Europe

Dark Blue: Antarctica

Yellow: Africa

Light Green: Asia

Dark green: Australia

- a) Africa, Asia, Australia and Central and South America
- b) The biggest rainforest is the Amazon, and the next biggest is the Congo in Africa.
- c) (discuss in class the words students don't know)

**OPTIONAL ACTIVITY:** play the games in the QR codes with the kids (YouTube videos).

You can divide the class in groups, and the group that got the most questions right wins.

### **3) Listening**

This part of the unit concerns a video that provides interesting facts about the Amazon Rainforests. The video also uses many expressions in comparative and superlative forms, that students will study more detailedly in the Grammar section.

1) Review how to say big numbers in English if necessary. Tell the class they must match the numbers to a word or expression, then check their answers while listening or watching the video. You can make a game to reward the students who got most answers right.

Answers:

40,000 – plant species

1,300 – bird species

3,000 – types of fish

430 – mammals

2,5 million – different insects

979 – meters of San Diego Waterfall

400-500 – tribes

137 – species into extinction

2) Before watching the video again, ask the class what they were able to understand from the video, what called their attention and if they can summarize some parts of it. Encourage as many students as possible to participate in this activity. After that, ask students to read the questions out loud, and clarify any doubts regarding vocabulary. Then watch the video again, focusing on the answer to questions a to g:

- a) The Amazon rainforest is located in South America.
- b) Because it produces more than 20% of the world's oxygen.
- c) Electric eels, flesh eating piranhas, poison dart frogs, jaguars, venomous snakes.
- d) The toucan.
- e) About 4 days in a week.
- f) The Amazon has lost about 20% of its area in the last 30-40 years, over 60-80% of all trees being cut down if due to cattle ranching; average of 137 species are driven into extinction every day; it's estimated that within 100 years there will be no rainforest left.
- g) (encourage students to share their opinions).

3) After watching the video 2 times, students should brainstorm words they listened from the video as a way of recalling the content. They'll have 3 minutes. Then, give them some more minutes to create sentences using the words, and share them with the class.

4) Explain that they have to match the columns A and B according to what they remembered from the video. You can put students in pairs to debate the activity.

- |      |      |
|------|------|
| 1. b | 5. g |
| 2. e | 6. d |
| 3. a | 7. c |
| 4. f |      |

5) Now, if you put students in pairs they must remain that way. If not, do so. To close the section and the post-listening activities, students need to use the words from columns A and B of the previous exercise to complete the sentences (that are taken from the video). Watch the video one last time to check their answers:

- a) The Amazon rainforest, big.
- b) loudest, toucan.
- c) deadly animals, flesh-eating piranhas, venomous snakes.
- d) The Amazon floor, dark and spooky.
- e) Largest, the Santo Diego Waterfall.

#### 4) Grammar

From the knowledge gathered in the previous sections, students should know have a good idea of the usage of comparative and superlative adjectives in words of 1 and 2 syllables. This knowledge is going to be amplified and formalized in this section.

- 1) Discuss in class the similarities between the highlighted words – they are comparing 2 things or comparing 1 thing to all the others. Ask students to write the expressions in the table

Answers:

COMPARING 2 THINGS	COMPARING 1 THING TO ALL THE OTHERS
<i>...that rises higher than the rest of the forest.</i>	<i>The tallest trees ...</i>
<i>...a smaller tree can grow and take its place</i>	<i>The next biggest rainforest is the Congo in Africa.</i>
<i>Most rainforests are found along or near the Equator, where its hotter.</i>	-
<i>But some rainforests grow in temperate regions, where it's cooler.</i>	-

- 2) Review the adjectives from the text in their comparative and superlative forms (examples: tallest, bigger, smaller, higher, biggest, hotter, cooler). Encourage and assist students to understand the patterns used to form these comparative and superlative forms.

Answers:

smaller (than)	(the) smallest
taller (than)	(the) tallest
higher (than)	(the) highest
bigger (than)	(the) biggest
hotter (than)	(the) hottest
cooler (than)	(the) coolest

3) This activity practices the difference between comparative and superlative forms, the first we use to compare 2 things and the 2<sup>nd</sup> to compare 1 noun to a group of things. Elicit and reinforce this information to students before continuing the exercise.

Answers:

- a) biggest
- b) faster
- c) larger
- d) hotter, cooler

4) Ask different students to read the sentences out loud. If necessary, ask them to spell the underlined adjectives so they are able to identify the double consonants in them. Discuss in class the similarities between the adjectives. Students must get to the conclusion that we double the consonant in one-syllable words that have the pattern “consonant-vowel-consonant”, help them if necessary.

“ATTENTION” box: ask students to read the box and elicit any questions they may have. Highlight that there are some irregular adjectives for comparative and superlative form that don’t follow any spelling.

5) Divide the class in pairs and give them some minutes to complete the blank.

Answers:



- |            |            |
|------------|------------|
| a) taller  | f) faster  |
| b) easier  | g) worst   |
| c) coldest | h) fattest |
| d) kindest | i) better  |
| e) best    | j) worse   |

6) This activity can be given individually or in groups, to practice the usage of the grammar taught. Give students some minutes to finish, then ask them to share their sentences to class and check their answers. (ANSWERS WILL VARY)

### **5) Writing And Speaking**

Before beginning this section, engage students in a discussion about endangered animals and the importance of rainforest. Recall what they've learned from the unit through the readings and audios. Answers may vary.

You can show images of endangered animals, talk about their habitats and the threats they face.

Allow students to form their own groups, but make changes if necessary. Consider mixing students with different language abilities. (However, the project can be adapted to individual assignments)

Tell the class they must prepare a presentation, in the format of a fact file, about endangered rainforest's animals (provide a list of suggested animals to choose from if needed). Encourage them to use visual aids to accompany their oral presentation, but the written text is necessary. During the presentation, ask the groups to evaluate each other and give feedback according to: the grammar used in the text; if the assignment's structure of fact file fulfilled all the topics and requirements needed; accuracy of information; if their oral presentation has appropriate vocabulary and fluency for their proficiency level.

It's strongly advisable that you make a checklist of the desired skills and requirements necessary for a good assignment.

#### 4) UNIT – TRAVEL

# UNIT - TRAVEL






#### IN THIS UNIT WE ARE GOING TO:

- ✓ understand how to read website pages
  - ✓ read about travel and profiles
  - ✓ learn the simple future with will
- ✓ see different types of transportation
- ✓ listen about the future of transport
  - ✓ do an oral presentation
- ✓ learn how to write an interview

## 1) Warm-up

### 1) Match the columns about the ways of sharing a car:

<p><u>1) CARPOOLING</u></p>	<p>a) Asking strangers who are driving to pick you up, usually on a road.</p>	<p>d)</p> 
<p><u>2) HITCHHIKING</u></p>	<p>b) App that can connect a driver to passengers to ride to a specific destination, like Uber, Lyft, 99, etc.</p>	<p>e)</p> 
<p><u>3) RIDE-SHARING</u></p>	<p>c) People traveling together, usually to work or school.</p>	<p>f)</p> 

- What is the difference between them?
- Have you ever done carpooling, hitchhiking or ride-sharing? Which ones? Tell the class!
- Do you know any famous stories and movies involving hitchhiking?
- Do you know anyone who have tried it? And would you like to try it?

### VOCABULARY: PUNCTUATION “.”

<p>dot</p>	<p>www.expertvagabond.com (we read: dot com)</p>
<p>period (US) full stop (UK)</p>	<p>You are not going out tonight. (we read: period/full stop.)</p>
<p>point</p>	<p>37.6 (we read: thirty-seven point six)</p>

## TRAVEL

**2) THIS IS MATT KARSTEN**

You are going to read a profile about Matt Karsten. Take a look and answer the questions:



**PROFILE**

**Name:** Matthew Karsten (Nickname: Matt)

**Professions:** blogger, photographer and adventure seeker.

Lives in North Caroline, United States; but living temporarily in countries like Mexico, Thailand, Italy, Spain, South Africa, etc.

**Family:** his wife is Anna, his two sons: Dyland and Holden and their traveling cat, Poofy.

- Who is Matt Karsten?
- Who are the members of his family? Does he have a pet?
- Where does he live right now?
- What does he do for a living?
- What is his website page? What do you think it's about?

**DID YOU KNOW?**

"www" stands for:  
world wide web

What do you think will be his next adventure? Share your ideas with the class.

## 2) Reading

### 1) You are going to read a text about one of Matt's adventures.

Before reading, complete the sentences according to what you think, then check your answer after reading. Use your imagination and share your ideas with the class.

- The author believes hitchhiking will be challenging because \_\_\_\_\_.
- While on the road, the author hopes to meet \_\_\_\_\_.
- While camping, the author will use Couchsurfin.org to \_\_\_\_\_.
- Through the journey, they author hopes to document and share \_\_\_\_\_.

## Hitchhiking Across America: One Ride at a Time



Last updated: August 14, 2019

*Is hitchhiking still possible in the United States? Is it safe? Follow along for the next 4 - 5 weeks as I'll attempt to hitchhike my way across America from coast to coast.*

**By the time you read this, I'll be standing on the side of the road in Oregon – attempting to hitchhike across America from the Pacific Ocean to the Atlantic Ocean. Soliciting free rides from complete strangers. Hopefully meeting interesting people from across the country – and sharing their stories with you.**



### WHAT'S MY ROUTE?

I really have no idea. West coast to East coast is my basic plan. I'll probably stay North to avoid the heat of the summer, but who knows. Some back roads, some long **Highway** rides - I'll try to mix it up a bit.



## IS HITCHHIKING ILLEGAL?

Yes and no. It's illegal to stand on the side of a major Highway and solicit rides, because this is a danger to other drivers on the road.

However, standing at the **on-ramp entrance** before a highway is legal in most states. The laws vary from state to state, as do the interpretations of the law.

Occasionally different police officers will interpret the law differently too.

There is a possibility that I'll get a few **warnings**, maybe a ticket, but surely I won't get **arrested**.

## WHERE WILL I SLEEP?

Like always, my trusty *Hennessy camping hammock* will come along with me. I'll do some stealth camping in the woods, and pay to stay in a **campground** or two.

Because showers are nice from time to time!

Cheap motels or hostels won't be ruled out either, as I'll still need the occasional WiFi to get work done. I'll also use *CouchSurfing.org* to stay with locals interested in hearing a good story.

## WHY HITCHHIKING?

Because hitchhiking is an adventure. Because it will be **challenging**. Because I'll meet interesting people. Because it is something I really wanted to try.



### TEXT ADAPTED FROM:

<https://expertvagabond.com/hitchhiking-america/>



## UPDATE! Mission Accomplished!

My hitchhiking journey across the United States is now complete! You can read about the Whole adventure using the links below...

## TRAVEL

**2) Answers the questions about the text:**

- What is his blog about?
- What will he do for the next 4 - 5 weeks?
- How will he travel?
- Why will he stay North?
- Is hitchhiking illegal? Explain your answer.
- Will he get arrested?
- Where and how will he sleep?
- Why will he need wi-fi?
- Why will Matt hitchhike?
- Was he able to finish his journey? Where can you find more information about it?

**3) Are the sentences true (T) or false (F), according to the text? Explain the false ones.**

- The author plans to hitchhike from the Pacific Ocean to the Atlantic Ocean.
- The author knows exactly which route he will take across America.
- Hitchhiking is illegal everywhere in the United States.
- The author will use CouchSurfing.org to find places to stay.
- The author will probably get arrested for hitchhiking.

**4) Look at the United States map below. What places do you think Matt will go through in his adventure?**

**5) Write the highlighted words and expressions from the text on the spaces below next to their correct definitions:**

difficult, in a way that tests your ability or determination	1.
somewhere people on holiday can camp, usually with toilets and places for washing.	2.
a public road, especially an important road that joins cities or towns together.	3.
the police officer takes someone away to ask them about a crime that they might have committed.	4.
something that makes us aware of a possible danger.	5.
the entrance for a short road on which vehicles drive on to a highway or other main road.	6.

**6) Now use the highlighted words from the text to complete the following sentences:**

- The \_\_\_\_\_ was blocked because of an accident.
- The suspect was \_\_\_\_\_ for murder.
- This test was more \_\_\_\_\_ than I thought.
- We drove along the \_\_\_\_\_ enjoying the beautiful landscape.
- Families gather around the campfire at the \_\_\_\_\_, roasting marshmallows.
- Near the pool there is a \_\_\_\_\_ that says: "No running".

**7) About yourself:**

- What do you think about Matt's adventure?
- Would you like to try hitchhiking someday? Why (not)?
- If yes, where will you go? How will you sleep? And what will you do if you can't find a place to sleep?
- What difficulties do you think you will face?
- What precautions and safety tips do you think you will have to take to travel by hitchhiking?
- What are the benefits of hitchhiking?
- In what ways can technology and apps impact the practice of hitchhiking?



## 3) Grammar

### 1) Read these sentences taken from the text:

*"There is a possibility that I'll get a few warnings, maybe a ticket, but surely I won't get arrested"*

*"Where will I sleep?"*

*"I'll also use [Couchsurfing.org](http://Couchsurfing.org) to stay with locals."*

### Now choose the correct answer about the future with will:

- a) we use will to talk about future *predictions/plans*.
- b) we use will + the verb with *ing/in the base form*.
- c) the contraction of will is 'll/'I.
- d) the negative form of will is *wiln't/won't*.
- e) the correct question is:  
*"Does she will go to the party?"/" Will she go to the party?"*
- e) in affirmative short answers, we answer *"Yes, I'll"/ "Yes, I will"*

### 2) Now complete the tables with the correct form of will:

<b>affirmative</b>	There _____ be flying cars in the future.
<b>negative</b>	Gasoline _____ be necessary.
<b>questions</b>	_____ technology improve future transportation?

#### SHORT ANSWERS

**Yes,**

\_\_\_\_\_

**No,**

I, you (s), he, she, it, we, you (p), they.

\_\_\_\_\_

**3) Write predictions using will/won't. Use contractions:**

- a) To stay safe, \_\_\_\_\_ (Amanda - not - carry) a fully charged phone at all times.
- b) I'm worried that \_\_\_\_\_ (I - not - find) a place to sleep in a remote area.
- c) \_\_\_\_\_ (I - will - pass) the exam?
- d) Peter will have a map, so \_\_\_\_\_ (he - not - get lost) often.
- e) In rural areas, cellphone signal \_\_\_\_\_ (be) less reliable.
- f) If they keep arguing, they \_\_\_\_\_ (not-resolve) their differences.
- g) If the weather is nice tomorrow, \_\_\_\_\_ (we - go) for a hike in the mountains?
- h) \_\_\_\_\_ (we - will - miss) the beginning of the movie?
- i) " \_\_\_\_\_ (you - will - be able to) go to the party?" "Yes, \_\_\_\_\_!"
- j) How \_\_\_\_\_ (you - will - leave) the coffee shop now? It's raining!

**4) Questionnaire**

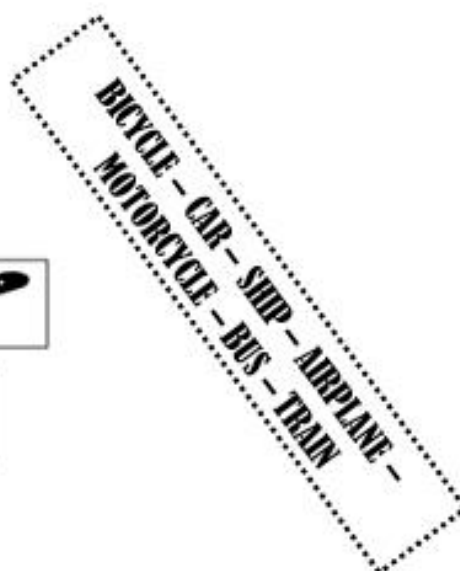
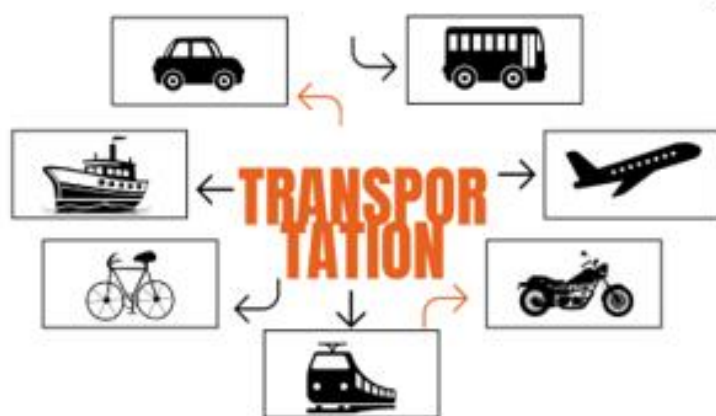
Ask a peer questions about future predictions regarding traveling. Complete the chart with three questions of your own, then write down his/her answers. Tell the class about your partner.

FUTURE PREDICTIONS ABOUT TRAVELING	
QUESTIONS	ANSWERS
Which countries do you think will become popular travel destinations in the next decade?	
How do you foresee technology changing the way we travel in the future ?	
Will virtual reality replace traditional travel experiences in the coming years?	
Will solo travels become more or less popular in the years to come, in the future?	
How do you think the relationship between travel and work will evolve, considering the rise of remote work?	

## 4) Listening and Speaking

### 1) Match the words in the box to the pictures.

Which ways of transportation do you use?



### 2) You are going to watch a video about transportations of the future.

- a) Look at the word cloud and elicit with the teacher any questions about vocabulary you may have.



## TRAVEL

b) Watch the video and use the vocabulary from the word cloud in letter a) to complete the sentences.



**WATCH ME!!**



"By 2050 cars will be electric and fully \_\_\_\_\_, car brands will follow Tesla's lead releasing new \_\_\_\_\_ models..."

"Meanwhile, self-driving technology will become \_\_\_\_\_, allowing people to lay back and relax while their cars drive themselves."

"Autonomous semi-truck will travel across country delivering \_\_\_\_\_ with no human interaction."

"Currently, Elon Musk's ' \_\_\_\_\_ ' is digging small experimental tunnels under cities."

"Shuttling cars and passengers around on \_\_\_\_\_."

" \_\_\_\_\_ and underground subways will efficiently move citizens around by the masses."

"By 2050, \_\_\_\_\_ railways will be everywhere."

"Other trains will adopt hydrogen as a \_\_\_\_\_ source, or go electric..."

" \_\_\_\_\_, aka vacuum sealed \_\_\_\_\_ trains, will revolutionize the long-distance ground transportation."

"By 2050 \_\_\_\_\_ jets will be back."

"To help fight the climate change, large-scale airliners will have to \_\_\_\_\_."

"Currently, the British airline easyJet is developing a \_\_\_\_\_ of electric airplanes that it hopes to have in service by 2030, with ultra-low fuel costs and improved batteries."

"Utilizing green hydrogen combustion, there airplanes will fly just as fast as current \_\_\_\_\_ aircraft."

" \_\_\_\_\_ are making a comeback ."

" Meanwhile, large-scale ships will go green, hydrogen fuel cells and batteries will begin to power cruise ships and military \_\_\_\_\_ and eventually they'll power container ships."

"By 2050 \_\_\_\_\_ will transport people around the world."

"Currently, the American startup spin launch is working to create a \_\_\_\_\_ centrifuge that will accelerate \_\_\_\_\_ up to 5000 miles per hour, before sending them screaming into the atmosphere and into orbit."



### 3) Watch the video again, then answer the following questions:

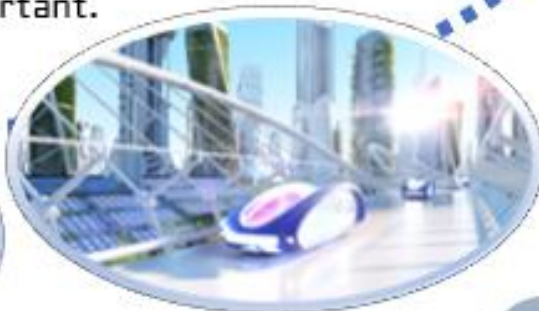
- a) How will electric cars be different from traditional gasoline cars?
- b) What will replace gas stations? And how fast will vehicles be refueled?
- c) How will autonomous delivery vans and robots change the way packages and food are delivered?
- d) What are the 2 possible answers to accommodate population in the future according to Elon Musk?
- e) What is EVTOL, and how will it impact urban mobility?
- f) What is MAGLEV technology, and how fast can some Maglev trains go?
- g) What are the advantages of supersonic jets?
- h) Why is it important for large scale airliners to "go green" in the future?
- i) How will electric boats change water transportation by 2050?
- j) What are the plans for a space elevator, and how will it change space travel?
- k) What other space travels will rockets do by 2050?

### 5) Oral Presentation



In pairs or groups, you are going to make an oral presentation about how do you think transportations will be in the future.

It's important that you chose a vehicle and describe how do you think it will be, the mechanisms required to function, the design, the fuel, how it's environmental green and any other features you believe are important.



## 5) Writing

### **MAKE AN INTERVIEW REGARDING FUTURE PREDICTIONS ABOUT TRAVELING:**

Transform the questionnaire you did in page 8 into a interview text. Feel free to add up more questions, or changes some others. Look at the example below:

Your text should contain:

- introduction of the person and topic.
- questions and answers about the topic;
- your own questions and ideas!
- the conclusion of your text.



#### **ATTENTION:**

Don't forget to use the future with "will" and accurate grammar and punctuation!

— / — / —

This week I interviewed a friend of mine, Peter, who is a seasoned traveler and enthusiast. He is willing to share some insights into the future of travel. Let's dive right into our questions.

**Looking ahead, which countries do you think will become popular travel destinations in the next decade?**

Well, I believe we'll see a sudden interest for countries with natural beauty and unique cultural experiences. Destinations like Brazil, New Zealand and Costa Rica will gain more attention.

**Moving on to technology, how do you foresee it changing the way we travel in the future?**

Technology will likely simplify the entire travel experience. It's safe to say technology will make travel more efficient and eco-friendlier.

**Do you think virtual reality will replace traditional travel experiences in the coming years?**

While virtual reality might offer unique ways to explore new places, I think it won't replace the authentic experience of traveling. It could complement traditional travel but won't replace it entirely.

**Considering the rise of remote work, how do you think the relationship between travel and work will evolve?**

Remote work has already reshaped our approach to work and I think people will likely embrace the opportunity to work from different locations, creating a more integrated travel and work lifestyle. That was Peter's valuable insights on the future of traveling—

concerning many different aspects—it's fascinating to consider the evolving landscape and the exciting possibilities that lie ahead. Safe travel and happy exploring!


**TRAVEL**

## SOURCES:

## Texts:

Profile: <https://expertvagabond.com/about/> and <https://www.linkedin.com/in/matthewkarsten>

Text: <https://expertvagabond.com/hitchhiking-america/>

VIDEO: <https://www.youtube.com/watch?v=gk35MLxz4JY>

## Pictures:

Cover: <https://www.vox.com/2015/6/6/8737623/hitchhiking>

Carpooling: <https://adda.io/blog/2015/10/carpooling-in-apartment-complex/>

Ride-sharing: <https://www.8degreesit.com/how-to-build-a-user-friendly-ride-sharing-app/>

Hitchhiking: <https://www.istockphoto.com/hr/vector/hitchhiking-road-traveler-thumbup-homem-parado-car-gw489758714-74834805>

Background: <https://wallpaper-hd.com/asfaltz>

Hennessy camping hammock: <https://expertvagabond.com/wp-content/uploads/rio-celeste-camping-30-1.jpg.webp>

Matt's family: <https://expertvagabond.com/about/>

USA map: <https://www.mapsofindia.com/world-map/usa/>

Flying Car: <https://www.nationalid.com/stories/looney-to-see-zero-stories/future-transport-driving-change-next-10-years>

Future airplane: <https://yourstory.com/mystory/six-future-transportation-technologies-future>

## 5) TEACHER'S GUIDE - UNIT - TRAVEL

“Travel”

The title of this unit is “Travel” and the content cover the topic of different forms of traveling, vocabulary about ways of sharing a car, transportation, traveling adventures with no real plan. The target grammar is worked inductively through the steps of the unit. The unit is divided into 5 sections: 1) Warm Up, 2) Reading, 3) Grammar, 4) Listening and Speaking, 5) Writing. The warm up prepares students for the content in the unit, the reading of the blog page about hitchhiking provides substance for the following section, the grammar, which enlightens students on the usage of future predictions using “will”. Then there is the listening and speaking segment that discuss transportations in 2050 and requires students to do an oral presentation regarding this thematic. To close, the writing set them to do a text interview on “dream vacation”.

Skills	
Grammar	Simple future with “will”
Vocabulary	Words related to ride-sharing, travel and transportation punctuation of the “.” Cardinal directions
Speaking	Engaging in class discussions, sharing opinions about travels; Making future predictions; Oral presentation on futuristic transportations;
Reading	Profiles “Hitchhiking across America: One ride at a time”
Listening	Video “Transportations in 2050”
Writing	Text interview

The unit is divided into 5 sections: 1) Warm Up, 2) Reading, 3) Grammar, 4) Listening and Speaking, 5) Writing



## 1) Warm Up

The goal of this segment is to present different types of ride-sharing and incite students' curiosity and interest on the topic of travels. Also, the exercises serve as introduction for the grammatical intention of the unit and enhance knowledge towards profiles comprehension and the use of "." punctuation.

1) This activity's purpose is to familiarize students with different modes of shared transportation

Answers:

1 – c, e

2 – a, f

3 – b, d

a) Carpooling involves people who know each other, often going to work or school together regularly; hitchhiking involves asking strangers for a ride, usually on a road and ride-sharing utilizes an app to connect drivers with passengers going in the same direction.

On letters b), c) and d) Answers will vary according to the student's personal experiences and knowledge. Encourage them to share their thoughts.

You can also divide the class in pairs so they discuss the questions with each other.

“VOCABULARY PUNCTUATION “.”” BOX: ask students to read the box and highlight the usage for each kind of “.”. You can also show different sentences and ask students to read saying the different punctuation out loud.

2) This is Matt Karsten

Read the “Did you know” box, then Matt's profile and elicit with the class information about it. The concept of this reading is understanding a profile about a specific individual and analyzing the information given.

Answers:

a) His wife, Anna, his two sons, Dylan and Holden and their traveling cat, Poofy.

b) Yes, he does. Its name is Poofy.

- c) Right now, he lives in North Carolina, United States.
- d) He is a photographer, blogger and an adventure seeker.
- e) [www.expertvagabond.com](http://www.expertvagabond.com)
- f) It's about Matt's traveling around the world.
- g) Answer will vary. Ask several students to share their answers, and write on the board key words they shared that are related to the content of the class. Assist students with the use of the future with will.

## 2) Reading

The overall idea of this module is to read the text "Hitchhiking across America: one ride at a time" and, from that, analyze and dissect the grammar used and vocabulary about traveling. After this section, students must have a solid idea of how to use the future with will.

- 1) As pre-reading activities, divide students in pairs so they can complete the sentences according to what they think the text will mention. Encourage them to share their ideas with the class.

(ANSWERS WILL VARY)

Give students some minutes to read the text. Elicit their vocabulary questions.

- 2) Divide the class in pairs or groups and give them some time to answer the questions. Then check their answers:

- a) It's about his traveling adventures.
- b) He will attempt to hitchhike his way across America from the Pacific Ocean to the Atlantic Ocean.
- c) He'll travel by soliciting free rides from complete strangers.
- d) To avoid the heat of the summer.
- e) Yes and no. It's illegal to stand on the side of a major highway and solicit rides, but standing at the on-ramp entrance before a highway is legal in most states.
- f) There's the possibility he'll get a few warnings, but surely he won't get arrested.
- g) Camping in the woods, pay for campgrounds, cheap motels or hostels and *couchsurfing*.
- h) To get work done.
- i) Because it's an adventure, it'll be challenging, he will meet interesting people and it's

something he really wanted to try.

j) Yes, he was. You can find more information in his blog using the links he mentioned.

3) Read the sentences as a class out loud and debate whether they are true or not and why.

a) T

b) F – he has no idea which route he will take.

c) F – the laws vary from state to state.

d) T

e) F – he surely won't get arrested.

4) Ask students to give a close look at the map, and elicit the geographic coordinates (north, south, east, west) – there is a compass on page 3 next to the text. Ask what states students already know, and if they want to visit some of them in the future. Then discuss in class what places each student thinks Matt will pass through in his adventure. Encourage them to participate and give the reasons (assist them in using the grammar with will).

Mention that he'll leave the Pacific Ocean in the West to the Atlantic Ocean in the East.

5) This and the following question are focused on vocabulary from the text. Focus student's attention on the highlighted words in the text, then give them some minutes to match them to their correct definitions and check their answers. Elicit any remaining doubts.

1) challenging

2) campground

3) highway

4) arrested

5) warning

6) on-ramp entrance

6) In order to put in practice the words and expressions from the previous exercise, students will use them to complete the sentences. Ask them to read the sentences first and clear their questions regarding vocabulary, then they can do the exercise.

Answers:

a) on-ramp entrance

b) arrested

- c) challenging
- d) highway
- e) campground
- f) warning

7) This exercise is concerning student's opinions. Put them in pairs to discuss the answers to the questions, and letters a) to c) are entirely personal. Encourage them to express their thoughts about hitchhiking, prompt them to consider potential destinations, their organization and back up plans for unforeseen situations, etc.

Possible answers:

- d) Unpredictable weather conditions, finding suitable rides, potential language barriers, safety concerns, etc.
- e) Safety measures such as informing others about your plans and itinerary, carrying essential supplies, being cautious when selecting rides, prioritizing safety at all times, etc.
- f) The opportunity to meet new people, experience different cultures, go on spontaneous adventures, foster adaptability, etc.
- g) For example, the ride-sharing apps provide safer and more reliable means of finding rides; you can also share your location at real time with people of your trust and communicate with them in case you need any help, etc.

### 3) Grammar

This section is to formalize the grammar rules of the future with will that has been used during the course of the unit. Students now should have a good idea of how/when to use it.

1) Read the examples of sentences as a class and do the activity together with students, which they'll do according to their analysis of the examples and observations. In each alternative, provide the class with different examples and/or ask individual students to do the same, as to reinforce the knowledge.

Possible problems: affirmative short answers can't be contracted.

Answers:

- a) predictions
- b) in the base form

- c) 'll
- d) won't
- e) "Will she go to the party?"
- f) "Yes, I will."

2) Ensure that students understood the correct usage and formation of the future tense with will in affirmative, negative and interrogative sentences and encouraged them to create their own examples. Then, complete the charts together as a class.

Affirmative	will	Yes,	I, you (s), he, she, it, we you (p), they	will (not: 'll)
Negative	won't (will not)			won't / will not
Questions	Will	No		

3) The purpose of this activity is to practice the usage of "will" in different contexts. You can give some minutes to students to complete this exercise individually or in pairs, according to the class's profile. Emphasize the importance of context to proper use in different situations.

Then check the answers:

- a) Amanda won't carry
- b) I'll not/ I won't find
- c) Will I pass
- d) he won't get lost
- e) will be
- f) won't resolve
- g) will we go
- h) will we miss
- i) Will you be able to, I will
- j) will you leave

4) Let students choose their pairs, or select them by yourself if necessary. Encourage them to engage in meaningful conversations with their partners and be as creative as possible. When

presenting their partner's responses to the class, ask them to share interesting details about their preferences. For this exercise, answers must be as complete as possible.

(Answer will vary)

#### **4) Listening and Speaking**

After the reading and grammar, students should be prompt to have a good understanding of the video, which uses extensively the grammar intended. The video is called "Transportations in 2050" and its content is exactly about it. It's important to mention that the pre activities are of extreme importance here, and the teaching of the vocabulary should be strongly reinforced. That's because the video is long (it has 8 minutes) and uses many specific languages about transportation and some technical vocabulary.

1) This activity and the next one aim to prepare students for the listening and enlighten them with vocabulary about transportation. Also incite their interest in the topic of the future of transport when sharing their ideas. Have as many students as possible participating in this activity. You can write down key words they mentioned on the board as well, to see if they'll appear on the audio.

2) Tell the class they are going to watch a video about "transportations of the future". Play the video once before doing the activities so students can get the general idea of the content. If the time is short, you can ask them to watch the video at home as "homework". Then, ask some students who have more facility with listening about their thoughts and the main idea of the video.

a) Reinforce the importance of clarifying their doubts regarding the words in the word cloud for a better understanding of the video the second time.

b) Play the video again, this time students must listen to complete the sentences using words from the word cloud.

Answers:

autonomous, high tech, EV (electric vehicles), widespread, shipments, "Boring Company", electric sleds, trams, highspeed, fuel, hyperloop, maglev, supersonic, go green, fleet, turbofan, airships, vessels, rockets, vacuum sealed, payloads.

3) Discuss orally with the class the answers of the questions. The previous exercise can also assist them regarding content and vocabulary.

Answers:

- a) Electric cars will not rely on gasoline and will be fully autonomous.
- b) Gas stations will be replaced by at-home charging stations, which will refuel vehicles as low as 10 minutes.
- c) Autonomous delivery vans and robots will streamline the delivery process by efficiently transporting packages and food orders without human interaction.
- d) Elon Musk believes that to accommodate the increasing global urban population, roads must go 3D, which means either flying cars or tunnels. He thinks the answer is tunnels.
- e) EVTOL stands for Electric Vertical Takeoff and Landing aircraft, and it will revolutionize urban mobility by transporting passengers through the skies.
- f) MAGLEV technology utilizes magnetic levitation to propel trains without touching the ground. Some Maglev trains can accelerate to up to 400 miles per hour.
- g) Supersonic jets can significantly reduce travel time, enabling faster and more efficient long-distance travel compared to traditional airliners.
- h) To combat climate change and reduce the overall carbon footprint of the aviation industry.
- i) Electric boats will become mainstream, operating silently across lakes and seas, contributing to a more environmentally friendly and sustainable mode of water transportation.
- j) The plans for a space elevator involve using carbon nanotube technology. If successful, it will revolutionize space travel, providing a more efficient and cost-effective means of transporting payloads and potentially people into space.
- k) Rockets will be used for high-speed Earth-to-earth flights, space tourism, and transporting colonists to other planets like Mars. Additionally, concepts like the space elevator and electric space catapult may further advance space travel capabilities.

#### 5) Oral presentation

Explain to the class that they must do an oral presentation in pairs or groups, with the assistance of visual aids if possible. This activity enhances student's creative and critical thinking by thinking of possible futuristic and environmentally green types of transportation. Encourage them to come up with unique and original ideas. Also explain the importance of preliminary work and organization, so as to articulate their ideas clearly and concisely.

During the presentations, tell the class to ask questions and provide constructive feedback for



their peers. A checklist of the requirements for a good presentation is welcomed.

### **5) Writing**

The writing section is composed of an interview type of text that students have to produce, about future predictions concerning traveling. They must transform the “Questionnaire” exercise in the grammar section into a text, which gave students all the necessary skills they needed to do this exercise well-structured. They now should master asking questions, affirmative and negative sentences using “will” to talk about future prediction, and they’ll use this knowledge to interview someone, write down their answers, as well as make a good introduction of the person’s profile (like they’ve learned in the Warm Up section). The exercise also has an example-text to better guide students.

Encourage them to be creative in their questions and not to forget about accuracy in grammar and punctuation.

## **6) RATIONALE**

### **6.1 UNIT - RAINFORESTS**

This unit was tailored for children aged 11 to 13 years old and its theme revolves around rainforests in the world, a subject that can not only captivates young minds but also offers wide possibilities for learning. The grammar and vocabulary were based from an authentic text from National Geographic Kids' website, and the core of this material teaches the use of comparative and superlative adjectives in words with a maximum of 2 syllables, when we use the addition of "-er/-est" at the end of the adjectives.

All the four skills – reading, speaking, listening and writing – are developed throughout the material in diverse contexts and formats. The material is divided in 6 sections: 1) Warm up, 2) Reading, 3) Listening, 4) Grammar, 5) Writing and Speaking.

The respective segments will be discussed next.

#### **1) Warm up**

There are 2 activities in the Warm-up section. The purpose of these activities is to introduce students to the topic of rainforests and arouse their curiosity on what will be studied next as well as gather previous know

In activity number 1), students must read six facts about rainforests and decide which ones are true and false, previously to a wider understanding of the topic. It incites reading and comprehension skills, as well as can be done by using different teaching techniques, shown in the teacher's answer key (distribute cards with the facts, debate in groups, gamify the exercise, etc.).

The second activity is to find in a word cloud the names of rainforest animals (Bengal-tiger, vampire bat, three-toed sloth, anaconda, poison dart frog, orangutan) and match them to their respective pictures. Thereafter, there are 3 discussion questions that foster speaking skills and critical thinking, once they were made to encourage the talking about their interest and perceptions concerning the shown animals, as well as a glimpse of the grammar in the comparisons between them and finally, the issues and problems related to the endangered animals. These activities are important beyond motivation, but they also provide with important vocabulary for the reading text that will take place in the following section.

For the closure of this section there are also some fun facts about the animals, using sentences with the grammar that will be studied, for further knowledge.

## **2) Reading**

The main text concerns rainforests and is from the website: National Geographic Kids. Adaptations were made to fit the children's proficiency knowledge and to emphasize the usage of comparative and superlative adjectives, so that the learning becomes as natural as possible in an inductive way. There are also 2 pre-reading exercises, to introduce specific vocabulary and form previous knowledge to the reading of the text.

As Neil J. Anderson (2014) said: 'Teachers who desire to engage their learners as readers should have clearly articulated goals for reading and make sure that the goals are explicitly stated.' Therefore, the teacher must guarantee that the warm up activities should incite students' curiosity towards the theme. If that's not the case, the teacher needs to provide the class with extra and appealing inputs, motivate the class, clarify the purpose of the activities to capture their interest and make sure they understand the reason why they are reading.

The reading is divided in 2 parts:

1. "Racing For Light" (3): the text part includes the climate and the configuration and layers of this type of habitat. There are four questions (a, b, c, d) to check the reading comprehension and the ability to identify and extract information from the text.

2. "Famous Rainforests": this part of the text regards the locations of the rainforests around the world and their climate. But previously, students must do a pre reading exercise (4) to locate the continents in a map, and guess in which ones there are rainforests to incite curiosity and promote geography-related vocabulary. After the reading there are other four questions as well (a-c), to engage class discussions, vocabulary comprehension, research skills, etc.

To sum up and conclude the reading section, there are 2 quizzes available in a QR Code format for a fun moment related to the vocabulary studied.

## **3) Listening**

The chosen listening for this activity is a YouTube video called "Facts about the Amazon Rainforest for Kids" from the "Kidsvie" channel. It has 3:38 minutes and describes facts about the Amazon rainforests, including: its importance, its animals, its size, its climate and also some of its problems due to deforestation. The audio constantly uses comparative and superlative adjectives and has an easy language for children's better understanding.

The teacher has the possibility to give this section in both audio or video formats, being the video more visually appealing and with the assistance of subtitles, whereas the audio will refine better the skill of listening. The choice will depend on the teachers' resources and judgment of the classes' profiles and their respective students.

As John Field (2002, p. 246) said:

“We focus on the product of listening when we should be interested in the process – what is going on in the heads of our learners. Wrong answers are more informative than right ones; it makes sense to spend time finding out where and how understanding broke down. On this view, the main aim of a listening lesson is diagnostic: identifying listening problems and putting them right”

Taking this into consideration, the teacher should, in the listenings section more than ever (and that the same case for Unit Y that'll be discussed further), encourage the participation of all the students, because “ Many learners of English encounter more difficulties in listening and speaking than in reading and writing.” ( Wendy Y. K. Lam, 2002, p. 248). Listenings are very underestimated and definitely not easy, especially in real-life situations where the listener doesn't have the option to “replay” what's been said, as in a controlled-practice classroom. Therefore, the teacher must strongly reinforce this skill, let students interpret the audio and speak openly about it, even if their answers are not correct. If the class isn't engaged enough, the teacher must provide many input questions to motivate the students to share their opinions and thoughts before, while and after listening. Students can't be afraid to try.

To start, there is a pre-listening activity (1) in which students will use their deductive skills to match different numbers to expressions they think the numbers refer to. It encourages prediction and it's a good review of numbers vocabulary, especially bigger ones that students usually struggle with. They'll check if their answers were correct while listening to the audio or watching the video.

Afterwards, the teacher's guide suggests a recalling of what students were able to understand from the listening, and which information they could internalize or which touched them the most. Then, there are 7 questions concerning it (2, letters a – g), and they mean to assess students' ability: to extract specific location-based information and information about dangerous animals; understanding of the ecological significance of the Amazon; to identify and remember specific details; comprehension of information related to climate and rainfall patterns; and finally, to identify, understand and discuss the environmental challenges and issues facing the Amazon rainforest. All those questions prompt to improve attentive listening comprehension and critical thinking, due to the fact that the environmental problems are of

significant importance and can lead to several classroom meaningful and purposeful discussions and reflections.

Then, there are the post-listening activities (3, 4 and 5). The class should first brainstorm loose vocabulary they were able to remember and after, make sentences using this vocabulary (3). Following, match the columns A to B (exercise 4), where there are adjectives and their respective corresponded subject from the video. Students must use all of these words and expressions to complete the sentences from exercise 5, also taken from the text and that use constant comparative and superlative form. Those exercises are meant to recall information from the listening as well as prepare the grammar part which will come next. Not only that, but also improve vocabulary with newer and wider vocabulary ranges.

#### **4) Grammar**

As stated by Thornbury (1999, apud Correa, Torres, Cueva & Saritama, 2019) there are three main approaches to teaching grammar:

Teaching grammar based on rules, examples and through texts. Teaching grammar from rules involves the deductive or rule-driven approach, which starts with the introduction of a rule followed by examples in which the rule is applied. Teaching grammar from examples is related to the inductive or rule-discovery approach that starts with some examples from which a rule is inferred. Teaching grammar through texts is based on the principle that language is context-sensitive, that is, the intended meaning of a word or phrase is very difficult to determine without a context. In this approach, learners need to be exposed to the context by using texts in order to understand the grammar learned.

After the reading and listening sections and class discussions, it's time to officialize and practice the structure of comparative and superlative adjectives for words with a maximum of 2 syllables. The first question (1) has an inductive approach, where students must find the highlighted words and expressions in the text (which are in comparative and superlative forms) and discover the similarities among them (compare 2 things/compare 1 thing to a group). Students, now, should have a solid base of grammar, which was introduced both through examples and texts. The grammar section integrates grammar learning during the reading and listening section, in which there were many exercises showing inductively the difference of usage between comparative and superlative forms, all that with the content related to rainforests. The students had to deal with many examples of the structure in both sections, and guided exercises, in a non-explicit way, that introduced the idea of comparison.

That being said, the grammar section will formalize this knowledge. In the first three exercises (1, 2 and 3), students are expected to identify and complete the table with the highlighted words and expressions from the text (the ones that are in the comparative and superlative forms). Then, they must choose the correct option that completes the sentence to check the understanding and apply the grammar rules, within the context of the unit. So, students will analyze the examples in order to get to the rules by themselves.

The following two questions (4 and 5) have the purpose of practice the double consonant when there is the “consonant-vowel-consonant” at the end of a one-syllable word (we double the last consonant, then add “-er/-est” to the adjective) together with other adjectives. These exercises aim to stimulate analyses of patterns with the intention of formulating a rule. Finally, there is the practicing of all the rules in different contexts and sentences to reassure the efficiency of it and reinforce knowledge (exercises 5.4).

An “attention” box was made to focus on the irregular adjectives “good/bad”, that are one-syllable adjectives that don’t follow the same rules as the others. The purpose of this unit was to discuss the regular adjectives, that is, the ones that follow the rule of adding “-er/-est” to the word. That’s why the irregular ones weren’t mentioned other than in an attention box, and the reason they were mentioned at all is due to their importance and frequency of usage, differently from others that fit this category.

To close this section, there is an open response activity (6) to encourage students to create their own sentences and express themselves using the newly acquired knowledge: they are given 5 nouns and must construct comparative and superlative sentences using these nouns.

As we reflect on the role of grammar as a resource for creating and shaping effective written communication , it seems clear , then , that focus on form should be an integral part of the instructional design for L2 writing classrooms . This does not mean , however , that all kinds of grammar instruction are useful in this context . Nor does it mean that students will automatically be able to transform input received through explicit grammar instruction into productive output . Awareness of learner and contextual variables can , however , assist teachers in deciding when and how to incorporate grammar into writing instruction .  
Frodsen (2014, p.240)

The next section is going to discuss the writing assignment, which, as Frodsen (2014), incorporated the grammar structure.



### 5) Writing and Speaking

At the end of the unit, the class will find a writing and speaking project designed to encourage them to apply and consolidate their knowledge, skills, vocabulary and grammar acquired through the unit. In the format of a fact file about an endangered animal of their choice, this assignment combines various language and content-related skills within the context of rainforests, while reinforcing the use of comparative and superlative adjectives.

The project encourages students to foster information-gathering skills; practice and internalize the grammar concepts while comparing the animals in terms of size, speed, weight, abilities, diet, category, habitat, characteristics, etc. and also develop their critical thinking and environmental awareness about the animals' necessities and the problems they are facing. It's also a great format for the oral presentation that'll take place, once it presents the facts in a direct and concise shape to guide students while speaking, and make sure that they don't just read what's written, but instead consciously explain the information about the chosen animal. The teacher can choose whether the activity will be done in groups or individually according to the class's needs and behavior.

Teachers who take a genre orientation to writing instruction look beyond subject content, composing processes and textual forms to see writing as attempts to communicate with readers. They are concerned with teaching learners how to use language patterns to accomplish coherent, purposeful prose. The central belief here is that we don't just write, we write something to achieve some purpose: it is a way of getting something done. To get things done, to tell a story, request an overdraft, craft a love letter, describe a technical process and so on, we follow certain social conventions for organizing messages because we want our readers to recognize our purpose.  
(Hyland, 2003, p.18)

It's an interdisciplinary activity, once it integrates various subjects, including science, geography and even environmental ethics, as well as the practice of the writing and speaking skills in a genre-oriented way. The teacher, as always, mustn't overlook the importance of contextualizing and motivating their class, as to providing a holistic and purposeful learning experience.

## 6.2 UNIT - TRAVEL

The next unit is named "Travel" because the units don't follow a pedagogical path and sequence. However, both units could be considered from the same line of production, once they

are divided into the same kind of section patterns. This one is focused on Brazilian students learning English in regular schools, ages between 14 to 15 years old, which would be 2 years after the usage of the “Travel” unit.

The theme of this unit is traveling, and it explores various aspects of it through engaging activities focusing on the four skills, and during the course of it, student will learn and practice the future with “will” for uncertain possibilities in the future, and to achieve fully understanding of the structure, the grammar is worked inductively in the majority of the unit. So, when it comes the time to “seal the deal” with the explicit grammatical rules, students will already have a broad understanding of the structure.

It is divided in 5 sections as well: 1) Warm up, 2) Reading, 3) Grammar, 4) Listening and Speaking and 5) Writing.

### **1) Warm up**

The 2 exercises in this section aim to introduce the idea of simple future and the traveling vocabulary in different kinds of activities, as well as the ability to read and understand a profile’s table. There is also an observation box about language punctuation related to the type of text used in the unit.

The first exercise (1) asks students to match 3 different ways of sharing a car (carpooling, hitchhiking, ride-sharing) to their definitions and their corresponding images. Then, the student must answer 4 related open-response questions to reinforce the understanding and engage them in a discussion about their experiences and thoughts on carpooling, hitchhiking and ride-sharing.

Then there is a box to elicit the difference between “dot”, “period” or “full stop” and “point”, so that students are able to read website pages names properly, which will be shown in the following activity.

Exercise 2 introduces Matt Karsten (the author of the text of the reading section), his professions, family and places he lived. All the information and pictures were taken from his blog “Expert Vagabond”, mentioned on the top of the profile chart. There are 6 questions concerning Matt’s profile (a-e), so students must comprehend his biographical information (they are expected to already know the simple present form in order to do this activity). It’s important that the teacher highlights his blog page on top of the profile, so the class can put into practice the understanding of the “.” punctuation while reading a website page name. The last

question also encourages them to use predictions about the future and the structure of “will” by anticipating the author’s next traveling adventure.

The purpose is to start the introduction of grammar, even if students don’t yet know the rules and usage of the correct structure. Therefore, the teacher must assist them with the accurate language usage and pronunciation.

## 2) Reading

This part has 7 exercises and it’s the most extensive one of this unit. The first is a pre-reading activity, which aims incite curiosity while students complete the sentences with what they think might appear in the text. The next one, asks students to read the text, which is basically Matt Karsten describing his attempt to hitchhike across America. The text was adapted from his blog ([www.expertvagabond.com](http://www.expertvagabond.com)) and uses a lot of future with “will”, because of the uncertainty of his destiny (the author tells he doesn’t know how he will travel, where he will stay and etc. but has just a basic plan that can – and will – be adapted according to his necessities).

Following, on exercises 2 and 3, reading comprehension is practiced with open response questions about the content, so students work on their skill of locating information, and with “true/false” sentences to improve their analysis and discern the correct information and explain the reason of the false ones, at the same moment as putting to use the structure of the simple future.

After the while-reading questions, the next exercise encourages students to share their thoughts and opinions about what places they think the author will visit during his adventure. There is a map of the United States to not only situate them in terms of location, but also enlarge their cultural and geographical knowledge about the country (CLIL). The teacher can even amplify this exercise with different inputs for the class (see the teacher’s guide for further examples).

Moving forward, exercises 5 and 6 are vocabulary activities related to the text. Because, according to Anderson (2014):

Since vocabulary acquisition is a major key to reading comprehension, explicit vocabulary instruction is essential for readers at all levels of proficiency but especially for learners at the intermediate level. One way to help learners move through the intermediate-level slump is to provide explicit vocabulary instruction. Learners can easily measure progress and development in their language abilities through studying and using new vocabulary.

In the first exercise, students must fit the highlighted words from the text (highway, on-ramp entrance, warning, arrested, campground, challenging) into the chart next to their correct

definition. Then, they must use these words to complete loose sentences outside a context, in order to reassure understanding.

To close up the reading part, students are required to answer personal questions about traveling as a post-reading exercise. A good discussion environment can be created in class through this activity if students are engaged enough to share their thoughts.

Anderson (2014) said:

Five characteristics define engaged readers: ( 1 ) they read widely with different purposes ; ( 2 ) they read fluently and use their cognitive capacity to focus on the meaning of what they read ; ( 3 ) they develop their comprehension by using what they read , 14 ) they are metacognitively aware as they use a variety of reading strategies ; and ( 5 ) they are motivated readers . Understanding the key aspects of these five characteristics will lead us to be more thoughtful about the theoretical rationale for each .

Both units focused on authentic texts and activities that could embrace these characteristics, however, the role of the teacher is indispensable to mediate a satisfactory learning experience.

### 3) Grammar

This section focuses on the structure of “will” for future predictions. However, students are the agents of learning at the moment to formalize the rules, because in the first exercise (1) they need to analyze the usage and properties of the verb by looking at examples of sentences taken from the text, and choose the correct alternatives according to them. Next (exercise 2), they’ll complete a chart to conclude and tie up the grammar structure. Then (exercise 3), they need to use this structure to complete detached sentences without a context, so as to pin the form. And finally (exercise 4), put it all in use while interviewing a classmate.

As Nunan (1999), Thembury (1999), Shrum&Glisan (2016) said: “in an inductive method learners analyze examples in a context ( e.g text or audios ) to discover the grammar rules by themselves . At the end of this process , after students have discovered the grammar patterns , they create their own examples thus practicing the language (apud Correa, Torres, Cueva & Saritama, 2019).

This last exercise is very broad and important, because it compels students to create questions, ask the questions to a partner while in a conversation, write down their answers and also report to the class the conversation they had. All this using the newly acquired grammatical knowledge. They’ll practice the affirmative, negative and question forms of the intended grammar, and, even further, their fluency and conversation skills. Beyond that, this exercise is

a preliminary study for the 5) Writing section, that is the last section of the unit, yet to be explained.

The grammar section intends to formalize knowledge in a way that they build the structure formula by themselves and truly understand them, not only memorize. When the students are part of the process of the creation of the formula, by receiving examples and patterns, instead of just receiving it on a silver platter to just memorize them, they are able to internalize more effectively the gained knowledge.

#### **4) Listening and Speaking**

This segment practices constantly the future with will by using a YouTube video – which its QR code is within question 2) b), and will direct the user to its YouTube page –. The name of the video is “Transportation in 2050” and the content is exactly about it. It’s important to mention that the teachers may show the video with the audio or the audio only, it’ll depend on their classes’ profiles and, of course, their resources available. However, it’s advisable to show both video with audio due to the visual aids, and some detached sentences and names that appear on the screen, that can assist student’s internalization of content.

The first question (1) is about types of transportation, where the students have to match the words to pictures, then discuss their hypothesis of the future of transport in the world (they ought to use the future with will). The purpose is to not only prepare students for the listening that’ll come next, but also captivate their interest on the theme.

Exercise 2 is subdivided into questions a) and b). The first is also a preparation for listening; it’s, however, less general and more focused on specific vocabulary from the audio to help the listeners have a better understanding, because according to John Field (2002, p. 243) “ By presetting comprehension questions, we can ensure that learners listen with a clear purpose, and that their answers are not dependent on memory.” The teacher can, and should, provide more input questions to the class other than the provided by the material, regarding specially the level of difficulty of this specific audio

On letter b) students will watch the video and complete the sentences using the vocabulary shown in the previous exercises. There are 16 sentences total, and they are long and complete. The reason for it is precisely to guide students while listening, due to the fact that even though the grammar is simple (basically, almost all sentences use the simple future), the video is long (it has 8 minutes) and has difficult and specific vocabulary on transportation, as well as company names that may confuse listeners.

According to John Field (2002, p. 246):

If we are to use authentic texts, it is pointless to operate on the assumption that learners will identify most of the words they hear. We need a new type of lesson, which models much more closely the kind of process that takes place in a real-life situation where understanding of what is said is less than perfect. The process adopted by nonnative listeners seems to be:

- Identify the words in a few fragmented sections of the text. Feel relatively certain about some, less certain about others.
- Make inferences linking the parts of the text about which you feel most confident.
- Check those inferences against what comes next.

Therefore, despite the obstacles, the practice of understanding the main idea is very important. The same goes for understanding specific information from context interpretation. These skills are crucial for the learning of a second language, and it's not possible without error and trial. That is explained by John Field (2002):

The type of foreign language listening that occurs in a real-life encounter or in response to authentic material is very different from the type that occurs with a scripted passage whose language has been graded to fit the learner's level. In real life, listening to a foreign language is a strategic activity. Nonnative listeners recognize only part of what they hear (my research suggests a much smaller percentage than we imagine) and have to make guesses which link these fragmented pieces of text. This is a process in which our learners need practice and guidance. Cautious students need to be encouraged to take risks and to make inferences based on the words they have managed to identify. Natural risk takers need to be encouraged to check their guesses against new evidence as it comes in from the speaker. And all learners need to be shown that making guesses is not a sign of failure.

Then, there is exercise number 3 composed of questions a) – l) about the content of the video to check and reinforce understanding. The teacher can focus more on questions with the “green energy” topic if one wants to highlight the environmental issues caused by nowadays transportation and have a pertinent class discussion.

To finish, in activity 5, students are asked to prepare an oral presentation on transportations of the future. “More effective than traditional comprehension questions is the current practice of providing a task where learners do something with the information they have extracted from the text.” (John Field, 2002).

The presentation's ideal format is to be done in groups, since it requires research and creativity, and have the opportunity to collaborate, share ideas and brainstorm together. They'll use the knowledge and vocabulary gathered from this one and the previous sections to predict new types of futuristic transportation, and explain it to the class. With that, they'll be able to practice their oral skills and fluency, as well as refine their organization skills while gathering information and, of course, reinforce their knowledge. Not to mention that this assignment

enables their expansion of critical thinking towards pollution, since the proposal must be an environmental green idea.

Peers' feedback (as mentioned in the teacher's guide) is an addition to this activity of great importance, because it helps students improve their critical analysis, their classmates' presentations and, consequently, their own.

### 5) Writing

After all that's been said and done during this unit, students now should put into practice the knowledge they got. All the enlightenment from travels, profiles and the grammar learned is going to be used in the writing of an interview text, where they ought to formulate questions and write down the person's answer about the future of travel.

According to Hyland (2003):

An emphasis on language structure as a basis for writing teaching is typically a four-stage process:

1. Familiarization: Learners are taught certain grammar and vocabulary, usually through a text.
2. Controlled writing: Learners manipulate fixed patterns, often from substitution tables.
3. Guided writing: Learners imitate model texts.
4. Free writing: Learners use the patterns they have developed to write an essay, letter, and so forth.

As it was said in the Grammar Section, exercise 3 is for the class to practice asking questions to a partner and writing down the answers, and should familiarize the student with the writing exercise. In the course of the unit, they've practiced controlled writing with the fixed patterns of the form of will. Even further, there is an example of an interview- text, which the teacher should discuss with the class to reinforce the structure and guide them for the interview. Then, they must do the free writing, which is the interview itself.

I'll close this section with another quote from Hyland (2003):

While L2 students obviously need an understanding of appropriate grammar and vocabulary when learning to write in English, writing is obviously not only these things. If language structures are to be part of a writing course, then we need principled reasons for choosing which patterns to teach and how they can be used effectively. An important principle here is to relate structures to meanings, making language use a criteria for teaching materials. This introduces the idea that particular language forms perform certain communicative functions and that students can be taught the functions most relevant to their needs. Functions are the means for achieving the ends (or purposes) of writing.



Therefore, even though the formal structure is vital for a good writing, the educator must always let it crystal clear for their students the reason why, after all, they must do the writing assignment; how, when and where they'll need to use these skills in life. Otherwise, if students aren't able to see the point of what they're doing, they'll lack motivation and lose accuracy. The formula is only useful for a meaningful context.

### **6.3 CONCLUSION**

Both units integrate the practices of the four skills, each one based on a specific theme with a wide variety of interactional patterns. Grammar was always taught inductively, with students getting debating and thinking their way through the grammatical rules that'll be settled during the "Grammar" section

The texts and audios were authentic and the exercises were grounded on them. Moreover, the units focus on contemporary topics, prompting students to evolve students' cultural awareness and critical thinking. All the sections contain pre, while and post activities that work together, as well as controlled, semi-controlled and free activities according to their evolution towards the units.

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