UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras – FALE

Programa de Pós-graduação em Estudos Linguísticos - POSLIN

Curso de Especialização em Ensino de Inglês – CEI

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LOOK FORWARD

Redesigning the Teaching-Learning Experience

(Unidade Didática para o Ensino de Inglês)

Belo Horizonte

Dezembro / 2023

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

Orientadora: Reinildes Dias.

Belo Horizonte

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INTRODUCTION

When I decided to start CEI (*Curso de Especialização em Ensino de Inglês - Faculdade de Letras – UFMG*), my goal was to improve my skills as an English teacher. I can undoubtedly state that I have made a wise decision because the theories studied and the tasks done throughout the course have helped me to not only think of strategies but also make choices that facilitate and enrich the teaching-learning experience.

Designing the units that compose this work made me reflect about both the flaws in teaching English in Brazilian language schools and what is necessary to change in order to better match students' needs and expectations in the current educational scenario. Due to this fact, the name ***Look Forward*** seemed to be appropriate for the purpose and content of this work.

According to Cambridge Dictionary, the definition to *look forward to something* is a phrasal verb that means "to feel pleasure because an event or activity is going to happen". However, the name of this work can also be interpreted as two separate words, *look* and *forward*. In this case, according to Cambridge Dictionary, one of the possible meanings for *look*, as a verb, is "to direct your eyes in order to see" and for *forward*, as an adverb, is "towards the future". In other words, directing your eyes towards the future.

That was exactly my idea while developing this material. It was designed to make students feel pleasure for their English classes and also to raise awareness of how the teaching-learning experience should be like in the future, starting from now. I aimed at teaching English in a globalized and technological world where students are invited to (1) use their own devices in favor of learning, (2) develop their autonomy and critical thinking, (3) do meaningful, personalized and real-life tasks, and (4) explore current issues. This way, students are in the center of their learning process and the teacher plays the role of a facilitator and mediator.

Look Forward targets at teenage learners at the pre-intermediate level of English (level A2 according to the Common European Framework of Reference for Languages – CEFR), who study English at a language school. However, considering the topics addressed and the types of activities, it would probably be appropriate to (young) adults studying at a language school and to students at High School as well.

Both units of ***Look Forward*** focus on teaching how to talk about the future, which also contributed to the choice of the name of this work. Each unit works on the four skills – listening,

reading, speaking and writing – and also on an important aspect of learning a language that is quite often neglected: pronunciation. There are several opportunities for interaction throughout the units and its patterns vary. The units are divided into sections: *Warm up* (to activate students' previous knowledge and raise their interest in the topic), *Listening*, *Reading*, *Grammar*, *Pronunciation*, *Practice*, *Speaking*, *Writing*, *Now I can…* (which serves as revision and basis for the next section) and *My performance* (that is the self-assessment moment).

The first unit addresses the topic of prejudice, especially racism, and important social rights activists, mainly in the USA. The goal of this unit was to reflect on the seriousness of this issue and the importance of these activists, so students have the chance to design a better future by making predictions for their country/the world in terms of prejudice. The second unit deals with future plans. The goal was to provide students with the opportunity to plan their own future by making a (digital) time capsule.
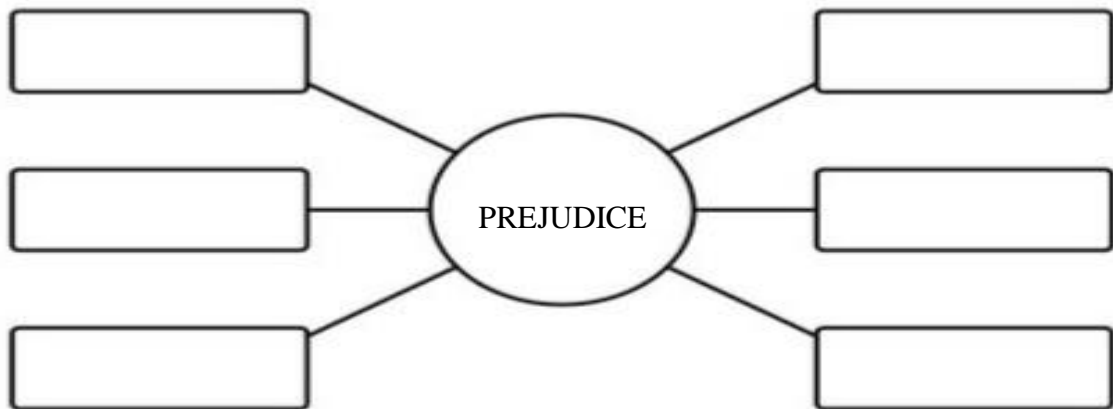
LOOK FORWARD

Marcella Fluminense

I have a dream

WARM-UP

1. What is prejudice? Complete the diagram with examples.

2. Answer the questions.

a) In your opinion, what is the worst type of prejudice? Why?

b) What is the most common type of prejudice in Brazil? Justify.

c) Have you ever suffered any type of prejudice? What was it?

LISTENING

3. One type of prejudice is racism. Answer the questions about it.

a) What is racism?

b) What are the consequences of racism?

c) Have you ever seen a case of racism? What happened?

d) What can we do to stop racism?

AGREEING		DISAGREEING		GIVING OPINIONS	
I agree.		I disagree.		I think…	

4. You are going to watch a video about Black Lives Matter and important people related to it. What is Black Lives Matter (BLM)? Watch and check.

Video 1: Taken from https://rb.gy/v18c35. Accessed on 22 June 2023.

5. Watch the video again. Write T (true) or F (false).

(   ) Alicia Garza, Patrice Colors and Opal Tamedi are black organizers who created BLM.

(   ) Trayvon Martin was murdered by George Zimmerman.

(   ) Black Lives Matter means that other people's lives don't matter.

(   ) Everybody will benefit as a society by valuing and affirming black people's lives.

6. Now, watch the interview with Alicia Garza, Patrice Colors and Opal Tamedi, the founders of BLM. What do they talk about?

Video 2: Taken from https://rb.gy/e8uwz9. Accessed on 23 June 2023.

7. Watch the video again. Complete the sentences with the correct words from the box.

protests - Facebook - democracy - hashtag - seriously

a) Alicia Garza says that in 2012, she wrote a _____ post and Patrice put a _____ in front of it.

b) Patrice Colors says that they created a container for black _____ to be seen and taken _____.

c) Opal Tamedi says that we deserve to live in a multiracial _____ that works for everybody.

8. What did the interviewer possibly ask these women? Write three possible questions.

_____

_____

_____

9. Research.

a) Who was Trayvon Martin?

b) What happened to him? When? Where?

c) Find similar cases that happened to other people. Who is the person? What happened? When did it happen? Where did it happen?

READING

10. Look at the picture and answer the questions.

a) Who is he?

b) Where was he from?

c) What movement was he part of?

d) What did he fight for?

11. Martin Luther King Jr. was a social rights activist who delivered one of the most important speeches of the 20th century. Before you read the text, answer the questions.

a) What type of text is it?

b) Look at the title. What do you think Martin Luther King's dream is?

12. Now, read the text.

a) Were your ideas about his dream correct?

I have a dream - Martin Luther King Jr.
delivered 28 August 1963, at the Lincoln Memorial, Washington D.C.

"I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

(...)

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

(...)

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.
I have a *dream* today!"

Taken from https://rb.gy/t5wqeu. Accessed on 18 September 2022.

13. Read the text again and choose the correct options.

a) According to the text, Martin Luther King:

(   ) wants equality.

(   ) doesn't want justice.

(   ) believes freedom is not important.

b) Martin Luther King believes that 1963 marks:

(   ) the end of a long fight against injustice.

(   ) the beginning of a long fight against injustice.

(   ) the middle of a long fight against injustice.

c) It is possible to say that Martin Luther King's dream is:

(   ) pessimistic. He believes the nation will continue to be racist.

(   ) realistic. He thinks it will be hard for black and white people to live in peace.

(   ) optimistic. He expects that black and white people will be treated equally.

14. Find the following words in the text. Match them to their correct definition.

(1) swelter (*l. 3*)

(2) invigorating (*l. 4*)

(3) awakening (*l. 6*)

(4) whirlwind (*l. 8*)

(5) former (*l. 10*)

(   ) [*adjective*] something that makes you feel more energetic

(   ) [*adjective*] an event that happens very fast, often unexpectedly

(   ) [*adjective*] before the present time or in the past

(   ) [*verb*] to suffer under oppressive heat

(   ) [*noun*] to start to understand something or feel something

15. Discuss.

a) Do you think Martin Luther King's speech was an awakening to racism? Why?

b) Do you believe his speech was invigorating for black people at the time? How?

c) Do you know any whirlwind events related to racism? Which?

d) Did Martin Luther King's dream become real? Explain.

e) Are people treated equally in your country? Justify.

GRAMMAR

16. Read again what Martin Luther King said.

> This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. (*l. 3-5*)
>
> The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges. (*l. 8-9*)

17. Answer the questions.

a) Do Martin Luther King's dreams are about the past, present or future?

b) Is Martin Luther King certain about what will happen?

c) Are his dreams predictions or plans?

18. Look at the words in yellow and in blue. Complete the sentences.

a) We use the words in yellow to express _____.

b) The words in blue are _____.

19. Analyze the highlighted words from the text and create the rules.

a) In affirmative sentences, we use: _____

b) In negative sentences, we use: _____

c) In interrogative sentences, we use: _____

20. Complete the sentences in the box.

When we talk about (a) **future predictions / future plans**, we use (b) _____ (not) + verb.

Affirmative: "The whirlwinds of revolt will continue to shake the foundations of our nation.."

Negative: "…the Negro's legitimate discontent will not pass …"

Interrogative: Will racism end one day? Yes, it will. / No, it won't.

⚠ **Note:** The contracted form of will is **'ll**. The contracted form of will + not is **won't**.
The contracted form is more (c) **informal / formal** and it is more frequent in (d) **spoken / written** language.

PRONUNCIATION: [1]

21. Listen and repeat.

(track 1)	Will	/wɪl/	The world **will** be a better place.
(track 2)	I'll	/aɪl/	**I'll** fight against racism.
(track 3)	You'll	/juːl/	**You'll** live in an equal society.
(track 4)	He'll	/hiːl/	**He'll** not judge people's skin colour.
(track 5)	She'll	/ʃiːl/	**She'll** not be racist.
(track 6)	It'll	/ˈɪt̬.əl/	**It'll** be a better world.
(track 7)	We'll	/wiːl/	**We'll** be better people.
(track 8)	They'll	/ðeɪl/	**They'll** not suffer from racism.

22. Now, read the sentences.

12

PRACTICE

23. Malcolm X was an activist who fought for the rights of the African American community during the Civil Rights Movement in the USA. Organize the sentences that are part of his speech *The Ballot or the Bullet* (1964):

E.g..: "increase / the organizations / in number and in quantity and in quality / will"

The organizations will increase in number and in quantity and in quality.

a) "will / we / a seminar / hold"

_____

b) "we / hold / will / discussions"

_____

c) "listen to / we / will / everyone"

_____

d) "we / 'll / a black nationalist party / form"

_____

Taken from https://rb.gy/vowsle. Accessed on 18 September 2022.

24. Nelson Mandela was the president of South Africa and the leader of the movement against Apartheid, a legislation that segregated black people in the country. Read part of his speech *An ideal for which I am prepared to die* (1964) and complete his **future predictions** using the correct verbs from the box. Follow the example:

result - be - (not) change - guarantee

"Above all, we want equal political rights, because without them our disabilities __will be__ permanent. I know this sounds revolutionary to the whites in this country, because the majority of voters (a)_____ Africans. This makes the white man fear democracy. But this fear cannot be allowed to stand in the way of the only solution which (b)_____ racial harmony and freedom for all. It is not true that the enfranchisement of all (c)_____ in racial domination. Political division, based on colour, is entirely artificial and, when it disappears, so will the domination of one colour group by another. The ANC has spent half a century fighting against racialism. When it triumphs it (d)_____ that policy."

Taken from https://rb.gy/5xv5tq. Accessed on 18 September 2022.

25. Do you know any other famous speeches and/or activists?

a) Who was the speaker?

b) When did it happen?

c) What was it about?

SPEAKING

26. You watched an interview with the founders of BLM. Tick the usual characteristics of an interview.

( ) No interaction.

( ) Interaction between two people or more.

( ) Question-answer format.

( ) No questions.

( ) Usually spoken.

( ) Only written.

( ) It can be formal or informal.

( ) There are different types of interviews.

27. Imagine you are a reporter and you will interview an activist that fights against prejudice. You want to know what his/her future predictions are.

a) What type of interview is it? _____

b) Is it formal or informal? _____

c) Think of three questions you can ask. Don't forget to use **will** for **future predictions**.

_____

_____

_____

d) What can you say to respond/react to the answers?

_____

28. Interview a friend. Follow the guidelines.

Student A: interviewer (reporter)	Student B: interviewee (activist)
- Welcome the activist. - Ask if you can ask a few questions. - Ask what the activist fights for. - Ask the three questions you created. - Respond/react to the answers. - Thank the activist for taking the interview.	- Thank the reporter for the opportunity. - Answer positively. - Say the cause you fight for. - Answer the three questions. Don't forget to use will to talk about your future predictions.

29. Now, change roles.
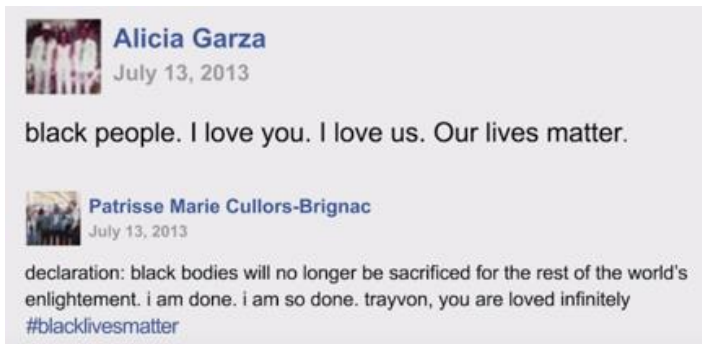
30. Time to share!

a) What does your interviewee fight for?

b) What are his/her predictions for the future?

c) Do you think his/her predictions will come true? Why?

WRITING

31. Look at Alicia Garza's post and Patrice Colors' comment that mark the beginning of the BLM movement.

Taken from https://rb.gy/cikc1l. Accessed on 19 August 2023.

32. Circle the correct option.

a) Facebook, Instagram and Twitter **are / aren't** examples of social media.

b) Posts **are / aren't** the type of text we write in social media.

c) Most of the posts **are / aren't** formal.

d) It **is / isn't** impossible to write a comment as an answer to the post.

e) We **can / can't** use a hashtag to mark and identify a topic or discussion.

33. Imagine you are an activist. Write a social media post talking about your future predictions for one type of prejudice that happens in Brazil.

> **Don't forget to:**
> - Mention the type of prejudice you chose;
> - Use will to write about three future predictions;
> - Say your opinion about the topic;
> - Use the hashtag: #Ihaveadream

_____

_____

_____

_____

_____

_____

_____

34. Now, read your friends' posts and write comments.

You have to:

- Say if you agree or disagree on the future predictions;

- Explain why you agree or disagree.

NOW I CAN…

[   ] talk about prejudice, racism and activists

[   ] explain what BLM is

[   ] understand the characteristics of interviews

[   ] make interviews

[   ] identify the characteristics of social media posts

[   ] write a social media post and use a hashtag

[   ] comment on a social media post

[   ] talk about future predictions

[   ] use will to make future predictions. Ex.: _____

MY PERFORMANCE

[   ] well done

[   ] in progress

[   ] not yet

All in good time

WARM-UP

1. Look at the list.

a) What is a Bucket List?

b) Which activities would you like to do in the future? Tick them.

Bucket List
[   ] travel to a different continent
[   ] get a tattoo
[   ] go skydiving
[   ] get a driver's license
[   ] buy a house
[   ] swim with sharks
[   ] get married
[   ] write a book
[   ] be on a TV show
[   ] have kids

2. Compare the activities you chose with a friend. Why would you like to do them?

3. Now, answer the questions.

a) Which activities are the most difficult to accomplish? Why?

b) Which activities are the scariest? Justify.

READING

4. Take a look at the text and answer the questions.

a) Where is the text from?

b) What is the title of the text?

c) When was it written?

d) Who is the author?

e) What type of text is it?

5. Before you read the text, answer the question.

a) In your opinion, what are the author's plans?

(   ) get married

(   ) live in another country

(   ) move out of her mother's house

6. Now, read the text and check if your ideas were correct.

My Future Plans

December 14, 2019

Planning for the future is probably one of the most scariest things. Especially when you have an end goal but have no idea how to achieve that goal. Of course many things can go wrong and you're kind of terrified to take that risk.

That's how I'm feeling right now. I have the whole Christmas and New Year off which is essentially going to be spent planning what I'm going to do next. I want to move out of my mum's house by February. I want to get a job or an internship which is relevant to my degree. As you can probably tell, these are some major changes for me and I'm terrified but also kind of excited. I'm itching to start planning and I have spent several hours looking at flats to rents these past few months. Soon though it's all going to be real.

I know it's going to be scary and I probably have no idea what I'm doing but at the same time, I can't wait for it all to happen. Life is about taking chances after all and sooner or later I will have to move out of my mum's house so why not make it sooner rather than later. I'm willing to take the risk and at the end of the day if it fails, I can always move back home and start again. Everyone is different after all but I'm ready for a change in direction. I loved my independence in university and being an adult so I can't wait to start it all over again. Who knows what is going to happen in a years time.

Of course I will be blogging my journey to moving out of my mum's house and figuring my life out because I want to read back on these kinds of posts but also I hope it will be helpful to anyone else going through the same thing of moving out of their parents house and starting their life.

Who knows what will happen. I just have a feeling it will be the best decision of my life.

So here's to the future.

I'll be back again soon with another post for you.

See you then.

Megan x

7. Read the text again. Write T (true) or F (false).

a) (   ) She feels secure about planning for the future.

b) (   ) She believes it is necessary to take risks in life.

c) (   ) She hopes her experience helps others in the same situation.

d) (   ) She thinks she is making a good decision.

8. Discuss.

a) What do you think about her plan?

b) Would you like to do the same? Why?

c) How do you feel about taking risks? Explain.

d) What was the biggest decision you have ever made?

GRAMMAR

9. Read the following sentences from the text. Circle the correct option.

a) She is talking about the **present / future**.

b) She is writing about her **plans / predictions** that **will / won't** probably happen.

> I have the whole Christmas and New Year off which is essentially going to be spent
> planning what I'm going to do next. (*l. 4-5*)
> I know it's going to be scary and I probably have no idea what I'm doing but at the same
> time, I can't wait for it all to happen. (*l. 10-11*)

10. Look at the highlighted words. Complete the sentences.

a) When we talk about future plans, we use the **verb to be** + _____ + **main verb**.

b) In negative sentences, we use the **verb to be** + _____.

c) In interrogative sentences, the **verb to be** comes before the _____.

19

⚠️ Note:

In **informal** contexts, mainly **spoken**, we can use the contracted form of going to: **gonna**.

🎯 PRONUNCIATION: [ŋ]

11. Listen and repeat.

(track 9)	going	/ˈgoʊ·ɪŋ/	I'm **going** to buy a house.
(track 10)	traveling	/ˈtræv.əl.ɪŋ/	She's **traveling** to Disney.
(track 11)	doing	/ˈduː.ɪŋ/	They're **doing** an important test.

12. Now, read the sentences.

📌 PRACTICE

13. Complete the future plans using be going to and the verbs from the box. Follow the example:

be – do – go – have – practice – travel – miss – invite – rent – spend

What (a)_____ you _____ after university?

When I finish university I want to do lots of things! I (b)_____ abroad to spend some time in France. I want to improve my French and I think I will improve if I spend a few months living in a small town in the South of France. I (c)_____ guitar every day because I won't have to study every day. It _____is going to be_____ so great! I (d)_____ to the beach every morning and swim in the sea. I (e)_____ a lot of money there but I think I will be okay.

When I come back from France I will get a job in my area here in Dublin. I would like to work for a big company and I will make a lot of money. I (f)_____ a big apartment and have big parties with all my friends. We (g)_____ so much fun. I (h)_____ my family when I go to France so I (i)_____ my parents to my new apartment for dinner every weekend. It (j)_____ so cool!

14. Find someone who plans to do the activities below and write their names in the chart.

Example: A: Are you going to spend a lot of money on clothes tomorrow?

B: Yes, I am. / No, I'm not.

Plan	Yes	No
spend a lot of money on clothes tomorrow		
go to the beach next week		
learn how to play an instrument		
hang out with friends next Saturday		

15. Report your friends' plans.

Example: Joana is going to spend a lot of money on clothes tomorrow, but Adriano isn't.

LISTENING

16. Look at the picture.

a) What is it?

b) What is its purpose?

c) What can we put inside it?

17. You are going to watch a video in which Abby opens a time capsule as her 18th birthday present. What do you think she will find inside it?

18. Watch the video and check.

Video 3: Taken from https://rb.gy/wyz2g7. Accessed on 16 August 2023.

19. Now, answer the questions according to the video.

a) Where was the content of the time capsule kept?

(   ) Inside a chest hidden in her house.

(   ) Inside a chest that decorated her house.

b) How was she feeling about the time capsule?

(   ) She was excited to open it because she wanted to find out what was inside.

(   ) She was scared to open it because she didn't like the present.

c) What did her uncle John write about?

(   ) He mentions the DVD, an obsolete technology at the time.

(   ) He mentions the DVD, a brand new technology at the time.

20. Discuss.

a) Would you like to get a time capsule as a birthday present? Why (not)?

b) What would you like to find inside a time capsule?

c) Would you like to make your own time capsule? Justify.

WRITING

21. You watched a video of a girl who opens a time capsule. Now, you are going to create your own Digital Time Capsule. Tick all the items that you can add to it.

(   ) photos / pictures

(   ) letters

(   ) personal objects

(   ) videos

(   ) money

(   ) lists

22. It is time to decide when you are going to open it and see what you have added there.

My Time Capsule

I am going to open it in _____ (year).

I am going to open it when I complete _____ (age).

23. Now, create your own bucket list with the activities you plan to do until the day you open the time capsule.

My Bucket List

1. _____

2. _____

3. _____

4. _____

5. _____

24. You are going to write an informal letter to your future self about the plans you have for the next few years. Make your choices:

a) For the opening of my letter, I choose to use:

(   ) Dear future me

(   ) Dear future self

(   ) Other: _____

b) For the closing of my letter, I choose to use:

(   ) Love, (my name)

(   ) XO, (my name)

(   ) Other: _____

c) For the body of my letter, I choose to write about the following **future plans** using **going to**:

1. _____

2. _____

3. _____

d) Circle the words that describe the way you feel about these plans.

nervous

scared   focused

happy

excited

insecure   relaxed   anxious   hopeful

optimistic

25. Now, write your letter.

Don't forget to:

- use an opening

- use 'be going to' to write about your future plans

- mention how you feel about these plans

- use a closing + your name

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

26. Exchange your letter with a friend. Write a note to him/her saying which plans you think are/aren't actually going to happen.

Remember:

- Use expressions to give opinions

- Explain why you think the plans are/aren't going to happen

- Be kind to your friend

🗩 SPEAKING

27. You read Megan's blog entry on her future plans. Did you know that when it is a video, it is called **Vlog**? You are going to record a vlog to your future self, saying how you imagine your life is going to be in the next few years. Make your choices:

a) For the opening of my video, I choose to use:

(   ) Hi, future self / me

(   ) Hello, future self / me

(   ) Other: _____

b) For the closing of my video, I choose to use:

(   ) Bye!

(   ) See you!

(   ) Other: _____

c) What important tips can I give to my future self?

1. _____
2. _____
3. _____

28. Now, record your vlog.

> **Don't forget to:**
> - use an opening
> - say the date you are recording the video
> - say how your life is now and how you imagine your life is going to be in the next few years
> - mention important tips you want to remember
> - use a closing

🗩 29. Discuss.

a) Would you like to record daily vlogs? Explain.

b) How easy/difficult was it to make plans for your life in the future? Why?

c) How easy/difficult was it to make your own time capsule? Why?

d) Do you think you are going to enjoy your time capsule when you open it? Justify.

30. It is time to finish your time capsule. You have to:

a) Sign up to the site https://www.pearltrees.com/. Use the QR Code:

b) Create an album.

c) Name the album with the date you want to open your time capsule.

d) Upload your bucket list.

e) Upload the letter to your future self.

f) Upload your friend's note on your plans.

g) Upload the video to your future self.

h) Choose some relevant photos and/or pictures you can upload.

i) Open your time capsule when time comes and check which plans came true!

NOW I CAN...

[ ] make a bucket list

[ ] make a time capsule

[ ] understand the characteristics of blogs and vlogs

[ ] record a vlog

[ ] identify the characteristics of informal letters

[ ] write a letter

[ ] write notes

[ ] talk about future plans

[ ] use 'be + going to' to describe future plans. Ex.: _____

MY PERFORMANCE

[ ] well done

[ ] in progress

[ ] not yet

LOOK FORWARD

TEACHER'S GUIDE - GETTING TO KNOW THE MATERIAL

EXCLUSIVE TO TEACHER'S GUIDE	
BEFORE PLANNING	This section comes before every unit and it presents useful information that teachers should know before planning the lesson: audience, level, aims, grammar, pronunciation, vocabulary, skills and function.
NOTE TO TEACHERS	It provides teachers with useful tips for classroom management.
TRANSCRIPTION OF VIDEOS	It provides teachers with the transcriptions of the videos that feature the listening activities.
ABBREVIATIONS	**Patters of interaction:** TS – Teacher / Students WG – Whole Group GW – Group Work PW – Pair Work IND – Individual MGL – Mingle **Others:** UYOD – Use Your Own Device CCQs – Concept Check Questions

TEACHER'S GUIDE AND UNITS	
WARM UP	This section comes in the beginning of every unit in order to activate learners' schemata and raise their interest for the theme that is going to be tackled.
LISTENING	This section aims at the development of the listening skill within a genre. It contains listening comprehension tasks, with pre, while and post activities.
READING	This section aims at the development of the reading skill within a genre. It contains reading comprehension tasks, with pre, while and post activities. Vocabulary is also exploited in this section.

GRAMMAR	This section presents grammar inductively. It works on meaning, use and form. It also contains a Note box with some useful information.
PRONUNCIATION	This section works on pronunciation and shows the correspondent phonetic symbols.
PRACTICE	This section aims at the consolidation of content. It contains controlled practice and semi-controlled practice exercises.
SPEAKING	This section aims at the development of the speaking skill within a genre. It is the moment students produce freely and in a personalized way. The tasks are connected to real life situations in order to make them more meaningful.
WRITING	This section aims at the development of the writing skill within a genre. It is the moment students produce freely and in a personalized way. The tasks are connected to real life situations in order to make them more meaningful.
NOW I CAN…	This section aims at revisiting the units' goals and revising what was learned. It helps students to improve the sense of achievement and better assess themselves in the following section.
MY PERFORMANCE	This section offers students with the opportunity to self-evaluate. At the end of every unit, students are encouraged to think about their performance and how much they have achieved. It is also an opportunity to think of an action plan to reach the expected aims.

TEACHER'S GUIDE

UNIT 1: I HAVE A DREAM

BEFORE PLANNING	
Audience	Teenagers at a language school.
Level	A2 (CEFR).
Aims	To enable students to talk about prejudice, mainly racism; to enable students to talk about future predictions; to enable students to interview and be interviewed; to enable students to write social media posts and comments.
Grammar	Modal verb will for future predictions.
Pronunciation	[l] sound at the end of words, such as 'will'.
Vocabulary	Prejudice; racism; activists; fight for; fight against; swelter; invigorating; awakening; whirlwind; former; social media; hashtag.
Skills	*Listening:* An informative video on YouTube about the BLM movement and a video on YouTube of an interview with the BLM founders. *Reading:* A social right activist's speech. *Speaking:* Interviewing. *Writing:* A social media post and comments.
Function	Language for giving opinion, agreeing and disagreeing.

WARM-UP
1) (TS) Welcome students and state the aim of the lesson.

(WG) Write 'prejudice' on the board and elicit from students what it means. Write students' answers on the board creating a spidergram. Accept any answer that fits appropriately.

(GW) Ask students to complete the diagram in groups with some examples of prejudice. Help them with vocabulary if necessary.

(WG) Elicit examples from a few groups to round off the activity.

KEY

Suggested answer: Prejudice can be conscious or unconscious and involves stereotypes, prejudgments, and beliefs (which are usually negative) about a group of people. These beliefs can be based on: race, sex, gender, religion, culture, disability, sexuality, etc. Some of the most well-known types of prejudice include: racism, sexism, ageism, classism, homophobia, nationalism, religious prejudice and xenophobia. (Taken from https://www.verywellmind.com/what-is-prejudice-5092657. Accessed on 25 August 2023.)

2) (PW) Ask students to answer the questions in pairs in a chat-like atmosphere. Encourage them to respond to their peers and to ask follow-up questions. Model the activity and check understanding. Monitor interaction and help students with vocabulary if necessary.

KEY

a) **Open answer.**

b) **Suggested answer:** Racism, homophobia, religious prejudice, xenophobia.

c) **Open answer.**

LISTENING

3) (TS) As a link, refer back to students' examples of prejudice. If they did not come up with 'racism', lead them to mention it, asking questions (e.g.: *What is the name used for the type of prejudice against racial differences?*).

(TS) Say to students that they will talk about racism. Elicit some expressions used to give opinion, agree and disagree. Write them on the board. Students should copy the expressions on the table "agreeing, disagreeing, giving opinion" in the book.

(GW) Ask students to answer the questions in groups in a chat-like atmosphere and to use the expressions listed on the board. Model the activity and check understanding. Monitor for the correct use of the expressions and help students with vocabulary if necessary. Take notes for delayed feedback.

(WG) Elicit some examples of possible actions to end racism from different groups and check if the other groups agree or disagree in order to round off the activity.

KEY

a) **Suggested answer:** Racism includes all the laws, policies, ideologies and barriers that prevent people from experiencing justice, dignity, and equity because of their racial identity. It can come in the form of harassment, abuse or humiliation, violence or intimidating behaviour. (Taken from https://humanrights.gov.au/our-work/race-discrimination/what-racism. Accessed on 25 August 2023.)

b) **Suggested answer:** Racism can impact people's health (e.g.: high levels of stress and anxiety). It can also impact people physically (e.g.: injuries), psychologically (e.g.: feelings of humiliation), socially (e.g.: feeling lonely or isolated) and financially (e.g.: lower rages). (Taken from https://spunout.ie/life/bullying/the-effects-of-racism. Accessed on 25 August 2023.)

c) **Open answer.**

d) **Suggested answer:** Acknowledging racism in all its forms; overturning racist and discriminatory laws; commiting to anti-racism. (Taken from https://www.humanrightscareers.com/issues/how-can-we-stop-racism/. Accessed on 25 August 2023.)

4) (WG) Ask students if they have ever heard of the term Black Lives Matter and if they know what it is. Don't confirm any answer at this point. Say that they are going to watch a video about BLM and check if their ideas were right.

(PW) Ask students to share their ideas in pairs and check their understanding.

(WG) Classcheck.

KEY

Black Lives Matter is a movement to bring justice, healing and freedom to black people across the globe by addressing systemic racism and violence against black people.

5) (TS) Say to students that they will watch the video again and do an activity about it. Give students some time to read the sentences. Check vocabulary and understanding.

(IND) Play the video again. Students watch it and answer true or false.

(PW) Ask students to compare their answers with their peers and justify them.

(WG) Classcheck.

KEY

T   T   F   T

6) (WG) As a link, refer back to Alicia Garza, Patrice Colors and Opal Tomedi, asking questions (e.g.: *Do you remember these women? Do you know how they became the founders of BLM?*). Don't confirm any answer at this point. Say that they are going to watch a video with them and check what they talk about.

(PW) Ask students to share their ideas in pairs and check if they agree or disagree.

(WG) Classcheck.

KEY

They talk about how the BLM movement started.

7) (TS) Say to students that they will watch the video again and do an activity about it. Give students some time to read the sentences. Check vocabulary and understanding.

(IND) Play the video again. Students watch it and complete the sentences.

(PW) Ask students to compare their answers with their peers.

(WG) Classcheck.

KEY

a) Facebook / hashtag

b) protests / seriously

c) democracy

8) (TS) To round off the activity, say to students that the video was an interview. Ask them: *What is the main characteristic of interviews? (Questions and answers.) Was there any question? (No.)*

(GW) Ask students to work in groups and think of the possible questions the BLM founders answered based on the information of the video. Check understanding and monitor students for delayed correction and feedback.

(WG) Classcheck. Accept any answer that fits appropriately.

KEY

Possible answers: How did the BLM movement start? Do you feel responsible for black protests? Why is the BLM movement important?

9) (TS) As a link, refer back to the videos saying that both mention Trayvon Martin. Ask if they know who he is. Although students probably know it from the videos they watched, don't confirm any answer at this point.

(GW) **UYOD:** Ask students to use their phones and research the information requested. When they finish, they can make a short presentation talking about the similar cases they found.

KEY

a) and b) Trayvon Benjamin Martin was born in Florida on February 5, 1995, and died when he was 17 years old. He had no criminal record. Trayvon was unarmed when he was shot and killed by a neighborhood watch member George Zimmerman on February 26, 2012, in Sanford, Florida. (Taken from https://www.biography.com/crime/trayvon-martin. Accessed on 25 August 2023.)

c) **Possible answers:** Michael Brown, George Floyd, Breonna Taylor, Ahmaud Arbery.

NOTE TO TEACHERS: This activity can be carried out as homework. Students research at home and present the information found in the following class.

READING

10) (TS) Exploit the picture asking questions (e.g.: *What do you see in the picture? What is the color of his skin? How old do you think he is? Is this photo recent? Why?*).

(GW) Ask students to answer the questions in groups.

(WG) Classcheck.

a) Martin Luther King Jr., a social rights activist.

b) From the USA.

c) Civil Rights Movement.

d) **Suggested answers:** He fought for freedom and justice; he fought against racial prejudice and discrimination; he fought for racial and social equality.

NOTE TO TEACHERS: If students have no idea of who he is, you can turn this activity into a **UYOD** moment by saying who he is and asking students to research the requested information.

11) (TS) As a link, say to students that they will read a text by Martin Luther King. Exploit the text genre by asking questions like: *Where was it taken from? (A website.) Was it written or said? (Said.) Why? (There are quotations.) When did it happen? (On 28th August 1963.) Where did it happen? (At Lincoln Memorial, Washington D.C.) What type of text is it? (A speech.)*

(PW) Ask students to look at the title and make predictions about his dream in pairs. Monitor students and help them with vocabulary if necessary.

a) It is a speech.

b) **Open answer.**

12) (IND) Students read the text and check if their ideas were correct.

(WG) Classcheck. Accept any answer that fits appropriately.

a) **Suggested answers:** His dreams are about a future without injustice and oppression / with freedom and justice; It is about people being treated equally in the future; it is about a future without racial judgment.

NOTE TO TEACHERS: Suggested reading technique: skimming.

13) (TS) Elicit/Teach 'fight for' and 'fight against'. Ask some comprehension questions (e.g.: *Do activists fight for or against prejudice? Is it important to fight for equal rights?*).

(IND) Ask students to read the text again and choose the correct options.

(PW) Ask students to compare their answers with their peers and justify them.

(WG) Classcheck.

NOTE TO TEACHERS: Suggested reading technique: scanning. Students can underline the information in the text.

14) (IND) Refer students to the words. Ask students to find and highlight them in the text.

(PW) Ask students to analyze the context in which these words were used and match them to the best definitions.

(WG) Classcheck. Explain any question students may have and correct any misunderstanding. Ask some personalized questions (e.g.: *What is the former president of Brazil? What was an awakening situation to you?*).

15) (GW) Organize students in small groups or trios and ask them to answer the questions. Model the activity and check understanding. Monitor for the correct use of the vocabulary and the expressions to give opinion, agree and disagree. Take notes for delayed feedback on language use and/or behavior.

(WG) Elicit a few answers open class in a chat-like atmosphere.

GRAMMAR

16) As a link, refer back to the text, saying that the sentences were taken from it. Ask students to read the sentences carefully.

17) (PW) Ask students to answer the questions in pairs.

(WG) Transform the activity into CCQs about meaning and explain any questions students may have. Classcheck.

18) (WG) Help students complete the sentences by asking CCQs about the use, for example: *What is the word in yellow? (Will.) Do we use it to express future plans or future predictions? (Future predictions.) Are the words in blue adjectives, nouns or verbs? (Verbs.)*.

KEY
a) Future predictions.
b) Verbs.

19) (WG) Write the sentences on the board. Use letter A as an example and do it together with students, asking CCQs about the form, for example: *Is the first sentence in the affirmative form? (No.) And the second? (Yes.) In affirmative sentences, what do we use after the subject? (Will.) What comes after 'will'? (A verb.) Can it be any verb? (Yes.) Is it in the -ing form? (No.)*
(PW) Ask students to complete the remaining letters with the correct form.
(WG) Classcheck. Explain any questions students may have.

KEY
a) will + verb
b) will + not (won't) + verb
c) will + subject + verb*?*

20) (IND) Check students' understanding by asking them to complete the box.
(WG) Classcheck. Call students' attention to the Note box and explain any questions students may have.

KEY
a) future predictions
b) will
c) informal
d) spoken

PRONUNCIATION

21) (TS) Refer students to the table. Ask them: *How do we pronounce the letter l at the end of these words?*
(WG) Refer students to the symbol [l]. Say that you will play the audios once for them to listen and pay attention to the sound of [l].
(WG) Play the audios again. Students listen and repeat.

22) (PW) Students practice saying the sentences in pairs. Monitor for the correct pronunciation, mainly of the contracted forms, as well as for the intonation and stress.
PRACTICE
23) (TS) As a link, say to students that they will do some exercises using 'will'. Refer to the rubrics and ask them: *Who was Malcolm X? (An activist who fought for the rights of the African American community during the Civil Rights Movement in the USA.)*

(IND) Say that the sentences are from his speech *The Ballot or the Bullet*. Ask them to organize the words to create correct sentences.

(PW) Ask students to compare their answers with their peers.

(WG) Classcheck.

KEY
a) We will hold a seminar.
b) We will hold discussions.
c) We will listen to everyone.
d) We'll form a black nationalist party.

NOTE TO TEACHERS: If possible, start showing students a picture of Malcolm X and asking who he was, or turn this activity into a **UYOD** moment and ask them to take their phones and research about Malcolm X.

24) (TS) Follow the same procedures from the previous activity. Say that they will read part of the speech *An ideal for which I am prepared to die* by Nelson Mandela. Ask them: *Who was he? (The president of South Africa and the leader of the movement against Apartheid, a legislation that segregated black people in the country.)*

(IND) Ask students to read the paragraph and fill in the gaps using 'will' and the correct verbs from the box.

(PW) Ask students to compare their answers with their peers.

(WG) Classcheck.

KEY
a) will be
b) will guarantee
c) will result
d) will not change

NOTE TO TEACHERS: If possible, start showing students a picture of Nelson Mandela and asking who he was, or turn this activity into a **UYOD** moment and ask them to take their phones and research about Nelson Mandela.

25) (TS) Elicit other famous activists and/or speeches. Write students' answers on the board. (GW) **UYOD:** Ask students to use their phones and research the information requested. When they finish, they can make a short presentation talking about the activists/speeches.

KEY

Possible answers: W.E.B Du Bois; Ella Baker; Rosa Parks.

NOTE TO TEACHERS: This activity can be carried out as homework. Students research at home and present the information found in the following class.

SPEAKING

26) (TS) Create a link by referring back to the videos the students watched. Ask students: *Do you remember the video with the BLM founders? Who are they? (Alicia Garza, Patrice Colors and Opal Tamedi.) What do they talk about? (How the BLM movement started.) What type of video is it? (An interview.)*

(PW) Ask students to tick the characteristics of an interview in pairs.

(WG) Classcheck in a chat-like atmosphere asking students to justify their choices.

KEY

Interaction between two people or more / Question-answer format / Usually spoken / It can be formal or informal / There are different types of interviews

27) (TS) Elicit some types of interview and write their answers on the board. (***Possible answers:** informational interview; telephone interview; individual interview; small group interview; testing interview; stress interview.*). Students choose one type of interview.

(TS) Ask students which types of interview are more formal or informal.

(IND) Say that they will be a reporter and an activist for one day. Ask them to imagine they are a reporter and write three questions they can ask in an interview with an activist that fights against prejudice. Monitor for the use of will.

(TS) Elicit possible responses given during an interview. List them on the board. If necessary, provide students with some situations and elicit what is expected to say in each of them.

KEY

a) **Answers may vary**. However, students should choose appropriately.

b) **Open answer.**

c) **Open answer.**

d) **Suggested answers:** Thank you for the opportunity; It is a pleasure to be here; I'm glad to be here; It's good news; I'm glad to hear that; It's definitely worrying.

28) (TS) Say that they have to imagine they are an activist. Ask them: *What do you fight for? What are your predictions?*

(IND) Give students some time to think and take notes.

(PW) Say that they will interview each other. Organize students in pairs and assign students A or B. Model the activity. Let students perform the interview. Monitor them and take notes of language use for delayed feedback. Make sure you take notes of examples of both correct and incorrect use of language.

Expected production:

A: Welcome, Pedro!

B: Thank you for the invitation!

A: Can I ask you a few questions?

B: Sure!

A: What do you fight for/against?

B: I fight for/against (racism/homophobia/sexism/etc.).

A: I would like to know about your future predictions. Will (racism/homophobia/sexism/etc.) still be a problem in 10 years?

B: Well, it is a difficult question. I believe it will/won't be a problem.

A: Why?

B: Because…

A: It's good news! / It's definitely worrying. Well, thank you for being here.

B: It was a pleasure. Thank you for the opportunity.

29) (PW) Ask students to swap roles. Keep monitoring them and taking notes of good and bad aspects of language use for delayed correction.

(WG) Write some examples of language use on the board and ask students to analyze them. Ask them to correct the mistakes if necessary. Also, demand high by eliciting what could be different or better in order to improve and/or enrich their performance.

30) (GW) Ask students to work with different groups and share what their interviewees talked about. Monitor and help with vocabulary if necessary. Take notes for delayed feedback.

(WG) Elicit some answers open class in a chat-like atmosphere.

KEY

Open answers.

WRITING

31) (TS) As a link, refer back to the video with the BLM founders. Ask them: *Do you remember how the BLM movement started according to the BLM founders?* (*With a post on Facebook*). Ask them to look at the post.

(WG) Exploit the text genre and format by asking questions, for example: *Who is the author of the post? (Alicia Garza.) When did she post it? (On July 13th, 2013.) Is there any comment? (Yes.) What is the name of the symbol #? (Hashtag.) Are the post and comment formal or informal? (Informal.).*

32) (IND) Ask students to read the sentences and circle the correct option.

(PW) Ask students to compare their answers with their peers.

(WG) Classcheck. Ask students to justify, give examples or show evidence from the text.

KEY
a) are
b) are
c) aren't
d) isn't
e) can

33) (TS) Ask students: *Do you have social media? Which one(s)? How often do you post on social media? What do you usually post? Is it generally formal or informal?*

(WG) Say that they have to imagine they are an activist and choose one type of prejudice that they fight against. Ask them to write a post talking about three future predictions and their opinion about the topic. Check understanding.

(IND) Give students some time to think, organize their ideas and write. Monitor for the correct use of will, expressions to give opinion, and text genre and format. Help students with vocabulary if necessary. Give some delayed feedback.

KEY
Open answers.

34) (WG) Ask students to exchange their posts. Say that they have to read their peer's post and write a comment agreeing or disagreeing, and explain why.

(PW) Give students some time to do the task. Monitor and help them if necessary.

(WG) Wrap up by asking students if they have similar or different opinions/predictions.

KEY

Open answers.

NOTE TO TEACHERS: Students can use their ideas from the speaking activity when they played the role of activists during the interview.

NOTE TO TEACHERS: If pressed for time, this activity can be carried out as homework, so students write their posts at home and the teacher corrects it the following class.

NOTE TO TEACHERS: It is a good opportunity to work on digital literacy; then, it can be turned into a **UYOD** moment and students can use online platforms to actually post their posts.

NOTE TO TEACHERS: The teacher and students can create an account in social media (e.g: *Instagram*) only for academic purposes. Students can add each other and use this account to post this activity, as well as to interact and do other tasks throughout the term.

NOW I CAN…
(WG) Go through the topics making a quick revision and eliciting examples from students in a chat-like atmosphere.
MY PERFORMANCE
(WG) Use this part for students' self-evaluation. Ask them to critically think about their performance throughout the lesson and tick accordingly.

TRANSCRIPTION OF VIDEO 1

What is Black Lives Matter? Black Lives Matter is a movement to bring justice, healing and freedom to black people across the globe by addressing systemic racism and violence against black people. In 2013, three black organizers Alicia Garza, Patrice Colors and Opal Tamedi created Black Lives Matter in response to the acquittal of Trayvon Martin's murderer George Zimmerman. Now a global movement, Black Lives Matter members organize locally to intervene in discrimination and violence inflicted on black communities. Black Lives Matter does not mean that other people's lives don't matter. Instead, it brings attention to the fact that right now, our society, systems and institutions act as if black lives don't matter. This is brought home in the starkest possible way as we witness black people dying at the hands of police at much higher rates than other people. By valuing and affirming black people's lives, their humanity, their contributions, we all will benefit as a society.

TRANSCRIPTION OF VIDEO 2

Alicia Garza: What prompted Black Lives Matter was really around the murder of Trayvon Martin. In 2012, I wrote a Facebook post. Black people, I love you, I love us. Our lives matter. Black Lives Matter. Patrice put a hashtag in front of it and I didn't know what a hashtag was. And Opal said, this is brilliant, and I think we should build something that connects people online and get people to do stuff together.

Patrice Cullors: Offline Alicia Opel and I created a container for black protests to be seen and taken seriously. And then just like Dandelions, folks bloomed out of that. And so we can't take sole responsibility for 3000 protests around the globe because that's people listening and responding and saying, okay, we hear the words Black Lives Matter. We're going to prove it. We're going to take it to the streets.

*Opal Tometi: There are children who are coming of age in a generation where they see themselves as being affirmed and valued. We deserve to live in a multiracial democracy that works for all of us. And so this is not in vain. Keep o*n.

TEACHER'S GUIDE
UNIT 2: ALL IN GOOD TIME

BEFORE PLANNING	
Audience	Teenagers at a language school.
Level	A2 (CEFR).
Aims	To enable students to talk about future plans; to enable students to record vlogs; to enable students to make bucket lists; to enable students to write letters and notes; to enable students to make time capsules.
Grammar	Verb to be + going to + main verb for future plans.
Pronunciation	[ŋ] sound at the end of words, such as 'going'.
Vocabulary	Bucket list; time capsule; goal; terrified; move out; internship; major; be itching to; be willing to.
Skills	*Listening:* A short report of the opening of a girl's time capsule. *Reading:* A blog about a girl's future plans. *Speaking:* Recording a vlog. *Writing:* A letter to one's future self and notes.
Function	Language for greeting and saying farewell.

WARM-UP
1) (TS) Welcome students and state the aim of the unit. (WG) Make a class poll by asking students to raise their hands if they think lists are useful and then if they usually make lists. Elicit why they make lists or what for. (WG) Ask students to look at the list. Elicit what a bucket list is. Explain what it is. (IND) Check the vocabulary from the list and ask students to tick what they would like to do. **KEY** a) A bucket list is a list of the experiences or achievements that a person hopes to have or accomplish during their lifetime. A bucket list is an itemized list of goals people want to accomplish before they "kick the bucket". (Taken from https://med.stanford.edu/letter/bucket-list/what-is-bucket-list.html. Accessed on 26 August 2023.) b) **Open answer.** **2)** (PW) Ask students to compare their answers and justify their choices. Encourage them to use the expressions to agree or disagree from the previous unit.

3) (GW) Ask students to answer the questions in groups. Encourage them to ask follow up questions and to use the expressions to give opinion from the previous unit. Check understanding. Monitor and help students with vocabulary if necessary. Take notes for delayed feedback.

READING

4) (TS) As a link, say that when you make a bucket list you are making plans too. Say that they will read a text about someone's plans, but that they have to answer some questions before.

(IND) Exploit the text genre by asking students to look at the text and answer the questions.

(WG) Classcheck. Ask students to justify by showing evidence from the text.

KEY

a) From a website.

b) My Future Plans.

c) On December 14, 2019.

d) Megan X.

e) It is a blog. The blog's name is: Megan Time!

NOTE TO TEACHERS: If time allows, after exploiting the text genre, you can ask students if they read blogs and what they are about. You can turn it into a **UYOD** moment and ask them to show the blogs they usually read, and/or look for other blogs and exchange information in groups.

5) (PW) Ask students to share their ideas about the author's plans in a chat-like atmosphere.

KEY

a) **Open answer.**

6) (IND) Ask students to read the text and check if their predictions and ideas were correct.

KEY

Move out of her mother's house.

7) (WG) Pre-teach the vocabulary from the text that students probably do not know or feel confused about, such as **goal, terrified, move out, internship, major, be itching to, be willing to** by asking CCQs, for example: *What is a synonym for goal? (Objective.) When you move out of someone's house, do you live together in the same house? (No.) When you are willing to do something, do you want to do it? (Yes.)* Write them on the board.

(WG) Ask some personalized questions (e.g.: *What makes you feel terrified? Would you like to move out of your parents' house? Why? What are you willing to do to achieve your goals?*)

(IND) Ask students to read the text again and write true or false.

(PW) Ask students to compare their answers.

(WG) Classcheck.

KEY

F   T   T   T

8) (GW) Ask students to answer the questions in groups and encourage them to ask follow up questions. Check understanding. Monitor students and help them with vocabulary if necessary. Take notes for delayed feedback.

KEY

Open answer.

GRAMMAR

9) (IND) As a link, say that they will read some sentences from the text again and answer the questions.

(WG) Classcheck by asking CCQs about meaning and use, such as: *Is Megan talking about her routine, what she is doing now or what she will do in the future? (What she will do in the future.) Are these future actions her predictions or her plans and intentions? (Plans and intentions.) Are these actions probably happening? (Yes.) What do we use to talk about future plans and intentions? (Be going to.)*

KEY

a) future

10) (WG) Make a quick revision of the verb to be in the affirmative, negative and interrogative forms for all the pronouns, including the contracted forms, by eliciting from students. Write the information on the board.

(IND) Ask students to complete the sentences.

(WG) Classcheck by asking CCQs about form, for example: *What do we use after the verb to be to talk about future plans? (Going to.) What do we use after 'going to'? (The main verb.) Can it be any verb? (Yes.) Does it take -ing? (No.) What do we use to make a negative sentence? (Not.) After or before the verb to be? (After.) What happens to the verb to be when we want to ask a question? (It comes before the person/subject.)*

(WG) Call students' attention to the Note box and explain any question students may have.

KEY

a) going to

b) not

c) person/subject

PRONUNCIATION

11) (TS) Refer students to the table. Ask them: *How do we pronounce the -ing at the end of these words?*

(WG) Refer students to the symbol [ŋ]. Say that you will play the audios once for them to listen and pay attention to the sound of [ŋ].

(WG) Play the audios again. Students listen and repeat.

12) (PW) Students practice saying the sentences in pairs. Monitor for the correct pronunciation.

PRACTICE

13) (TS) As a link, say to students that they will do some exercises using 'be going to'. Refer to the text and ask them: *What are this person's plans about? (Things to do after university.)*

(IND) Ask students to read the text and fill in the gaps using 'be going to' and the correct verbs from the box.

(PW) Ask students to compare their answers with their peers.

(WG) Classcheck. Explain any question students may have and check vocabulary.

KEY

a) are - going to do

b) am going to travel

c) am going to practice

d) am going to go

e) am going to spend

f) am going to rent

g) are going to have

h) am going to miss

i) am going to invite

j) is going to be

14) (TS) As a link, ask students if they have similar or different plans for after university. (MGL) Say that they will interview their friends about their plans and register their answers in the table. Check vocabulary. Refer to the example and model the activity. Check understanding. Monitor students for the correct use of 'be going to' in questions and help them if necessary.

KEY

Open answer.

15) (PW) Ask students to report their findings. Refer to the example and model the activity. Check understanding. Monitor for the correct use of 'be going to' in affirmative and negative sentences and help them if necessary. Take notes for delayed correction and feedback on language use.

KEY

Open answer.

LISTENING

16) (TS) As a link, ask students: *If you make a plan for your life in 5 years from now, do you think you will remember it after 2 or 3 years? What can you do to remember your plans?* Accept any answer that fits appropriately.

(PW) Refer students to the picture and ask them to answer the questions with their peers.

(WG) Classcheck.

KEY

a) It is a time capsule, a collection of objects put together inside a container.

b) It is to preserve things over time, such as the memory of a place, experience, or group of people at one point in time. People often make time capsules for special public occasions, and for others to open many years in the future. You can make one to celebrate a family event, to remind you of a special experience, or to remember

friends, family, or school – or something else important to you. (Taken from https://www.ala.org/alcts/preservationweek/preserve-memories-create-family-time-capsule#:~:text=Time%20capsules%20are%20meant%20to,slowly%20and%20others%20very%20fast. Accessed on 26 August 2023.)

c) **Suggested answer:** photos, pictures, letters, personal objects, money, lists, etc.

NOTE TO TEACHERS: If time allows, you can turn it into a **UYOD** moment and ask students to look for different examples of time capsules, including real ones, and exchange information in groups.

17) (TS) As a link, say to students that they are going to watch a video about a girl who opens a time capsule as her 18th birthday present.

(PW) Refer students to the question in the rubrics and ask them to answer it with their peers.

KEY
Open answer.

18) (WG) Say to students that they will watch the video once and have to check if their ideas were right.

(PW) Ask students to share their ideas in pairs and check their understanding.

(WG) Classcheck.

KEY
She finds cards/letters from family and friends.

19) (TS) Say to students that they will watch the video again and do an activity about it. Give students some time to read the questions. Check vocabulary and understanding.

(IND) Play the video again. Students watch it and choose the correct option.

(PW) Ask students to compare their answers with their peers and justify them.

(WG) Classcheck.

KEY
a) Inside a chest that decorated her house.

b) She was excited to open it because she wanted to find out what was inside.

c) He mentions the DVD, a brand new technology at the time.

20) (GW) Ask students to answer the questions in groups. Encourage them to ask follow up questions. Check understanding. Monitor and help students with vocabulary if necessary. Take notes for delayed feedback.

KEY

Open answer.

WRITING

21) (TS) As a link, say to students that they will create their own time capsules.

(PW) Ask students to analyze the options in pairs and tick all the possible items.

(WG) Classcheck. Make sure students understand that some items are not possible because it is a digital time capsule.

KEY

photos or pictures / letters / videos / lists

22) (IND) Say to students that they have to think of when they want to open their time capsules and ask them to write the year and/or age they have chosen in the table.

KEY

Open answer.

23) (TS) As a link, refer back to the bucket list. Ask students: *Do you remember the activities you chose from the bucket list? Would you like to add others or change it completely?*

(IND) Ask students to create their bucket list adding 5 things they think they are going to do and/or would like to do one day. Monitor and help students with vocabulary if necessary.

KEY

Open answer.

NOTE TO TEACHERS: Since students will create a digital time capsule, this activity can be turned into a **UYOD** moment and students can use online platforms/apps to write their letters, such as *Google Keep*.

24) (TS) As a link, refer back to the video of a girl opening a time capsule. Ask students: *What did the girl find inside the time capsule? (A letter.)*

(WG) Exploit the text genre students are going to work on by asking questions, for example: *Did she write the letter? (No.) Is it possible to write a letter to yourself? (Yes.) In this case, would the letter be formal or informal? (Informal.) What are the characteristics of letters?*

(There is an opening/a salutation, a closing/farewell and the name of the writer at the end. It is also possible to write the date.)

(TS) Say to students that they are going to write a letter to their future self, talking about their future plans so they can read it when they open their own time capsule.

(IND) Ask students to choose the preferred opening and closing to be used in their letter. Then, ask them to think of three future plans and write them using 'be going to'. After, ask them to circle the words that describe how they feel about these plans. Give students some time to do it. Monitor and help students with vocabulary and/or ideas if necessary.

KEY
Open answer.

NOTE TO TEACHERS: If possible, show students an example of a letter, or turn this activity into a **UYOD** moment and ask them to take their phones to look for examples of letters to one's future self.

25) (TS) Say to students that they will use their ideas from the previous exercise to write their letters. Refer them to the rubrics and check understanding.

(IND) Give students some time to think, organize their ideas and write. Monitor for the correct use of 'be going to' for future plans, and appropriateness for text genre, format and organization. Help students with vocabulary if necessary. Take notes for delayed correction and feedback.

KEY
Open answer.

NOTE TO TEACHERS: If pressed for time, this activity can be carried out as homework, so students write their letters at home and the teacher corrects it the following class.

NOTE TO TEACHERS: Since students will create a digital time capsule, it is advisable that this activity is turned into a **UYOD** moment and students use online platforms/apps to write their letters, such as *Google Docs*.

26) (TS) Ask students: *Do you usually write notes to yourselves or others on post-its, for example, and glue them on your notebooks or somewhere else?*

(TS) Say to students that they will write notes to their friends. Ask students to exchange their letters. Say that they have to read their peer's letter and write a note saying whether they think the plans are going to happen or not and why.

(PW) Give students some time to do the task. Monitor and help them if necessary.

(WG) Wrap up by asking students if they are excited about their plans.

KEY
Open answer.

NOTE TO TEACHERS: Since students will create a digital time capsule, this activity can be turned into a **UYOD** moment and students can use online platforms/apps to write their notes, such as *Jamboard*.

SPEAKING

27) (TS) As a link, refer back to the blog entry they read. Elicit from students: *What do you call a blog when it is a video? (A vlog.)*

(WG) Exploit the genre by asking questions, such as: *Can a vlog be about any topic? (Yes.) What do you need to record a vlog? (A camera.) How does a vlog usually start? (With a greeting.) How does it usually end? (With a farewell.) Is it usually formal or informal? (Informal.) Is it possible to record a vlog to yourself? (Yes.)*

(TS) Say to students that they are going to record a vlog to their future self, talking about how they imagine their life is going to be for them to watch it when they open their own time capsule.

(IND) Ask students to choose the preferred opening and closing to be used in their vlog. Then, ask them to think of three important tips they can give to themselves to make their plans come true.

KEY
Open answer.

NOTE TO TEACHERS: If possible, show students a short vlog video on YouTube, for example, or turn this activity into a **UYOD** moment and ask them to take their phones to look for examples of vlogs. Tip: many influencers record vlogs and post them.

28) (TS) Say to students that they will use their ideas from the previous exercise to record their vlogs. Refer them to the rubrics and check understanding.

(IND) Give students some time to think and organize their ideas.

(PW) Ask students to rehearse with their peers. Students pretend their peers are cameras and present their vlogs. Then, students can work on peer feedback sharing their impressions and ideas to make their peers' vlog better. Monitor and help them with vocabulary if necessary. Take notes of correct and incorrect language use for delayed correction and feedback.

KEY
Open answer.

NOTE TO TEACHERS: The actual recording of students' vlogs should be done as homework in order to avoid noise issues. Students can use their own mobile phones to record their vlogs and the teacher checks it the following class or they can use online platforms such as *Flipgrid* and the teacher checks it online.

29) (GW) Ask students to answer the questions in groups. Encourage them to ask follow up questions and to react to the responses by saying whether they agree or not. Check understanding. Monitor and help students with vocabulary if necessary. Take notes for delayed feedback.

KEY
Open answers.

30) (TS) Say to students that they will finish their own time capsules.
(IND) Ask students to sign up to the site, create an album and name it with the date they are going to open it. Ask them to upload everything they have done or collected.
(WG) Students can take photos to add to their time capsule as well as choose photos from their gallery.

NOTE TO TEACHERS: Since it is a digital time capsule, it is advisable that students do the activities on online platforms in order to save time at this stage.

NOTE TO TEACHERS: If pressed for time, this stage can be carried out as homework and students upload the material at home.

NOTE TO TEACHERS: If it is not possible to do a digital time capsule due to technical issues, students can do a physical time capsule. Students choose a container, decorate and name it. Then, they add the paper bucket list, letter, note and photos to it. In this case, the vlog should be done in class, not being added to the time capsule.

NOW I CAN…
(WG) Go through the topics making a quick revision and eliciting examples from students in a chat-like atmosphere.
MY PERFORMANCE
(WG) Use this part for students' self-evaluation. Ask them to critically think about their performance throughout the lesson and tick accordingly.

TRANSCRIPTION OF VIDEO 3
Abby never expected personalized handwritten letters would make her so emotional. They were kept inside a chest that decorated her family's Iowa home her entire life. What she didn't realize was inside was her 18th birthday present. "I don't know what's in this box, but I'm excited to find out". Dozens of cards from family and friends were written to Abby 17 years earlier as gifts on her first birthday. More than a handful from loved ones who passed away since then, including her uncle John, who died in a car crash. He talked about a video writing: "I probably have to transfer it to DVD, which is a brand new technology at this point. Who knows what will replace it?". None of the letters written back then were opened until now. Memories from the past, now coming back to life in the most precious and priceless way. For Inside Edition.com, I'm Lee Sheep.

RATIONALE

Look Forward was designed under the concept of Communicative Language Teaching (CLT), which is an approach to language education that emphasizes communication as both the means and the ultimate goal of learning a language. This approach contrasts with traditional methods that focus more on rote memorization and structures of a language. Some key principles of CLT practices include:

- Communication as the primary objective to develop learners' ability to communicate effectively in written and spoken contexts;
- The use of the target language in real-life situations because "activities that involve real communication promote learning" (RICHARDS; RODGERS, 2002, p.161);
- The use of authentic materials such as newspapers, magazines, videos, websites, and real-life scenarios to expose learners to genuine and meaningful language use.

Some other principles commonly associated with CLT are:

- Classroom activities designed to promote interaction among students. Pair and group work are common, encouraging learners to use the language to achieve a communicative purpose;
- Fluency over accuracy. Learners are encouraged to use the language creatively and meaningfully, even if it involves some linguistic errors;
- Student-Centered approach, which emphasizes the needs and interests of the learners in their language development.

According to Richards and Rodgers (2002, p. 155), language should be taught through the four skills: listening, reading, speaking and writing. ***Look Forward*** provides students with multiple opportunities to develop their ability to communicate through the four skills since learners are constantly invited to interact, exchange ideas and opinions, and share experiences. For instance, students are requested to exchange ideas before reading a text or watching a video in order to raise their awareness of the topic; they should compare answers and discuss opinions while performing a task; and they also gather together to share experiences or points of view after writing or speaking tasks.

Look Forward provides learners with varied patterns of interaction throughout the units. Students are supposed to interact with the teacher, with the whole group, in pairs, in groups (or

trios), mingle around the classroom, as well as vary the peers and groups. Even when students perform individual tasks, they are asked to exchange information with each other before checking with the teacher.

As stated by Richards and Rodgers (2002, p. 161), "language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use". In *Look Forward*, students engage in tasks that simulate real-life situations related to current and relevant topics, which makes learning more meaningful. For example, students are invited to interview each other, write posts and comments, and create their own time capsule by recording vlogs and writing letters. They also deal with topics such as prejudice, racism, and their plans for life.

The selected material used in *Look Forward* is authentic, taken from websites, in order to provide students with the use of the target language within real-life situations. Students are exposed to a real speech, a blog entry, an interview and news stories. It means that there may be few mistakes regarding grammar that native people sometimes make, but that do not compromise the learning of the target language being taught in the units. As stated by Harmer (2001, p. 205):

> Authentic material is language where no concessions are made to foreign speakers. It is normal, natural language used by native - or competent - speakers of a language. This is what our students encounter (or will encounter) in real life if they come into contact with target-language speakers, and, precisely because it is authentic, it is unlikely to be simplified, spoken slowly, or to be full of simplistic content (as some textbook language has a tendency to be).

Additionally, materials ought to be designed in a manner that increases students' awareness of genre characteristics. It should always be integrated with the context, as language is invariably situated within a specific context. When dealing with the text, certain aspects need to be analyzed, such as the author's identity and its audience; the genre of the text; the purpose and motivation behind the writing (OLIVEIRA; TENUTA, 2011, p. 324 – freely translated). Understanding the genre's framework is crucial for both comprehension and subsequent written or oral production.

In *Look Forward*, before working on oral and written texts or doing oral and written production, the learners are asked questions concerning genre characteristics in terms of its goal, audience, text organization, layout, media, among others, in order to work on their previous knowledge

and raise their awareness of what they are going to deal with. It facilitates their understanding of the texts and videos, and gives purpose to writing and speaking tasks, turning it more meaningful.

Regarding fluency and accuracy, in **Look Forward**, teachers should neither interrupt students' interaction nor correct mistakes on the spot. As opposed to that, teachers should monitor, help students with vocabulary, and take notes of mistakes to be dealt with during delayed correction or feedback. This way, the flow of interaction is not broken and learners do not feel uncomfortable to take risks while communicating. Besides that, the teacher plays the role of a facilitator, guiding students to find their own way to learning successfully (BROWN, 1994, p. 167-168).

In order to support teachers to successfully implement the key concepts of CLT, the teacher's guide of **Look Forward** offers step by step instructions on how to guide students, as well as possible questions for teachers to make during each stage of the lesson, which serves as a prompter. The section *Note to teachers* brings several suggestions for teachers on what to do in different situations, such as while facing technical problems, having time management issues, organizing classroom dynamics, among others. In addition, the section *Before planning* presents useful information teachers should know before planning the lesson, which are the audience, the level of English, the aims of the lesson, the grammar, pronunciation and vocabulary to be taught, what the four skills tackle, and useful functions of language to be used.

Moreover, **Look Forward** integrates Mobile-Assisted Language Learning (MALL) to its units in order to facilitate learning, provide social interactivity, improve collaboration and raise students' autonomy. Reinders and Lakarnchua (2014, p. 42) mention that "mobile learning offers great potential for language teachers to support practice beyond the classroom, to encourage anytime-anywhere learning and to facilitate situated learning". The most appropriate moments for this integration are highlighted as *use your own device* (UYOD) in the teacher's guide so that students have the chance to use their own devices to research information, do tasks, learn, and interact inside and outside the classroom, if possible.

The units of **Look Forward** are divided into sections, but it does not mean that they are isolated. The first section of each unit is *Warm-up*, which brings activities that set the context for the unit and activate student's background knowledge of the theme. The four skills are present in specific sections: *Reading*, *Listening*, *Writing* and *Speaking*. Each of these four sections present

pre, while and post activities. The section *Grammar* presents language inductively within a context. While the section *Pronunciation* tackles sounds that are in focus on the target grammar, the section *Practice* offers the opportunity to consolidate the grammar topic by doing oral and written activities. Finally, the sections *Now I can…* and *My performance* are the moments students have to increase their sense of achievement and to assess themselves.

Reading and Listening

Fostering reading strategies through pre, while, and post activities is vital for guiding students and aiding them in understanding the gist of the text. Furthermore, the interplay between top-down and bottom-up processing seems to be a particularly effective approach. As Harmer (2001, p. 201) describes:

> It has been said that in top-down processing the reader or listener gets a general view of the reading or listening passage by, in some way, absorbing the overall picture: This is greatly helped if the reader or listener's schemata allow them to have appropriate expectations of what they are going to come across. In bottom-up processing, on the other hand, the reader or listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole.

Listening strategies are also fostered via pre, while and post activities. According to Hinkel (2006, p. 116):

> A variety of techniques in L2 listening instruction have withstood the test of time and are largely recognized as essential, for example, prelistening, making predictions, listening for the gist or the main idea, listening intensively, and making inferences. These teaching strategies can be useful in a broad range of teaching contexts and can meet diverse learning needs.

In ***Look Forward***, genre features and students' previous knowledge of the theme are dealt with during pre-activities. They also have to make predictions, create expectations and make inferences about what they are going to read or listen to. In while activities, the learners firstly go through a top-down processing in order to grasp the gist or main idea of the written or oral text, and then they go through a bottom-up processing in order to understand more specific information or work on specific vocabulary. In the section *Note to teachers* of the teacher's guide, there are suggestions on the best reading strategies to be used during these stages, which are skimming and scanning. Additionally, learners are invited to check the answers in pairs

before correcting with the class, which enables them to negotiate meaning. Finally, in post-activities, students are requested to answer personalized questions in order to develop their critical thinking of the topic and make it more meaningful to them.

Writing and Speaking

Both writing and speaking tasks are designed following the strategy of pre, while and post activities. In *Look Forward*, the two main writing tasks from the units were designed to be a "responsive" type of writing. As Brown (2003) mentions, responsive writing are tasks that require learners to operate within a confined level of discourse, linking sentences to form a paragraph and forming a logically connected sequence of two or three paragraphs. Tasks align with pedagogical instructions, criteria lists, outlines, and other guidelines. Under specified conditions, the writer starts to demonstrate a degree of autonomy in selecting alternative forms for expressing ideas.

Furthermore, the two main listening tasks from the units of *Look Forward* encompasses a range of subskills. According to Spratt, Pulverness, and Williams (2011), these subskills include the use of grammar, vocabulary, and functions; the incorporation of connected speech and body language; the generation of various text types; the development of oral fluency; the ability for self-correction; and the utilization of interactive strategies.

Hence, in *Look Forward*, speaking and writing tasks are introduced in the production moment or freer practice, after reading, listening, grammar, pronunciation and (semi-)controlled practice activities in order to potentialize the development of these skills. In pre-activities, learners work on genre characteristics and their background knowledge. In while activities, students are presented with step-by-step instructions and criteria lists. They are also expected to use the vocabulary, grammar and functions taught in the unit, as well as to make use of proper pronunciation. During this stage, learners should interact in pairs or groups, negotiate meaning, and self-correct or work on peer feedback. Mistakes should not be corrected on the spot; instead, they should be dealt with during delayed correction or feedback. In post-activities, students are invited to reflect, share experiences, exchange ideas or opinions, among others, as a way to personalize the activity and make it more meaningful to them.

Grammar

Scrivener (2005, p. 253) outlines some essential elements that learners need to fulfill to integrate

any new grammar item into their repertoire of language: "they probably need to have exposure to the language; they need to notice and understand items being used; they need to try using language themselves in 'safe' practice ways and in more demanding contexts; they need to remember the things they have learnt".

In *Look Forward*, grammar is taught inductively, which means that learners are presented with language examples and are encouraged to discover and analyze grammatical rules on their own. Instead of directly providing explicit rules, the teacher guides students through a process of exploration and discovery. The inductive approach is thought to reflect the natural way in which language is acquired, with learners discovering rules through exposure to authentic language use.

According to Mattos and Valério (2010, p. 139 – freely translated), "for communicative language teaching (CLT), language is an instrument of socialization; and for critical literacy (CL), it is, in its uttermost analysis, an instrument of empowerment and social transformation". In *Look Forward*, grammar is taught in context, within the framework of real-life situations and presents learners with examples of language use taken from authentic texts. This helps learners see the practical application of the grammatical structures. Learners are actively involved in the learning process and are tasked with identifying patterns, regularities, and rules within the provided examples. While students are encouraged to explore and discover grammar rules independently, the teacher provides guidance and support as needed. This may involve asking concept check questions (CCQs) or providing hints to steer students in the right direction. These questions are indicated in the teacher's guide and function as a prompter.

Moreover, inductive grammar teaching promotes the development of critical thinking skills as students analyze and evaluate language patterns to deduce underlying rules. Students also become more aware of the structure and patterns of the language, fostering a deeper understanding of how grammar functions in communication.

Pronunciation

Teaching pronunciation in Second Language Learning (SLL) is essential to effective communication, understanding cultural nuances, and promoting overall language proficiency and confidence. Clear and accurate pronunciation enhances communication because it allows

learners to be understood by native speakers and fellow language learners, facilitating effective interaction in real-life situations.

Proper pronunciation contributes to intelligibility, ensuring that learners can convey their ideas without causing confusion, which helps prevent misinterpretations that might arise from incorrect or unclear pronunciation. Pronunciation is often tied to cultural norms and social contexts. Learning proper pronunciation can enhance cultural competence, helping learners navigate social situations with a better understanding of language nuances.

Learning correct pronunciation boosts learners' confidence in their ability to speak the language clearly and, consequently, they are more likely to engage in conversations and participate actively in language activities. Pronunciation is also a crucial aspect of natural language acquisition. By paying attention to sounds, rhythm, and intonation, learners align themselves with the natural rhythm and flow of the language.

As outlined by John Wells (2005), educators in English as a Second Language (ESL) are advised to teach not just the spelling but also the pronunciation of every word. This involves integrating the instruction of phonetic symbols, even if it is carried out in a passive manner for future reference. In *Look Forward*, learners are presented with both the phonetic symbols and the audios of the phonetic sounds within words. The teaching of pronunciation in units 1 and 2 focuses on the sounds that are part of words dealt with in the grammar topics. In unit 1, students learn the use of modal verb *will* for future predictions while in unit 2, they learn the use of *be going to* for future plans. As a consequence, they are introduced to the pronunciation of [l] and [ŋ] at the end of words as well as their correspondent phonetic symbols.

Self-assessment

Look Forward was designed to activate the growth mindset of the learners (DWECK, 2016). According to Agarwal, Roediger, McDaniel and McDermott (2020, p. 2):

> 'Retrieval practice' is a learning strategy where we focus on getting information out. Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur. Retrieval practice is a powerful strategy for improving academic performance without more technology, money, or class time.

Retrieval practice was used in ***Look Forward*** as a teaching strategy that stimulates knowledge when students retrieve and bring information to mind, producing durable long-term learning. The learners are invited to revisit topics previously studied, such as giving opinion, agreeing, disagreeing, greeting and saying farewell. The strategy of elicitation is also used in many different moments throughout the units, as highlighted in the teacher's guide, in order to make students retrieve information from their memory, strengthen these connections and be more likely to recall it in the future.

Another retrieval technique used in ***Look Forward*** was the self-assessment moments at the end of each unit. In the stage *Now I can…*, students should revisit and revise each topic and text genre discussed, grammar, vocabulary and functions of language learned, as well as the skills developed in the unit so that they can reflect and collect evidence of learning, increasing their sense of achievement. In the last stage of the unit, *My performance*, the concept of "not yet" presented by Dweck (2014) is introduced as a tool for self-assessment. This way, the learners feel encouraged to study more if they realize that they have not mastered the content studied in the unit.

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BOOK COVER

Picture:

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UNIT 1

● **Listening**

Picture:

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- **Pronunciation**

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Track 2:

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Track 3:

YOU'LL. Track 3. *In:* Sound of Text. Taken from: https://soundoftext.com/. Accessed on 21 August 2023.

Track 4:

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Track 5:

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Track 7:

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