

UNIVERSIDADE FEDERAL DE MINAS GERAIS

JAQUELINE TEIXEIRA DAS CHAGAS

DEVELOPING CRITICAL THINKING THROUGH LANGUAGE
EDUCATION

Belo Horizonte

Agosto de 2020

UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras – FALE

Curso de Especialização em Ensino de Inglês – CEI

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DEVELOPING CRITICAL THINKING THROUGH LANGUAGE
EDUCATION

Trabalho de conclusão do curso de Especialização em Ensino da Língua Inglesa da Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito para obtenção do título de especialista. Orientadora: Prof^a Ana Larissa Marciotto Oliveira.

Belo Horizonte

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Ficha catalográfica elaborada pela bibliotecária Priscila Oliveira da Mata - CRB6/2706

C433d Chagas, Jaqueline Teixeira das.
Developing critical thinking through language education [recurso eletrônico] / Luciane Silva Fernandes. – 2020.
1 recurso online (52 f. : il., fots, color.) : pdf.

Orientadora: Ana Larissa Marciotto de Oliveira.

Monografia apresentada ao Curso de Especialização em Língua, Inglesa da Faculdade de Letras da UFMG.

Monografia (especialização) – Universidade Federal de Minas Gerais, Faculdade de Letras.

Referências: f. 52.

Exigências do sistema: Adobe Acrobat Reader.

1. Língua inglesa – Métodos de ensino. 2. Língua inglesa – Estudo e ensino. I. Oliveira, Ana Larissa Marciotto de. II. Universidade Federal de Minas Gerais. Faculdade de Letras. III. Título.

CDD: 420.7



ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do(a) aluno(a): Jaqueline Teixeira das Chagas

Às __17.05__ horas do dia 07 de agosto de 2020, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI) para julgar, em exame final, o trabalho intitulado Material didático para o ensino de inglês: Developing critical thinking, requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra a(o) candidato(a) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Logo após, a Comissão se reuniu sem a presença do(a) candidato(a) e do público para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

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

O(A) Prof(a). Raquel Rossini Martins Cardoso indicou a aprovação do(a) candidato(a);

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

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

Belo Horizonte, 07 de agosto de 2020.

Marisa Mendonça Carneiro

Raquel Rossini Martins Cardoso

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

RESUMO

Este trabalho pretende apresentar os benefícios do uso de materiais autênticos para o ensino de línguas. Além disso, o objetivo do trabalho é ajudar e motivar professores a criar seus próprios materiais didáticos baseados em materiais autênticos e atuais. Dessa forma, professores serão capazes de fornecer aos estudantes uma experiência de aprendizado significativa, encorajando estudantes a pensar e ajudando-os a desenvolver o pensamento crítico voltado às situações da vida real.

Portanto, esse trabalho apresenta duas unidades de um livro didático criadas com materiais autênticos e atividades voltadas para objetivos específicos de aprendizagem de línguas.

ABSTRACT

This work aims to present the benefits of the usage of authentic materials in language education. Besides that, the work's purpose is to help and motivate teachers to create their own materials, based on authentic and updated materials. Thus, teachers will be able to provide students a meaningful language learning experience, encouraging students to think and helping them develop critical thinking towards real-life situations.

Therefore, this work presents two textbook units created with authentic materials and activities focused on specific language learning purposes.

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INTRODUCTION

The teacher's role has been in a significant transformation through the decades, as well as the challenges teachers have been facing. Language education has moved from a teacher-centered approach, in which the focus is the teacher sharing knowledge, to a student-centered approach, in which students take part in the learning process.

Kumaravadivelu argues that in a postmethod pedagogy, teachers should be aware of the sociocultural, political, and local linguistic particularities of the group, so this way teachers can enable students to develop their critical thinking towards identity formation and social transformation (2001, p. 537).

The motivation behind this paper is to inspire and encourage teachers to go beyond textbooks and provide students a meaningful language learning experience. This work indicates some ways to improve classroom practices, by presenting authentic and significant materials, encouraging students to express their ideas and opinions freely, helping students to raise consciousness about genres and fostering critical thinking. The connection between real-life and the classroom can benefit students in many ways. I truly think that the chosen topics can help students to be more confident and empowered, hence becoming agents of transformation in their lives and their community.

The work is divided into two units, both for the context of Language Institutes. The first one, "Beauty Standards", was designed for teenagers with B1 level and the second one, "Being a Conscious Tourist", was designed for adults with B2 level, according to the CEFR.

RATIONALE

This work aims to present meaningful input through authentic and updated materials, always encouraging students to think and discuss focusing on real-life language use, building up arguments and opinions to face concrete situations, for that reason the communicative approach was chosen as the language approach.

The benefits of using authentic material are countless, starting from the raise of students' motivation. Promoting contact with real-life situations can boost students' autonomy and cause more engagement, since they understand the purpose of learning and the connection between what is learned in the classroom and what is used in the real world. Another advantage is the diversity of materials that can be used in the classroom, as comic strips, magazines, radio programs, soap operas. This is a good way to draw students' attention to particularities of the language that are not duplicated by textbooks.

Apart from that, the materials on the units also present updated topics that can develop learners' critical thinking, providing substantial discussions and reflections that surpass the class.

To introduce the main subject of the unit, there are simple activities in both units, with visual materials that require attention and interpretation, to engage students in the topic, and stimulate them to access their previous knowledge on the subject.

GRAMMAR

The grammar activities in the "Language Focus" section for both units require student's attention to specific examples to understand how grammar works based on authentic situations. All examples are taken from the authentic texts presented in the reading section. It was chosen for grammar topic consciousness-raising tasks, to introduce the grammatical feature. The tasks don't require any practice activity to apply the structure but focus on noticing the rule. There are some characteristics for this consciousness-raising task, according to Ellis (2003, p. 168), as providing specific data to demonstrate the grammatical feature, which is done by taking examples from the text; highlighting for focused attention to the grammar topic, which is done by underlining the target feature; learners have to make an effort to understand the grammatical structure, here it requires from students an effort to match the examples with the right explanation of the grammatical feature.

The second tasks of “Language Focus” intend to raise consciousness on the form since they have to find more examples of the texts. Third tasks are controlled activities and require learners’ comprehension of the meaning and form at the same time since learners have to read the examples in the chart and complete the missing information. Once learners are aware of the grammatical feature, form and use, the following tasks can be devoted to practice. When it comes to practice, students should be able to develop their practice in the use and form of the grammar point.

The tasks are developed based on the Inductive Approach. Although the Deductive Approach is presented concisely, with well-explained grammar rules and examples, the student doesn’t play any role in the learning process, which may result in a teacher-centered class. On the other hand, an Inductive Approach requires students to focus on recognizing the grammar operation, developing students’ mental capacity to analyze, and notice the language functioning.

On task 6 from “Beauty Standards”, and task 5 from “Being a conscious traveler”, the student’s attention is directed to communication other than form, providing “form defocus”. This less controlled task tends to help students during the process of automisation. The automisation, the process of transforming declarative knowledge into procedural knowledge, can be easier to achieve towards specific tasks that transfer students attention on the form to meaning, as Johnson affirms: “To interpret this in terms of grammar: a novice learner can usually only get structures right when there is full attention on them; there is, in other words, full *form focus*. But in much natural language use there is full *message focus*.” (1994. p. 126).

LISTENING

The authentic materials on listening tasks can help students enhance their awareness of the language as social and natural, as a result of the unpredictability and conversational features intrinsic to natural spoken language. The listening tasks also contribute to genre awareness, since on the “Beauty Standards” unit it’s presented a short documentary and on “Being a Conscious Traveler” the focus is on one piece of the news.

There are two types of tasks in the listening section, they are bottom-up and top-down tasks. The bottom-up processing, as Ahmadi and Gilakjani (2011, p. 979) claim, refers to identifying and analyzing language by sounds, words, in successive levels, while the top-down processing focuses on students’ previous knowledge, known as schema, which is

used to comprehend and interpret information, going from meaning to language, instead of focusing on sounds and words. The pre-listening activities are crucial to engage students on the topic and raise some relevant questions. They are top-down tasks, providing context, and activating learners' prior knowledge. While-listening activities should have specific purposes as mentioned by Ahmadi and Gilakjani (2011, p. 982), "to focus students' comprehension of the speaker's language and ideas; to focus students' attention on such things as the speaker's organizational patterns; to encourage students' critical reactions and personal responses to the speaker's ideas and use of language". Therefore, while-listening activities include bottom-up and top-down tasks. In the bottom-up activities, they focus on the recognition of words and sentences, and in the top-down, they have to access their existing knowledge, especially to complete open-ended questions, formulating answers with their own words.

The post-listening activities consist of connecting the ideas with their opinions. It's an opportunity for students to share their thoughts and experiences, and also an essential moment to teachers check their understanding and expand their views.

Thus, Beauty Standard's post-listening activity focuses on learners' experiences and asks for resolutions, whilst the unit 2 post-listening activity is a solve-problem task, in which students should gather all they have learned and come up with solutions.

SPEAKING

In this section, learners practice speaking through communicative tasks according to their levels and considering the function of communication, transactional or interactional. Burns suggested that there are distinctions between pragmatic or transactional talk and interactional or interpersonal talk. According to her, the pragmatic or transactional "involves exchanging information or goods and services (e.g. seeking information about a job, calling an ambulance) to get things done in daily life. Interactional or interpersonal talk, on the other hand, is primarily directed towards creating and maintaining social relationships (e.g. chatting with friends or family, making small talk)". (BURNS, p. 170, 2013)

In unit 1, students have a short top-down task to check their prior knowledge and familiarize themselves with the topic. The main task, students find themselves in a formal situation, in which they have to work in groups, communicating in the target language with a meaning-focused interaction, even if this interaction is not the final purpose of the task, students are more confident and free to use the language. In this activity, groups prepare a

presentation based on a written text, having in mind the differences between written and spoken language. To accomplish this task, learners are guided by steps. Considering what Burns mentioned, the integration and sequence of activities are important to enhance students' awareness of their knowledge and understand the strategy and skills needed for different types of interaction. (2013, p. 168)

In unit 2, the speaking task occurs between friends, less formal, but the main purpose is exchanging information, therefore is a transactional talk. The pre-speaking aims to gather more information and prepare students for the next task, in which the information will be needed. The purpose of the main speaking task is to provide students appropriate vocabulary so they can give advice and talk about travel experiences. The post-speaking focus on asking questions about places in a more dynamic way.

WRITING

Writing is one of the most complex skills, requiring students' development in many abilities. To facilitate learners' progress in writing it is essential to promote genre awareness in the L2 classrooms. As Ediger mentioned in the excerpt: "Readings in various genres can provide models and texts for analysis to aid in the process of developing the written competence to produce those genres of the text in the future." (2014, p. 164). Considering this observation, contact with a variety of materials can help students in writing competence.

The writing section in both units aims to engage students in writing, providing needed vocabulary, models, and tips. For this reason, the tasks focus on writings students normally do in daily life. The pre-writing activities motivate and prepare students for the main tasks. In unit 1, for example, students are taken to a well-known universe, especially for teenagers, social media. They are asked to write a comment in one of the posts in the unit, based on the previous comments they've read and in the useful language box with agreements and disagreements expressions. In unit 2, the students can associate the writing task with their personal experience, in such a way that engages and empowers students. They have to write a short review about a hotel or restaurant they've been to before, based on samples and using specific vocabulary learned from the examples. This activity also includes peer review, in order to promote students' critical reading.

READING

Reading should be an opportunity for students to expand their repertoire, vocabulary, being able to notice differences between spoken and written language, and being in contact with a variety of texts. When teaching reading, it is necessary to take into account the combination of bottom-up and top-down processing, so students can go from words to meaning, decoding sounds, words, phrases and also bringing their knowledge to help them comprehend a text. Although, there are also strategies students can adopt to better interpret a written text, as predicting, visualizing, and making inferences, that can be demonstrated by a teacher. (EDIGER, 2014, p. 163)

The reading sections provide students authentic texts with relevant topics connected with real-life issues, so learners can put into practice reading strategies through bottom-up and top-down processing. The pre-reading tasks are top-down activities, which introduce through questions the main topic of the text and help students to access their previous knowledge, by talking about their personal experience, connecting with partners, sharing points of view and feelings. This prior contact allows students to familiarize themselves with the topic and vocabulary, facilitating the comprehension of the text. While-reading activities focus on the comparison of their opinions and ideas before and after reading the text. Whereas students have to register their opinions in a short paragraph before, they can easily recognize their changes of thoughts, developing knowledge, and being more critical towards the subject. Post-reading activities consist of controlled practices to check text comprehension, as true or false activities or open-ended questions. The last practices are less controlled activities, students are encouraged to share their opinions and discuss the topic.

Although the sections are divided into skills, there is integration along with the units, creating a meaningful set of activities to help students develop language skills and critical thinking. For example, activities that require speaking or reading skills are in many sections, tasks that promote the genre awareness constitute most of the units, in written extracts and listening.

The units aim to drive students through a journey, in which they will connect their background with new information, reflecting and developing new perspectives.

Beauty Standards



1 Work in pairs. Look at the photographs and answer the questions.

1. What are the differences between the women in the photographs?
2. Where do you think these women are from?
3. In your opinion, are they beautiful? Why? Why not?

2 The photographs are part of a project called "The Atlas of Beauty", by Mihaela Noroc, a photographer who backpack around the world to discover and register beauty. Her words to define beauty are "Beauty is diversity", do you agree with Noroc? Why do you think she defines beauty as diversity?

Listening

1 Work in pairs. Answer the questions.

1. What's your definition of beauty?
2. Do you consider yourself beautiful? Why?
3. Do you think there is a beauty standard?

2 (0m to 1m21s) Watch the first part of the documentary and answer the questions.

1. Write down some words that define beauty for people in the beginning of the video.
2. According to the documentary, what kind of images will appear if you google the word beautiful man and beautiful woman on the internet?

The screenshot shows a YouTube search interface. At the top left is the YouTube logo with 'BR' next to it. To its right is a search bar containing the word 'Pesquisar'. Below the search bar is a grid of image thumbnails. The first row contains several small thumbnails of various people. The second row features two larger, prominent images: on the left, a woman in a red bikini sitting on a rock by a body of water; on the right, a man in a light blue shirt with the top buttons unbuttoned. Below these images is another row of smaller thumbnails. At the bottom of the screenshot, the text 'Beauty | Documentary on Societal Beauty Standards' is visible.

<https://www.youtube.com/watch?v=8eAL4JNQQU8&t=56s>

3 Watch the second part of the documentary, read the questions and check the right answer.

1.(2m57s to 3m27s) What's her definition of beautiful?

- a. being able to fit in certain beauty standards
- b. not want to change anything about who you are
- c. look at yourself and change what you don't like

2. (3m50s to 4m52s) What did she use to see through media, when she got depressed for the first time?

- a. fair skin and thin build
- b. different people from many places of the world
- c. many Asian artists like her

3. Based on what you watched, check the characteristics of a documentary.

- a. tell a story, usually fictional, includes genres as drama, comedy and action
- b. non-fictional, people are actual, intend to record ideas and events
- c. a short fictional story, not more than thirty minutes

4 Work in groups. Watch the entire documentary and discuss it with your group.

- 1. Have you ever felt like someone in the video?
- 2. What are the beauty standards in your country?
- 3. What should the media do to change the standardized view about beauty?
- 4. What can you do to change it?

Reading



1 Look at the picture and answer the questions. Point out some differences between the two pictures.

1. Why do you think she has photoshopped her picture?
2. Have you photoshopped any picture before? Why?
3. Do you think people try to create an unrealistic life on social media?



Ho before and after Photoshop. Courtesy of Daniel Kordek and Cassey Ho

Taken from: [insider.com](https://www.insider.com/influencer-instagram-photoshop-beauty-standards-2019-9) by Darcy Schild, Oct 1, 2019.

<https://www.insider.com/influencer-instagram-photoshop-beauty-standards-2019-9>

Ho, a fitness influencer, photoshopped herself to meet the beauty standards of Instagram's most-followed women.

2 Read the article's title and write a sentence expressing your opinion. Now, read the text and compare the text's ideas with your sentence.

How Social Media Impacts Beauty Standards for Boys and Girls



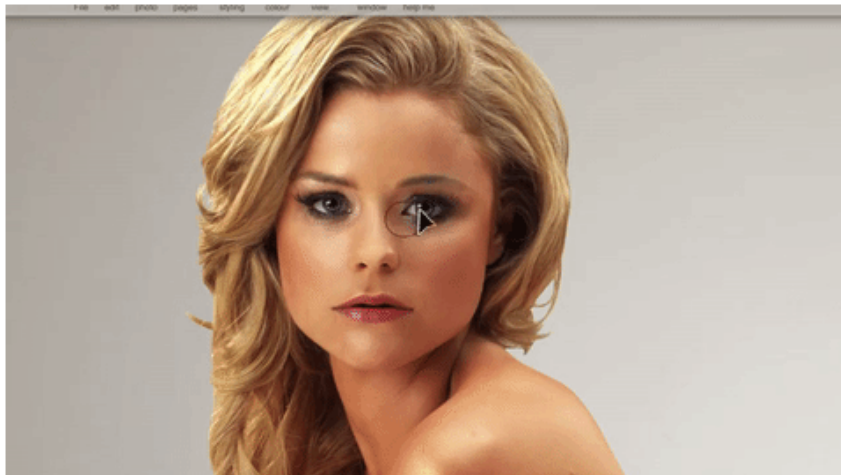
Paige Smith [Follow](#)

May 11, 2017 · 4 min read



Social media has increased in popularity ever since the idea of smart phones and tablets started to appear for sale; there are various types of “social apps”, where millions of people can create their own profile and communicate with each other. While one may think social media only consists of contacting friends and sharing memories, the use of social has started to become the complete opposite of its purpose. Social media has slowly progressed into presenting boys and girls with their definition of what is “perfect” or “beautiful” and it has started to make an impact on self-esteem.

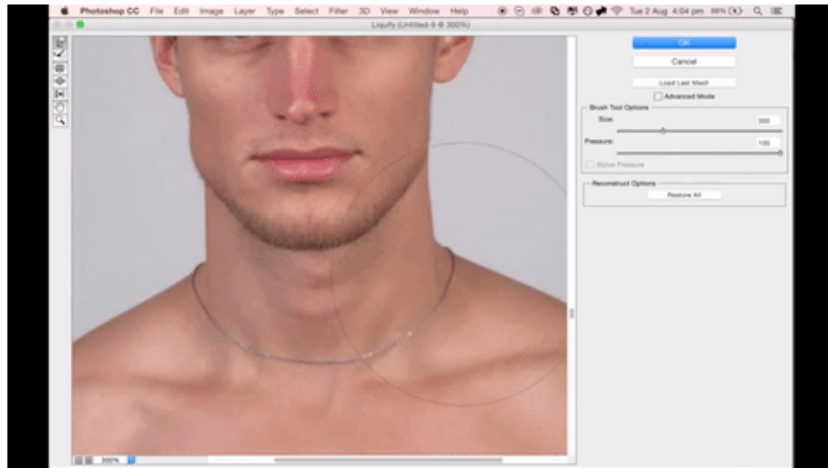
GIRLS:



Girls have been known for experiencing the body image issues and what they need to look like in order to be more accepted towards others. At a young age, they start to view others and focus on what they wish to change about themselves. With social media being apart of their lives the majority of the time, they experience the images and other posts, which reflect on

social media's ideal "beauty". With this mindset, it is likely for girls to become diagnosed with an eating disorder and other forms of mental disorders.

BOYS:



When people think about social media affecting one's self-esteem, they would start to think about girls being the majority of those who are impacted. However, today boys can have just as negative of an impact by the use of social media and their self-esteem. Boys today view the ideal "perfection" to become more muscular and overall physically fit. This could lead boys to start taking unhealthy supplements or diets, in order to gain the ideal results.

Parents:

With the idea of boys and girls using social media the majority of their time, the parents could play a factor towards how it is affecting their children. In an article published in 2015 titled, "Concerns about Children, Social Media and Technology Use", studies have shown that one-in-three parents have gained concern over their children's use of social media within a year. Despite a percentage of parents showing concern on how their children use and view social media, there is a majority of parents, who believe they should not get involved in their children's social life.

“Most parents say they have not felt uncomfortable about the information posted about their child; few have requested content being removed”.

With the idea of parents becoming involved with their children social media, it can create an impact within the relationship whether or not the parents actually express concern.

Adapted from Medium.com by Paige Smith, May 11, 2017

<https://medium.com/social-media-as-news-cod/how-social-media-impacts-beauty-standards-for-boys-and-girls-b6bebb6386ac>.

3 According to the text, how does the increase of social media has affected girls and boys? Check all the right answers.


- a. Body issues became rare.
- b. Girls became more vulnerable to eating and mental disorders.
- c. Negative impact on their self-esteem.
- d. They are more motivated to achieve their goals.
- e. Empower boys and girls to accept who they are.
- f. Boys are affected by the idea of the perfect body as well as girls.

4 Answer the questions according to the article.

1. Besides connecting people, what else social media has been doing?
2. What are the consequences of social media on boys?
3. What are the parents' attitudes towards the use of social media by their children?

5 Work in pairs. Read the sentences and check A (agree) or D (disagree).

1. Social Media is changing our perception of beauty.
2. Beauty Standards are hard to fulfill.
3. Women have more body issues than men.
4. There are differences on the concept of beauty depending on the culture.
5. The color of the skin defines beauty.



Language focus

1 Read the extracts from the text and circle the correct idea (a or b) of the underlined verbs.

Social media has increased in popularity ever since the idea of smartphones and tablets started to appear for sale.

Social media has slowly progressed into presenting boys and girls with their definition.

Most parents say they have not felt uncomfortable about the information posted about their child.

1. The events happen in a _____.
a. specific time b. non-specific time

2. The events are _____.
a. still happening b. not happening anymore

3. The events _____.
a. started in the past b. will start in the future

2 Find more examples in the text with the same structure.

3 Read the examples and fill in the blanks.

Present Perfect

Parents have gained concern over their children's use of social media

It has started to make an impact on self-esteem.

Subject + _____ or _____ + past participle

4 Complete the sentences according to the example.

Beauty standards have changed throughout the years. (change)

1. What's more is, from a mental health perspective, social media _____ new risks: teens can now harm or be harmed by others online. (introduce)
2. In fact, experts worry that the social media and text messages that _____ so integral to teenage life are promoting anxiety and lowering self-esteem. (become)
3. For starters, studies _____ that some teenagers are losing sleep due to social media use at night, and some are more distracted from it during the school day. (suggest)
4. Another big change that _____ with new technology and especially smartphones is that we are never really alone. (come)
5. Research _____ that social media use can affect self-esteem, and make typical teenage pressure and bullying worse. (find)

<https://childmind.org/article/how-using-social-media-affects-teenagers/><https://tinyurl.com/y4tm7te7>

5 Circle the correct form of the verb according to the rules from task 1.

1. The rise of social media in rich countries came/has come together with an increase in the amount of time spent online.
2. The first social media site to reach a million monthly active users has being/was MySpace – it achieved/has achieved this milestone around 2004.
3. Facebook has dominated/dominated the social media market for a decade.
4. TikTok, for example, launched /has launched in September 2016 and by mid-2018 it had already reached half a billion users.
5. The percentage of US adults who use social media has increased/increased from 5% in 2005 to 79% in 2019.

<https://ourworldindata.org/rise-of-social-media>

6 Look at the pictures and create three sentences talking about how technology has changed your life.



Speaking

1 Work in pairs. Read and answer the questions.

1. Do you think social media can be used as a tool to improve self-esteem
2. Have you ever used social media to raise your self-esteem? Did it work?

2 Work in groups. You work for the Human Resources department of a start-up, which is worried about its employees' mental health. Prepare a short presentation with three topics of the chart "How to use social media to improve self-esteem" to raise employees' awareness on this topic. Read some tips below from the University of Texas at Austin, to help your group prepare an effective and organized presentation.

1. Know your audience.

Organizing the Presentation

1. Most presentations have three distinct sections: Introduction, Middle, and Conclusion. Draft the Introduction.
2. Concentrate on the Middle and Conclusion.
3. Organize your argument and support.
4. Finally, return to your Introduction.

Designing the Slides

1. Slides should support your message,
2. Visual presentations and written reports speak different languages. In other words, don't simply cut-and-paste words and illustrations from your reports onto the slides.
3. Keep the slides simple.

Practicing the Delivery

1. Create note cards.
2. Practice in front of friends.
3. Visit the location if possible.
4. Remember Murphy's laws.
5. Anticipate questions and challenges.

Adapted from <https://engrcomm.che.utexas.edu/che-333t-engineering-communications/formal-presentations/>

HOW TO USE SOCIAL MEDIA TO IMPROVE SELF-ESTEEM

THESE STRATEGIES CAN EASILY MAKE A BIG DIFFERENCE ON SELF-ESTEEM



SUPPORT

There are many online support groups you can join where you can meet like-minded people and be supported.



EDUCATION & INSPIRATION

You can use social media for educational purposes; for example, looking through personal development strategies and other forms of inspiration.



CONNECTION

It's valuable to communicate with people who relate to your situations when you feel down on yourself.



DISTRACTION

Social media is something to keep your mind occupied. Reading about a topic you're interested in is much better than letting negative thoughts process continuously.



MODERATION

Spending too long on social media can be a problem; overdoing it can interfere with your quality of life and it can prevent you from the real world.

Resources

<http://www.healthyplace.com/blogs/buildingselfesteem/2016/01/how-to-use-social-media-to-build-self-esteem/>

Reminder: There are differences between written and spoken language. Do the necessary adjustments.

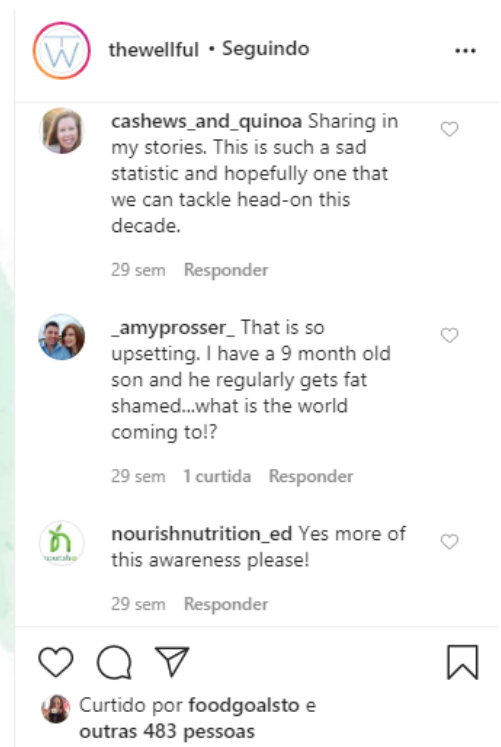
3 Groups share how and why they chose the topics on their presentation and talk about their experience with this genre.

Writing

1 Answer the questions.

1. Do you have a personal account on any social media? Which one?
2. How often do you check your social media accounts?
3. Do you have Instagram?
4. If yes, what kind of page do you follow on Instagram?
5. Do you usually comment on Instagram posts?

2 You are scrolling down your Instagram feed and you come across these posts and read the comments.





How to Support a Friend who is Struggling with an Eating Disorder?



thewellful • Seguindo



@victoriasophiavs this is really good info!

21 sem 1 curtida Responder



what.dietitians.eat I love number 3. It shows that supporting others is related to supporting yourself

21 sem Responder



embodyhealthlondon_ Incredible post and such an important message to share ☐☐ thank you!

21 sem Responder



jadenaulty Wow this is beautiful



Curtido por lifestyleloungenj e outras 900 pessoas

3 Find some useful vocabulary in the posts' comments to give opinions and add to the box.

Useful Language

Expressing agreement: That's for sure; That's true; Exactly; You're absolutely right; I agree with you 100 percent; I think you're right, _____

Expressing disagreement: I don't think so; Not necessarily; That's not always the case; I'm not so sure about that; Not necessarily.

4 Choose one of the posts to comment, expressing your agreement or disagreement. Check the useful language box for vocabulary that may help you write your comment. If you want, you can post your comment on the real Instagram post.

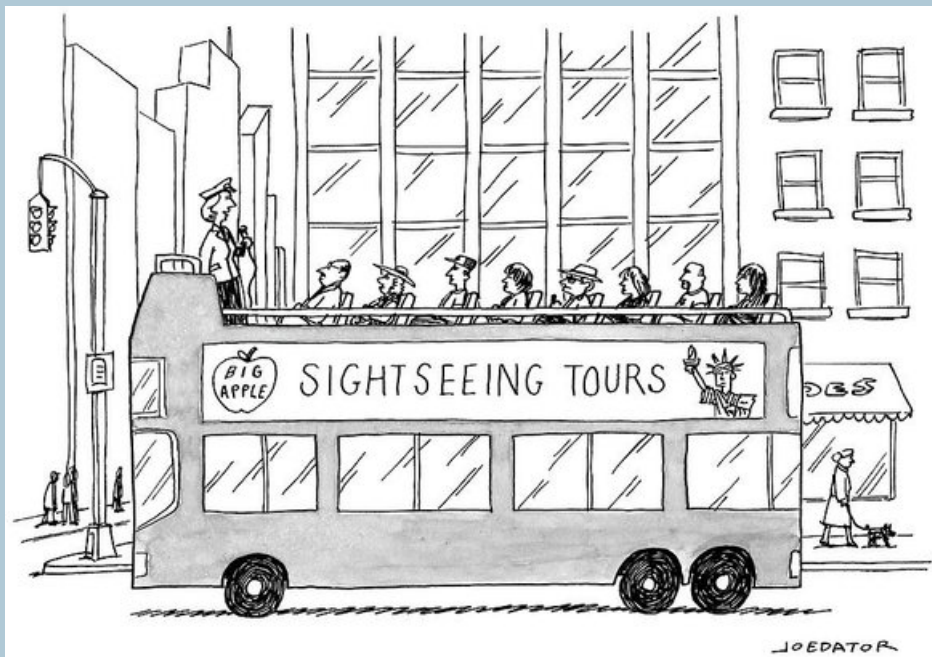
5 Work in pairs. Answer the questions.

1. Do you know any pages that are worried about social issues on social media? Which ones?
2. Do you think Instagram can be a useful tool to aware people of social issues? Why?

Being a conscious traveler



1 Look at the cartoon and answer the questions.



1. What do you think this cartoon is about?
2. Where are these people?
3. What do you think the woman is saying?
4. What caption would you write for the cartoon? Complete the white box with your answer.

2 Now, read the real caption and compare it with your answer. "And coming up on the right is another area ruined by the likes of you"

3 How important is the caption to understand the cartoon's meaning?

4 Rewrite the caption, preserving the same meaning.



1 Work in pairs, read and answer the questions:

1. What do you consider when choosing your travel destination?
2. Do you consider how your trip can affect the environment and the locals?
3. Read the title of the article and think about some attitudes to become a socially conscious traveler.
4. Read and check the similarities between your answers and the article. Would you add something else to the list? What would it be?

How to be a socially conscious traveler



A jungle walk in Lamanai, Belize. The country is among Ethical Traveler's 10 "most ethical" travel destinations. (Christine Wehrmeier / Alamy Stock Photo/Alamy Stock Photo)

By **Diane Daniel**

September 7, 2017

Advocates for ethical travel don't want tourists to stop having fun, they just want them to think about how they're spending their time and money.

"Essentially we're talking about mindful travel, with an awareness of the place you're going and whether the money you spend benefits the economy of the local hosts," said Jeff Greenwald, a travel journalist and co-founder of Ethical Traveler, a

California-based nonprofit organization. "Be aware of the countries you're going to and the impact that you're having, with an understanding that there's an opportunity to be a great de facto ambassador for your own country."

With that in mind, here are some tips for being an ethical traveler.

Support local businesses: Just as you might frequent independently owned businesses at home, do the same while you travel.

"Watching where your money goes is very important," Greenwald said. "Go to locally owned restaurants, stay in small hotels or use Airbnb to stay with a local."

When travelers help keep money in the community, residents become empowered, said Mark Watson, director of Tourism Concern, a British nonprofit organization and a leading advocate for ethical tourism.



Vanuatu also appears on the "most ethical" list. Here, women sell food at a marketplace in Port Vila, Efate Island. (MJ Photography / Alamy Stock Photo/Alamy Stock Photo)

"Global companies impose on local communities," Watson said. "It's better to support a place where tourism is not done to them but is something they're a part of. For instance, in Vietnam I stayed in the village of Phong Nha, where people build accommodations on their property. You get to stay with a local person and the place doesn't look

any different than it always looked. No overdevelopment, no overwhelming the local culture, and each resident gets a little income."

Just say no to ocean cruises: "There isn't anything positive you can say about going on a big-ship oceanwide cruise," Watson said. "I think it's the worst kind of mass tourism there is — consumption taken to its extreme." A cruise "ticks all the bad boxes," he said, including mistreating workers, polluting the sea and air, land grabbing and keeping money out of the local economy.

"Even when they go into port, they control most of the tours and in some case build their own islands to dock in," he said.

Greenwald concurs, saying "As a journalist, I've been asked to write about cruises' attempts to be ethical, but cruising is not something I can get behind in any way."

Watson added that the growing trend of all-inclusive resorts share much in common with cruises. They provide little benefit to the local economy and discourage travelers from having an authentic travel experience.

Consider animal welfare: Virtually every responsible travel organization has come out against elephant riding, a common tourism practice in some parts of Asia. Many other travel activities potentially include interaction with animals, directly or indirectly.

"We never advocate touching," said Kelvin Alie, executive vice president at the Washington-based nonprofit International Fund for Animal Welfare.

"We urge people to resist that instinct."

Other ways to protect animals include steering clear of exotic cuisine that includes endangered species or involves animal cruelty, such as whale meat, bush meat or game meat, which is damaging animal populations.

Researchers estimate that about 100 million sharks are killed every year for shark-fin soup.

Souvenirs from animal products also contribute to mistreatment and declining populations, said Alie, whose group's website includes examples of what to avoid buying, such as anything made from alligators, turtles, snakes and big cats; traditional medicines containing rhino horn, bear bile or tiger bone; and carvings and jewelry from ivory, elephant hair or coral.

"The major threat to

high-value species is consumer demand," Alie said. "Choices around consumption are really important when people are traveling overseas."

While there, Greenwald hopes travelers will follow Ethical Traveler's "[13 Tips for the Accidental Ambassador](#)," available on the organization's website.

"It's critical to realize that when you're visiting someone's country, you're visiting their home," he said, "so bring the sensitivity and awareness that you would bring to anyone's home."

Daniel is a writer based in the Netherlands. Her website is bydianedaniel.com.

Text adapted from: https://www.washingtonpost.com/lifestyle/travel/how-to-be-a-socially-conscious-traveler/2017/09/07/d4d76ac8-89c1-11e7-961d-2f373b3977ee_story.html

2 Read the article again. According to the text write true (T) or false (F) for each sentence.

1. Ethical travel aims to aware tourists of the impact they have on the place they're traveling to.
2. Staying with a local and eating in small restaurants help residents and maintain money in the community.
3. Ocean cruises contribute to local businesses and help the local economy.
4. Tourists should avoid buying souvenirs made from animals.

3 According to the article, answer the questions.

1. What are the impacts ocean cruises have on the environment and local communities?
2. What kind of harm the wildlife can suffer as a result of tourism?
3. What are the advantages of supporting local businesses for local people and for travelers?

4 Work in pairs. Answer the questions.

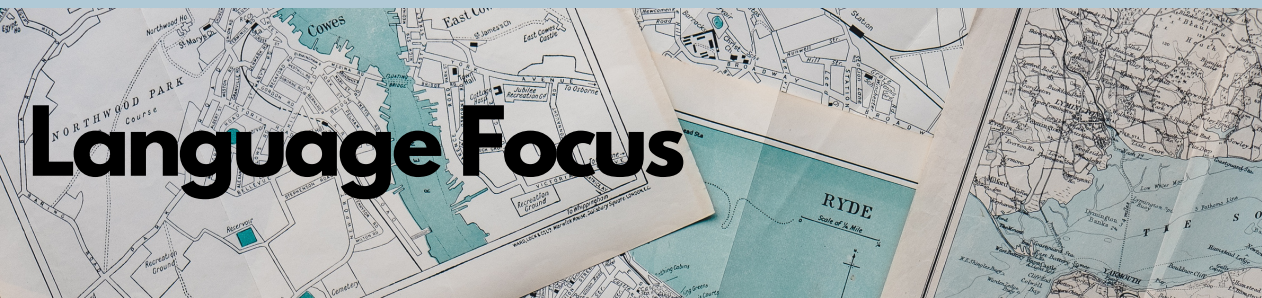
1. Do you agree with the main arguments of the text? Why? Why not?
2. Would add some topic to help travelers become more conscious?

5 Read the quotation below and connect to the text "How to be a socially conscious traveler".

"The traveler sees what he sees, the tourist sees what he has come to see."

Gilbert K. Chesterton, journalist

According to Chesterton's point of view, do you consider yourself a tourist or a traveler?



1 Look at the examples and the underlined extracts matching the sentences (a-c) from the article with the correct description of the use of -ing form (1-3).

1. Advocates for ethical travel don't want tourists to stop having fun.
2. Watching where your money goes is very important.
3. Watson warns against signing up with high-volume tourism operators, which he said focus on profit margins.

- a. after a preposition
- b. used as a noun
- c. after another verb

2 Find more examples in the text with gerund.

3 Read the examples and complete the chart:

Gerund

1. Volunteering overseas as a means of traveling.
2. Here are my tips for being a more conscious traveller.
3. I don't plan to stop travelling in the near future.

Gerund is formed with the base form of the verb + -

-----.

Usages:

1. as ----- or object of a sentence.
2. after prepositions, e.g. for, before, after, about, at,
-----.
3. after some verbs, e.g. enjoy, avoid, regret, mind,
-----.

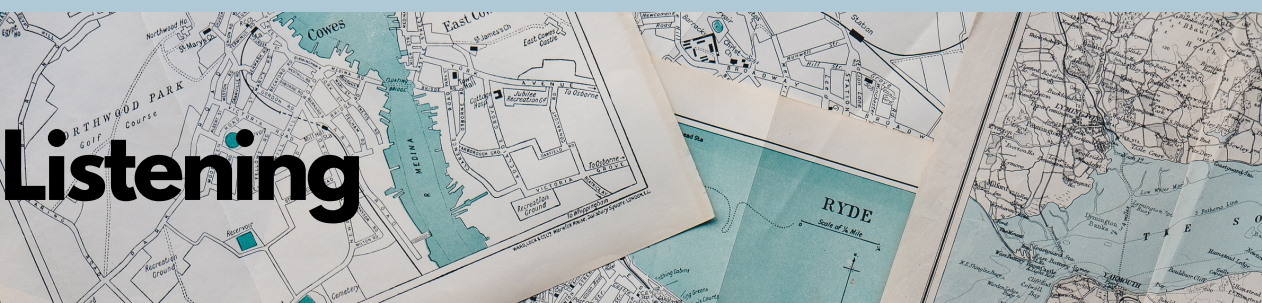
4 Complete the sentences with a verb in the box. Decide if the use of gerund is necessary or not.

pack - add - drink - reduce - have - avoid - wear - go - tend

1. The vast majority of countries in Europe have clean and freely available tap water, so there is really no reason to be _____ bottled water.
2. Is it possible for you to travel to your destination another way without _____ too much time and money onto your journey?
3. Many countries do not _____ the infrastructure in place to recycle plastic.
4. Do some googling and find out if there is a green hotel where you plan to travel. This is a good way of _____ your carbon footprint if you prefer to stay in hotels.
5. Buses _____ to be, overall, the most eco friendly option.
6. I would recommend _____ animal related activities altogether, unless you are confident it's an ethical organization.
7. I used to _____ mountains of clothes and end up only _____ a few outfits.
8. There's often so much you miss by only _____ to the popular spots.

<https://www.live-conscious.org/blog/travel/how-to-be-a-conscious-traveller>

5 Based on the text you have read and your own experience, write three sentences advising people to be a conscious traveler.



Listening

1 Look at the pictures and answer the questions.

1. Have you been to one of these countries?
2. Why do you think these places are so crowded?
3. Do you think the number of people visiting the same tourist attractions can change or damage the place? Why?



Louvre Museum, France



Trevi Fountain, Italy

2 Watch the video and check your answer.

YouTube BR Pesquisar

ROME

CBS THIS MORNING SATURDAY

0:01 / 4:01

How "overtourism" can strain popular tourist destinations

<https://www.youtube.com/watch?v=91BybmnQMfA>

3 (0-1:31) Now watch the first part of the video and choose the correct option (a-c).

1. Rome's Mayor presented a new law banning _____ around the tourist attractions.

- a. car traffic b. street markets c. bad behavior

2. The conducts being banned in Rome are _____, eating and drinking in restricted places and wading into Rome's famed fountains.

- a. taking pictures b. climbing on monuments c. selling souvenirs

3. Violators can be banned from _____.

- a. the city's historic center b. Rome c. the country

4. Overtourism means _____.

- a. too many people traveling b. tourists going to the same places c. few options to travel

4 (1:31- 4:01) Watch the second part of the video and answer the questions.

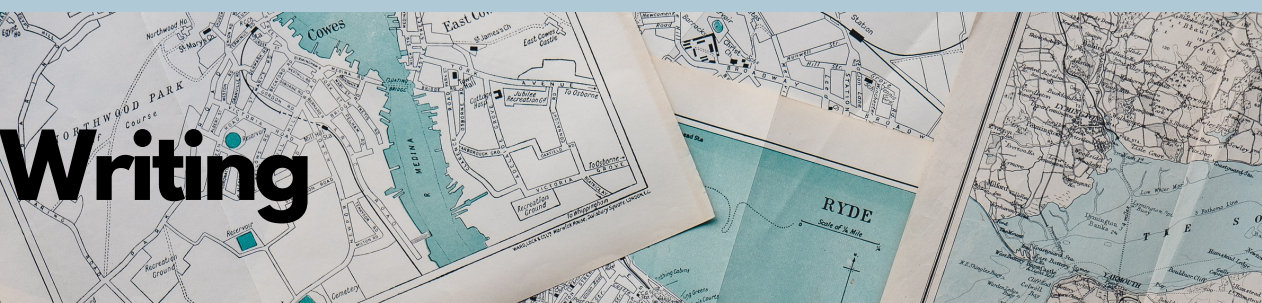
1. What are the results of overtourism for local community?

2. What are the causes of overtourism?

3. How does social media impact in tourists' travel choices?

4. What has Amsterdam done to manage overtourism in the city?

5 Work in groups. Imagine you work for the government of a very popular and touristic city, which intends to start a program to reduce the tourism impact on the city and local community. Based on Amsterdam experience, write down three proposals to benefit the city and the tourists.



1 Work in pairs. Answer the questions.

1. Which aspects would you consider important during a vacation trip?
Why?
2. Do you read recommendations before choosing your destination, as a “what to do list” and “where to stay”?
3. Do you usually write reviews about your travel experience?
4. What would influence you to write a review?

2 You are looking for hotels to stay during your next trip, so you find the best place to stay, you are reading some positive and negative travel experiences. Read the reviews below. Find and write in the box some useful vocabulary to describe places and express good and bad experiences.



Venice, Hotel Antiche Figure

“We had such a wonderful experience staying at the Hotel Antiche Figure! What a beautiful classic old world Italian venue and right on the Grand Canal made for the perfect location! Our view was spectacular, and all our needs were met with a smile from the gracious staff of the hotel. A delicious breakfast al fresco each morning (with gluten free choices too!) just added to the exceptional hospitality! We loved every minute, and highly recommend!”



cheap hotel - value for money

“We booked this hotel for a night just before returning back. This is ok for a cheap hotel it is close to the Airport and close to a bus stop from venice. The rooms were clean and comfortable and breakfast was acceptable - bread/croissants and cold meats. they kept our luggage at the réception, very unsafe because located at the exit door”



Let me save you

“I just don't get it. I read all these wonderful reviews, and this is the first time that Trip Advisor has let me down. First of all, there is no lobby. It's like checking into a motel. The people behind the desk are so unhelpful. At best they have 2 recommendations for dinner. Impossible to converse with them and it wasn't a language barrier. The room was so HOT, and the street so noisy, that you cannot open the windows. There is no air circulation, and sleep was impossible. Yes, there is a nice breakfast, in rooms with no windows. Yes, it was clean, and the bathroom was modern. At this time of year Rome is quite empty, as was this hotel. Do yourself a favor, and find an alternative.”

https://www.tripadvisor.com.br/Hotels-g187870-Venice_Veneto-Hotels.html

Useful Language

Positive aspects: amazing, great, good, nice, charming, clean, helpful, fascinating, cheap, quiet, friendly, _____

Negative aspects: terrible, awful, horrible, bad, uncomfortable, dirty, expensive, crowded, rude

3 Write a short review about a hotel or a restaurant you have been before using the vocabulary you have learned. If you want, you can post your review on a website.

4 Work in pairs. Read your partner's writing task and make comments.

5 Work in pairs. Tell your partner a bad experience you had before and if you wrote a review about the place or not.



1 Work in pairs. You want to help a friend who is looking for a place to travel next vacation. In order to better understand your friend's preferences, you find an article online and ask your friend the questions below. Add more questions if you find it necessary.

What kind of experiences do you like?

To have a memorable trip, choose a destination that allows you to have experiences you enjoy.

Do you like:

- Relaxation or adventure
- Beaches or mountains
- Summer or winter
- Cities or countryside
- Resorts or road trips
- Festivals and culture
- Shopping or food experience
- Luxury, mid-range, or budget

Are you the type of person who likes to sit by the pool all day with a book? Or would this bore you to death?

<https://www.ytravelblog.com/planning-a-trip/>

2 Work in pairs. Now, you can suggest places you have visited before. Choose one place and give trip advice mentioning positive and negative aspects for each topic in the list. Check the box Useful Language.

tourist attractions - food - hotel - transportation - money - local people - security

Useful Language

You should visit/see/avoid...

You have to...

You can't miss...

I suggest visiting/ going to...

I would consider...

I recommend visiting/going to...

I wouldn't recommend...

Reminder: Attention to the structures that required the gerund.

3 Write down in a piece of paper one place you have been before and give to the teacher. Take another paper from a bag and read it. Ask a recommendation for your classmates about the place you've taken.

TEACHER'S GUIDE

BEAUTY STANDARDS

1 Tell students to look at the pictures and ask what they see. Put students in pairs and give them time to answer the questions. Ask question 3 as an open-class question.

2 Read with students and ask them questions. Create a word cloud on the board with their answers.

LISTENING

Divide the board into two sides, write on one side “What is beauty?” and write down students’ answers. On the other hand, write “What is your definition of beauty?” and write down their answers. Now, compare both answers and discuss them with the class.

1 Put students in pairs and ask them to answer the questions.

2 Explain to students that they will watch the first part of the documentary twice, and they will answer questions 1 and 2. Give a few minutes to students to read the questions before the video.

1. Perfect, a woman, white people, my mom, things that are natural, black, make up.
2. It will appear in pictures of white people.

3 Explain the multiple-choice activity and play twice the second part of the video. Give students some time to read the questions before watching the second part.

1. b. not want to change anything about who you are.
2. a. fair skin and thin build.
3. b. non-fictional, people are actual, intend to record ideas and events.

4 Put students in groups of three or four to answer the questions. Open the discussion to the entire class.

LISTENING TRANSCRIPTION

Perfect. A woman. White people. My mom. Things that are natural. Black. Makeup.

Speaker 1: So if you Google beautiful men and beautiful women, typically white or white-passing people will appear, both color, although we're often trivialized by our features. Why people could take the same features, and we'll be seen as you know, edgy or cool or beautiful, although people of color with the same exact features are seen as dirty or just, you know, not cute, I guess. And, so I feel like the standard beauty is often held by white people. You go on Instagram or Twitter and there those really big Kylie Jenner models, and they have really defined features that the media glorifies there's the big hips, the big boobs, the perfect thighs, no acne, no stretch marks, really slim waist or stomach. And for men, it's really ten define cheekbones like the abs and the muscles.

Speaker 2: I see that the media kind of glorifies is having a really nice body. A lot of that is kind of unattainable, but that's what they idealize for the woman. I definitely feel like the media has made me depend more on people's physical being for beauty. I know I shouldn't do that, but you really target what someone looks like on the outside. They emphasize that you know, people don't meet your personality at first sight.

They see what's on the outside and they emphasize that that has to be beautiful to be considered someone beautiful.

Speaker 1: Definition of beautiful is being able to, be able to like look at yourself and not want to change everything about yourself or not always criticizing yourself or not always listening to what people say, like just being raw and cooked in you.

Speaker 3: Yeah, I would consider myself a beautiful person.

Speaker 1: I do. I didn't before

Speaker 4: I think in my own way. Yes, I'm beautiful.

Speaker 2: No, I don't consider myself beautiful.

Speaker 4: I don't think I fit media's image of beauty, but I don't think anyone should ever feel like they have to fit media's definition of beauty.

Speaker 5: When I was seven and I first went to Korea, it was the summer of going into sixth grade. I, that was a first time that I went through depression and it was every time I go through depression, it kind of has to do with something different.

And the first time I went through it, it had to do a lot with my physical attribute. And I was a little seven year old in Korea and I was going wild. I started getting anorexic and I had a really difficult time. I would often, like, scratch my arms in my skin because I want to crawl out of myself. And I really hated the way I looked. I really hated the way I felt. And I just felt disgusting.

I felt ugly. And a lot of the things that affected me were what I saw through media. I saw fair skin. I saw thin beauty. I saw people who just looked nothing like me. I didn't even see like Asian people at all growing up with the media. And I still Asians are the most underrepresented in Hollywood. And seeing all those ideals just made me really hate myself, starting from at a really young age.

Speaker 1: Find myself beautiful now because I've been so resilient. And it was so many things in my life that have like stopped me for a while and made me not want to keep going on. But I kept going on because I had to. So that's why I see myself as beautiful, because I didn't stop. And I didn't give up on myself.

Speaker 2: So don't always focus on fitting a mold that society wants you to fit your own beautiful because what your idealization of beauty is, is what matters, not when everyone else's.

READING

1 Ask students to look at the pictures, ask open-class questions to students. After that, tell students to read the sentence below the pictures and comment about it.

2 Explain the activity and ask students to write from 3 to 5 lines. Choose some students to read aloud their paragraphs before reading the text. Give students time to read the article and compare their writing with the text individually.

3 Go through the instructions and sentences with students. Give a few minutes to do the activity and check the answers.

b. Girls became more vulnerable to eating and mental disorders

c. Negative impact on their self-esteem

f. Boys are affected by the idea of the perfect body as well as girls.

4 Ask students to write down their answers individually.

Expected answers:

1. Social media has been promoting an unrealistic idea of the perfect body, affecting boys' and girls' self-esteem and increasing body issues among teenagers.
2. Boys also tend to create an idealistic image of perfection, which is having a more muscular and physically fit body. This self-esteem issue can make boys do unhealthy diets and consume supplements.
3. Parents have shown concern, but they are also worried about getting involved in their children's social life.

5 Put students in pairs and ask them to read the sentences and say if they agree or disagree and why.

LANGUAGE FOCUS

1 Tell students to read the examples in the box and draw students' attention to the highlighted words. Ask them to pay attention to the events and answer the questions, choosing the correct option. Correct asking students' answers.

1. non-specific time
2. still happening
3. started in the past

2 Give three minutes to students to find more examples with the same structure presented in the text. Write down on the board the sentences they found.

3 Tell students to look at the chart and read the examples. Say that they have to fill in the blanks according to the examples. Give them time to complete the blanks and correct them with students. You can also mention the examples found in the text on activity 2.

Subject + have or has + past participle

4 Explain to students that they will practice the rules they have learned and go through instructions. Give students time to answer individually and ask them to read their answers and correct possible mistakes.

1. has introduced
2. have become
3. have suggested
4. has come
5. has found

5 Go through activity one again and tell students they have to choose the correct answer based on the rules they have learned on activity 1. Give them time to answer individually and ask them to compare with a friend. Correct the activity with students.

1. has come
2. was, achieved
3. has dominated
4. launched
5. increased

6 Ask students if their lives have changed with technology and how. You can give a personal example, writing one sentence on the board, e.g. I have become closer to my friends. Now, ask students to write at least three sentences telling how their lives have changed with technology, and stimulate students to use the present perfect.

SPEAKING

1 Ask students what they think is self-esteem and what strategies they use to raise their self-esteem. Put students in pairs and tell them to read and answer the questions. After that, ask as an open-class question what they think about question 1.

2 Put students in groups of four or five and read the chart with them. Go through the task instructions and ask them to follow the steps. Remind students they have a written text to guide them, but the presentation is a spoken genre, that's why they need to make adjustments according to the genre, audience, and purpose.

3 Tell students this is a reflective moment, so they can reflect on their practice and experiences. Go through the instructions and make sure they have time to comment on other groups' choices and experiences.

WRITING

1 Ask students if they like social media and why. Ask the other questions promoting a big conversation. Write down on the board different social media they have and pages they follow-on Instagram.

2 Go through the instructions and ask students to read aloud the post and the comments. Ask students' opinions about the posts.

3 Ask students about the differences between written language on Instagram and other media, as the news, articles, and essays. Give them time to do the task and ask for their answers.

4 Tell students to choose one post to comment on using the vocabulary they've learned. Encourage students to write their comments on the real post on Instagram.

5 Put students in pairs and tell them to answer the questions. After that, ask them about some Instagram pages that write about social issues.

TEACHER'S GUIDE
BEING A CONSCIOUS TRAVELER

1 Tell students to look at the cartoon and ask if they know what a cartoon is. Explain a cartoon is a humorous drawing or a strip of drawings, usually with a caption. Ask students the questions and give them time to do activity 4. Ask students to share their answers.

2 Read the real caption with students and tell them to compare their answers.

3 Ask students open-class questions.

4 Explain how important the connection between the illustration and the caption is and ask students to rewrite another sentence keeping the same meaning. Give students five minutes and ask them to read their captions.

READING

1 Ask students question 1 and write down their answers on the board. Then, ask students to sit in pairs and ask questions 2 and 3. Read with students question 4 and give them time to read individually. Tell them to discuss question 4 with their partners. Then, ask as an open-class question if they would add something on the list and what would it be.

2 Give students time to do the activity and correct the exercise by asking their answers.

1. True
2. True
3. False
4. True

3 Tell the students to answer the questions individually. After that, ask the questions and let students read their answers.

Expected answers:

1. Ocean cruises as a kind of mass tourism do not promote the benefit of the local economy, impacting local businesses like hotels, restaurants, and tour guides, including land grabbing and mistreating workers. Besides that, cruises pollute the sea and air.
2. Wildlife can suffer deep harms with tourism, since activities that include interaction with wild animals, exotic cuisine with endangered species as well as souvenirs made from animal products. The effects of tourism can be damaging animal populations and contributing to mistreatment.
3. There are many advantages of supporting local businesses when traveling, as keeping the money in the community, and empowering local people. You get to know the local culture better. There isn't overwhelming and overdevelopment caused by overtourism.

4 Put students in pairs and ask them to answer the question. Encourage students to give their opinion, building their arguments about the topic. Open-questions.

5 Put students in groups. Ask them to read the quote, connect with the main ideas of the. After that, ask students to answer the question individually. Each group shares an overview of its discussion.

LANGUAGE FOCUS

1 Check if students remember when using -ing and write down some examples they give. Now ask them to read the examples and match with the descriptions.

1. c
2. b
3. a

2 Tell students to go back to the text and find more examples. Make a list on the board with the examples students find.

Some answers:

Here are some tips for being an ethical traveler.

There isn't anything positive you can say about going on a big-ship oceanwide cruise.

3 Ask students to look at the chart and fill in the blanks. Go through the examples and explain each one. Comment on the differences between traveling and travelling, mentioning that “traveling” is used in American English, while “travelling” is used in British English.

The gerund is formed with the base form of the verb + - ing.

1. subject
2. for
3. stop

4 Explain to students that they have to fill in the blanks with the correct verb on the list, paying attention if the use of gerund is necessary or not, based on what they have learned on the last task. Check the answers, getting students to read the sentences.

1. drinking
2. adding
3. have
4. reducing
5. tend
6. avoiding
7. pack, wearing
8. going

5 Tell students to think about their previous experience and all they've been learning on this unit and ask them to write three sentences advising people to be conscious travelers. You can write an example to stimulate students to use the grammar topic they learned, e.g. Buying souvenirs or products made from animals can damage species.

LISTENING

1 Give students a minute to look at the pictures and guess what will be the topic they will work on. Ask students the questions and write down answers for question 2 on the board.

2 Show students the video and ask them to compare their answers on the board with the video.

3 (0-1:31) Play the first part of the video once. Get students to compare their answers with a partner and then correct the exercise.

1. c. bad behavior
2. b. climbing on monuments
3. a. the city's historic center
4. b. tourists going to the same places

4 (1:31- 4:01) Play the second part of the video twice. Get students to answer the questions and ask them to read their answers.

Expected answers:

1. Changes in the local community daily life, an increase in price, supermarkets become souvenirs shops.
2. Too many people want to go to the same places.
3. Tourists have been choosing their destination based on pictures they can take. Social media has been promoting an unrealistic idea about a few ideal places to visit
4. Amsterdam has created a program to reduce tourism impact.

5 Put students in groups of three or four and go through the instructions. Give them some time to come up with ideas. Ask each group to read their proposals. After that, students discuss with their group the other group's proposals.

LISTENING TRANSCRIPTION

Speaker 1: Rome is getting tough on tourists. On Friday, Rome's mayor presented a new law banning bad behavior around the city's popular tourist attractions. Already, police have been seen cracking down on people, climbing on monuments, eating or drinking in restricted areas, and wading into Rome's famed fountains. Under the new law, violators can be banned from the city's historic center for up to 48 hours.

Speaker 2: Wow, Rome is just one of the places that's gotten fed up with the crush of visitors. Other cities and attractions are experiencing severe overcrowding and other stresses brought on by too many tourists. The numbers tell the story. According to the United Nations World Tourism Organization, there are around 70 million international tourist arrivals back in 1960. Today, that number has hit more than one point four billion. Here to talk about the effect of all that tourist traffic is Aaron Florio. Travel news director for Condé Nast Traveler. Aaron, good morning.

Speaker 3: Hi, good morning.

Speaker 2: So this term over tourism is something different than just a lot of tourists. Explain what it is.

Speaker 3: Yes, absolutely. Only very clear on this that over tourism does not mean too many people are traveling. In fact, the travel industry is booming, is such an exciting time to be traveling. But what happens, as you mentioned, there are more people than ever traveling now than in the past. What happens is all of these people are a lot of these people are wanting to go to the same short list of places. And that puts a lot of stress and a lot of burden on the resources and on the infrastructure of these places and that's when overtourism occurs.

Speaker 4: So go ahead.

Speaker 2: Go ahead. No, you go.

Speaker 4: You

Speaker 2: You

Speaker 4: Ok

Speaker 4: So some folks will say, look, you know, you should be happy. I'm coming to visit your tourist attraction. You know, I'm giving you business.

Speaker 3: Sure. And I think that's very fair. And look, I think most communities are very grateful for the dollars that tourism brings in.

Speaker 4: Right.

Speaker 3: But what happened to the over tourism is it puts a massive strain on the local communities. So all of a sudden, houses prices are jacked up. People can't afford to live in the places where their families have been living. Their supermarket becomes a souvenir store. It affects their day to day. And that's when it becomes an issue.

Speaker 5: We've seen these places there in Venice. Popular Paris, popular. But what is really driving this overtourism?

Speaker 3: So I think it's a number of things. Like we mentioned before, there are more people than ever traveling. There's one point four billion people that were traveling last year, and that was a number we expected to hit in 2020. And we got there early and it's increasing. So a lot of these people are going to the same places. And there there's a lack of information about alternatives. The whole world is open for tourism, but they seem to know only only a few spots and are going to the same ones.

Speaker 4: You say, don't underestimate the power of Instagram.

Speaker 3: Yes, absolutely. So there is another buzzword in travel right now outside of over tourism, which is Instagram ability. And studies have shown that about 40 percent of people that use Instagram travel based on what they can post, you're looking for that spot to person. What's happening is they're seeing these beautiful places that are very fragile and they're going in mass and they're posting about them and it's upsetting the ecosystem.

Speaker 4: I was in an 11th century cathedral in France yesterday watching dozens of people with their cameras out the whole time they were like this.

Speaker 3: And it's such a shame as well because they're not stopping and actually looking at where they are there to watch. More concluding.

Speaker 4: What do you do if you're one of these cities? You want the tourists. But how do you.

Speaker 3: Absolutely. So actually, Amsterdam has done a great job of managing their tourism. They get 20 million travelers a year and they're a city of less than one million people. So you can understand the burden. But the government there has done is they've started a program where if you log onto the Websites and you want to say, go to the Van Gogh Museum, one of the most popular sites in Amsterdam, they will say the wait right now is two and a half hours. We suggest you go here instead. And they redirect you to places that that have a less wait time.

Speaker 5: Yeah, a lot more people have access to travel now as well.

Speaker 3: Absolutely.

Speaker 5: A lot of them from China. Erin Florio, we thank you for being here.

WRITING

1 Put students in pairs and ask them to answer the questions. You can talk about your own experience.

2 Give students time to read and find useful vocabulary. Then, ask students characteristics, words, and expressions they found in the reviews and write down on the board. Go through the Useful Language box and add the words found by students.

Positive aspects: wonderful, beautiful, classic, perfect, spectacular, gracious, delicious, *al fresco*, exceptional, highly recommended, cheap, close, comfortable, acceptable, modern.

Negative aspects: unsafe, unhelpful, hot, noisy.

Ask them more negative words, besides the ones they found.

3 Give students time to write a review individually. Encourage students to post their reviews on a website like TripAdvisor or Booking.com.

4 Put students in pairs and ask them to exchange their tasks. Tell them to read and give their partners feedback.

5 Put students in pairs and ask them to share their bad experiences. After, ask students if they want to share with the class.

SPEAKING

1 Put students in pairs. Explain the activity, going through the instructions, and questionnaire. You could demonstrate the activity by asking students to interview you.

2 Keep the same pairs. Tell students to read the box Useful Language and ask them situations they can use the structures. After the answers, explain these structures are used for giving advice and ask students to give examples, the teacher can come up with examples too, (e.g: You should visit Christ, the Redeemer. It's beautiful.).

Now, explain to students that they have to give trip advice about a place they've been before, mentioning positive and negative aspects for each topic in the list and using the structures and vocabulary learned.

3 Ask students to write down on a piece of paper the name of a place they have been before, collect everything, and put it in a bag. Ask students to take a piece of paper from the bag and make sure they do not take their own paper. Each student should read the name of the place aloud and ask a question about it, any student can answer the question. After the answers, ask the student if he or she would go there and why.

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