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ESPECIALIZAÇÃO EM LÍNGUA INGLESA

PABLO AUGUSTO DOS SANTOS TORRES DE MATOS

ENGLISH LANGUAGE TEACHING IN THE 21st CENTURY

BELO HORIZONTE  
2019

PABLO AUGUSTO DOS SANTOS TORRES DE MATOS

ENGLISH LANGUAGE TEACHING IN THE 21st CENTURY

Trabalho apresentado à banca examinadora da UFMG como requisito para a obtenção do título de especialista em Língua Inglesa.

Orientadora: Profa. Dra. Raquel Rossini Martins Cardoso

BELO HORIZONTE  
2019



Universidade Federal de Minas Gerais  
Faculdade de Letras  
Curso de Especialização em Língua Inglesa

Ata da defesa de Trabalho de Conclusão de Curso de **PABLO AUGUSTO DOS SANTOS TORRES DE MATOS**, matrícula **2018658314**.

Às 09 horas do dia 02 de agosto de 2019, reuniu-se, no auditório 2001 da Faculdade de Letras da UFMG, a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa, para julgar, em exame final, o trabalho intitulado **ENGLISH LANGUAGE TEACHING IN THE 21st CENTURY**, como requisito final para obtenção do Grau de Especialista em Língua Inglesa. Abrindo a sessão, a Comissão, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra ao(à) candidato(a) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Em seguida, a Comissão se reuniu, sem a presença do(a) candidato(a) e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Proa. Dra. Marisa Mendonça Carneiro, indicou a ( X ) **aprovação**/ ( ) **reprovação** do(a) candidato(a);

Profa. Dra. Raquel Rossini Martins Cardoso, indicou a ( X ) **aprovação**/ ( ) **reprovação** do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerada ( X ) **aprovado(a)**/ ( ) **reprovado(a)**.

**Nota 73,0.**

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

Belo Horizonte, 02 de agosto de 2019.

*Raquel Rossini Martins Cardoso*  
*Marisa M. Carneiro*

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



O ensino no século XXI é um desafio, mas ao mesmo tempo, sempre existe espaço para a aprendizagem no âmbito da sala de aula. No mundo atual, o ensino da Língua Inglesa precisa estar alinhado com o desenvolvimento de competências do século XXI.

De um lado, nós, professores de Língua Inglesa, devemos equipar os nossos alunos com as habilidades linguísticas necessárias para o sucesso na vida acadêmica, mas por outro lado, também devemos encontrar formas desenvolver e integrar o trabalho com outras competências no currículo acadêmico, como pensamento crítico, comunicação e colaboração.

Além disso, a tecnologia, em seu sentido mais amplo, se tornou uma importante ferramenta no que tange o processo de ensino-aprendizagem. A internet deu luz a uma nova ordem social, e segundo Manuel Castells, diretor do Instituto Interdisciplinar da Internet na Universidade da Catalunha (UOC), a internet se tornou a tecnologia decisiva da Era da Informação.

As unidades a seguir foram elaboradas para alunos do 9º ano dos Anos Finais, com um nível B1 de inglês, os quais se demonstram entusiasmados com o universo da internet e das redes sociais.

Sem sombra de dúvidas, a língua tem uma função social, portanto, é de extrema importância que os alunos possam trabalhar com material autêntico a fim de tornar mais significativo o uso da língua alvo em suas interações orais e sociais.

Em termos de estrutura didática, os alunos terão diversas oportunidades para que possam desenvolver as quatro competências linguísticas (leitura, compreensão auditiva, fala e escrita) através de uma gama de estímulos tais como materiais autênticos de leitura, vídeos, entrevistas, suportes visuais, atividades em pares, discussões e apresentações, com o objetivo de estimular o pensamento criativo (fora da caixa) e o trabalho colaborativo.

De acordo com a Pedagogia Crítica, é parte do nosso trabalho, enquanto professores de Língua Inglesa, auxiliar os nossos alunos a também desenvolverem a competência crítica, ou seja, os alunos serão naturalmente expostos a uma gama de discussões instigantes que estarão conectadas com os textos e com o mundo real, e dessa forma, serão encorajados a pensar de forma independente e aplicar o conhecimento aprendido em situações do cotidiano.

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Teaching in the 21st century is a challenge, but at the same time, there is always room for learning in the classroom. In today's world, English Language Teaching (ELT) has to be in line with the framework for 21st century learning.

On the one hand, as language teachers, we are supposed to equip our students with the necessary linguistic skills they will need to succeed in their academic lives, but on the other hand, we also have to find ways of integrating other competencies, such as critical thinking, communication, and collaboration into the curriculum.

Apart from that, technology, in its broadest sense, has become an important tool when it comes to language teaching and learning. The internet has given birth to a new social order, and according to Manuel Castells, who is the director of the Internet Interdisciplinary Institute of the Open University of Catalonia (UOC), the internet has become the decisive technology of the Information Age.

The following units were designed for 9th graders, at B1 level, who are enthusiastic about the world of the internet and social media.

Without a shadow of a doubt, language has a social purpose, therefore, it is of paramount importance to provide students with authentic and meaningful language input with the aim of enabling them to communicate properly and interact socially in the target language environment. In terms of scope and sequence, students will be given multiple opportunities to work on the four language skills (reading, listening, speaking and writing) through a wide range of stimuli such as authentic reading materials, videos, interviews, visual aids, pair work, discussions and presentations, that will encourage them to think outside the box and work collaboratively with their peers.

According to the Critical Pedagogy approach, it is part of our job, as language teachers, to help our students develop into critical thinkers as well. By critical thinking I mean that students will be naturally exposed to a variety of thought-provoking discussions which are linked with both the texts provided in the unit and the world around them, and then, as a result, they are expected to engage in reflective and independent thinking and be capable of transferring knowledge into new contexts, by making connections between the text, their own lives and their social surroundings.

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In terms of theoretical background, the following units were carefully designed taking into account a wide range of premises and guiding principles on English Language Teaching that have been discussed throughout the course.

According to Oliveira and Braga (2017), an analysis of the elements that teachers highlighted as conducive to successful language learning reveals that in addition to a favorable teaching context, teachers reveal an attentive look at their students' needs and wants with a focus on trying to bring the reality that exists outside the school walls into the classroom.

As language teachers, we are supposed to see the world through the lens of our students' needs. It is of paramount importance to acknowledge their interests and expectations. The learning process must be a meaningful and pleasant experience.

First and foremost, reading and writing must have a social destination, which means that people read and write in social life for different reasons, whether to get informed or for fun, there is always a purpose we aim to reach. In other words, we communicate through text genres, and text genres evolve over time and follow social conventions.

Figueiredo (2010) points out that genres, like language, are functional and their structure serves social purposes, especially that of enabling subjects and institutions to interact socially. In that sense, genres that function to persuade and inform are resources for social inclusion and tools for social change, plus it is through learning and mastering such genres that individuals and organizations can produce a social impact.

By reading authentic texts, such as the ones provided in both units, students will have an opportunity to raise genre awareness by making connections to the text, their own lives and the world around them, and above all, they will have an opportunity to develop into critical thinkers. In the first unit, both texts will be centered around the #10YearChallenge, which was the first major viral fad to emerge on the internet this year, and apart from learning new vocabulary related to social media, students will also be encouraged to reflect upon the reasons why people, regardless of their social background, end up opening up about personal issues on social media on a regular basis. To achieve that, they will be asked to take a look at Kendal Jenner's #10YearChallenge on her Instagram, who has been ranked among the top 10 most-followed celebrities in the world of social media. Such massive engagement can be endorsed by the sense of membership. That is exactly what hashtags are all about, and as previously mentioned, text genres tend to follow social conventions. In the second unit, the first text will be about the travel experiences of a Catalanian

young man who has managed to travel around the world in a wheelchair by hitchhiking, and without a shadow of a doubt, the text itself will be a powerful wake-up call that will move students deeply and make them look at life from a different angle, whereas, the second text will provide students with some tips on how to write a good and consistent review, and that will pave the way for the written task at the end of the unit. Reading and writing go hand in hand when it comes to language learning.

Hoey (2001) likens readers and writers to dancers following each other's steps, each assembling sense from a text by anticipating what the other is likely to do by making connections to prior texts. While writing, like dancing, allows for creativity and the unexpected. Established patterns often form the basis of any variations. We know immediately, for example, whether a text is a recipe, a joke, or a love letter and can respond to it immediately and even construct a similar one if we need to. As teachers, we are able to engage in more specialised genres such as lesson plans, student reports, and feedback sheets, bringing a degree of expertise to the ways we understand or write familiar texts. In more precise terms, we possess a schema of prior knowledge which we share with others and can bring to the situations in which we read and write to express ourselves efficiently and effectively.

Contextual knowledge is a valuable tool when it comes to language teaching and learning, and according to Halliday (1978), the context is the coherent pattern of activities from which the discourse gains its relevance, and Figueiredo (2010) highlights that it is also from the context of the situation that the language learner will be able to construe a higher level system - the context of culture, by making predictions in two ways: to predict the text from the context, and to predict the context from the text, and still in consonance with Figueiredo (2010), that poses a particular difficulty to second or foreign language learners, who are still unfamiliar with the total pattern of the new language.

In short, there is no successful reading comprehension without knowing something about the context surrounding the text.

According to Mano (1993, p. 71)

Pre-reading activities give students a larger context in which to place the reading that will follow. In addition, they often work well as the basis for large or small group collaborative learning, thus providing students with opportunities to speak and listen as well as to read and write in the target language.



Heredia (2017) also points out that, pre-reading tasks are of the essence due to the fact that they will help students develop receptive skills by activating students' schemata or background knowledge of the topic through picture exploitation; pre-teaching vocabulary that is essential for the understanding of the text; allowing learners to engage in the lesson through meaningful interactions; encouraging predictions related to both the context and the content of the text. And that is exactly what students will have to do in the pre-reading stage of both units. The bottom line is that they will always depart from previous knowledge.

In both units, students will be encouraged to make predictions by using information from the text such as headlines and visual aids (pictures) to anticipate what they are going to read about, additionally, they will also have an opportunity to engage in the lesson by discussing a couple of meaningful questions, and that will pave the way for both oral production and cooperative learning. Still according to Mano (1993), while pre-reading tasks aim at allowing students to bring their personal experiences and attitudes into focus before they read, during-reading or while-reading tasks will concentrate on helping students decode the text by promoting an interactive relationship between the reader and the text.

In both units, students will be provided with some reading comprehension questions that will deepen their understanding of the text, and that implies that reading and understanding a piece of text go beyond the understanding of words and sentences. As a matter of fact, it requires active engagement with the text, and that will lead to active reading.

And last but not least, post-reading or after-reading tasks, still in accordance with Mano (1993), will encourage students to generate their own texts based on the ideas that they have encountered in the text. Basically, students will be encouraged to put knowledge into practice by transferring learning into new contexts, such as their personal lives, for instance.

In both units students will be encouraged to reflect and question what they have just read. In the first unit, students will have to come up with their own #10YearChallenge presentation, and they will have to point out in what ways they feel different from the person they used to be, and that will definitely pave the way for both oral production and critical reflection, whereas, in the second unit, students will be asked to think about their true passion in life and analyse the decisions they had to make in order to pursue it, and decision making is a 21st century skill.

English Language Teaching is not only about filling in the blanks or introducing new vocabulary or grammar, on the contrary, according to the genre-based pedagogy, students should understand

not only about the mechanics of the language, but most importantly, students should understand how, where and why a word or even a particular structure is being used in real life situations. Still in line with this, Azevedo and Carneiro (2017) emphasize that teaching grammar is more than teaching rules and that grammar is what enables us to get our meaning across in communication, therefore, grammar practice should not be based on isolated, meaningless sets of sentences; neither should its practice be detached from real language use. That is why context-based grammar holds an important place for effective learning.

According to Mart (2013, p. 124)

It will be more motivating for learners if grammar is taught in context as students will have an opportunity to perceive how the new grammar structures work. Grammar rules are made easier if they are given in a context and teaching grammar in context provides accuracy in the target language.

In both units, students will be given enough exposure to examples of language in different contexts, and from different speakers. For that reason, grammar will be taught inductively, from examples to rules, followed by some grammar practice activities that will guide students to work out the grammar rules by themselves, furthermore, it is worth mentioning that all grammar practice activities provide sentences that were taken from authentic sources, such as websites, online magazines and song lyrics.

In the first unit, students will be introduced to the grammar point in the reading section, which is going to be about the use of *used to* and *would* to talk about past states and repeated past actions that are no longer true, as they analyse Kendal Jenner's #10YearChallenge on her Instagram, whereas, in the second unit, the grammar point will also be elicited in the reading section, which is going to be about reviewing both the *Past Simple* and *The Present Perfect*, as they read about the amazing adventures of Albert Casals around the world in his wheelchair.

As brought up before, writing is a social activity and according to Hyland (2007), communication always has a purpose, a context, and an intended audience. In both units there will be written production in terms of written genre, which means that students will be encouraged to produce their own written record (a text) according to the genre they have been introduced to in the unit.

In the first unit, students will be asked to write a tweet about how life used to be before social media. To achieve that, they will be provided with some tips on how to write good and consistent tweets, whereas, in the second unit, students will be asked to write a review about a hotel, a restaurant or a city that they have been to recently, and they will also be provided with useful tips on how to write functional reviews. In both units, students will have an opportunity to recycle language, in terms of vocabulary and grammar point, as well as developing their writing skills.

According to Nunan (1995), listening should be context-oriented, which means that authentic listening contexts are of paramount importance when it comes to helping students become better listeners.

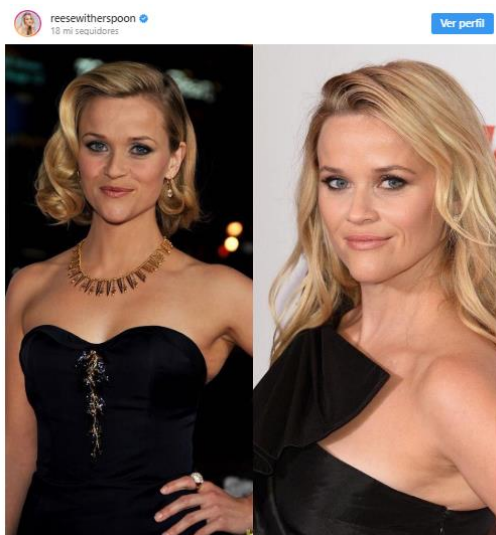
In both units, students will be exposed to real life situations as they develop their listening skills. In the first unit, in terms of pre-listening tasks, students will be encouraged to make predictions as they prepare for what they are going to listen to, whereas, in the second unit, students will be encouraged to engage in the lesson through a thought-provoking question.

In terms of while-listening tasks, in the first unit, students will be listening to Jimmy Fallon talking about the #iusedtothink hashtag on his show as he reads his favorite #iusedtothink tweets from the audience. As a result, students will be asked to choose the most appropriate option according to the statements provided in the section, whereas, in the second unit, students will be listening to Albert Casals talking about his personal experiences traveling around the world in a wheelchair, and they will also be asked to answer some comprehension questions and write true or false according to the statements provided in the section. It is worth mentioning that Albert Casals is not a native speaker, therefore, he has an accent, but that is a plus point in terms of raising phonemic awareness, which means that students will be given an opportunity to listen to a non-native speaker speaking fluent English.

Just as importantly, in terms of post-listening tasks, in the first unit, students will be asked to come up with their own #iusedtothink experiences, whereas, in the second unit, they will be asked to do some research on the internet with the aim of understanding how people in their country deal with hitchhiking as a means of transportation, and that will positively pave the way for intercultural awareness, which is a 21st century skill as well.

In short, the following units will provide language learners with a meaningful and memorable learning experience as they improve their language skills through a wide range of authentic resources and stimuli that will ignite their motivation to learn and develop into critical thinkers.

# Then and Now



1. Work with a partner. Discuss the following questions.

- A. How well do you cope with change?
- B. Do changes always lead to positive results?
- C. Does change take time? How long does it take to change a habit or to form a new one?

2. The following words are related to Social Media. Match them with their definitions. Feel free to use a dictionary.

- A. fad
- B. to post
- C. to caption
- D. meme
- E. to brag about

- ( ) To talk about your achievements or possessions in a proud way that annoys other people.
- ( ) Something that is popular or fashionable for only a short time.
- ( ) A humorous image, video or piece of text that spreads very quickly on the internet, often being changed by different users.
- ( ) To publish something such as a message or picture on a website or using social media.
- ( ) To provide a short piece of text under a picture in a book, magazine, or newspaper that describes the picture or explains what the people in it are doing or saying.

3. Look at the pictures in the opening section and the headline in activity 4. What do you think the text in activity 4 is about?

- A. The first major internet fad of 2019.
- B. The importance of social media in business.

4. Read the text below and do exercises A and B. The text was taken from the Vox Website, which is an American news and opinion website.

### **Why you're seeing the 10-Year Challenge everywhere**

Like many internet fads, the first major one of 2019 is a “challenge” that is not actually challenging. And also like many internet fads, it mostly acts as an excuse to post a photo of oneself. This is fine, of course; that’s pretty much what social media is designed for already.

But for its inherent narcissism, and a litany of other slightly more bizarre reasons, people have attempted to make the argument that it is secretly evil.

The 10-Year Challenge, or the 2009 vs. 2019 Challenge, or the Glow Up Challenge, or the How Hard Did Aging Hit You Challenge, whatever you want to call it, is simple: You post a photo of yourself in 2009 next to a photo of yourself in 2019. Caption it whatever you want. That's it!

The meme started to take off after the start of the new year, largely on Facebook, Instagram, and Twitter. At its core, the 10-Year Challenge is a wholesome, socially acceptable way to brag about how hot you used to be, how hot you are now, or how hot you were and continue to be. (You can also replace the word “hot” with other adjectives, like “educated” or “married” or “unfathomably rich.”)

Celebrities, of course, love the 10-Year Challenge; it's essentially an excuse to say, “look how hot I am — still!” Those who haven't appeared to have aged a day, like Reese Witherspoon or Nicki Minaj, were eager to share their iterations, often posted alongside breezy captions that imply zero actual work involved in maintaining one's skin elasticity.

A. Answer the following questions.

1. Why is the #10YearChallenge not a challenge?

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2. What do people have to do to participate in the #10YearChallenge?

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3. When and where did the meme start to take off?

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B. Write (T) for TRUE and (F) for FALSE.

1. ( ) The #10YearChallenge acts as an excuse for people to brag about themselves.
2. ( ) Celebrities find it particularly tempting, especially for those who haven't aged at all.

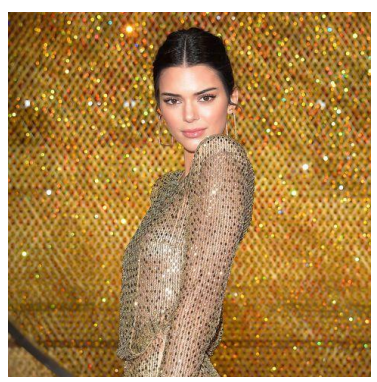
- 3. ( ) Pop stars like Nicki Minaj was demotivated to expose her #10YearChallenge to the world of social media.
- 4. ( ) In fact, the #10YearChallenge is endorsed by social media.



### Challenging Yourself!

Are you the same person you used to be? In what ways do you feel different from the person you used to be? What would your then and now picture look like? Prepare your own #10YearChallenge presentation and get ready to present it to the whole class.

5. Take a look at Kendal Jenner’s #10YearChallenge on her Instagram, and do exercises A and B.



Kendall Jenner is **opening up** about her "**debilitating**" **struggle** with acne in a series of Instagram Stories showing her own #10YearChallenge.

She posted a photo last night showing how **bumpy** her skin used to be, writing that when she was 13, she would run home "crying everyday" because people would stare at her skin.

- A. Think of words that could replace the highlighted words in the text. Feel free to use a dictionary.
- A. opening up: -----
  - B. debilitating: -----
  - C. struggle: -----

D. bumpy: -----

B. What is her #10YearChallenge about?

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C. Work with a partner. Discuss the following questions.

1. Do you often use social media to talk about personal issues?
  2. How do you feel about this type of exposure?
  3. Do you think that celebrities should use social media to talk about personal experiences? Is it a good way to positively influence people?
6. Take a look at the chart below and then choose the correct option to complete sentences A and B.

USED TO	WOULD
She posted a photo last night showing how bumpy her skin <b>used to</b> be...	<ul style="list-style-type: none"> <li>• ... she <b>would</b> run home "crying everyday" because people <b>would</b> stare at her skin.</li> </ul>

- A. We can use USED TO to talk about **finished and unfinished actions / past states and repeated past actions** that are no longer true.
- B. We can only use WOULD to talk about **past states/ repeated past actions**.





*Check the grammar reference page at the end of the unit for further details.*

7. The following sentences were taken from the “I used to believe website”, which is about a collection of ideas that adults thought were true when they were younger. Fill in the gaps with the appropriate form of the verbs in parentheses. Use USED TO, WOULD or BOTH.

- A. My classmate ----- (believe) that the earth ----- (travel) partway around the sun and then stop and rest and that’s what our four seasons were.
- B. I ----- (believe) that sea lions were actual lions that lived in the sea.
- C. I ----- (think) shell macaroni was sea shells.
- D. When I was a little boy, my parents ----- (tell) me: “Drink this soup and you will grow up”.
- E. I ----- (call) calamari, cala dari.
- F. When I was little I ----- (believe) that mirrors were just portals to other dimensions and the other you was just blocking the path for you to get in.

8. What did you use to believe was true when you were a child? Write down 4 beliefs or ideas that you thought were true when you were younger.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

9. Complete the song lyrics below by using the correct form of the verbs in parentheses. Use *used to* or *would*.

I \_\_\_\_\_ (rule) the world  
 Seas \_\_\_\_\_ (rise) when I gave the word  
 Now in the morning I sleep alone  
 Sweep the streets I \_\_\_\_\_ (own)

I \_\_\_\_\_ (roll) the dice

Feel the fear in my enemy's eyes

Listened as the crowd \_\_\_\_\_ (sing)

Now the old king is dead long live the king

## QUIZ

1. This song is called...

Viva la vida

Somebody that I used to know

The way we used to be

2. Who sings this song?

Foo Fighters

Coldplay

Muse

10. The Redbook magazine has listed some of the things we used to do before cell phones were surgically glued to our palms. Read the statements below and discuss the following questions. Work with a partner.

1. You **had** hobbies. Now you have apps.
2. You **knew** people's phone numbers.
3. You **knew** your own phone number.
4. You **didn't** check your phone 20 times during dinner.
5. You **carried** a little address book.
6. You **took** pictures with a camera (and if you weren't carrying one, you missed the shot).
7. You **had** road maps in your glove compartment.
8. You **set** an alarm clock to wake yourself up.
9. You **read** a newspaper.
10. You **checked** the paper or **called** the theater for movie times.

A. Do you agree with the statements above?

B. How dependent are people on cell phones nowadays?

C. What did you use to do before cell phones were surgically glued to our palms?

### Grammar Tip

We can use the Past Simple in the same way as "*used to*" and "*would*" to talk about repeated past actions. However, if something happened only once we can't use "*used to*" or "*would*" - we must use the Past Simple.

11. What type of cell phone user are you? Match the types of cell phone users with their definitions. Feel free to use a dictionary.

1. The "I Only Have It Because I Have To" Type
2. The "Average Joe" Type
3. "Does My Phone Match My Purse" Type
4. "Phone Is My Best Friend" Type

( ) You will probably find these types glued to the windows of the local mobile shop, drooling over the latest type of mobile phone. They already know all there is to know about the phones that are not even released yet!

( ) They don't really care about the functions and the features that their phone provides them with, besides the camera. The camera needs to be perfect! The most important thing about their mobile phones is that they are the latest fashion and that you can put all sorts of stickers and trinkets on it so that it looks cute and matches your look.

( ) This is the type that has a mobile phone simply because others need them to have it. These people are usually our mothers, fathers, uncles and older people. Their mobile phones usually have only the most basic functions and endless battery lives.

( ) They are usually male users in their forties. They like to have reasonably new mobile phones and they tend to buy phones from time to time in order to maintain the value of their money invested in them. Good thing about them is that they are always available, they read and answer texts you send them in a timely manner and they use the phones "as they should be used".

12. Which of these 5 types of cell phone users best describes you? Why?

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13. Take a look at the picture in activity 14. What do you think the #iusedtothink hashtag is about?

- A.  Unusual things that people thought were true.
- B.  Trendy topics in the United States.

14. Listen to Jimmy Fallon talking about the #iusedtothink hashtag on his show, and choose the correct options.



A. What is the name of the game he played on his show?

- 1.  Late Night Hashtags
- 2.  Late Night Tweets
- 3.  Weird Tweets

B. What did his father do in Vietnam?

- 1.  He joined the Army.
- 2.  He joined the Navy.
- 3.  He joined the Air Force.

C. What did he say about the amount of tweets he got from the audience?

- 1.  It was a trendy topic in the United States.
- 2.  He didn't get many tweets at all.

3. ( ) He just got a few tweets on Twitter.

15. Watch Jimmy Fallon reading his favorite tweets with the hashtag #iusedtothink, and answer the following questions.

A. What is (are) your favorite tweet (s)? Why?

---



---

B. Are there any tweets that remind you of something that you used to think was true? Which ones?

---



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16. Read some tips on how to write a good tweet in the box below.

Writing a good tweet:

1. For your tweet to be perfect, it needs to be appealing to your readers. You have to take the time to craft your tweet accurately and pleasingly.
2. Grab the reader's attention.
3. Use correct and acceptable punctuation. Use full stops and commas. Put your apostrophes in the right place. Use speech marks and parentheses.  
Don't end every sentence with an exclamation mark. A simple hyphen can often be the difference between a real word and one that doesn't exist.
4. Use correct spelling. People will judge you on how you write, and how you spell, and this will have a direct impact on whether your links are clicked and your updates retweeted.

If you had the chance to play the hashtag game, what would your tweet look like? Instead of pointing out unusual things that you thought were true, think about how life used to be before social media. Use the following tweet template to write your tweet and use the #howlifeusedtobe hashtag.



**Remember to...**

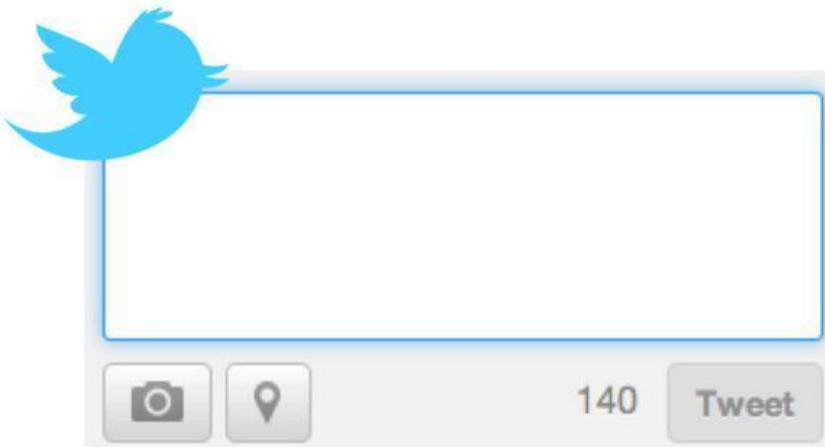
# Call your reader's attention.

# Pay attention to punctuation.

# Pay attention to spelling.

# Stick to the maximum length of 140 characters.

# Turn off your CAPS LOCK. TYPING AN ENTIRE SENTENCE IN ALL CAPITAL LETTERS means that you are shouting!





# Memorable Journeys



1. Work with a partner. Discuss the following questions.

- A. Is travelling and exploring new places important?
- B. How often do you travel and for how long?
- C. Is travelling a good way of getting out of our comfort zone?

2. What kind of traveler are you? Match the types of travelers with their definitions. Feel free to use a dictionary.





- A. The collector
- B. The escapist
- C. The self-improver
- D. The pilgrim
- E. The pioneer
- F. The occasional
- G. The oblivious
- H. The genuinely curious

- Eyes, ears, mind all wide open. Rare and precious and beautiful.
- The saddest type of traveller. The one not paying attention, not remotely interested in where he or she is.
- There for a reason - an event, a honeymoon, a do, a football match.
- Almost extinct in the wild. Like most endangered species.
- Follower of trails, visitor of shrines - religious and otherwise.
- Admirable if a little dull. Up early, out late, cheerfully making the most of everything a new place has to offer.
- Fugitive from the familiar. An intriguing type, labouring under that most delightful of delusions, namely, that anything at all - boredom, worry, heartbreak, guilt, fear, failure, conflict, one's own reflection in the mirror - can be lost with distance.
- A sophisticated hunter-gatherer, a hoarder of the exceptional and exotic.

3. Which of these 8 types of travelers best describes you? Why?

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4. According to Vicky Iskandar, who is a travel lover, a memorable journey is not in the destination itself, but in the small moments and memorable experiences you allow yourself to have. She provides 5 tips for enhancing your travel experience and prepare your inner self for the journey ahead.

1. **Set your intentions and find inspiration:** Before you go, focus on your intentions and set a purpose for the trip. What attracts you to the main destination?
2. **Leave your familiar comforts at home:** If your intention is to unplug and disconnect from your daily life, leave your laptop at home, turn off your cell, and opt for silence. This allows

you to be present and see things differently. Getting into a rhythm different from your normal life is part of the journey's experience.

3. **Tune in to your surroundings:** How do you "tune in"? Just breathe deeply with your surroundings in mind, and feel your breath and the energy of the place enter every cell of your body. By tuning in, you are also respecting and acknowledging the power of nature. Let it soothe you or energize you.
4. **Allow for serendipity to come:** Leave room for precious moments to come, by scheduling as little as possible. We need to be vulnerable and open for serendipity to enter and guide us.
5. **What you experience stays with you:** The power of a place that has touched something in you can stay long after the journey is over. Retrieve the essence of a place by closing your eyes and letting your mind and soul revisit the place, wherever you are. Think of the feelings and sensations that arose in you when you were there. Remember the textures, sounds and scents. You'll be back in that magical place again, taking in the beautiful energy once more.

Write (T) for TRUE and (F) for FALSE, according to the tips provided above.

- A. ( ) A memorable journey is about the unforgettable experiences you allow yourself to have.
- B. ( ) Make the most out of your travel experience by unplugging and disconnecting from your daily life.
- C. ( ) Serendipity has to do with the fact of finding interesting or valuable things by chance.
- D. ( ) Tune in by respecting and accepting the power of nature.
- E. ( ) A memorable journey has nothing to do with a multisensory experience that will stay with you even after the journey is over.

5. Work with a partner. Discuss the following questions.

- A. Have you ever been on a memorable journey? When did it happen? Why did it happen? Where did you go? Who was there?
- B. Was it easy for you to leave your familiar comforts behind?
- C. Did you plan every detail or did you leave room for serendipity to come?
- D. Did you manage to tune in to your surroundings?
- E. Did the travel experiences stay with you?

6. Take a look at both the picture and the headline in activity 7. Do you think Albert is a typical traveller? Why?

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7. Read the following text about Albert Casals, a Catalan young man determined to travel around the world in his wheelchair, and do exercises A, B and C.

### **Travelling around the world in a wheelchair in the cheapest way**



Albert Casals was born in Barcelona in 1990 and he is in a wheelchair since he was a child due to his leukemia. In spite of his situation, he has become a free spirit and his illness has not been the reason to prevent him to achieve his dreams.

Albert has a great passion: traveling. For that reason, he decided to travel around the world with the minimum resources. His passion for discovering new places was so big that he wrote two biographies called “El mundo sobre ruedas” (The world on my wheels) in 2009 and “Sin fronteras” (Borderless) in 2012.

This Catalan young man has managed to travel over 30,000 km solely accompanied by his camera, his wheelchair and his urge to know the world.

His adventure started when he was 14 and with 100€ in his pocket. Despite of having such a reduced budget, Casals managed to visit France, Italy and Greece and he hasn’t stopped travelling since then.

Albert Casals shows that it is possible to travel in a wheelchair. Anything is possible if one tries and no great budgets are needed to move around the world. The will to do it is the most important factor and he says: “I never considered my disability an obstacle to move around because it never was.”

Casals is clearly a free spirit and an example to be followed: “I go out without any money and an address that I want to reach although it is not a fixed destination. There are great people that you meet over a whole week and cities that you leave after one day. You get up every morning to do what you feel like.”

A. Match the following words with their definitions.

1. due to
2. leukemia
3. in spite of
4. illness
5. resource
6. solely
7. urge
8. budget

- ( ) Something that can be used to help you.
- ( ) Involving nothing except the person or thing mentioned.
- ( ) A strong feeling of wanting or needing to do something.
- ( ) The amount of money a person or organization has to spend on something.
- ( ) The state of feeling sick or of having a disease.
- ( ) Used for referring to a fact that makes something else surprising.
- ( ) The type of cancer that people get in their blood.
- ( ) Because of something.

B. Answer the following questions.

1. What is Albert’s true passion in life? What did he decide to do to pursue his passion?

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2. When did he start travelling around the world? How many countries did he manage to visit back then?

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3. Do you think that his travel experiences stayed with him? Why?

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4. Do you really think that Albert is a free spirit and an example to be followed? Why?

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C. Work with a partner. What is your true passion in life? What did you have to do to pursue your passion?

8. Albert Casals has managed to visit many countries around the world by **hitchhiking**. Do you consider hitchhiking to be a safe means of transportation? Why?



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9. Listen to Albert Casals talking about his personal experiences traveling around the world in a wheelchair and do exercises A and B.

A. Answer the following questions.

1. At what age was he diagnosed with leukemia?

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2. Why did he end up in a wheelchair?

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3. How many countries has he managed to visit so far?

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4. What type of books is he interested in?

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B. Write (T) for TRUE and (F) for FALSE.

1. ( ) His father taught him how to hitchhike when he was 14.
2. ( ) His father encouraged him to get by on his own.
3. ( ) He learned how to fix his own wheelchair.
4. ( ) He has slept in many unusual places.
5. ( ) He is curious about South Korea.



**What do you know about hitchhiking in your country? Did you use to hitchhike when you were younger? Do some research on the internet to find out what people in your country think about hitchhiking.**

**Read the tips in the box below on how to conduct an online research.**

**Good researchers...**

- @ **Sort fact from fiction:** Is the website reliable and up to date? Check to see if the author is identified and sources are cited.
- @ **Search smart:** Start with an established search engine, like Google or Bing.
- @ **Stay focused:** Stay focused on your research by logging off of social media and email (and turn off your phone!).
- @ **Cite right:** When you research online, it can be easy to copy and paste texts, then forget to cite the source or go back and put the thought in your own words later.

10. Take a look at the following sentences. Underline the verb forms in the past.

- A. A teenager left crippled by childhood Leukaemia intends to tour the world in a wheelchair.
- B. The Barcelona-born student has already spent four years travelling the globe in this way.
- C. Albert initially made his journeys with his parents in tow – on a budget of just three euros a day – to avoid problems with customs because of being underage.
- D. “I’ve lived with thieves and drug-dealers, and nothing bad has ever happened to me,” he reveals.
- E. “I’ve seen the Sagrada Familia cathedral in my home city for the first time today,” he reveals.

11. Choose the correct option to complete sentences A and B.

A. We use the **Past Simple/Present Perfect** to refer to definite time in the past (when we specify the time or how long) and usually with past time expressions such as *yesterday*, *two weeks ago*, *last year*, *in 1995*.

B. We use the **Past Simple/Present Perfect** to talk about time up to now, that is, events that took place in the past but which connect with the present. The present perfect is often used with time expressions which indicate time up to now, for example *today*, *this year*, *in the last six months*.




*Check the grammar reference page at the end of the unit for further details.*


12. Group the sentences provided in activity 10 according to the verb tenses in the box below.

Past Simple	Present Perfect

13. Read the following travel reviews and fill in the blanks with the correct form of the verbs in parentheses. Use the Past Simple or the Present Perfect.


**Westminster Abbey**  
Sacred & Religious Sites, Architectural Buildings, Historic Sites




 **Chris O Says:**

“Maybe you ----- (hear) of Will and Kate – the last couple who ----- (make) the news by getting hitched here? This age-old and gorgeous Abbey was making news long before the latest round of Royal Family tabloid fodder activity, though. It is the burial home of more than 3,000 people, from monarchs to poets”.

**Churchill War Rooms**  
Historic Sites, History Museums, Military Museums



 **Sue H Says:**

“Churchill ----- (plan) the Second World War from this underground fortified basement and what is so amazing is that it feels like he and his staff ----- (leave) here just yesterday”!



## Roman Forum

Historic Sites, Points of Interest & Landmarks



CarrieAnnLightley Says:

“The Roman Forum ----- (be) once the center of Roman life, and it's amazing to see its buildings still standing (in one form or another) after so many years — it almost feels like you --- ----- (go) back in time here”.

## Pont des Arts

Bridges



KateO1244 Says:

“Since its appearance in 'Sex and the City' (the scene of Carrie and Big's kiss), and visitors ----- ----- (begin) attaching love locks — padlocks with sweethearts' names on them — to its panels in 2008, the Pont des Arts ----- (become) a veritable tourist attraction”.

## Statue of Liberty

Monuments & Statues, Points of Interest & Landmarks



**Suzanne R Says:**

“A long-ago gift from the French, Lady Liberty ----- (come) to symbolize New York City, and even America. No matter how often I see her, she still gives me the chills”.

14. Work with a partner. Discuss the following questions.

1. Are travel reviews available at the click of a button nowadays?
2. Do you usually read travel reviews? Where do you usually look out for reviews? Are they really helpful?
3. How often do you write travel reviews?

15. Read some tips on how to write a review about a hotel, tour or trip you have taken, and answer the following questions.



Remember when you used to have to look out for travel reviews in the newspaper or hear about a destination through a friend? The world has changed a lot since those times and now you can find out a general consensus on every destination in the world, and things to do while you're there, at the click of a button.

You may be wondering how you can share your experiences and give other travellers an insight into what you saw, and if you had any issues. A travel review is a great way to do this, and there are a variety of ways you can do it. There are many websites for travel reviews, as well as advice about hotels, hostels, restaurants, tourist spots and more.

Keep in mind that a review is a bit different to a blog in that it isn't so much of a diary as it is a succinct recommendation.

Here's how to write your first review!

### **1. Summarise your experience**

First and foremost, make sure your review is a good summary of your experience – around 300 words. Write a review which would genuinely help someone else make up their mind whether they would want to go to that destination, hotel or restaurant. Don't get lost in details and make it clear why you're writing the review. What stood out about your stay or meal?

### **2. Give the main points**

Tell the reader what you really thought of the place and how it met your expectations. Give them a quick rundown of the experience you had and sharing any advice to make it more pleasant, or anything you would avoid doing.

### **3. Share a helpful tip**

Did you meet a friendly waiter or hotel staff member? Did you catch the manager's name? Is there a great restaurant nearby? These are all things you can mention in your review! Give others a tip you would want to know yourself.

### **4. Comment on the service and facilities**

Talk about:

Check in – Were the staff polite and attentive? Did they have your reservation? Did they help with tours?

Facilities – Are they clean and well maintained? Modern or outdated? What was there to do?

Room – Does the room match what you were told? What in-room amenities are offered?

Check out – Was checkout a no hassle process? Were you charged for anything extra?

### **5. Use correct grammar**

Using correct grammar can go a long way to how well your review is received. If it is poorly written, it may be deleted or your writing may not be taken seriously.

### **6. Avoid personal attacks or rants**

A review should be a clear, concise and honest review of an experience. If you are truly upset with what happened, get in touch with the hotel or restaurant and let them know – 9 times out of 10 they will want to find a way to rectify the situation. You can also talk about this in your review.

### **7. Write it quickly**

People say they'd rather read about a recent experience and therefore are looking for the most up-to-date advice on a particular location. This means you should write something straight away about your trip.

### **8. Add photos**

They say a photo can speak a thousand words and it's true: the words in your review will mean so much more if you have evidence. Make sure they're clear and not too dark.

1. Why do people write travel reviews?

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2. What did people use to do to read travel reviews back then?

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3. Why do reviews have to be concise?

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4. Why should we avoid personal attacks?

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5. Why is it so important to add photos to your reviews?

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16. Think of a memorable place that you have been to and write a review about it. It could be a hotel that you have stayed in, a restaurant that you have visited recently or even a city that you have managed to visit and really enjoyed.



- A good reviewer needs to...**
- Be as concise as possible.
  - Go straight to the point.
  - Provide helpful information.
  - Provide feedback on the service and facilities.
  - Pay attention to spelling.
  - Avoid personal attacks.
  - Add photos.

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## Grammar Reference

### THE PRESENT PERFECT

The present perfect of any verb is composed of two elements : the appropriate form of the auxiliary verb *to have* (present tense), plus the past participle of the main verb. The past participle of a regular verb is *base+ed*, e.g. *played, arrived, looked*. For irregular verbs, check any table of irregular verbs that you are familiar with.

#### Affirmative

<b>Subject</b>	<b><i>to have</i></b>	<b>past participle</b>
She/He/It	has	visited.
I/You/We/They	have	visited.

#### Negative

<b>Subject</b>	<b><i>to have + not</i></b>	<b>past participle</b>
She/He/It	has not (hasn't)	visited.
I/you/we/they	have not (haven't)	visited.

#### Interrogative

<i>to have</i>	<b>subject</b>	<b>past participle</b>
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Has	she/he/it	visited?
-----	-----------	----------

Have	I/you/we/they	visited?
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**Negative interrogative**

Hasn't	she/he/it	visited?
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Haven't	I/you/we/they	Visited?
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