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UNIDADES DIDÁTICAS PARA O ENSINO DE INGLÊS

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UNIDADES DIDÁTICAS PARA O ENSINO DE INGLÊS

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RESUMO

Este trabalho é composto por duas unidades didáticas, um guia do professor com as respostas dos exercícios, instruções e sugestões para os professores. A unidade 1 é sobre séries de TV e a unidade 2 é sobre viajar ao redor do mundo. As unidades contam com vídeos com Youtubers sobre séries de TV e viagens pelo mundo, resenhas do IMDB (Internet Movie Database - Base de Dados de Filmes da Internet), memes, texto sobre séries da Netflix e comentários em fóruns, por exemplo, coisas relacionadas à atualidade e à realidade dos alunos. A primeira unidade foi destinada a adolescentes de 15 a 17 anos, do nível Intermediário B1. Nesta unidade, os alunos aprendem sobre o tempo verbal *Present Perfect* (Presente Perfeito) e também aprendem como produzir uma resenha de série. A segunda unidade destina-se a adultos, podendo ser de qualquer idade, mas no nível Básico A2. Na Unidade 2, os alunos aprendem sobre o tempo verbal *Simple Past* (Passado Simples) e, ao final da unidade, produzem um comentário em um fórum de viagens, contando sobre uma experiência de viagem, dando sugestões ou conselhos, ou contando dúvidas sobre a viagem dos seus sonhos. Este trabalho tenta mostrar que o mais importante no planejamento das aulas e na formulação das atividades é se basear na realidade e nos interesses dos alunos, para que os alunos fiquem mais motivados para aprender.

Palavras-chave: Inglês; Unidade Didática; *Simple Past*; *Present Perfect*.

ABSTRACT

This paper consists of two didactic units, a teacher's guide with the answer key for the exercises, instructions and suggestions for teachers. Unit 1 is about TV series and unit 2 is about traveling the world. The units have videos with Youtubers about TV series and traveling the world, IMDB (Internet Movie Database) reviews, memes, a text about Netflix series and forum comments, for example, things related to our present time and to the students' reality. The first unit was planned to teenagers, 15-17 years old, in Intermediate B1 level. In this unit, the students learn about the verb tense Present Perfect and they also learn about how to produce a series review. The second unit is planned to adults, and they can be of any age, but in the Elementary A2 level. In Unit 2, students learn about the verb tense Simple Past and, at the end of the unit, they produce a comment on a travel forum, telling about a trip experience, giving suggestions or advice, or telling their doubts about their dream trip. This paper attempts to show that the most important thing while planning classes and formulating activities is to be based on the students' reality and interests, therefore, the students will be more motivated to learn.

Keywords: English; Didactic Unit; Simple Past; Present Perfect.

TABLE OF CONTENTS

INTRODUCTION.....	6
UNIT 1.....	8
TEACHER'S GUIDE – UNIT 1.....	28
UNIT 2.....	44
TEACHER'S GUIDE – UNIT 2.....	64
RATIONALE.....	97
REFERENCES.....	106

INTRODUCTION

This present final paper is a requirement for the conclusion of the Teaching English Specialization Course (CEI - Curso de Especialização em Ensino de Inglês), at Federal University of Minas Gerais (UFMG - Universidade Federal de Minas Gerais).

The motivation to do this paper comes from the fact that I could use everything that I learned at the specialization course and put it together here, not only to be the final paper as a prerequisite to get the diploma of this course, but the result of eighteen months of study, that taught me a different way of seeing my students, that changed my mind about methods of teaching, formulating exercises and planning classes as a whole.

This paper consists of two didactic units and the teacher's guide for both of them, with the answer key for the exercises in the units and also instructions and suggestions for teachers. Unit 1 is about series and unit 2 is about traveling the world.

The themes came up after I asked my own students what they really wanted as themes in an English book. I asked students from two different language courses that I work and then, the themes were chosen based on my students' reality, as most of them watch series almost every day and also based on their interests, since they love watching series, they love the idea of traveling the world and they also have the dream of being exchange students. The units also have videos with Youtubers, IDMB (Internet Movie Database) reviews, memes, a text about Netflix series and forum comments, for example, things related to our present time and to the students' reality.

This paper attempts to show that the most important thing while planning classes and formulating activities is to be based on the students' reality and interests, therefore, the students will be more motivated to learn. The goal of this paper was to listen to my students and give voice to them first, before I started to think about planning anything to them, so that they had the chance to show what they really want and what they are really interested in, and it ended up being also something of interest to me, since I love watching series and my dream and life goal is to travel the whole world, therefore, I would really like to teach these units.

The first unit was planned to teenagers, 15-17 years old, in Intermediate B1 level. In this unit, the students learn about the verb tense Present Perfect and they also learn about how to produce a series review. This unit was chosen to be taught to teenagers, because of the theme Series. Although adults also like to watch them, they do not have much time to follow series as teenagers.

The second unit is planned to adults, and they can be of any age, but in the Elementary

A2 level. In Unit 2, students learn about the verb tense Simple Past and, at the end of the unit, they produce a comment on a travel forum, telling about a trip experience, giving suggestions or advice, or telling their doubts about their dream trip. This unit was designed to adults because, besides that I would like the units to be from different target audiences, and even there is the fact that teenagers would also like to travel the world, I thought this unit was more suitable for adults, because it is easier for them to plan and pay for their trip, unlike teenagers depend on their age and their parents' permission to travel, but also because of the content of the video about Ireland, since it talks about pub crawls and alcohol, content appropriated for adults. Both units were designed to be used in language courses.

This material was developed for just educational purposes, therefore, it cannot be commercialized and it can only be reproduced with the author's authorization.

UNIT 1

• LET'S START!

1. Look at the pictures below. Do you recognize them?



<https://bit.ly/2S1CO>



<https://bit.ly/2WdhgEt>



<http://bit.do/eWNSM>



<http://bit.do/eYC6j>



<https://bit.ly/2sIHxwP>

Do you watch TV series? How often do you watch them?

Do you think people can learn from TV series? How?

How much time do you spend watching series?

Do you like binge-watching TV series? Is it good for you to binge-watching all the time?

Do you know the meaning of binge-watching?

binge-watch verb

transitive verb

: to watch many or all episodes of (a TV series) in rapid succession

<http://bit.do/eXJgo>

• LET'S LISTEN!

BEFORE YOU LISTEN

What do you know about Youtubers? What do they do?

What are the most popular Youtubers you know?

Can you practice English watching videos in English from Youtubers too?

LISTENING

1) We are going to watch a video in which the Youtuber Adorian Deck talks about his favorite TV shows; TV series, more specifically. In your opinion, what are the TV series the Youtuber Adorian Deck is going to talk about?



The image shows a YouTube video player interface. At the top, there is a search bar with the text 'Pesquisar' and a magnifying glass icon. Below the search bar is the video player itself, which features a man with short brown hair and a beard, wearing a dark blue shirt, speaking directly to the camera. He has his right hand raised in a gesture. Overlaid on the video is the text 'TOP 5 TV SHOWS' in large, white, bold, sans-serif font. Below the video player, the video title 'MY FAVORITE TV SHOWS' is displayed, along with the view count '16.172 visualizações'. To the right of the view count are icons for likes (712), comments (9), share, save, and a menu icon. Below the video player, the channel name 'Adorian Deck' is shown, along with the upload date 'Publicado em 3 de out de 2014'. On the far right, there is a red button that says 'INSCREVER-SE 97 MIL'.

Available at: <https://www.youtube.com/watch?v=IVp5Vlc6Y3A>

2) Match the two columns about Adorian Deck's Top 5 TV series:

- a) *House of Cards*
- b) *Orange is the new black*
- c) *The Walking Dead*
- d) *Game of Thrones*
- e) *Breaking Bad*

- () While watching it, he felt compassion for everything that the characters were going through, after he knew the characters a little more.
- () One thing that Adorian really liked about it is that the TV series is really accurate to what real politicians are like.
- () Although it's a little slow in the first season, he really likes it, and, for him, the main character of this TV series is one of the best television characters of all time.
- () A lot of people hate the second season of this TV series, because it was just them on a farm, but he really appreciates it.
- () He really likes it, because it shows how medieval life would be like, in a way that's very modern.

3) Mark the correct alternatives according to the video:

- a. Adorian likes *House of Cards* because he understands a lot about politics and the politic terms used in the TV series. ()
- b. Although he felt a little uncomfortable at first, watching *Orange is the new black*, he ended up loving every character for different reasons. ()
- c. He is obsessed with post-apocalyptic world, but he only likes the *Walking Dead* TV series and he is not interested in the *Walking Dead* games and its story. ()
- d. He likes *Game of thrones* a lot, but it was a little difficult for him to understand what was going on at first and to remember all the family names until the middle of the second season. ()
- e. Although he thinks *Breaking Bad* does not have a strong story, he really likes the main character Walter White. ()

4) What is that the Youtuber says to describe...

- a. "Breaking Bad" as an extremely good TV series; the best work that they ever produced?

-
- b. the feeling that he felt after knowing the characters a little more on “Orange is the new black”, being able to understand what they feel?
-

Watch the video again and check your answers.



AFTER YOU LISTEN







Do you believe Youtubers are so influential that they could make people start watching a certain TV series? Why?



Would you watch any of the series mentioned by the Youtuber? Which one (s)?

5. Complete the chart “My top 5 TV series” with your favorite TV series or you can complete it with the TV series you are interested to watch.

If you are not used to watch series and you do not know much about them, take a look at the chart below with different TV series genres and their summaries.

TV series	Genres	Summary
Grey’s Anatomy  http://bit.do/eWN98	Drama, Romance	A medical based drama centered around Meredith Grey, an aspiring surgeon [...] (that) goes through professional and personal challenges along with fellow surgeons at Seattle Grace Hospital.
Once upon a time  http://bit.do/eWPaM	Adventure, Fantasy, Romance	[...] It's filled with magic, monsters and all of the characters we all know from stories growing up. [...] unlike the "happily ever after" you may have heard about, their stories continued, and The Evil Queen cast a Dark Curse [...] (that) has trapped them here and placed her in near-complete control. They have no real memories and no real hope.
Orphan Black	Action, Drama, Sci-Fi	A streetwise hustler is pulled into a compelling conspiracy after witnessing the suicide of a girl who looks just like her.

 <p>http://bit.do/eWPa4</p>		
<p>Lucifer</p>  <p>http://bit.do/eWPbc</p>	<p>Crime, Drama, Fantasy</p>	<p>Lucifer Morningstar, bored from his sulking life in hell, comes to live in Los Angeles. [...] While meeting with a Detective in his nightclub (Lux), a shootout involving him and the Detective leads him to become a LAPD consultant who tries to punish people for their crimes through law and justice.</p>
<p>Arrow</p> <p>http://bit.do/eWPbo</p> 	<p>Action, Adventure, Crime, Drama, Mystery, Sci-Fi</p>	<p>Spoiled billionaire playboy Oliver Queen is missing and presumed dead when his yacht is lost at sea. He returns five years later a changed man, determined to clean up the city as a hooded vigilante armed with a bow.</p>
<p>Vikings</p> <p>http://bit.do/eWPbC</p> 	<p>Action, Adventure, Drama, History, Romance, War</p>	<p>The adventures of a Ragnar Lothbrok: the greatest hero of his age. The series tells the saga of Ragnar's band of Viking brothers and his family as he rises to become King of the Viking tribes. As well as being a fearless warrior, Ragnar embodies the Norse traditions of devotion to the gods: legend has it that he was a direct descendant of Odin, the god of war and warriors.</p>
<p>The Haunting of Hill House</p>  <p>http://bit.do/eWNWx</p>	<p>Drama, Horror, Mystery, Thriller</p>	<p>Explores a group of siblings who, as children, grew up in what would go on to become the most famous haunted house in the country. Now adults, and forced back together in the face of tragedy, the family must finally confront the ghosts of their past, some of which still lurk in their minds while others may actually be stalking the shadows of Hill House.</p>
<p>Sherlock</p> <p>http://bit.do/eWPb8</p> 	<p>Crime, Drama, Mystery, Thriller</p>	<p>A modernised series of adaptations of the Sherlock Holmes novels by Sir Arthur Conan Doyle. John Watson (played by Martin Freeman), an army doctor, [...] (and) Sherlock Holmes (Benedict Cumberbatch), a brilliant but eccentric private detective [...] solve baffling, and often bizarre, murder mysteries. They also have to compete with Holmes' nemesis, the criminal genius Moriarty.</p>

<p>Dexter http://bit.do/eWN3F</p> 	<p>Crime, Drama, Mystery, Thriller</p>	<p>We all have secrets and we all wear masks to cover them up. Meet Dexter, your normal spatter analyst by day and a dangerous serial killer by night. Watch him as he punishes people who have escaped the judiciary system while keeping his dark secrets away from his loved ones.</p>
<p>Modern Family</p>  <p>http://bit.do/eWN9S</p>	<p>Comedy, Romance</p>	<p>Told from the perspective of an unseen documentary filmmaker, the series offers an honest, often-hilarious perspective of family life. Parents Phil and Claire yearn for an honest, open relationship with their three kids, but a daughter who is trying to grow up too fast, another who is too smart for her own good, and a rambunctious young son make it challenging. Claire's dad Jay and his Latina wife Gloria are raising two sons together, but people sometimes believe Jay to be Gloria's father. Jay's gay son Mitchell and his partner Cameron have adopted a little Asian girl, completing one big -- straight, gay, multicultural, traditional -- happy family.</p>

Adapted from: <https://www.imdb.com/>

Now, complete the chart:

My top 5 TV series

• **LET’S TALK!**

BEFORE YOU SPEAK

Do you like to know about your friends’ favorite TV series?

Do you like to ask suggestions of TV series to your friends?

SPEAKING

1) In pairs, describe your favorite TV series, the positive and negative aspects in each one

(the bad and the good points of the TV series, like in the video on Listening). Tell the name of the TV series, what it is about, why you like it, and which your favorite characters are. If you are not used to follow TV series, you can even discuss about the TV series in the chart above with your friends, ask their opinions, suggestions and tell them your doubts about the TV series and the TV series you would like to start watching.

Some tips to talk about your favorite TV series:

You can also:

- Discuss the next season.
- Discuss a TV series you don't like.

USEFUL LANGUAGE	
Delaying answer...	Saying things are good...
Well, you see...	It's great.
Now, let me see.	It's fantastic.
Just a moment / Just a second	It's excellent.
Hang on a moment / second / mo / sec	It's better than average.
How shall I put it?	It's not bad.
What's the word for it..	I'd recommend it.
Now, let me think...	I'm very impressed.
Let me get this right...	It's better than I expected.
It's on the tip of my tongue.	It's the best I've ever seen.
Agreeing with people	Disagreeing with people
I'm with you on that one.	I'm not sure about that!
I couldn't agree more.	You could be right, but...
Yes, absolutely.	(I'm afraid) I don't agree.
I'd go along with that.	I agree up to a point, but..
You've got a point there.	Do you really think..?
Hear, hear !	Rubbish! / Nonsense!
I think so too.	You can't be serious!
Great minds think alike.	Actually, as a matter of fact. I think...
You took the words right out of my mouth.	That's not how I see it.

Available at: <https://www.ihbristol.com/useful-english-expressions>

Now, tell your classmates about your partner's favorite TV series.

AFTER YOU SPEAK

Did you like your classmate's favorite TV series? What did you like the most about it?

- **LET'S READ!**

BEFORE YOU READ

Do you know *Friends* TV series? What do you know about it? Share information with a partner.

READING

1) Take a look at the article below. What is it about? Discuss ideas with your classmates.

Multiple outlets are now reporting that *Friends* could be leaving Netflix in 2019. The series arrived on Netflix in the US back in 2015 and is supposedly leaving Netflix in 2019 but is it actually going to happen? Let's take a look.

What's on Netflix > Netflix News > Is 'Friends' Leaving Netflix in 2019?

Is 'Friends' Leaving Netflix in 2019?

by Kasey Moore [@kasey__moore](#) on December 3, 2018, 10:17 am EST



Updated: 12/03/2018

The report comes from Collider who's reporting that: "Netflix May Lose 'Friends' in 2019". Unfortunately, their article is pure speculation at this point. The article is based on a broad statement made by an **analyst** who said some of the big syndicated content will leave Netflix in due course. That's a valid concern and one that's proved correct but him naming Friends was just an example in this case. The example is a good one because Warner Brothers are in fact, creating a streaming service due out next year.

So is it leaving?

We've seen no evidence of Friends leaving Netflix. Not yet, at least. If you are to access and look at the details for the show you'll see that there is no scheduled leave date as of yet. If a show is to leave Netflix, this is updated within a month of the said show leaving. While many outlets are reporting that the show will leave on January 1st just to reiterate we have seen no evidence that this is the case but watch this space.

Of course, things do come and go from the service but it's likely that Netflix will spend a lot of money to keep Friends streaming. As we said above, Netflix first picked up all 10 seasons of Friends to stream back on January 1st, 2015. Should Netflix's license of the show expire we'll likely know come December 2018 when we discover what's leaving Netflix in January 2019. That's because titles are often licensed for a full year at a time making January 1st, the 4th year anniversary of the show being on Netflix.

Is Warner Brothers making a streaming service?

Yes, Warner Brothers have at least two streaming services likely upcoming. DC Universe is pegged for release next year as well as a full-fledged Warner Brothers streaming service that's not due out until the **end of 2019**. There's been no announcement of what content is coming to Warner Brothers streaming service with the exception of HBO content.

Some have also reported on the fact that Netflix may lose DC shows too which makes up a large portion of Netflix's superhero content including the likes of Supergirl, Arrow, The Flash and more.

What about the United Kingdom?

Netflix UK only got Friends added to the service during 2018. The series had been longrunning on Comedy Central to who Netflix now shares the license for. The show was recently reported to be the **number one** streaming show in the United Kingdom. There's no chance it'll leave Netflix UK for the foreseeable future.

Add to this that even more Netflix regions have recently picked up Friends with Netflix India picking it up this week.

This may all turn out to be correct and Netflix does lose Friends on January 1st, 2019 but at this early stage, it's safe to assume it's pure speculation.

There you have it, we'll update you should anything change but for the moment, take the news of Friends leaving Netflix with a pinch of salt.

Available at: <https://www.whats-on-netflix.com/news/is-friends-leaving-netflix-in-2019/>

2) Read the article and fix the sentences according to it. Then, compare answers in pairs.

a. *Friends* TV series is indeed leaving *Netflix* in 2019.

b. January 1st completes the fifth year anniversary of the TV series being on *Netflix*.

c. The fact that *Warner Brothers* are creating a streaming is pure speculation.

d. *Friends* TV series appeared in the United States and the United Kingdom in 2015.

e. We know a TV series is leaving *Netflix* only some weeks before.

3) Read the sentences below and write T (True) or F (False):

a. The article is about *Netflix* reporting that they will lose *Friends*. ()

b. *Netflix* is going to pay a lot of money to keep *Friends* in their catalog. ()

c. The article “*Netflix May Lose Friends in 2019*” is made by an analyst who said some content will leave *Netflix* in a planned course. ()

d. The article talks with details about the content of *Warner Brothers* streaming service. ()

e. *Netflix* can lose superhero TV series, like *Arrow* and *Super Girl*. ()

4) Read the article again and answer the following questions according it:

a. When did the series arrive on *Netflix* in the US?

b. What entertainment website does this report come from, according to the article?

c. Is there any evidence of *Friends* be leaving *Netflix*? How do you know that?

d. How many seasons did *Netflix* pick up to stream back in 2015?

e. Why isn't there any chance *Friends* will leave *Netflix* UK for the foreseeable future?

5) Complete the chart with the verbs below taken from the article:

Report	Reiterate	turn out	Discover	Assume
--------	-----------	----------	----------	--------

a.	to happen in a particular way or to have a particular result, especially an unexpected one
b.	to describe something that has just happened, especially on television, radio, or in a newspaper
c.	to think that something is true, although you have no proof
d.	to say something again, once or several times
e.	to find something or get information about something for the first time

Definitions available at: <https://dictionary.cambridge.org/pt/>

AFTER YOU READ

Did you like to know about *Friends* TV series? What did you like the most? Are you going to watch it?

If you already watched it, what do you most like about it? What's your favorite episode?

How do you watch your TV series? Do you watch them online or you download them?

For those who have a *Netflix* account, did any of the TV series you like left *Netflix*? How did you feel and what did you do about it?

• LET'S FOCUS ON LANGUAGE!

Take a look at the sentences below taken from the text and choose the best answer:

Chart 1

“While many outlets are reporting that the show will leave on January 1st just to reiterate we **have seen** no evidence that this is the case but watch this space.”

“Some **have** also **reported** on the fact that *Netflix* may lose *DC shows* too which makes up a large portion of *Netflix*’s superhero content including the likes of *Supergirl*, *Arrow*, *The Flash* and more.”

“Add to this that even more *Netflix* regions **have** recently **picked up** *Friends* with *Netflix* India picking it up this week.”

1. What is the idea presented in the highlighted forms above?

- a. to say that something happened on a specific time in the past
- b. to say that something happened at an unknown time in the past

2. How can we express this idea?

- a. using the verb to have + the verb in the past participle
- b. using the verb to have + the verb in the simple past tense

3. What verb tense are presented in the examples in the chart?

- a. simple past
- b. present perfect

Now, take a look at some other sentences from the same text:

Chart 2

“The series **arrived** on *Netflix* in the US back in 2015 and is supposedly leaving *Netflix* in 2019 but is it actually going to happen?”

“*Netflix* UK only **got** *Friends* added to the service during 2018.”

4. Compare them with the previous ones from Chart 1 and mark the correct alternative:

- a. () in Chart 1, what happened is more important than when it happened.
- b. () in Chart 1, it is mentioned when the actions happened.
- c. () in Charts 1 and 2, the verbs are in the past participle.
- d. () in Chart 2, we do not know exactly when the action happened.

5) The fragments below are from *Modern Family* TV series transcript. They can be in the simple past or the present perfect tense. Mark the correct form of the verbs:

A. Plumber: You call for a plumber?

Phil: Uh, no, we did not.

Claire: Oh. Yes. We did! We did!

Phil: We did?

Claire: Plumber, hi. Yeah. Um, it's right up at the top of the stairs.

[...]

Claire: So, this is the problem. Uh, faucet just keeps leaking.

Phil: Yeah, it's a cracked washer... If I know my washers. And it's, uh, it's been leaking a little water.

Plumber: Yeah, could be a washer, A cracked valve, a stripped pipe.

Phil: Well, I guess I'm not a professional plumber, but I _____ a huge amount of time in that tub. I can tell you from experience, or at least what it feels like in there. (season 2 – episode 3)

() spent () have spent



<http://bit.do/eWT09>

B. Cameron: Well, our friend Pepper loves to throw theme parties.

Mitchell: Yes, he does, and this weekend is his first annual "Oscar Wilde and Crazy Brunch."

Cameron: We're still recovering From his "Studio 54th of July" barbecue. They were fun at first.

Mitchell: Uh...

Cameron: But they _____ a lot of work. You have to dress in costume.

Mitchell: You have to assume a character. I... I can't believe you ever dated him.

Cameron: One date. It was the '90s. We'd just lost Princess Di. I was at sea. (season 2 – episode 3)

() became () have become



<http://bit.do/eWT09>

C. Luke: Hey, mom. I brought you some soda. But I couldn't find any straws, so you'll have to drink it like cats.

Claire: Oh! Thank you, Luke! That's my sweetie.

Luke: I was going to bring you wine, But you _____ the big bottle last night.



<http://bit.do/eWT09>



Claire: Okay. Off you go. (season 2 – episode 3)

() finished () have finished

<http://bit.do/eWT09>

D. Ron : Hi, I'm Ron. I work out with Claire at the gym.

Phil : Oh! Yeah. Come on in.

Ron: I brought her phone back. She _____ it yesterday.



<http://bit.do/eWTty>

Phil : Great. Thanks. I'm Phil, Claire's husband.

Ron : Oh. Uh... Claire never mentioned she had a husband. Nice to meet you.

Phil : You too. Oh, sorry! I burnt my ladyfingers. (season 2 – episode 7)

() forgot () have forgotten

E. Cameron: By the way, I need to apologize to you, I'm sorry I got so silly with all that Broderick stuff earlier.

Mitchell: Oh, please, do not worry about it. Cam, I like it when you get a little jealous. Cut it out. As long as we can agree... he does not have a crush on me.

Cameron: Absolutely. So, to us.

Mitchell: To us.

Cameron: He does not have a crush on you.

Mitchell: No.

Cameron: Nope.

Mitchell: Why do I feel like you're hinting at something?

Cameron: Mitchell, we _____ long enough about Broderick's crush, which he does not have... on you.

Mitchell: Oh, my God, what?

Cameron: Okay, fine. Since you won't let it go... your assistant is hot for me. That's why he's been playing the saboteur.

(season 2 – episode 14)

<http://bit.do/eWTxx>

() talked () have talked



Available at: <http://bit.do/eWTxs>

Look at more examples. They are quotes from characters of some TV series.

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Dexter (2006–2013)

Quotes

Showing all 21 items

Dexter Morgan: I've lived in darkness a long time. Over the years my eyes adjusted, until the dark became my world and I could see.

281 of 283 found this interesting | Share this

Available at: <https://www.imdb.com/title/tt0773262/quotes/qt1030877>

TV Quotes / **Breaking Bad**

Total quotes (60)



"I have lived under the threat of death for a year now. And because of that, I've made choices."

– Walter White (Bryan Cranston), *Breaking Bad*, Season 4: *End Times*

Death Threat Desperation Choices



Available at: <https://quotecatalog.com/quotes/tv/breaking-bad/>

6. What is the idea in the sentences above?

- () actions completed in very recent time
- () actions that started in the past and continue to the present

7) Let's practice a little more! The fragments below are from *The Simpsons* TV series transcript. Complete with the verbs in their correct forms:

A. Marge: All right, children, let me have those letters. I'll send them to Santa's workshop at the North Pole.

Bart: Oh please, there's only one fat guy that brings us presents and his name ain't Santa.

Marge: *[looking at Lisa's list]* A Pony? Oh Lisa, you _____ (TO ASK) for that for the past three years, and I keep telling you that Santa can't fit a pony in his sleigh. Cant you take a hint?

Lisa: But I really want a pony and I _____ (TO BE) really really good this year.

Bart: Oh, dear. Maybe Bart is a little more realistic. *[reading]* A tattoo?!

Homer: A what?

Bart: Yeah, they're cool, and they last for the rest of your life. (season 1–episode 1)



<http://bit.do/eWSR4>

B. Homer: Let me show you how to put on a tie. The hook goes over the top and these things go in there.

Bart: Thanks, Dad. You kissed me.

Homer: There's nothing wrong with a father kissing his son. I think. Now go on, boy, and pay attention. Because if you do, one day you may achieve something that we Simpsons _____ (TO DREAM) about for generations. You may outsmart someone. (Season 1 – episode 2)



<http://bit.do/eWSRi>

C. Marge *[from the letter she has written to Bart]:* Dear Bart, how is France? I don't know why you haven't written; I guess you're having too much fun.

Bart *[coughing]:* Yeah, right.

[...]

Marge *[the letter's narration continues]:* Everyone here in the United States is fine. We think Maggie may say her first word any day now. Lisa got an 'A' in math-- which I'm only mentioning as news, I'm not putting you down-- and your father... well... last night he _____ (TO GO) to sleep talking about how much he loves you, *[Bart sniffles]* Remember to dress warm and try to be as helpful as you can to your adopted parents.

Bart [*simultaneously with Marge*]: All your love,

Marge [*simultaneously*]: All my love,

Bart, Marge: Mom. (Season 1 – episode 11)



<http://bit.do/eWSTp>

D. Lisa: Bergstrom is the first thing I think of when I wake up.

Marge: I feel that way about Homer.

Lisa: You don't understand. When he smiles, you see these teeth. But when he laughs, you see these. The eyeteeth. I don't know if he had braces, but they're perfect.

Marge: I notice little things about Homer.

Lisa: Mom, this man makes you feel like there's nobody better.

Marge: So does Homer.

Lisa: Mom, are we gonna talk or what?

Marge: You have to accept that I feel that way about your father.

Lisa: Fine. Yesterday, he _____ (TO READ) us Charlotte's Web and _____ (TO CRY) at the end.

Homer: A book made him cry!



<http://bit.do/eYC3z>



<http://bit.do/eYC3P>

Available at: <http://bit.do/eWSSg>

Note: We are going to see more about the Present Perfect tense and its other uses on next unit.

8) Now, you are going to talk to your partner about TV series. Your partner may comment, if he/she knows the TV series or if he/she is interested in watching it.

- a. Tell your partner which TV series you have watched recently.
- b. Tell your partner which TV series you watched last year.
- c. Tell your partner which episode of a TV series you missed last month.
- d. Tell your partner which TV series you have watched for a long time.

● **LET'S WRITE!**

BEFORE YOU WRITE

In pairs, talk to your partner about the questions below.

What are the funniest TV series for you?

Do you know anything about “How I met your mother? Or would you like to watch it?

Is it better than “Friends” TV series, in your opinion?

WRITING

1) After the pair discussion, read the texts below about *How I met your mother* and answer the questions.



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↓↑

★ 10/10

Absolutely my favorite ever

[brendonshuke](#) 19 January 2019

The perfect amount of drama and comedy. Every character is perfectly developed and very rarely go outside of their core personality. I have seen every single episode and can say that out of 208 of them I might not have liked maybe 8. All the other episodes are captivating, unexpected, funny, accurate, realistic, full of positivity, and after you've seen all of them in the end you'll be a little bit better as a person. At least that's what it did for me.

Available at: <http://bit.do/eYGf4>

★ 5/10

What has happened to this series ?!?!?

drakezone89 15 November 2012

There was a time when i considered HIMYM as the best ever sitcom..even above friends..but season 7 and now season 8 have proved to be great disappointments. After the dismal season 7 I was hoping the worst was over but here we are in season 8 and things don't seem to be improving. Few things that i have noticed: 1. Most of the stories are in flashback (so that makes the show flashback-in-flashback) 2. Stories have become more and more distant from reality and hence any attempt to induce laughter seems superficial. 3. Characters seem old and droopy. 4. Setup seems overcrowded and overstuffed, specially Lily and Marshall's apartment. It is kinda irritating. What exactly is happening to HIMYM? Honestly I don't care anymore who the mother is!!

25 out of 38 found this helpful. Was this review helpful? [Sign in](#) to vote.

Available at: <http://bit.do/eYGg4>

- What do the texts have in common?
- Do they show a synopsis of the TV series or people's opinions?
- Are they a summary of the events on the TV series or a TV series review?

The texts above are both online reviews about "How I met your mother".

Let's take a look at the definition of "review" from "Cambridge Dictionary":

review *noun* (BOOK/FILM)

★ B1 [C] a report in a newspaper, magazine, or programme that gives an opinion about a new book, film, etc.:

Available at: <http://bit.do/eYGna>

2) Now, choose a TV series you know and write a review on it. You may post it on IDMB website on <https://www.imdb.com/>. Follow the guidelines below adapted from [wikihow.com](http://www.wikihow.com) to help you write your review:

- Briefly describe the TV series. Don't spend your entire review summarizing the plot. There's no need to give the entire story. Just a brief overview in 1-2 sentences will suffice.
- Write with detail. Give lots of detail and evidence for the argument that you're making. Talk about why the cinematography is groundbreaking and give examples from the TV series, for instance.

3. Use complete sentences. Your review will carry much more weight if you write in complete sentences, rather than fragments that leave the reader wanting more. Don't write things that doesn't tell the reader anything specific and therefore doesn't make for a helpful review.
4. Include useful descriptive words. If you want to write a compelling review that gives the reader an idea of what you experienced, choose more descriptive words. Also, remember that when writing your review it needs to flow and should be consistent.
5. Personalize your review. Relate your review directly to your personal experience. Don't use vague statements and generalities. People reading your review will want to know about your experience, so they can determine if they'd like to use that service as well.
6. Include a sample. If possible, give your reader a sample of what you've experienced. This might be a link to a trailer for the movie.
7. Keep it truthful. Be honest in your review. Don't stretch the truth to fit with your argument one way or another.
8. Be creative and interesting. The best reviews are ones that hook the reader and draw them in. Write in a way that is imaginative and that captures the essence of the product or service that you're reviewing.
9. Proofread your review. Take some time to read through your review carefully, checking for proper grammar and spelling.
10. Have someone else read it. Give your review to someone to read before you post it online or publish it.

Available at: <https://www.wikihow.com/Write-a-Review>

If you do not have a TV series in mind to make the review, you can watch one episode of a TV series. You can watch the first episode from "How I met your mother" on <https://www.putlockers.me/> and then make a review on that episode, writing about your opinion on that.

AFTER YOU WRITE

Exchange reviews with your classmates. Would you like to watch any TV series just by reading your peer's review? Why (not)?

Do you think that reviews influence people's choice in watching or not a TV series? Why (not)?

TEACHER'S GUIDE – UNIT 1

OVERVIEW



LET'S START!	Different symbols of TV series
LET'S LISTEN!	My favorite TV shows – by Adorian Deck on Youtube
LET'S TALK!	Describe your favorite TV series
LET'S READ!	“Is Friends leaving Netflix in 2019?” – What's on Netflix
LET'S FOCUS ON LANGUAGE!	Present Perfect
LET'S WRITE!	Genre: TV series review




- **LET'S START!**

➤ Ask your students if they recognize the symbols in the page:

Look at the pictures below. Do you recognize them?


If the students do not recognize all the symbols, explain the symbols to them. There is a chart below with the TV series' names, their genres and summaries.



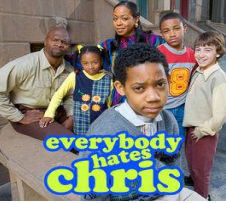
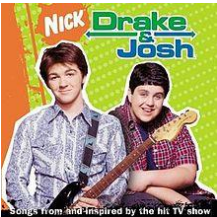
TV series	Genres	Summary
Breaking Bad 	Crime, Drama, Thriller	A high school chemistry teacher diagnosed with inoperable lung cancer turns to manufacturing and selling methamphetamine in order to secure his family's future.
Game of Thrones 	Action, Adventure, Drama, Fantasy, Romance	(It is) based on the best-selling book series "A Song of Ice and Fire" by George R.R. Martin. [...] From the scheming south and the savage eastern lands, to the frozen north and ancient Wall that protects the realm from the mysterious darkness beyond, the powerful families of the Seven Kingdoms are locked in a battle for the Iron Throne. This is a story of duplicity and treachery, nobility and honor, conquest and triumph. In the Game of Thrones, you either win or you die.

<p>Supernatural</p> 	<p>Drama, Fantasy, Horror, Mystery, Thriller</p>	<p>The story revolves around two brothers, Sam and Dean Winchester as they follow their father's footsteps, hunting down evil supernatural creatures such as monsters, demons, and even fallen gods while trying to save innocent people along the way. [...]</p>
<p>The Simpsons</p> 	<p>Animation, Comedy</p>	<p>The satiric adventures of a working-class family in the misfit city of Springfield.</p>
<p>The Big Bang Theory</p> 	<p>Comedy, Romance</p>	<p>The Big Bang Theory is a comedy about brilliant physicists, Leonard and Sheldon, who are the kind of "beautiful minds" that understand how the universe works. But none of that genius helps them interact with people, especially women. All this begins to change when a free-spirited beauty named Penny moves in next door. Sheldon, Leonard's roommate, is quite content spending his nights playing Klingon Boggle with their socially dysfunctional friends, fellow Cal Tech scientists Wolowitz and Koothrappali. However, Leonard sees in Penny a whole new universe of possibilities - including love.</p>

Available at: <https://www.imdb.com/>

If the students do not know any of the TV series above, tell them other most well-know TV series. They must probably know and like at least one of them. Take a look at the chart below:

TV series	Genres	Summary
<p>That's so Raven</p>  <p>http://bit.do/eYHpf</p>	<p>Comedy, Family, Fantasy</p>	<p>A teenage girl periodically receives brief psychic visions of the near future. Trying to make these visions come true results in trouble, and hilarious situations, for the girl and her friends.</p>
<p>The Fresh Prince of Bel-Air</p>	<p>Comedy</p>	

 http://bit.do/eYpwA		<p>A streetwise, poor young man from Philadelphia is sent by his mother to live with his aunt, uncle and cousins in their Bel-Air mansion.</p>
<p>Full House</p>  http://bit.do/eYpFU	<p>Comedy, Drama, Family</p>	<p>Danny, a widower talk-show host, has three daughters (D.J., Stephanie, and Michelle). Lucky for him, his brother-in-law Jesse, a true Elvis super-freak, and Joey, a struggling comic, help him raise the girls. A sitcom about a really full house (by the last season, nine people and a dog live under the same roof).</p>
<p>Everybody hates Chris</p>  http://bit.do/eYqij	<p>Comedy</p>	<p>Motivated by his childhood experiences, Emmy Award-winner/actor/comedian Chris Rock narrates this very hilarious and touching story of a teenager growing up as the oldest of three children in Brooklyn, NY, in 1982.</p>
<p>Drake & Josh</p>  http://bit.do/eYr4Q	<p>Comedy, Family</p>	<p>Two teens become step brothers. One is an awkward geek and the other is a popular musician.</p>

Available at: <https://www.imdb.com/>

- Ask students the questions presented in this section:

Do you watch TV series? How often do you watch them?

Do you think people can learn from TV series? How?

How much time do you spend watching series?

Do you like binge-watching TV series? Is it good for you to binge-watching all the time?

- If the students do not know the definition of “binge-watching”, there is a definition of the word in this section of the unit.
- **IMPORTANT!** Start a discussion about the importance of TV series in English language learning, so that the students be aware of the benefits of watching TV series,

and then, discuss about the time they spend watching them, to make students think critically about that and know how to manage time and make good use of TV series.

- Take a look at some information about TV series below. You can tell your students about it too, using it in the discussion.

Why you should watch TV shows in English

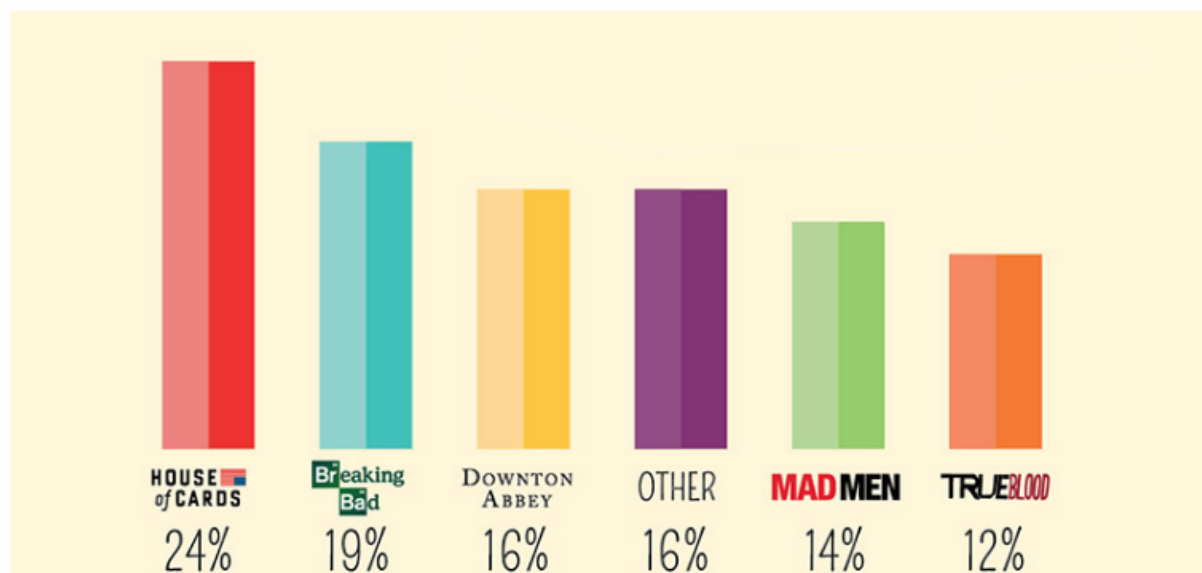
Personally, I **alternate between movies and TV series without subtitles**, but I think that series have two distinct advantages:

- **TV shows for learning English are ideal for learning step-by-step:** we start with subtitles in your language, which are eventually replaced after a few seasons by subtitles in English. Eventually, you watch the show with no subtitles. With series, you can take the time to get used to characters' voices and accents. The situations often involve repetition, and little by little, your understanding improves.
- **Series are engaging and often create a "dependence effect":** If you choose a good series that fits your taste, it'll be hard to stop watching! You'll be exposed to hours upon hours of a language **without even noticing how much you're learning**.

<http://bit.do/eXckR>

Improving English skills through the small screen

Learners also use television shows to improve their English. Popular English-speaking programmes that are viewed by millions of people globally include the *CSI* shows, *The Mentalist* and *Downton Abbey*. Documentaries are also particularly popular. In 2015, when we asked learners which TV shows helped them improve their English skills the most *House of Cards* came in a clear winner followed by *Breaking Bad* and *Downton Abbey*:



<http://bit.do/eXct2>

Series

It does not matter what your tastes or preferences are, especially when it comes to movies and television series, because the important thing is to take advantage of that pleasant (or frightening) leisure time to expose yourself to the language. If you like horror movies and series then you are one of us!

American Series

If you like sitcoms, watch “How I Met Your Mother.” Neil Patrick Harris is great! Do you like “Riverdale?” Based on the comic “Archie” by John L. Goldwater, it could be called a mystery drama. It can seriously help you improve your American English.

British Series

On Netflix, “The Crown” tells the story of the life of Queen Elizabeth II. You can watch it to improve your knowledge of the Queen’s English. With “Game of Thrones” you can experience the accents from various regions of the United Kingdom.

<http://bit.do/eXczw>

Is It Bad for You to Binge-Watch TV Shows?

Dr. Bea says there’s no real harm in binge-watching a series, but it’s important to do it in moderation.

“If you’re watching for fun, as a group activity or as a couple, it’s fine. But if it’s getting in the way of physical and social activities and causing you to become isolated, it’s time for a break,” he says.

To avoid this pitfall, Dr. Bea says it’s good to set some ground rules before you start.

Here are some examples:

Limit the number of episodes you will watch at a time. Decide in advance.

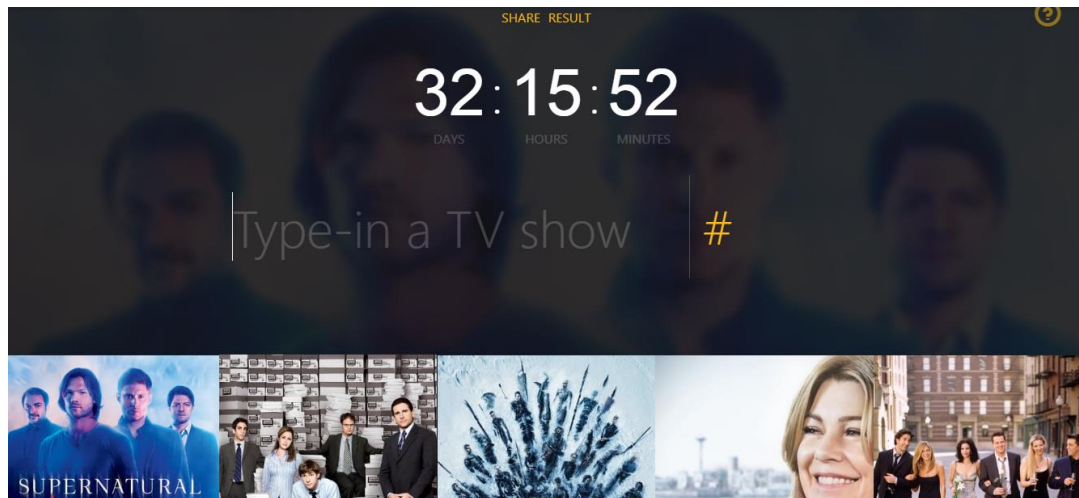
Choose to stop halfway through an episode before the cliffhanger so you don’t feel compelled to keep going.

Dr. Bea says it can be fun to mentally step away from real life, but it’s unhealthy to use television as a coping strategy.

“Some people will use it to cope with [stress](#), [anxiety](#) and [depression](#). It can become almost like a medication. This is OK as a temporary escape, but we all need to eventually address thereal problems in our lives,” he says.

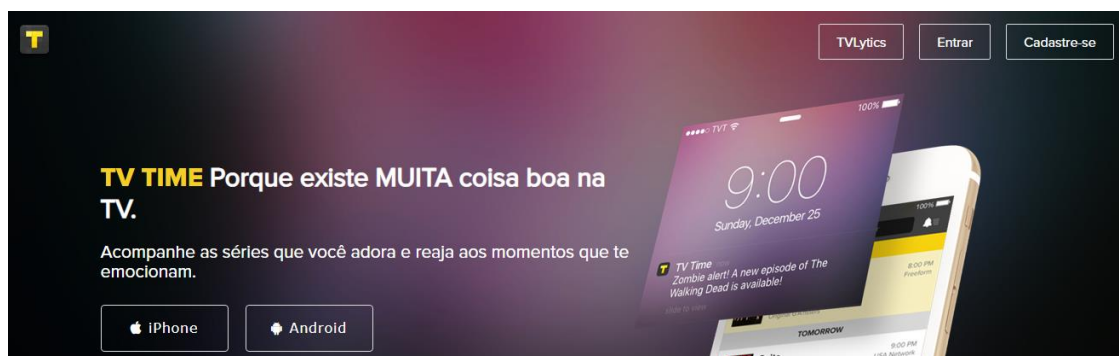
<http://bit.do/eXJe4>

- You can also show your students the website below that shows how much time you spend watching a TV series:



<http://bit.do/eXJe4>

- There is also an app about TV series “TV Time” that your students can download. They can know more about the TV series they are following, like when it is the next season, and they can follow their friends and see what TV series they are watching too. They can also comment about the TV series and they can use the app in English: https://www.tvtime.com/pt_BR.



<http://bit.do/eZ53F>

- **LET’S LISTEN!**

- **PRE-LISTENING:**






➤ Ask students the questions presented in this section.

What do you know about Youtubers? What do they do?

What are the most popular Youtubers you know?

Can you practice English watching videos in English from Youtubers too?

If the students do not know a lot about Youtubers, tell them about the most well-known Youtubers in the world. There is a chart below with some of most popular Youtubers in the world:

Youtuber	Videotype
PewDiePie 	Felix Arvid Ulf Kjelberg is a foul-mouthed Swedish video-game commentator who has absolutely dominated YouTube over the past year. Kjelberg's videos show him playing various video games while a box in the top corner of the screen shows his reactions to what is happening.
Smosh 	Smosh is a comedy duo consisting of YouTube veterans Ian Hecox and Anthony Padilla. Smosh was one of the first YouTube sensations, becoming well known for the duo's slapstick comedy videos that parody video games and pop culture.
Jenna Marbles 	Jenna Marbles (real name: Jenna Mourey) has long been one of the most recognizable stars on YouTube. Though she started her career with BarStool Sports , Mourey soon moved into video after posting "How To Trick People Into Thinking You're Good Looking," which quickly blew up.
NigaHiga 	Ryan Higa, who goes by the username NigaHiga , was one of the first major YouTube stars. Higa produces a variety of comedy videos, including sketches, music videos, and short commentaries on pop culture .
KSI 	As a teenager, Olajide "KSI" Olatunji played EA Sports' line of FIFA video games for hours on end in his parents' home. In 2009, he began uploading footage of himself playing and commenting to YouTube, under the username KSIolajidebt : a combination of a Halo franchise clan, his first name, and "British Telecom."

Available at: <http://bit.do/eYoYN>

If the students do not know any of the Youtubers above, tell them about some famous Brazilian Youtubers that they might know: Whindersson Nunes, Felipe Neto and Lucas Neto.

- Tell your students they are going to watch a video in which the Youtuber Adorian Deck talks about his favorite TV series.
- Ask them the question:

In your opinion, what are the TV series the Youtuber Adorian Deck is going to talk about?

- **LISTENING**

- Play the video three times.
- Ask the students to do the comprehension and vocabulary exercises about the video.

Transcript of the video:

Adorian Deck: *Hi, Youtube. So, today I'm just going to tell you about my 5 top TV shows in the last year or two that I've been watching.*

number 5. house of cards. the bad. I really don't understand a lot of political terms so a lot of it I feel like I missed. I'm actually thinking of rewatching the show just to catch the parts I didn't miss and just to see the goodness of it.

but the good. house of cards is a dark and dramatic look on politics in the rise of power. it's only two seasons into the show and it's already gotten so far. the greatest thing about the show is that real politicians in the world actually say that this show is very accurate to what real politicians are like, which makes a very important scene in the show which I won't spoil obviously. one of the boldest television scenes ever.

number 4. Orange is the new black. the bad. when first watching the show, I felt I like I was seeing some really personal stuff from women, because it's women in prison and I wouldn't normally been in a situation like that, so I felt a little uncomfortable watching the show first as if like "sure I'm watching this?"

the good. I got comfortable with this fact once I started to get to know the characters a little more. I started feeling compassion and empathizing for everything that they were going through. this is probably one of the best written shows I've ever seen. the story is super in-depth and I felt like the story was pretty realistic and it was based of a true story. the writing made me love every character for different reasons with each backstory that was provided.

number 3. the walking dead. bad. the show can drag on a little bit with episodes that really don't need to be in existence.

good. I'm obsessed with post- apocalyptic world stuff. when the world is quiet and we see the world in a way that's just completely abandoned and the remaining survivors have to try to survive. it's so cool to me. i love the walking dead telltale game which is a totally different thing

the walking dead show. the last of us are two great amazing games for the same reason. I love the stories that can be told in these worlds. I really appreciate season two in the walking dead. that's an unpopular opinion because a lot of people hated season two because it was just them on a farm. the story development and the character development were fantastic in that season. number 2. game of thrones. bad. it was super hard to follow what was happening in the show at first. it took me like the middle of the season two to remember all of the family names.

good. I love game of thrones because it puts a modern twist to what medieval life would be like, even though I know this isn't being medieval life's relatable, because they show methods that don't make sense to us in our time period at all. in a way that's very modern. no character is safe in this show which makes every episode scary as shit, while my favorite characters just like die out of nowhere for no reason. you're just like... brings me in and I want to watch more so it's brutal dramatic and lost.

number uno. one. spanish. english. breaking bad. bad. good joke. good. this show is a masterpiece. it's so common for people to just watch the first episodes of Breaking Bad and just kind of put it off, because it's a little slow in the first season . Breaking bad is only meant to be seen in full, from start to finish, that's what makes it a masterpiece. it's no tone piece of it, it's the entire thing together. breaking bad has really strong story arcs and I even feel like the city of Albuquerque as a character itself. everything has such specific personalities and pieces and roles to what this show is all about. Walter white's death and transformation makes Walter white one of the best television characters of all time. I've seen the last season like twelve times and I have this weird emotional connection to the show, making it my number one.

all right that is it. make sure you like the video. if you like it. thank you guys for watching. my question for you is "What is your favorite television show of all time?" I want to watch some new shows and you should let me know if you have a show that I haven't seen. if you new here, hi, my name's Adorian and it's nice to meet you. I make videos every Mondays, Wednesdays and Fridays so subscribe to see my videos three times a week and I will see you on Monday.

LISTENING ANSWER KEY

2) (b)

(a)

(e)

(c)

(d)

3) b) (x)

d) (x)

4) a) *“The show is a masterpiece.”*

b) *“I started [...] empathizing for everything that they were going through.”*

- Correct the exercises with the students.
- Play the video again to the students check their answers.

- **POST-LISTENING:**

- Ask the students the questions presented in the section.

Do you believe Youtubers are so influential that they could make people start watching a certain TV series? Why?

Would you watch any of the series mentioned by the Youtuber? Which one (s)?

- Ask the students to complete the chart with their favorite TV series or the TV series they are interested to watch. There is a chart in this section with TV series suggestions (with different genres) to help students that are not used to watch TV series.
- You can remember the students those most well-known series that almost all brazilians know, like in the previous section, or give the students other well-known suggestions like iCarly; House M.D; Hannah Montana; My Wife and Kids (“Eu, a Patroa e as Crianças, in Portuguese), The Suite Life of Zack & Cody (“Zack & Cody: Gêmeos em Ação”, in Portuguese) and That’s so Raven (“As visões da Raven”, in Portuguese), for example.
- Ask the students to complete the chart with their top 5 TV series, the best TV series in their opinion, or with the 5 TV series they are interested to watch.

- **LET’S TALK!**

PRE-SPEAKING

- Ask the students the questions presented in the section:

Do you like to know about your friends' favorite TV series?

Do you like to ask suggestions of TV series to your friends?

SPEAKING

- Ask your students to describe their favorite TV series, in pairs, the positive and negative aspects in each one (the bad and the good points of the TV series, like in the video on Listening). They have to tell the name of the TV series, what it is about, why they like it, and which are their favorite characters.
- If there are some students that are not used to follow TV series, they can discuss with their friends about the TV series in the chart presented in the section, asking their opinions, suggestions and telling them their doubts about the TV series. There are also some other suggestions to talk about, like the next season or a TV series that they don't like.
- Encourage your students to use the useful language presented in this part of the section (delaying answer, saying things are good, agreeing with people and disagreeing with people).
- Ask your students to tell about their friends' favorite TV series and their friends' opinions about some TV series.

POST-SPEAKING

- Ask your students the question presented in this part of the section:

Did you like your classmate's favorite TV series? What did you like the most about it?


- **LET'S READ!**

PRE-READING

- Ask the students the question presented in this part of the section:

Do you know *Friends* TV series? What do you know about it? Share information with a partner.

If the students do not know about the TV series *Friends*, tell them a little about it. Take a look at the chart below:

TV series	Genres	Summary
<p>Friends</p>  <p>http://bit.do/eYvHd</p>	Comedy, Romance	<p>Ross Geller, Rachel Green, Monica Geller, Joey Tribbiani, Chandler Bing, and Phoebe Buffay are six 20 something year olds living in New York City. Over the course of 10 years, these friends go through family, love, drama, friendship, and comedy.</p>

Available at: <https://www.imdb.com/>

READING

- Ask your students to take a look at the article, guess what it is about and discuss with their friends.
- Ask the students to read the article and, after that, do the comprehension and vocabulary exercises that follow it.

READING ANSWER KEY

2. a) *Friends TV series leaving Netflix in 2019 is pure speculation.*
- b) *January 1st completes the fourth year anniversary of the TV series being on Netflix.*
- c) *Warner Brothers is indeed making a streaming service. They have at least two streaming services likely upcoming.*
- d) *The series arrived on Netflix in the US back in 2015, but Netflix UK only got Friends during 2018.*
- e) *If a show is to leave Netflix, it is updated within a month of the said show leaving.*

- 3) a. (F)
- b. (T)
- c. (T)
- d. (F)
- e. (T)

- 4) a) *The series arrived on Netflix in the US back in 2015.*
 b) *The report comes from the entertainment website named Collider.*
 c) *There is no evidence of Friends leaving Netflix. If you look at the details for the show, you will see that there is no scheduled date for that.*
 d) *Netflix picked up 10 seasons of Friends to stream back on January 1st, 2015.*
 e) *Because the show was recently reported to be the number one streaming show in the United Kingdom.*
5. a) turn out
 b) report
 c) assume
 d) reiterate
 e) discover

POST-READING

- Ask the students the questions presented in this part of the section:

Did you like to know about *Friends* TV series? What did you like the most? Are you going to watch it?

If you already watched it, what do you most like about it? What's your favorite episode?

How do you watch your TV series? Do you watch them online or you download them?

For those who have a Netflix account, did any of the TV series you like left Netflix? How did you feel and what did you do about it?

- **LET'S FOCUS ON LANGUAGE**

- Do not start the class telling your students they are going to learn the Present Perfect tense. Explain the verb tense through the examples from the article and questions and the students themselves are going to come up with the rules of the Present Perfect. This is the Inductive Method of Grammar Teaching.

GRAMMAR FOCUS ANSWER KEY

1. B
2. A
3. B
4. A
5. a) have spent
b) have become
c) finished
d) forgot
e) have talked
6. B
7. a) have asked / have been
b) have dreamed
c) went
d) read / cried

- Tell your students they are going to practice what they learned in another speaking activity. They have to talk to their partner about TV series, but this time, they are going to use the simple past tense or the present perfect tense in their sentences. It is not necessary to tell the verb tenses to the students because, when doing the task, they have to use the verb tenses anyway. They are going to talk about the TV series they have watched recently, the TV series they watched last year, an episode they missed last month and a TV series they have watched for a long time.

- **LET'S WRITE**

PRE-WRITING


- Ask the students to discuss with their partner the following questions:

What are the funniest TV series for you?

Do you know anything about “How I met your mother? Or would you like to watch it?

Is it better than “Friends” TV series, in your opinion?

- If the students do not know about the TV series “How I met your mother”, tell them a little about it. Take a look at the chart below:

<p>How I met your mother</p>  <p>http://bit.do/eYF8d</p>	<p>Comedy, Romance</p>	<p>A father recounts to his children, through a series of flashbacks, the journey he and his four best friends took leading up to him meeting their mother.</p>
--	----------------------------	---

Available at: <https://www.imdb.com/>

WRITING

- After the pair discussion, ask your students to read the texts presented in this section and answer the questions about it:

What do the texts have in common?

Do they show a synopsis of the TV series or people’s opinions?

Are they a summary of the events on the TV series or a TV series review?

- Tell your students that the texts show people’s opinions about the TV series and they are TV series reviews.
- Tell them the definition of review, that is presentend in this section.
- Ask your students to choose a TV series, write a review about it and post it on IDMB website, on <https://www.imdb.com/>.
- Tell your students that there are guidelines in this section they can follow to help them write the TV series review.
- If the students do not know any TV series to make the review, they can watch an episode of a TV series. They can watch the first episode from “How I met your mother” and then make the review only on that episode, writing about their opinions about it, if they would continue watching the TV series or not. They can watch the first episode of “Modern Family” too, instead of “How I met your mother”, if you think it is more appropriated for your class. You can watch both of the TV series on <https://www.putlockers.me/>.

POST WRITING

- Before posting it and after teacher's correction, ask your students to exchange reviews with their classmates and ask them the following questions:

Would you like to watch any TV series just by reading your peer's review? Why (not)?

Do you think that reviews influence people's choice in watching or not a TV series? Why (not)?

UNIT 2

- **LET'S START!**

1. Look at the pictures below. Do you recognize these places?



<http://bit.do/eU9q2>



<http://bit.do/eU9sb>



<http://bit.do/eU9sx>



<http://bit.do/eU9ty>



<http://bit.do/eYJ6o>



<http://bit.do/eYJYC>

Do you know what these places have in common?

Do you know other English speaking countries?

- **LET'S LISTEN!**

BEFORE YOU LISTEN

What do you know about Ireland?

How can we find information about a place that we want to travel to?

Do you know any travel influencers on Instagram, Blog or Youtube?

LISTENING

We are going to watch a video in which the Youtubers and travel influencers Marko Ayling and Alex Ayling, the “Vagabrothers”, talk about their trip to Ireland. Watch the video and answer the questions below.



The image shows a YouTube video player interface. At the top, there's a search bar with 'vagabrothers ireland' and the YouTube logo. The video frame shows two men, Marko and Alex Ayling, in a room with a world map on the wall. Marko is on the left, wearing a blue shirt, and Alex is on the right, wearing a brown hat and a plaid shirt. Below the video frame, there are social media icons for YouTube, Facebook, Instagram, Snapchat, and Twitter, along with their respective handles: @MarkoAyling, @Vagabrothers, and @AlexTheVagabond. The video title is '#TranslationTeam 31 ESSENTIAL First Time IRELAND Travel Tips' with 289,833 visualizações. The channel name is 'vagabrothers' and it was published on 13 de set de 2018. There are 7.2 MIL likes and 124 comments. A red button says 'INSCREVER-SE 889 MIL'.

Available at: <http://bit.do/eYKAg>

1. Watch part of the video and match the information mentioned by the Vagabrothers with the respective places:

- a. Dublin
- b. Galway
- c. Wild Atlantic Way
- d. Conty Cork

e. Northern Ireland

- () We can find the famous Cliffs of Moher, and also surf towns and fishing villages.
- () We can explore some of Game of Thrones filming location, as the Giant's Causeway and the real-life Winterfell, and you can even visit the direwolves.
- () The Ireland's capital, a UNESCO city of literature, because of the famous authors James Joyce and Oscar Wilde.
- () The best place to discover traditional Irish music.
- () It's the part of the country that provides most of its food, not just in the city, but also in the farms.

2. Match the sentences to the words in the box.

ancient - cuisine - bustling - on display - stunning
--

a) The opposite of modern.

b) An interesting place full of things to do.

c) A style of cooking, as a characteristic of a particular country.

d) The synonym of impressive.

e) Another way of saying that something is in a particular place so that people can see it.

Watch the other part of the video with the Vagabrothers to get some more travel tips about Ireland and answer the questions below:

3. According to the Vagabrothers, what is the biggest cost if you plan to travel to Ireland?

- a. () shopping
- b. () accommodation
- c. () sightseeing

d. () food

4. What should people do when packing to Ireland? Check all the correct answers.

- a. () you always have to pack a rain jacket or an umbrella only in the winter.
 b. () take waterproof footwear, especially if you want to hike.
 c. () take clothes to dress in layers, so you can take them on and off as the temperature changes.
 d. () do not forget the power adapter, the same one used in the UK.

Watch the video again and check your answers.

AFTER YOU LISTEN

What is the most interesting thing that you learned about Ireland in the video?

Would you like to visit Ireland one day?

To travel abroad, is it only necessary to know only the place's language?

Do you search about the place you want to travel to, like knowing the language, the climate, culture, cuisine? Why is it important?

• LET'S SPEAK!

BEFORE YOU SPEAK

What are other places that you would like to travel to?

Would you like to travel abroad? Where to?

When a friend of yours travels to a place you are interested in, do you ask him/her suggestions and tell him/her your doubts about the trip?

SPEAKING

1) In pairs, talk about a place you really want to travel to. Tell your friend the place's name, why you want to travel there and the information you know about it. Express your

opinions and exchange ideas with your partner.

You can also:

- Discuss the trip you are already planning.
- Ask your friend's opinion about the place, if he/she knows some information about it.
- Ask your friend about a place he/she wants to travel to.






USEFUL LANGUAGE	
Giving an opinion	Asking somebody's opinion
I reckon...	What do you think of...?
I'd say...	What do you think about...?
Personally, I think...	How d'you feel (about...)?
What I reckon is...	What d'you reckon (about...)?
If you ask me...	What's your opinion of...?
The way I see it...	(What do think about) that?
As far as I'm concerned...	What are your views on...?
If you don't mind me saying...	Where do you stand (on...)?
I'm utterly convinced that...	What would you say to... / if we...?
In my humble opinion...	Are you aware of.....?
Saying somebody is correct	Saying somebody is wrong
Yes, that's right.	I'm afraid that's not quite right.
You're quite right.	Actually, I think you'll find that...
Yes, that's correct.	I'm afraid you're mistaken.
That's spot on.	I don't think you're right about...
You're dead right (there).	Actually, I don't think...
Absolutely.	No, you've got it wrong.
You've hit the nail on the head.	No, that's all wrong.
You could say so.	Rubbish! / You're talking rubbish.
I'm afraid so.	Where did you hear that?
(I'm) sorry to say so.	If you check your facts, you'll find...




Available at: <https://www.ihbristol.com/useful-english-expressions>

Now, tell your classmates about your partner's dream trip.

If you do not have a clue about what place you would like to travel to, take a look at the chart

below that shows different things to do in each place, that might be interesting to you.

Place to visit	Things to do there
<p data-bbox="237 398 485 427">Nassau, Bahamas</p>  <p data-bbox="237 658 456 687">http://bit.do/eWPSy</p>	<p data-bbox="632 398 1382 577">Nassau is home to some of the world’s most beautiful beaches. Miles of white sands, clear water, and sunshine for 300 days of the year make it a beach lover's paradise. [...] The sea is filled with bright, colorful coral reefs so snorkeling, swimming, and scuba diving are a must while the resorts offer an array of water sports from jet skiing and windsurfing to sailing, kayaking, and deep-sea fishing. [...]</p>
<p data-bbox="237 705 480 734">Cairns, Australia</p>  <p data-bbox="237 985 461 1014">http://bit.do/eWPUz</p>	<p data-bbox="632 705 1382 976">Sometimes referred to as Queensland’s gateway to the tropical north, Cairns is a relaxed city where visitors will appreciate the great outdoors. A must-see is the Great Barrier Reef – the largest coral reef system in the world. [...] Another must-see is the Daintree Rainforest, inspiration for the movie Avatar, and the world’s oldest rainforest. Visitors can trek the rainforest, visit a rainforest community, take a canopy tour, and return to Cairns on a scenic train ride. Adventurers can go whitewater rafting, tubing, bungee jumping, and skydiving.</p>
<p data-bbox="237 1034 493 1064">Zimbabwe, Africa</p>  <p data-bbox="237 1272 456 1301">http://bit.do/eWPXr</p>	<p data-bbox="632 1034 1382 1247">A walking safari is the ultimate way to see creatures great and small and immerse yourself in Africa and all its splendor. Backroads Active Travel Company offers a variety of fully escorted (vehicle back-up is always available) active safaris in Zimbabwe, Namibia, South Africa, and Botswana. Your active safari adventure will include guided walks, rafting, and kayaking (in Zimbabwe and Botswana) as well as biking and possibly camping. [...]</p>
<p data-bbox="237 1321 459 1350">Singapore, Asia</p>  <p data-bbox="237 1626 456 1655">http://bit.do/eWP2E</p>	<p data-bbox="632 1321 1382 1653">Singapore is [...] one of the world’s cleanest and safest tourist destinations. As you step off your plane at Changi Airport, you will find yourself in another world, surrounded by spectacular modern architecture, a profusion of orchids, and the ever-present aromas of wonderful Asian-fusion cuisine. The Kong Meng San Phor Kark See Monastery [...] is a working monastery and Buddhist university situated right in the heart of Singapore. The beautiful monastery is the largest of its kind in Singapore and offers an oasis of calm and tranquility in the center of the bustling city. [...] Since this is a religious site you need to dress appropriately – cover your shoulders and knees and remove your shoes. [...]</p>
<p data-bbox="237 1673 392 1702">India, Asia</p> 	<p data-bbox="632 1673 1382 1942">[...] The country offers something for everyone, from the majesty of the legendary Taj Mahal to a succession of palaces and fortresses and even man-made temple caves carved out of solid mountains; you will never cease to be amazed and impressed by the wonders of India. [...] Like an oasis of shimmering blue, the ancient city of Jodhpur contrasts sharply with the red and gold landscape of the adjoining Thar Desert in Rajasthan. [...] The Blue City is a photographers dream – imagine jewel-colored saris, brilliant textiles, bustling markets, and vibrant street scenes. [...]</p>

http://bit.do/eWS5s	
<p>Dubai, UAE*</p>  <p>http://bit.do/eWP5p</p>	<p>Dubai is a global business and entertainment hub that attracts expatriates and visitors from all over the world. [...] Visitors can spend literally days and days exploring the Dubai Mall as it is the largest shopping mall in the world. It attracts over 34 million visitors a year, and rightly so as there are over 635 retailers, including almost every major fashion brand in the world. [...] There are also tons of family-friendly activities within the mall, such as the Dubai Ice Rink, SEGA Republic, and the Dubai Aquarium, which has over 33,000 animals within its walls.</p>
<p>Alberta, Canada</p>  <p>http://bit.do/eWP7M</p>	<p>If you are looking for the ultimate romantic destination with beautiful scenery, lakes, lighthouses, mountains and valleys, these stunning places in Canada won't disappoint. [...] Peyto Lake is pretty enough to appear on a postcard. In fact, its mesmerizing pale turquoise color is so beautiful that the lake often does appear on postcards that feature the Rockies. [...] The lake is located in Banff National Park, about 38 kilometers from Lake Louise. [...]</p>
<p>Virginia, United States</p>  <p>http://bit.do/eWP9K</p>	<p>Primland in Virginia's Blue Ridge Mountains is an awesome getaway with its own observatory, spectacular views and unique guest accommodations, including Tree Houses that let you experience what it's like to live above the trees. These tree houses are luxurious, complete with a flat panel TV, 400-thread count Frette sheets and a bathroom with a soaking tub. The Observatory at Primland is located far from city lights at the top of the mountain, letting you see some of the best night sky on the East Coast. [...] The hotel has been eco-conscious from the beginning, treasuring the beautiful surrounding forests and wildlife, including whitetail deer, wild turkeys, several species of trout, colorful birds and flowers. [...] On your weekend getaway from Washington D.C., enjoy relaxing treatments at the spa, play golf, go fly fishing, bird watching and walk around the beautiful property. [...]</p>

Adapted from: https://vacationidea.com/Weekend_Getaways.html

* Arabic is the national language of UAE (United Arab Emirates). In Dubai, English is used as a second language.
(Available at: <http://bit.do/eWP43>)

AFTER YOU SPEAK

Did you like your classmate's favorite places to travel to? Would you like to travel there too?

• LET'S READ!

BEFORE YOU READ

Would you like to be in an exchange student program? What do you know about it? Share information with a partner.

READING

Take a look at the article below. What is it about? Discuss ideas with your classmates.

10 REASONS TO STUDY ABROAD

♥ The Blonde Abroad

1. Travel

First thing's first! Why did I initially decide to Study Abroad? To travel!

I had never been out of the country (with the exception of Southern California's neighboring "state" Mexico). Studying Abroad gave me the opportunity to see the world, without compromising my education, all while I was still in school.

2. Education

To be perfectly honest I was really just looking for a reason to travel, but couldn't find a way to justify taking a break from school to wander off somewhere in the world. **Solution: Study Abroad, see the world, get college credits! I decided to go to Spain.** While there, I would attend my Advanced Spanish Language class Monday-Friday and each weekend we had excursions organized to take us to other cities in Spain. I ended up earning something like 9 college units in one month. (In case you're wondering, that's more than half the units I would earn each semester!) **The education not only came from my Intensive Spanish Language Program, but through experiencing the culture.**

3. Cultural Enrichment

During my one month program in Spain, I lived with a host family for two weeks in **Salamanca, Spain** and then another host family for two weeks in El Puerto de Santa Maria, Spain. Living with a family from another culture truly opened my eyes. The son of my host family in El Puerto was deaf. My Spanish was terrible but ultimately it didn't matter. We still found a way to communicate. **My own misconceptions melted away as I realized that language didn't create a barrier between cultures.**

4. Independence

Before studying abroad I was still living at home and attending a community college. I spent **18 YEARS** in the same small town in Southern California. I needed to experience something bigger than my own backyard. I saved all my pennies and paid my own way for the Study Abroad program. After living in Spain and then **backpacking around Europe** (at times alone) I realized just how capable I truly was on my own.

5. Lifelong Friendships

You become incredibly close with the other students that you are abroad with. Living with them, studying with them, partying with them and ultimately sharing the entire experience with them. Regardless of your differences, you come together and it makes everything so much sweeter.

6. The Ultimate Test

Is long-term travel right for you? I think the biggest hurdle for some people to overcome is homesickness or even culture shock. While a life of travel sounds appealing it isn't for everyone! I know that, even now, after all of my travels there can be **loneliness with travel**. Studying abroad is the perfect way to get your first taste for independent travel. **After my first trip abroad, I didn't want to go home... obviously.**

7. Diversity in Programs

I was working full time while in college so I couldn't take off for a full year, or even a semester, to Study Abroad. Instead, I was able to take a summer off and enroll in an accelerated month long program in Spain. After the program, I was able to spend another month backpacking around Europe. Talk to your school's Study Abroad Program to see what they have to offer! And even if your University doesn't offer the program you want, do what I did and see what a Community College has to offer. **There really is a program for everyone.**

Here are some alternative Study Abroad ideas:

- **Camp Adventure** An awesome way to work with Youth Programs abroad!
- **Semester at Sea** SO wish I had done this. I may go back to college just for this experience!
- **Teach English Overseas** More of a work abroad option, but educational nonetheless!
- **College Volunteer Opportunities** I volunteered with Global Water Brigades in Honduras too!

8. Learn a New Language

If you are interested in learning a second language Studying Abroad is a must. The best way to learn a language is to fully immerse yourself in it! After a month in Spain, countless hours in a Spanish class, a non-English speaking teacher and living with a Spanish speaking host family... I had no choice but to learn the language! **I learned more in one month in Spain than I had in 4 years of High School and College Spanish classes.**

9. Resume

This is obviously debatable but, speaking from personal experience, I firmly believe that by Studying Abroad you have a leg up on other students who haven't. Employers want to see that you are well rounded and have the capacity to do more than just study hard and get good grades.

Plus, if you're adding a second language to your skill-set your "hire-ability" becomes leaps and bounds greater! In every interview I've ever had the topic of the conversation always turns to my Study Abroad and Spanish language experience.

10. Job Opportunities

Ultimately, Studying Abroad will not hurt your chances of getting a job. Like the effect it has on your resume, the end result is that it gives you a competitive advantage over other students who didn't Study Abroad.

If you have any interest in working for a major corporation, a global brand or maybe even becoming a travel writer *insert wink here* cultural experience is essential. Your competition includes people from all over the world, not just your community.

Adapted from: <https://theblondeabroad.com/10-reasons-study-abroad/>

1. Find in the text:

a) Kiki's destination to study abroad:

b) Her travel destination before studying abroad:

c) The cities her Spanish families are from:

d) How long her Spanish Language program was:

e) Where Kiki is from:

2. Answer the following questions according to the text:

a) What is Kiki's first reason to study abroad?

b) What was her solution to justify taking a break from school to travel somewhere?

c) Does Kiki think her education comes only from her Spanish Language program? Why (not)?

d) Why does she say that living with a family from another culture truly opened her eyes?

e) In Kiki's opinion, how can we make friends while we are studying abroad?

3. Which reasons to study abroad can you find on Kiki's blog? Check the correct alternatives:

a. () If you study abroad, you have the opportunity to see the world.

b. () You can have cultural excursions that can be eye-opening for you.

c. () Studying abroad is the perfect way to get a taste of independent travel and it can help you with your resume too.

d. () You only have the option to study abroad for a month, but you can really learn the language in that period.

e. () It's very difficult to make new friends while studying abroad, but traveling alone, can make you realize how capable you are on your own.

4. Read these sentences from Kiki's blog and check the option that it is NOT a synonym for the underlined words:

a) "[I] couldn't find a way to justify taking a break from school to wander off somewhere in the world.

() to roam

() to travel

() to stay

b) "Instead, I was able to take a summer off and enroll in an accelerated month long program in Spain."

() to leave

() to inscribe

() to matriculate

c) "Ultimately, Studying Abroad will not hurt your chances of getting a job."

() eventually

() originally

() finally

d) "If you are interested in learning a second language Studying Abroad is a must."

() necessary

() luxury

() requisite

Synonyms available at: <https://www.merriam-webster.com/thesaurus>

AFTER YOU READ

Did you like to know about the advantages of an exchange student program? Would you like to be an exchange student?

Would you prefer to live with a host family or in other places, like student accommodation or hostel?

If you already were an exchange student, tell us about your experience.

Kiki tells us in her blog that she learned the language more during the exchange program than in high school. What do you think about that? Do you think the only way to really learn a language is traveling abroad or there are other good ways? What are they?

• LET'S FOCUS ON LANGUAGE!

Grammar Focus

1) Look at the actions in bold:

“During my one month program in Spain, I **lived** with a host family for two weeks in Salamanca, Spain and then another host family for two weeks in El Puerto de Santa Maria, Spain.”

“Living with a family from another culture truly **opened** my eyes.”

“After living in Spain and then backpacking around Europe (at times alone) I **realized** just how capable I truly was on my own.”

a. Do they refer to the present, the past, or future tense?

How do you know that they refer to this specific tense? Underline the time expressions that help you identify that.

b. The tense of the verbs above refers to:

- () simple present
 () simple future
 () simple past

2) Take a look at the verbs:

live + D **open + ED** **realize + D**

a. The verbs above are:

- () regular verbs, because they follow the pattern of taking -ed or -d at the end of the verbs.
 () irregular verbs, because they don't follow the normal rules of taking -ed or -d at the end of the verbs.

b) What do you have to add at the end of the verbs to form the simple past tense of regular verbs?

c) If the verb ends with the letter -e, what do you have to add at the end of the verb, -ed or just -d?

3) Find more examples of regular verbs in the text.

4) Now, let's see these sentences from the same text:

The education not only **came** from my Intensive Spanish Language Program, but through experiencing the culture.

I **spent** 18 YEARS in the same small town in Southern California.

After a month in Spain, countless hours in a Spanish class, a non-English speaking teacher and living with a Spanish speaking host family... I **had** no choice but to learn the language!

a. The tense of the verbs above refers to:

- () simple present

() simple future

() simple past

b. The verbs above are:

() regular verbs, because they follow the pattern of taking -ed or -d at the end of the verbs.

() irregular verbs, because they don't follow the normal rules of taking -ed or -d at the end of the verbs.

5. Find in the texts the irregular form of the verbs above, in the simple past tense:

to give= _____

to be= _____

to find= _____

to pay= _____

to do= _____

Note: We are going to see more about regular and irregular verbs and their rules on next unit.

LET'S PRACTICE!

1. Complete the following text “The best cities to travel solo in Europe”, from the blog “World of Wanderlust” with the correct forms of the verbs in the box below, to learn about Brooke Seward’s trip to Edinburgh, Scotland:

to pack	-	to leave	-	to visit	-	to steal	-	to feel
---------	---	----------	---	----------	---	----------	---	---------

Edinburgh, Scotland

It was too long ago that I _____ Scotland for the first time and boy did I fall in love big time. As a keen winter enthusiast, I _____ my suitcase with layers upon layers for a solo adventure to the Scottish Highlands with my first stop being in Edinburgh, the Scottish capital. Although the Highlands were my destination, my three days exploring Edinburgh almost _____ the show! This city is packed with history at every turn and the locals are so friendly that I never _____ weird about arriving at a bar or restaurant by myself and almost always _____ with new friends. Bonus: if you're a Harry Potter fan this city is full of **Harry Potter locations** throughout!

Adapted from: <http://www.worldofwanderlust.com/the-best-cities-to-travel-solo-in-europe/>

PAY ATTENTION!

1) Take a look at other examples from the text and then complete the sentence below:

My Spanish was terrible but ultimately it **didn't matter**.

After my first trip abroad, I **didn't want** to go home... obviously.

a. We use the auxiliary _____ in the negative of the simple past tense.

b. Mark the correct alternative, according to the negative form of the simple past tense:

() we change the verb that comes after didn't, adding -d or -ed at the end of the verbs.

() the verb that comes after didn't is in its infinitive form; we do not change the verb.

2) Read the underlined question below from another text of The Blonde Abroad blog:

Egypt is a dream destination for history lovers, of course, and the Red Sea also has some of the best diving in the world. And did I mention the desert safaris? Egypt is such a diverse country with a lot to offer anyone!

Complete the sentences:

- a. We use the auxiliary _____ to form the interrogative in the simple past tense.
 - b. The correct order of the interrogative in the simple past tense is: _____ + subject + verb in its _____ form.
3. Now, let's take a look at an example from the text on Reading ("10 reasons to study abroad"):

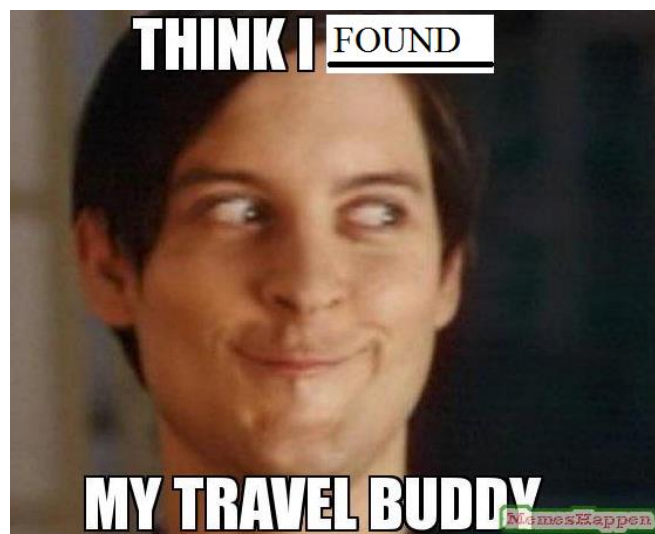
Why **did** I initially **decide** to Study Abroad? To travel!

Complete the sentence:

- a. When we have a wh-question (question that begins with what, who, where, why, how, etc.), the correct order in the simple past tense is: wh-question word + _____ + subject + verb in its _____ form.

4. The following pictures are travel memes. Look at them and complete the sentences with the correct form of the verbs. Use the Simple Past tense as in the example.

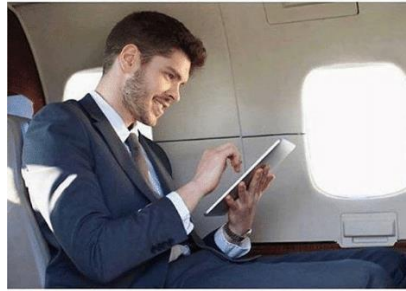
(TO FIND)



<http://bit.do/eU5Ug>

a) (TO KNOW)

____ You ____?



**You can fly from any
Airport without announcing
it on Facebook**

Technology amazes me every
day

<http://bit.do/eU5Vp>

b) (TO WAKE UP)



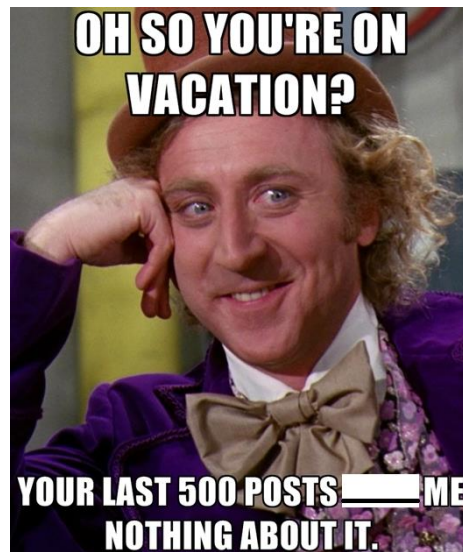
<http://bit.do/eU5VV>

c) (TO LIVE)



<http://bit.do/eU5Xw>

d) (TO TELL)



<http://bit.do/eU5XT>

e) (TO BOOK)



<http://bit.do/eU5Yo>

f) (NOT, TO BOOK)



<http://bit.do/fidf3>

3) Now, you are going to talk to your partner about trips but, this time, you are going to use the Simple Past tense. You are going to talk about a place you traveled to and tell him/her your experience. Your partner may comment, if he/she knows about the place

and if he/she is interested in traveling there. If you did not travel yet, you can use your creativity and tell your friend a dream you had about this place, as if you were already there:

You can:

- Discuss about a place you traveled to and you really liked.
- Discuss about a place you traveled to, but you did not like.
- Discuss about an opportunity of traveling that you missed.

• **LET'S WRITE!**

BEFORE YOU WRITE

In pairs, talk to your partner about the questions below:

Do you search about the places that you want to travel to?


Do you know the place's cuisine, prices, transportation and climate? What do you know about the place you want to travel to?

What are your doubts about the place you want to travel to?

If you already traveled abroad, what are the suggestions and tips you can give the others?

WRITING

1) After the pair discussion, read the texts below about a trip to New Zealand and answer the questions.

 **How long in New Zealand? 2 weeks, 3, 4? For a solo female traveler** Sign in to follow this Followers

By AlwaysTemporary, October 18, 2018 in New Zealand

AlwaysTemporary

Posted October 18, 2018

Report post

Newbie

Hello!



Members

7

18 posts

Location Greenville, SC, USA

I am looking for some advice on how long to spend in New Zealand as a 37 y.o. solo female traveler. I will surely love the unique things such as geothermal activity in Rotorua and glow worm caves! I love scenery and hiking as well.

However I've kind of evolved as a traveler.... maybe it's because I've been fortunate enough to see a lot, especially in my own country. It used to be enough to go to a different mountain range and stare like a 2 year old absorbing the world around her.... but now the sense of shock and awe is faded. I need to learn and stimulate my brain. I love to meet like minded people. Learning can be sought out but often costs money (which is okay; I want to save money, but I also don't need to be super frugal). Meeting people you click with, even when you put yourself out there, is often by chance in my experience.

I'm in Australia now, and I'm finding myself a little lonely. Also, the culture is practically EXACTLY the same as home in the US, so I'm not having any kind of cool, shocking-to-the-system cultural experiences. Maybe that would make a difference when I get to Asia, later.

Anyway, keeping this in mind, how long would it take to travel around and see both islands? I don't want to do a camper van alone, and I don't mind renting a car unless the buses are easy and convenient. However if there's a big loss of convenience through public transportation I'll just rent a car. The quality of this experience is what matters the most to me.

I'm thinking about 3 weeks? It won't cut it too short, but also won't be too drawn out.

Would love any and all advice!!

jrwilkins

Posted October 19, 2018

Report post

Newbie



Members

1

1 post

I just spent 8 weeks in New Zealand last January-February and didn't think it was enough! But I think you can see a lot in three weeks. I did several hikes that took up some of the time. I'd recommend renting a car if you can afford it. The roads are narrow and mostly two lane but well paved and sign posted. Consider navigation system when renting. Remember they drive on left from right side of car! But I got used to that fairly quickly. Although there are plentiful buses, a car gets you around faster and allows more flexibility. Places I'd consider would be: Bay of Islands north of Auckland, Waitomo glowworm caves, Rotorua, Hobbiton movie set in Matamata (if you like Lord of Rings movies), definitely Abel Tasman on South Island, driving the west coast of South Island past Punakaiki and glaciers then over mountains into Wanaka and/or Queenstown. I also agree on Milford Sound. Then back up middle/east to Mt Cook. Consider the Arthur's Pass road which is spectacular. I enjoyed a few days in Auckland, Wellington, and Christ Church each but what I really enjoyed was simply the beautiful changing New Zealand scenery. There are tons of beautiful short hikes and national park areas to explore. New Zealanders very pleasant, down to earth. Tourist info sites very helpful and plentiful. Costs similar to lower than US or Australia. Enjoy my favorite country!

Available at: <http://bit.do/eU9Yf>

- What do the texts have in common?
- Do they show a record of events, an explanation or someone's opinion?
- Are they a comment or commentary on a forum?
- Can comments show doubts and some advice too?

The texts above are both comments on travel forums about a trip to New Zealand.

Let's take a look at the definition of "comment" from "Collins English Dictionary":

, variable noun

A **comment** is something that you say which expresses your opinion of something or which gives an explanation of it.

Synonyms: remark, statement, observation, animadversion

[More Synonyms of comment](#)

Available at: <http://bit.do/eU92G>

2) Now, choose a place and write a comment about it. You may post it on Nomadic Matt Forum website on <https://forums.nomadicmatt.com/>. You can explain why you want to travel to the chosen place and tell your doubts or you can tell you experience traveling and give some advice. Follow the guidelines below adapted from The Writing Platform to help you write your comment on the travel forum:

Top tips for using online forums:

- Follow the rules. Forums generally have ‘rules’ that set the tone for how people engage with each other. When you first visit the forum be sure to look for the topic called ‘Forum rules’ (or something similar) to get a sense of what you can and can’t post.
- Use forums to ask for information and advice from others but also offer your expertise in return, and answer requests for information. The more you give, the more you get back.
- Proactively engage with discussions and build relationships with members.
- If you can, add photos and information to your personal profile, including links to your website, twitter profile or any other work online. However, some forums don’t allow members to link to other websites, so make sure you are aware of the rules and respect them.
- Some forums arrange real-life meet-ups. Don’t be afraid to leave the safety of your computer to attend but remember to stay safe and make sure you attend group meetings in public places only. Trust your instincts.
- View online spaces just like real life settings – because they are.
- Have fun!

Adapted from: <http://bit.do/eU924>

If you do not have a place in mind, you can write on the forum the things that you like to do and ask for advice and recommendations of places to travel to.

AFTER YOU WRITE

Exchange comments with your classmates.

Would you like to travel to a place just by reading your peer’s comment about a place?

Why (not)?

Do you think that comments on travel forums help on thinking about where to travel to or planning your trip? Why (not)?

TEACHER’S GUIDE – UNIT 2

OVERVIEW


LET’S START!	Pictures of different travel destinations
LET’S LISTEN!	“31 essential first time Ireland travel tips” – Vagabrothers
LET’S TALK!	Describe your favorite travel destinations
LET’S READ!	“10 reasons to study abroad” – The Blonde Abroad
LET’S FOCUS ON LANGUAGE!	Simple Past
LETS WRITE!	Genre: Comment on travel forum






- **LET’S START!**

➤ Ask your students if they recognize the places in the page:

Look at the pictures below. Do you recognize these places?

If the students do not recognize all the places, explain to them. There is a chart below with the places names and what to do there.




Place to visit	Things to do there
<p>Sydney, Australia</p>  <p>Sydney Opera House</p>	<p>Sydney is one of the most exciting cities in the world, home to famous landmarks, extraordinary museums, beautiful parks and beaches. See the famous Sydney Harbor Bridge, the world's tallest steel arch bridge, relax on Bondi Beach, or watch a performance at the Sydney Opera House.</p>



<p>Vancouver, Canada</p>  <p>Science World</p>	<p>If you love unique architecture, scenic views, art, music and great food, the city of Vancouver in British Columbia should definitely be on your must-visit list. Stroll along the water's edge in Stanley Park, visit the Museum of Vancouver, see rare marine animals at Vancouver Aquarium and explore Vancouver's vibrant neighborhoods, including Gastow, Granville Island and Yaletown.</p>
<p>London, England</p>  <p>Big Ben and London Eye</p>	<p>The capital of England and the United Kingdom and one of the world's most visited cities, London has something for everyone, from a rich history stretching back to Roman times and grand architecture to world-class dining, entertainment, and grand old parks. London seamlessly combines 21st-century modernity with Old World charm and beauty.</p>
<p>New York, The United States</p>  <p>Statue of Liberty</p>	<p>New York City is comprised of five boroughs — Manhattan, Brooklyn, Queens, The Bronx and Staten Island. Most visitors head for Manhattan, famous for its historic attractions, a wide choice of hotels, spas, Broadway shows and scenic points.</p>
<p>Malta, Europe</p>  <p>Ghar Qawqla Bay</p>	<p>Tucked between Sicily and the coast of North Africa, Malta is a small archipelago that boasts plenty of big reasons to visit. Not only do the islands get more than 300 days of sunshine per year, but the clear blue waters here are some of the cleanest in the Mediterranean. Malta has an incredible number of historical sites, the oldest of which date back to the neolithic period.</p>
<p>South Island, New Zealand</p> 	<p>New Zealand is made up of two islands, both of which have a diverse and beautiful natural setting. Known for its glaciers as much as its beaches, New Zealand is the perfect destination for adventurers and lovers of the great outdoors. Sensational national parks, diverse and exciting cities, and pleasant weather make New Zealand a location that should be on everyone's bucket list.</p>

Abel Tasman National Park	
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Available at: <https://vacationidea.com/>

If the students do not know any of the places above or they are not interested in those places, tell them some most well-known travel destinations. They must probably know and like one of them. Take a look at the chart below:

<p>Hawaii, USA</p>  <p>http://bit.do/eYKKq Ka'anapali Beach</p>	<p>[...] The islands are steeped in both native and World War II history, which guests can immerse themselves in by visiting historic palaces, museums, and Pearl Harbor sites such as the USS Arizona Memorial and the Battleship Missouri. Hawaii is also famous for its volcanoes and beaches. For the best of the beach, check out Ka'anapali, HI. [...] Hawaii is the perfect destination to unwind, enjoy nature, and learn a bit of history. [...] Ka'anapali was the first planned resort in Hawaii and has been used as an example for resorts around the world. There are five world-class hotels and six luxury condominium villages that face the beach. [...]</p>
<p>San Francisco, CA, USA</p>  <p>http://bit.do/eYKmf Golden Gate Bridge</p>	<p>Without a doubt one of the world's greatest cities, San Francisco, CA is vibrant, eccentric, spectacularly beautiful, and rich in history. The city is culturally and ethnically diverse, full of magnificent parks, free attractions, museums, breakfast spots and wedding venues. It is known as a place that marches to the beat of its own drum, where there is never a dull moment. A popular destination for families and foodies, the city is home to a variety of great restaurants, including Italian, vegetarian, burgers and romantic eateries. [...]</p>
<p>Orlando, Florida, the United States</p>  <p>http://bit.do/eYKNt Magic Kingdom at the Walt Disney World</p>	<p>Orlando is home to some of the most popular amusement parks in the world for families, including SeaWorld, Walt Disney World, Universal Studios with its adrenaline-pumping roller coasters, and LEGOLAND Florida offering fun interactive experiences. In addition to the theme parks, Orlando has great Italian and Indian restaurants, unique wedding venues, free attractions, nearby beaches and other attractions. [...]</p>

<p>The Maldives, South Asia</p>  <p>http://bit.do/eYKQi Adaaran Club Rannalhi</p>	<p>Maldives, the sunny side of life. That's the welcoming motto of Maldivians to visitors of this remote archipelago in the Indian Ocean. White sand beaches, warm turquoise waters, and plenty of sunshine define this part of the world. Luxury island getaways in the Maldives are meant for travelers who love being outdoors. Activities here almost always center around the ocean. Visitors can scuba dive beautiful corals and see unique fish with Diving Bluetribe Moofushi, snorkel Banana Reef, or deep sea fish with Maakeyolhu Fishing Charters. There are tons of water sports, golf courses, luxury accommodations, and local cultural experiences to enjoy. [...]</p>
<p>Miami, Florida, USA</p>  <p>http://bit.do/eYKV6 South Beach</p>	<p>From relaxing white-sand beaches and luxurious spas to unique attractions (some completely free) and great restaurants, Miami is an easy South Florida weekend getaway, providing couples and families with an array of exciting new experiences. Take a painting class with a twist, explore art-filled neighbourhoods, see exotic animals, go shopping, sunbathe on the beach, dine on amazing seafood or Italian foods, and discover other fun things to do in Miami.</p>

Available at: <https://vacationidea.com/>

- Ask the students the questions presented in this part of the section:

Do you know what these places have in common?

Do you know other English speaking countries?

- Explain to your students that not only the United States, England, Canada and Australia are Native English-speaking countries, but Malta and New Zealand have English as their official language too. Show the students this list of English speaking countries:

List of English Speaking Countries

This is a list of countries where:

- English is considered to be the official language
- or the *de facto* language, that is the language used by the majority of speakers but not considered the official language.

Non-sovereign entities are not included:

Country	Region	Population
Antigua and Barbuda	Caribbean	85,000
Australia	Australia	22,374,370
Bahamas, The	Caribbean	331,000
Barbados	Caribbean	294,000
Belize	Central America / Caribbean	288,000
Botswana	Africa	1,882,000
Cameroon	Africa	18,549,000
Canada	North America	33,531,000
Dominica	Caribbean	73,000
Eritrea	Africa	5,224,000
Ethiopia	Africa	82,101,998
Fiji	Oceania	827,900
The Gambia	Africa	1,709,000
Ghana	Africa	23,478,000
Grenada	Caribbean	106,000
Guyana	South America / Caribbean	738,000
India	Asia	1,143,540,000
Ireland	Europe	4,581,269
Jamaica	Caribbean	2,714,000
Kenya	Africa	37,538,000
Kiribati	Oceania	95,000
Kingdom of the Netherlands	Caribbean (and Europe)	17,000,000
Lesotho	Africa	2,008,000

Country	Region	Population
Liberia	Africa	3,750,000
Malawi	Africa	13,925,000
Malta	Europe	412,600
Marshall Islands	Oceania	59,000
Mauritius	Africa / Indian Ocean	1,262,000
Federated States of Micronesia	Oceania	111,000
Namibia	Africa	2,074,000
Nauru	Oceania	10,000
New Zealand	Oceania	4,294,350
Nigeria	Africa	148,093,000
Pakistan	Asia	165,449,000
Palau	Oceania	20,000
Papua New Guinea	Oceania	6,331,000
Philippines	Asia	90,457,200
Rwanda	Africa	9,725,000
Saint Kitts and Nevis	Caribbean	50,000
Saint Lucia	Caribbean	165,000
Saint Vincent and the Grenadines	Caribbean	120,000
Samoa	Oceania	188,359
Seychelles	Africa / Indian Ocean	87,000
Sierra Leone	Africa	5,866,000
Singapore	Asia	4,839,400
Solomon Islands	Oceania	506,992

Country	Region	Population
South Africa	Africa	47,850,700
South Sudan	Africa	8,260,490
Sudan	Africa	31,894,000
Swaziland	Africa	1,141,000
Tanzania	Africa	40,454,000
Tonga	Oceania	100,000
Trinidad and Tobago	Caribbean	1,333,000
Tuvalu	Oceania	11,000
The United Kingdom	Europe	61,612,300
The United States	North America	309,442,000
Uganda	Africa	30,884,000
Vanuatu	Oceania	226,000
Zambia	Africa	11,922,000
Zimbabwe	Africa	13,349,000

Available at: <http://bit.do/eYJ8u>

Map of English speaking countries:



<http://bit.do/eYJ8E>

- **LET'S LISTEN!**

PRE-LISTENING


- Ask the students the questions presented in this part of the section:

What do you know about Ireland?






How can we find information about a place that we want to travel to?

Do you know any travel influencers on Instagram, Blog or Youtube?

- Tell your students that Ireland has two official languages, Irish language (Gaelic) and English.
- Tell them a little about Ireland. Take a look at the chart below:

<p>Ireland, Europe</p> 	<p>A small island nation in northwestern Europe, Ireland is packed with amazing attractions. The famously beautiful scenery brings visitors from all over the world, who come to experience the impressive mountains, looming cliffs, rolling farmland, and fascinating peat bogs. The landscape is dotted with ancient castles that offer a glimpse into life in medieval times.</p>
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If the students do not know any travel influencers, tell them about some of the top travel influencers of the world:

<p>Kate McCully</p>  <p>http://bit.do/eYKvd</p>	<p>Kate McCully, or Adventurous Kate, as her blog is known, started traveling the world at the age of 26. As one of the top travel influencers, her blog chronicles her adventures as a woman traveling solo. She also tweets highlights of her journeys on Twitter, where she has 51,500 followers.</p>
<p>Louis Cole</p>  <p>http://bit.do/eYKvy</p>	<p>Louis Cole is the vlogger behind Fun For Louis, a YouTube channel with almost two million subscribers. The top travel influencer's channel acts as a video travelogue, as Louis posts a new video daily, showing off where he's been and what he's doing.</p>
<p>Expert Vagabond</p>  <p>http://bit.do/eYKvL</p>	<p>The Expert Vagabond, aka Matthew Karsten, has been living a nomadic life since 2010 and chronicling his adventures on his blog and Instagram, where he has 134,000 followers. Although he originally left his girlfriend to explore life on the road (or in the air), he's since partnered up with a fellow travel influencer, Anna Everywhere, and the two recently got engaged.</p>
<p>Damon and Jo</p>  <p>http://bit.do/eYKxg</p>	<p>Damon and Jo are multi-lingual YouTubers and top travel influencers with more than 627,000 subscribers and a Millennial-focused travel show, "Shut Up and Go." They post multiple videos each week, each one in a different language. They also have 114,000 followers over on Instagram.</p>
<p>The Planet D</p>  <p>http://bit.do/eYKxU</p>	<p>The Planet D is a travel blog from another husband-and-wife team, Dave & Deb. These top travel influencers win multiple awards for their blog. And, the couple's been able to rack up 131,000 Twitter followers. Their blog has travel tips for all sorts of types of travelers, from the "cultured traveler" to the "adventure traveler."</p>

- Tell your students that they can search for other travel influencers on Instagram or read their blogs. It is a good way to learn about different travel destinations and to practice English too.

LISTENING

- Tell the students they are going to watch a video in which the Youtubers and travel influencers Marko Ayling and Alex Ayling, the “Vagabrothers”, talk about their trip to Ireland.
- Ask the students to watch the video and answer the questions that follow it.
- Play the video three times before the students start doing the exercises about it.
- First, you are going to play the video up to 3:23 three times and ask the students to do the exercises 1 and 2 about.
- Then, you are going to play the other part of the video three times and ask students to do exercises 3 and 4.
- After the students are done with the exercises, correct the exercises and play the entire video.

Transcript of the video:

Marko: *Ireland, the Emerald Isle, is a stunning country, full of ancient history and some of the most warm people that you'll ever meet.*

Alex: *Top of the morning to ya! Have ye seen me pot of gold, mister?*

Marko: *Huh?*

Alex: *How about me potatoes?*

Marko: *What? Are you a walking stereotype?*

Alex: *No, I just want to like get us in the mood of things.*

Marko: *Nobody says top of the morning to you, except for your annoying co-worker on St. Paddy's Day.*

Alex: *True.*

Ireland- Before you go guide.

Ireland

Capital: Dublin

Language: English/Gaelic

Population: 4.8 M

Currency: euro

Daily budget: low 80€, high 150€+

Visa: 90 days of visa-free entry for most nationalities

Power outlet: 230V

Ireland Highlights

Alex: *Ireland is one of our all-time favorite destinations. Friendly locals, rugged, beautiful scenery and an evolving cuisine, that's one of the most underrated in Europe.*

Marko: *Ireland holds one of the richest cultures in Europe with over 7,000 years of history from ancient burial grounds to Iron Age fortresses and some of the most intact ruins of the continent.*

Alex: *Ireland is a product of thousands of years of emigration and conquest, from the Celts who gave the island its language, music, and the arts, to the Vikings who raided Ireland but built some of its largest cities, including Dublin. To the British who ruled Ireland as a colony for nearly eight hundred years.*

During the Dark Ages, Irish monks played a crucial role in preserving ancient knowledge, locking themselves up in remote monasteries like Skelling Michael, now famous from Star Wars, the last Jedi, where they transcribed old books into beautiful manuscripts such as the Book of Kells, which is on display at Dublin's Trinity College.

Alex: *Today, just over a hundred years after gaining independence from Britain, Ireland is really finding its stride as a travel destination. Here are some of the highlights:*

Dublin

Marko: *Dublin, Ireland's capital, is much more than just a pub crawl. It's also a UNESCO city of literature thanks to authors such as James Joyce (1882-1941) and Oscar Wilde (1852-1900), as well as the capital of Ireland's bustling design scene.*

Galway

Alex: *Galway is the offbeat live music capital of the West coast. It's the best place to discover traditional Irish music and sample of some Ireland's world-famous oysters.*

Wild Atlantic Way

Marko: *From Galway, explore the Wild Atlantic Way, the longest coastal scenic highway on Earth and one of the world's best Road trips, period. It's got everything from the Cliffs of Moher to surf towns like Strandhill and fishing villages like Kinsale in the south.*

Conty Cork

Alex: *Down south, the food scene of Cork is not to be missed, not just in the city either, the farms and fjords of West Cork are the breadbasket of Ireland and we highly suggest you get out there and explore.*

Northern Ireland

Marko: *Then, there's Northern Ireland, which has finally overcome the sectarian violence of the last century to become a major tourist draw in its own right. With everything from the iconic Giant's Causeway to the Awards winning Titanic experience in Belfast and, of course, for all you Game of Thrones fans, the real-life Winterfell. And yes, you can even visit the direwolves.*

Alex: *We've already covered all of our favorite destinations in Ireland in a separate video, so click on this card to watch that next, but stay tuned for all the practical information that you're going to need to plan your trip, starting with when to visit.*

___ **3:23**

When to visit

Marko: *The Emerald Island is green because it rains. The Romans called it Hibernia because it seemed to be winter all year long. So bring your rain jacket. The safest bet is to avoid winter entirely and aim for Summer where temperatures range between 20 and 33 Celsius or 68 to 86 degrees Fahrenheit.*

Alex: *We always film in the shoulder seasons; we love traveling during the shoulder seasons, and here in Ireland, the shoulder seasons that we recommend you visit in are May to June or September and October, when the weather is still pretty mild, but the crowds are a fraction of the summertime.*

Packing

Marko: *When it comes to packing, expect wet weather all year round. So always Pack a rain jacket as well as really good waterproof footwear, especially if you're trying to do any sort of hiking, because just a little bit of rain can turn the paths really really muddy. It's common to see a couple of seasons in a day so, even if it's sunny, when you leave your hotel in the morning, always dress in layers, so you can take clothes on and off as the temperature changes, and always Pack that rain jacket or umbrella. You'll be thankful if you do.*

Alex: *If you find yourself underprepared, don't worry. There's plenty of shops in Ireland to find that functional and stylish outdoor wear that you need. We recommend getting started in Dublin with the shops Indigo and Cloth and Makers and Brothers. Also do not forget to bring the proper power adapter. It's the same one that you use in the UK, and it's different than the one that you use in Europe.*

Costs and budgeting

Alex: Sounds good, right? But how much does it cost? Let's talk about money.

Money basics

Marko: Ireland is technically split into two countries: The Republic of Ireland, which is in the EU and on the euro and Northern Ireland, which is part of the UK and uses the British pound. ATMs are widely available; credit cards are accepted pretty much everywhere, but some places, like pubs, especially, will only accept debit cards or cash. Interesting side note: even though the Republic of Ireland uses euro, they still use the slang term for pounds. They still call 20 euros 20 quid. So, if you hear Irish people saying 20 quid, it still means 20 euros, even though it's referring to British pounds. Kind of confusing, but if you want to talk like a local, say 20 quid.

Daily budget

Alex: Ireland is not really a budget destination. It's not as expensive as the UK or Scandinavia, but it's considerably more expensive than eastern or southern Europe... about a hundred euros a day should be a proper solid budget. You could get by with about 75 euros a day, but you're going to be pinching pennies. If you want to live it up, a hundred and fifty euros a day should be plenty.

Accommodation

Marko: Your biggest cost is accommodation. There's a lot of options in the mid to luxury range, from charming Georgian town houses or design hotels in Dublin to palatial country homes in the countryside, but there are not a lot of really cheap options. Your basic hostel will cost you twenty-five euros. It's not bad, but it's not as cheap as other parts of the world and free camping is not allowed. So, if you expect just to pitch your tent anywhere you see a green pasture, you'll be surprised. You might get in trouble with the police.

Alcohol

Alex: Alcohol is surprisingly expensive for a country so closely associated with pints and pubs. So, if you are on a tight budget, buy your booze at the supermarket, maybe get a bottle of local Irish whiskey and, you know, bring a flask. Be a little cheeky; be a little sneaky. You can figure it out. Long story short, you don't have to go out and get blind drunk. If you go to the pub, have one or two pints and call it a night.

Food

Marko: Meals and restaurants costs round twenty euros for lunch, slightly more for dinner. Of course there are the fast food options like the rest of the Europe from kebabs and curries to the old standby of fish and chips. And like the UK, most hotels offer a full Irish breakfast. It's a

really, really filling breakfast, and it usually comes with a vegetarian option as well included in the hotel price.

Alex: *Our tip is to load up on a late breakfast, skip lunch then find a reasonably priced pub for a quality dinner and a pint. More tips on where and what to eat a little later in this video.*

LISTENING ANSWER KEY

1. (C)

(E)

(A)

(B)

(D)

2. a) ancient

b) bustling

c) cuisine

d) stunning

e) on display

3. B

4. B and C

POST-LISTENING

➤ Ask your students the following questions:

What is the most interesting thing that you learned about Ireland in the video?

Would you like to visit Ireland one day?

To travel abroad, is it only necessary to know only the place's language?

Do you search about the place you want to travel to, like knowing the language, the climate, culture, cuisine? Why is it important?

➤ Tell your students the importance of knowing more than the place's language, but it is also important to search for the place's culture, food, currency and curiosities. They have to search for that before traveling to that place. They can search on the Internet, ask friends or even participate on travel groups or forums.

- Take a look at some tips below on what to do before traveling to a different place. You can tell your students about it:

Wikitravel Articles - [...] It can sometimes be a little outdated (including prices), but most of the time it has a lot of very useful information in an organised and laid out format. [...] Wikitravel posts also contain information about things to do, places to stay, safety tips, ideas for day trips and much more. It works like Wikipedia in the sense that it can be edited by anyone. So (if you feel like it) after your trip you could contribute something you discovered to the guide and make it even more informative for the people who visit after you.

Read Posts By Travel Bloggers Who Have Been There- Travel blogs can be a great way to research a travel destination before you go! [...] I like reading travel blog posts, because they offer a first hand perspective on the destination. It helps to find a blogger who has a similar travel style, budget and interests as you do, as their recommendations will be more useful. [...]

Email Travel Bloggers- So you've found a great travel blogger who has written content about your destination, but they didn't quite answer your specific question? Why not try emailing them? If they are not too busy, they might take the time to answer your question or point you to somewhere that has the information. [...]

Watch Videos on Youtube- Watching a video about your destination can be a way to learn things about it that are hard to express via the written word. You can see what the landscapes look like, listen to what the accents sound like and actually see footage of the attractions that you might want to visit on your trip. [...]

Ask About it On Reddit- Check out forums such as [/r/travel](https://www.reddit.com/r/travel) on Reddit to ask questions and research a travel destination before you go. These forums are used by a lot of passionate travellers and they often have plenty of experience to share with you. Before you start your own thread, search through to see if your question has been asked before. [...]

TripAdvisor- TripAdvisor is another great way to research a travel destination before you go. It's not just for hotels – you can also read reviews of restaurants, tour companies and local attractions. If you see a restaurant, attraction or a hotel mentioned while you are doing research somewhere else you can head over to TripAdvisor to see what people are saying about it. Also, you can search in TripAdvisor for the top restaurants, hotels or attractions in order to get ideas on what to do, where to stay and what to eat while you are there. [...]

Read Local News Sources- If you speak the language, you could start reading local news sources from the country before you get there – such as newspapers, blogs and magazines. They will give you an insight into what is happening in the country, such as events, festivals, politics,

popular culture and much more. Also, it will give you some great talking points when you are conversation with the locals, as you will be able to comment on current affairs. [...]

Couchsurfing- [Couchsurfing](#) is an amazing phenomenon. It's a website that brings together travellers with local hosts who offer their spare rooms or couches for free. [Lee and I used it a lot](#) during our trip across Canada and we stayed for free with some incredibly kind and generous people. However, did you know that even if you don't want to stay with a local – you can also use Couchsurfing to find out more information about your travel destination? You can connect with someone who lives there and ask them questions. Also, many Couchsurfing hosts state on their profile that they are available to meet with you for coffee or a drink and show you around. What better source of insider info can you have than a local who is willing to give their time to introduce you to their home?

The Staff of Your Hotel- If you have already booked your hotel, the staff can be a great source of information. They will be able to tell you how to get from the airport to the hotel and they can also offer tips on how to get around the city and what to do while you are there. You can even ask them to recommend local tour companies for activities.

Read Guide Books- Of course, we can't forget about the classic guide book. [...] These guides usually have sections on the history and culture of the country, as well as safety tips, suggestions on what to do, information about local holidays, reviews of hotels and restaurants and much more. [...] A guide book never needs WiFi, so even if you can't get online the information is still there. [...]

Read Non-Fiction Books- [...] Read about the history of the nation and you'll have a better understanding of its politics and why things are the way they are. Read about the cuisine of the country, its economy, its environment or any other aspects of it that interest you. Read books or autobiographies of famous people who are from that country or who have spent a lot of time there. This info might not help you to book a hotel or a tour, but it will give you a deeper insight into the country and that understanding will make your travel experience richer and more meaningful.

Watch Documentaries- [...] If you watch a fascinating documentary it can inform you and be a great talking point later in discussions with people you meet on your travels. Check out the documentaries section on Netflix to see if there are any films there about your destination.

Watch Films or TV Shows- As well as watching documentaries, what about watching fictional films that are set in your destination? They will allow you to see what the destination looks like and get a sense of the culture, scenery and other aspects. [...]

Read Novels Set in That Country- Another way to research a travel destination before you go is to read a novel that is set there. You'll be able to feel immersed in the local culture and you'll get a sense of what things are like. Depending on the novel you might gain some insight into the local customs, the history and the subtler nuances of life in that destination.

Look up Hashtags- Social media can be a great source of travel information and inspiration. Go on Twitter or Instagram and search for hashtags related to your travel destination. On Twitter you will find Tweets to articles and blogs about that destination as well as local news and media. On Instagram you will find gorgeous photos that will fuel your travel daydreams. [...]

Ask Someone You Know Who Has Been There- Reach out to your work, school and friend networks – there is a chance that you already know someone who has been to your destination. Whether it is your cousin, your parent's neighbours or a friend of a friend, it can be very helpful to make a connection with someone who has already been to your destination. [...]

Podcasts- If you are an auditory learner and you remember things better if you listen to them, podcasts can be a great way to research a travel destination before you go. There are thousands of podcasts out there covering a huge array of topics, so it's just a matter of finding the right one. There are podcasts that are about travel in general and you might also find podcasts related to your specific location. [...]

Adapted from: <http://bit.do/eYKGn>

- **LET'S TALK!**

PRE-SPEAKING

- Ask your students the questions presented in this part of the section:

What are other places that you would like to travel to?

Would you like to travel abroad? Where to?

When a friend of yours travels to a place you are interested in, do you ask him/her suggestions and tell him/her your doubts about the trip?



SPEAKING


- Tell your students to talk about a place they really want to travel to, in pairs. The students have to tell their friends the place's name, why they want to travel there and also tell the information they know about the place. They can also discuss about the trip they are

already planning, ask their friends their opinions about a place and ask their friends their dream travel destinations.

- Encourage your students to use the useful language presented in this part of the section (giving an opinion, asking somebody’s opinion, saying somebody is correct, saying somebody is wrong).
- Ask your students to tell about their friends’ dream trip and their opinions about some travel destinations they chose.
- The students can see the suggestions of travel destinations on the section “Let’s start” in this unit, with the most well-known travel destinations.
- If the students do not have a clue about what place they would like to travel to, there is a chart in this section that shows different things to do in each place, that might be interesting to them.

If the students do not have any travel destination in mind yet, tell them suggestions as film locations that might interest them. Take a look at the charts below:

<p>Oxford, England</p>  <p>http://bit.do/eYKZB Christ Chrch College, Oxford Harry Potter</p>	<p>The “dreaming spires” of <u>Oxford</u> have starred in many a film (<i>The Italian Job</i>, <i>Howard’s End</i>, <i>The History Boys</i>), but it’s the college of Christ Church that’s most recognizable in the Harry Potter films, doubling up as the inimitable Hogwarts School of Witchcraft and Wizardry. From the cavernous wood-clad Great Hall and the echoey sixteenth-century staircase to the spooky cloisters and quadrangles, Christ Church makes the perfect setting for magical escapades.</p>
<p>Martha’s Vineyard, Massachusetts, USA</p>  <p>http://bit.do/eYK2o Jaws</p>	<p>The world’s most infamous fish laid claim to many innocent lives beneath the stunning turquoise waters of <u>Martha’s Vineyard</u> in <u>Massachusetts</u>, an affluent summer colony accessible by boat and air only. Local residents were picked by director Steven Spielberg to moonlight as extras in the film, including Chief Brody’s two young sons.</p>

<p>Matamata, New Zealand</p>  <p>http://bit.do/eWPZW Lord of the Rings</p>	<p>J.R Tolkien’s “Middle Earth” is mocked up in <u>New Zealand</u>’s picturesque rural village, <u>Matamata</u>, in the heart of the Waikato region (North Island). The Shire’s quaint thatched cottages surrounded by idyllic countryside of flower-strewn meadows, baa-ing sheep and tinkling streams is also known as “Hobbiton” where LOR fans can take tours and pretend they too are hobbits.</p>
<p>New York, NY, USA</p>  <p>http://bit.do/eYK5b Ghostbusters</p>	<p>The Hook and Ladder 8 Fire Station in Tribeca, <u>New York City</u>, has enjoyed a somewhat spookier past as the headquarters for Peter, Ray and Egon, three oddball parapsychologists who set up a business ridding the city of troublesome ghoulies. The fire station is still in use today, so if you’re visiting armed with camera and questions, do be careful of fast-paced, on-duty vehicles.</p>
<p>Amityville, NY, USA</p>  <p>Amityville Horror http://bit.do/eYK33</p>	<p>The subject of no less than ten films – the first dates to 1979 – the Amityville Horror is based on a novel by Jay Anson, which detailed the story of the Lutz family who move into a ghoulish, Dutch Colonial-style house at 112 Ocean Avenue in Amityville. They stay just 28 days, supposedly tormented by ghosts of the victims of Ronald DeFeo Jr, who murdered six family members there in 1974.</p>

Available at: <http://bit.do/eYK5p>

- Tell your students the film locations above were just some examples, but they could search on the Internet about their favorite film or TV series location.
- Tell your students that, if they want to travel to non-native English speaking countries, like Thailand (Central Thai as the official language), Russia (Russian), Spain (Spanish), Portugal (Portuguese), Mexico (Spanish), for example, the English language can still help them, if they do not know the country’s language. Show them the information below:

If you’re interested in learning languages while traveling, the question has undoubtedly crossed your mind:

Which language should I learn first?

[...]

English

English has taken over the world as the most **influential** and **widely-spoken** language, and certainly the most useful for travel.

Table 2: Power Language Index ranking (top 10)

RANK	SCORE	LANGUAGE	NATIVE (MM)	GEOGRAPHY	ECONOMY	COMMUNICATION	KNOWLEDGE & MEDIA	DIPLOMACY
1	0.889	English	446.0	1	1	1	1	1
2	0.411	Mandarin*	960.0	6	2	2	3	6
3	0.337	French	80.0	2	6	5	5	1
4	0.329	Spanish	470.0	3	5	3	7	3
5	0.273	Arabic	295.0	4	9	6	18	4
6	0.244	Russian	150.0	5	12	10	9	5
7	0.191	German	92.5	8	3	7	4	8
8	0.133	Japanese	125.0	27	4	22	6	7
9	0.119	Portuguese	215.0	7	19	13	12	9
10	0.117	Hindi*	310.0	13	16	8	2	10

* If all Chinese dialects/languages (Mandarin being the largest) are considered as one it would not change the rank ordering. However, if Urdu and Hindi – and all the Hindi dialects – are taken as one it would vault it past Portuguese and Japanese.

Source (including definitions and ranking factors): **World Economic Forum**

If you don't speak English well, it's by far the most important language for you to learn. Even a rudimentary knowledge of it will open more doors for you, both in terms of social and functional benefits, than any other.

Adapted from: <http://bit.do/eZ2nB>

What If You Don't Speak the Language?

Fears that hold you back are limiting you from experiences more than they are protecting you. I often get questions from people who are worried about traveling to countries where they don't speak the language. Not being able to communicate can not only be frustrating, but sometimes it can even be a bit scary. **But don't let a fear of not speaking the language keep you from traveling. [...]**

Remember that English is the universal language of travel. Sometimes signs at tourist attractions are even written in both the local language and English. If you are traveling to a destination that is used to dealing with tourists, you will find locals who speak at least a few basic words of English. But when you speak to them, remember to **speak slowly and clearly** (NOT louder) and use simple vocabulary. [...]

It might seem impossible to travel to a country with a **different language** and sometimes a completely different alphabet, but remember how much of the world learns English. Even in less educated parts of the world, people who work in some sort of tourism job will most likely know a few phrases of basic English. [...]

Adapted from: <http://bit.do/eZ2oa>

- Tell your students that, with English, they can travel the world, but it is very interesting to know how to speak other languages. Take a look at the information below:

Why Learning Multiple Languages Is Important

It has long been established that learning a second language is beneficial. So beneficial, in fact, that many schools are incorporating bilingual education. This is because multiple studies suggest that [bilingual education has cognitive, social, and health benefits](#). However, learning multiple languages does not simply benefit students in the classroom. As you will see, studying a second (or third) language is an investment in your future, no matter your age.

Increases Creativity

While the two are not often paired, language learning can also increase one's creativity. Learning how to string new words together to communicate effectively requires you to use your brain in an analogous way as when you form creative thoughts. For instance, language learning requires discovering new ways of expressing ideas and feelings. [...]

Improves Your Analytical Skills

Along these same lines, mastering a new language will also improve your analytical skills. Those who speak more than one language have the ability to process information in a more logical fashion. For instance, rather than making decisions based on emotion, those who had to consider decisions in a foreign language made wiser decisions based on analytical reasoning. [...]

Strengthens Your Brain Muscles

When you work to learn another language, you are essentially exercising your brain muscles. For example, it is proven to improve one's cognitive skills. Working hard to learn a new language will strengthen your ability to focus, memorize, and comprehend material. [...] Additionally, [senior citizens are encouraged to learn another language](#) because studies have shown multilingualism directly correlates to a decrease in dementia. This is because of the way language learning works as a type of brain fitness.

Develops Your Native Vocabulary

In addition to learning a new foreign vocabulary, you will develop your native vocabulary. For instance, if you speak English and are studying French, your English skills will improve as you work to learn the rules of the French language. This applies to all languages. [...]

Brings School Success

As we mentioned earlier, bilingual education has many benefits. Primarily, students who are bilingual or who study multiple languages, perform better in school than their peers. This even applies to standardized academic exams that students take for college entrance. In addition to these student's large vocabulary skills, these same students have better literacy skills. [...]

Creates Job Security

In addition to academic success, learning multiple languages creates job security. As the workplace becomes global, it is imperative that employees do what it takes to hold on to their jobs. Those individuals who can speak other languages are already well ahead of their competitors in the workplace. Not only does being bilingual create job security, it potentially could lead to [career advancement](#) and raises. [...]

Simplifies Foreign Communication

Whether you are traveling abroad or doing business with someone abroad over the phone, the ability to communicate is essential. When you learn to speak another language, communication becomes easier. As you travel, you will be able to find out information yourself rather than rely on translators. This will help you make wise decisions and [lead you to places where you may not have gone before](#).

Fosters Cultural Awareness

[Studies](#) have shown that learning another language fosters culture awareness and acceptance. Students who study another language are more understanding of other cultures. When you learn another language, you are not merely learning unfamiliar words. You learn about the people, the customs, traditions, and values where the language is spoken. It involves stepping out of your comfort zone and learning about the vastness of the world around you. [...]

Develops Global Relationships

Finally, one of the most important reasons to learn multiple languages is to develop global relationships. Rather than living in a bubble where everyone lives in the same place and speaks the same language, those who are multilingual can form relationships with people across the globe. Language barriers are broken, and friendships are made. Plus, global relationships are imperative for global awareness and global thinking. When you learn another language, your worldview changes for the better.

Adapted from: <http://bit.do/eZ2rr>

POST-SPEAKING

- Ask your students the questions presented in this section:

Did you like your classmate’s favorite places to travel to? Would you like to travel there too?

- **LET’S READ!**

PRE-READING

- Ask the students the following questions:

Would you like to be in an exchange student program? What do you know about it? Share information with a partner.

- Tell students more about exchange student program. Take a look at the information below:

How to Become a Foreign Exchange Student

Being a foreign exchange student will enhance your life for years to come as you broaden your outlook and learn more about other cultures. The word “exchange” is a bit of misnomer, however, as there need not be a one-for-one exchange. If you’re truly interested in foreign exchange, start your research process early, check off all blocks, and you should have a wonderful experience abroad. [...]

Choose a foreign exchange program. There are many great exchange programs out there. Look at the web page for Council On Standards For International Educational Travel (CSIET)

to get a reputable list. Programs are organized based upon a commitment to universally accepted higher standards. A few to consider are:

- Rotary
- Youth for Understanding (YFU)
- International Cultural Exchange Services

Consider the cost of a foreign exchange student. It can be very costly, and budgeting will become very important. [...]

- Applying for a scholarship or working a part-time job are good ways to offset the costs.
- Health insurance while abroad as a foreign exchange student can be pricey. Depending on where you are planning on studying abroad, it's mandatory.

Talk to other foreign exchange students. Look for people who have been exchange students before and ask them general questions about it. You should ask several questions to gauge their experiences and opinions, then weigh the answers into your decision.

- Where and when they were exchange students
- Why they decided to be exchange students
- Which foreign exchange organization they used, and whether they recommend that service
- What were the biggest benefits they got from being an exchange student

Identify your ideal host country. While some programs make no promises about the exchange destination, it's still worth selecting the country you'd like to visit. Isolating the country can help prepare you for the various paperwork, financial obligations, educational requirements, and language hurdles.

Learn the basics of your future host country language. The language requirements vary depending on your destination and on the program you're applying to. In some situations you may need to be fluent to survive, while in others just the language basics will be sufficient to get you started. While the expectation is language skills will improve abroad because of complete immersion, there will still need to be some understanding of the host language.

- In general, one year of foreign language study in high school, or an intensive summer program, is required for preparation.
- Practice the language with a pen-pal. Locate a pen-pal from your future host country. In years past, foreign pen pals were much more difficult to find. Now it's just a matter of registering for any number of pen-pal websites, searching a database, and initiating correspondence. [...]

Apply for a passport and [visa](#) as necessary. Some countries you may go to will require a passport, and others will require both a passport and visa. It may also depend on your country of origin and its political affiliation with a potential host country. You'll need to view a

government-sponsored website that lists specific requirements when visiting foreign countries.

- Be aware the some countries require submission of paperwork or travel to their specific consulate in order to receive appropriate passport and visa stamps.
- Note that some countries have visa requirements based upon the length of time you intend to stay in their country.

Register and apply for your desired program. Generally applying for foreign exchange programs are not difficult. Most student exchange programs require basic information like name, sex, desired country, age, address, phone number, email, and nearest international airport. There may also be a deadline for your submission.

Visit the program's website, Facebook page, or otherwise ensure the registration deadlines.

Provide language proficiency scores. Most application processes will require some form of proof that you're capable of basic communication in your future host country. In some countries, there may be a general language certification. In other countries, the following types of tests and measurement requirements are mandatory:

- The Standards-based Measurement of Proficiency (STAMP) test was originally developed at the University of Oregon and measures skills like reading and speaking in nine different languages.
- The Test of English as a Foreign Language (TOEFL) is a worldwide recognized test that measures English proficiency, and is widely used at the college and university level.

Submit supporting documentation. Many programs require information that supplements your language proficiency. Aside from proving you have the appropriate passport and visa, you may also have to provide an additional passport photo, your scholastic transcripts, and a curriculum vitae (CV) among other documents.

Participate in orientation. Most programs have an orientation before you leave. It may be at the business location or at your home. Afterwards, a follow-up orientation is often conducted once you arrive at your host country. Both orientations are beneficial for the final details and questions that make everything function smoothly.

Adapted from: <http://bit.do/eZoVk>

READING

- Ask the students to take a look at the article, tell what they think it is about and discuss with their classmates.

- Ask the students to read the text and, after that, do the comprehension and vocabulary exercises that follow it.

READING ANSWER KEY

1. a) Spain.

b) Mexico.

c) Salamanca, Spain and El Puerto de Santa Maria, Spain.

d) One month.

e) Southern California.

2. a) Her first reason to study abroad was to travel.

b) Her solution to justify taking a break from school to travel somewhere was studying abroad, see the world and get college credits.

c) No, she doesn't. She thinks her education not only came from her Intensive Spanish Language Program, but through experiencing the culture.

d) Because the son of her host family is deaf and her Spanish was terrible, but they still found a way to communicate and she realized that language didn't create barrier between cultures.

e) Living with them, studying with them, partying with them and ultimately sharing the entire experience with them.

3. A, B and C

4. a) to stay

b) to leave

c) originally

d) luxury

POST-READING

- Ask your students the questions presented in this part of the unit:

Did you like to know about the advantages of an exchange student program? Would you like to be an exchange student?

Would you prefer to live with a host family or in other places, like student accommodation

or hostel?

If you already were an exchange student, tell us about your experience.

Kiki tells us in her blog that she learned the language more during the exchange program than in high school. What do you think about that? Do you think the only way to really learn a language is traveling abroad or there are other good ways? What are they?

- **LET'S FOCUS ON LANGUAGE!**

Grammar Focus

- Do not start the class telling your students they are going to learn the Simple Past tense. Explain the verb tense through the examples from the blog post and questions and the students themselves are going to come up with the rules of the Simple Past. This is the Inductive Method of Grammar Teaching.

GRAMMAR FOCUS ANSWER KEY

1) a. They refer to the past tense.

We know from the context that she already studied in Spain and because of the time expressions used in the sentences, they refer to the past tense.

“During my one month program in Spain, I **lived** with a host family for two weeks in Salamanca, Spain and then another host family for two weeks in El Puerto de Santa Maria, Spain.”

“Living with a family from another culture truly **opened** my eyes.”

“After living in Spain and then backpacking around Europe (at times alone) I **realized** just how capable I truly was on my own.”

b. simple past

2) a. (x) regular verbs, because they follow the pattern of taking -ed or -d at the end of the verbs.

b) We have to add d or ed at the end of the verbs.

c) We have to add just d.

3) decided, ended up, melted away, saved, volunteered, learned.

4) a. simple past

b. (x) irregular verbs, because they don't follow the normal rules of taking -ed or -d at the end of the verbs.

5) to give= gave

to be= was/ were

to find= found

to pay= paid

to do= did

LET'S PRACTICE!

1.

Edinburgh, Scotland

It was too long ago that I visited Scotland for the first time and boy did I fall in love big time. As a keen winter enthusiast, I packed my suitcase with layers upon layers for a solo adventure to the Scottish Highlands with my first stop being in Edinburgh, the Scottish capital. Although the Highlands were my destination, my three days exploring Edinburgh almost stole the show! This city is packed with history at every turn and the locals are so friendly that I never felt weird about arriving at a bar or restaurant by myself and almost always left with new friends. Bonus: if you're a Harry Potter fan this city is full of Harry Potter locations throughout!

Adapted from: <http://www.worldofwanderlust.com/the-best-cities-to-travel-solo-in-europe/>

1) a. We use the auxiliary didn't in the negative of the simple past tense.

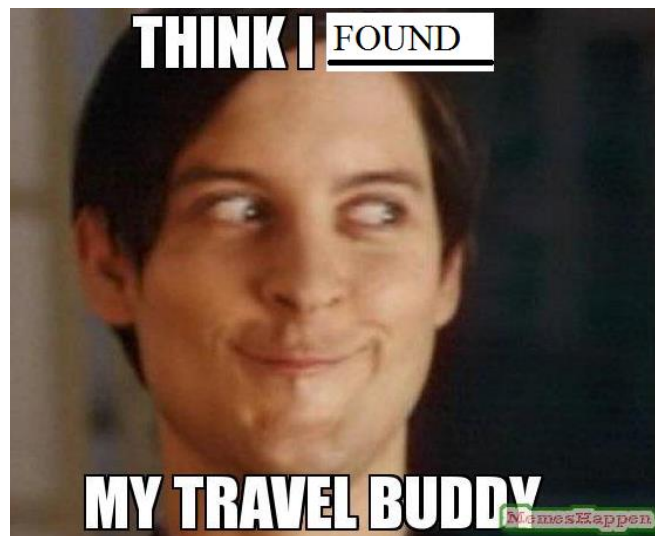
b. (x) the verb that comes after didn't is in its infinitive form; we do not change the verb.

2) a. We use the auxiliary did to form the interrogative in the simple past tense.

b. The correct order of the interrogative in the simple past tense is: did + subject + verb in its infinitive form.

3) a. When we have a wh-question (question that begins with what, who, where, why, how, etc.), the correct order in the simple past tense is: wh-question word + did + subject + verb in its infinitive form.

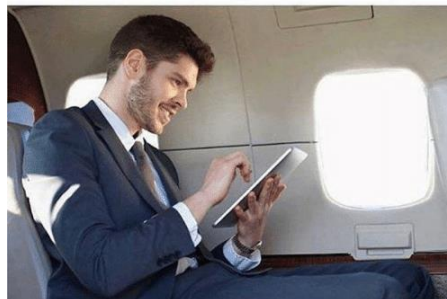
2. (TO FIND)



<http://bit.do/eU5Ug>

a) (TO KNOW)

Did You Know?



**You can fly from any
Airport without announcing
it on Facebook**

Technology amazes me every
day

<http://bit.do/eU5Vp>

b) (TO WAKE UP)



<http://bit.do/eU5VV>

c) (TO LIVE)



<http://bit.do/eU5Xw>

d) (TO TELL)



<http://bit.do/eU5XT>

e) (TO BOOK)



<http://bit.do/eU5Yo>

f) (NOT, TO BOOK)



<http://bit.do/fidf3>

- Tell your students they have to talk to their partner about trips but now they are going to use the simple past tense. They have to talk about a place they traveled to and tell their experience. If the students did not travel yet, they can use their imagination to tell their friends about a place chosen, as if they were already there. Their partners may comment, give their opinions and say if they are interested going to that place too.

Students can also:

- Discuss about a place they traveled to and they really liked.
- Discuss about a place they traveled to, but they did not like.
- Discuss about an opportunity of traveling that they missed.

- **LET'S WRITE!**

PRE-WRITING

- Ask your student to talk to their partners about the questions below:

Do you search about the places that you want to travel to?

Do you know the place's cuisine, prices, transportation and climate? What do you know about the place you want to travel to?

What are your doubts about the place you want to travel to?

If you already traveled abroad, what are the suggestions and tips you can give the others?

WRITING

- Ask your students to read the texts about a trio to New Zealand and answer the questions that follow them.

WRITING ANSWER KEY

- a. The text contains opinions or explanations about a travel destination.
 - b. They show explanations and people's opinions about a travel destination.
 - c. Yes, they are comments or commentaries on a travel forum.
 - d. Yes, they can show doubts and some advice too.
- Explain to your students that both texts are comments on travel forums about a trip to New Zealand.
 - Ask your students to take a look at the definition of "comment" from "Collins English Dictionary" that it is presented on this section of the unit.
 - Ask your students to choose a place and write a comment about it. They may post it on Nomadic Matt Forum website on <https://forums.nomadicmatt.com/>. Students can explain why they want to travel to the chosen place and tell their doubts or they can tell their experience traveling and give some advice. They can follow the guidelines presented on this section of the unit, adapted from The Writing Platform, to help them write their comment on the travel forum.
 - If students do not have a place in mind, they can write on the forum the things that they like to do and ask for advice and recommendations of places to travel to.

POST-WRITING

- Before posting it and after teacher's correction, ask your students to exchange comments with their classmates and ask them the following questions:

Would you like to travel to a place just by reading your peer's comment about a place?

Why (not)?

Do you think that comments on travel forums help on thinking about where to travel to or planning their trip? Why (not)?

Rationale

This final paper aims to present two units with activities related to the Communicative Language Teaching (CLT), also called Communicative Approach. It contains activities and strategies to help teachers motivate students to learn the English language.

According to Berns (as cited in Sreehari, 2012, p. 87), in *Communicative Language Teaching*, “language teaching is based on a view of language as communication, that is, language is seen as a social tool which speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.” Therefore, all the tasks have to present their objectives and be meaningful for the students.

Conforming to Finocchiaro and Brumfit (as cited in Richards and Rodgers, 2002, p. 156-157), in *the Communicative Language Teaching*, when dialogues are used, they are not normally memorized; there is contextualization in the activities; students interact with their classmates and other people, through pair or group work, and even in their writings; the teacher helps students in a way that motivates them to work with the language and the goal is to learn to communicate, knowing how to use the linguistic system correctly and adequately. Thus, the units in this final paper present purposeful and meaningful tasks; activities with contextualization, not sentences separated from context; and the students interact with one another and even with other people, as they have to post their writings on the Internet.

The communicative methods focus on meaning and interaction and the use of authentic material, making the learning experiences as relevant activities to the students, according to their needs and interests, to enable them to use the target language in the interaction with other speakers, in real-life situations, even in the classroom, giving the students opportunities in the whole learning process.

In agreement with the National Curriculum Parameters (1998), PCNS (*Parâmetros Curriculares Nacionais*), it is of great importance that teachers know how to share their power and give voice to their students. It also gives importance to integrate critical consciousness into the curriculum and to formulate meaningful activities, based on the students’ learning needs, their reality and interests, to motivate language learning. And the main goal of this final paper is exactly to give voice to the students, to teach English through themes that they really like and want to know more about, but also that the students think critically about these themes.

Both units in this final paper contain the four language skills (listening, speaking, reading and writing), the four capabilities we need for proper and effective communication. All the activities in each language skill were developed through authentic material, created for real

interactional purposes, such as videos on Youtube, articles on online magazines, blog posts, memes, online forums and TV series scripts, part of the students' reality, that allow them to create real situations during the activities in the units.

The units have activities that test the four language skills, because the students have to have the ability of using English in a variety of contexts involving all the language skills and thus, to develop the ability to use the language effectively. As believed by Brown (2004, p. 116), "[...] the integration of skills is of paramount importance in language learning."

According to Brown (2004), listening is often seen as a component of speaking, thus, there is more emphasis on speaking than on listening, and the author asks us the question: "How could you speak a language without also listening?" (Brown, 2004, p. 119) As reported by Rost (as cited in Nunan, n.d., p. 52), listening is very important to the language classroom, because it gives input for the learners, and "without understanding input at the right level, any learning simply cannot begin." According to Nunan (n.d., p. 65), an effective learning course has authentic material; strategies for effective listening; students should have opportunity to listen to a text several times and doing challenging tasks; they have to know what they are listening for and why and they have to play an active role on their learning.

Listening and speaking are almost interrelated, conforming to Brown (2004, p. 140), because it is very difficult to separate oral tasks that do not involve listening comprehension, just in a few cases, like a monologue, telling a story or reading aloud, for example. In consonance with Shumin (as cited in McCarthy and O'Keeffe, 2004, p. 34), the students need to be involved in small talk in the target language, like talking about the weather or traffic, for example. And, according to Hughes (as cited in McCarthy and O'Keeffe, 2004, p. 35), contextualization is necessary in speaking tasks, they should not be separated from the social and cultural life of the students.

Brown (2004, p. 185) stated that reading is "[...] arguably the most essential skill for success in all educational contexts" and it "remains a skill of paramount importance". The author also tells us that, with the huge variety of genres that we have in any literate culture, the reader's ability has to be sophisticated then we, as teachers, have to show our students different kinds of genres and Brown (2004) gives us a lot of examples of genres to be shown in class, like academic reading (articles, reports, dictionaries, essays, papers, etc.); job-related reading (emails, job evaluations, schedules, forms, bills, manuals, etc.) and personal reading (newspapers, magazines, greeting cards, invitations, lists, recipes, menus, maps, want ads, short stories, jokes, poetry, comic strips, etc.) According to Brown (2004, p. 187), "the genre of a text enables readers to apply certain schemata, that will assist them in extracting appropriate

meaning.” Thus, knowing the different genres of reading can help the students with tips to understand what they read, for example, when the students know that the text is a recipe, they know that there will be ingredients and a sequence of directions on how to make the dish.

As we can see in Brown (2004, p. 218), “writing has become an indispensable skill in our global literate community”, as not so many centuries ago, it was a skill just for scribes, scholars and specialists and it was only used in educational and religious institutions. Brown (2004) also tells us that writing is difficult to learn, even in our native language, that anyone can learn the basic principles of writing, but very few people know how to express themselves clearly to achieve a certain purpose. And, according to Brown (2004), when we have to assess writing, we have to be clear about the objective or criterion for it, if it is correct spelling, grammatically correct sentences, paragraph construction, logical development of the main idea and so on. The students also have to know about the different genres of writing language and know how to produce them, as a requirement of a curriculum.

The purpose in the units is to teach themes that are related to the students’ reality and interests, to make them more motivated to learn the language; as the themes TV series and traveling the world that are in the units but also, to motivate them to think critically about these themes.

The themes were chosen because of the students’ interests, as some students from two different language courses chose them. Most of the students like to watch TV series and to talk about them and some of them have the dream of traveling the world. There are other more important themes that we have to talk about in class with our students too, like bullying or prejudice of any kind thus, in a book, it has to present units with these themes, but also other kinds of themes, to the students be prepared to think critically about any kind of theme, anything that they see or read about.

In the first unit, the objective is to make students think about the importance of watching TV series in English, a very good thing to practice the language, as a lot of students that are learning English still watch TV series in their mother tongue. According to Hoogeveen (as cited in Wang, 2012, p. 217), students can react with more personal feelings when the teacher uses multimedia tools, as TV series, in language classrooms and, besides that, these multimedia tools can turn learning into a funnier process, thus, TV series can be one of the funniest and most effective ways to learn and practice English. It makes the learning process for the students a real and fun part of who they are. Referring to Wang (2012, p. 218), an authentic video, as the TV series, can be used “[...] to provide more ‘natural’ input and genuine communicative language, to increase learner motivation, and hopefully to facilitate the learning of the target

vocabulary.”

TV series are an authentic and real life experience to students, because through them, they can learn the language, but also be aware of other countries' culture, their sights and people's daily lives. They can see discourse markers, connected speech, pronunciation, colloquial language and slangs, and linguistic variation, for example, one of the advantages of using series in the language classroom, as we can see in Kohútová (2011, p. 11). Students can also watch facial expressions, body language and gestures from different cultures.

Wang stated that using a video in a language classroom “[...] not only helps to display the content, to deepen comprehension, but also to enhance lexical and grammatical learning.” (WANG, 2012, p. 218) Through TV series, students can live what they learn in class, without having to travel to a Native English speaking country. And an advantage that TV series have on movies is that, with TV series, you get more familiar with the characters' voices and accents and the situations frequently involve repetition, with characters' most used expressions.

According to Wang (2012, p. 223), there are a lot of positive aspects of using TV series in the language classroom, because the video contains “images” that help students memorize words in an easier way, and the plot, the events and the characters' emotions can help students learn the target words, and also, repetitions helps on memory enrichment. TV series motivate students to learn, and motivation is a fundamental element to learn anything. As stated by Kohútová (2011), teachers need to let students immerse in the language and culture through TV series, and the author also states that “series are good motivators in themselves, because the learners like them and watching them is a natural activity to them.” (Kohútová , 2011, p. 8),

At the same time, it is also important to make students critically think about how much time they spend watching TV series. Conforming to Kohútová (2011), some advantages of using series in the language classroom is that most of episodes are short, forty to twenty minutes, and also that the total time students can spend watching them is longer than with movies, meaning that they will have “[...] more exposure to the language, better promotion of fluency and more second language acquisition (SLA).” (Kohútová, 2011, p. 11)

As there are TV series of just twenty minutes, and movies are much longer than that, another advantage of TV series, it can be easy to make them a daily habit, but you have to know how to use it right, so they can be a very good resource on the English learning process. And Kohútová (2011) related one more advantage of using series in the language classroom:

Moreover, with the many different episodes of the series, there are more topics, that are touched upon, which provide prompts for discussions or other activities and show more daily problems solved, than any single movie. Yet, despite the diversity the series still provides one continuous storyarc through which the

characters are developing and changing. This creates an “addiction” to the series, which then serves as motivation for the students. (KOHÚTOVÁ, 2011, p. 11)

In unit 2, the main objective is to make students think one of the advantages of learning English, that is to travel the world, because there are a lot of countries that have English as their official language and others that have English as a second language, but English is spoken all over the world, because it is becoming the common language of millions of people. As reported by Mahu (2012, p. 374), “[...] the benefits of learning and mastering English goes beyond the four corners of one’s own country. English is the most spoken language around the world.” We learn English to communicate with others; improve our professional opportunities; also because it is entertainment (TV series, movies, songs, games, etc.); to increase our culture awareness and travel the world, as we can see in Mahu (2012, p. 374). And traveling abroad is a mean of enhancing communicative skills.

Another objective of the unit is to think about the different countries the students want to travel to, but to critically think of what they search about the place before they travel, as a lot of students only want to know about the country’s language, and most of them do not care about other important things related to the place, like the culture, the food and the curiosities about it and, to make them think the most important, to travel not only to see the sights in that place, but also to appreciate different cultures and know how to accept the differences and respect them. According to Mahu (2012, p. 374), “learning English as a foreign language allows you to fully appreciate the culture and its context of a country, it widens your understanding.”

Therefore, the activities in the units were created to make students critically think about the themes developed on them, themes that lead students to use and practice English from authentic material and real situations, since all the activities are based on the Communicative Approach, embodying the four language skills.

The units are also based on Critical Literacy, that is “[...] learning to read and write as part of the process of becoming conscious of one’s experience as historically constructed within specific power relations.” (ANDERSON and IRVINE, 1993, as cited in BISHOP, 2014, p. 51) In accordance with Sander (2016, p. 1), it is related to literate practices presented in the tasks, as the ability of reading and writing, but also the multiple literacies related to media. It helps students to comprehend the purpose of the texts and critically see and think about other aspects of their lives.

Students learn to read, analyze, disagree and question the texts, having a critical perspective while reading them; students learn to read beyond the texts. As reported by the Sander, critical literacy “[...] puts the power in our hands by asking us to be critical in our

readings and recognize that simply because something is being positioned in one way does not mean it is the only way to position this something.” (SANDER, 2016, p. 2)

According to Janks (2013, p. 227), “critical literacy is about enabling young people to read both the word and the world in relation to power, identity, difference and access to knowledge, skills, tools and resources.” In line with the author, it is not memorizing and repeating syllables and phrases, but reflecting critically on what the learners read and write.

In the units, there is also collaborative learning, which is “[...] is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product.” (MD.; MSc., 2011, p. 491) Thus, the students are encouraged to be in groups or pairs and work together, giving their opinions and exchanging ideas.

Through collaborative work, students can hear different opinions, learn from one another and understand other perspectives and then, they can engage more in learning. And, exchanging ideas not only increases the students’ interest, but it also helps to develop critical thinking (GOKHALE, 1995, p. 22) Mentioned by the author, it promotes learners’ critical thinking, because of the discussion of ideas and evaluation of the classmates’ ideas. In accordance with Bajrami (2015, p. 426), the teachers’ role is “more that of a facilitator”, they have “the role of counsellors”. They work, mediating learning through dialogue and collaboration, creating meaningful and authentic learning tasks and providing opportunities for collaborative work too.

The units are divided into six sections: *Let’s start*, *let’s listen*, *let’s talk*, *let’s read*, *let’s focus on language* and *let’s write*. Both units contain activities of the four language skills: listening (*let’s listen*), speaking (*let’s talk*), reading (*let’s read*), and writing (*let’s write*).

The section *Let’s start* is the beginning of the unit and its objective is to introduce the themes and to help teachers know students’ previous knowledge about them, it is a warm-up activity to the students. In Unit 1, there are some symbols of TV series (Breaking Bad, Game of Thrones, Supernatural, The Simpsons and The Big Bang Theory) and in Unit 2, there are a lot of pictures of Native English speaking countries (Australia, Canada, England, United States, Malta and New Zealand) to see if the students can recognize them.

In the section *Let’s listen*, there are videos from Youtube about the themes of the units, that the students have to listen, more than one time, to do different tasks, to test students’ abilities of listening comprehension. In Unit 1, there is a video from the Youtuber Adorian Deck, talking about the top 5 TV series in his opinion, the good and bad points in each one, and that is what the students are going to do in the section *Let’s talk*, they are going to talk about

their favorite TV series.

In Unit 2, there is a video from the Youtubers and travel influencers Marko Ayling and Alex Ayling, the Vagabrothers. They talk about their trip to Ireland and tell us not only about the country's languages, but also about its currency, their principal cities, about when to visit it, packing, the daily budget, accommodation, etc. And it is very important for the students to know that English is not only spoken in the United States and England, for example, but there are a lot of countries that have English as their official language and second language, and it can be surprising, but there are still a lot of students that do not know that English is one of Ireland's official languages.

In the section *Let's talk*, there is a task to the students talk and interact with his colleagues, in different contexts, and the topics are related to the themes of the units. The objective of this section is to use a real-life situation in class, as most of the students like to talk about the TV series that they are following or asking suggestions about them.

In Unit 1, the students have to talk about their favorite TV series, the good and bad points in each one. If some students do not like series or do not have some series in mind, they can read a chart presented on the same section that shows suggestions series of different genres.

In the chart, there are different TV series genres, like drama and romance (Grey's Anatomy), fantasy (Once upon a time), sci-fi (Orphan Black), crime and comedy (Lucifer), superhero and adventure (Arrow), History and War (Vikings), horror (The Haunting of Hill House), mystery (Sherlock), thriller (Dexter) and comedy (Modern Family) or they can be motivated by the teacher to search for other TV series, depending on the genre the students like and they can also ask their colleagues suggestions and ask them questions about the TV series that they had interest in; they can ask more about the TV series, the good and bad aspects of them, the characters, how many episodes, etc.

In Unit 2, the students have to talk about the places they want to travel to, the reasons for that, what they know about the place and what they are planning to do there. If the students are not very interested in traveling or do not have a clue about where to go, they can look at the chart in the same section that shows different places to travel to and what to do there that might interest them.

In the chart, the places are divided into different things to do, like going to the beach and swimming, snorkeling and scuba diving (Nassau, Bahamas); visiting a rainforest and going whitewater rafting (Cairns, Australia); going on a walking safari (Zimbabwe, Africa); a monastery (Singapore, Asia); knowing luxury malls (Dubai, UAE); beautiful landscapes, like lakes and mountains (Alberta, Canada); and also different and curious cities to photograph

(India, Asia); or even look back on your childhood staying in tree houses (Virginia, the United States). The students can also search for a place, based on the things they like to do, and discover places to visit around the world.

In the section *Let's read*, there are texts of different genres, as the article “Is Friends leaving Netflix in 2019?” from the online magazine “What’s on Netflix?” and a blog post “Ten reasons to study abroad” from the blog “The Blonde Abroad” and activities to test the students’ ability of reading comprehension and critical literacy.

There are also other types of genres in the units created. In unit 1, we work with the genre review, as the students have to write a TV series review and post it on IDMB (Internet Movie Database), and in unit 2, we work with an online forum, and the students have to write a comment on Nomadic Matt forum, an online travel forum, asking questions about a place they want to visit and planning their dream trip or giving suggestions or some advice of a place they have traveled to.

Martin (as cited in Millar, 2011, p. 3), defines genres as “staged goal-oriented, purposeful social processes.” According to Martin, Christie and Rothery (as cited in Millar, 2011, p. 3), “[...] they are goal-oriented because they are used to get things done, and they are social because members of the culture interact through them.” As teachers, we need that our students read different kinds of genres, but we also have to experience a wide variety of genres, because “knowledge of genres has an important consciousness-raising potential for teachers, with significant implications, for both their understanding of writing and their professional development.” (HYLAND, 2007, p. 151) In line with Wijayant et. al (2017), genre pedagogy can enhance student literacy skills, empowering students and the teacher. Conforming to the authors, “[...] genre pedagogy can empower the students psychologically and cognitively.” (WIJAYANT et al., 2017, p. 120).

As reported by Martin (as cited in Figueiredo, 2010, p. 135), genres are resources that we can use in society to accomplish social goals. It is very important that the students be aware of different kinds of genres, because they can reflect about the language use, comprehend it and know how to use it in different situations and specific purposes. As stated in Millar (2011):

By exploring different genre types, in relation to their purposes, the context, the discourse organization, and lexico-grammatical patterns, students can be encouraged to notice how language works. If they can better notice and describe similarities and differences among genres, then they may be better equipped to write in a wide variety of contexts. (MILLAR, 2011, p. 9-10)

In the section *Let's focus on language*, there are the grammar points of the units, but grammar is taught through the observation of examples in situations of language use and the

students have the opportunity to deduce the grammar rules and know how to use them in a contextualized way.

The grammar in the units are taught through the Inductive method. In accordance with Nassaji, Fotos and Ellis et al (as cited in Azevedo and Carneiro, p. 94), the inductive design of tasks is when learners discover the rules themselves after they examine some input. Instead of telling the students the grammar point they are going to study, the teacher shows the students examples from authentic texts and, through these examples and questions, the students come up with the rules of that grammar point. The grammar is not taught through isolated sentences and disconnected with each other and the students' reality, but they are taught through authentic material and meaningful activities.

And, finally, the section *let's write*, the last section of the units. In this section, there are tasks where the students have to produce something related to the theme of the units. They have to plan, write, analyze and evaluate it, before post it on the Internet. The students can use the grammar point and vocabulary studied in the units in a contextualized way, working individually, writing the TV series review for Unit 1 and the comment on travel forum on Unit 2, as already explained in the section *Let's read*.

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