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Curso de Especialização no Ensino de Inglês – CEI

A YOUNG ADULTS APPROACH
(UNIDADES DIDÁTICAS PARA O ENSINO DE INGLÊS)

Maria Thereza Miranda Velloso Couri Palhares

Belo Horizonte

2018

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Trabalho de conclusão de curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da UFMG como um dos requisitos para obtenção do título de Especialista em Ensino da Língua Inglesa.

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INTRODUCTION

The present work was developed as a concretion of my learning process concerning English Teaching in a meaningful and communicative way. As an English teacher at private language institutes for almost nine years now, I have always felt something missing while teaching teenagers and young adults. The constant feeling that it was not possible to reach the students, that what was being taught was very much distant from their reality, social and cultural contexts making them lose motivation and even leave the course was the main reason for me to aim my final paper at that audience.

Being young adults, I considered the age range from eighteen to twenty-five years old, which would fit the themes chosen and the vocabulary as well as the relevance of the verbal and nonverbal texts. The proficient level though for both units was B2 which, according to the Common European Framework of Reference for Languages (CEFR), considers learners as independent users of the language, able to fully comprehend complex texts, interact with a degree of fluency and spontaneity, produce clear, detailed text on several subjects and explain their point of view. This choice was made based on the texts and activities created so as students could successfully accomplish them.

The choice of the themes for both units was made based on the students' usual interests at youth as well as on the tools, facilities and technologies that are available on the 21st Century. Likewise, the type of language chosen to be taught as both vocabulary and grammar is the one which students are frequently in touch with due to the new formats of the means of communication available.

The first unit leads the students to reflect upon the different kinds of news available nowadays and how it is explored in order to either inform or simply make money be that in Brazil or any other place. They will learn how to differ hard news from fake news from the perspective of the text format and language used in both broadcast and print media. Grammar and vocabulary were chosen to enable learners to identify and make use of different structures as well as to explore and freely discuss the theme encouraging them to express their opinions in their second language, making use of proper vocabulary concerning the news in written and spoken forms.

On the second unit students are going to work with tourism, learn the difference between “trip” and “travel”, discover more from the world and that there are amazing different places to visit other than the regular ones. They will have the opportunity to discover what is their traveler’s profile and many chances to interact with each other as the aim of the unit is to transform students into independent and confident speakers while planning the tip or travelling. The reading and writing sections were developed to connect students with modern tools available to help travelers find information on their destinations as well as how to identify and make use of the information given.

I strongly believe that both units are appealing and useful for students, fulfilling the initial intended purpose for this work, since they will be able to visualize the effective application of the content learned. The two units were thought to be highly related to the students’ daily routine and their purposes when learning English as a second language. Even though some of them may not have contact or simply not be used to the tools and technologies presented, they will be exposed to them and, as a consequence, it will excite their curiosity leading them to an even wider learning.

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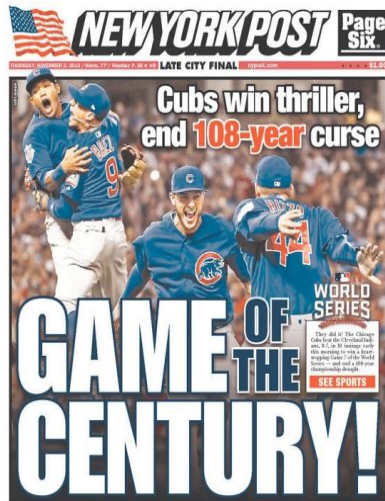
IT'S NEWS

UNIT 1

ARE YOU READY?

1) Look at the pictures and answer:

- What can you see in those pictures?
- Would you read any of the news presented? Why?



2) Match the words to the definitions:

- | | |
|-------------------------|--|
| a- Newspaper | () News that deals with topics or events that are lighthearted or not serious; |
| b- Magazine | () News and journals which are published by radio, television and internet; |
| c- Headline | () A periodical containing a collection of articles, stories, pictures, or other features; |
| d- Journalism | () The title or heading of an article, especially in a newspaper, usually set in large type; |
| e- Authentic | () The collecting, writing, editing, and presenting of news or news articles; |
| f- Gossip | () Rumor or talk of a personal, sensational, or intimate nature; |
| g- Fake news | () Special report, coverage or news bulletin, (...) the most significant story of the moment; |
| h- Yellow journalism | () Fabricated news reports presented as authentic; |
| i- Sensationalism | () Sensationalistic journalism with the main goal of attracting attention and readers; |
| j- Breaking news | () Genuine; real; |
| k- Hard news | () The use of sensational language, etc, to arouse an intense emotional response; |
| l- Broadcast journalism | () News or investigative journalism that deals with serious topics and events; |
| m- Soft news | () Publication consisting of folded sheets and containing articles on the news; |

Definitions from: <https://www.thefreedictionary.com/>

3) Match the pictures 1-7 to the words A-M that best represent them. More than one answer is possible. Be ready to justify your answer!

How to pronounce that?!

-ism
noun suffix

Definition of -ISM

- 1 a : act : practice : process • *criticism* • *plagiarism*
b : manner of action or behavior characteristic of a (specified) person or thing • *animalism*
c : prejudice or discrimination on the basis of a (specified) attribute • *racism* • *sexism*
- 2 a : state : condition : property • *barbarianism*
b : abnormal state or condition resulting from excess of a (specified) thing • *alcoholism* or marked by resemblance to (such) a person or thing • *giantism*
- 3 a : doctrine : theory : religion • *Buddhism*
b : adherence to a system or a class of principles • *stoicism*
- 4 : characteristic or peculiar feature or trait • *colloquialism*

<https://www.merriam-webster.com/dictionary/ism>



4) Practice the new words! Have students create a sentence with one of the words above.

Reading Skills

BEFORE

- Read the headlines of the texts that follow. In your opinion, where were they published? What elements led you to this conclusion?
- Would you be interested in reading them? Which one? Why?

WHILE

Students A work with text 1 and students B work with text 2. Two sentences have been removed from each text. Choose from the sentences 1-4 the ones which best fit each gap.

- A traditional surrogate donates her egg, is artificially inseminated with the father's sperm
- a volcanologist and professor emeritus of the University of Tokyo
- Now that the Kylie surrogate mystery has been solved, fans can focus on what Kimye is naming their newborn daughter
- One of the soldiers was later confirmed to have died

The New York Times | <https://nyti.ms/2F3E3ZU>

ASIA PACIFIC

Japan Volcano Eruption Kills Soldier and Injures Skiers at Resort

By AUSTIN RAMZY JAN. 23, 2018

A volcano erupted Tuesday in Japan, killing one soldier who was training nearby and injuring more than a dozen people, including several at a ski resort, officials said.

The eruption of Mount Kusatsu-Shirane triggered avalanches and launched debris that smashed a gondola and hit people on ski slopes.

Seven members of Japan's military who were training in the area were caught in one of the avalanches and had to be taken to a hospital, the Ministry of Defense said. [REDACTED] officials said.

Ten people were hit by rocks at the ski resort, injuring five seriously, the public broadcaster NHK reported, citing the police. Five others were hurt by debris that smashed the windows of a gondola.

The volcano is about 100 miles northwest of Tokyo in Gunma Prefecture. Photos showed ash covering a large area of the mountainside below the three large craters at its peak. After the eruption about 10 a.m. Tuesday, officials raised the alert level, restricting access to the area.

"Seeing cinders falling in the videos, it is certain that an explosive eruption occurred," Toshitsugu Fujii, [REDACTED] told NHK. He said that the volcano had erupted 3,000 years ago but that no activity had been detected recently.

"We need to be warned, as there may be another eruption," he said.

Separately, the Mayon volcano in the Philippines continued to billow ash on Tuesday, one day after officials raised the alert level to four, the second-highest level. That means the volcano is in a period of "intense unrest" and could erupt hazardingly at any time.

The Mayon volcano shot fountains of lava into the air early Monday, and the ash plume has climbed more than three miles high. The volcano, on the far southeastern corner of Luzon, the largest island of the Philippines, has had several deadly eruptions over the past two centuries. In 2006 more than 1,200 people were killed when a typhoon set off deadly flows of mud and ash that had been released by a recent eruption.

Makiko Inoue contributed reporting from Tokyo.

a- Now answer the questions about text 1:

- Where did the volcano erupt?
- What were the consequences of the eruption?
- Was the population warned about the phenomenon?

Kim Kardashian Wants Fans to Know She Used a Gestational Surrogate, Who Was Not Kylie Jenner, OK?

Updated: Jan 18, 2018 5:13 pm
By Anna Quintana



2



Rumors have been swirling that it was [Kylie Jenner](#) who birthed [Kim Kardashian's baby girl](#), but the *KUWTK* star is finally breaking her silence and providing more information about the surrogate who helped expand her family.

"After exploring many options, Kanye and I decided to use a gestational carrier," Kim wrote on [her website](#). "Although I have used the term surrogate in the past, a gestational carrier is actually the technical term for a woman who carries a baby that she has no biological relationship to." aka, not her sister. Everyone can relax now.

She went on to explain the process of using a [gestational surrogate](#), [redacted] and then carries the baby to term," she added. "Since we implanted my fertilized egg in our gestational carrier, our baby is biologically mine and Kanye's. You can either choose someone that you know or you can go through an agency like Kanye and I did."

She continued, "Having a gestational carrier is definitely different, but anyone who says or thinks it's the easy way out is completely wrong. People assume it's better because you don't have to deal with the physical changes, pain or complications with delivery, but for me it was so hard to not carry my own child, especially after I carried North and Saint."

Kim and Kanye welcomed baby No. 3 on Jan. 15 — and shared the exciting news. "Kanye and I are happy to announce the arrival of our healthy, beautiful baby girl," Kim wrote. "We are incredibly grateful to our surrogate who made our dreams come true with the greatest gift one could give and to our wonderful doctors and nurses for their special care. [North](#) and [Saint](#) are especially thrilled to welcome their baby sister."

[redacted] Kim seemingly hinted that she was leaning toward a [designer moniker](#) in her last Instagram photo, but followers have other ideas when it comes to the name. "I would like to suggest the name Star for your new addition, as the stars are definitely shining brightly for your new baby. I'm sure she is perfect in every way," one fan tweeted before another added, "If I was Kim Kardashian I'd name my baby Wild, but that's just me." Others just need to know the couple's choice ASAP. "Okay all I need in life right now is some more sleep and for Kim Kardashian to tell the world her baby's name," they wrote. Same, girl, same.

<https://www.lifeandstylemag.com/posts/kim-kardashian-gestational-surrogate-151772>

AFTER

b- Now answer the questions about text 2:

- What is up with Kim Kardashian?
- Kim Kardashian has never carried a baby. T () F ()
- What is a gestational surrogate? Have you ever heard about it? Is it legal in your country?

SPEAK UP

In pairs, students A and B tell each other what they have just read and answer the comprehension questions that follow.



c) Read the definitions below and match them to the correct text type:

In some countries, especially Australia, Canada, the UK, and the U.S., [...] are commonly perceived to be more intellectual in content

<https://encyclopedia.thefreedictionary.com/broadsheet>

TABLOID

BROADSHEET

It is a style of journalism that emphasizes sensational crime stories, gossip columns about celebrities and sports stars, junk food news and astrology.

<https://encyclopedia.thefreedictionary.com/Tabloid+journalism>

d) Classify the texts into tabloid or broadsheet. Circle the elements of each text that justify your ideas and write your answer it in the space under the numbers 1 and 2.

e) Now that you already know the differences between tabloid and broadsheet, what are the tabloids and broadsheet magazines and newspapers in your country? List them:

TABLOID

BROADSHEET

FOOD FOR THOUGHT...

- ✓ How important is journalism to society?
- ✓ What are the means of communication in Brazil like? Are they reliable?
- ✓ Where do you usually read the news from? Why?
- ✓ What kind of news do you usually look for? Why?

Grammar

1) Read some extracts from text 1

“We need to be warned (...)”

Who needs to be warned? _____

Who needs to warn us? Does the sentence mention? _____

Is this information important to comprehend the sentence? _____

“Five others were hurt by debris (...)”

Who was hurt? _____

What hurt them? _____

Which information is more important? Five others () by debris ()

SO...

The agent is unknown ()

The agent is unimportant ()

The object is more important to the context ()

PASSIVE VOICE



2) Take a look at the sentences below:

A “(...) Jojo Moyes wrote the very popular novel Me Before You(...)”

<http://www.radiolive.co.nz/home/audio/2018/01/author-interview--jojo-moyes.html>



Who wrote the novel? _____.

What did she write? _____.

Which information is more important? () Jojo Moyes () Me before you

B “Me Before You was written by Jojo Moyes in 2012(...)”

<https://www.gradesaver.com/me-before-you>



Who wrote the novel? _____.

What did she write? _____.

Which information is more important? () Jojo Moyes () Me before you

Pay attention to the verbs:

- a. What is the form of the verb WRITE in sentence A? **present () past () past participle ()**
- b. What is the form of the verb BE in sentence B? **present () past () past participle ()**
- c. What is the form of the verb WRITE in sentence B? **present () past () past participle ()**

ACTIVE VOICE: SUBJECT + VERB + OBJECT

PASSIVE VOICE: _____ + _____ + _____ + _____

Match the sentences to the correct structure:

- a) "A volcano erupted Tuesday in Japan (...)" () passive
- b) "One of the soldiers was later confirmed to have died (...)" () active

Let's see other examples:

"In 2006 more than 1,200 people were killed (...)"

"Ten people were hit by rocks at the ski resort (...)"

Are the sentences above in the passive or active voice? _____

Is the agent expressed in both sentences? _____

What element expresses the agent? _____

LET'S PRACTICE!

1) Rewrite the sentences below using the passive voice

- a) "(...) The KUWTK star is finally breaking her silence (...)"

- b) "(...) we implanted my fertilized eggs (...)"

- c) "(...) I carried North and Saint."

- d) "Kim and Kanye welcomed baby n° 3 on Jan 15 (...)"

2) The Sun is a very popular newspaper. Ask questions to your partner and complete the information about it. Student A pg. 14. Student B pg. 15.

STUDENT A

The Sun (United Kingdom)

From Wikipedia, the free encyclopedia

The Sun is a tabloid newspaper published in the United Kingdom and Republic of Ireland. As a broadsheet, it was founded in _____ as a successor to the *Daily Herald*; it became a tabloid in 1969 after it was purchased by its current owners.^[6] It is published by _____ division of News UK, itself a wholly owned subsidiary of Rupert Murdoch's News Corp.^{[7][8]} Since *The Sun on Sunday* was launched in February 2012, the paper has been a seven-day operation.

The Sun previously had the largest circulation of any daily newspaper in the United Kingdom,^[7] but was overtaken by _____ in March 2018.^[9]

In January 2018 it had an average daily circulation of 1.5 million.^[7] *The Sun* has been involved in many controversies in its history, including its coverage of the 1989 Hillsborough football stadium disaster. | _____ are published in

Glasgow (*The Scottish Sun*), Belfast (*The Sun*) and Dublin (*The Irish Sun*) respectively.

In 2012, *The Sun on Sunday* was launched to _____, employing some of its former journalists.^{[10][11][12]} The average circulation for *The Sun on Sunday* in March 2014 was 1,686,840.^[13]

[https://en.wikipedia.org/wiki/The_Sun_\(United_Kingdom\)](https://en.wikipedia.org/wiki/The_Sun_(United_Kingdom))

IF TIME ALLOWS...

Research about a tabloid or broadsheet, bring it to class and share your ideas!

Listening Skills

BEFORE

1- The news you are about to watch is about the Women's March, a worldwide movement:

- Is it fake or authentic news? Why?
- Have you ever heard about this movement? What do you think of it?

WHILE

2- Note taking. What are the women protesting against? List their claims:



Hundreds of thousands turn out for Women's March on Washington

39.434 visualizações

395 169 COMPARTILHAR

https://www.youtube.com/watch?v=Y-9UEq3T_5A

AFTER

3- According to the video, are the sentences A – D true or false? Justify your answers and share your ideas you're the group:

- a. The news can be considered fake news because of the presence of famous people. T () F ()
- b. The news is broadcasting an unpopular movement. T () F ()
- c. Women are protesting against the president elected. T () F ()
- d. Hundreds of Americas were present in that event. T () F ()

4- Are you aware of any similar movements in your country? What are they and what are people's claims?

STUDENT B

The Sun (United Kingdom)

From Wikipedia, the free encyclopedia

The Sun is a tabloid newspaper published in [redacted] As a broadsheet, it was founded in 1964 as a successor to the *Daily Herald*; it became a tabloid in 1969 after it was purchased by [redacted] It is published by the News Group Newspapers division of News UK, itself a wholly owned subsidiary of Rupert Murdoch's News Corp.^{[7][8]} Since *The Sun on Sunday* was launched in F [redacted] the paper has been a seven-day operation.

The Sun previously had the largest circulation of any daily newspaper in the United Kingdom,^[7] but was overtaken by rival *Metro* in N [redacted] In January 2018 it had an average daily circulation of 1.5 million.^[7] *The Sun* has been involved in many controversies in its history, including its coverage of the 1989 Hillsborough football stadium disaster. Regional editions of the newspaper for Scotland, Northern Ireland and the Republic of Ireland are published in (*The Scottish Sun*), (*The Sun*) and (*The Irish Sun*) respectively.

In 2012, *The Sun on Sunday* was launched to replace the closed *News of the World*, employing some of its former journalists.^{[10][11][12]} The average circulation for *The Sun on Sunday* in March 2014 was 1,686,840.^[13]

[https://en.wikipedia.org/wiki/The_Sun_\(United_Kingdom\)](https://en.wikipedia.org/wiki/The_Sun_(United_Kingdom))

Writing Skills

Is it an interesting matter? Would you like to give your opinion? No problem!
Here are some tips on how to express your opinion both for and against.



<https://pbs.twimg.com/media/CifY3ikWgAAods7.jpg>

Motherly
January 18 · 🌐

"I have always been really honest about my struggles with pregnancy," Kim Kardashian West writes.

MOTHERLY
Kim Kardashian shares surrogacy experience in heartfelt letter: 'It was so hard'

Like Comment Share

232 Most Relevant

6 Shares 1 Comment

Write a comment...

Whitney Hart As much as I don't care for her as a person, I totally feel her. I can't imagine going through such terrible pregnancy complications and no one deserves that. And there's nothing more wonderful (to me at least) than carrying your baby and being pregnant and experiencing baby kicks and movement. I had my baby 11 weeks ago and I still miss being pregnant.
Like · Reply · 23w · 22

Aimee Buck I was glad I was able to be pregnant but I don't miss being pregnant anymore lol. I love having my son here but I never realized just how much I loved being pregnant with him.
Like · Reply · 23w · 6

Bri Bumgardner I'm only 4 days PP but I literally feel sad about not being pregnant anymore lol. I love having my son here but I never realized just how much I loved being pregnant with him.
Like · Reply · 22w · 2

<https://www.facebook.com/motherlymedia/posts/2079219899023397>

The New York Times
July 1 at 6:55 PM · 🌐

Musicians who support the Boycott, Divestment and Sanctions movement to protest Israel are running into difficulties in Germany.

NYTIMES.COM
Unwelcome Sound on Germany's Stages: Musicians Who Boycott Israel

365 Reactions 299 Comments 40 Shares

Like Comment Share

365 Most Relevant

Amy Uhrbach B.D.S. Is seen as anti-Semitic because it is! Good for Germany.
Like · Reply · 6d · 122

View previous replies

Vi Lontano Amy Uhrbach sounds like Bernie Sanders but here we are only talking about their anti-Zionist stance
Like · Reply · 6d

Muriel Lucas I really don't see the problem with banning apartheid supporters from progressive spaces. If you came in a Klan hood to support a march for healthcare, I'm sure you would get ejected too.
Like · Reply · 6d · 9

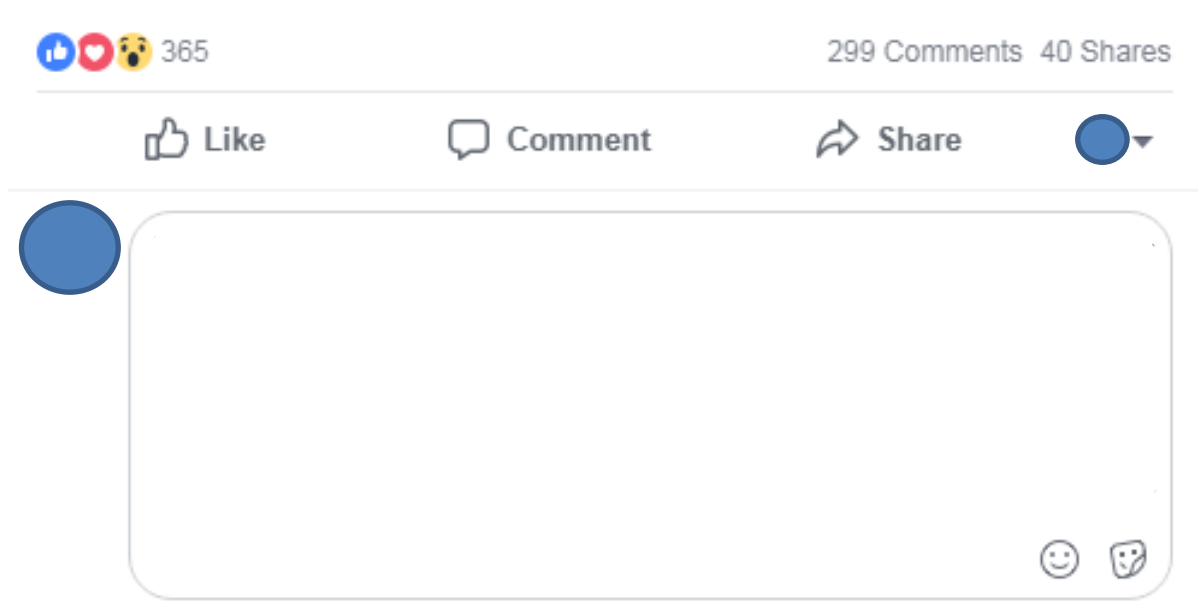
Marlow James It is not anti-Semitic. It is critical of the government and military of Israel and their human rights abuses.
Like · Reply · 6d · 14

<https://www.facebook.com/search/top/?q=unwelcome%20sound%20on%20germany%20s%20stages>

It`s News!

Now it`s your turn!

Read the Facebook posts and the comments people have made on them. Choose one and write your own opinion about it in a short comment in the box below.



Do it online too! Log in to any of your favorite social networks and write a comment on a post which calls your attention! Don't forget to share with us!

Self-Assessment

Check your progress! Tick the boxes and give examples:

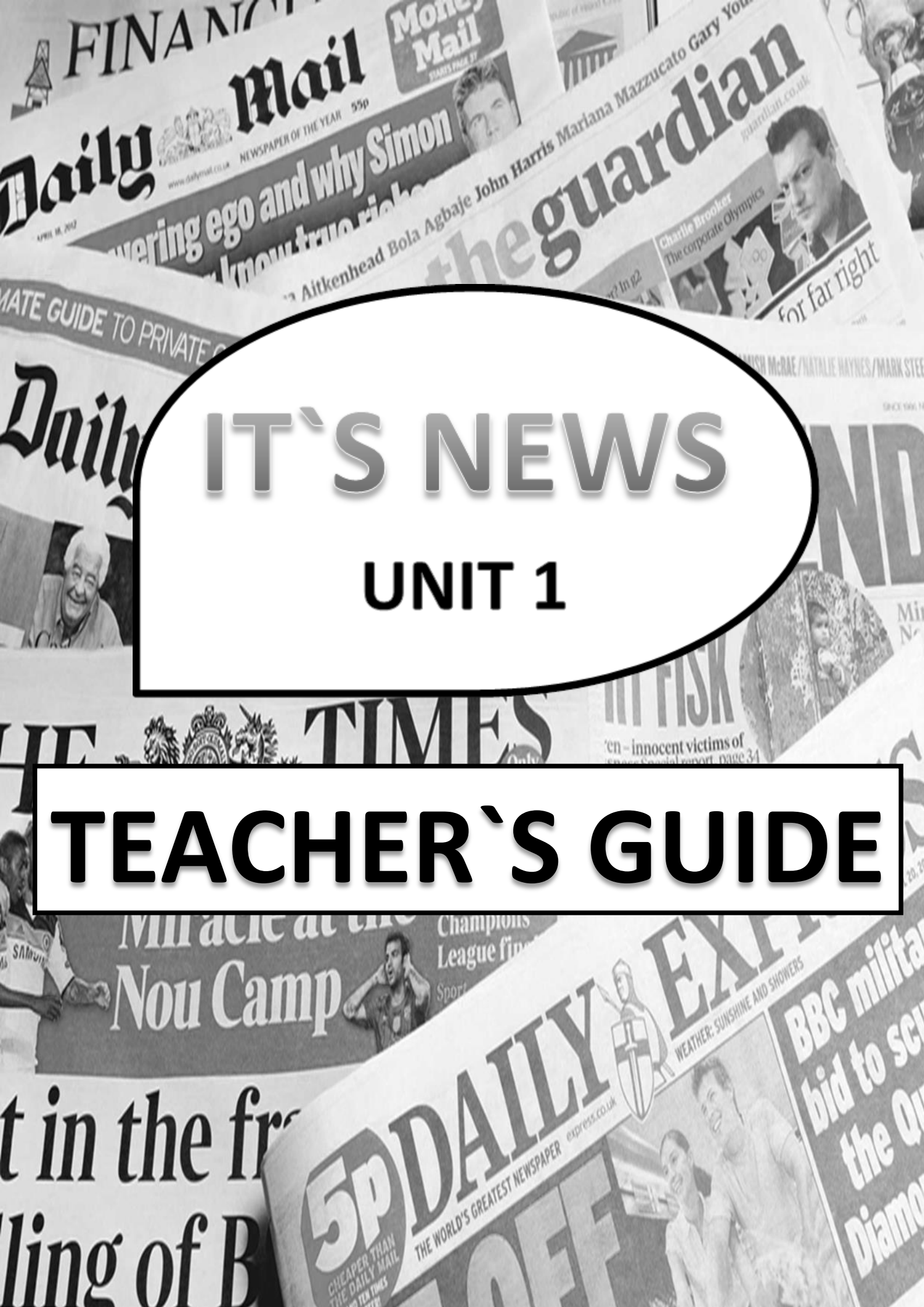
Now I can:

- Use the passive voice _____
- Use and pronounce the suffix -ism _____
- Talk about the news and its characteristics _____
- Write an opinion comment _____

If journalism is good, it
is controversial, by its
nature.

Julian Assange

WWW.STOREMYPIC.COM



IT'S NEWS

UNIT 1

TEACHER'S GUIDE

UNIT 1 CONTENTS

THEME AND VOCABULARY

The theme of this unit is the news and the content published by some of them. The good and bad aspects of how the media works and operates in order to sell the news and keep the population informed is the main focus of the present unit.

GRAMMAR

Students are going to have the opportunity to learn about the passive voice, its uses and form. As B2 students, they are supposedly in touch with this structure for the first time and will learn how to make use of it in order to make language more complex.

GENRE AND TEXT TYPE

Following a worldwide trend and with the intention to enable students to work with and enjoy the new technologies available, they will learn how to write an opinion post, expressing their opinion either for or against the news they are in touch with.

Likewise, students will learn about the difference between tabloids and broadsheet and the vocabulary and structures that permeates these kinds of news.

LEAD IN

✓ 3 – 5'

Have students analyze the title of the unit and the picture on the background. Ask what they believe to be the theme of the unit and what they are going to discuss about.

ARE YOU READY?

WARM UP

✓ **Exercise 1** (3 – 5')

Have students open their books to page 2, look and analyze the pictures 1 – 7 and answer questions proposed on item 1. Engage students in a short discussion asking linking questions and have them justify their answers. **Students should be able to identify concrete and subjective elements contained in the pictures. Help them identify the people, headlines and formats displayed.**

✓ **Exercise 2** (2 – 4')

Read the instructions for exercise 2, the words and the definitions. Clear any doubts before students start doing the exercise. Have students match the words to the definitions. Correct.

Answers: n – l – b – c – d – f – j – g – h – e – i – k – a;

✓ **Exercise 3** (3 – 5')

Now have students relate the pictures to the words they have just learned and match them. Remember to always have students justify their answers. **If necessary, guide students through the activity by calling their attention to certain aspects of each picture. Ex: What is the news about? What are they talking about? So, what kind of news is it?** This activity can be done orally but students must write the words in front of the pictures.

Answers: Picture 1: magazine; headline; gossip; yellow journalism;
Picture 2: journalism; authentic; broadcast journalism;
Picture 3: newspaper; headline; gossip; yellow journalism; sensationalism;
Picture 4: magazine; headline; gossip; fake news; Yellow journalism; sensationalism;
Picture 5: newspaper; headline; authentic; print journalism; soft news;
Picture 6: magazine; journalism; authentic; soft news;
Picture 7: newspaper; headline; journalism; authentic; breaking news; print journalism;

HOW TO PRONOUNCE THAT?

- ✓ **Exercise 3** (3 – 5')
 - Explain students that the termination –ISM is a suffix that add meaning to a noun.
 - Read the box about the suffix –ISM and have students repeat the words used as example. Clear any doubts.
 - Call students attention to the words journalism and sensationalism, focus on the phonetic representation.
 - In order to practice, ask students to create a sentence using one of the words they have just learned.

Reading Skills

BEFORE READING

- ✓ **Exercise a** (3 – 5')

Have students read the headlines of the texts that follow and ask them the questions on letter a. **Students are not supposed to read the texts. At this moment the intention is to have students analyze and identify visual and concrete elements that allow them recognize different types and sources of news.**
- ✓ **Exercise b** (3 – 5')

Ask students the questions on letter b. Address the questions to the group.

 - **If you don't have a very talkative group, ask the questions directly to one of the students and have another one to tell whether he/she agrees or not with his peer. Always have them justify their answers.**

WHILE READING

- ✓ **Exercise 1** (5 - 7')
 - Read and explain the instructions for the activity. Students A will work with text number one. Students B will work with text number two.
 - Students have to find the sentences that have been removed from the texts among the ones listed from 1-4.

Answers: Text 1: 4 and 2; Text 2: 1 and 3;

AFTER READING

- ✓ **Exercise 1** (5 - 7')

Each text has an after reading task right after it. Both activities were designed to check text comprehension.

Read and explain the instructions for the activity. The answers to the questions should be written on the book and later shared with the group. Call out one student at a time to answer the questions. Have them read the part of the text in which they have identified the answer.

✓ **SPEAK UP (5 - 7')**

Pair up students A with students B. The students will tell each other what they have read about. After listening to their partner's report, they will be able to answer the after reading task that follows the second text.

- a) (2 min) Read and explain the instructions given. Have two students to read each of the definitions. Clear any doubts. Have students match the definitions to the correspondent text type.
- b) (5 – 7') Now students can identify the new text types, have them go back to the texts and classify them as a tabloid or a broadsheet according to the definitions they have just learned. Students have to underline the elements of the text that have led them to their conclusion and then write the name of the correspondent text type in the box under the numbers 1 and 2 next to the texts.
- c) (5 min) Finally, in order to relate the content learned with the student's reality, invite them to think about the tabloids and broadsheet magazines and newspapers they know.

✓ **FOOD FOR THOUGHT (5 - 7')**

To wrap up, ask students the questions in this section to the group. Engage students in a discussion relating the content learned to their realities, cultural background and life experience. Spice up the discussion by asking linking questions and having the students to agree or disagree with each other's opinions making the discussion richer and fruitful.

Grammar

✓ **Exercise 1 (5 - 7')**

- Tell students that when we want to give emphasis to an element of a sentence we can invert the regular order of a sentence so as the most important information comes at the beginning therefore changing its focus.
- Have students open their books to page 6 and analyze the sentences removed from the text they have previously read. Ask the questions after each of the sentences in order to have students reflect upon the uses of the structure they are about to learn.
- As a conclusion to the previous activity, students are now going to tick the options that cover the possible uses for the passive voice.

✓ **Exercise 2 (5 - 7')**

- Students read the sentences A and B on their books and answer the questions the follow. **Highlight that the passive voice is characterized by the object of the sentence in the subject position so as to shift the focus of the information.**
- The next step is to call students' attention to the form of the verb be and the main verb in the passive voice. Have students look at the sentences above and answer questions a-c.
- Have students write their conclusions inside the balloon with the final complete form for the passive voice.
- To conclude the learning process of the passive voice form, students match the sentences to the correct structure.

- **The last exercise is to raise students' awareness to the presence of the agent in a passive voice sentence.** Students will compare the sentences presented on the book and answer the questions that follow.
- ✓ **LET'S PRACTICE (7 – 10')**
 - Exercise 1 – Students transform the sentences extracted from text n° 2 from the active to the passive voice. **In this first moment students practice the written form of the structure learned before putting to practice the oral form on the exercise that comes in the sequence.**
 - Exercise 2 – Organize students in pairs, direct one student to pg.8 and the other to pg. 9. Read the instructions and explain the exercise. Some information has been removed from both texts. The Students have to ask each other questions in order to complete the missing information. **If necessary, give one example doing the activity with a student. Walk around the class assisting students when necessary and making sure they are making use of the structure just learned.**
- ✓ **IF TIME ALLOWS (10 - 15' of the following class)**
 - **To wrap up the lesson and engage students in the learning process, this extra activity can be a good opportunity to have students make use of their findings also outside of the classroom.**
 - Ask students to research about a tabloid or a broadsheet magazine or newspaper either national or international, bring the results to class and present it to their classmates.

Listening Skills

BEFORE LISTENING

- ✓ **Exercise 1 (3 – 5')**
Ask students the questions on exercise 1. Address the question to the group. **Spice up the activity though asking linking questions and having students argue either for or against their peers' opinions.**
- **Students may not know about the Women`s March movement, so be prepared to bring extra information to them. If that is the case, give the information on the movement and ask students` opinion about it.**

2017 Women's March

From Wikipedia, the free encyclopedia

This article is about the movement as a whole. For an individual listing of protests, see List of 2017 Women's March locations.

The **Women's March**^{[14][15][16][a]} was a worldwide protest on January 21, 2017, to advocate legislation and policies regarding human rights and other issues, including women's rights, immigration reform, healthcare reform, reproductive rights, the natural environment, LGBTQ rights, racial equality, freedom of religion,^[20] and workers' rights. Most of the rallies were aimed at Donald Trump, immediately following his inauguration as President of the United States, largely due to statements that he had made and his positions which were regarded by many as anti-women or otherwise offensive.^{[14][21]} It was the largest single-day protest in U.S. history.^[22]

The first planned protest was in Washington, D.C., and is known as the **Women's March on Washington**.^[23] According to organizers it was meant to "send a bold message to our new administration on their first day in office, and to the world that women's rights are human rights".^[24] The Washington March was streamed live on YouTube, Facebook, and Twitter.^[25]

The Washington March drew 500,000 to 1,000,000 people.^[26] Between 3,267,134 and 5,246,670 people participated in the Women's March in the United States,^[27] or approximately 1.0 to 1.6 percent of the U.S. population. In total, worldwide participation has been estimated at over seven million.^{[12][13][28]} At least 408 marches were reported to have been planned in the U.S. and 168 in 81^[12] other countries.^[29] After the marches, officials who organized them reported that 673 marches took place worldwide, on all seven continents, including 29 in Canada, 20 in Mexico,^[14] and one in Antarctica.^{[30][31]} In Washington D.C. alone, the march was the largest single political demonstration on record. The Women's March crowds were peaceful, and no arrests were made in Washington, D.C., Chicago, Los Angeles,^[6] New York City, and Seattle, where an estimated combined total of two million people marched.^[33]

WHILE LISTENING

✓ Exercise 2 (5 - 10')

Read and explain the instructions to students. As students watch the video, they are supposed to take notes on what they understand to be the main demands of the women's movement. **Play the video. If necessary, play it a second time.** Check the answers.

Answers: Women are asking for democracy, change, love, protesting against Donald Trump (president elected), asking for the president to listen to people.

Transcript:

Making their point in Washington, Chicago, Dallas and in city after city in America and around the world, today, the day after Donald Trump became their president, they chanted, they urged "we got this, keep on coming", they shouted and they waved every insult they could master. These pussycaps mocking Trump for comments he's made about women, reinforced in as many ways they could think of.

Hundreds of thousands of Americans enraged by the man voted into office by millions of other Americans "my message to him is: listen to your people, if you wanna be the president of all of us, listen to your people", "this presidency is kind of scary for me as a person of color and for me as a woman and I think that, like the support today and being here is just a way to show like what I believe in and what I'm standing for" "What is your message to him? Change, fast! Nobody's going for it! Change!"

Not far from where Trump yesterday took the oath of office others took to the stage: "the majority of Americans did not want Donald J. Trump in the White House and we are here today as their representatives", "we are America and are here to stay", "say this with me: we choose love".

In Washington, the crowd was so big plans to march near the White House had to be cancelled by organizers though they headed that way regardless, it was mayhem. But what if Trump isn't listening? He spent the day first at a national prayer service then addressing staff at CIA headquarters where he disputed news reports the crowd supporting his inauguration yesterday wasn't that big despite photos of it calling journalists among the most dishonest human beings on earth. Meanwhile the demonstration on the streets of Washington raged on. Paul Hunter, CBC News, Washington.

Available at: https://www.youtube.com/watch?v=Y-9UEq3T_5A&t=2s

AFTER LISTENING

✓ Exercise 3 (5 - 10')

Read and explain the instructions. For sentences a-d, students mark true (T) or false (F) and justify their answers. Call out one student at a time to answer and have him/her justify it.

✓ Exercise 4 (5 - 10')

- ✓ To wrap up, ask students the questions in this and have the group reflect upon the movements and protests that have happened in Brazil in the last few years. Here are

some of the moments you can remain your students of in order to engage them in a brief discussion:

- 2013 – Protest against the raise of the bus fare and corruption.
- 2014 – Protest against the World Cup Games in Brazil;
- LGBTQ parades – every year in many major Brazilian cities;
- 2018 – Truckers' Strike; A manifestation against the raise of the diesel fare;

Writing Skills

✓ Exercise 1 (3 – 5')

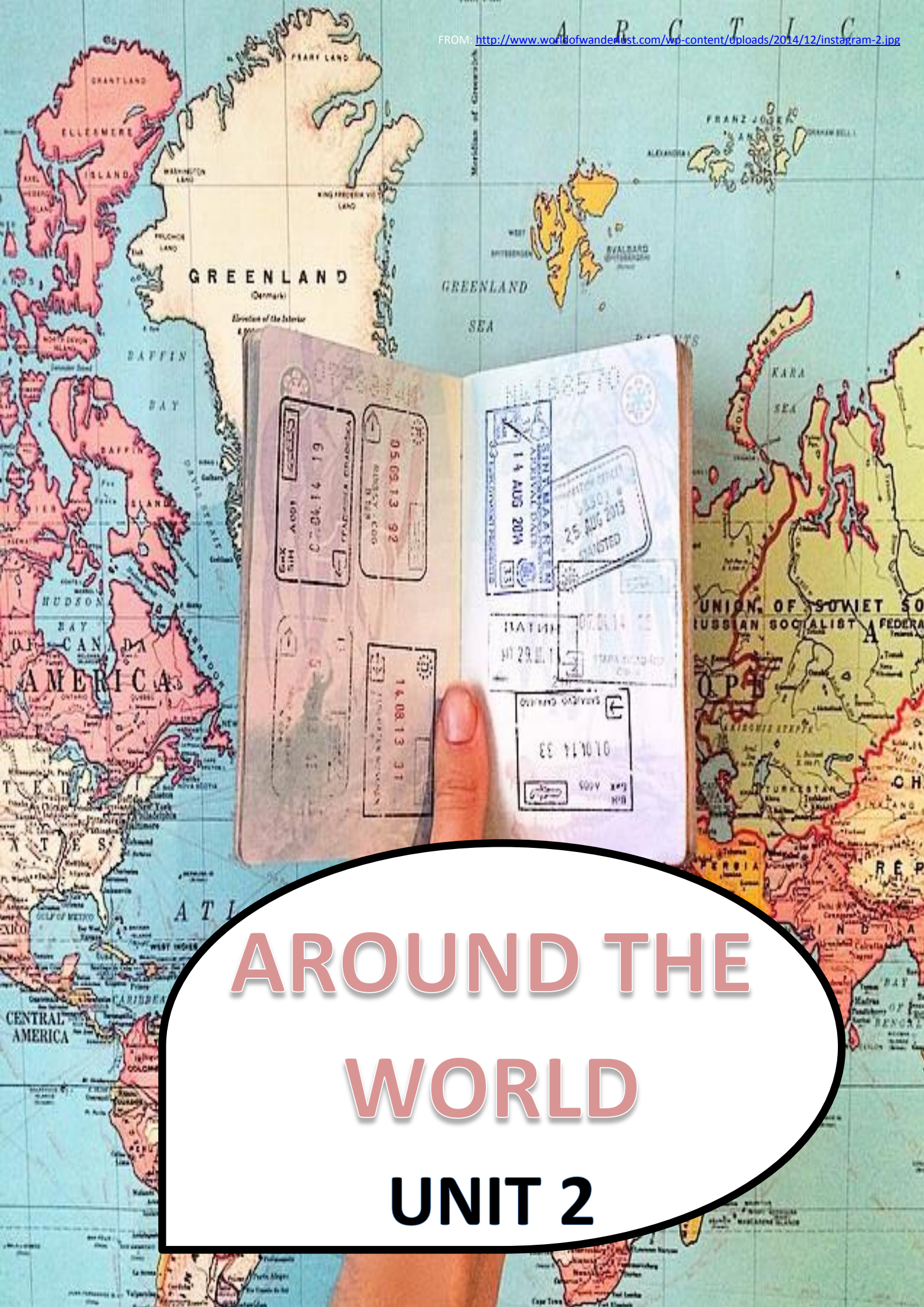
After learning more about news students will learn to properly manifest their opinion on a certain matter.

Read the headline and explain students that they are about to learn how to express their opinions. Explain that there are formal and informal ways to agree, disagree or simply express a different idea in a polite way.

- Read the vocabulary chart and have a choral repetition in order to check pronunciation.
- Clear any doubts;
- Have students read the Facebook posts presented on the book and the opinions left on the comments.
- Students choose one of the posts and write a short comment on them using the vocabulary they have just learned.
 - Homework! Have students make it real, log in to a social network and comment on a post they find interesting. They must bring the post to classroom and share it with the teacher and classmates in an electronic or printed version.

Self-Assessment

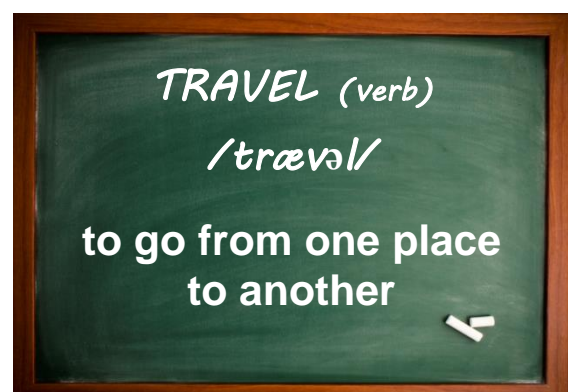
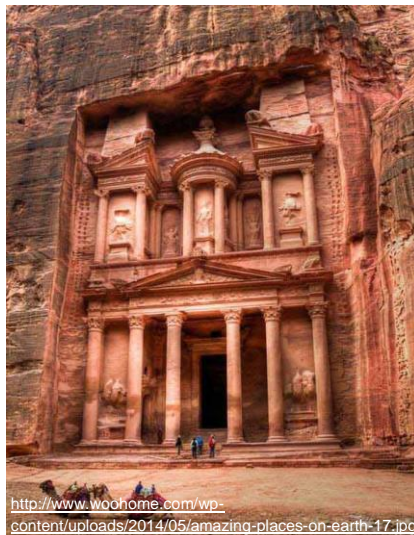
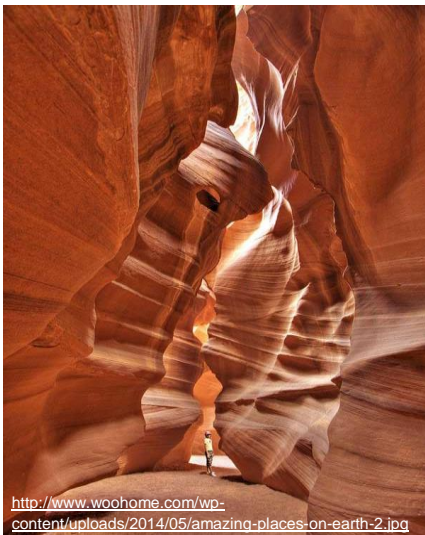
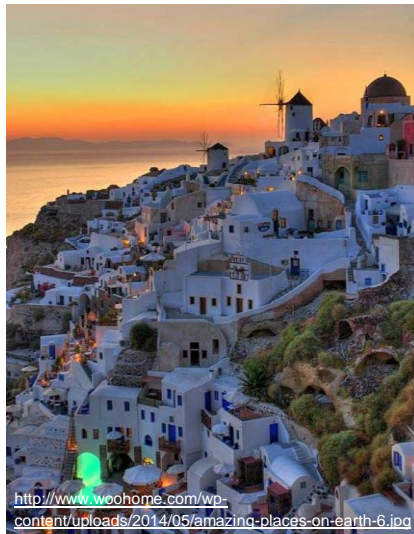
- ✓ Read the utterance and explain the activity. Give students some time to answer the questions and to write examples.
- ✓ Check students' answers by calling one at a time to read aloud their examples.



AROUND THE WORLD

UNIT 2

ARE YOU READY?



Definitions from: <https://www.thefreedictionary.com/>

1) Look at the cover of the unit and the images above and answer:

- Do you like to travel?
- Which of the places above would you like to travel to? Number the pictures from 1 (most interested) to 6 (least interested).

Listening Skills

BEFORE

1- The video you are going to watch is about touristic places. Look at the picture below and answer:

- What kind of touristic place is the video about?
- How many different places does the video present?
- Try to guess at least two destinations that might be on that list. Check your answers after the video!



<https://www.youtube.com/watch?v=kTRO0DMJFRE>

WHILE

2- PART I – from 00:00 to 3:39

Listen to the video and complete the gaps with one word from the box. Not all words will be used:

affordable – accommodation – flight – budget – destination – hike – coast – lodging – airfare – stay – overloaded - package-trip – timeshare - ferry ride – scenery

- In New Zealand you can find one of the cheapest food and _____.
- The _____ is the most expensive part of the trip to New Zealand.
- You should take a _____ to Marrakech between October and May.
- Machu Picchu is perfect if you love the _____.
- You can also enjoy the Peruvian _____.
- Verna is one of the most _____ Eastern European cities to visit.
- The _____ to Angkor Wat is pretty expensive.
- If you go to Angkor Wat, the _____ will be cheap.
- Spain is not _____ in September, October, April or May.

WHILE

3- PART II – from 03:40 to 07:40

Play the video and match the destinations to their correspondent characteristic:

- | | |
|----------------|--|
| 1. Cuba | a. There's a seven-hour ferry ride to Santorini from there. |
| 2. Arizona | b. You had better research about the tourist attractions. |
| 3. Crete | c. You should take your camera there because the scenery is amazing. |
| 4. Bangkok | d. In this place you can camp, stay at a hotel or at a timeshare. |
| 5. Bali | e. High quality restaurants are cheap there. |
| 6. Lisbon | f. The hotel stay may cost about \$10 a night. |
| 7. Palawan | g. It's a European destination with cheap flights. |
| 8. South Korea | h. A package trip there is very economical. |

AFTER

Now answer the questions about the video:

- All the destinations are cheap. T () F ()
- Some destinations are affordable but have expensive airfare. T () F ()
- All the destinations are located in Europe. T () F ()
- The destinations are affordable because the tourist attractions are free. T () F ()
- There aren't any South American countries on that list. T () F ()

IF TIME ALLOWS...

What is your traveller's profile? Access the following website, take the test and be ready to explore the world in the most pleasant way! Share the results with your classmates!

What is Your Travel Profile?

Take the 20 question quiz to discover your travel profile or identify your match! Find out who you travel best with and receive specific recommendations for your profile type.

<http://www.thetravelingadvisor.com/what-is-your-travel-profile/>

SPEAK UP

- 1- In pairs, tell your partner which of these destinations you would like to take a trip to and why.
- 2- Discuss with your partner which would be the perfect destination for a family trip. You two should come up with a single decision and report it to the big group.



Grammar

1) Look at the following sentences taken from the video and answer:

“(...) the nearby **islands of Java** **where** you can try many types of coffee (...)”

Does the word WHERE represent a question? () yes () no

What does the word WHERE refer to? _____

What does the underlined part of the sentence describes?

“If you want to travel during **the best time of the year** **when** the lodging and the food are the cheapest (...)”

Does the word WHEN represent a question? () yes () no

What does the word WHEN refer to? _____

What does the underlined part of the sentence describes?

“**Daecheon Beach**, **which** is located southwest of Seoul, is very popular for locals and tourists..”

Does the word WHICH represent a question? () yes () no

What does the word WHICH refer to? _____

What does the underlined part of the sentence describes?

“(...) avoid the **torrential rains** **that** plagued the country for most of the year.”

What does the word THAT refer to? _____

What does the underlined part of the sentence describes?

SO...

The Wh- word introduces a question ()
The Wh- word relates the noun to the description ()

RELATIVE PRONOUN

Is introduced by a relative pronoun ()
It gives additional information about a noun ()

RELATIVE CLAUSE



NOUN	RELATIVE PRONOUN
PERSON	WHO/THAT (SUBJECT) WHOM (OBJECT)
LOCATION	WHERE (INFORMAL/ SPOKEN)
POSSESSION	WHOSE
THINGS	WHICH/THAT
TIME	WHEN (INFORMAL/SPOKEN)

LET'S PRACTICE!

1) Complete the sentences with the correct relative pronoun:

- "(...) I booked first class, _____ I normally would not do (...)"
- "(...) wait until February _____ the weather is better (...)"
- "This is a standard fee charged to all customers _____ alter or change their booking in any way."
- "A passenger _____ itinerary is "Sydney - Singapore - Hong Kong" would be eligible."
- "I should think that a nice thing would be to find some Americans with _____ you could celebrate it."
- "The town _____ the people are nice and friendly."
- "There were a few things _____ were not perfect (...)"
- "(...) you can book a "duo" seat, _____ is two seats facing each other."
- "(...) but because there are people like me _____ are really allergic to pet hair."
- "It's clearly pronounced "unique" by someone _____ first language is Spanish."
- "(...) located on a farm _____ is very quiet, cool and has great views."

Sentences from: <https://www.tripadvisor.com>

Speaking Skills

Would you like to visit an interesting place? Where would you like to go? How can you ask for suggestions? Let's learn!

Ask for suggestion...

- ✓ Do you have any suggestions?
- ✓ Will you give me a suggestion?
- ✓ Any idea?
- ✓ What should I do?
- ✓ Do you have any advice?
- ✓ What do you suggest?

Give suggestion...

- ✓ I strongly recommend...
- ✓ If I were you, I would...
- ✓ You should...
- ✓ You could...
- ✓ Why don't you...
- ✓ How about...
- ✓ What about...
- ✓ What if...

Accept

- ✓ I'll try it
- ✓ That's a good idea
- ✓ That sounds good
- ✓ I think so

Refuse

- ✓ I don't think so
- ✓ That's a good idea, but...
- ✓ I don't want that
- ✓ I don't think that's a good idea

- 1- In pairs, talk to your classmate about a trip you would like to take. Ask for suggestions on where and when to go, what to do, where to stay and more.
- 2- Back to the group, report what your classmate has suggested and whether you would take the advice or not. Remember to always justify your answers.

Reading Skills

BEFORE

- c. Take a look at the texts that follow and answer:
 - a) What are they about?
 - b) Where is it possible to find texts like these?
 - c) Why do people write this kind of texts?

Read the following definition and answer:

review *noun* (BOOK/FILM)

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

*Derek writes **film/theatre/book** reviews for the newspapers.*

*The play **got** excellent reviews when it was first seen.*

<https://dictionary.cambridge.org/dictionary/english/review>

- Can you consider the previous texts reviews? Why?
- What kind of language is used in this type of text: formal or informal? Why?
- Were the reviews good or bad? How could you identify this information?

★★★★★ Reviewed 12 April 2018

Local Train is an experience to treasure

A trip to this small town is well worth the time. Take the high speed train, to the urban train and tour the countryside. When you get to this town, you will be taken in by the beauty and simplicity of it all. Well maintained buildings, cute shops, amazing local people and lots of cool eye candy.

Show less

Ask MikeandDiana0424 about Appenzeller Bahnen

👍 1 Thank MikeandDiana0424

This review is the subjective opinion of a TripAdvisor member and not of TripAdvisor LLC

https://www.tripadvisor.co.za/ShowUserReviews-q667654-d2289900-r572905792-Appenzeller_Bahnen-Appenzell_Canton_of_Appenzell.html

1

★★★★★ Reviewed 1 week ago

Prepare To Have FUN!!!

This was an awesome experience, that was certainly filled with fun. An adventure for sure in which you will get beyond filthy, and dirt in places that you can't even imagine. Please come prepared with a bandana to cover the mouth/nose area, and eye protection whether they be sunglasses or goggles. The cave tour was an added bonus if you are into that type of thing. This is a safe, family-friendly tour that I would certainly recommend.

Show less

See all 4 reviews by NJM0Mof1 for Punta Cana

Ask NJM0Mof1 about Flintstones Buggy Adventure from Punta Cana

👍 2 Thank NJM0Mof1

This review is the subjective opinion of a TripAdvisor member and not of TripAdvisor LLC

https://www.tripadvisor.co.za/ShowUserReviews-q3176298-d7202554-r591724920-Flintstones_Buggy_Adventure-Bavaro_Punta_Cana_La_Altigracia_Province_Dominican_.html

2

Punta Cana, Dominican Republic

Reviewed 1 week ago via mobile

Beautiful Water and Sunsets

We stayed right next door to Matira Beach and walked the beach several times. It's a great place to find calm, shallow water for swimming, but there's not much to see for snorkeling. It's also a great place for sun bathing closer to Matira point. The beach was fairly quiet most of the time, not a lot of people. The food shops were hit-or-miss in whether they were open, but we did find reasonably priced food to eat along the beach. The further away from Matira Point we walked, the more likely we were to encounter dogs and their poo, so it was better to stay on the beach nearer to the Intercontinental Le Moana.

3 Bora Bora, French Polynesia

https://www.tripadvisor.com/ShowUserReviews-g311415-d309858-r591503627-Matira_Beach-Bora_Bora_Society_Islands.html

Reviewed yesterday

Perfect Place for a Tranquil Getaway

I had the great pleasure of staying at the Iberostar grand for four nights recently. The service is impeccable and, as it is an all-inclusive resort, you can enjoy all the delicious food (everything from fresh seafood to Japanese, Italian, Domican, Spanish, French and North American specialties), and cocktails that you could possibly want. The 18-and-over policy makes it a quiet place where you can truly relax. Finally, because of the hotel's location, for excursions around the city or island it tended to be the last pick-up spot and the first drop-off spot.

Show less

Stayed: July 2018

Ask Janet P about Iberostar Grand Bavaro

1 Thank Janet P

This review is the subjective opinion of a TripAdvisor member and not of TripAdvisor LLC.

https://www.tripadvisor.com/ShowUserReviews-g3176298-d1233228-r594543303-Iberostar_Grand_Bavaro-Bavaro_Punta_Cana_La_Altagracia_Province_Dominican_Repub.html

4 Punta Cana, Dominican Republic

Reviewed 1 week ago

Must see

We've been to the Lower Antelope Canyon 4 times now and it hasn't been enough. The scenic view you get, when the light hits the canyon is just magical. Since you are only allowed to enter the Canyon with a tour, I recommend getting there as early as possible since especially during the summer month, the tours can be booked and you won't be able to get inside. Take water with you and don't forget your camera. Most of the guides will be happy to tell you about their family and tradition. On time we had a guide who was playing the panpipe down there, and it was the coolest thing I've ever heard.

Ask AnjaB90 about Lower Antelope Canyon

1 Thank AnjaB90

This review is the subjective opinion of a TripAdvisor member and not of TripAdvisor LLC.

https://www.tripadvisor.com/ShowUserReviews-g60834-d4743450-r594117897-Lower_Antelope_Canyon-Page_Arizona.html

5 Antelope Canyon, Arizona, USA

WHILE

d. Read the texts and match the sentences a-g to the texts 1-5

- 5- You can only get there with a tour. ____
- 6- It was an adventure trip. ____
- 7- It's a simple but beautiful place. ____
- 8- There are many different types of food available. ____
- 9- It's a small town. ____
- 10- There weren't a lot of people at the beach. ____
- 11- It's a great place to relax. ____

AFTER


e. Now answer the questions about texts:

- What is Appenzell, Switzerland like?
- What is the difference between the two texts about Punta Cana?
- What wasn't good about the trip to Bora Bora?
- What is the best thing about the Antelope Canyon?

FOOD FOR THOUGHT...

- How important is tourism to a city?
- What are the most popular touristic places in Brazil?
- How well do you know your country?
- What is a destination you would like to visit in Brazil?

Writing Skills



Where to go in Brazil if at all?
Jun 9, 2018, 8:31 PM Save Topic

Hi

I'm a British Ghanaian who's been around the world but not to South America. I work from my computer at home and want a change of scene so was thinking about going to Brazil for 3 months renting an airbnb apartment/flat (five hundred pounds/m max). I thought about Brazil because i want a place where the pace of life is slower and the people are friendly, but reading around i've found that there isn't joint agreement with tourists on the main cities which are friendly, so i'm a bit weary. Here are some points of what i'm looking for:

1. Friendly people (I loved the people in Madrid and Portugal, so looking for the same here)
2. Internet connect at around 10mb
3. Relative safety (I'll be indoors most of the time and won't go out to clubs, i'm an introvert)
4. Not so crowded with tourists
5. Not many mosquitoes at home!

Does anyone have suggestions? Thanks!

Edited: 8:32 pm, June 09, 2018

Reply Report inappropriate content

bekoeb2002
London, United Kingdom
Level 2 Contributor
6 posts
3 reviews

Read this Forum topic from a tourist who wants to come to Brazil. Write a reply giving this member hints on where to go in Brazil and answering his questions

Your message

[Read our community guidelines](#)

Get notified by e-mail when a reply is posted

Post your reply

Preview

Self-Assessment

Check your progress! Tick the boxes and give examples:

Now I can:

- Talk about trips and different destinations _____
- Ask for and give suggestions _____
- Identify travel reviews _____
- Write a travel review _____



https://www.brainyquote.com/photos_tr/en/c/confucius/161594/confucius1.jpg

A R C T I C



**AROUND THE
WORLD
UNIT 2**



TEACHER'S GUIDE

UNIT 2 CONTENTS

THEME AND VOCABULARY

The theme of this unit is tourism. Travelling has become much easier now than it was in the past due to the development of means of transportation, economical matters among many other reasons. The destinies are many, as well as the travellers' profile. The intention of this unit is to enable students to gather information about wherever they would like to go and to be able to ask for and share information on their trips.

GRAMMAR

Students are going to have the opportunity to learn about relative pronouns and relative clauses. As B2 students, they are supposedly in touch with this structure for the first time hence they will put to practice both the written and spoken forms.

GENRE AND TEXT TYPE

As a way to explore the new means of communication concerning travelling, students will learn more about travel reviews and how to give suggestions on travel forums and blogs as well as on the spoken form.

LEAD IN

✓ 3 – 5'

Have students analyze the title of the unit and the picture on the background. Ask what they believe to be the theme of the unit and what they are going to discuss about.

ARE YOU READY?

WARM UP (10 – 15')

- ✓ Books open to page 22. Ask students to look and describe the pictures. Call one student at a time to describe one of the pictures. **If you have a big group, involve the students who didn't have the opportunity to describe the pictures to say whether they agree or not with their classmates and justify their answers.**

- ✓ **TRIP X TRAVEL (3 – 5')**

Write the word trip and travel on the board and ask students if they know the difference between them. Have students open their books to page 22 and look at the two small boards containing the words. Explain, give examples and check students' comprehension.

TRIP (noun) – a journey. Example: My trip to Rio de Janeiro was very good.

Checking: Where did you go on your last trip?

TRAVEL (verb) – to go from one place to another. Example: I'm going to travel next week. Checking: When can you travel?

PRONUNCIATION – call students' attention to the correct pronunciation of the vowel "i" in trip and the vowel "a" in travel.

Refer to the board, where both words are written, and write the symbol /ɪ/ under trip and /æ/ under travel. Have students repeat the sounds itself and in the word.

- ✓ **Exercise 1 (3 – 5')** Give students information on the places shown. Ask the questions proposed on item 1, have them justify their answers.



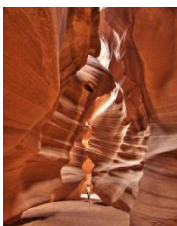
Zhangjiajie, China – **Zhangjiajie** is a [prefecture-level city](#) in the northwestern part of [Hunan](#) province, [People's Republic of China](#). It comprises the district of [Yongding](#), [Wulingyuan](#) and counties of [Cili](#) and [Sangzhi](#). Within it is located [Wulingyuan Scenic Area](#) which was designated a [UNESCO World Heritage Site](#) in 1992 as well as an [AAAAA scenic area](#) by the [China National Tourism Administration](#).^[1] <https://en.wikipedia.org/wiki/Zhangjiajie>



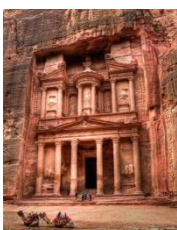
Santorini, Greece - is an island in the southern [Aegean Sea](#), about 200 km (120 mi) southeast of [Greece's](#) mainland. Santorini is essentially what remains after an enormous volcanic eruption that destroyed the earliest settlements on a formerly single island, and created the current geological caldera. A giant central, rectangular lagoon, which measures about 12 by 7 km (7.5 by 4.3 mi), is surrounded by 300 m (980 ft) high, steep cliffs on three sides.^[4] The main island slopes downward to the Aegean Sea. On the fourth side, the lagoon is separated from the sea by another much smaller island called [Therasia](#); the lagoon is connected to the sea in two places, in the northwest and southwest. <https://en.wikipedia.org/wiki/Santorini>



Atlantic Ocean Road, Norway - The **Atlantic Ocean Road** or the **Atlantic Road** is an 8.3-kilometer long section of [County Road 64](#) that runs through an [archipelago](#) in [Eide](#) and [Averøy](#) in [Møre og Romsdal, Norway](#). The route was originally proposed as a railway line in the early 20th century, but this was abandoned. Serious planning of the road started in the 1970s, and construction started on 1 August 1983. During construction the area was hit by 12 [European windstorms](#). The road was opened on 7 July 1989, having cost 122 million [Norwegian krone](#) (NOK), of which 25 percent was financed with [tolls](#) and the rest from public grants. Collection of tolls was scheduled to run for 15 years, but by June 1999 the road was paid off and the toll removed. The road is preserved as a [cultural heritage](#) site and is classified as a [National Tourist Route](#). It is a popular site to film automotive commercials, has been declared the world's best road trip,^[1] and been awarded the title as "Norwegian Construction of the Century". In 2009, the [Atlantic Ocean Tunnel](#) opened from [Averøy](#) to [Kristiansund](#); together they form a second fixed link between [Kristiansund](#) and [Molde](#). https://en.wikipedia.org/wiki/Atlantic_Ocean_Road



Antelope Canyon, USA - is a [slot canyon](#) in the [American Southwest](#). It is on [Navajo](#) land east of [Page, Arizona](#). Antelope Canyon includes two separate, scenic slot canyon sections, referred to individually as "Upper Antelope Canyon" or "The Crack"; and "Lower Antelope Canyon" or "The Corkscrew".^[2] The [Navajo](#) name for Upper Antelope Canyon is *Tsé bigháníííní*, which means 'the place where water runs through rocks'. Lower Antelope Canyon is *Hazdistazí* (called "Hasdestwazi" by the Navajo Parks and Recreation Department), or 'spiral rock arches'. Both are in the LeChee Chapter of the Navajo Nation.^[4] The canyons are accessible by guided tour only. https://en.wikipedia.org/wiki/Antelope_Canyon



Petra, Jordan - Originally known to its inhabitants as **Raqmu**, is a historical and archaeological city in southern [Jordan](#). Petra lies on the [slope](#) of [Jabal Al-Madbah](#) in a [basin](#) among the mountains which form the eastern flank of [Arabah](#) valley that run from the [Dead Sea](#) to the [Gulf of Aqaba](#).^[3] Petra is believed to have been settled as early as 9,000 BC, and it was possibly established in the 4th century BC as the capital city of the [Nabataean](#)

Kingdom. The Nabataeans were nomadic **Arabs** who invested in Petra's proximity to the **trade routes** by establishing it as a major regional trading hub. ^[4] <https://en.wikipedia.org/wiki/Petra>



Bora Bora Island - Bora Bora is a 30.55 km² (12 sq mi) island group in the **Leeward** group in the western part of the **Society Islands** of **French Polynesia**, an **overseas collectivity of France** in the **Pacific Ocean**. The **main island**, located about 230 kilometres (143 miles) northwest of **Papeete**, is surrounded by a lagoon and a **barrier reef**. In the center of the island are the remnants of an **extinct volcano** rising to two peaks, Mount Pahia and Mount Otemanu, the highest point at 727 metres (2,385 feet). Bora Bora is a major international tourist destination, famous for its aqua-centric **luxury resorts**. The major settlement, **Vaitape**, is on the western side of the **main island**, opposite the main channel into the **lagoon**. Produce of the island is mostly limited to what can be obtained from the sea and the plentiful **coconut trees**, which were historically of economic importance for **copra**. https://en.wikipedia.org/wiki/Bora_Bora

Listening Skills

BEFORE LISTENING

✓ **Exercise 1** (3 – 5')

Books opened to page 23. Read the utterance and have students look and analyze the image of the video on their books. Ask students the questions on exercise 1. Address the question to the group.

WHILE LISTENING

✓ **Exercise 2 – Part I** (5 - 7') – Up to 03'39"

- Read and explain the instructions for the activity.
- Read and explain the words from the box. Remember to give examples and check comprehension:

AFFORDABLE: not expensive; able to be bought or rented by people who do not earn a lot of money;

ACCOMODATION: a place to live or stay, especially on holiday or for students at college;

FLIGHT: a journey in an aircraft;

BUDGET: the amount of money you have available to spend;

DESTINATION: the place where someone is going or where something is being sent or taken;

HIKE: a long walk, especially in the countryside;

COAST: the land next to or close to the sea;

LODGING: a temporary place to stay;

AIRFARE: the price of a journey by plane;

STAY (noun): a period of time that you spend in a place;

OVERLOADED: having or supplied with too much of something;

PACKAGE TRIP: a holiday at a fixed price in which the travel company arranges your travel, hotels, and sometimes meals for you;

TIMESHARE: a holiday house or apartment that is owned by several different people who each use it for a particular period of the year;

FERRY: a boat or ship for taking passengers and often vehicles across an area of water, especially as a regular service;

RIDE: a journey on a horse or bicycle, or in a vehicle;

SCENERY: the general appearance of the natural environment, especially when it is beautiful;

Definitions from: <https://dictionary.cambridge.org/>

- Play the video and have students do the activity. If necessary play it a second time.
- Correct.

Transcript:

Facts Verse presents: 16 affordable places to travel if you're broke!

Number one: Auckland, New Zealand. Auckland, New Zealand has some of the cheapest food and accommodations in the world. If you're going to take a trip there, the most expensive part of the trip would be the flight itself, this is especially true if you're flying for the United States. If you're going to travel and you need to spend most of your budget on travel, you won't need much money once you arrive in Auckland.

Number two: Marrakech, Morocco. If you're planning to take a trip between October and May, consider visiting Marrakech Morocco. In 2015, "Trip Advisor" named that the number one travel destination. The reason that you need to go between October and May is that that's the time of the year where hotel prices drop drastically, as well as food prices. If you're travelling on a budget, that could be the perfect place.

Number three: Machu Picchu, Peru. Machu Picchu, Peru is an incredibly beautiful place. If you love the hike, there are plenty of things for you to do and many of them are free. You can visit the Incan ruins of Machu Picchu which is absolutely breathtaking, if you're a hardcore hiker you can hike the Inca Trail, if you want to spend the day relaxing by the water you can enjoy the Peruvian coast. There are so many free activities to keep you busy you'd be able to spend more on your flight, your food and your lodging.

Number four: Varna, Bulgaria. For some reason Varna is often underrated. It's one of the most affordable Eastern European cities to visit and the views are breathtaking. It's a resort town and it's right on the coast of the Black Sea. A trip to Varna won't break the bank and this town can give you an experience of a lifetime.

Number five: Medellin, Colombia. Thanks to crime, cocaine, drug trafficking and Pablo Escobar tourists have been avoiding Colombia for years. Over the last few years, cities such as Medellin, Callie and Bogota have been improving Colombia's reputation. These places have become very popular with tourists and they're much safer than they used to be. Of all the cities that are best for tourists, Medellin has the most reasonably priced food and lodging. You might even be able to find some free things to do to fill up your days.

Number six: Angkor Wat, Cambodia. Cambodia is a very inexpensive place to stay, however you might need to have a big budget when it comes to traveling there. The airfare is pretty expensive. If you've always wanted to see the Buddhist temple Angkor Wat, well, you should consider spending the extra money it'll take to get there. Hey, at least the stay will be cheap.

Number seven: Madrid, Spain. When people are planning a trip they often count Europe out because it's known to be so expensive. While many parts of Europe are, Spain is cheaper than

you might think. There is plenty to do and see in Spain. If you're going to travel to Spain you should visit in September, October, April or May. The prices of food and lodging go down during these months. You also won't need to worry about Spain being overloaded with tourists during those times.

Number eight: Hanoi, Vietnam. Forty years ago, taking a vacation to Vietnam would have been a ridiculous idea. Today it has become quite the tourist attraction. One of the reasons that people visit Vietnam is the cost: it's very budget-friendly. If you want to visit at the optimal time, try visiting in late December. It'll allow you to avoid the torrential rains that plagued the country for most of the year.

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

Answers:

- a) Accommodation;
- b) Flight;
- c) Trip;
- d) Hike;
- e) Coast;
- f) Affordable;
- g) Airfare;
- h) Stay;
- i) Overloaded;

✓ **Exercise 2 – Part II (5 - 7') – From 03'40" to 07'40"**

- Tell students they are about to listen to the rest of the video and explain the second exercise.
- Play the video and have students do the activity. If necessary play it a second time.
- Correct.

Transcript:

Number nine: Cuba. For over half a century you couldn't get a flight from the United States to Cuba. Finally, flights are available. Since then it has become a very popular tourist destination, part of the reason is that Cuba is extremely affordable. You can plan a package trip which is very economical. Even if you decide to take a last-minute trip, it won't cost you much. If you're going to visit Cuba the best months to go are from September through November and between January and March.

Number ten: Arizona, the United States. If you want to travel within the United States you should seriously consider Arizona. There is something for everyone. Arizona is famous for its forests and its desert. While there you can camp, stay at a hotel or at a timeshare. Over the last few years the accommodations have greatly decreased in the state. If you're going to visit Arizona you should avoid between June and August, those months are incredibly hot.

Number eleven: Crete, Greece. Greece is one of the most beautiful countries in the world. If you want to visit Greece you should avoid staying in places like Santorini because it's so expensive. You're better off staying in places like Crete: the city is beautiful and if you want to visit Santorini

it's just a seven hour ferry ride. Okay! Yeah, that sounds like it might be a long trip but the ferry ride could be the best part of your vacation.

Number twelve: Bangkok, Thailand. One of the cheapest places in the world to travel is Bangkok. You can find a room there for as little as twenty dollars per night. The flights there, the food and the lodging are also cheap too. You should be careful though; the drug scene and the crime are pretty high in Bangkok. As far as tourist attractions go, do your research first. You don't want to visit high crime areas late at night.

Number thirteen: Bali, Indonesia. Bali is a very popular tourist destination due to the fact that the food and the lodging are inexpensive. It's a popular place for the younger crowd too. If you love coffee you will love Bali where are the nearby islands of Java where you can try many types of coffee there. It's named Java for crying out loud! If you're going to visit Bali you should also visit in April, May, September and October. If you get to visit Bali also bring your camera: the scenery is absolutely amazing.

Number fourteen: Lisbon, Portugal. If you're traveling on a budget and you're worrying about wiping out your whole vacation budget on airfare, you should consider visiting Lisbon, Portugal. When it comes to finding cheap flights to a European destination, Lisbon has the cheapest. If you want to travel during the best time of the year, when the lodging and the food are the cheapest, mid spring and early fall are your best choices.

Number fifteen: Palawan, Philippines. The Philippines is the best place to visit if you're traveling from the west coast of the United States. The airfare is dirt cheap, which would allow you to spend the rest of your vacation budget on other things. You won't really need to spend it on lodging however, because a hotel will only cost you about \$10 a night. You certainly can't beat that.

Number sixteen: South Korea. Of the 16 affordable places to go if you're broke and still want to travel, this one is your best bet. You don't want to confuse North Korea with South Korea. Big difference there! Nobody in their right mind would want a vacation in North Korea. However, South Korea, that's a different story. The beaches along the nation's coast are gorgeous. Daecheon Beach, which is located southwest of Seoul, is very popular for locals and tourists. If you are a foodie you can enjoy fine dining at four-star restaurants at a very low cost. Subscribe for more.

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

Answers: 1 – H; 2 – D; 3 – A; 4 – B; 5 – C; 6 – G; 7 – F; 8 – E;

AFTER LISTENING

✓ **Exercise 3 (5 - 7')**

- Read and explain the instructions. Students should mark true (T) or false (F) and justify their answers. Call out one student at a time to answer and have him/her justify it. **If you have a big group, pair up the students and have them discuss the answers to later share their answers with the group.**
- Correct.

Answers: F; T; F; F;F

- ✓ **IF TIME ALLOWS (10'to 15' or homework + 10'of the following class)**
 - Read the utterance and have students take the test which is supposed to tell them what their travellers' profile are.
 - Have them share what they have found out and whether they agree or not with the result.
 - **This activity can be assigned as homework if the students don't have any device where they can take the test.**

- ✓ **SPEAK UP (10' to 20')**
 - Pair up students and read the instructions. Allow them around 5' to talk to each other. Meanwhile, walk around the class checking their conversation and helping them whenever necessary.
 - Students go back to the group and share with the group the conclusions they have come with.

Grammar

- ✓ **Exercise 1 (5 - 7')**
 - Read the instructions. Students read the sentence. Ask the questions after each sentence so as to raise students' awareness concerning the aim of the lesson which is Relative pronouns and relative clauses.
 - Read the balloon containing the "rules" for the use of the grammatical structure. Students check or cross the options in order to come to the final conclusions.
 - Read the chart containing the correct relative pronoun to each kind of noun.

- ✓ **LET'S PRACTICE (7 – 10')**
 - Exercise 1 – Read the instructions to the exercise. Students have to complete the sentences extracted from the video. Correct.
 - Exercise 2 – Read the instructions and have students do the exercise. **This activity can be done in pairs.** Correct.

Speaking Skills

- ✓ **BEFORE SPEAKING (3 – 5')**

Read the headline and explain students that they are about to learn how to ask for and give suggestions. Read the vocabulary chart and have a choral repetition in order to check pronunciation. Give examples.

 - Call students attention for the kind of structure that comes after each expression. Ex: How about + Gerund; What if + clause
 - Clear any doubts;
 - Exercise 1 – Read the instructions to the exercise. Pair up the students and have them execute the activity. Walk around to help students when necessary.
 - Exercise 2 – Read the instructions to the exercise. Students return to the big group and report their findings.

Reading Skills

BEFORE READING

- ✓ **Exercise 1** (3 – 5')
- Ask students to look at the texts in this section and then answer the questions about them.
- Have one student to read the chart containing the definition of a report. Then, based on that definition and on the texts they have analyzed, ask students the questions a-c.

WHILE READING

- ✓ **Exercise 2** (5 - 7')
- Read and explain the instructions for the activity. Allow some time for students to read the texts and do the activity.
- Call one student at a time to correct the exercise. Have them read the passage which contains the answers.

Answers: a - 5; b - 2; c - 1; d - 4; e - 1; f - 3; g - 4;

AFTER READING

- ✓ **Exercise 3** (5 - 7')
- Read and explain the instructions for the activity. The answers to the questions should be written on the book and later shared with the group. Call out one student to answer each of the questions. Have them read the part of the text in which they have identified the answer. **If you have a big group, this activity can be done in pairs.**
- ✓ **FOOD FOR THOUGHT** (7 - 10')
- To wrap up, ask students the questions in this section to the group. Engage students in a discussion relating the content learned to their realities, cultural background and life experience. Spice up the discussion by asking linking questions and having the students to agree or disagree with each other's opinions making the discussion richer and fruitful.

Writing Skills

- ✓ (3 – 5') Read the headline and explain the task to students.
 - Clear any doubts;
 - Have students write the reply.
 - **Alternative approach:** this activity can be done as homework and students hand it in on the following class.

Self-Assessment

- ✓ Read the utterance and explain the activity. Give students some time to answer the questions and to write examples.
- ✓ Check students' answers by calling one at a time to read aloud their examples.

RATIONALE

The present work was fully thought and developed to fulfill the needs of the 21st Century Student who has been exposed to a set of new technologies and, as a consequence, has developed different needs concerning second language acquisition as it long has been discussed:

Several scholars in the field of education have questioned the constituent aspects of a curriculum that would better respond to the rising demands in contemporary societies. The relevance of such enquiry finds its place in the very transformations in today's societies marked by significant changes in the ways of knowing, being, and acting primarily due to the advent of new digital media in more recent globalizing processes. (DUBOC, 2013)

Likewise, the postmodern discourse embraces diversity, situatedness, and contingency (Giroux, 1993) and under this new concept, some scholars started advocating for the need of addressing issues such as identity, nation, and culture through the complexity and fluidity of new social relationships also in the context of classrooms. “As a consequence of repeatedly articulated dissatisfaction with the limitations of the concept of method and the transmission model of teacher education, the L2 profession is faced with an imperative need to construct a postmethod pedagogy” (Kumaravadivelu, 2001).

The critical approach is an updated concept that follows the scenario in which the learner is inserted. Thus, teaching critically provides students with meaningful, updated and contextualized content, which is certainly more appealing to learners. Furthermore it is more likely to have students evolve their language learning once they see real possibility of its use.

Therefore, the whole final project was based on a critical, communicative and meaningful approach, or Communicative Language Teaching (CLT), that is, an approach capable of promoting interaction among learners as well as dealing and reacting to authentic material improving learners' skills, raising their interest and meeting their purposes:

Both American and British proponents now see it as an approach (and not a method) that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. (RICHARDS, 2001)

The themes chosen to be explored, as well as the activities designed for the units, follow the same approach, in order to develop a classroom routine which would fit the new demands and necessities of the target audience, that is, young adults. As mentioned by Thorne and Reinhardt “*for teens and university age students, emerging literacies associated with digital media are highly relevant to their current and future lives as language users*” hence, both pedagogical units make use of modern tools and technologies, new text formats and explores oral interaction which would provide students with meaningful conversational topics, discuss meaning and interact according to Richards and Rodgers’ definition:

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning and interaction. (RICHARDS and RODGERS, 2001).

GRAMMAR

Grammar has always been object of concern and studies mostly because, as advocated by Batstone (1994) “*effective communication in a language would be seriously impaired without an ability to put grammar to use in a variety of situations.*” To English Language Teaching (ELT) the necessity of teaching grammar is also imminent, either through syntax or morphology, once it “*reveals a structure and regularity which lies at the basis of language and enables us to talk of the ‘language system’.*” (BATSTONE, 1994, p.4).

That being said and considering that the present work aims at nurturing independent and autonomous learners, grammar was chosen to be taught inductively:

“When it comes to inductive method of presenting grammar instruction, it succeeds almost in every area where deductive method fails. Its major advantage is the fact that it encourages mental effort and forces students to rely on their intelligence and the ability to analyze and make connections between particular samples of speech. Knowledge obtained through the subconscious process of identification and incorporation of the presented grammatical rules into one’s language system is characterized by greater permanence and can be put into practice without conscious and time-consuming examination of the context from the grammatical point of view.”(ENGLISH FOR YOU, n.d.)

Also, firstly as a process and later as a product; in a way students could identify the language and its functions before identifying forms; going from specific levels of language to the most generic ones. In Batstone’s words:

“When we talk of grammar as process, we are thinking of the myriad ways in which it is deployed from moment to moment in communication. Some understanding of grammar as process will be invaluable if we are to help learners to employ grammar effectively in their own language use. We cannot simply assume that because a learner has studied and practiced the English first conditional, she will automatically be able to use it when she is busy navigating her way through the intricacies of real-time communication.” (BATSTONE, 1994)

Therefore, both units were tailored to meet the specificities of young adult students, at level B2 according to the Common European Framework of Reference for Languages (CEFR). Unit 1 will raise learners’ awareness to the different pattern in which consists

the passive voice. After having experienced the new structure throughout the Reading Section, students will then have the opportunity to better understand the structure as they are to be guided through questions that will permit them to identify elements and functions until they come up with full comprehension of the subject. All that followed by controlled and non-controlled activities in which they will make conscious use of the learned structure.

Similarly, Unit 2 brings the use of relative pronouns and relative clauses as a way to sharpen learners' use of the language. This time, the Grammar Section is preceded by the Listening Section in which learners were previously exposed to the target language. The procedures to have students able to go from specific rules to the final generalization are the same applied to Unit 1 as well as the follow up activities.

VOCABULARY

The vocabulary to be explored in both units was thought to be closely related to the genre and text types, both written and oral, chosen in order to approximate the learner to a more realistic context. This way the construction of new vocabulary also follows the premises of communicative approach in which “the motto is to present and use authentic language, and the target language becomes not only object of study but also the means of communication.” (PAIVA, 2004 – freely translated).

In Unit 1 the target vocabulary was planned to enable students to learn more about the genre explored which is news, and make them able to comprehend and produce language concerning that genre. Other aspects as text type differences in the same genre were taken into account. Right at the beginning of the lesson, in order to provide students with the necessary vocabulary to successfully go further, they deal with guessing definitions for some key words, after all “if we are interested in being communicative, words are among the first priorities.”(BROWN, 1994).

Not much different from that, in Unit 2 the vocabulary comes as a preparation for the listening task, as a way to better prepare the students for the comprehension of the oral text. Helping students learn vocabulary in context is part of Brown's premises:

The best internalization of vocabulary comes from encounters (comprehension or

production) with words within the context of surrounding discourse. Rather than isolating words and/or focusing on dictionary definitions, attend to vocabulary within a communicative framework in which items appear. Students will then associate new words with a meaningful context to which they apply.” (BROWN, 1994)

LISTENING

Teaching listening comprehension is of paramount importance and a “crucial component of foreign language instruction” (ABLEEVA, 2008). All the stimuli received by the learner throughout the lessons is internalized and stored, a process which will enable later language production.

The Listening sections in this work were entirely thought to meet the precepts of both top-down and bottom-up models of comprehension processing as follows:

“The top-down model of listening comprehension contends that the decoding of verbal messages depends more on listeners’ prior knowledge of the world and/or the topic of the text than on knowledge of the language itself or its acoustic signals”

“The bottom-up model of listening comprehension, developed in the 1940s and 1950s, involves the ability to recognize the linguistic features of the language. That is, the bottom-up model is based on the L2 learners’ knowledge of the language itself (words, syntax, grammar) and the ability to use that knowledge to process the information in texts.”(ABLEEVA, 2008)

Therefore, both units start with a before listening exercise which refer to the genre students are to explore as well as to their prior knowledge on the formats and contexts according to the top-down model. For the while listening activities, identification of key words, listing and ordering events meet the purpose of bottom-up model. Finally, as a conclusion, learners check general comprehension of the texts through answering to true

or false queries followed by the justification of their choices thus, making use of the interactive process as stated:

“So, to learn to listen is also to learn to respond and to continue a chain of listening and responding. Classroom techniques that include listening components must at some point include instruction in the two-way nature of listening. Students need to understand that good listeners (in conversation) are good responders. They know how to negotiate meaning (to give feedback, to ask for clarification, to maintain a topic) so that the process of comprehending can be complete rather than being aborted by insufficient interaction.” (BROWN, 1994)

SPEAKING

Developing speaking skills seems to be the main objective of the ESL students and maybe that is the reason why some textbooks give extra attention to this skill rather than the others. However, for a real and complete experience of the language learning and for the fully development of a communicative approach, the skills cannot be dealt with separately, but in tandem as mentioned by Hinkel (2006).

Therefore, besides the specific moment in which learners are given the opportunity to exclusively dedicate to this oral skill there are other different moments in which speaking as interaction, transaction and performance is necessary either in group discussions or pair work meeting the following precepts:

“Our pedagogical storehouse has equipped us with ways to teach sociolinguistic appropriateness, styles of speech, nonverbal communication and conversational routines (...). Within all these foci, the phonological, lexical, and syntactic properties of the language can be attended to either directly or indirectly.” (BROWN, 1994)

All the moments designed for learners to speak and interact were thought to be done as a conclusion for another learning process and, this way, students are provided with substantial content, oral or written, syntactic or morphological, before they are expected to produce language thus guiding them to a confident and successful production as follows:

“Research on the characteristics and development of L2 oral skills has shown conclusively that communicating in an L2 is a cognitively demanding undertaking, not to mention that the success of an interaction often depends on production quality (e.g., McCarthy & O’Keeffe, 2004). Thus, speaking in an L2 requires fluency, accuracy, and a sufficient lexicogrammatical repertoire for meaningful communication to take place.”(HINKEL, 2006)

READING

The main focus when choosing the texts to be worked with throughout the units was on how appealing they would be to students. This way, besides being authentic and display language in real use, the texts are from modern sources such as online news and posts.

In accordance with the top-down processing of the language, the reading sections in both units contain a pre-reading exercise in which learners will deal with the genre and text type and prior cultural and linguistic knowledge. This practice will make possible to raise a more complex and broader comprehension of the text better preparing the learner to the text features.

In time, the bottom-up processing of the language was not put aside. It rather comes as a complementary comprehension process in both while reading and post reading activities and then gives the student a closer and more detailed comprehension of the text as stated:

“The bottom-up processing of reading involves a broad array of distinct cognitive subskills, such as word recognition, spelling and phonological processing, morphosyntactic

parsing, and lexical recognition and access (e.g., Eskey, 2005). The reader needs to gather visual information from the written text (e.g., letters and words), identify the meanings of words, and then move forward to the processing of the structure and the meaning of larger syntactic units, such as phrases or sentences.” (HINKEL, 2006)

Lastly, but not less important and intertwining the learning of different skills for a better performance in L2, all the texts are followed by an activity which will require the students to react to the text and make use of the content learned to engage in conversation and interact.

WRITING

Very often thought as the conclusion of the learning process or the last skill to be learned and even put aside by some textbooks and teachers who believe it is not interesting, too time consuming or even important, the writing section of the present work was planned to change this biased vision and meet learners' expectations concerning the use of writing in L2.

The 21st Century student is not used to writing as they were in the past. The means of communication have become less complex, less formal and primarily digital. Therefore, the English lessons must follow that tendency and bring to class the new formats and its features concerning language.

The first step towards this process is to have students differentiate writing in L1 and L2 because “the learning needs of L2 writers are crucially distinct from those of basic or proficient L1 writers and that L2 writing pedagogy requires special and systematic approaches that take into account the cultural, rhetorical, and linguistic differences between L1 and L2 writers.” (HINKEL.2006)

Basically, according to Hinkel (1006), the learners do not possess as much lexical and syntactic repertoire capable of promoting the production of complex and unlimited texts, being otherwise limited to the most common structures, which are more common in the oral speech.

In order to diminish this issue and enable students to proficiently produce written language, besides all the input received throughout the unit, the writing sections contain specific orientation on how to write the chosen text types in addition to the vocabulary needed to successfully accomplish the task.

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