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Faculdade de Letras – FALE
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Carise Goularte Barbosa

**Healthy Habits/ Cinema and Super Heroes:
English Teaching Material to Pre-Intermediate Students**

BELO HORIZONTE
2016

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Pre-Intermediate students**

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 a obtenção do título de especialista

Orientadora: Maralice de Souza Neves
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INTRODUCTION

This final academic work **Healthy Habits / Cinema and Super heroes: English teaching material to Pre-Intermediate students** has two interactive units with a teacher's guide regarding each unit and also the answer key for some activities (except for the personal questions) , as well as instructions, explanations and suggestions for the teachers to adapt in their classes. Furthermore, it also provides a rationale, the theoretical part of this work and presents the integration of the four abilities: reading, writing, listening and speaking in both unities.

The units were created to be used in regular schools and also in private English courses for young adults, pre-intermediate students – 12 to 18 years old.

The first unit theme is *Healthy habits*, which is a daily spoken topic at students' homes and around them in their routines. It is a complex theme, once teenagers have been dealing with busy routines and for this reason, changing their habits and eating more fast food. The second unit theme is *Cinema and Super Heroes*, that is not as critical as the first one but it was chosen because it provides communicative activities connected with the students' reality, once it is an appropriate subject for these learners' ages and level.

These units were designed to be taught using communicative approach because communication is the most important aspect of any language. Thus, students will have the opportunity to learn through interactive activities which will allow them to speak and express their ideas in a more reflexive way. Besides these, it guides the teacher to be always a facilitator and motivates learners to work with the four skills as much as possible during the classes.

The main goals of the first unit are to make students reflect on their daily habits and show that changing them are sometimes necessary to become happier and to have a healthier life. It is also interesting to emphasize that they can still find nice activities to do while adapting their lives to this new lifestyle, which at first may seem difficult. Students are expected to discuss the importance of healthy habits in society's lives, being more critical and also engaged in the discussions, which they can try to communicate using the target language and negotiate meaning when the conversation breaks down.

The main objectives of the second unit are to increase students' interest about this world of fantasy that cinema brings and also to increase their curiosity about some characters and movies. Besides these, instigate their habits of watching films and develop their imagination, which can help to get their attention out of violence or drugs that is most notified on Television and media.

This is the mandatory final project for *Curso de Especialização em Inglês (CEI)*. This work has no commercial purposes and no part of this publication may be reproduced without the author's

permission. Finally, I hope this academic work can contribute to teachers in their teaching practice and help to create a great and enjoyable interaction in the classroom with students.

RATIONALE

As English teachers, we must have in mind that each student has their own personal experiences and while teaching the target language in the classroom, these experiences must be taken into account and be shared with each other as a mean of interaction. Trachtenberg (1979) asserts that “teaching a language involves or should involve a great deal more than just transmitting the linguistic code of that language”. For that, we can understand that learning another language is not only deciphering its code, (i.e. its linguistics forms or rules) it goes beyond this. It is acquiring new values, attitudes and views of the world. In short, it is learning a new culture, a new way of thinking and experiencing it.

The units of this work were developed in accordance with most of the premises of the Communicative Language Teaching and Critical literacy approaches. Mattos and Valério (2010) conclude that in both cases the learner is seen as a protagonist to his own learning and so, thinking directly on that, the themes chosen focused mainly on the students’ routine. The material was prepared focusing on a Pre-Intermediate classroom, from the ages of 12 to 18 for regular schools, as well as for private language courses.

Although the units have different contents, the activities in both were designed to have the same order, more controlled, which students depend more on the teacher and also on the examples, and then they will have a semi-controlled activity that will allow them to do it with less help from the teacher and lately they will have more autonomy to practice it with confidence. During the development of the two units, I have decided to create tasks in which students were led to express their opinions (in pair or group); use their creativity and interact with each other more “naturally” as reinforces Stephen Krashes (apud Schütz, 2007) that “acquisition requires meaningful interaction in the target language -natural communication- in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding”

The theme of the first unit is “Healthy habits”, appropriate for the learners’ age and level reality. This unit was designed to be taught using communicative approach and reaching students’ attention for this healthy issues that society has been dealing with, specially teenagers. According to ALFORD, 2001, “comprometido com valores como justiça e luta contra desigualdades, o letramento crítico pretende mudar a sociedade.” and that’s what this unit tries to provide students with: a way to recreate their identities taken into account their contexts among what is good or not to have a healthier life.

It is visible that most students feel insecure while learning a second language, mainly when they need to interact with other students and to give their opinions. However, when it brings their reality to class, they feel more confident to talk about themselves and discuss topics they are more familiar with. It becomes more meaningful for them. Thinking about these issues, the activities proposed encourage students to reflect, as mentioned Brown (1994, p.283), “on their own reality and thus come to a

conclusion about whether changes in their own lifestyle might be advantageous or not to their way of living life”. A way of seen language as a tool associated to power and social changes.

In the second unit, students have the chance to talk and learn more about “*Cinema and Super heroes*”, which is a very fascinating topic for students between these ages. Their lives are surrounded by video games, cartoons, comic books and movies. So, choosing a subject that they like to discuss about, makes learning always easier. As consequence, students will find motivation to learn a second language due to the approach used in the teaching process is fulfilling learners’ necessities and expectations. Richards & Rogers (2001, p.223, 224) say that

Language learning is believed to depend on immersing students not merely in “comprehensible input” but in tasks that require them to negotiate meaning and engage in naturalistic and meaningful communication.

As the linguistic objective, I expect students to be able to practice the four language skills (listening, speaking, writing and reading) by doing the exercises proposed. The exercises that I designed promote interactions between students so they can be able to negotiate meanings and express themselves through the learning process. They will also be able to reflect about conventions and hopefully, change their daily reality habits with the use of new information. Using the communicative approach with critical literacy, students are encouraged to have a critical perspective of reality, allowing them to use the language not only for communication, but to make them more conscientious citizens. According to Mattos and Valério (2010, apud CERVETTI; PARDALES; DAMICO, 2001):

No LC (letramento crítico) a língua assume um caráter libertador, pois é por intermédio do controle e da crítica aos significados imbuídos no discurso e pela criação de um discurso alternativo que se daria a construção do cidadão consciente.

The activities of both unities, specially the speaking part, were created to encourage students to speak freely in the classroom as well as outside it. The tasks and exercises are based on authentic materials with the aim to bring students meaningfulness while doing it, using dialogues, role plays, for instance. Defined by Peacock (1997), authentic materials are those “that have been produced to fulfill some social purposes in the language community”. All of them were taken from websites in order to make the activities more natural and reliable for students and the four skills - **reading, listening, speaking and writing** - are well organized for the level proposed.

The units start with a **warm up** in order to engage students in the topic of the lesson raise students' energy and make them feel comfortable to start the class. According to the Affective Filter Hypothesis (McLaughlin 1987, p. 51 apud Krashen, 1985), "comprehensible input may not be utilized by second-language acquirers if there is a mental block" that prevents them from fully profiting from it." Thus, it is very important that students feel comfortable when starting a class, to facilitate the delivery of input when acquiring language. After this, the teacher can go through the lead-in, which will introduce the topic and raise interest in what they are going to talk about and learn.

In the classroom, one of the most complaining parts is that the most difficult aspect of learning a foreign language has to do with vocabulary. In fact, if a person makes grammar mistakes during a conversation moment abroad, for example, but manages to convey their intended meaning through the use of the correct words, then it is justified to say that learning vocabulary plays a big and crucial role in communication as acquiring a second language. Lewis (1993) highlights the importance of this issue, drawing attention to the lexical items (words or structures) in different settings and how such settings determine their use. In order to help students understand that vocabulary not only plays an important role during interpersonal interactions, but that it must also be systematized according to its use, the second part of both units cover the vocabulary part. The **Vocabulary** section helps students to learn new words they might not be familiar with and its lexical meaning using the Cambridge dictionary.

Reading is a natural skill developed in our everyday lives. We read the world around us from the time we wake up in the morning, until we go to bed at night. It is a natural process that happens in both conscious and unconscious ways. When it comes to reading written texts, attention must be drawn to the fact that such potentially fertile sources of learning provide students with lots of information and vocabulary. The **Reading** section has a very important role when it comes to reading strategies and steps: before, while and after reading moments. In order to provide students with a meaningful communicative context that does not exclude form-focused instruction (NASSAJI & FOTOS, 2011), the activities first expose students to the language - so they can notice and understand the items that are being used.

A class plan must be in a way all students can benefit from it at least once during the class, for different people learn in different ways without feeling smaller or injured comparing to the classmates. For many years, the language had been taught focusing only on form rather than form and meaning, this way students have been learning first to use the structure isolated (grammar points), for then just after produce the real language, what it is called deductive way. As consequence, students have not found motivation to learn a second language once the approach used in the teaching process is not meeting with the necessity and expectations of the learners in their real life. Therefore, on the section **Language in use**, I have decided to make an inductive approach activity on the use of grammar so the learners will

realize the structure on their own context, and then be able to use it in various ways, not been tight on a fixed grammar point.

Thinking on a better strategy to structure this learning process as a way of connecting all sections I have chosen the reading preceding the grammar and listening and then, it comes the speaking and writing sections. This organization allows students to understand that what they are going to read, learn, listen and produce has an obvious connection with the content that they have been discussing during the entire lesson. This is a way of encouraging students to go through the tasks more secure of what they are going to see and not so anxious about it. According to Brown (2005, apud OLIVEIRA E PAIVA) Reading ability will best be developed in association with writing, listening, and speaking activity. Even in those courses that may be labeled “reading”, students’ goals will be best achieved by capitalizing on the interrelationship of skills, especially the reading-writing connection.

Genres are socially recognized ways of including all purposes of using the language. According to (MARTIN 1985; PAINTER 2001) genres are social practices that have involved enabling us to achieve our goals. With the use of technology other ways of communication were created. E-mail and blogs are now part of student’s way to communicate in a more informal way. Since this is part of student’s lives, these genres will motivate students to learn a second language and it will raise their horizons to participate in more discussions about society habits and action having in mind a good aspect of a healthier and creative life. As SILVER, 1997 points out, the written text is an input for the foreign language classes which comes to share practice not only with the oral modality but also with hybrids modalities or multimodal. In these units, in the writing activities, students will go through non-verbal and verbal language using what they have learned so far to create an e-mail with advice and to answer a blog with their own ideas. The writing section was intended to let students express their opinion concerning relevant issues.

In conclusion, it is possible to say that for language acquisition to take place, learners may link a set of factors such as intelligence, effective straightforward input, motivation, innate ability/knowledge, positive attitudes towards the language, willingness to learn, self-esteem, and self confidence.

In these units, the four skills appear clearly connected, the designed activities are based on the principle of communicative approach as mentioned in Rickheit, Strohner and Constanze (p. 26), “communication is social interaction and can therefore be described and studied in terms of collective action and cooperation”. However, it is expected that students participate in class, cooperatively and interactively, reminding that the teacher has to be the facilitator and motivate students to use the target language in the classes and support them whenever necessary. Allowing students to express their opinions over controversial issues in another language (written or oral) is of paramount importance for preserving their identity and should be the goal of any serious pedagogy, textbook or language material in general.

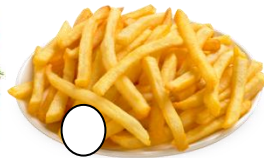
The modern society requires the knowledge of being able to communicate through these means and it opens a range of different views from all over the world as well as learning a foreign language in a real life situation, so the main goal is to expose the students to as much English as possible, to motivate students to learn more and more with authentic material and through that be prepared to any situation outside the classroom.

Unit 1

Healthy choices

1 Warm Up

IN YOUR OPINION...



- Are there all junk food?

- How can we take care of our health? Is it easy or difficult?

-What do you first think when you see them?

Mark (X) the pictures that you consider to be a healthy choice.

2 Vocabulary

A. Match the first column related to their meaning on the second column:

1. soft drinks	() an <u>amount</u> that is a large number or enough.
2. junk	() <u>particular types</u> of food <u>containing whole seeds</u> .
3. wholegrain	() to move <u>lightly</u> and <u>quickly</u> .
4. plenty	() an <u>occasion</u> when <u>food</u> is <u>served</u> or <u>eaten</u> .
5. skip	() a drink, usually flavored, that does not <u>contain alcohol</u> .
6. meals	() things that are <u>considered</u> to be <u>useless</u> or of <u>low quality</u> .
7. takeaway shop	() a <u>meal cooked</u> and <u>bought</u> at a restaurant but often <u>home</u> .

3 Reading – Eating tips



“As a teenager, your body is going through many physical changes – changes that need to be supported by a healthy routine.”

<http://www.nhs.uk/Livewell/Goodfood/Pages/healthy-eating->

A. According to what we have been talking on this unit since now and knowing that the title of the text we are going to read next is :“Eating tips to improve your diet!” , answer:

What do you think it will specifically talk about? What are the points that in your opinion are the most important about this theme? What would you like to read on the text?

B. Read the article below and answer these following questions.

1) Did the text show what you were expecting to read? Was your answer on activity A. correct?

2) According to the text tips, which one is more difficult to follow in your opinion?

3) The text mention some things that is important to stop eating. What are those things?

Eating tips to improve your diet!

Small changes can make a big impact. Try to:

- Cut back on, sugary drinks like soft drinks and energy drinks. Sugar-free versions are okay to drink sometimes, but sugar-free drinks are still acidic, which can have a negative effect on bone and dental health. Water is the healthiest drink.
- Eat breakfast every day so you're less likely to snack on junk food at morning tea. A wholegrain breakfast cereal that is low in sugar served with low-fat milk can provide plenty of vitamins, mineral and fiber.
- Don't skip lunch or dinner either and help with
- the cooking. Think up new ways to create healthy meals. And try to reduce the size of your meals.
- Don't add salt to your food.
- Don't eat high-fat foods every time you visit a fast food outlet with your friends. Change your meeting place. Rather than meeting up with your friends at the local takeaway shop, suggest a food outlet that serves healthier foods.



(<https://www.betterhealth.vic.gov.au/health/healthyliving/eating-tips-for-teenagers>)

C. Read the text again. Mark the true facts mentioned on the test:

- () It is better to choose a right place to go, than going somewhere to eat.
 () Eating fruit and vegetables can reduce the risk of diseases.
 () Having snacks at breakfast is healthy.
 () We need to drink more water instead of drinking soft drinks.
 () It is not always easy to be healthy.

4 Language in use

Take a look at these notes:



A: According to the notes above, choose the correct alternative to complete the sentences below:

1. The three sentences focused on _____.

- a) given order, warning or advising.
 b) explaining something.

2. Imperative is used with the _____ (you) singular or plural and with the _____ (we).

- a) Third person / first person
 b) Second person / first person

B: Go back to the test “Eating tips to improve your diet!” and look for 3 examples with the use of *imperative* expressing and write it down:

Remember!

You can use 'please' to be more polite.

Please put the plates on the table.

Don't make so much noise please.

- a) _____
- b) _____
- c) _____

C: Let's Make suggestions. Match the first column with the second:

- | | |
|-------------------------------|------------------------------|
| a) I'm tired | () Let's try eating there. |
| b) Bob's need some water. | () Let's go for a walk. |
| c) It's sunny outside | () Ok! Let's rest a little. |
| d) There's a good restaurant. | () Ok! Let's eat. |
| e) The car is broke. | () Ok! Let's go by bike. |
| f) I'm hungry | () Ok! Let's buy water. |

D: Construct the negative form of the imperative.

1. (work) _____ so hard.
2. (go) _____ there.
3. (be) _____ so rude.
4. (forget) _____ to tidy up your room.
5. (smoke) _____ inside the building.



5 Listening - The Top Food Mistakes

Talking about healthy and unhealthy habits, think on one big mistake that could lead you to not having a healthy life. Write it down:



<https://www.youtube.com/watch?v=vx0ZTy2SWfk>

A: Listen to a report in a program focuses on teen nutrition that helps students understand one of the biggest food mistake made by most teenagers. According to what the teenagers report, mark (X) the true sentences and correct what is wrong in the false ones.

- 1. Most of the teens have a healthy habit routine._____.
- 2. Teens are making smart choices of what they can eat._____.
- 3. Bad food choices can lead to big health problems._____.
- 4. Most teens aren't getting enough serves of fresh fruits and vegetables._____.
- 5. Teens cannot fell fuller when they eat more fruits and vegetables. _____.

B. Answer the questions according to what you hear on the report:

- 1. Do the teenagers look for the nutrition items?
_____.
- 2. Why is it complicated to choose what to eat?
_____.
- 3. Why is especially important for teenagers to make healthy eating choices?
_____.
- 4. How can do you fix mistake number one?
_____.
- 5. What is the first mistake teens make when it comes to food?
_____.

6 Speaking- School Menus

SCHOOL LUNCH

Grain

Pita pockets	Bread	English muffin	Quinoa
Mini bagels	Dinner rolls	Cereal	Pasta
Wraps	Panini Bread	Muffins	French Bread
Tortilla's	Hoagie roll	Rice	

Protein

Egg	Leftover Meat	Almonds	Tofu
Peanut Butter	Hummus	Pistachios	Trail Mix
Seeds	Beans	Cashews	Edamame
Lunch Meat	Tuna	Sesame Seeds	

Vegetable

Carrots	Olives	Sprouts	Lettuce
Celery	Peppers	Salsa	Spinach
Cucumbers	Beans	Broccoli	Squash
Olives	Peas	Cauliflower	Cabbage

Fruit

Apple	Fruit Leather	Grapes	Melon Balls
Orange	Dried Fruit	Berries	Apricots
Banana	Applesauce	Mango	All Fruit Jam
Pear	Fruit Juice	Peaches	

www.superhealthykids.com

In small group:

- Design a balanced menu for your house breakfast, lunch, and dinner. Use the one above as an example.
- Record menus on chart paper and present to your classmates.
- Class chooses the “healthiest” and “tastiest” menu.

7 Writing – Practicing

A: First read the blog comments below, and then discuss with your classmates the following questions:

I keep thinking WHY are Americans getting fatter and fatter? The simple explanation must be that we eat too much junk food and spend too much time in front of screens, be they television, phone or computer.

By Natasha Singer – AUG. 21,2010.

Natash.s@hotmail.com

“Everyone knows that you shouldn’t eat junk food and you should exercise. But the environment makes it so difficult that fewer people can do these things, and then you have a public health, “catastrophe”.”

By Kelly D. Brownell. Director of RUDD CENTER FOR FOOD POLICY AND OBESITY – Yale.US 2015

A growing number of overweight and obese American teens don't think they have a weight problem,.

By Robert Preidt. July 17, 2015.

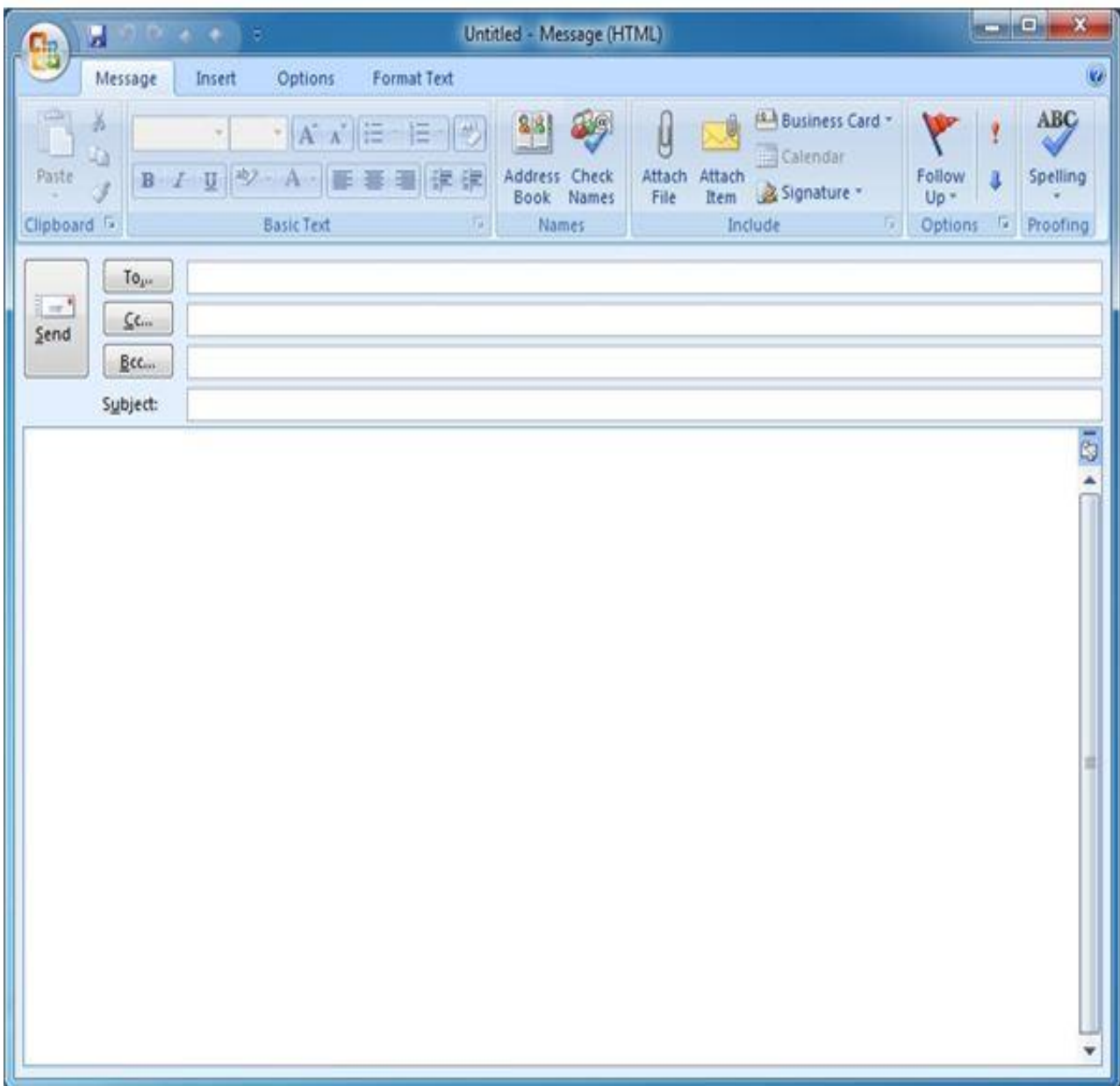
Robertpreidt@gmail.com

- ✓ What do Natasha, Kelly and Robert say in common?
- ✓ Do you think that this can affect our future lifestyle? Think about what it is to have a healthy life?
- ✓ What can you do to have a better lifestyle and fix the problems that Natasha, Kelly and Robert are talking about?
- ✓ Now individually you are going to choose one of the three people shown above and you are going to write him/her an **e-mail** talking about his/her lifestyle and how can healthy choices be better.
- ✓ Send your e-mail to your real receiver , use the e-mail on the notes, and also hand it a copy to your teacher so it can be displayed on

the (mural) walls of the school so other students can read and be helped by your advices.

Remember on an e-mail genre v

- ✓ use informal language.
- ✓ We need to have in mind to w we are writing to. It's going to designed to someone



Teacher's guide

UNIT 1 - Healthy choices

1. Warm up

- Before reading the questions tell students that this unit is about Healthy choices and ask them what do they know about this subject already.
- Tell them to mark an X on the picture that they consider healthy according to their daily routine out of class.
- Read the question one by one with the students and encourage them to answer out loud.

2. Vocabulary

- Explain to students what they are supposed to do in this activity and give them some time to think and do it alone.
- After read the alternatives aloud and ask the students if they understood the meaning of all words. If not try to explain using some examples putting the word in a context.

Teacher's

Reading

A.

• Explain to the students that they are going to read a text and that the title of the text is "**Eating tips to improve diet!**". Read the question with them and encourage them to share their answers with the class.

• If you wish you can let them in pairs for a couple of minutes to discuss the questions.

B.

• Let some minutes for students to read the text and answer the questions by themselves. Ask comprehension questions. As you ask them, solve any vocabulary doubts the student may have.

C.

• Tell students they are supposed to read the text as much as necessary to choose the true statement on the activity.

Teacher's

Language in use

- A. Read the notes with the students and ask them to identify what do the three sentences have in common.
- Encourage the students to answer the question, and explain the difference of the two options. You can write examples on the board:
 “Eat fruits every day.” (Imperative)
 “If you eat fruit every they you will be a healthy teenagers.” (explaining something)
 - Explain that as you are given order, advising or warning it need to be in the third person and first person to make sense.
- B. Choose a student to read the **REMEMBER** at the box beside the activity to the group.

The correct answer is : 1A – 2A

C. D.

Give students some time to try to mach the columns and to put the sentences in the negative way. Correct with the big group and take the doubt that may appear.

Answer:

- C. D-C-A-F-E-B D. **Don't work / Don't go there/ Don't be so rude/
 Don't forget to tidy up the room/
 Don't smoke inside the building.**

Teacher's

Listening - The Top Food Mistakes

- Start a discussion with students about : What they think is a huge mistake when the subject is health? What habit can lead them to an unhealthy life?
- After ask them to write down what they think.
- Tell them that you are going to pass the video once so they can listen and check if their answer got near to the video.

A: Pass the video again and this second time they are supposed to check the true e justify the false sentences.

B: Now for the last time pass the video again and give them a time to answer the comprehension questions.

In both activities A/B , keep always guiding the students in what they need and at the end correct together with them.

Teacher's

Speaking – School Menu

- Divide the class in small groups.
- Take a look at the menu with them, read the menu and explain the words that they have doubt.
- Then, tell them that in some few minutes they are supposed to discuss about the picture and create their own **MENU** to share with the whole class .
- They can use magazines, news papers, crayons, glue, colored paper, etc. Encourage them to be creative.
- Lead the presentation focusing at the work more than at the competition. But cheers the winner and make this moment a fun moment.

Mimic Game :

Each group choose 3 healthy and unhealthy habits and do some mimics to the other group to figure out what it is.

Examples:

Eat more fruit.

Do more exercise.

Don't sleep all day.

Don't eat junk food.

Drink water.

Work out everyday.

Writing – Practicing

What do Natasha, Kelly and Robert say in common?

•Do you think that this can affect our future lifestyle?

•Think about what it is to have a healthy life?

•What are the pros and cons of changing your daily routine?

•What can you do to have a better lifestyle and fix the problems that Natasha, Kelly and Robert are talking about? What are the advices that you could give to teens that have healthy problems?

A:

•Individually you are going to choose one of the three people shown above and you are going to write him-her an e-mail talking about your lifestyle and how can healthy choices be better for us. Your e-mail will be sent to your real receiver and also displayed on the walls of the school so other students can read and be helped by your advices.

Remember

♦ On an e-mail genre we use informal language, but not abbreviations.

♦ We need to have in mind to who we are writing to, because all we are going to write will be design to someone (one of the three people above).

♦ Do not forget to end up your e-mail with a farewell.

Unit 2

Cinema and Super Heroes



Warm Up – Learning about ...

A: Do you like to go to the cinema?

B: Have you ever read any comic book or watched movies and TV shows about superheroes? Why or why not?



The **Justice League**, also known as the Justice League of America, is a fictional superhero team appearing in American comic books.



Have you ever heard about Justice League?

Can you name all superheroes in Justice League?



Reading Time

SUPERMAN RETURNS.

Superman is the most famous superheroes of all time, and one of the most potent and enduring culture icons ever created. Even those who don't know anything about super-heroics can readily rattle off a laundry list of superman's power and abilities: he can be faster than a speeding bullet, can see through walls, and fire heat beams from his eyes.

As Kal-El, the infant son of scientist Jor-El and his wife Lara, superman escaped his doomed birth world of Krypton before its destruction and landed in Smallville, Kansas. There Jonathan and Marta Kent raised him as their adopted son Clark, grounding him in the principal of honesty and fair play as he gradually discovered that his powers could help humanity. As an adult, Clark moved to Metropolis, and assumed a dual identity, work as a mild-mannered newspaper report for the *Daily Planet*, and soaring into actions as the red, blue, and yellow-clad Superman to guard his city against menaces. Mad genius Lex Luthor is his perennial foe, while Lois Lane – his co-worker at the *Daily Planet* - is the love of his life.

Created by Jerry Siegel and Joe Shuster, two science fictions pulp fans from Cleveland Ohio, Superman was an immediate sensation following his debut in June 1938's *Action Comics*(...).

Many would say that the definitive telling of Supeman's story come in 1978, with director Richard Donner's *Superman* : The movie which started Christopher Reeves in the title role (...)

(*Superman returns- The Official Movie Guide*. New York: Times Inc. Home Entertainment, 2006. P13)

A: Answer the questions according to the text:

a) What's the name of the superman's perennial foe?

b) What happened to Superman's planet, Krypton?

c) What's Clark Kent's job? Where does he work?

d) How was Clark Kent raised?

B: List six abilities and/or powers of superman that you can see at the text:



Language in use

Take a look at this Quotation said by the character of Thomas Wayne at the movie "BatMan Begin" and choose the best answer for the question below:

AND WHY DO WE FALL
BRUCE?
SO WE CAN **LEARN**
TO PICK
OURSELVES UP



A: What is the best alternative below to show the meaning of the word CAN in the text?

- a. Container
- b. Ability
- c. Stop

B: According to the examples:

- Superman **can** be faster than a speeding bullet.
- Hello, where **could** I park my car?
Hello sir, you **can** park right on that parking lot over there.
- **Can** you make a little less noise, please?
I'm trying to work.
Sorry, of course I **can**.
- You **can** get good comic books from the local library.
- **May** I help you with those bags lady?
Thanks. You **can** carry those heavy please.
- I **can't** help the world alone.
- Excuse-me teacher, **may** I drink water please?
Yes, you **can** go.

Complete the board and the concepts beneath:

Asking for permission	Formal/polite?	Giving permission
<i>_____ I ask you a question?</i>	informal	Yes, _____. No, you _____
<i>_____ I use your phone?</i>	more formal/polite	Yes, you could No, you couldn't.
<i>_____ I use your phone?</i>	even more formal/polite	

C: Complete.

When we talk about possibility, we use _____, _____, but in different situations.

We use can, could and may to ask for _____. We use can and may, but not could, to give permission.

When we make _____, we can use can or could (but not may). Could is more polite than can.

D: Suppose you are in a real situation which you need to request or ask for permission. Ask for permission or make a request, according to each situation you have below:




1. You want a sandwich.



2. You want to use the computer



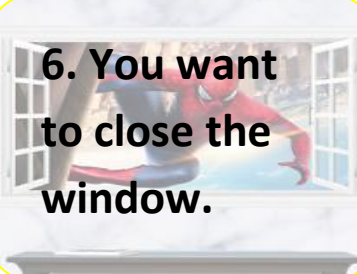
3. You want to use the telephone




4. You want to drink water



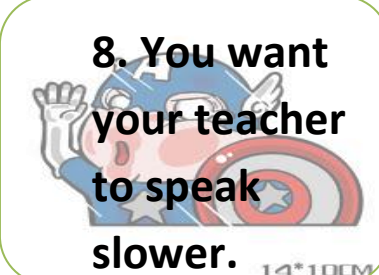
5. You want to turn the TV on.



6. You want to close the window.



7. You want to borrow your friend's book.



8. You want your teacher to speak slower.



9. You have a question.

- 1. _____.
- 2. _____.
- 3. _____.
- 4. _____.
- 5. _____.
- 6. _____.
- 7. _____.
- 8. _____.
- 9. _____.



Pre-listening



A: Do you know the series “The Big Bang Theory”? Have you ever watched it?

B: What do you expect to watch in this episode? Check the alternatives:

- Friends going out to have fun and rest in a beautiful and funny place.
- A costume party where every invited person must dress up.
- Friends rehearsing a play about “ Justice League” to school.
- Fans of super heroes trying to look like one.
- Friends acting in a play.



Listening



Characters:

- Howard - Batman
- Leonard - Green Latern
- Raj - Aquaman;
- Zack - Superman
- Penny - Wonder Woman.

<https://www.youtube.com/watch?v=PsDGBhpwJ94>

A: Listen to short part of “ The Big Bang Theory” episode and answer the questions.

1 .Is there something in common with superman and Bat-man?

- a. No, they are totally different on the audio.
- b..Yes, they are booth disappointed with their costumes.
- c. Yes, they are both trying to be very similar to the original super heroes.

2) Which Superhero is the most exciting?

- a. Flash
- b. Super-man
- c. Agua-man

3) Why does wonder woman not want to go?

- a. Because she is fat.
- b. Because she wants to be another superhero..
- c. Because she doesn't want to use a wig.

4) Who says the sentence “Don't chill out”?

- a. Wonder woman
- b. The flash
- c. Green Lantern

B. Listen to the audio again and try to find out the meaning of the words below:

- a. Jogging** () to finish something
- b. Running late** () to not be in time.
- c. Get over with** () a slow run.
- d. Change my mind.** () to reversed a previous.



Speaking – Find who?



A: You have to find someone who...

...loves comic book.

...hates science fictions movie.

...has a Superman DVD at home.

... can go to the cinema next weekend.

...has never seen a batman film.

...enjoys watching cartoons.

... can watch a complete horror movie without getting scared

A: But first, write down the questions you are going to ask:

B: Now, write down your findings. After, tell the class about them.



Writing – Practicing

A: Have you already seen *Batman V Superman: Dawn of justice*? Complete its review using the vocabulary from the box.

doomsday plot treat goosebumps flaws bound

BATMAN V SUPERMAN: DAWN OF JUSTICE (2016)

The action scenes were better than what we saw in the trailer. Although the _____ scenes had terrible CGI , but overall I was happy. The movie had a lot crazy-packed action, as it was directed by Zack Snyder, we already expect that, but the _____ didn't know where it was going. A lot of scenes were a _____ for me to see and I got _____ watching them. But just like any other movie, it's not perfect and has _____. You can see that Zack tried hard very hard to fit everything nicely into the movie, but over stuffing was _____ to happen. (<http://www.imdb.com/title/tt2975590/reviews>)

What's a review?



The film review is a popular way for critics to assess a film's overall quality and determine whether or not they think the film is worth recommending. Film reviews respond to people seeking entertainment.

B: **Now it's your turn!** Write short review about the following films, or choose a film you like and write one paragraph about it.

Teacher's guide

UNIT 2 – Cinemas and Super Heroes

Warm up

- A.
- Tell the students that the title of this lesson is Cinema and Super Heroes and ask them what do they know about it? Try to listen to students about the theme.
 - Read the questions and answer together with students while you are in the discussion with the role class. After ask them to write down their answers.

Extra information about Justice League:

The Justice League, also known as the Justice League of America (JLA), is a fictional superhero team appearing in American comic books published by DC Comics. The Justice League was conceived by writer Gardner Fox, and first appeared in *The Brave and the Bold* #28 (Feb.-March 1960).^[1]

The team is an assemblage of superheroes who join together as the Justice League. The seven original members were Aqua man, Batman, the Flash, Green Lantern, Martian Man hunter, Superman, and Wonder Woman. The team roster has rotated throughout the years, consisting of many superheroes from the DC Universe.^[2]

The Justice League received its own comic book title called *Justice League of America* in October 1960. DC Comics released a second volume of *Justice League* with the 2011 prelaunch of its titles. Since its inception, the team has been featured in various television programs and video games and is set to appear in the 2017 film of the same name.

(https://en.wikipedia.org/wiki/Justice_League)

Teacher's

Vocabulary – Different and new words

Curiosity:

Explain to students what is onomatopoeia by reading the short definition together with them. After encourage students to do the matching activity. They are supposed to Match the "sound" with the comic strip.

1. Boom Boom
2. Pin pin pin
3. Flap

A. Explain to students that they are going to read a text containing these words. So before reading the text they have to match the pictures with their meaning.

Answer key:

- e
- g
- h
- f
- b
- c
- a
- d

Reading Time

- Give the students some time to read the text alone or in pair and ask them to answer the questions below according to what they had just read.
- Clear out some doubts of vocabulary that may appear on the test.
- Correct the answer orally with the class .

Teacher's

Language in use

- Ask a volunteer to read the quotation as a way of practicing.
- Right the sentence on the board and encourage students to see what role does the word **CAN** have in this context.

A: ask students to answer the **"Choose the best alternative"**
 [Answer key - A: **b**]

B: Read each example with the students and them encourage them to fill in the blanks at the bord below:

[Answer key -

Can I ask you a question? Yes, **you can**.
 No, **you can't**..

Could I use your phone?

May I use your phone?

C.

- Correcct orally, having students read their own answers.

When we talk about possibility, we use **Can** **Could** **May**, but in different situations.

We use can, could and may to ask for **permission**. We use can and may, but not could, to ask/give permission.

When we make **a request**, we can use can or could (but not may). Could is more polite than can.

D: Guide students to the practice time. Explain that according to the picture they have to write sentences making a request or asking for permission.

- Pass around the class to check if they are doing correctly. Correct the activity in the board with the role class.

Teacher's

Pre-listening

A.

- Ask the introductory question to the class and have them say what they know.
- Check if the students were really able to understand the question.
- Ask them to write down their answer.

B.

- Explain to the students that they are going to watch a video about this series called "The big Bang theory", and ask them to think about what they expect from the episode and check the best alternative on their opinion.

C.

- At first ask student just to pay attention to the video without worrying with the activity.

A. Listen to short part of “ The Big Bang Theory” episode and answer the questions.

1.Is there something in common with superman and Bat-man?

- a.No, they are totally different on the video.
- b.Yes, they are both dissapointed with their costumes.
- c. Yes, they are both trying to be very similar to the heroes.

2) Which Super Heroe is the most exciting?

- a.The flash
- b.The super-man
- c.Aqua-man

3) Who says the sentence “ Don’t chill out”?

- a.Wonder woman
- b.The flash
- c.Green Lantern

4)Why is wonder woman not wanting to go?

- a. Because she is fat.
- b. Because she wants to be another superheroe.
- c. Because she doesn’t want to use a wig.

B. Listem to the audio again and try to find out the meaning of the words :

- a.Jogging
 - b.Running late
 - c.Get over with
 - d.Change my mind
- () to finish something.
 () to not be in time.
 () a slow run.
 () to reversed a previous decision or statement.

Teacher’s

- A.**
- Play the video again and have the students answer.
 - Correct orally.

Script

Answer key

- 1. c
- 2. a
- 3. b
- 4.c

- B.** Play the video for the third time and encourage the students to find out the meaning of the words according to what they understood of the video.

Answer key:

- (c)
- (b)
- (a)
- (d)

Teacher's

Speaking – Find who?

- A:** Explain students that first of all they are supposed to make questions using the guide points that they have above.
- Next they will interview their classmates. They need to find a person who fits in each question they made.
- B:** Then write the answers they got from the classmates on their book and share it with the class.

Writing – Practicing

- Ask students if they have already seen the movie "**Batman V Superman: Dawn of justice**"? Encourage them to speak. If a lot of students have already seen it, you can make a small discussion about it, bring up ideas and what they thought about the movie.
- A:** Explain that they are supposed to read the small review about the movie and to fill in the blanks with the words from the box.

• WHAT'S REVIEW?

After doing the activity of completing the test, read the cloud with a short explanation about *review* and find, together with students, these features on the test above.

Teacher's

B: Now it's your turn!

- At this moment students must know what is a review and must be able to write a short one.
- So explain that they are supposed to choose a film above or any other that they have already seen and liked to write about it in a review way.
- Take any doubt students may have about writing process and give them some minutes to do it or assign as homework to bring next class.

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