

# **UFMG – Universidade Federal de Minas Gerais**

**FALE - Faculdade de Letras**  
**Programa de Pós-Graduação em Estudos Linguísticos - POSLIN**  
**CEI – Curso de Especialização em Ensino de Inglês**

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**TEACHING ENGLISH TO TEENAGERS – SEEING THINGS IN A  
DIFFERENT WAY.**

BELO HORIZONTE – M.G  
2016

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## **TEACHING ENGLISH TO TEENAGERS – SEEING THINGS IN A DIFFERENT WAY.**

Trabalho apresentado ao Programa de Pós-Graduação em Estudos Linguísticos – Curso de Especialização em Ensino de Inglês da Faculdade de Letras da Universidade Federal de Minas Gerais como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.  
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Data da defesa: 04/08/2016.

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## INTRODUCTION

*Teaching English to teenagers – seeing things in a different way* was designed mostly for teenagers in a pre-intermediate level (B1), when I decided to choose this target group, I started thinking about their daily routine, interests, goals, lifestyle, influences, etc. Thus, I attempted to propose a material, which approached some of the subjects that might be interesting for them, something that could be part of their lives and also motivate them to reflect and share their ideas.

Particularly, when I was a teenager I remember that sometimes I had the feeling that my clothes and appearance were not very well appropriated to go to any place, during those moments, I admit pretending not to care that much about my appearance and just relax, but I was actually a bit worried about it, I just wanted to adjust myself according to the patterns, to be the most beautiful girl in the party or at least not to be the ugliest one in the house.. Fortunately, I grew up and this feeling went away, however, most of teenagers are still dealing with this kind of feeling.

Hence, the subject of the first unit has to do with beauty patterns and the focus of our grammar section is related to the teaching and learning of superlative adjectives.

In regard to the second unit of this work, it is important to mention that it was developed to the same target audience, the subject was also chosen taking into consideration the interests and motivation of our audience. Thus, the main theme of unit two has to do with superheroes and superheroines, it is a relevant topic because comics has been around since the half of the 20<sup>th</sup> century and recently it became more popular with the release of several movies like Spider man (2002), The Incredibles (2004) Capitan American: The first avenger, X-men: First Class (2011), The avengers (2012), Guardians of the Galaxy (2014) among others.

It was also chosen to promote students' awareness of the benefits of helping people, bringing the message that anyone can be a superhero and accomplishes extraordinary things in order to make the world a better place. When it comes to the grammatical aspect of the unit, we decided to explore comparative adjectives, because it would be complementation of the grammatical aspect presented on the first unit.

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# UNIT 1

Mirror, Mirror,  
On the wall  
Who is the *fairest*  
Of them all?



**THEME: BEAUTY PATTERNS AND CLOTHES.**

In this unit (OBJECTIVES):

- Identify adjectives;
- Use Adjectives and nouns;
- Identify and use superlative forms of the adjectives;
- Use present and past tenses;
- Reflect about beauty patterns;
- Identify and use vocabulary related to clothes and appearance;
- Identify the characteristics and provide information about a Guinness world record book entry;

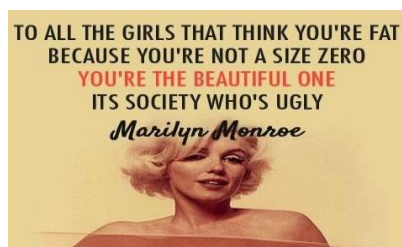
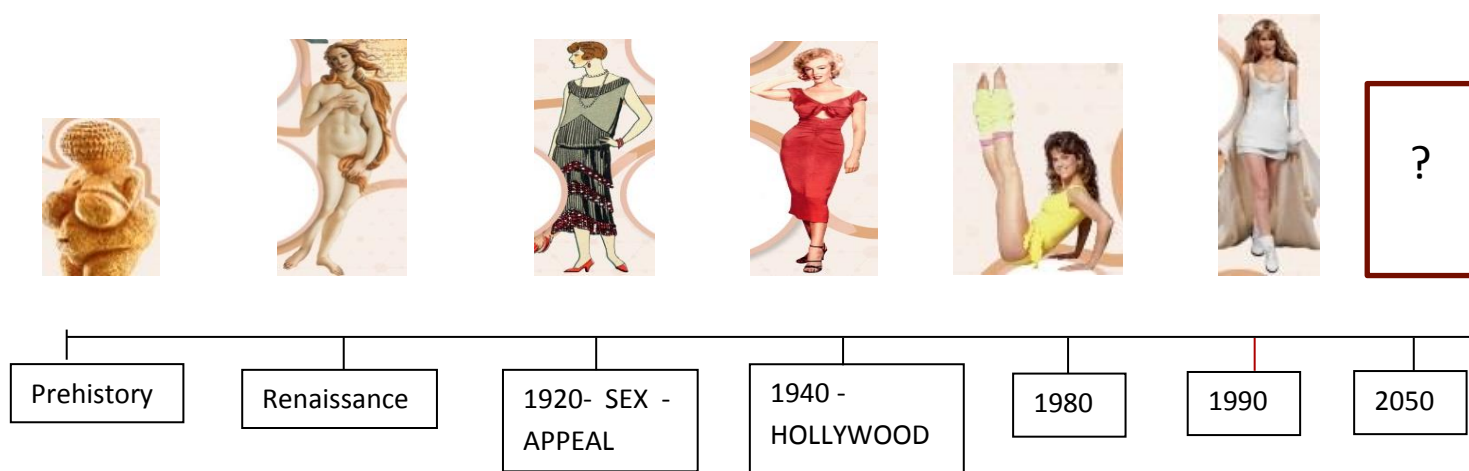
**AUDIENCE: TEENAGERS**

**PRE-INTERMEDIATE LEVEL.**

## SPEAK OUT

Look at the timeline and the quotes about beauty patterns and discuss the following questions:

### BEAUTY PATTERNS THROUGH THE YEARS:



- Could you notice the different beauty patterns through the years?
- What about the quotations related to beauty? Do you agree with any of them?
- How do you define the word "beauty"? Do you have a pattern to consider someone or something beautiful?
- Describe someone who is beautiful for you. Is there only one way of considering someone else beautiful?
- Look at the timeline again and try to imagine the beauty pattern in 2050. Describe it to your friend.

## BEFORE YOU READ

- Before you read a text about "The World's Ugliest Woman", Match the columns with their appropriate meaning:

- |                    |   |
|--------------------|---|
| a) labeled         | 1 ( ) reject  |
| b) kindergarten    | 2 ( ) to get back                                       |
| c) shrunk away     | 3 ( ) reach a goal                                      |
| d) refuse          | 4 ( ) to move back or away from someone or something    |
| e) stumbled across | 5 ( ) characterize                                      |
| f) accomplish      | 6 ( ) causing great sadness; heartbreaking              |
| g) hurtful         | 7 ( ) to find someone or something, usually by accident |
| h) recovering      | 8 ( ) to gain the victory; win                          |
| i) heart-wrenching | 9 ( ) causing pain or suffering                         |
| j) overcome        | 10 ( ) nursery school                                   |

## LET'S READ:

Read the text about Lizzie Velasquez and answer the following questions

**'My story is everyone's story': 26-year-old with rare genetic disorder who was once labeled the 'world's ugliest woman' insists she's better off thanks to cruel bullies**

- **Lizzie Velasquez was born with a rare syndrome that gives her an aged appearance and makes it hard for the 63lb woman to gain weight**

Lizzie didn't know she was different until her first day of kindergarten, when her classmates shrunk away from her. The other kids seemed afraid of her appearance and would often point and refuse to sit with her - even though she wasn't doing anything wrong.

'It was a big slap of reality for a five-year-old,' she said.

Her parents told her that she was just smaller than the other kids, but she was beautiful and could accomplish anything.

Until one day, when everything changed. Lizzie was still in high school, looking for music on YouTube when she stumbled across a video of herself. In the comments section, anonymous strangers said terrible things, labeling her the 'ugliest woman in the world' and slinging hurtful insults. They called her a monster, said someone should 'kill it' - meaning her - 'with fire', and asked why her parents didn't abort her.

But while most people would have trouble recovering from such a heart-wrenching experience, Lizzie is not most people. In fact, she now says that she would like to thank the person who first labeled her the 'ugliest woman in the world, because he or she changed Lizzie's life.

Perhaps because she had already overcome so much adversity, the young woman was able to turn that cruelty into something good. Since then, she went on to college, wrote a book, and became a motivational speaker and anti-bullying activist - which was most famously seen in her widely-watched 2013 TED talking Austin that has been watched over eight million times to date.

Adapted from - <http://www.dailymail.co.uk/femail/article-3218362/26-year-old-rare-genetic-disorder-labeled-world-s-ugliest-woman-insists-s-better-thanks-cruel-bullies.html#ixzz3yRr85sjz>

1) Write T (true) or F(false) for the sentences below.

- ( ) Lizzie has this appearance because of a car accident.
- ( ) Lizzie noticed she was different on her first day of kindergarten.
- ( ) Her parents did not support her.
- ( ) She faces cyber-bullying .

**Cyberbullying** - is the act of harming or harassing via information technology networks in a repeated and deliberate manner. Adapted from - <https://en.wikipedia.org/wiki/Cyberbullying>

2) Answer the questions below.

- How was Lizzie labeled by anonymous strangers on internet?
- What makes Lizzie feel different?
- How did Lizzie overcome her situation?

## GROUP DISCUSSION: SPEAKING TIME

Based on Lizzie Velasquez's story, discuss the following questions with your group.

- Imagine you have Lizzie's syndrome, how would you react to this?
- Do you think Lizzie suffer prejudice? Why?
- How would label Lizzie for her appearance and attitude?

→ Now, meet Lizzie Velasquez, the world's most fantastic woman.



## ORAL SKILLS

Circle and number the words you hear during the song.

a) CHECKED



b) DRESS



c) STRIPPED



d) SKIRT



e) WIG



f) TRIBAL



g) WARDROBE



h) HAT



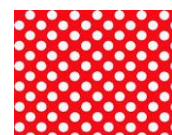
i) JACKET



j) T-SHIRT



k) POLKA-DOTTED





## Listening

Now, Listen to the song “My strongest suit” by Spice Girls and answer the following questions:

Extracted from: <https://www.youtube.com/watch?v=Ac2JjZ90J4o>

- a. What’s the main theme of the song? Discuss with your friend.
- b. Listen to the song again. The number next to the sentences indicates there are some extra words there. Try to cross out the words that are not in the song.

“I would rather wear a wooden barrel (X1)  
 Than one conservative great apparel (X2)  
 Because a beautiful dress has always been my the strongest suit” (X2)

Extracted from: <http://www.vagalume.com.br/spice-girls/strongest-suit.html>

- c. In the song, the strongest suit is described as the “most audacious” and the “most revealing”. Which other terms are used to describe it?

## After listening

- a) In your opinion, why did they choose this suit?
- b) What does it represent to them?

## LANGUAGE FOCUS: PREPARATION

Read the lines bellow from the song.

*“Most free-flowing, most eye-popping*

*Because a dress has always been my strongest suit”*

These lines display a way to make comparison in English. Can you find other examples of comparison in this excerpt of the lyrics? Circle them.

*Now you don't need a recital*

*Of the reasons why it's vital*

*That tonight my drapings will not be subdued*

*That from coronet to sandal*

*No one else is worth a candle*

*That I couldn't make more impact in the nude*

*So bring me all my finest*

*Most audacious, my divinest*

*Most revealing, most expensive and to boot*

*Most arresting, most heart-stopping*

*Most free-flowing, most eye-popping*

*Because a dress has always been my strongest suit*

—→ **Now you are going to learn how to make comparison**

## **WRITING AND SPEAKING**

Read this Guinness book entry about the largest dress.

### **Largest dress**



#### **Who**

STRECY SANKHE

#### **What**

150/50 METRE(S)

#### **Where**

UNITED STATES SAN FRANCISCO

#### **When**

28 MAY 2012

The largest dress measures 150 metres (492 ft 1 in) long and 50 metres (164 ft) wide and was created by Stacey Sankhe (India). It was presented and measured in Boisar, India, on 28 May 2012. The dress was a black one piece item.

### **RESEARCH TIME -**

Go to <http://www.guinnessworldrecords.com/world-records> and look for some other Guinness book entry. Take notes about it.

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### **Now, it's your turn**

Could you invent your own Guinness book entry? Write and share it to your friend

#### **ENTRY -**

the act of entering or recording something in a book, register, list, etc.

extracted from  
<http://dictionary.reference.com/browse/entry>

#### **A GUINNESS BOOK**

**ENTRY** may include:

Title: \_\_\_\_\_

Who; What; Where and when.

A paragraph with a brief description of the record.

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## WRAPPING UP -

The chart below is incomplete, how could you complete it?

	ADJECTIVES	SUPERLATIVES
<b>SHORT ADJECTIVES</b>	FINE	_____
	FANCY	_____
	_____	LARGEST
	BRIGHT	_____
	_____	CHEAPEST
<b>LONG ADJECTIVES</b>		
	AUDACIOUS	_____
	_____	MOST EXPENSIVE
	_____	MOST COLORFUL
	FASHIONABLE	_____

## SELF-ASSESSMENT - CHECKLIST

By the end of this unit, I will be able to:

- Use present and past tenses;
- Use adjectives and nouns;
- Reflect about beauty patterns;
- Identify and use vocabulary related to clothes and appearance;
- Identify and use superlative forms of the adjectives;
- Identify the characteristics and provide information about a Guinness World Record book entry;

## GOING FURTHER

You can watch Lizzie Velasquez talking about her syndrome and condition on

<http://tedxtalks.ted.com/video/How-do-you-define-yourself-Lizz>

# Teacher's guide – UNIT 1

*Find beauty not only in the thing itself but in the pattern of the shadows, the light and dark which that thing provides.*

(Junichiro Tanikazi)

## Unit 1 – Beauty patterns and clothes.

This unit was developed for teenagers at a pre-intermediate level.

The main theme of the unit is related to beauty patterns and clothes. It was chosen for being an interesting topic for teenagers to explore and express their opinions about it.

### OVERVIEW

**INTRODUCTION** – This section shows the presentation of the main goals of the unit.

**SPEAK OUT** – This topic was developed to introduce the main topic of the unit to the students, it is a warm-up where they will be able to express their ideas about the target theme.

**BEFORE YOU READ** – This section is a reading preparation, it is related with the vocabulary of the following activity.

**LET'S READ** – It displays a specific text related with the theme and grammar of the unit.

**GROUP DISCUSSION** – This is the opportunity for students to discuss about the main theme presented in the previous activity.

**ORAL SKILLS** – It is intended to explore the abilities of listening and speaking.

**LANGUAGE FOCUS (PREPARATION)** – It is an introduction to the grammar topic presented in the unit.

**WRITING AND SPEAKING** – This is the introductory topic to explore students' active abilities.

**RESEARCH TIME** – This is the time for students to explore the subject and find more information about it, it is also considered a preparation for the writing.

**NOW IT'S YOUR TURN** – Here, the students have to opportunity to express their thoughts using two active abilities – writing and speaking.

**WRAPPING UP** – It is the time to enhance students' knowledge about the grammar topic approached on the unit.

**SELF-ASSESSMENT** – This is a checklist, it is time for students to check what they have learned during the unit.

**GOING FURTHER** – This section was design to include more suggestions of reading and listening to the students. The teacher can use it at the end of the class, as homework or just as a complementation of the subject.

In the following section, it will be explained each activity of the unit one specifically, giving suggestions, and answers for the activities (which vary from exact to expected answers – depending on the type of exercise).

**INTRODUCTION** – this section shows the presentation of the main goals for the unit In both lessons, you will find an introductory section with the main objectives of the unit. These objectives are related to the main theme of the unit and grammar/ vocabulary topics.

**SPEAK OUT** – In this warm-up, students should observe the timeline about beauty patterns through the years and the quotations about beauty. They are expected to explore the theme and come up with their ideas about it.

Answers: There is no exact answer for this activity, but they are expected to reflect about some specific ideas. For example:

- a) The answer should be yes and they could also explore these differences describing them.
- b) Answer may vary, it is a personal response.
- c) Personal response

d / e) Answers may vary in this question, the aim of this one is to reflect about the stereotypes of beauty, you can encourage your students to discuss this topic describing someone that is not beautiful according to the patterns of beauty.

**BEFORE YOU READ** – This section is a reading preparation, it is related with the vocabulary of the following activity. You can go through the text with the students and look for more words that may cause problems in the comprehension of the text.

**ANSWER KEY –** 1- D, 2 – H, 3 – F, 4 - C, 5 – A, 6 – I, 7 – E, 8 – J, 9 - G, 10- B.

**LET'S READ** – In this section, we displayed a text about a woman who was labeled as the world's ugliest woman, her story is very reflexive and motivating.

If there is available time, it would be interesting to make some more questions about the text, about Lizzie, for example, if they have ever heard anything about her or if they can talk about another case similar to Lizzie's story.

**ANSWER KEY –**

**Exercise 1 –** a (False), b (True), c) (False), d) (True).

Note about cyberbullying – This note explains briefly the meaning of the word cyberbullying (Lizzie suffered with it when she was a teenager). This is a good opportunity to explore its meaning and debate if the students suffer from it or if they know somebody who does.

**Exercise 2 -**

a) world's ugliest woman.

b) a rare syndrome that gives her an aged appearance and makes it hard for the 63lb woman to gain weight.

c) She tried to turn the cruelty into something good. She went on to college, wrote a book, and became a motivational speaker and anti-bullying activist.

**GROUP DISCUSSION: SPEAKING TIME** – This is the opportunity to encourage students to practice their speaking in the target language. Divide the class in groups of three or four students. They should discuss about Lizzie story relating it to their own lives.

**ANSWER KEY –**

a) This is an open and personal question, encourage students to imagine how they would react if they had Lizzie's syndrome, it is important for them to be aware of the difficulties people suffer every day and how they can overcome such situations. It is also important to perceive the importance of respecting people no matter their appearance.

b) This is also an open and personal question, however the answer should be yes, because there are a lot factors mentioned on the text that demonstrate how she suffers prejudice.

c) This is also an open and personal question, encourage your students not to be biased and be positive towards Lizzie appearance and attitude.

→ Now, meet Lizzie Velasquez, the world's most fantastic woman.

This is also a good opportunity to discuss Lizzie appearance and abilities. Pay attention to the approach of the superlative adjectives, they have to be encouraged to notice and use this grammatical aspect, however there is no need to show rules for them at this time. This unit has an inductive grammar approach and grammar will be explored at the end of the unit.

**ORAL SKILLS** – This section explores listening and speaking abilities, we choose the song My strongest suit from Spice girls, because the main theme of the song has to do with beauty and clothes which is the target topic of our unit and also because it addresses our grammatical topic – superlative adjectives. Encourage students to pay attention to the song and its vocabulary. If you have enough time and appropriate devices, you can display the video clip of the song:

<https://www.youtube.com/watch?v=Ac2JjZ90J4o>

The first activity is a pre-listening, we aimed to introduce some vocabulary of the song and also to practice their listening ability, in this exercise they should tick the words they listen during the song and also numbered the words according to their order of appearance on the song. If it is necessary you can play the song twice, then the students will be able to check their answers.

#### ANSWER KEY –

- a) ✓ 3
- b) ✓ 4
- c) ✓ 2

- d) ✗
- e) ✓ 5
- f) ✗
- g) ✓ 7

- h) ✓ 6
- i) ✗
- j) ✗
- k) ✓ 1

#### LISTENING

##### Answer key:

- a) Answers may vary according to the students, it is important to make clear that the main theme of the song is related to clothes and apparel.
- b) "I would rather wear a ~~wooden~~ barrel (X1)  
Than ~~one~~ conservative ~~great~~ apparel (X2)  
Because a ~~beautiful~~ dress has always been my ~~the~~ strongest suit" (X2)
- c) *my finest, most audacious, my divinest, most revealing, most expensive and to boot, most arresting, most heart-stopping, most free-flowing and most eye-popping*



## AFTER LISTENING

### Answer key:

- a) In your opinion, why did they choose this suit?  
Open question, Answers may vary according to the students. They chose this suit because it symbolizes women and their power.
- b) What does it represent to them?  
Open question, Answers may vary according to the students. You may focus that the suit is something meaningful for those who wear it; it is a symbol of power and strength.

**LANGUAGE FOCUS (PREPARATION)** – This is a more direct mention of the topic approached on the grammar.

This exercise displays examples of comparison in English extracted from the song presented previously; our aim is to increase students' awareness of this grammatical topic without mentioning direct rules.

### ANSWER KEY

*Now you don't need a recital*

*Of the reasons why it's vital*

*That tonight my drapings will not be subdued*

*That from coronet to sandal*

*No one else is worth a candle*

*That I couldn't make more impact in the nude*

*So bring me all my finest*

*Most audacious, my divinest*

*Most revealing, most expensive and to boot*

*Most arresting, most heart-stopping*

*Most free-flowing, most eye-popping*

*Because a dress has always been my strongest suit*

## WRITING AND SPEAKING

- The first activity of this section displays an example of a Guinness book entry; this is an interesting way of approaching the superlative adjectives. This is an introduction to the writing moment.

**RESEARCH TIME** – In this activity students should be encouraged to look for some other examples of a Guinness book entry, it will help them to perceive the format of this text genre and the grammar aspect as well.

**NOW IT'S YOUR TURN** – The objective of this topic is to provide an opportunity for students to enhance their knowledge about superlative adjectives using a Guinness book entry to demonstrate it. In this activity there are the definition of this text genre and what they should include on it. If it is necessary you can display more information about this topic.

## WRAPPING UP –

If necessary explore the topic about superlatives with your students, give more example and check their comprehension about the topic.

## ANSWER KEY

	ADJECTIVES	SUPERLATIVES
<b>SHORT ADJECTIVES</b>	FINE	__ FINEST __
	FANCY	___ FANCIEST ___
	__ LARGE __	LARGEST
	BRIGHT	__ BRIGHTEST __
	__ CHEAP __	CHEAPEST
<b>LONG ADJECTIVES</b>		
	AUDACIOUS	MOST AUDACIOUS__
	__ EXPENSIVE __	MOST EXPENSIVE
	__ COLORFUL ___	MOST COLORFUL
	FASHIONABLE	__ MOST FASHIONABLE

**SELF-ASSESSMENT** – You can help students to evaluate what they have learned in the unit. It is good opportunity to review vocabulary and grammar, and to check if there is any doubt about the subject.

**GOING FURTHER** – Depending on the time available, students can watch the video about Lizzie and explore its content. It can also be done as homework.

# UNIT 2

## WHO IS THIS?

*Faster than a speeding bullet...*

*More powerful than a locomotive...*

*Able to leap tall buildings in a single bound...*

*Look! Up in the sky! It's a bird! It's a plane!*

No, it's 

**THEME: SUPERHEROES AND SUPERHEROINES: ORDINARY PEOPLE ACCOMPLISHING EXTRAORDINARY THINGS.**



In this unit (OBJECTIVES):

- Use past, present and future tenses;
- Use can and be able to;
- Reflect about the image of superheroes and superheroines in society ;
- Reflect about the importance of helping people
- Identify and use vocabulary related to physical and mental powers and abilities ;
- Identify the characteristics and provide information about a description between two things;
- Identify and use comparative forms of the adjectives;

AUDIENCE: TEENAGERS

PRE-INTERMEDIATE LEVEL.

## SPEAK OUT!

- 1) Look at the following descriptions about some famous superheroes and superheroines and match the descriptions to the appropriate character:

### 1) WOLVERINE



A) ( )

*I am an exceptionally powerful telepath who can read and control minds of others.*

### 2) WONDER WOMAN



B) ( )

*I can stretch any part of my body up to 34 meters and can be 1 millimeter thin. I can also reshape my body in a variety of ways.*

### 3) HULK



C) ( )

*I possess animal-keen senses. I also have a powerful regenerative ability known as a healing factor.*

### 4) PROFESSOR X



D) ( )

*I have the ability to cling to walls. I also have superhuman strength, speed and agility and a sixth sense that alerts me to danger.*

### 5) ELASTIGIRL



E) ( )

*I am a masterful athlete, acrobat, fighter and strategist. I am stronger than a rock. I can also fly.*

### 6) SPIDERMAN



F) ( )

*I possess superhuman strength and invulnerability.*

**WARNING:** "the madder he gets, the stronger he gets."

2) Now, answer the following questions in pairs:

a) Do you know all of the superheroes/ superheroines above? Do you like them? Why or why not?

b) Add another superhero or superheroine to the list. Think about his/her superpowers and abilities and describe them to your partner.

c) Imagine you have a fantastic superpower and/or ability. Describe it to your friend.

## ORAL SKILLS

### BEFORE YOU LISTEN:

1) Complete the following sentences with the appropriate words from the box below:

<b>BEAST</b>	<b>MATCH</b>	<b>BLOW</b>	<b>BELLY</b>
<b>STRUGGLE</b>	<b>STEEL</b>	<b>KICK</b>	<b>PROFIT</b>

- a) \_\_\_\_\_ to hit someone or something with the foot, or to move the feet and legs suddenly and violently.
- b) \_\_\_\_\_ a strong metal that is made by processing iron to remove some of the carbon.
- c) \_\_\_\_\_ to destroy something in an explosion or to be destroyed in this way.
- d) \_\_\_\_\_ a short, thin stick of wood or cardboard, covered at one end with a material that will burn when rubbed against a rough surface
- e) \_\_\_\_\_ a wild animal
- f) \_\_\_\_\_ the stomach, or the front part of your body at the waist, between your chest and legs
- g) \_\_\_\_\_ earn money, benefit or money that a business earns above what it costs to produce and sell goods and services
- h) \_\_\_\_\_ to work hard to do something.

## LISTENING

1) Now, Listen to the song “Superheroes” by The Script and answer the following questions:

Extracted from <https://www.youtube.com/watch?v=WIm1GgfRz6M>

- a) What’s the main theme of the song? Discuss in pairs.
- b) Listen to the song again and put the lines in order:

\_\_\_1\_\_\_ All her life she has seen  
 \_\_\_ Now she's stronger than you know  
 \_\_\_ For a profit on the street  
 \_\_\_ They took away the prophets dream  
 \_\_\_ A heart of steel starts to grow  
 \_\_\_ All the meaner side of men

\_\_\_1\_\_\_ When you've been fighting for it all your life  
 \_\_\_ That's how a superhero learns to fly  
 \_\_\_ You've been struggling to make things right  
 \_\_\_ Turn the pain into power  
 \_\_\_ Every day, every hour

\_\_\_1\_\_\_ All the hurt, all the lies  
 \_\_\_ When the moment tears just right  
 \_\_\_ A heart of steel starts to grow  
 \_\_\_ Cause he's stronger than you know  
 \_\_\_ You see fire in their eyes  
 \_\_\_ All the tears that they cry

- 2) Underline in the lyrics below the words that are associated with superheroes. Then, discuss the following question in pairs:

*When you've been fighting for it all your life  
 You've been struggling to make things right  
 That's how a superhero learns to fly  
 Every day, every hour  
 Turn the pain into power*

A For you, what is the sense of this excerpt “*Turn the pain into power*”?

B What is the meaning of the verb flying in the song?

## GROUP DISCUSSION – SPEAKING TIME

Discuss the following questions with your group and prepare a short presentation of your ideas to the class.

For The script’s song “Superheroes”:

- a) What is a superhero?
- b) Who do you think these superheroes might be?
- c) Do they have any superpowers and/or abilities? Describe them.  
 How do they overcome their struggles?

## **BEFORE YOU READ**

- 1) Before you read the powerful speech by the Dallas Police Chief. Find and underline words or expressions in the text with these meanings:
  - a) police officer (line 1)
  - b) to come together in a group (line 1)
  - c) to repeat words that someone else has said or written (line 3)
  - d) to make a large jump or sudden movement, or to jump over something (line 4).
  - e) to show again a television program or movie (line 6)
  - f) to want something very much or hope to achieve something or be successful (line 7)
  - g) to do or finish something successfully; achieve something (line 8)
  - h) a substitute for another (line 10)
  - i) to accept the truth or recognize the existence of something (line 12)
  - j) something that you have to do because it is part of your job, or something that you feel is the right thing to do (line 12)
  
- 2) Are these sentences true (*T*) or false (*F*) for you?
  - a) ( ) To be a superhero you need to have a special physical or mental superpower.
  - b) ( ) Anyone can be a superhero – since they fight for a better world.

## **READING**

Read the speech by the Dallas Police chief and answer the following questions

### **Superheroes Are 'Like Cops,' Dallas Police Chief Says in Powerful Speech**

Superheroes are "like cops," Dallas Police Chief David Brown told a crowd gathered at a vigil Monday night, days after five police officers were shot and killed by a gunman in Dallas.

When Brown stepped to the podium, he began by quoting the opening sequence of "Superman."

"Faster than a speeding bullet. More powerful than a locomotive. Able to leap tall buildings in a single bound. Look it's a train, it's a plane, no, it's Superman," Brown said Monday night.

"As a young child I ran home from school to hear that, so I could see the reruns of the television series 'Superman,'" Brown said. "I love superheroes. Because they're now like what I aspired to be when I grew up. They're like cops. They're like police officers. Superheroes."

"And cops are mission focused," Brown continued. "Give us a job to do, we'll focus on accomplishing the mission. So what's our mission today? It's helping these families understand how to conquer this tragedy.

"We are now your surrogate family members," he said. "We're your brothers and your sisters. When you need us, you call. Because we'll not only be loving you today, we'll be loving you always."

The chief then acknowledged each officer who died in the line of duty.

"Faster than a speeding bullet. More powerful than a locomotive. Able to leap tall buildings in a single bound. Look it's a train, it's a plane, no, it's Patricio Zamarripa. Look, it's Brent Thompson. Look, it's Michael Krol. Look, it's Lorne Ahrens. Look, it's Michael Smith," Brown said.

He concluded: "God speed. God bless you. God bless the Dallas Police Department."

1- Based on the previous text, decide if the sentences are true or false

- a) ( ) Brown quoted phrases from Batman.
- b) ( ) five police officers were shot and killed by a gunman in Boston.
- c) ( ) the five police officers who died in the tragedy did not try to help people.
- d) ( ) Give the police officers a job to do, they'll focus on accomplishing the mission.

2- Answer the questions below.

- a) How were Brent Thompson, Michael Krol, Lorne Ahrens and Michael Smith described by Dallas Police Chief David Brown?
- b) Do you think the quotes about superheroes presented on the text are appropriated for the situation? Why/Why not?
- c) Have ever heard or experienced any situation similar to this one?

## FOCUS ON PRONUNCIATION

Look at the words in the box; they contain some common features related to pronunciation. Let's pronounce them.

**the gathered than that they these this brothers then**

- 1) Can you identify these common sounds among the words above? Circle them.
- 2) Do we have this sound in our language?
- 3) Let's practice these sounds. Look at the pictures below and answer the question as in the example. Pay attention to the sounds in the ordinal numbers.

1-



2-



3-



4-



- a. Who wears a red, blue and yellow suit? ----- The first
- b. Who is fatter than the first?
- c. Who is thinner than the first?
- d. Compare: who is older than the second?



## NOTES ON PRONUNCIATION –

These are the phonetic symbols for the interdental sound <th>

/θ/ and /ð/

There are some differences between them:

If the sound of “th” is similar to /f/, /t/ or /s/, it’s voiceless (/θ/).

Examples: the, gathered, than, that, they, these, this. brothers, then.

If the sound of “th” is similar to /v/, /d/ or /z/, it’s voiced (/ð/).

Examples: theater, north, theater, third, teeth.

## **LANGUAGE FOCUS**

Based on Mr. Brown’s speech, discuss the following questions with your group.

- Imagine you have the duty of protecting other people’s life. How would you react?
- Do you think the police officers made the right choice? Why/Why not?
- How would you label these police officers for their attitude?
- Do you think you really need to wear a suit to become a superhero? Why/Why not?

→ This is one of our real superheroes:



*He is braver than you imagine.*

*He has the superpower of loving each and every one and protects them.*

*He can save lives.*

*"Faster than a speeding bullet. More powerful than a locomotive. Able to leap tall buildings in a single bound. Look it's a train, it's a plane, no, it's Patricio Zamarripa.*

## **LANGUAGE FOCUS: PREPARATION**

Read the lines bellow from the text and the song presented in this unit:

*"Faster than a speeding bullet.*

*More powerful than a locomotive.*

*Able to leap tall buildings in a single bound.*

*Look it's a train, it's a plane, no, it's Superman*

*All her life she has seen  
All the meaner side of men  
They took away the prophets dream  
For a profit on the street  
Now she's stronger than you know  
A heart of steel starts to grow*

These lines display a way to make comparison in English. Can you find the examples of comparison in this excerpt of the lyrics? Circle them.

## **WRITING AND SPEAKING**

Read the report of a real superhero



His name is Knight Owl.

He is a real life superhero working and living in the Vancouver, WA/Portland area.

He helps to keep the real superheroes safe.

He is an emergency medical technician.

Helping people makes me feel more powerful than I was before. Now, I feel stronger and more confident in my duty.

Adapted from: <http://reallifesuperheroes.com/2011/07/04/knight-owl/>

## **RESEARCH TIME -**

Go to <http://reallifesuperheroes.com/heroes/> or <https://www.neamb.com/educators-are-superheroes.htm> and look for some ordinary people accomplishing extraordinary things. Take notes about it.

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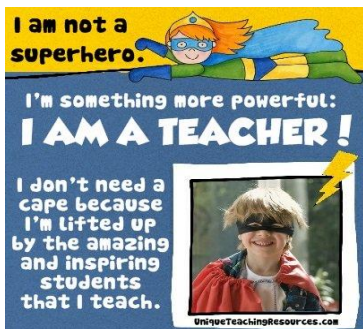


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**Now, it's your turn**

- a) Choose two people that you consider as real superheroes/superheroines and compare their superpowers and abilities.
- b) Could you invent your own superhero/superheroine? We are going to post your ideas on our class blog to share your invention with your classmates, friends and family.

Here are some quotes to inspire you:



Promise me you'll always remember:  
You're braver than you believe, and stronger than you seem, and smarter than you think.

A A Milne  
PICTUREQUOTES.COM

I'm STRONGER because of hard times,  
WISER because of my mistakes and  
HAPPIER because of my sad experiences.

**YOUR SUPERHERO DESCRIPTION** may include:

Name: \_\_\_\_\_.

Two different abilities.

Two different superpowers.

Compare these abilities/superpowers with things, moments or people.

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- c) Now, compare your superhero's power and abilities with the superhero that your friend has created. Arrange their characteristics (appearance and personality) according to the columns below:

clumsy	smart	funny	grumpy	easy-going

- d) Write a short paragraph about the results of the previous comparison and present it to the class

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## WRAPPING UP -

The chart below is incomplete, how could you complete it?

	ADJECTIVES	COMPARATIVES	THAN	NOUN
<b>SHORT ADJECTIVES</b>	STRONG	_____	THAN	_____
	FAST	_____	_____	SPEEDING BULLET
	_____	BRAVER	_____	MERIDA
	WISE	_____	THAN	MY FRIENDS
	_____	MADDER	_____	_____
<b>LONG ADJECTIVES</b>				
	POWERFUL	_____	THAN	GOD
	_____	MORE HELPFUL	THAN	_____
	_____	MORE SPONTANEOUS	_____	DEADPOOL
	INTELLIGENT	_____	THAN	PROFESSOR X

## SELF-ASSESSMENT - CHECKLIST

By the end of this unit, I will be able to:

- Use present and past tenses;
- Use adjectives and nouns;
- Reflect about the image of superheroes and superheroines in society;
- Reflect about the importance of helping people;
- Identify and use vocabulary related to physical and mental powers and abilities;
- Identify and use superlative forms of the adjectives;
- Identify the characteristics and provide information about a description between two things.

## GOING FURTHER

You can read more about real life superheroes on:

[https://en.wikipedia.org/wiki/Real-life\\_superhero](https://en.wikipedia.org/wiki/Real-life_superhero)

<http://www.mirror.co.uk/news/weird-news/real-life-superheroes-transform-masked-5313086>

<http://reallifesuperheroes.com/about/>

You can also watch Mr. Brown's speech on: <http://www.theblaze.com/stories/2016/07/11/from-the-bible-to-superman-see-the-dallas-police-chiefs-powerful-eulogy-to-five-fallen-officers/#>

# Teacher's guide - UNIT 2

## Unit 2 – Superheroes and superheroines: ordinary people accomplishing extraordinary things.



This unit was developed for teenagers at a pre-intermediate level.

The main theme of the unit is related to superheroes and superheroines. It was chosen for being an interesting topic for teenagers to explore and express their opinions about it.

### OVERVIEW

**INTRODUCTION** – This section shows the presentation of the main goals of the unit.

**SPEAK OUT** – This topic was developed to introduce the main topic of the unit to the students, it is a warm-up where they will be able to express their ideas about the target theme.

**BEFORE YOU READ** – This section is a reading preparation, it is related with the vocabulary of the following activity.

**LET'S READ** – It displays a specific text related with the theme and grammar of the unit.

**FOCUS ON PRONUNCIATION** - It focuses on pronunciation of some specific content.

**GROUP DISCUSSION** – This is the opportunity for students to discuss about the main theme presented in the previous activity.

**ORAL SKILLS** – It is intended to explore the abilities of listening and speaking.

**LANGUAGE FOCUS (PREPARATION)** – It is an introduction to the grammar topic presented in the unit.

**WRITING AND SPEAKING** – This is the introductory topic to explore students' active abilities.

**RESEARCH TIME** – This is the time for students to explore the subject and find more information about it, it is also considered a preparation for the writing.

**NOW IT'S YOUR TURN** – Here, the students have to opportunity to express their thoughts using two active abilities – writing and speaking.

**WRAPPING UP** – It is the time to enhance students' knowledge about the grammar topic approached on the unit.

**SELF-ASSESSMENT** – This is a checklist, it is time for students to check what they have learned during the unit.

**GOING FURTHER** – This section was design to include more suggestions of reading and listening to the students. The teacher can use it at the end of the class, as homework or just as a complementation of the subject.

In the following section, it will be explained each activity of the unit one specifically, giving suggestions, and answers for the activities (which vary from exact to expected answers – depending on the type of exercise).

**INTRODUCTION** – this section shows the presentation of the main goals for the unit. In both lessons, you will find an introductory section with the main objectives of the unit. These objectives are related to the main theme of the unit and grammar/ vocabulary topics.

**SPEAK OUT** – In this warm-up, students should match the description of each superhero with his appropriate image. They are expected to explore the theme and come up with their ideas about it.

**ANSWER KEY:**

a) This is an open answer, it is a personal response. Encourage students to interact in the conversation. If necessary, give more examples of superheroes. It can be done in pairs or trios, you can go around to check and encourage their participation

- b) If necessary you can draw and create a description of a superhero on the board.
- c) This is an open answer, it is a personal response. Encourage students to interact in the conversation

**ORAL SKILLS** – This section explores listening and speaking abilities, we choose the song Superheroes from The script, because the main theme of the song has to do with superheroes which is the target topic of our unit and also because it addresses our grammatical topic – comparative adjectives. Encourage students to pay attention to the song and its vocabulary. If you have enough time and appropriate devices, you can display the video clip of the song:  
<https://www.youtube.com/watch?v=WIm1GgfRz6M>

**BEFORE YOU LISTENING** – This section is a listening preparation; it is related with the vocabulary of the following activity. You can go through the song with the students and look for more words that may cause problems in the comprehension of the text.

**ANSWER KEY –**

- |          |             |
|----------|-------------|
| a) kick  | e) beast    |
| b) steel | f) belly    |
| c) blow. | g) profit   |
| d) match | h) struggle |

**LISTENING** – In this section, we displayed a song about how we can overcome situation associating it with superheroes.

**ANSWER KEY – Exercise 1**

- a) How to overcome situations and get stronger despite difficulties.
- b)

\_\_1\_\_ All her life she has seen  
 \_\_5\_\_ Now she's stronger than you know  
 \_\_4\_\_ For a profit on the street  
 \_\_3\_\_ They took away the prophets dream  
 \_\_6\_\_ A heart of steel starts to grow  
 \_\_2\_\_ All the meaner side of men

\_\_1\_\_ When you've been fighting for it all your life  
 \_\_3\_\_ That's how a superhero learns to fly  
 \_\_2\_\_ You've been struggling to make things right  
 \_\_4\_\_ Turn the pain into power  
 \_\_5\_\_ Every day, every hour

\_\_\_1\_ All the hurt, all the lies  
 \_\_\_3\_ When the moment tears just right  
 \_\_\_6\_ A heart of steel starts to grow  
 \_\_\_5\_ Cause he's stronger than you know  
 \_\_\_4\_ You see fire in their eyes  
 \_\_\_2\_ All the tears that they cry

## ANSWER KEY – EXERCISE 2 -

When you've been **fighting** for it all your life  
 You've been **struggling** to make things right  
 That's how a **superhero** learns to **fly**  
 Every day, every hour  
 Turn the **pain** into **power**

- A) Possible answer – overcome situation, be positive.
- B) Possible answer – fly means independency and also freedom, learning how to do things right and overcome fears and obstacles.

## GROUP DISCUSSION: SPEAKING TIME

This activity should be done in pairs or groups of three or four students.

- a) Possible answer – ordinary people who overcome difficult situations/ changed because their problems/struggles.
- b) Possible answer – ordinary people – boy and a girl.
- c) Possible answer – they do not have what we can consider as a superpower but they have the ability of dealing with life struggles and overcome them.

## BEFORE YOU READ

Preparation for reading, addressing the vocabulary content of the following text

- |             |                |
|-------------|----------------|
| a) cops     | f) aspire      |
| b) gathered | g) accomplish  |
| c) quoting  | k) surrogate   |
| d) leap     | l) acknowledge |
| e) rerun    | m) duty        |

- 3) a) F (false)      b) T (true)

**READING** In this section, we displayed a text about the speech of David Brown – Dallas police chief about a tragedy which some cops have died.



## ANSWER KEY

- 1) A) F (false) B) F (false) C) F (false) D) T (true)
- 2) A) Possible answer – they were described as superheroes.  
B) Personal response.  
C) Personal response.

## FOCUS ON PRONUNCIATION

Encourage students to produce the target sounds and try to perceived their differences related to Portuguese

## ANSWER KEY

1)



- 2) No, this is an interdental sound.
- 3) This exercise is related to pronunciation, grammar and the target vocabulary of the unit, encourage students to compare them and pay attention to the sounds of <th> produced in ordinal numbers.  
a) The first B) the fourth c) the third d) the first, the third and the fourth.

## LANGUAGE FOCUS

This is the opportunity to encourage students to practice their speaking in the target language. Divide the class in groups of three or four students. They should discuss about the tragedy in Dallas and its connection with superheroes

- a) Personal response. Encourage them to use the vocabulary presented in the unit and reflect about the subject.
- b) Personal answer, discuss their opinions and motivation.
- c) Personal answer, try to encourage students about the importance of the cops for the society.
- d) Personal answer, it should be no, the important thing is to act in order to make the world a better place.

### **This is one of our real superheroes:**

Here you will find the description of one of the pollice officers killed in Dallas, it is a preparation to the writing section, it displays some examples of comparatives adjectives. It's important to explore this description.

**LANGUAGE FOCUS: PREPARATION** This is a more direct mention of the topic approached on the grammar.

This exercise displays examples of comparison in English extracted from the song and the text presented in unit 2; our aim is to increase students' awareness of this grammatical topic without mentioning direct rules.

### ANSWER KEY

*"Faster than a speeding bullet.*

*More powerful than a locomotive.*

*Able to leap tall buildings in a single bound.*

*Look it's a train, it's a plane, no, it's Superman*

*All her life she has seen  
All the meaner side of men  
They took away the prophets dream  
For a profit on the street  
Now she's stronger than you know  
A heart of steel starts to grow*

→ **Now you are going to learn how to make comparison between things, moments and people.**

### WRITING AND SPEAKING

- The first activity of this section displays an example of a superhero description; this is an interesting way of approaching the comparative adjectives. This is an introduction to the writing moment.

**RESEARCH TIME** – In this activity students should be encouraged to look for some other descriptions of real superheroes, it will help them to perceive the format of this text genre and the grammar aspect as well.

**NOW IT'S YOUR TURN** – The objective of this topic is to provide an opportunity for students to enhance their knowledge about comparative adjectives using firstly a description and comparison between two people that they consider as superheroes and then another description of their own superhero. In this activity there are some quotes to inspire students on their production and also a definition of the target text genre and what they should include on it. If it is necessary you can display more information about this topic

### WRAPPING UP –

If necessary explore the topic about comparatives with your students, give more example and check their comprehension about the topic.

### ANSWER KEY

	ADJECTIVES	COMPARATIVES	THAN	NOUN
<b>SHORT ADJECTIVES</b>	STRONG	<u>STRONGER</u>	THAN	<u>ROCK</u>
	FAST	FASTER	THAN	SPEEDING BULLET
	<u>BRAVE</u>	<u>BRAVER</u>	THAN	<u>MERIDA</u>
	WISE	<u>WISER</u>	THAN	MY FRIENDS
	<u>MAD</u>	<u>MADDER</u>	THAN	<u>HULK</u>
<b>LONG ADJECTIVES</b>				
	POWERFUL	<u>MORE POWERFUL</u>	THAN	GOD
	<u>HELPFUL</u>	<u>MORE HELPFUL</u>	THAN	YOU WERE BEFORE
	SPONTANEOUS	MORE SPONTANEOUS	THAN	DEADPOOL
	<u>INTELLIGENT</u>	<u>MORE INTELLIGENT</u>	THAN	<u>PROFESSOR X</u>

**SELF-ASSESSMENT** – You can help students to evaluate what they have learned in the unit. It is good opportunity to review vocabulary and grammar, and to check if there is any doubt about the subject.

**GOING FURTHER** – Depending on the time available, students can watch the video about the tragedy in Dallas and explore its content. It can also be done as homework.

## RATIONALE

Teaching English to teenagers – seeing things in a different way was developed for teenagers in an intermediate level of the target language (B1). It is valid to point out that our students during the adolescence period are in a transitional phase with physical and physiological changes, our topics for both units were chosen in order to promote their interest and participation in class, increasing their motivation through contents that are familiar and reflexive for them.

Hence, the idea of the present work was based in my experiences as a student and a teacher and also in the content presented during the whole course at UFMG, which makes me reflect about my own approach and how I could improve my classes and learning.

In regard to the theoretical background of this work, our focus was to use principles of the Communicative approach (Richard and Rogers; 1986), using the four abilities – reading, writing, speaking and listening in an integrated way, enabling our students to communicate in an effective way using these abilities combined with grammar, vocabulary and also pronunciation.

When it comes to the approach for the grammar content of these units, we decide to choose an inductive method of displaying the grammar instruction. This method can be very beneficial for our students since they can discover contents for themselves, it stimulates students' cognitive process and students can be actively involved in the unit.

“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 ones language system is characterized by greater permanence and can be put into practice without conscious.” (ZHOU K.)

It is also important to point out that one aim of our work was to approach pronunciation at least at one of our units. According to Agüena (2006), the pronunciation is not very well approached in language teaching and learning, since the main focus in the classroom is on the approach of grammar and vocabulary. Carvalho (2006) also argues that the students should have contact with pronunciation aspects in

the target language, because it will be better for them to know the differences of the target language and the mother tongue in order to perceive their differences and similarities concerning to the phonological structures presented in each language.

Thus, our units are divided in topics and subtopics where we approached pronunciation, grammar and vocabulary integrated with listening, speaking, writing and reading and also with the theme chosen for each of the units. We also used authentic texts, different Medias and text genres in order to increase our students 'attention and motivation.

In both units, we also decided to incorporate different types of approaches and activities in order to best meet ours students' needs. This idea was based on the Theory of Multiple Intelligence (Gardner, 1994), in which the concept of intelligence is not sufficient to describe the large variety of human cognitive abilities, asserting that each individual possess his own learning style, for instance: the visual-spatial intelligence (ability to perceive the environment, recreating visual experiences), the bodily – kinesthetic (in which the student has the capacity for controlling his body movements), musical (the individual normally shows sensitivity to rhythm and sound, it is easy to perceive rhythm and timber), interpersonal ( in which the student can recognize and understand his own needs, motivation and other people's intentions), intrapersonal (capacity of understanding one's own interests and goals), linguistic ( which is characterized for the facility with words and languages) and the logical-mathematical intelligence ( the ability to evaluate objects and abstractions and also a deductive reasoning to solve problems).

When it comes to the use of the communicative approach in an integrated way, our paper was also based in the Communicative Competence (Hymes 1972), in which theory and practice are converged, inserting the term "communicative" to the term "competence", connecting the dichotomies competence and performance, therefore the teaching have to aim for the development of the communicative competence as a whole, not being focused only in the linguistic competence (grammar, lexicon, phonology and phonetics), which is one of the sub competences of the communicative competence.

Hence, the student's knowledge should go beyond the lexicon, being aware of how and when he has to talk according to the context, in other words, the learner has to use other competences, such as the linguistic competence (the use of grammatical, lexical, pedagogical and phonological elements and structures), the sociolinguistic competence (the student should know how to choose the best way and the best means of

communication according to the context), the discursive competence (ability to build, organize and understand texts together, and have the ability to change the format of his speech according to the purpose, environment and target audience), strategic competence (in which the student should be able to choose appropriate strategies in order to fill possible gaps in communication), the sociocultural competence (which involves the knowledge of the sociocultural context in which the individual is inserted, in this way, he can adopt appropriate communication strategies to understand the differences between cultures) and also the competence of learning (which is equivalent to the student's degree of autonomy to evaluate and organize his learning process).

In this regard, we attempted to develop activities and exercises in order to promote students' communicative competence, so there are some tasks with social and cultural purposes, which aimed to encourage students to share and explore their cultural background, experiences, opinions, lexicon, pronunciation, discourse and learning process.

In relation to these activities, we could mention bottom-up and top-down exercises; bottom-up activities goes from basic language elements, like words to more complex structures and top-down approaches the meaning of the text or information as a whole, so the focus is on the meaning rather than structures.

It is also valid to mention the use of different text genres within the units, providing an opportunity for students to practice the target language in a meaningful and diverse way.

“ (...) pode-se dizer que o trabalho com gêneros textuais é uma extraordinária oportunidade de se lidar com a língua em seus mais diversos usos autênticos no dia-a-dia. Pois nada do que fizermos lingüisticamente estará fora de ser feito em algum gênero. Assim, tudo o que fizermos lingüisticamente pode ser tratado em um ou outro gênero. E há muitos gêneros produzidos de maneira sistemática e com grande incidência na vida diária, merecedores de nossa atenção.” (MARCUSCHI, L.A. 2002).

In addition, it is important to emphasize the use of authentic materials in the units, it is essential to use this kind of materials since they can be part of the students' life, which can motivate them to participate in classroom activities and learning the target content in a relevant and meaningful way.

## APPENDIX

Videos

Unit 1

Spice Girls – my strongest suit \_\_\_\_\_ <https://www.youtube.com/watch?v=Ac2JjZ90J4o>

Video Lizzie Velasquez \_\_\_\_\_ <http://tedxtalks.ted.com/video/How-do-you-define-yourself-Lizz>

Unit 2

Superheroes – the script \_\_\_\_\_ <https://www.youtube.com/watch?v=WIm1GgfRz6M>

Mr. Brown’s speech : \_\_\_\_\_ <http://www.theblaze.com/stories/2016/07/11/from-the-bible-to-superman-see-the-dallas-police-chiefs-powerful-eulogy-to-five-fallen-officers/#>

Dictionary reference, quotes and texts

Unit 1

Marilyn Monroe’s quote \_\_\_\_\_ <http://www.goodreads.com/quotes/524215-to-all-the-girls-that-think-you-re-fat-because-you-re>

Kahlil Gibran quote \_\_\_\_\_ <http://www.goodreads.com/quotes/5767-beauty-is-not-in-the-face-beauty-is-a-light>

Lizzie Velasquez \_\_\_\_\_ <http://www.dailymail.co.uk/femail/article-3218362/26-year-old-rare-genetic-disorder-labeled-world-s-ugliest-woman-insists-s-better-thanks-cruel-bullies.html#ixzz3yRr85sjz>

Cyberbullying \_\_\_\_\_ <https://en.wikipedia.org/wiki/Cyberbullying>

Lizzie Velasquez Picture \_\_\_\_\_ <http://www.gettyimages.com/photos/lizzie-velasquez>

Song – my strongest suit \_\_\_\_\_ <http://www.vagalume.com.br/spice-girls/strongest-suit.html>

The largest dress – Guinness book entry <http://www.guinnessworldrecords.com/world-records/largest-dress>

Entry \_\_\_\_\_ <http://dictionary.reference.com/browse/entry>

Teacher’s guide quote <http://www.brainyquote.com/quotes/quotes/j/junichirot316876.html>

## Unit 2

Text – Cops are like superheroes \_\_\_\_\_ <http://abcnews.go.com/US/superheroes-cops-dallas-police-chief-powerful-speech/story?id=40511457>

Real superheroes stories \_\_\_\_\_ <http://reallifesuperheroes.com/heroes/>  
<https://www.neamb.com/educators-are-superheroes.htm>

Going further \_\_\_\_\_ [https://en.wikipedia.org/wiki/Real-life\\_superhero](https://en.wikipedia.org/wiki/Real-life_superhero)

<http://www.mirror.co.uk/news/weird-news/real-life-superheroes-transform-masked-5313086>

<http://reallifesuperheroes.com/about/>

## Images

## Unit 1

Mirror, mirror on the wall \_\_\_\_\_ <http://moviepilot.com/posts/2792688>

Evil queen \_\_\_\_\_ [http://disney.wikia.com/wiki/The\\_Evil\\_Queen/Gallery](http://disney.wikia.com/wiki/The_Evil_Queen/Gallery)

## Unit 2

Superheroes and superheroines pictures \_\_\_\_\_ <http://marvel.com/comics/characters>

FOCUS ON PRONUNCIATION – DEADPOOL <http://www.usmagazine.com/celebrity-news/news/deadpool-set-to-break-record-with-130-million-opening-weekend-w164294>

THE INCREDIBLES BABY \_\_\_\_\_ <https://br.pinterest.com/pin/532339618426458437/>

SUPERMAN \_\_\_\_\_ <http://www.planwallpaper.com/superman>

MR. INCREDIBLE \_\_\_\_\_ <http://skyle531.deviantart.com/art/Mr-Incredible-is-fat-412566103>

PHONETIC SYMBOLS \_\_\_\_\_ <http://ipa.typeit.org/>

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