

Universidade Federal de Minas Gerais - Faculdade de Letras

Curso de Especialização em Ensino de Inglês

Material Didático para o Ensino de Inglês

How to enhance knowledge through memorable and notable people

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Belo Horizonte, July 20th, 2016

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How to enhance knowledge through memorable and notable people

Trabalho apresentado ao curso de Especialização em Ensino de Língua Inglesa da Faculdade de Letras – UFMG como requisito parcial para a obtenção do título de Especialista em ensino de Língua Inglesa. Data da defesa: 04 de Agosto de 2016

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INTRODUCTION

Teach a second language (SL), especially for teenagers, is a challenge, because the main point to do it successfully is to call their attention in a subject or theme that is interesting to them.

So thinking about that, the Units will work all the important skills of the students using memorable and notable people for that. What I realized when I started this work was that the students should know about those people and others that I could not contemplate in this work.

Therefore, I elected in the first Unit work with Martin Luther King Jr. using the biography as a genre to be worked with, as well the Simple Past tense as the grammar subject. And in this Unit I show the biography of Steve Jobs as the example of the Writing section.

In the second Unit I worked with Stephen Hawking, a notable personality of nowadays. I mention the biography, but the main point here is to talk about his disease. In this Unit the grammar is Present Perfect tense. And another point of this Unit, is the speaking section, using the discussion to emphasize this activity. Another notable person mentioned in this Unit is Michal J. Fox, with the emphasis on his disease.

It is important to state that the teacher interfering through the Units is essential for the formation of the students. They are responsible to bring material beyond the book sections and increase the student's knowledge more and more.

Lightbown & Spada (2011, p. 42) state that "Teachers can make a positive contribution to student's motivation to learn if classrooms are places that students enjoy coming because the content is interesting and relevant to their age and level of ability". In those Units I really expect to contribute in order to make the classroom a place they enjoy coming and staying at.

UNIT 1



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UNIT 1 – BE MEMORABLE!



WARM UP

Take a look in this chart.

QUICK FACTS
NAME Martin Luther King Jr.
OCCUPATION Civil Rights Activist, Minister
BIRTH DATE January 15, 1929
DEATH DATE April 4, 1968
EDUCATION Boston University, Morehouse College, Crozer Theological Seminary
PLACE OF BIRTH Atlanta, Georgia
PLACE OF DEATH Memphis, Tennessee
ORIGINALLY Michael King Jr.
AKA MLK Jr. Martin Luther King MLK
FULL NAME Martin Luther King Jr.

Now answer with your partner these questions:

- Do you know the person described on the chart?
- Why was he important in somehow?
- What do you think he has done to be famous or memorable?



LISTENING WITH A PURPOSE!



Martin Luther King - Mini Biography

Available on: <http://www.biography.com/people/martin-luther-king-jr-9365086/videos/martin-luther-king-mini-biography-2079122252> Accessed on January, 27th, 2016

After watching the video and reading his profile, complete his time line. The third one was done for you.

1929	
1955	
1957-1968	<ul style="list-style-type: none">• Traveled 60 million miles, delivered more than 250 speeches, wrote 5 books
1963	
1964	
1968	



READ AND WORK!!!

Before you read, discuss with a friend what you have learned about Martin Luther King and his importance for American History.

Now, read the text and answer the questions according to it.

About Dr. King

During the less than 13 years of Dr. Martin Luther King, Jr.'s leadership of the modern American Civil Rights Movement, from December, 1955 until April 4, 1968, African Americans achieved more genuine progress toward racial equality in America than the previous 350 years had produced. Dr. King is widely regarded as America's pre-eminent advocate of nonviolence and one of the greatest nonviolent leaders in world history.

Drawing inspiration from both his Christian faith and the peaceful teachings of Mahatma Gandhi, Dr. King led a nonviolent movement in the late 1950's and '60s to achieve legal equality for African-Americans in the United States. While others were advocating for freedom by "any means necessary," including violence, Martin Luther King, Jr. used the power of words and acts of nonviolent resistance, such as protests, grassroots organizing, and civil disobedience to achieve seemingly-impossible goals. He went on to lead similar campaigns against poverty and international conflict, always maintaining fidelity to his principles that men and women everywhere, regardless of color or creed, are equal members of the human family.

Dr. King's "I Have a Dream" speech, Nobel Peace Prize lecture and "Letter from a Birmingham Jail" are among the most revered orations and writings in the English language. His accomplishments are now taught to American children of all races, and his teachings are studied by scholars and students worldwide. He is the only non-president to have a national holiday dedicated in his honor, and is the only non-president memorialized on the Great Mall in the nation's capitol. He is memorialized in hundreds of statues, parks, streets, squares, churches and other public facilities around the world as a leader whose teachings are increasingly-relevant to the progress of humankind.

- See more at: <http://www.thekingcenter.org/about-dr-king#sthash.Av1LjzFm.dpuf>

Available on: <http://www.thekingcenter.org/about-dr-king> Access on January, 27th , 2016



COMPREHENSION AND GRAMMAR

1 – What was the biggest achievement of Martin Luther King Jr.?

- a) Racial equality
- b) Legal equality for African-Americans in the United States
- c) American Civil Rights
- d) Nonviolence theory

2 – How did Martin Luther King achieve his goals within the population?

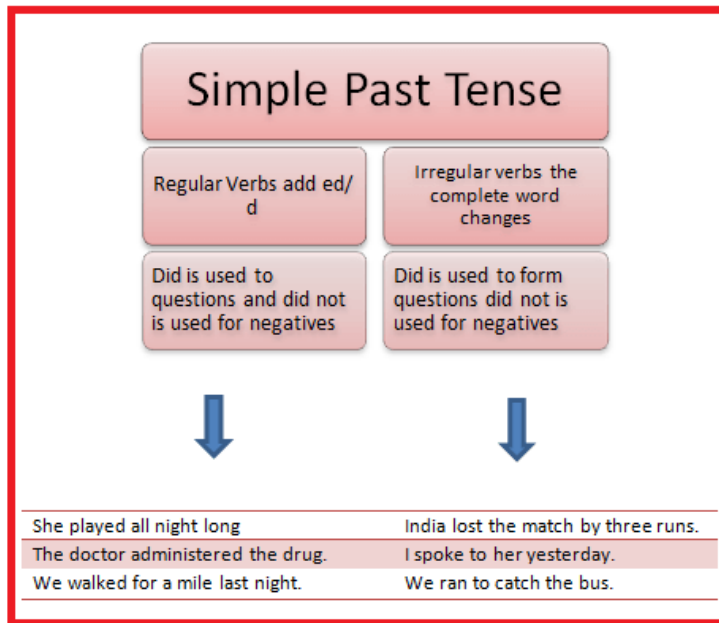
3 – What were the names of his famous orations and writings?

4 – The text mentions honors dedicated to him. Give one example.

5 – How does the text relate the achievements of Martin Luther King Jr. to the teaching in schools in America and worldwide?

6 – The text is a biography because it is a detailed description about a real person's life and mostly about someone who has already died. Now, read the excerpt taken from the text and say which kind of Verbal Tense is used.

"(...)Dr. King led a nonviolent movement in the late 1950's and '60s to achieve legal equality for African-Americans in the United States."



7 – In the text there are many verbs in the Simple Past. Choose three of them and write new sentences using them.

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

8 – Read the following two sentences taken from the text:

“Martin Luther King, Jr. used the power of words and acts of nonviolent resistance”

“He went on to lead similar campaigns against poverty and international conflict”

Now, **underline** the verbs in the past in both sentences and write which one is the **regular verb** and which one is the **irregular verb**.



IT'S SHOW TIME!

What is a Biography?

A **biography** is a detailed description or account of a person's life.

A biography has the following characteristics:

- It describes a real person
- It informs us about their childhood, important events in their life and their personality
- It shows that the writer knows a lot about this person

In the **WARM UP** section there is an example of a biography through the **Quick Facts** chart. Now, based on the example given, write a biography about a famous person, using the **Simple Past Tense**. Later on, present it to your classmates, using a time line.

BY VISHAL PATEL



STEVE JOBS

Born : Steven Paul Jobs February 24, 1955 San Francisco, California, US	Founder and CEO, NeXT Inc.
Died : October 5, 2011 (aged 56) Palo Alto, California, US Cause of death :	Years active : 1974–2011
Metastatic Insulinoma	Board member of : The Walt Disney Company, Apple Inc.
Residence : Palo Alto, California	Religion : Zen Buddhism (previously Lutheran)
Nationality : American	Spouse(s) : Laurene Powell (1991–2011, his death)
Alma mater : Reed College	
Occupation : Co-founder, Chairman and CEO, Apple Inc. Co-founder and CEO, Pixar	



GO BEYOND – PRONUNCIATION

The Simple Past regular verbs, when are in affirmative forms, they present the terminations **-D** or **-ED**. But, do you know that for each termination of a word, it sounds different? Take a look!

Pronunciation of ED

/id/	/t/	/d/
<p>T wanted D needed</p> <p>* Voiced Sound = uses the vocal cords and they produce a vibration or humming sound in the throat. <i>(Touch your throat to feel it)</i></p>	<p>P helped K looked F sniffed GH laughed SH washed CH watched SS kissed C danced X fixed</p> <p style="text-align: center;">VOICELESS</p>	<p>L called N cleaned R offered G damaged V loved S used Z amazed B rubbed M claimed</p> <p style="text-align: center;">VOICED *</p>

Words that end in a vowel sound use the **/d/** pronunciation for ED.
e.g. -- followed -- enjoyed -- played -- tried -- continued

The pronunciation of words ending in ED depends on the final **consonant sound**. There are three ways to pronounce ED at the end of a word in English:

/id/ /t/ /d/

www.grammar.cl www.woodwardenglish.com www.vocabulary.d

Into the following box you have words from the text, divide them according to its right phonetic symbol. Use the Cambridge Dictionary website to help you in this task.

<http://dictionary.cambridge.org>

achieved	used	revered	studied	accomplished
----------	------	---------	---------	--------------

/d/ - _____

/t/ - _____

/id/ - _____



You are going to assess your participation. Mark the alternative that best represents you during the classes in the following situations. Remember your assessment must be individual.

Self-assessment	Yes	no	Sometimes
I did the group activities			
I was encouraged to share my ideas with my classmates and teacher			
I felt comfortable to speak in classes			
I could link the subject studied with my day life			
Now I can write and present a biography			

ANSWERS KEY – TEACHERS GUIDE 1

UNIT 1 – BE MEMORABLE!

Teacher, the unit 1 “BE MEMORABLE” was developed to teach the English language to students in pre intermediate language level in private or public schools. We concern the communicative approaching, integrated languages, textual genres and the language as social practicing. Remember you can have students with different levels of English in your class, so you are free to adapt the time of the activities during the teaching/learning process in your classes. The expected time for this unit to be developed is nine parts of thirty to fifty minutes. Bear in mind that you should be a mediator through the learning process therefore students can be dynamic agents during the activities. All the activities were developed based on authentic material and the main goal is make the learning process meaningful and closer to the students’ life. So encourage them to bring new ideas and help each other in the group and in the individual activities as well.

Enjoy it!

OVER VIEW

WARM UP	Verbal and non-verbal language using a quick fact chart
LISTENING WITH A PURPOSE	Martin Luther King Biography Video and comprehension
READ AND WORK- GRAMMAR – SIMPLE PAST	Martin Luther King Biography and comprehension, grammar Simple Past Tense
IT’S SHOW TIME	Here is the practice of writing and speaking using the textual genre: Biography
GO BEYOND PRONUNCIATION	Phonetic sound of terminations –D and – ED
SELF ASSESSMENT	Students evaluation about their knowledge

WARM UP

Teacher: give students the chart and ask them to answer the questions alone. Then, interfere when is asked and answer the questions with them after a while.

Main Goal: Students should use their previous knowledge.

Activity 1

- a) Possible answers: yes/no/some of them
- b) Possible answers: yes, because I saw him on TV/ no, I have never seen him before.
- c) Possible answers: I don’t know/ Save the world/ Being president/ work on movies

LISTENING WITH A PURPOSE

Teacher, in this activity, you have to show the video with the students and answer some vocabulary questions (if they have). Then give some time for them to answer the comprehension questions. If you have a larger group you can make it in pairs or small groups, and later have a small debate about the answers. Later on, correct with them. This activity can be asked for homework as well.

Main goal: use the communicative approach and the integrated skills (listening, reading, speaking)

KEY

- 1) 1929 – He was born
- 1955 – Montgomery bus boycott
- 1963 – He spoke his first speech – “I have a dream”
- 1964 – He won the Nobel Peace Prize
- 1968 – He was assassinated

READ AND WORK

In this section, the students are supposed to read the text and do the comprehension as well. Here, we start to talk about the grammar part: Simple Past Tense. You can use only the activities given in the text book, or you can go further and work with the text as much as you can. There is a chart to help the students to understand the structure, but you can give more examples if it is necessary.

Main goal: Practice the reading and comprehension and use the inductive learning using the grammar.

COMPREHENSION AND GRAMMAR

key

1 – b

2 – Martin Luther King, Jr. used the power of words and acts of nonviolent resistance, such as protests, grassroots organizing, and civil disobedience to achieve seemingly-impossible goals.

3 - “I Have a Dream” speech, Nobel Peace Prize lecture and “Letter from a Birmingham Jail”

4 – A holiday/ memorialized on the Great Mall in the nation’s capitol/ He is memorialized in hundreds of statues, parks, streets, squares, churches and other public facilities around the world

5 – His accomplishments are now taught to American children of all races, and his teachings are studied by scholars and students worldwide.

6 – Simple Past

7 – Open-ended question. It will depend on the verb chosen by the student.

8 - *“Martin Luther King, Jr. used the power of words and acts of nonviolent resistance”*

“He went on to lead similar campaigns against poverty and international conflict”

Used – regular verb/ Went – irregular verb

IT’S SHOW TIME!

In this section, you will talk about the textual genre: Biography. There is a brief explanation to help the student to understand it. But you teacher, can go further and give more examples if you like it. Here they are supposed to practice the writing skill linked with the grammar subject. After you collect the material to correct it, they can have a presentation to the class. In this case you can do it in groups, or even though, vote with the entire group which biographies they want to know about it.

Main goal: practice the biography genre through writing and speaking, linked with the grammar subject.

GO BEYOND – PRONUNCIATION

Teacher, pronunciation is always very important to enhance the speaking skill of the students, so in this section, especially for the regular verbs in the Simple Past, they have to know the sound of the –d and –ed in the end of the verbs. Explore the chart as much as you can.

Main goal: teach pronunciation

Key

/d/ - achieved, revered

/t/ - used, accomplished

/id/ - studied

UNIT 2

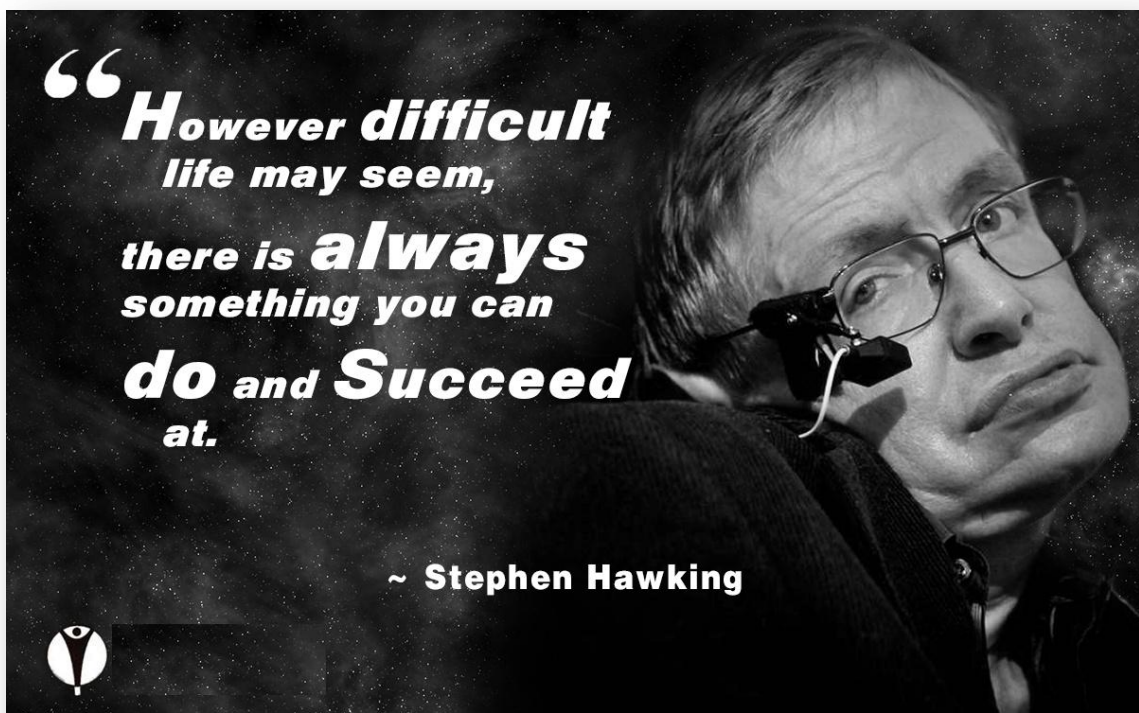


UNIT 2 – I HAVE DONE IT!



WARM UP

Take a look in this picture .



Do you know who he is?

Have you ever heard about his story?

Why do you think he has this appearance?



LISTENING WITH A PURPOSE!



Stephen Hawking - Mini Biography (TV-14; 3:59) Stephen Hawking's chief theory is that black holes should emit radiation, which is known as Hawking radiation. His popular science book, "A Brief History of Time," has made science accessible to everyone

Available on: <http://www.biography.com/people/stephen-hawking-9331710> Accessed on July, 18th, 2016

After watching the video mark what you listened

- a) () Stephen Hawking was born on January 8, 1942, in Oxford, England.
- b) () When he was 18 years old he entered on Oxford University.
- c) () In 1962 he moved to Cambridge University as a PHD student in cosmology
- d) () He was diagnosed with amyotrophic lateral sclerosis after he got married.
- e) () The doctors gave him few years of leaving.
- f) () After all the problems he had he became a PHD in the Black Hole
- g) () Hawking showed off his humorous side on American television. He made a guest appearance on *The Big Bang Theory*, a popular comedy about a group of young, geeky scientists.



READ AND WORK!!

Before you read, discuss with a friend what you have learned about Stephen Hawking and his importance for the world.

Now, read the text and answer the questions according to it.

How Stephen Hawking, diagnosed with ALS decades ago, is still alive

By Terrence McCoy February 24, 2015



Stephen Hawking in 2007. (Bruno Vincent/Getty Images)

On April 20, 2009, a moment arrived that doctors had foretold for decades. Stephen Hawking, a scientist who overcame debilitating disease to become the world’s most renowned living physicist, was on the cusp of death. The University of Cambridge released grim prognoses. Hawking, diagnosed with amyotrophic lateral sclerosis (ALS) at the age of 21, was described as “very ill” and “undergoing tests” at the hospital. Newspapers ran obituary-sequel articles. It seemed time was up for the man who so eloquently explained it.

But, as is his custom, Hawking survived.

Hawking shouldn’t be able to do the things he now does. The 73-year-old shouldn’t be able to deliver meditations on the existence of God. He shouldn’t be able to fret over artificial intelligence or humanity’s capacity for self-destruction. And he most definitely shouldn’t be able to attend the BAFTAs — Britain’s academy awards — settled inside the wheelchair that has carried him for decades, expressing admiration for

a recent biopic that paid homage to his struggle. But yet, he is. And he does.

It's difficult to overstate the lethality of ALS, the condition with which Hawking lives. The disorder can befall anyone. It first brings muscle weakness, then wasting, then paralysis, ripping away the ability to speak and swallow and even breathe. The ALS Association says the average lifespan of someone diagnosed with the condition is between two and five years. More than 50 percent make it past year three. Twenty percent make it past year five. From there, the number plummets. Less than 5 percent make it past two decades.

And then there's Hawking. He has passed that two-decade mark twice — first in 1983, then in 2003. It's now 2015. His capacity for survival is so great some experts say he can't possibly suffer from ALS given the ease with which the disease traditionally dispatches victims. And others say they've simply never seen anyone like Hawking.

“He is exceptional,” Nigel Leigh, a professor of clinical neurology at King's College London, told the British Medical Journal in 2002. “I am not aware of anyone else who has survived with [ALS] as long. What is unusual is not only the length of time, but that the disease seems to have burnt out. He appears to be relatively stable. ... This kind of stabilization is extremely rare.”

This description is not in any way unusual. More than a decade later, when Hawking turned 70 in 2012, more researchers were baffled and amazed. Anmar al-Chalabi of King's College London told the Associated Press Hawking was “extraordinary. ... I don't know of anyone who's survived this long.”

So what makes Hawking different from the rest? Just luck? Or has the transcendent nature of his intellect somehow stalled what seemed an imminent fate? No one's quite sure. Even Hawking himself, who can expound at length on the mechanics that govern the universe, is circumspect when it comes to an accomplishment that rivals his

academic triumphs. “Maybe my variety [of ALS] is due to bad absorption of vitamins,” he said.

Hawking’s battle with ALS was different from the beginning. And those differences, scientists say, partly explain his miraculous longevity. The onset of ALS normally occurs later in life — the average age of diagnosis is 55 — but Hawking’s symptoms materialized when he was very young. It began with a stumble.

“In my third year at Oxford, I noticed that I seemed to be getting more clumsy, and I fell over once or twice for no apparent reason,” Hawking once wrote. “But it was not until I was at Cambridge that my father noticed, and took me to the family doctor. He referred me to a specialist, and shortly after my 21st birthday, I went into hospitals for tests. ... It was a great shock to me to discover that I had motor neuron disease,” the name for the group of progressive neurological disorders that includes ALS.

Though the early diagnosis resigned him to a life of sickness, it also granted him a chance at surviving the disease longer than those who are diagnosed much later. “We have found that the survival in younger patients is strikingly better and is measured in many years — in some cases more than 10,” Leigh told the *British Medical Journal*. “... It’s a different beast if you start young, oddly, and no one knows why.”

Leo McCluskey of the University of Pennsylvania told *Scientific American* that ALS primarily kills in two different ways. One affects the breathing muscles. “So the common way people die is of respiratory failure,” he said. The other is the failure of swallowing muscles, which can result in dehydration and malnutrition. “If you don’t have these two things, you could potentially live for a long time,” he said.

But as long as Hawking has lived? For his part, Hawking says his work, focused through his disability, granted him years that wouldn’t have been available to others. Someone in a more physical field — like, say,

Lou Gehrig, the New York Yankee who contracted ALS in his 30s — couldn't have functioned at so high a level. "It has certainly helped that I have a job and that I have been looked after so well," Hawking told the New York Times in 2011. "I am lucky to be working in theoretical physics, one of the few areas in which disability is not a serious handicap."

If anything, Hawking illustrates the very different ways ALS can afflict its victims — "just an incredible, incredible example," McCluskey said. It has also given rise to one of the most striking contrasts of pop science. There is Stephen Hawking's atrophied frame, slack-jawed expression and slumped shoulders. And there is Hawking's unmatched mind, inhabiting the stars.

Available on : <https://www.washingtonpost.com/news/morning-mix/wp/2015/02/24/how-stephen-hawking-survived-longer-than-possibly-any-other-als-patient/> Accessed on July, 18th, 2016



COMPREHENSION AND GRAMMAR

1 – Write True(T) or False(F)

- () Hawking, diagnosed with amyotrophic lateral sclerosis (ALS) at the age of 21, was described as "very ill" and "undergoing tests" at the hospital.
- () At the 73-year-old he isn't able to deliver meditations on the existence of God.
- () Though the early diagnosis resigned him to a life of sickness, it also granted him a chance at surviving the disease longer than those who are diagnosed much later.
- () Hawking says his work, focused through his disability, granted him years that wouldn't have been available to others
- () There is Stephen Hawking's atrophied frame, slack-jawed expression and slumped shoulders. And there is Hawking's unmatched mind, inhabiting the stars.

2 – What are the common symptoms of Hawking disease?

3 – How does the text relates the achievements of Hawking and his disease?.

4 – Find extracts from the text that shows the tense used, the first one has been done for you:

a) “We have found (find) that the survival in younger patients is strikingly better and is measured in many years — in some cases more than 10,”

b) _____

c) _____

d) _____

5 – In the text there are many verbs in the Present Perfect. Choose three of them and write new sentences using them.

A) _____

B) _____

C) _____

Discussion Time



Michael J. Fox

Film Actor, Television
Actor, Producer, Activist (1961
–)

Award-winning actor Michael J. Fox rose to fame as Alex P. Keaton on 'Family Ties' and starred in the 'Back to the Future' films. He continued acting after being diagnosed with Parkinson's disease in the 1990s, starring in series like 'Spin City,' 'The Michael J. Fox Show' and 'The Good Wife.'

Available on: <http://www.biography.com/people/michael-j-fox-9542279> Accessed on July, 18th, 2016

As we have seen in the **section READ AND WORK**, Michael J. Fox is another personality that had a very severe disease but continues working, despite his motor difficulties.

In pairs or groups, compare the two cases and discuss why these two people have several diseases and how they have overcome it.

If you had the chance to meet these two personalities, what would you like to ask them, or say to them?



You are going to assess your participation. Mark the alternative that best represents you during the classes in the following situations. Remember your assessment must be individual.

Self-assessment	yes	no	Sometimes
I did the group activities			
I was encouraged to share my ideas with my classmates and teacher			
I felt comfortable to speak in classes			
I could link the subject studied with my day life			
Now I can discuss about something polemical.			

ANSWERS KEY – TEACHERS GUIDE 2

UNIT 2 – I HAVE DONE IT!

Teacher, the unit 2 “I HAVE DONE IT” was developed to teach the English language to students in pre intermediate language level in private or public schools. We concern the communicative approaching, integrated languages, textual genres and the language as social practicing. Remember you can have students with different levels of English in your class, so you are free to adapt the time of the activities during the teaching/learning process in your classes. The expected time for this unit to be developed is nine parts of thirty to fifty minutes. Bear in mind that you should be a mediator through the learning process therefore students can be dynamic agents during the activities. All the activities were developed based on authentic material and the main goal is make the learning process meaningful and closer to the students’ life. So encourage them to bring new ideas and help each other in the group and in the individual activities as well.

Enjoy it!

OVER VIEW

WARM UP	Verbal and non-verbal language using a picture and general questions about it.
LISTENING WITH A PURPOSE	Stephen Hawking Biography Video and comprehension.
READ AND WORK- GRAMMAR – PRESENT PERFECT	Stephen Hawking disease points of view and comprehension, grammar Present Perfect tense.
DISCUSSION TIME	Here is the practice of speaking skills using their previous knowledge and knew formations about the facts throughout the book.
SELF ASSESSMENT	Students evaluation about their knowledge .

WARM UP

Teacher: give students the pictures and ask them to answer the questions alone. Then, interfere when is asked and answer the questions with them after a while.

Main Goal: Students should use their previous knowledge.

Activity 1

- a) Possible answers: yes/no/
- b) Possible answers: yes, because I saw him on TV/ no, I have never seen him before/ I saw him in a movie
 - a) Possible answers: I don´t know/ He is ugly/ He has a disease

LISTENING WITH A PURPOSE

Teacher, in this activity, you have to show the video with the students and answer some vocabulary questions (if they have). Then give some time for them to answer the comprehension questions. If you have a larger group you can make it in pairs or small groups, and later have a small debate about the answers. Later on, correct with them. This activity can be asked for homework as well.

Main goal: use the communicative approach and the integrated skills (listening, reading, speaking)

KEY

- 1 –
a), c), e), f) , g)

READ AND WORK

In this section, the students are supposed to read the text and do the comprehension as well. Here, we start to talk about the grammar part: Present Perfect tense. You can use only the activities given in the text book, or you can go further and work with the text as much as you can. There is a chart to help the students to understand the structure, but you can give more examples if it is necessary.

Main goal: Practice the reading and comprehension and use the inductive learning using the grammar.

COMPREHENSION AND GRAMMAR

key

- 1 – T, F, T, T, T

2 – It first brings muscle weakness, then wasting, then paralysis, ripping away the ability to speak and swallow and even breathe.

3 – Hawking shouldn't be able to do the things he now does. The 73-year-old shouldn't be able to deliver meditations on the existence of God. He shouldn't be able to fret over artificial intelligence or humanity's capacity for self-destruction. And he most definitely shouldn't be able to attend the BAFTAs — Britain's academy awards — settled inside the wheelchair that has carried him for decades, expressing admiration for a recent biopic that paid homage to his struggle. But yet, he is. And he does.

4 – b) “He has passed (pass) that two-decade mark twice — first in 1983, then in 2003.”

c) “And others say they have simply never seen anyone like Hawking.”

d) “But as long as Hawking has lived (live)?”

5 – Open-ended question. It will depend on the verb chosen by the student.

DISCUSSION TIME!

In this section, you will talk about the importance of the discussion. Here the students will have the information about Stephen Hawking and Michael J. Fox. And they have to discuss between their diseases and how they have survived through it. Here you can ask them to use only the Present Perfect or give more examples about it.

RATIONALE

This material was developed to teach the English language to teenagers' students in pre intermediate language level in private or public schools. We considered the inductive grammar learning, communicative approaching, integrated languages, textual genres and the language as social practicing.

All the activities were developed based on authentic material and the main goal is make the learning process meaningful and closer to the students' life.

Thus, the structure of this work is based on real life situations, support discussions and opinion in order to build up the four skills - reading, writing, listening and speaking - and also grammar comprehension through inductive approach to the grammar topic and inference practice.

Based on this context, teaching through memorable and notable people was the main idea to show the students, the importance of those people to the world and how we can learn English in a constructive way.

In the first Unit Martin Luther King Jr. has been chosen because of his significance to the America's History and changes on race achievements to equality.

In the second Unit, Stephen Hawking has been chosen to continue the line of significant people to the world but not on his studies of the universe, but on his overcoming of a severe disease. So using these facts about those people the students have the opportunity to study English in a critical view, connect to their reality, thinking about the real facts and how they are alive until today.

Critical literacy focuses on the connection between literacy and power (Lankshear & McLaren, 1993a). It does not subscribe to the notion of reading and writing skills as autonomous, technical, neutral, and universal (Searle, 1993), but rather regards literacy as "the process of becoming conscious of one's experience as historically constructed within specific power relations" (Anderson & Irvine, 1993, p. 82).

In this material I wished to offer my students effective ways of acquiring a second language. My work has been based on the Communicative Language Teaching approach, which focuses on the communicative competence. I wanted to my students to be able to use the second language in different situations.

Therefore, it is possible to enable their learning through meaningful subject in every single section of the units because when we talk about things that surround us in a second language classroom, learning becomes significant, easier, and more interesting.

According to Mattos and Valerio (2010) the suppleness of knowledge trade instead of only teacher effort it is what creates the dynamic that facilitates learning by starting the creativity and intuition flash on students when there are no power relationships in the classroom. Everybody contributes with their own cultural background and personal opinions.

The learning process: skills

The activities considered language have a substance importance to the students' lives, giving them support to their learning and develop an open mind view. According to Andrea Mattos (2012) "the modern citizen need to actively participate in their community, making constructive interventions and contributing to the advances of their social practices" which says that the learning process is as much important as the formation of the individual in a society or world.

So having real and historical facts, the grammar could be inserting, based on a context and worked as an inductive approach.

The students elapse every unit with the idea that every activity is interacted and the communicative exchange is present. According to Richard and Rogers; 1986, in those activities, they can share their opinions as they can acquire knowledge about the theme or subject and grammar, basis to produce new information.

The Units have similar design. They differ in the end, being the first one with a phonetic and writing sections and the second unit only with a speaking section in the end.

The first section is called WARM UP, which has the objective of the students use their previous knowledge using verbal and non-verbal language. The second section is called LISTENING WITH A PURPOSE, which contents are based on real videos about the two personalities chosen to be studied.

Then, the other section is READ AND WORK, which contemplates a real text about the two personalities as well, and the introduction of the grammar. Here the student should work with the interpretation of the texts and the grammar induction, which could be seen in the texts. Therefore, they can have a small chart as guide and make exercises about it.

In the last, is possible to find, in the first Unit the text genre – biography. Hyland (2002) sees genre approaches as having a considerable impact on the way we see language use and on literacy education around the world. Genre theory starts from the premise that language use is goal-oriented. Genres evolve within a culture to enable members of that culture achieve their social purposes.

In the second Unit we can see a speaking activity, which shows the importance of the speaking to give opinion, discuss about a theme etc.

In the first Unit we also work with the phonetic, that is very significant to develop a second language acquiring, and shows how the students can learn from the phonetic and the teacher can be essential in this learning process.

Teaching and learning a second language should bring a great deal of personal satisfaction and pleasure. It can also open up a much broader range of knowledge. So this material was thought to achieve this goal.

“Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savour their songs” – Nelson Mandela

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