

Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Ensino de Inglês

MATERIAL DIDÁTICO PARA O ENSINO DE INGLÊS

Language Knowledge is Power

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Orientadora: Deise Prina Dutra

Belo Horizonte
Março de 2017

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Language Knowledge is Power

Trabalho apresentado ao curso de Especialização em
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INTRODUCTION

When I was a teenager, my favorite subject at school was Portuguese. During the first week of school I used to have a ritual to take the student's book and read all the topics and texts previously that we were going to cover throughout the year. I can still remember some remarkable texts, poems, song lyrics and engaging debates that I took part when I was in middle years. I think my passion for the subject was directly connected, besides my family support, with the type of material that I had the opportunity to study and the teachers that I had in my adolescence.

It is clear to me now how those classes motivated me and made me a better reader, writer and also a critical person. Today, as a language teacher, my main goal is to make my students feel motivated to learn as I was. Baring this in mind, *Language Knowledge is Power* was created. The purpose of this material is to teach English using authentic texts and through stimulating topics that will hook students interest and invite them to think critically about the world and the language.

This material was designed to teenagers and young adults from language institutes in an intermediate level. Unit 1 "Heroes & Heroines" contains a variety of texts, images and videos of inspiring people such as Harvey Milk, Rosa Parks, Marie Curie, Malala Yousafzai and many others to help students to think, discuss and build their own idea of hero/heroine in a critical and sensitive way. Also, they will be invited to make a parallel between real and fictional heroes and heroines. In Unit 2 "Addiction", students will learn about addiction through different perspectives (negative and positive) in a variety of contexts and situations. They will be invited to reflect about the stories, images and videos presented and also to build their own opinion about the topic.

The sections of both units are:

Breaking the ice – In this section, students will have the opportunity to activate prior knowledge and brainstorm ideas about the main topic of the unit. Also, they will share their thoughts with their peers.

Reading – In this section, student will work with predictions about the text from context, comprehension and vocabulary questions.

Listening – In this section, students will be exposed to videos from Youtube. They will work with comprehension skills and look for specific information.

Reflecting about the language – In this section, grammar will be presented in a contextualized context and based in the inductive approach. Students will reflect about the function of the adjectives (Unit 1) and adverbs (Unit 2), reflect about the rules and identify some patterns in both cases.

Speaking – In this section, students will use communication strategies to participate in group discussions and to support an idea.

Writing - In this section, students will write a biography (Unit 1) and an article (Unit 2). They will brainstorm the topic, analyze samples of the genre and to plan their writing using organizers and tips.

Time to reflect – This section will appear many times throughout the unit. The purpose is to invite students to take a moment to reflect critically about the texts, images and videos they are being exposed to and share these thoughts with their peers.

The section **Pronunciation** will appear only in Unit 2. This section invites students to reflect about a sound that is challenging for Brazilian English learners.

By the end of Unit 1 there is an extra material named **Let's play**. It is a game

suggestion with the student's writing pieces.

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UNIT 1

HEROES & HEROINES

Breaking the ice

1

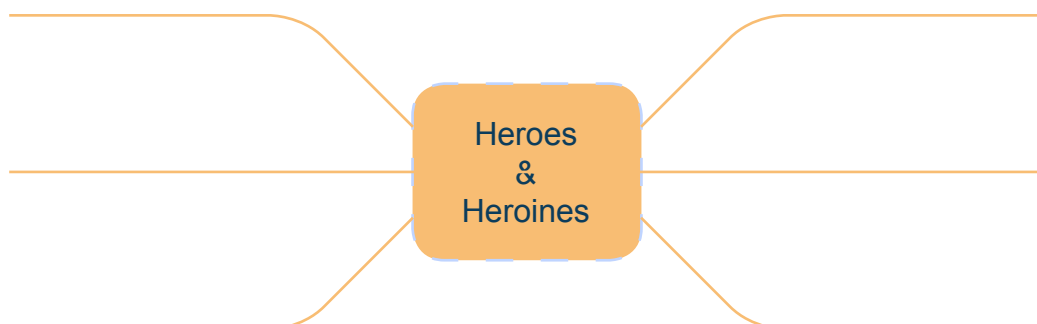
Look at the images and discuss these questions in pairs.



- Who are these people? What do you know about them?
- What is the connection between the unit title *Heroes & Heroines* and these images?
- What do they have in common and how are they different?
- What characteristics do you think is necessary to have to become a hero/heroine?
- Where do you think is easier to find heroes/heroines? In fiction or in real life? Why?

2

Which qualities make these people from the images to be considered heroes or heroines? Brainstorm at least 6 words to **qualify** or **describe** them.



Reading

1

Match the words to the definitions:

1. activism
2. to stand up for
3. takeover
4. to get engaged
5. to struggle

- () to work hard to do something.
- () an act of taking control of something .
- () to take part in or do something.
- () a vigorous advocate of a cause, especially a political cause.
- () to defend or support a particular idea.

2


Read the biography of Malala Yousafzai ignoring the gaps.

SPECIALS

Malala Yousafzai

TFK 2013 Person of the Year Nominee

DECEMBER 05, 2013 | By TFK Staff Print



PAUL ELLIS—AFP/GETTYIMAGES

Malala Yousafzai is only 16, but she has been fighting for girls' education for years. When she was 11, she started blogging about the Taliban takeover of her hometown of Mingora, in northwestern Pakistan. Taliban members follow an extreme version of Islam. They believe girls should not go to school.

_____ Malala spoke publicly about her desire to go to school. "All I want is an education," she told one television broadcaster.

When the Pakistani government regained control, Malala was able to return to class. But she continued to speak out about girls' right to education. On October 9, 2012, the Taliban tried to silence her.

_____. But Malala survived, showing great courage and optimism during her long recovery. During this time, Malala became a symbol of the struggle for girls' rights all over the world.

This year, _____.

She also released her memoir, *I Am Malala*, which tells the story of her life before and after the gunshot that nearly killed her. Her book inspired a course at George Washington University, in Washington, D.C. The curriculum focuses on political activism and the importance of education for girls. "It will encourage students to get engaged in the communities and to help the Malala Fund directly," said Mary Ellsberg, director of the university's Global Women's Institute.

Malala is now a student in Birmingham, England.

For courageously standing up for girls' right to education and giving a voice to the voiceless, Malala Yousafzai is a nominee for TFK's 2013 Person of the Year.

Click [here](#) to return to the profiles and to vote!

3

Read the biography again and choose from the sentences the one which fits each gap.

- A. Malala became the youngest person ever to be nominated for a Nobel Peace Prize.
- B. She continues to give a voice to the millions of children around the world who do not have the opportunity to go to school.
- C. For several months, Malala's school and hundreds of others in the district of Swat were closed.
- D. A gunman boarded her school bus and shot her on the left side of her forehead.

4

Give a title for each paragraph of the text. Later, compare the titles with your peers.

1

2

3

4

5

6

5

Look at the words below. Choose one that best describes Malala for you. Explain your choice.

 inspiring moral pioneering selfless strong humble determined wise compassionate

time to reflect

Which of these characteristics do you think is the most important for a hero/heroine to have? Discuss in pairs.

Listening

1

Take a look at the photograph. Do you know this woman? What do you know about her?



2

Read the quotations and try to find out which one was said by her.

“As long as poverty, injustice and gross inequality persist in our world, none of us can truly rest.”

“People always say that I didn’t give up my seat because I was tired, but that isn’t true. I was not tired physically, or no more tired than I usually was at the end of a working day... No, the only tired I was, was tired of giving in.”

“It’s really a wonder that I haven’t dropped all my ideals, because they seem so absurd and impossible to carry out. Yet I keep them, because in spite of everything I still believe that people are really good at heart.”

3

The woman in the picture is Rosa Parks. You will watch a video about her. While you watch the video check if you chose the correct quotation.

https://www.youtube.com/watch?v=cNzQW_lwOko

4

Watch the video again and check if the statements are **True (T)** or **False (F)**.

- a) Rosa Parks’ story has influenced positively other people’s life. ()
- b) Rosa Parks didn’t know much about politics. ()
- c) Rosa Parks was concerned about segregation before the event. ()
- d) Quiet people can’t make any social change. ()

time to reflect

Think of some words that describe Rosa Parks and share with your peers.

5

Do you know who was Harvey Milk? Read his short biography.

Harvey Bernard Milk (May 22, 1930 – November 27, 1978) was an American politician who became the first openly gay person to be elected to public office in California, when he won a seat on the San Francisco Board of Supervisors.

Excerpt from Wikipedia: https://en.wikipedia.org/wiki/Harvey_Milk



6

In 2008, the director Gus Van Sant made a movie based on Milk's life. The famous actor Sean Penn played the principal role.

Read the words from the box. What do they have in common? Which situations do we use them? Discuss with your peers.

unlikely

conventional

challenging

bad

inspiring

curious

crazy

unstable

tremenduous

old

awkward

good

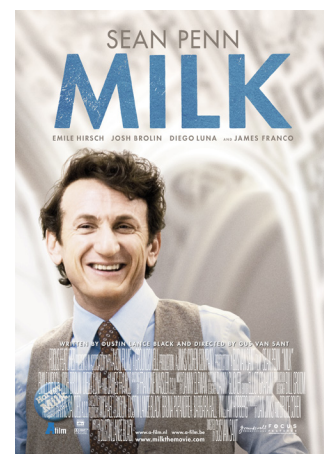
sad

7

You will watch a critical review of the movie. While you watch, circle the words that are mentioned on the video.

<https://www.youtube.com/watch?v=1UXILBDbDGg>

Listen again and check your answers!



time to reflect

What are the similarities and differences between Harvey Milk and Rosa Park?

In which way do they change other people's lives?

Reflecting about the language

1

Look at the sentence from the video and complete the statement:

“ ... he plays this **unlikely** politician”

“ ... to play a truly **joyous** character”

The words in bold are used to _____ people.

These words are called **adjectives**.

2

Pay attention to the endings of the words in the box of the previous page. Complete the chart below using the words from the box and also other adjectives that you know.

Challenging

Tremendous

3

Many adjective 's endings follow some patterns, but there are exceptions. Write 4 examples from the box that don 't follow this rule.



4

Adjectives can modify nouns. What are the nouns related to these adjectives?

Knowledgeable – **Knowledge**

Optimistic –

Skilled –

Fictional –

Speaking

1

What makes a hero or a heroin?

In pairs, decide if the statements below are true or false. There is no right/wrong answer, but you need to have enough reasons to support your opinion.

A hero/heroin is always brave.

Heroes/heroines can not be shy.

A hero/heroin is usually old.

A hero/heroin is someone you admire.

Heroes/heroines become more famous after they die.

There are more heroes than heroines.

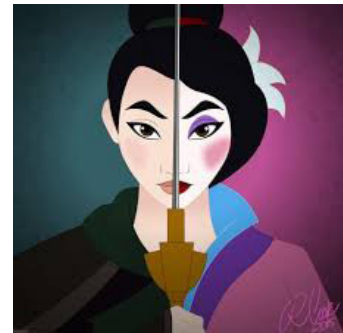
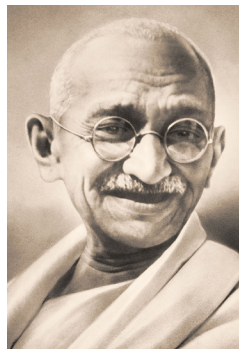
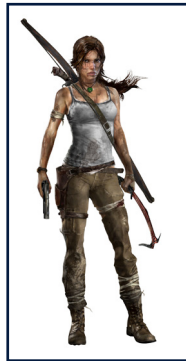
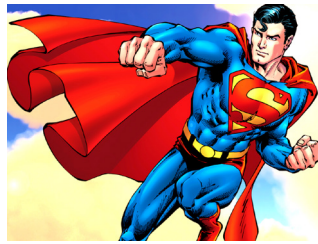
Everybody loves heroes/heroines.

To be a heroe/heroine you have to take risks.

Heroes/heroines do things that regular people can't do.

2

Take a look at the images. Discuss with your classmates who are these characters/people and later choose which adjectives from the box apply better to each one of them. You can use the same adjective as many times as you wish.



humble
charismatic
brave
independent
patient

determined
insecure
unselfish
uncommon
unconventional

incomparable
unusual
honest
loyal
strong

Reflecting about the language

Can you find any pattern in these adjectives? Complete the statement:
Some adjectives start with _____ and _____. They can express an opposite meaning.

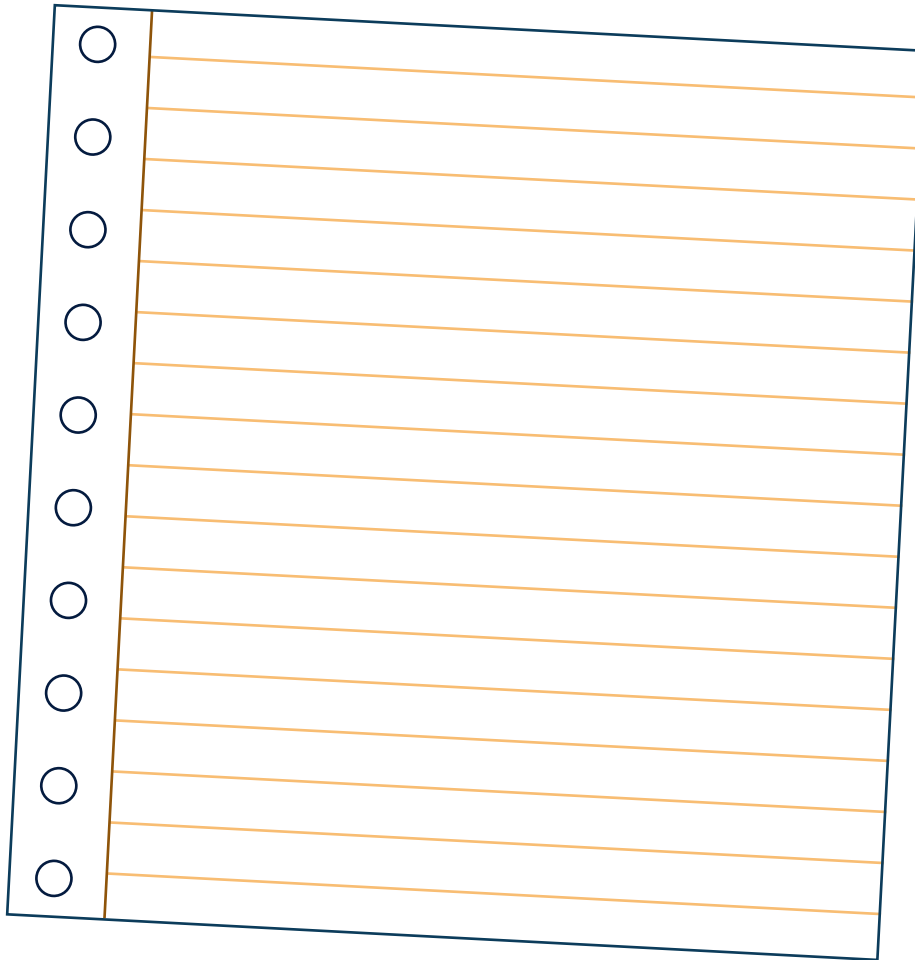
time to reflect

Which heroes/heroines do you think are the most interesting? Why?
Are they real or fictional?

Writing

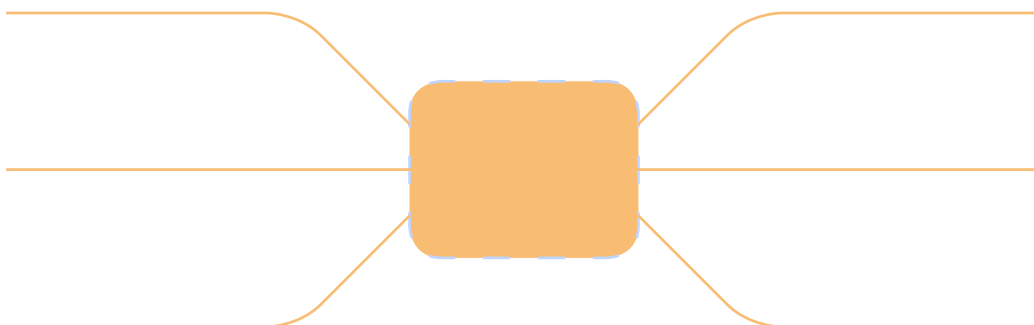
1

What is a biography? Which characteristics have you noticed in the biographies seen in this unit? Discuss in pairs and make a list.



2

Who is your hero/heroine? Which qualities you admire in this person? Brainstorm using the diagram below.



3

Use the planning below to organize your information and ideas.

BIOGRAPHY

Person's name:	Birth date:	Profession:
Early life:		
Five Facts:		
1		
2		
3		
4		
5		

4

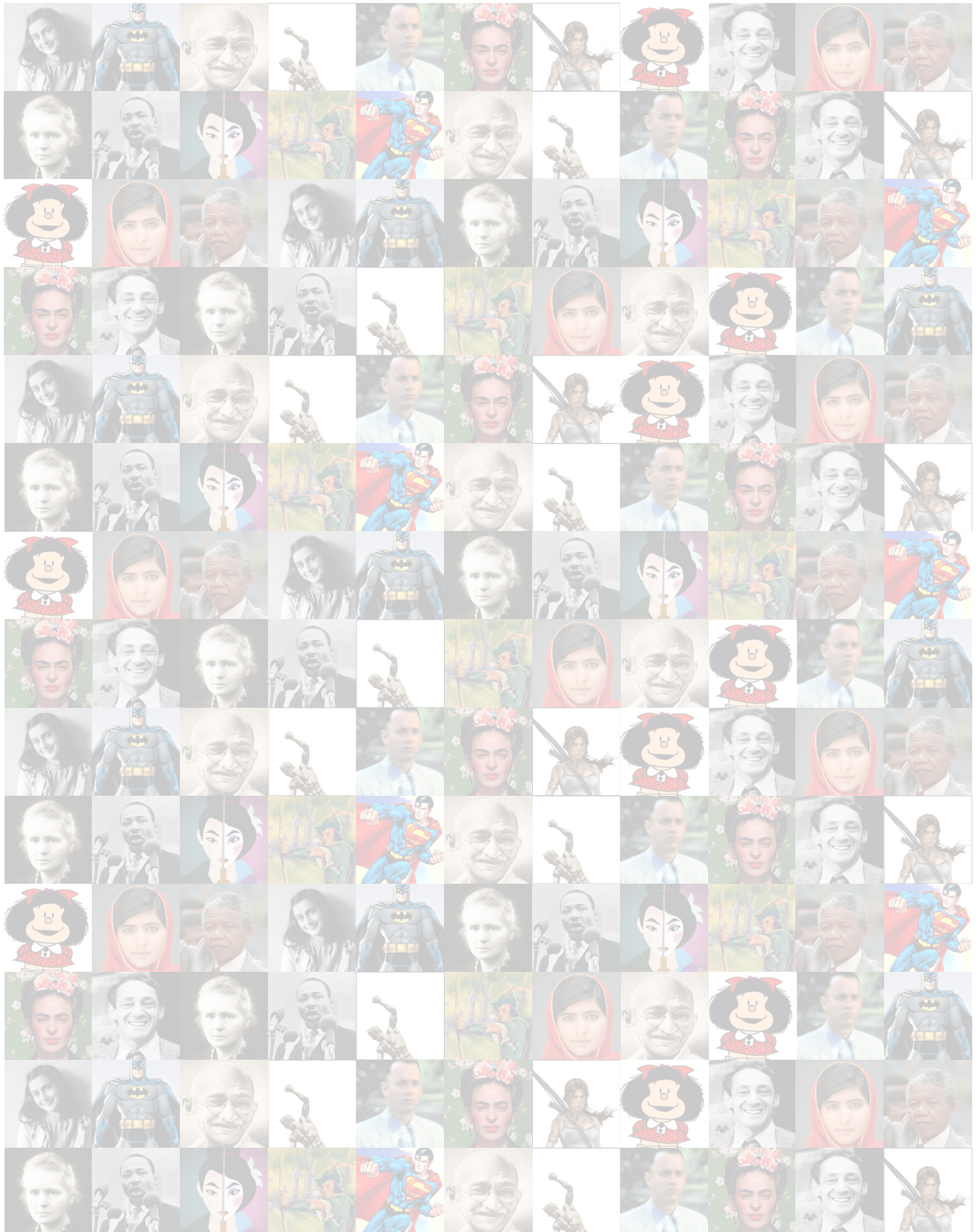
Now, write a biography of your hero/heroine based on your planning.

Blank writing area with horizontal lines for the biography.

Let's play!

1

You will read aloud to the class the biography you wrote without mentioning the name of the hero/heroine. Your classmates will have to guess who is your hero/heroine. Have Fun!



UNIT 2

ADDICTION

Breaking the ice

1

Look at the images and discuss these questions in pairs.



- What are the people doing?
- What is the connection between the unit title “Addiction” and these photographs?
- Which of these things do you do? Which ones you don't? Why?

Reading


1

How would you define addiction? Write it down and later compare your ideas with your peers.

2

Read the following text and check if any of your thoughts are mentioned.

Psychology Today Find a Therapist ▾ Topics ▾ Get Help ▾ Magazine



Addiction

Substance Abuse

What Is Addiction?

Addiction is a condition that results when a person ingests a substance (e.g., alcohol, cocaine, nicotine) or engages in an activity (e.g., gambling, sex, shopping) that can be pleasurable but the continued use/act of which becomes compulsive and interferes with ordinary life responsibilities, such as work, relationships, or health. Users may not be aware that their behavior is out of control and causing problems for themselves and others.

The word *addiction* is used in several different ways. One definition describes physical addiction. This is a biological state in which the body adapts to the presence of a drug so that drug no longer has the same effect, otherwise known as a tolerance. Another form of physical addiction is the phenomenon of overreaction by the brain to drugs (or to cues associated with the drugs). An alcoholic walking into a bar, for instance, will feel an extra pull to have a drink because of these cues.

However, most addictive behavior is not related to either physical tolerance or exposure to cues. People compulsively use drugs, gamble, or shop nearly always in reaction to being emotionally stressed, whether or not they have a physical addiction. Since these psychologically based addictions are not based on drug or brain effects, they can account for why people frequently switch addictive actions from one drug to a completely different kind of drug, or even to a non-drug behavior. The focus of the addiction isn't what matters; it's the need to take action under certain kinds of stress. Treating this kind of addiction requires an understanding of how it works psychologically.

When referring to any kind of addiction, it is important to recognize that its cause is not simply a search for pleasure and that addiction has nothing to do with one's morality or strength of character. Experts debate whether addiction is a "disease" or a true mental illness, whether drug dependence and addiction mean the same thing, and many other aspects of addiction. Such debates are not likely to be resolved soon. But the lack of resolution does not preclude effective treatment.

Find a Treatment Program here.

3

According to the text, are the following statements **True (T)** or **False (F)**?

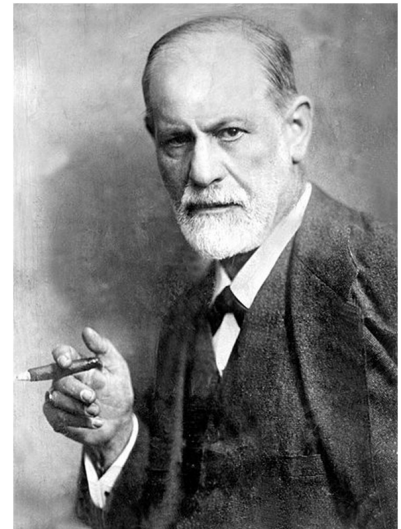
- a) Addiction can affect negatively aspects of a person 's life. ()
- b) A physically addicted person may need to take less of the substance in order to get the same effects. ()
- c) People who become addicted have usually a weak personality. ()
- d) People always become addicted because they are looking for pleasure. ()
- e) Many people use drugs or alcohol to relief stress. ()

time to reflect

Do you think addiction is always a bad thing?

4

Before you read the text, look at the pictures below. Do you know these people? Can you make any connection between these people and addiction?



5

In pairs, read the text and try to match the information with the pictures.

Famous Cocaine Addicts

Cocaine, a derivative of the coca plant, is a stimulant drug that causes its users to feel euphoric and alert. Recreational cocaine use was not illegal in the United States until 1914. Before that, it was **frequently** included in patent medicines, most **famously** a drink called Vin Mariani, which was so popular that it was even endorsed by a pope. In modern times, cocaine use carries serious legal consequences. People who use cocaine **recreationally** are at high risk of overdose. Though cocaine is now illegal, the wealthy and famous are able to obtain it relatively **easily**. Here are fifteen famous people who used cocaine.

A. John Belushi

John Belushi's cocaine use is **practically** legendary in Hollywood. Reportedly one of his favorite party games was cocaine chicken, in which a line of cocaine was poured, and he and a friend would race to see who could snort the most before reaching the middle. **Unfortunately**, Belushi's cocaine abuse contributed to an early death at the age of thirty-three.

B. Whitney Houston

Whitney Houston also met an untimely early death that was caused by drug use. At the age of forty-eight, Houston was found dead in a hotel bathtub. The medical examine found that heart disease and cocaine caused her death.

C. Drew Barrymore

Drew Barrymore struggled with substance abuse at an **extremely** early age, and was reportedly snorting cocaine by the age of thirteen. **Fortunately**, she went to rehab as a teenager and has been clean since then. Barrymore is one of few child stars to transition to a successful career as an adult.

D. Kate Moss

Model Kate Moss shocked the world when in 2005 pictures of her **apparently** using cocaine were published in the United Kingdom's Daily Mirror. In October 2005, she went to a drug rehabilitation program and reportedly urged a friend to do the same. British police did not pursue charges related to the cocaine photos.

E. Sigmund Freud

Psychologist Sigmund Freud thought that cocaine was a good treatment for morphine addiction. He also used cocaine **extensively**, and some historians think that he wrote much of his original psychology theory while under the influence of cocaine. It is important to note that cocaine was not illegal when Sigmund Freud was using it.

Adapted from <http://www.projectknow.com/15-famous-cocaine-addicts-and-why-they-used/>

6

For the sentences 1-4, choose which person (A-E) is referred to. Each one could be chosen more than once.

This person :

- 1. used drugs during childhood
- 2. die because of drug abuse
- 3. used drugs legally
- 4. went to rehab

time to reflect

Why do you think the famous people from the text became addicted to drugs?

Reflecting about the language

1

Read the text again and observe the words in bold. What do they have in common? What do they express in each case? Discuss with your peers.

2

Based on your discussion, try to complete the table below using the words in bold from the text:

Words that express
intensity or **degree**

Words that express
time

Words that express
manner or **attitude**

The words in bold are called **adverbs**.
Adverbs tell us in what **way** someone does something.

Complete the statements below:

In most cases, an adverb is formed by adding **-ly** to an adjective – frequent = _____

For adjectives that end in -y, we remove the **-y** and add **-ily**: easy = _____

For adjectives that end in a **consonant + le** we remove the **e** and add _____ terrible = terribly

If the adjective ends in **-ic**, we add **-ally**: basic = _____

3

Adverbs can modify verbs, adjectives or other adverbs. What are the words related to these adverbs?

Practically – **Practical**

Famously –

Gently –

Listening

1

Do you know this woman? Can you make any connection between her and addiction?



This is Demi Lovatto. She is an American singer, songwriter, and actress. She was addicted to cocaine in a period of her life. In 2014 she wrote an open letter about Drug Addiction.

2

Read the sentences below before listening. You will hear Demi being interviewed about the letter she wrote. Complete the sentences using only one word.

<https://www.youtube.com/watch?v=FRYj1Srp7zk>

1. Demi believes that if you are a drug addict it is not your _____, and she thinks that it is not a _____ decision.
2. She thinks that if you are a drug addict you do things _____ and you don't think _____.
3. Demi says that she wrote the letter hoping that people have _____ for people that die of this disease.
4. In her opinion, addiction is a _____.
5. The interviewer mentioned that Demi wrote in her tweet account that it takes _____ to ask for help.

time to reflect

Do you agree with Demi thoughts about addiction?

Pronunciation

1

Read aloud these words: **Drug**, **Love**, **Impulsive** and **Substance**.

Did you notice any common sound?

All these words have the same vowel:



/drʌg/

/lʌv/

/ɪm'pʌl•sɪv/

/'sʌb•stəns/

“Brazilian English speakers tend to pronounce the vowel ɔ or o instead of ʌ, especially in cases where the orthographic correlate of ʌ is the letter.”

SILVA, Thaís Cristofaro. Pronúncia do inglês: para falantes do português brasileiro. (2012)
- freely translated -

Did this happen to you when you pronounced **love**?

Read these words, and practice your pronunciation!

Worry – /'wʌrɪ/

Cousin – /'kʌzən/

Cover – /'kʌvər/

Speaking

1

Take a look at the image:



- Do you use any social networking website?
- Which one?
- How long do you spend online?
- What is the main message of this picture?

There's no official medical recognition of social networking addiction as a disease or disorder. Still, the cluster of behaviors associated with heavy or excessive use of social media has become the subject of much discussion and research.

<https://www.lifewire.com/what-is-social-networking-addiction-2655246>

2

In pairs, take a look at the pictures and discuss the questions.



- a) What is the main message of these pictures?
- b) Do you think it is fair to compare drug addiction with smartphones/facebook excessive use?
- c) Which one do you think is easier to get addicted to, smartphones, facebook or drugs? And to overcome?
- d) What is the reason people use social smartphones and facebook so much? And drugs?

USE THE TIPS TO HELP YOU:

To express an opinion

- As far as I'm concerned ...
- I think ...
- In my opinion ...
- As far as I know ...
- In my view ...

To agree/disagree

- I must admit that ...
- I totally/fully/partly agree...
- I agree/don't agree with you...
- I believe/don't believe ...
- I'm convinced that ...
- The way I see it ...

- It seems to me that ...
- I wouldn't say that ...
- I don't think so...
- You could be right...
- That can't be right...

3

Read the comic strip and do the test. By the end, compare and discuss your results with your classmates.



ARE YOU A NOMOPHOBIC? TAKE OUR MOBILE PHONE ADDICTION TEST

- 1. You first check your phone?**
 - a) As soon as you wake up (8 points)
 - b) During breakfast (6 pts)
 - c) On the way to work (4 pts)
 - d) When you get a message (2 pts)
- 2. How often do you check it?**
 - a) Every 5 minutes (8 pts)
 - b) Every 30 minutes (6 pts)
 - c) Every hour (4 pts)
 - d) Couple of times a day (2 pts)
- 3. Where do you keep your mobile phone while you sleep?**
 - a) Under the pillow (8 pts)
 - b) Beside the bed (6 pts)
 - c) Other side of the room (4 pts)
 - d) In another room (2 pts)
- 4. Do you take your phone with you to the bathroom?**
 - a) Usually (8 pts)
 - b) Sometimes (6 pts)
 - c) You've considered it (4 pts)
 - d) Never (2 pts)
- 5. What do you use it mostly for?**
 - a) Social media (8 pts)
 - b) Emails (6 pts)
 - c) Music and games (4 pts)
 - d) Texts and calls (2 pts)

HOW DID YOU SCORE?

- 10-15:** No evidence of "nomophobia"
- 16-28:** On the slippery slope
- 29-40:** You have an addiction

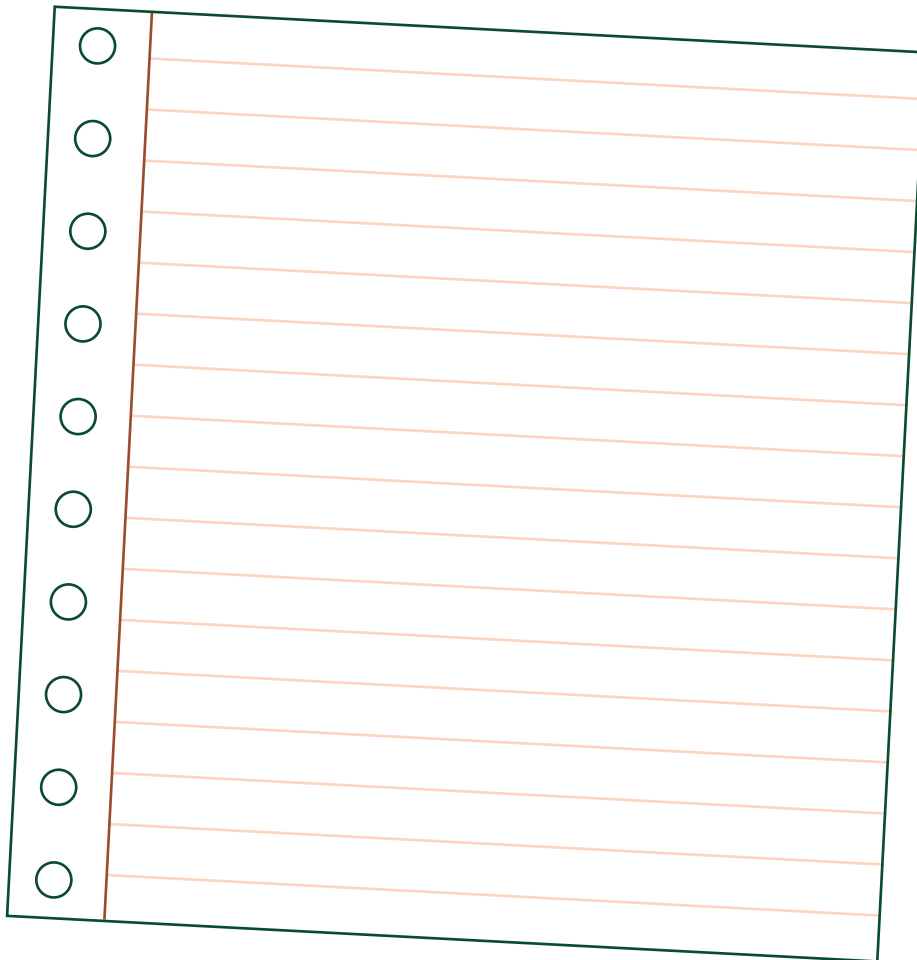
Writing

1

Think about the expression “positive addiction”. What does it come to your mind?

2

Which activities or behaviors do you think can be considered positive addictions?
Make a list!

A sheet of lined paper with a spiral binding on the left side. The paper is tilted slightly to the right. It has 15 horizontal orange lines for writing. The spiral binding consists of 12 white circles on a dark green background.

Read the article and answer the questions:

- 1) Which is the target audience?
- 2) Which strategies does the writer use to interest the reader?
- 3) How would you describe the article, formal or informal?

I'M ADDICTED TO TRAVELLING

Why I am Addicted to Travelling?

Because in that moment of confusion, fear, and panic I find myself

I'll happily admit it, I'm addicted. Fortunately, I'm not talking about drug abuse, but travel abuse.

My first ever memory of travelling was standing in front of the DeLorean from Back to the Future at Disneyland, Florida, aged five. I happened to be crying my eyes out. I was too small to go on the ride, apparently one of the best at Disneyland, and my older brothers were making that fact very well known to me. From that point, I vowed that one day I would ride that DeLorean. For me, it epitomised exploring the unknown.

I was one of the lucky ones. When I was younger, my parents happily dragged us around the world to some far flung places. Admittedly, some of their parenting techniques could be questioned, like the time they thought it was a good idea to take us to a sacred crocodile pit in the Gambia, West Africa, in 1994, where I was consequently bitten by a crocodile (true story). Luckily, child services didn't take me away so I could continue to travel with my parents for years after, and a sense of adventure was instilled in me.

Diving off the side of a boat in the Philippines

As the years passed, my travels became more and more adventurous, and this was highlighted when I was 19. Forget Kavos and Kos, I went to a place where true hedonism reigns – Thailand.

I travelled around the country with a couple of friends for four weeks, and it was from that point that I considered myself a backpacker; it was from that point that I was truly addicted to travel.

I loved every second of it; I loved the sights, the sounds, but most of all I loved the unknown. After all, that's what travelling is all about.

Ever since then, I've travelled to a number of countries, immersing myself in as many different cultures and societies as possible. In my eyes, the stranger, the better.

There's nothing quite like finding yourself in a new country utterly perplexed as to what's going on around you. That moment of confusion, fear, and panic is exactly what I'm after; that's my hit, that's my drug.

<http://www.abritandabroad.com/confession-im-addicted-to-travelling/>



4

What is your opinion about the author's addiction?

5

You are going to write an article about a positive addiction that you have. Imagine that it will be published in a website that is running a series of articles entitled "I'm addicted to..."

**USE THE TIPS
TO HELP YOU:**

To write an article, don't forget to :

- Plan what you are going to write.
- Choose a topic that you feel comfortable to write about.
- Create an interesting first sentence to hook your readers.
- Feel free to bring pictures next class to share your article with your classmates

TEACHER'S GUIDE

UNIT 1 – HEROES & HEROINES

OVERVIEW – UNIT 1

Unit Content

The unit theme is “Heroes and Heroines”. The unit contains a variety of inspiring texts, images and videos to help students to think, discuss and build their own idea of hero/heroine in a critical and sensitive way.

Grammar Topic

Adjectives

Learning Goals

Students will:

- Be exposed and learn about people and characters that are considered to be heroes/heroines in fiction and in real life.
- Think critically about the concept of hero/heroines in different contexts.
- Drawn their own conclusions and opine about the topic.
- Learn about adjectives.
- Learn how to write a biography.

Aproximate time

Breaking the Ice, Reading (60 minutes)




Listening (60 minutes)



Speaking and Writing (60 minutes)

Unit 01 - Heroes & Heroines

Breaking the ice


1 Look at the images and discuss these questions in pairs.

a) Who are these people? What do you know about them?
 b) What is the connection between the unit title *Heroes & Heroines* and these images?
 c) What do they have in common and how are they different?
 d) What characteristics do you think is necessary to have to become a hero/heroine?
 e) Where do you think is easier to find heroes/heroines? In fiction or in real life? Why?

2 Which qualities make these people from the images to be considered heroes or heroines? Brainstorm at least 6 words to qualify or describe them.



8

1

Give students from 1-3 minutes to analyze the images and from 5-7 minutes discuss the questions in pairs. Help them whenever is necessary with vocabulary. Make sure by the end of the activity everybody gets to know all the 5 characters from the images and why they can be considered heroes/heroines. (10 minutes)

Picture 1 – Hercules

Hercules is the Roman adaptation of the Greek divine hero Heracles, who was the son of Zeus (Roman equivalent Jupiter) and the mortal Alcmene. In classical mythology, Hercules is famous for his strength and for his numerous far-ranging adventures.

<https://en.wikipedia.org/wiki/Hercules>

Picture 2 – Frida Kahlo

Frida Kahlo de Rivera (6, 1907 – July 13, 1954), Calderón was a Mexican painter known for her self-portraits. Kahlo's life began and ended in Mexico City, in her home. Her work has been celebrated internationally as emblematic of Mexican national and indigenous traditions, and by feminists for its uncompromising

depiction of the female experience and form.

https://en.wikipedia.org/wiki/Frida_Kahlo

Picture 3 – Mafalda

Mafalda is an Argentine comic strip written and drawn by cartoonist Quino. The strip features a 6-year-old girl named Mafalda, who reflects the Argentinian middle class and progressive youth, is concerned about humanity and world peace, and has serious attitude problems but in an innocent manner. The comic strips ran from 1964 to 1973 and was very popular in Latin America, Europe, Quebec and Asia, leading to two animated cartoon series and a book.

<https://en.wikipedia.org/wiki/Mafalda>

Picture 4 - Martin Luther King Jr.

Martin Luther King Jr. (born Michael King Jr., January 15, 1929 – April 4, 1968) was an American Baptist minister and activist who was a leader in the Civil Rights Movement. He is best known for his role in the advancement of civil rights using nonviolent civil disobedience based on his Christian beliefs.

https://en.wikipedia.org/wiki/Martin_Luther_King_Jr.

Picture 5 – Batman

Batman is a fictional superhero appearing in American comic books published by DC Comics. The character was created by artist Bob Kane and writer Bill Finger, and first appeared in Detective Comics #27 (1939). Originally named the “Bat-Man”, the character is also referred to by such epithets as the Caped Crusader, the Dark Knight, and the World’s Greatest Detective.

<https://en.wikipedia.org/wiki/Batman>

2

Call students’ attention to the verbs “describe” and “qualify” before the brainstorming. Ask them to share which words they thought and write them on the board. (5 minutes)

Reading

1

Match the words to the definitions:

Read aloud the instructions and explain what students should do. Encourage them to predict the definitions even if they are not sure. Explain that this vocabulary will help them to understand the following text. (5 minutes)

- 1. activism
- 2. to stand up for
- 3. takeover
- 4. to get engaged
- 5. to struggle

- (5) to work hard to do something.
- (3) an act of taking control of something .
- (4) to take part in or do something.
- (1) a vigorous advocate of a cause, especially a political cause.
- (2) to defend or support a particular idea.

2

Read the biography of Malala Yousafzai ignoring the gaps.


Ask students to read the biography of Malala Yousafzai. Explain that it is possible to understand the text even with the gaps. Give them time to try to fill the gaps. (20 minutes)

SPECIALS

Malala Yousafzai

TFK 2013 Person of the Year Nominee

DECEMBER 05, 2013 | By TFK Staff Print



Malala Yousafzai is only 16, but she has been fighting for girls' education for years. When she was 11, she started blogging about the Taliban takeover of her hometown of Mingora, in northwestern Pakistan. Taliban members follow an extreme version of Islam. They believe girls should not go to school.

C

_____ Malala spoke publicly about her desire to go to school. "All I want is an education," she told one television broadcaster.

When the Pakistani government regained control, Malala was able to return to class. But she continued to speak out about girls' right to education. On October 9, 2012, the Taliban tried to silence her.

D

_____ . But Malala survived, showing great courage and optimism during her long recovery. During this time, Malala became a symbol of the struggle for girls' rights all over the world.

This year, _____ **A** _____ . She also released her memoir, *I Am Malala*, which tells the story of her life before and after the gunshot that nearly killed her. Her book inspired a course at George Washington University, in Washington, D.C. The curriculum focuses on political activism and the importance of education for girls. "It will encourage students to get engaged in the communities and to help the Malala Fund directly," said Mary Ellsberg, director of the university's Global Women's Institute.

Malala is now a student in Birmingham, England.

B

For courageously standing up for girls' right to education and giving a voice to the voiceless, Malala Yousafzai is a nominee for TFK's 2013 Person of the Year.

[Click here to return to the profiles and to vote!](#)

Unit 01 - Heroes & Heroines

3 Read the biography again and choose from the sentences the one which fits each gap.

A. Malala became the youngest person ever to be nominated for a Nobel Peace Prize.
 B. She continues to give a voice to the millions of children around the world who do not have the opportunity to go to school.
 C. For several months, Malala's school and hundreds of others in the district of Swat were closed.
 D. A gunman boarded her school bus and shot her on the left side of her forehead.

4 Give a title for each paragraph of the text. Later, compare the titles with your peers.

1 2 3
 4 5 6

5 Look at the words below. Choose one that best describes Malala for you. Explain your choice.

inspiring moral pioneering
 selfless strong humble
 determined wise compassionate

time to reflect Which of these characteristics do you think is the most important for a hero/heroine to have? Discuss in pairs.

10

Encourage them to discuss in a healthy and positive way. Each student will have the opportunity to share what they thought. Make sure everybody has the chance to speak and to listen. (5 minutes)

4

Explain that the titles should be simple and short. The purpose is to summarize the main idea of the paragraph in a few words. (10 minutes)

5

Help students with the vocabulary if necessary, dictionaries should be available too. There are no right/wrong answers but they should be able to justify their choice. Point out how inspiring Malala's story is, and how important she was for women in her country. (5 minutes)

1

Ask students to analyze the image. Call their attention to the details of the image. Ask questions like: "When do you think this photograph was taken?", "Where do you think it takes place?" "Which situation do you think it was?" Explain that as much as they analyze the photograph, easier will be to find out the quote. (1-2 minutes)

2

Suggest the students to circle key words in the quotes to help them to decide which one is the correct. (5 minutes)

Quote 01 - Nelson Mandela

Quote 02 - Rosa Parks

Quote 03 - Anne Frank

3

Students will watch the video.

Let them share if they think they chose the correct quotation and their first impressions about Rosa Parks. (5 minutes)

4

Read the statements aloud before watching the video again.


They will check if the statements are T (true) or F (false).

(7 minutes)

Unit 01 - Heroes & Heroines

Listening

1 Take a look at the photograph. Do you know this woman? What do you know about her?



2 Read the quotations and try to find out which one was said by her.

"As long as poverty, injustice and gross inequality persist in our world, none of us can truly rest."

"People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day... No, the only tired I was, was tired of giving in."

"It's really a wonder that I haven't dropped all my ideals, because they seem so absurd and impossible to carry out. Yet I keep them, because in spite of everything I still believe that people are really good at heart."

3 The woman in the picture is Rosa Parks. You will watch a video about her. While you watch the video check if you chose the correct quotation.

https://www.youtube.com/watch?v=cNzQW_lwOk0

4 Watch the video again and check if the statements are True (T) or False (F).

a) Rosa Parks' story has influenced positively other people's life. (T)
 b) Rosa Parks didn't know much about politics. (F)
 c) Rosa Parks was concerned about segregation before the event. (T)
 d) Quiet people can't make any social change. (F)

time to reflect Think of some words that describe Rosa Parks and share with your peers.

11


Ask students to share the words they chose to describe Rosa and write them on the board. (5 minutes)

Unit 01 - Heroes & Heroines

5 Do you know who was Harvey Milk? Read his short biography.

Harvey Bernard Milk (May 22, 1930 – November 27, 1978) was an American politician who became the first openly gay person to be elected to public office in California, when he won a seat on the San Francisco Board of Supervisors.

Excerpt from Wikipedia: https://en.wikipedia.org/wiki/Harvey_Milk




6 In 2008, the director Gus Van Sant made a movie based on Milk's life. The famous actor Sean Penn played the principal role. Read the words from the box. What do they have in common? Which situations do we use them? Discuss with your peers.

unlikely conventional challenging
 bad inspiring curious
 crazy unstable tremendous sad
 old awkward good

7 You will watch a critical review of the movie. While you watch, circle the words that are mentioned on the video.

<https://www.youtube.com/watch?v=1UXILBDdGg>

Listen again and check your answers!



time to reflect

What are the similarities and differences between Harvey Milk and Rosa Park?
 In which way do they change other people's lives?

12

Encourage a healthy and respectful discussion about Harvey Milk and Rosa Parks, always mentioning how important and powerful they were to history and minorities. If time allows, ask them to compare the word "power" when related to fiction heroes/heroines and when related to non-fiction heroes/heroines. (5 minutes)

5 Read the instructions and ask students to read the short biography of Harvey Milk. (5 minutes)

6 Observe students' responses about the words. Students may mention that the words are to describe, qualify or characterize. (2 minutes)

7 Answer Key: new, good, unstable, modest, challenging, conventional, tremendous. If you think it's necessary, play the video one more time. (5 minutes)

Unit 01 - Heroes & Heroines

Reflecting about the language

1 Look at the sentence from the video and complete the statement:

"... he plays this unlikely politician" "... to play a truly joyous character"

The words in bold are used to _____ people.
 These words are called **adjectives**.

2 Pay attention to the endings of the words in the box of the previous page. Complete the chart below using the words from the box and also other adjectives that you know.

Challenging	Tremendous
Inspiring	Curious

3 Many adjective's endings follow some patterns, but there are exceptions. Write 4 examples from the box that don't follow this rule.

4 Adjectives can modify nouns. What are the nouns related to these adjectives?

Knowledgeable – **Knowledge**

Optimistic – **Optimism**

Skilled – **Skill**

Fictional – **Fiction**

(1-2 minutes)

13

1 Ask students to complete the statement. At this point it is expected that students easily fill the blank with words like "describe", "qualify" or "characterize". (5 minutes)

2 Answers may vary. (10 minutes)

3 Good, new, sad, great, conventional, great, modest, bad, old, awkward. (1-3 minutes)

Speaking

1 What makes a hero or a heroine?
In pairs, decide if the statements below are true or false. There is no right/wrong answer, but you need to have enough reasons to support your opinion.

- A hero/heroine is always brave.
- Heroes/heroines can not be shy.
- A hero/heroine is usually old.
- A hero/heroine is someone you admire.
- Heroes/heroines become more famous after they die.
- There are more heroes than heroines.
- Everybody loves heroes/heroines.
- To be a heroine/heroine you have to take risks.
- Heroes/heroines do things that regular people can't do.

14

1

Read the instructions and all the statements aloud. Observe how students use the language and the reasons they present to support their opinion. (10 minutes)

2

Picture 1 – Marie Curie

Marie Curie (7 November 1867 – 4 July 1934), was a Polish and naturalized-French physicist and chemist who conducted pioneering research on radioactivity. She was the first woman to win a Nobel Prize, the first person and only woman to win twice, the only person to win a Nobel Prize in two different sciences, and was part of the Curie family legacy of five Nobel Prizes. She was also the first woman to become a professor at the University of Paris, and in 1995 became the first woman to be entombed on her own merits in the Panthéon in Paris.

https://en.wikipedia.org/wiki/Marie_Curie

Picture 2 – Superman

Superman is a fictional superhero appearing in American comic books published by DC Comics. The origin story of Superman relates that he was born Kal-El on the alien planet Krypton, before being rocketed to Earth as an infant by his scientist father Jor-El, moments before Krypton's destruction. Discovered and adopted by a Kansas farmer and his wife, the child is raised as Clark Kent and imbued with a strong moral compass. Very early on he started to display various superhuman abilities, which, upon reaching maturity, he resolved to use for the benefit of humanity through a secret "Superman" identity.

<https://en.wikipedia.org/wiki/Superman>

Picture 3 – Anne Frank

Anne Frank was a Jewish girl who has to go into hiding during World War Two to escape from the Nazis. Together with seven others she hides in the secret annex at Prinsengracht 263 in Amsterdam. After more than two years in hiding they are discovered and deported to concentration camps. Anne's father, Otto Frank, is the only one of the eight people to survive. After her death Anne becomes world famous because of the diary she wrote while in hiding.

<http://www.annefrank.org/en/Anne-Frank/Anne-Franks-history-in-brief/>

2 Take a look at the images. Discuss with your classmates who are these characters/people and later choose which adjectives from the box apply better to each one of them. You can use the same adjective as many times as you wish.



- | | | |
|-------------|----------------|--------------|
| humble | determined | incomparable |
| charismatic | insecure | unusual |
| brave | unselfish | honest |
| independent | uncommon | loyal |
| patient | unconventional | strong |

Reflecting about the language

Can you find any pattern in these adjectives? Complete the statement:
Some adjectives start with _____ and _____. They can express an opposite meaning.

time to reflect

Which heroes/heroines do you think are the most interesting? Why?
Are they real or fictional?

15

A nice way to end this section is to invite students to share their answers with the whole group. Write on the board FICTION and NON-FICTION and check what the majority of your class chose. Make sure everybody has the chance to share its favorite hero/heroine, and value each response. Always try to create a nice and friendly environment so students will feel comfortable and safe to speak. Don't forget to remind your students that speaking activities should include respect and listen to peer's opinion.

Picture 4 – Forrest Gump

Forrest Gump is a fictional character who first appears in the 1986 novel by Winston Groom. Forrest Gump also appeared on screen in the 1994 film of the same name directed by Robert Zemeckis. In the film, Forrest is portrayed essentially as a heroic character who faces a variety of setbacks and misfortunes yet maintains a compassionate and forward-looking attitude. He tries to help every person whom he meets, despite his strong naivety.

[https://en.wikipedia.org/wiki/Forrest_Gump_\(character\)](https://en.wikipedia.org/wiki/Forrest_Gump_(character))

Picture 5 – Lara Croft

Lara Croft is a British fictional character and the main protagonist of the Square Enix (previously Eidos Interactive) video game franchise Tomb Raider. She is presented as a beautiful, intelligent, and athletic English archaeologist-adventurer who ventures into ancient, hazardous tombs and ruins around the world

https://en.wikipedia.org/wiki/Lara_Croft

Picture 6 – Nelson Mandela

Nelson Mandela (18 July 1918 – 5 December 2013) was a South African anti-apartheid revolutionary, politician, and philanthropist, who served as President of South Africa from 1994 to 1999. He was the country's first black head of state and the first elected in a fully representative democratic election. His government focused on dismantling the legacy of apartheid by tackling institutionalized racism and fostering racial reconciliation. Ideologically an African nationalist and socialist, he served as President of the African National Congress (ANC) party from 1991 to 1997.

https://en.wikipedia.org/wiki/Nelson_Mandela

Picture 7 – Robin Hood

Robin Hood is a heroic outlaw in English folklore who, according to legend, was a highly skilled archer and swordsman. He is often portrayed as “robbing from the rich and giving to the poor” alongside his band of Merry Men. Robin Hood became a popular folk figure in the late-medieval period, and continues to be widely represented in literature, films and television.

https://en.wikipedia.org/wiki/Robin_Hood

Picture 8 – Gandhi

Gandhi (2 October 1869 – 30 January 1948) was the preeminent

leader of the Indian independence movement in British-ruled India. Employing nonviolent civil disobedience, Gandhi led India to independence and inspired movements for civil rights and freedom across the world. Born and raised in a Hindu merchant caste family in coastal Gujarat, western India, and trained in law at the Inner Temple, London, Gandhi first employed nonviolent civil disobedience as an expatriate lawyer in South Africa, in the resident Indian community's struggle for civil rights. After his return to India in 1915, he set about organising peasants, farmers, and urban labourers to protest against excessive land-tax and discrimination. Assuming leadership of the Indian National Congress in 1921, Gandhi led nationwide campaigns for easing poverty, expanding women's rights, building religious and ethnic amity, ending untouchability, but above all for achieving Swaraj or self-rule.

https://en.wikipedia.org/wiki/Mahatma_Gandhi

Picture 9 - Mulan

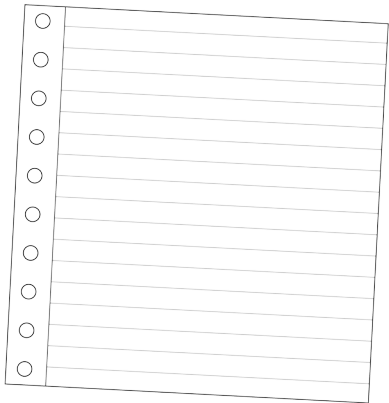
Mulan is a legendary woman warrior from the Southern and Northern Dynasties period (420–589) of Chinese history, who was originally described in a ballad known as the Ballad of Mulan. In the ballad, Hua Mulan takes her aged father's place in the army. She was known for practicing martial arts such as kung fu and for being skilled with the sword. She fought for twelve years and gained high merit, but she refused any reward and retired to her hometown instead. The story of Hua Mulan has inspired a number of screen and stage adaptations in the modern era.

[https://en.wikipedia.org/wiki/Mulan_\(1998_film\)](https://en.wikipedia.org/wiki/Mulan_(1998_film))

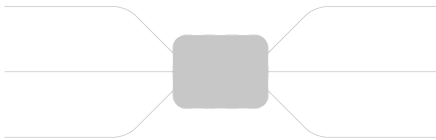
<p>Notes:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Writing

1 What is a biography? Which characteristics have you noticed in the biographies seen in this unit? Discuss in pairs and make a list.



2 Who is your hero/heroine? Which qualities you admire in this person? Brainstorm using the diagram below.



1

Guide students to observe all the characteristics in the short biographies that are presented in the unit. The notes they will write may vary. Students may come up with observations about the format and content of biographies. (5 minutes)

2

Students will brainstorm the characteristics of their heroes/heroines. Later, they will organize the information about the hero/heroine using the organizer given. If students don't have all the information they need, computer should be available to research. (10 minutes)

3

Guide students to complete all the parts of the planning. (5 minutes).

4

Students will write their compositions. (20 minutes).

3 Use the planning below to organize your information and ideas.

BIOGRAPHY

Person's name:	Birth date:	Profession:
Early life:		
Five Facts:		
1		
2		
3		
4		
5		

4 Now, write a biography of your hero/heroine based on your planning.

Notes:

1

Let's play!

1 You will read aloud to the class the biography you wrote without mentioning the name of the hero/heroine. Your classmates will have to guess who is your hero/heroine. Have Fun!



This is an optional activity. Teacher's choice.

Notes: [Lined area for taking notes]

Notes: [Large lined area for taking notes]

Peer assessment

Unit 1 – Biography

Author's Name : _____

Peer Reviewer Name: _____

1 - What I like about this writing:

2 - Questions I have for this writing:

3 - Suggestions I have to improve this writing:

TEACHER'S GUIDE

UNIT 2 – ADDICTION

OVERVIEW – UNIT 2

Unit Content

The unit theme is “Addiction”. The unit contains a variety of texts, images and videos to help students to think, discuss and build their own concept and opinion about addiction in a critical and sensitive way.

Grammar Topic

Adverbs

Learning Goals

Students will:

- Be exposed and learn about addiction through different perspectives.
- Think critically about the concept of addiction in different contexts.
- Drawn their own conclusions and opine about the topic.
- Learn about adverbs.
- Learn how to write a article.

Aproximate time

Breaking the Ice, Reading (1 hour and 10 minutes)







Listening and Speaking (60 minutes)

Writing (60 minutes)

Unit 02 - Addiction

Breaking the ice

1 Look at the images and discuss these questions in pairs.

a) What are the people doing?
 b) What is the connection between the unit title "Addiction" and these photographs?
 c) Which of these things do you do? Which ones you don't? Why?

20

1

Give them from 1-3 minutes to analyze the images and from 5-7 minutes discuss the questions in pairs. Help them whenever is necessary with vocabulary. Make sure to cover all the 6 images. (10 minutes)

Unit 02 - Addiction

Reading

1 How would you define addiction? Write it down and later compare your ideas with your peers.

2 Read the following text and check if any of your thoughts are mentioned.

Psychology Today Find a Therapist Topics Get Help Magazines

Addiction
Substance Abuse

What Is Addiction?

Addiction is a condition that results when a person ingests a substance (e.g., alcohol, cocaine, nicotine) or engages in an activity (e.g., gambling, sex, shopping) that can be pleasurable but the continued use/act of which becomes compulsive and interferes with ordinary life responsibilities, such as work, relationships, or health. Users may not be aware that their behavior is out of control and causing problems for themselves and others.

The word addiction is used in several different ways. One definition describes physical addiction. This is a biological state in which the body adapts to the presence of a drug so that drug no longer has the same effect, otherwise known as a tolerance. Another form of physical addiction is the phenomenon of overreaction by the brain to drugs (or to cues associated with the drugs). An alcoholic walking into a bar, for instance, will feel an extra pull to have a drink because of these cues.

However, most addictive behavior is not related to either physical tolerance or exposure to cues. People compulsively use drugs, gamble, or shop nearly always in reaction to being emotionally stressed, whether or not they have a physical addiction. Since these psychologically based addictions are not based on drug or brain effects, they can account for why people frequently switch addictive actions from one drug to a completely different kind of drug, or even to a non-drug behavior. The focus of the addiction isn't what matters; it's the need to take action under certain kinds of stress. Treating this kind of addiction requires an understanding of how it works psychologically.

When referring to any kind of addiction, it is important to recognize that its cause is not simply a search for pleasure and that addiction has nothing to do with one's morality or strength of character. Experts debate whether addiction is a "disease" or a true mental illness, whether drug dependence and addiction mean the same thing, and many other aspects of addiction. Such debates are not likely to be resolved soon. But the lack of resolution does not preclude effective treatment.

[Find a Treatment Program here](#)

https://www.psychologytoday.com/basics/addiction

21

1

Read aloud the instructions and explain what students should do. Encourage them to write a simple definition. It could be only words. (5 minutes)

2

Ask students to read the text "What is addiction?" and while reading, they should check if their thoughts about "addiction" were mentioned. They can highlight sentences if they wish. (10 minutes)

3 According to the text, are the following statements True (T) or False (F)?

- a) Addiction can affect negatively aspects of a person's life. **T**
- b) A physically addicted person may need to take less of the substance in order to get the same effects. **F**
- c) People who become addicted have usually a weak personality. **F**
- d) People always become addicted because they are looking for pleasure. **F**
- e) Many people use drugs or alcohol to relief stress. **T**

time to reflect

Do you think addiction is always a bad thing?

Encourage them to discuss in a healthy and positive way. Each student will have the opportunity to share what they thought. Make sure everybody has the chance to speak and to listen. (5 minutes)

4 Before you read the text, look at the pictures below. Do you know these people? Can you make any connection between these people and addiction?



4

Picture 1 – Whitney Houston

Picture 2 – Drew Barrymore

Picture 3 – Sigmund Freud

Picture 4 – Kate Moss

Picture 5 - John Belushi (10 minutes)

5 In pairs, read the text and try to match the information with the pictures.

Famous Cocaine Addicts

Cocaine, a derivative of the coca plant, is a stimulant drug that causes its users to feel euphoric and alert. Recreational cocaine use was not illegal in the United States until 1914. Before that, it was **frequently** included in patent medicines, most **famously** a drink called Vin Mariani, which was so popular that it was even endorsed by a pope. In modern times, cocaine use carries serious legal consequences. People who use cocaine **recreationally** are at high risk of overdose. Though cocaine is now illegal, the wealthy and famous are able to obtain it relatively **easily**. Here are fifteen famous people who used cocaine.

- A. John Belushi**
John Belushi's cocaine use is **practically** legendary in Hollywood. Reportedly one of his favorite party games was cocaine chicken, in which a line of cocaine was poured, and he and a friend would race to see who could snort the most before reaching the middle. **Unfortunately**, Belushi's cocaine abuse contributed to an early death at the age of thirty-three.
- B. Whitney Houston**
Whitney Houston also met an untimely early death that was caused by drug use. At the age of forty-eight, Houston was found dead in a hotel bathtub. The medical examine found that heart disease and cocaine caused her death.
- C. Drew Barrymore**
Drew Barrymore struggled with substance abuse at an **extremely** early age, and was reportedly snorting cocaine by the age of thirteen. **Fortunately**, she went to rehab as a teenager and has been clean since then. Barrymore is one of few child stars to transition to a successful career as an adult.
- D. Kate Moss**
Model Kate Moss shocked the world when in 2005 pictures of her **apparently** using cocaine were published in the United Kingdom's Daily Mirror. In October 2005, she went to a drug rehabilitation program and reportedly urged a friend to do the same. British police did not pursue charges related to the cocaine photos.
- E. Sigmund Freud**
Psychologist Sigmund Freud thought that cocaine was a good treatment for morphine addiction. He also used cocaine **extensively**, and some historians think that he wrote much of his original psychology theory while under the influence of cocaine. It is important to note that cocaine was not illegal when Sigmund Freud was using it.

Adapted from <http://www.projectknow.com/15-famous-cocaine-addicts-and-why-they-used/>

6 For the sentences 1-4, choose which person (A-E) is referred to. Each one could be chosen more than once.

- This person :
- C 1. used drugs during childhood
 - A,B 2. die because of drug abuse
 - E 3. used drugs legally
 - C,D 4. went to rehab

time to reflect

Why do you think the famous people from the text became addicted to drugs?

Notes:

Unit 02 - Addiction

Reflecting about the language

1 Read the text again and observe the words in bold. What do they have in common? What do they express in each case? Discuss with your peers.

2 Based on your discussion, try to complete the table below using the words in bold from the text:

Words that express intensity or degree extremely, extensively	Words that express time frequently	Words that express manner or attitude famously, recreationally easily, practically, un- fortunately, fortunately, apparently
---	---	--

5 minutes)

The words in bold are called adverbs.
Adverbs tell us in what way someone does something.

Complete the statements below:

In most cases, an adverb is formed by adding **-ly** to an adjective – frequent = frequently

For adjectives that end in **-y**, we remove the **-y** and add **-ily**: easy = easily

For adjectives that end in a **consonant + le** we remove the **e** and add **-ly**: terrible = terribly

If the adjective ends in **-ic**, we add **-ally**: basic = basically

3 Adverbs can modify verbs, adjectives or other adverbs. What are the words related to these adverbs?

Practically – **Practical**
 Famously – **Famous** (5 minutes)
 Gently – **Gentle**

24


1

Students may say about the word or about the function. They may notice the pattern in the endings (ly). (5 minutes)

Unit 02 - Addiction

Listening

1 Do you know this woman? Can you make any connection between her and addiction?



This is Demi Lovatto. She is an American singer, songwriter, and actress. She was addicted to cocaine in a period of her life. In 2014 she wrote an open letter about Drug Addiction.

2 Read the sentences below before listening. You will hear Demi being interviewed about the letter she wrote. Complete the sentences using only one word.

<https://www.youtube.com/watch?v=FRWj1Srp7zk>

1. Demi believes that if you are a drug addict it is not your fault, and she thinks that it is not a conscious decision.
2. She thinks that if you are a drug addict you do things impulsively and you don't think forward.
3. Demi says that she wrote the letter hoping that people have compassion for people that die of this disease.
4. In her opinion, addiction is a illness.
5. The interviewer mentioned that Demi wrote in her tweet account that it takes strength to ask for help.

time to reflect Do you agree with Demi thoughts about addiction?

25

1

Let students look at the picture and share what they know about Demi Lovatto. Ask if they can make any connection between Demi and addiction. (5 minutes)

2

Ask students to read carefully the sentences and predict which words would fit in the gaps. (5 minutes)

Play the video twice if necessary and check the students answer. (5 minutes)

Point out to students, that this is Demi opinion. They can agree or disagree with her. Also, tell students to remind the thoughts of the first text of the unit "What is addiction?". If time allows, compare both ideas. (5 minutes)

Pronunciation

1 Read aloud these words: Drug, Love, Impulsive and Substance.

Did you notice any common sound?

All these words have the same vowel:



/drʌg/ /lʌv/ /im'pʌl'sɪv/ /'sʌb'stəns/

"Brazilian English speakers tend to pronounce the vowel ʌ or o instead of a, especially in cases where the orthographic correlate of a is the letter."

SILVA, Thaís Cristofaro. Pronúncia do inglês: para falantes do português brasileiro. (2012) - freely translated

Did this happen to you when you pronounced love?

Read these words, and practice your pronunciation!

Worry - /'wʌrɪ/
 Cousin - /'kʌzən/
 Cover - /'kʌvə/

Speaking

1 Take a look at the image:



- Do you use any social networking website?
- Which one?
- How long do you spend online?
- What is the main message of this picture?

26

1

Ask students to read aloud the words and complete this activity individually. By the end, ask them to practice the pronunciation in pairs. (15 minutes)

1

Ask students to take a moment to analyze the image. They will discuss the questions in pairs. Make sure everybody has the chance to speak and listen. (5 minutes)

Picture 1 – It is a comparison between drugs and social networking websites. The man taking his dose of social networking websites. Students may mention that people get addicted to social networking websites is similar to get addicted to drugs.

2

Students will discuss about the pictures answering the questions. Promote a healthy and respectful discussion. Read aloud the helpful tips to help them with the language during the discussion. (20 minutes)

Picture 2 – It is a comparison between smartphones (or social networking websites) and drugs (heroin).

Picture 3 – It is a comparison between facebook and cocaine. Both pictures show how people are getting addicted to smartphones and social networking websites just like drugs. Students can agree or disagree. Observe how they respond and support their opinion. Help with vocabulary whenever is necessary.

It is a polemic topic, guide your students to listen to each other considering peer's opinion and experiences.

3

Take a moment to reflect with your students about the results of the test. This is not time to judge anyone's result.

Read the statement aloud and ask if they want to share any thought about the statement.

There's no official medical recognition of social networking addiction as a disease or disorder. Still, the cluster of behaviors associated with heavy or excessive use of social media has become the subject of much discussion and research.

<https://www.lifewire.com/what-is-social-networking-addiction-2655246>

2 In pairs, take a look at the pictures and discuss the questions.



- What is the main message of these pictures?
- Do you think it is fair to compare drug addiction with smartphones/facebook excessive use?
- Which one do you think is easier to get addicted to, smartphones, facebook or drugs? And to overcome?
- What is the reason people use social smartphones and facebook so much? And drugs?

USE THE TIPS TO HELP YOU:

To express an opinion

As far as I'm concerned ...
 I think ...
 In my opinion ...
 As far as I know ...
 In my view ...

To agree/disagree

I must admit that ...
 I totally/partly agree ...
 I agree/don't agree with you ...
 I believe/don't believe ...
 I'm convinced that ...
 The way I see it ...

It seems to me that ...
 I wouldn't say that ...
 I don't think so ...
 You could be right ...
 That can't be right ...

3 Read the comic strip and do the test. By the end, compare and discuss your results with your classmates.



ARE YOU A NOMOPHOBIC?
TAKE OUR MOBILE PHONE ADDICTION TEST

- You first check your phone?**
 - As soon as you wake up (0 pts)
 - Under the pillow (0 pts)
 - Under the bed (0 pts)
 - On the way to work (4 pts)
 - When you get a message (2 pts)
- How often do you check it?**
 - Every 5 minutes (0 pts)
 - Every 30 minutes (0 pts)
 - Every hour (4 pts)
 - Once or twice a day (2 pts)
- Where do you keep your mobile phone while you sleep?**
 - Under the pillow (0 pts)
 - Under the bed (0 pts)
 - In another room (2 pts)
- Do you take your phone with you to the bathroom?**
 - Usually (0 pts)
 - Sometimes (6 pts)
 - Never (2 pts)
- What do you use it mostly for?**
 - Social media (0 pts)
 - Emails (0 pts)
 - Music and games (4 pts)
 - Texts and calls (2 pts)

How did you score?
 0-5: You're not a nomophobic!
 6-10: You're a little nomophobic!
 11-15: You're a nomophobe!
 16-20: On the verge of being a nomophobe!
 21-40: You have an addiction

27

Writing

- 1 Think about the expression "positive addiction". What does it come to your mind?
- 2 Which activities or behaviors do you think can be considered positive addictions? Make a list!

1

Guide students to think through another perspective about addiction. They will think now about addiction as a good thing. Some of your students may disagree, but that's ok. They don't need to agree with this perspective. (10 minutes)

2

You can help students by giving some examples, like: running, meditating, reading, etc. (5 minutes)

- 3 Read the article and answer the questions:
 - 1) Which is the target audience?
 - 2) Which strategies does the writer use to interest the reader?
 - 3) How would you describe the article, formal or informal?

I'M ADDICTED TO TRAVELLING

Why I am Addicted to Travelling?
Because in that moment of confusion, fear, and panic I find myself

I'll happily admit it, I'm addicted. Fortunately, I'm not talking about drug abuse, but travel abuse.

My first ever memory of travelling was standing in front of the Delorean from Back to the Future at Disneyland, Florida, aged five. I happened to be crying my eyes out. I was too small to go on the ride, apparently one of the best at Disneyland, and my older brothers were making that fact very well known to me. From that point, I vowed that one day I would ride that Delorean. For me, it epitomised exploring the unknown.

I was one of the lucky ones. When I was younger, my parents happily dragged us around the world to some far flung places. Admittedly, some of their parenting techniques could be questioned, like the time they thought it was a good idea to take us to a sacred crocodile pit in the Gambia, West Africa, in 1994, where I was consequently bitten by a crocodile (true story). Luckily, child services didn't take me away so I could continue to travel with my parents for years after, and a sense of adventure was instilled in me.

Diving off the side of a boat in the Philippines

As the years passed, my travels became more and more adventurous, and this was highlighted when I was 19. Forget Kavos and Kos, I went to a place where true hedonism reigns - Thailand.

I travelled around the country with a couple of friends for four weeks, and it was from that point that I considered myself a backpacker; it was from that point that I was truly addicted to travel.

I loved every second of it; I loved the sights, the sounds, but most of all I loved the unknown. After all, that's what travelling is all about.

Ever since then, I've travelled to a number of countries, immersing myself in as many different cultures and societies as possible. In my eyes, the stranger, the better.

There's nothing quite like finding yourself in a new country utterly perplexed as to what's going on around you. That moment of confusion, fear, and panic is exactly what I'm after; that's my hit, that's my drug.

<http://www.britainabroad.com/confession-im-addicted-to-travelling/>

3

Answers may vary. (15 minutes)

- 1 - Young people or people who likes to travel.
- 2 - The first sentence and the title hook the readers. The way he writes seems that he is talking to the reader.
- 3 - Informal

4 What is your opinion about the author's addiction?

Four horizontal lines for writing an opinion.

5 You are going to write an article about a positive addiction that you have. Imagine that it will be published in a website that is running a series of articles entitled "I'm addicted to..."

A large rectangular area with horizontal lines for writing an article, enclosed in a bracket on the right side.

USE THE TIPS TO HELP YOU:

- To write an article, don't forget to :**
- Plan what you are going to write.
 - Choose a topic that you feel comfortable to write about.
 - Create an interesting first sentence to hook your readers.
 - Feel free to bring pictures next class to share your article with your classmates

4

Personal answer. (2-3 minutes)

5

Students will write their articles. Help students with vocabulary when necessary. (20 minutes)

Notes:

A large area with horizontal lines for taking notes.

Peer assessment

Unit 2 – Article

Author's Name : _____

Peer Reviewer Name: _____

Editing Checklist:

	Yes	No
The article has a title.	<input type="checkbox"/>	<input type="checkbox"/>
The main idea of the text is clear in the first paragraph .	<input type="checkbox"/>	<input type="checkbox"/>
Paragraphs are logically sequenced and related.	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation is ok.	<input type="checkbox"/>	<input type="checkbox"/>
Spelling is ok.	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

RATIONALE

Over the years, different approaches of teaching language have been extensively studied and discussed. It is difficult to say if actually exists an approach that works well in all situations and contexts. I believe there is not. Luckily, nowadays there are great options that teachers and learners can use and experiment.

The units presented here were designed with the purpose of teaching English as a second language. This material was prepared based on the principles of the communicative approach. According to Richard & Rogers “The communicative approach in language teaching starts from a theory of language as communication.”¹ Language is defined as a tool for human interaction. Mattos explains that:

Communicative Language Teaching takes the view that the target language should be seen as a means to create meaning and it highlights the conception that the target language should no longer be seen as a structured set of grammatical rules and words to be memorized by learners, but as a tool for communication.²

The main goal of this material is to create opportunities for students to be able to communicate and interact in English.

According to Richard and Rodgers:

elements of an underlying learning theory can be discerned in some CLT practices, however. One such element might be described as the communication principle: Activities that involve real communication promote learning. A second element is the task principle: Activities

1 RICHARD & ROGERS , 2001, p.15.

2 MATTOS, 2014, p.127-128.

in which language is used for carrying out meaningful tasks promote learning (Johnson 1982). A third element is the meaningfulness principle: Language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns).³

The texts and videos selected to be in the units are examples of authentic use of the language. Through articles, interviews, short biographies, comic strips and others types of texts students will have the chance to be in contact with English being used in real-life situations.

In order to motivate students and also make them active and engaged in classes, the topics of both units were carefully chosen. The units were designed under the light of the critical literacy theories. For Janks “Critical Literacy is about enabling young people to read both the word and the world in relation to power, identity, difference and access to knowledge, skills, tools and resources. It is also about writing and rewriting the world.”⁴

In Unit 1 “Heroes & Heroines”, students will be invited to reflect upon the concept of hero/heroine in our society and also in a fictional context. They will have the opportunity to learn about inspiring stories that made huge changes in the world we live today. Names such as Marie Curie, a Polish and naturalized-French physicist and chemist who conducted pioneering research on radioactivity and the first woman to win a Nobel Prize, Malala Yousefazi – a young Pakistani activist for female education -, Harvey Milk - an American politician who became the first openly gay person to be

3 RICHARD & ROGERS, 2001, p.161.

4 JANKS, 2013, p.227.

elected to public office in California - will be covered in this unit. While learning and reflecting about these stories, students will be developing their four skills in English - reading, listening, speaking and writing – and also acquiring vocabulary related to the topic.

In Unit 2 “Addiction” students will learn about the concept of addiction in a variety of contexts and under different perspectives. They will be invited to reflect about substances and habits that can become addictions, such as drugs, alcohol, food, pills, playing video-games, shopping and many others. Students will learn stories of famous addicts and also get into a deep reflection comparing drug addiction with internet excessive use. Also, they will reflect about the use of the word “addiction” through a positive perspective. As in unit 1, in this unit they will also develop their four skills in English -reading, listening, speaking and writing – while acquiring vocabulary related to the topic.

In the section “Reflecting about the language”, students will be presented to English grammar through an inductive approach. According to Zhou Ke:

The significance of this inductive approach lies in the fact that it actively involves students in their English grammar learning process because they have to formulate grammatical rules by themselves and to check, test and revise these rules, rather than to memorize them without understanding why, and that it will reform the traditional way of teaching English grammar by bringing a fresh perspective into this field to develop and enhance students’ English grammar competence and skills.⁵

The grammar topic worked in Unit 1 was adjectives and in Unit 2 it was adverbs. In both units, students will reflect about the function of the adjectives and

⁵ ZHOU KE, 2008, p.1.

adverbs and also identify some patterns in both cases. The texts and videos selected provide a variety of examples of the grammar points always in a contextualized and meaningful way.

In each teacher's guide, there are boxes for informal ongoing assessment, where the teacher can make notes and comments about student's performance during the classes. Also, there are two suggestions (one for each unit) of peer assessment for writing.

Both units were designed to the same target audience, teenagers and young adults from language institutes in an intermediate level. The units are independent, so the teacher can choose the order to use the material. Each unit has its own teacher's guide with all the information and guidelines that teachers will need.

Paulo Freire wrote:

Narration (with the teacher as narrator) leads the students to memorize mechanically the narrated content. Worse yet, it turns them into "containers," into "receptacles" to be "filled" by the teacher. The more completely she fills the receptacles, the better a teacher she is. The more meekly the receptacles permit themselves to be filled, the better students they are. Education thus becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiques and makes deposits which the students patiently receive, memorize, and repeat.⁶

Hopefully, this material will inspire teachers to, instead of "deposit" content into the students, be part of their learning process as facilitators. Through the activities

⁶ FREIRE, 2005, p.71-72.

presented in this material, it is expected that teachers guide the students to be engaged and take the control of their own learning. Also, I hope the topics will arouse interest in students and make them think critically about the world and about themselves.

APPENDIX

Unit 1 – Images

Breaking the ice

Hercules - <http://www.alinariarchives.it/en/search?isPostBack=1&query=%22Hydra%22>

Frida - <http://www.fridakahlo.org/frida-kahlo-chronology.jsp>

Mafalda - <http://www.ebc.com.br/cultura/2014/09/fas-de-mafalda-personagem-dos-quadrinhos-argentinos-comemoram-seus-50-anos>

Martin Luther King - <http://parade.com/252644/viannnguyen/15-of-martin-luther-king-jr-s-most-inspiring-motivational-quotes/>

Batman - <http://cartoonbros.com/batman/>

Listening

Rosa Parks - <http://www.encyclopediaofalabama.org/article/h-1111>

Harvey Milk - <http://www.safeschoolscoalition.org/HarveyMilkDay/Biography.html>

Harvey Milk 2 - [https://en.wikipedia.org/wiki/Milk_\(film\)](https://en.wikipedia.org/wiki/Milk_(film))

Speaking

Marie Curie - https://pt.wikipedia.org/wiki/Marie_Curie

Superman - <http://www.cartoonswallpapers.net/superman/superman-cartoon-hd-wallpaper->

Anne Frank - <http://www.independent.co.uk/travel/europe/anne-frank-and-amsterdam-a-dark-date-in-the-diary-9641470.html>

Forrest Gump - http://forrestgump.wikia.com/wiki/Forrest_Gump_Wiki

Lara Croft - https://en.wikipedia.org/wiki/Tomb_Raider

Nelson Mandela - <http://opiniaoenoticia.com.br/internacional/nelson-mandela-e-condenado-a-pri-sao-perpetua/>

Robin Hood - <http://beforeitsnews.com/paranormal/2014/11/robin-hood-and-the-information-angel-2479396.html>

Gandhi - <https://curteahistoria.wikispaces.com/Mahatma+Gandhi>

Mulan - <https://www.theodysseyonline.com/reasons-why-mulan-is-the-disney-movie-to-be-talking-about>

Unit 1 - Texts and Videos

Reading

Text - <http://www.timeforkids.com/news/malala-yousafzai/133566>

Listening

Quotation 1 - <http://www.un.org/en/events/mandeladay/inhiswords.shtml>

Quotation 2 – https://en.wikiquote.org/wiki/Rosa_Parks

Quotation 3 - <http://pages.cs.wisc.edu/~param/quotes/annefrank.html>

Video - https://www.youtube.com/watch?v=cNzQW_lwOko

Text - https://en.wikipedia.org/wiki/Harvey_Milk

Video - <https://www.youtube.com/watch?v=1UXILBDbDGg>

Unit 2 – Images

Breaking the ice

Picture 1 - <https://br.pinterest.com/fiekyanto/my-video-game/>

Picture 2 - <http://www.cnn.com/2014/07/07/debt-addiction-red-is-not-the-new-black-for-shopaholics.html>

Picture 3 - <http://www.counselheal.com/articles/9977/20140605/dads-alcohol-consumption-influence-sons-drinking-study.htm>

Picture 4 - <http://disneybabble.uol.com.br/br/rede-babble/sa%C3%BAde-e-bem-estar/com-puls%C3%A3o-o-desejo-sem-medida>

Picture 5 - <http://edition.cnn.com/2010/HEALTH/02/02/pills.medication.compliance/>

Reading

Whitney Houston - https://pt.wikipedia.org/wiki/Whitney_Houston

Drew Barrymore - http://www.speakerscorner.me/drew-barrymore-look-how-sexy-is-today-the-e-t-kid/drew_barrymore_3/

Sigmund Freud - <http://www.19thshop.com/book/autograph-letter-signed-freud-on-cigars-to-an-unidentified-correspondent-honored-sir-and-dear-brother/>

Kate Moss - <http://www.wonderlandmagazine.com/2017/01/7-wonders-kate-moss-2/>

John Belushi - <http://www.rogerebert.com/interviews/why-john-belushi-died>

Listening

Demi Lovatto - [https://en.wikipedia.org/wiki/Demi_Lovato#/media/File:Demi_Lovato,_Future_Now_2016_\(Cropped\).jpg](https://en.wikipedia.org/wiki/Demi_Lovato#/media/File:Demi_Lovato,_Future_Now_2016_(Cropped).jpg)

Speaking

Picture 1 - <http://technologyaddictionbycasey.blogspot.com.br/>

Picture 2 – http://www.phonearena.com/news/College-students-face-cellphone-addiction_id59978

Picture 3 - <http://www.adweek.com/socialtimes/facebook-addiction-disorder-the-6-symptoms-of-f-a-d/61408>

Unit 2 - Texts and Videos

Reading

Text - <https://www.psychologytoday.com/basics/addiction>

Text 2 - <http://www.projectknow.com/15-famous-cocaine-addicts-and-why-they-used/>

Listening

Video - <https://www.youtube.com/watch?v=FRYj1Srp7zk>

Speaking

Text- <https://www.lifewire.com/what-is-social-networking-addiction-2655246>

Cartoon - <https://chargeitspot.com/what-is-nomophobia/>

Test - <https://maheshbiradar.wordpress.com/tag/nomophobe/>

Writing

Text - <http://www.abritandabroad.com/confession-im-addicted-to-travelling/>

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<http://dictionary.cambridge.org/us/>

<https://en.oxforddictionaries.com/grammar/>