

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras
Programa de Pós-Graduação em Estudos Linguísticos

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MATERIAL DIDÁTICO PARA ENSINO DE INGLÊS:
Teaching English to the LGBTQIAP+ community: diversity is key

Belo Horizonte
2022

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Teaching English to the LGBTQIAP+ community: diversity is key.**

Versão Final

Monografia de especialização apresentada ao Programa de Pós-Graduação em Estudos Linguísticos da Universidade Federal de Minas Gerais como requisito parcial para obtenção do título de Especialista em Língua Inglesa.

Orientadora: Profa. Dra. Ana Larissa Adorno
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Carneiro.

Belo Horizonte
2022



Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Língua Inglesa/EAD.

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO.

Nome do(a) aluno(a): Victor Fernandes Fiorotti matrícula 2019724507.

Às 15:20 horas do dia 01 de dezembro de 2022, reuniu-se, na Faculdade de Letras da UFMG, a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa/EAD, para julgar, em exame final, o trabalho intitulado **Teaching English to the LGBTQIAP+ community: Diversity is Key**, como requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra à(o) candidata(o) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Em seguida, a Comissão se reuniu, sem a presença da(o) candidata(o) e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Prof(a). Dr(a). Marisa Mendonça Carneiro. indicou a aprovação do(a) candidato(a);

Prof(a). Dr(a). Valdeni da Silva Reis, indicou a aprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi aprovado(a).

Nota__90__

O resultado final foi comunicado publicamente ao(à) candidato(a) pela banca. Nada mais havendo a tratar, a banca encerrou a sessão, da qual foi lavrada a presente ATA, que será assinada por todos os membros participantes da Comissão Examinadora.

Belo Horizonte, 01 de dezembro de 2022 .

Profª Marisa Mendonça Carneiro

Documento assinado digitalmente

Profª Valdeni da Silva Reis

VALDENI DA SILVA REIS

Data: 09/12/2022 09:42:53-0300

Verifique em <https://verificador.itl.br>

O trabalho atende aos requisitos do CEI

Profª. Dra. Marisa Mendonça Carneiro

Coordenadora do Curso de Especialização em Língua Inglesa

Faculdade de Letras/UFMG

Resumo

O presente trabalho parte de uma proposta para a co-construção de uma Pedagogia Engajada (HOOKS, 1994) para o ensino-aprendizagem de Língua Inglesa para pessoas LGBTQIAP+. O Brasil, neste contexto, é reconhecido pela marca de ser o país que mais mata pessoas trans no mundo, além de possuir uma alta taxa de homicídio de pessoas LGBTQIAP+ (BENEVIDES; NOGUEIRA, 2021; #VOTELGBT, 2021). Esta pesquisa, então, tem como objetivo principal propor um material didático para alunas/os/es e professoras/es que desejam abordar os temas dos direitos LGBTQIAP+, assim como a história desse movimento em sala de aula. Assim, explora-se ao longo das duas unidades propostas, maneiras-outras de apresentar o conteúdo curricular relacionado ao ensino da Língua Inglesa a partir do Quadro Comum Europeu de Referência para Línguas – Nível B1, entrelaçado às vivências de corpos LGBTQIAP+. Conclui-se que ao longo do trabalho *“Teaching English to the LGBTQIAP+ community: Diversity is Key”*, professoras/es e alunas/os/es possam compreender criticamente o mundo multicultural e diverso em que se inserem ao se engajar em discussões que abordam as temáticas apresentadas e que são mediadas pela Língua Inglesa.

Palavras-Chave: Ensino de Língua Inglesa. Pedagogia Engajada. Comunidade LGBTQIAP+.

Abstract

This paper departs from the proposal for the construction of an Engaged Pedagogy (HOOKS, 1994) regarding the process of teaching-learning English to the LGBTQIAP+ community. Brazil, in this context, is known for reaching the mark of being the country with the largest number of trans people killed and one of the countries with the highest rates of homicides regarding the LGBTQIAP+ community (BENEVIDES; NOGUEIRA, 2021; #VOTELGBT, 2021). In this context, this final paper aims at proposing a didactic material for students and teachers who desire to approach themes related to the rights of the LGBTQIAP+ community and the history of this movement inside the classroom. Therefore, we explore throughout the two units, other ways to present content related to the teaching of English regarding the Common European Framework of Reference for Languages – B1 Level intertwined with the experiences of LGBTQIAP+ people. Finally, we concluded that throughout the paper “*Teaching English to the LGBTQIAP+ community: Diversity is Key*”, we wanted to promote students’ awareness to the multicultural and diverse world they are immersed, by promoting discussions and tackling issues related to the LGBTQIAP+ community.

Keywords: Teaching English. Engaged Pedagogy. LGBTQIAP+ Community.

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Introduction

Brazil is widely known for reaching the outrageous mark of being the country with the largest number of trans people killed and one of the countries with the highest rates of homicides regarding the LGBTQIAP+ community (BENEVIDES; NOGUEIRA, 2021; #VOTELGBT, 2021). Regarding this context, needless to say how important it is to promote an Engaged Pedagogy (HOOKS, 1994.), where learners are guided to critically confront the oppression and prejudices our society is emerged in.

This final paper also appears in a moment when the LGBTQIAP+ rights in Brazil are being systematically attacked via different discourses: media, religion, education (QUINALHA, 2021). In this sense, our main motivation for this paper is to bring awareness to the LGBTQIAP+ community by shedding light on its history and cultural elements, such as the drag art.

Throughout unit 1, the reader shall find a unit based on the history of the movement created in New York by LGBTQIAP+ people, especially due to the Stonewall riot. This unit is also thought to set the context of the main topic, but not only. It tries to scaffold the learning processes related to the skills (reading, listening, writing, speaking), as well as vocabulary acquisition and grammar. By the end of this unit, students are expected not only to recognize and understand the acronym “LGBTQIAP+”, but also to engage in discussions related to very important themes.

Throughout unit 2, the reader shall find a unit based on the history of the drag art, but with the spotlights turned to the Drag Kings performance. Nowadays, especially with the rise of singers such as Pabllo Vittar and Gloria Groove, as well as the TV series “RuPaul’s Drag Race”, it is possible to notice that these artists are being subject of curiosity and, little by little, it seems that the discussions that revolves around the LGBTQIAP+ issues are gaining room, even though, as it was stated above, LGBTQIAP+ people are still being more attacked and killed, as the research conducted by the “Grupo Gay da Bahia” and the group “ACONTECE ARTE E POLÍTICA LGBTI+” (2021) reveals.

The teacher’s guide for units 1 and 2 serves the rationale for the tasks, once it will inform the reasons and intentions of the author for designing those activities. Consequently, the rationale aims at deepening our discussions by bringing together the theories that guided our choices throughout the process of writing this material.

It is also important to mention that this material was designed considering adults who

are at the B1 level according to the Common European Framework of Reference for Languages. Therefore, the authentic texts and audios, as well as the grammar points, contemplates students' abilities and competencies.

It is worth mentioning that this material was created for the English course "English to TRANS - form", an English course offered to LGBTQIAP+ people and allies at Casa 1, for free.

Casa 1 is an NGO located in downtown São Paulo, that offers shelter for young LGBTQIAP+ people who were expelled from their homes due to homotransphobic motivation. The NGO also offers several courses for those people, such as makeup and hairdresser.

Finally, we state that this material has no commercial purposes, and it can only be reproduced with the author's permission.

Unit 1

Getting to know the LGBTQIAP+ Community and its history



Available at: <https://www.offlinepost.gr/2022/04/25/lgbtqiap-community-an-important-aspect-in-modern-society/>. Accessed on: 07 Aug. 2022

Available at: <https://www.oprahdaily.com/life/relationships-love/a28159555/how-to-be-lgbtq-ally/>. Accessed on: 07 Aug. 2022

Getting Started!



Available at: <https://www.comicsandqueeries.com/blog/a-little-bifurious>. Accessed on: 05 Jun. 2022.

What does the acronym LGBTQIAP+ stand for? If necessary, watch the video below.

L _____

G _____

B _____

T _____

Q _____

I _____

A _____

P _____

+ _____

EXTRA RESOURCE 1



IF YOU WANT TO KNOW MORE...

EXTRA RESOURCE 2: <https://www.nytimes.com/2018/06/21/style/lgbtq-gender-language.html>

READING

I – BEFORE READING

1) Do you know how the LGBTQIAP+ rights movement started? Discuss in pairs.

2) Before reading an excerpt of text “How the Stonewall uprising ignited the modern LGBTQ rights movement”, by Erin Blakemore, match the words below from the text to their definitions:

- | | |
|--------------|---|
| a) Uprising | ___ a short sudden attack, usually by a small group of people. |
| b) Raid | ___ to escape from a place or a situation. |
| c) Break out | ___ to cause a dangerous, excited, or angry situation to begin. |
| Ignited | ___ having to do something because you are forced to or feel it is necessary. |
| d) Compelled | ___ an act of opposition, sometimes using violence, by many people in one area of a country against those who are in power. |
| e) Patrons | ___ a person or group that supports an activity or organization, especially by giving money. |
| f) Patrons | |

Glossary: **Pour in:** of people, to throng together and enter in (to some place or thing) in great numbers all at once. / **Thriving:** growing, developing, or being successful. / **Bribes:** money or a present that you give to someone so that they will do something for you, usually something dishonest. / **Seizing:** to take something quickly and keep or hold it. / **Melee:** a large noisy uncontrolled crowd, in which people are moving in different directions and sometimes fighting with each other. / **Grubby:** dirty

II – WHILE READING

3) **GIST:** Read an excerpt of the text below and answer: what is the relation between the Stonewall uprising and the modern LGBTQIAP+ rights movement?

4) **SPECIFIC:** Complete the sequence of events based on the excerpt of the text “How the Stonewall uprising ignited the modern LGBTQIAP+ rights movement”.

___ The patrons resisted, and violence broke out as the officers tried to calm the crowd.

___ Patrons and onlookers began yelling and throwing objects at the police.

___ On the night of the raid, police arrived intending to follow their usual pattern of seizing the bar’s liquor and arresting its patrons.

How the Stonewall uprising ignited the modern LGBTQ rights movement

Patrons of the Stonewall Inn were resigned to police raids on gay bars. But on June 28, 1969, they resisted in a rebellion that changed history.

BY ERIN BLAKEMORE

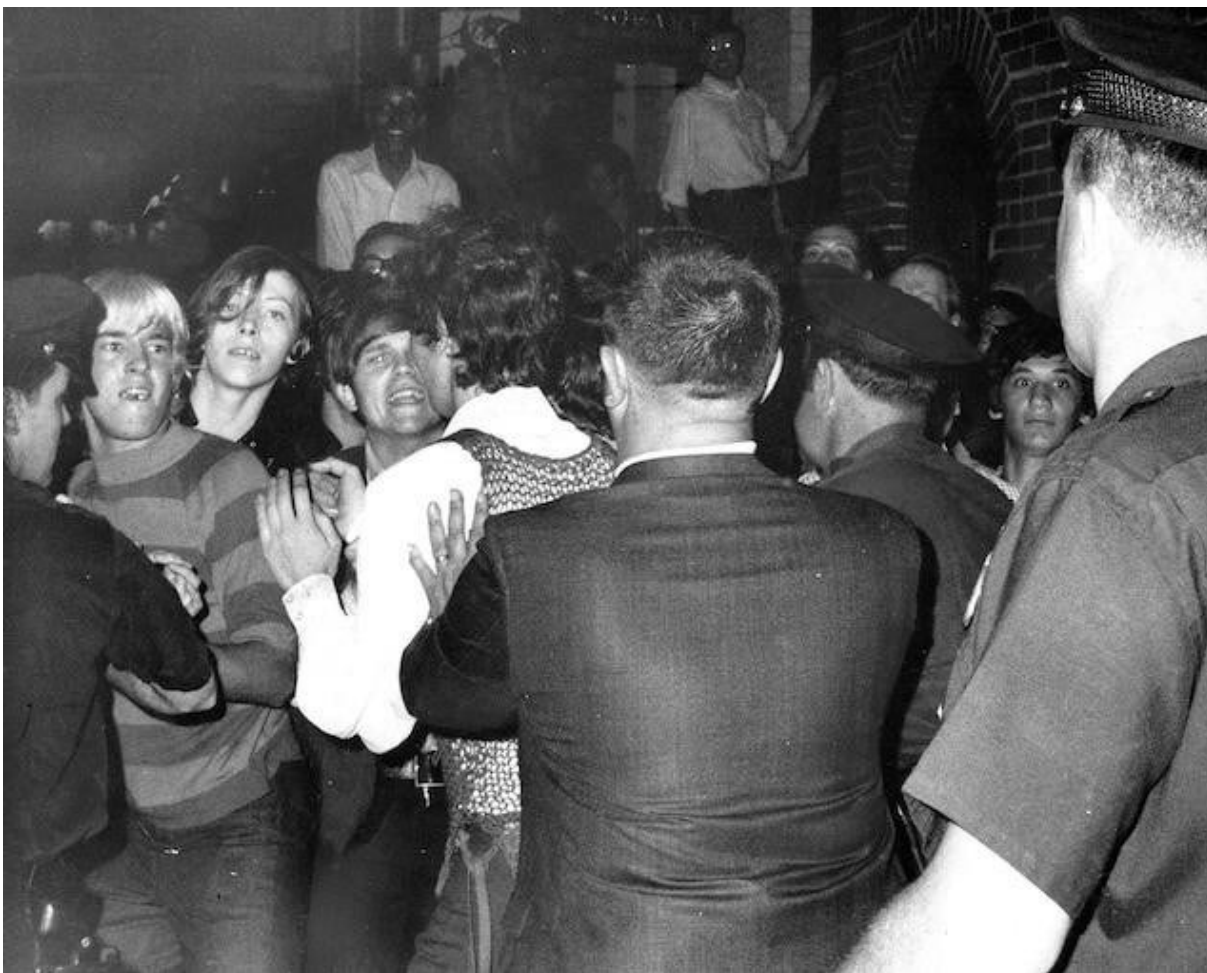
PUBLISHED JUNE 26, 2020

New York City, however, was home to a large LGBTQ population and a thriving gay nightlife. Gay bars were rare places where people could be open about their sexual orientation. By 1969, activists had compelled the New York state liquor authority to overturn its policy against issuing liquor licenses to gay bars. Profit was a motive. Owners, many of whom were associated with organized crime, saw a business opportunity in catering to a gay clientele; they had also learned to avoid raids by greasing police officers' palms with bribes.

Business was humming, but gay bars were still dangerous places to congregate. Police officers regularly surveilled and entrapped gay men; they raided gay bars on pretexts that ranged from "disorderly conduct" to a variety of minor liquor license infractions.

The Stonewall Inn was grubby and barely legal. Located in Greenwich Village, the heart of gay life in New York at the time, its patrons were among the most marginalized members of New York's LGBTQ community—including underaged and unhoused individuals, people of color, and drag performers. (*Explore four other sites significant to the LGBTQ movement.*)

"This club was more than a dance bar, more than just a gay gathering place," wrote Dick Leitsch, the first gay journalist to document the events. "It catered largely to a group of people who are not welcome in, or cannot afford, other places of homosexual social gathering."



Patrons resist arrest outside the Stonewall Inn in New York City's Greenwich Village on June 28, 1969.

PHOTOGRAPH BY NY DAILY NEWS ARCHIVE, GETTY

On the night of the raid, police arrived intending to follow their usual pattern of seizing the bar's liquor and arresting its patrons. But this time, the patrons resisted, and violence broke out as the officers tried to calm the crowd. In a spontaneous outpouring of frustration, patrons and onlookers began yelling and throwing objects at the police

In an oral history, activist Mark Segal recalled a “circus of amazing colors and lights and people running. I’m just looking at the door and saying to myself... ‘African Americans can fight for their rights, Latinos can fight for their rights, women can fight for their rights, what about us?’”

One person fighting for her rights was Marsha P. Johnson, a Black transgender woman and activist who frequented the bar and is considered one of the leaders of the rebellion. Although some claim Johnson “threw the first brick” at the police, she maintained she didn’t get to the bar until the melee was in full swing.

There is little agreement about the events of that night—aside from the fact that patrons violently clashed with police. Newspaper accounts, oral histories, and reports conflict with one another. Jason Baumann, curator of the New York Public Library’s LGBTQ collection, writes that scholars still debate “how many days the uprising lasted, and who threw the first brick, the first bottle, and the first punch.”

Regardless of who started the uprising, the police raid did not go according to plan. As violence flared outside the bar, officers retreated inside and barricaded themselves in the building. Protesters burst through the barricade, exchanged blows with police, and lit a fire in the club. It took hours for officers to clear the streets. The next night, thousands came to the Stonewall Inn to taunt the police. Clashes broke out again that night and sporadically in the days that followed. (*“There was a price we paid to open up our mouths:” Hear from members of the LGBTQ community from across the U.S.*)



People celebrate the legalization of same-sex marriage in New York State outside the Stonewall Inn on Friday, June 24, 2011.

PHOTOGRAPH BY JOHN MINCHILLO/AP

In the aftermath of the rebellion, participants and Greenwich Village residents who were tired of living in the shadows of oppression were galvanized; they joined forces with those who had already begun protesting discrimination against LGBTQ people.

“Everyone in the crowd felt that we were never going to go back,” recalled Michael Fader, who had been present at the raid. “The bottom line was, we weren’t going to go away. And we didn’t.” Within months, people who had once feared holding hands on the street had taken to the streets to demand gay liberation. The movement stoked by the police raid in Greenwich Village soon spread to cities across the country.

Available at: <https://www.nationalgeographic.com/history/article/stonewall-uprising-ignited-modern-lgbtq-rights-movement>. Accessed on 06 jun. 2022

III– POST READING

5) Do you know the UN (United Nations) and how it promotes human rights all over the world? In small groups, discuss. Then, write down relevant pieces of information about the UN and the human rights on the PADLET below:



Available at: <https://www.unodc.org/>. Accessed on: 06 Jun. 2022.

LISTENING

I – BEFORE LISTENING

- 1) In small groups, discuss the differences between sexual orientation and gender identity. Write down your hypothesis on the boxes below:

Sexual Orientation

Gender Identity

II – WHILE LISTENING

- 2) **GIST:** Which rights do LGBTQIAP+ people have nowadays? Make a list. Now, listen to the audio "A History of LGBT rights at the UN" and check if you have got the same rights presented in the audio.

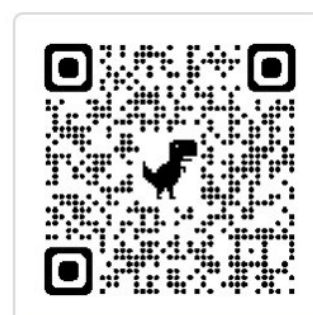
- 3) **SPECIFIC:** Listen to the audio one more time and choose the correct alternatives:

- 1) The UN was concerned with acts of discrimination and violence based on **sexual orientation / sexual orientation and gender identity**.
- 2) In 76 countries, same sex relationships are still **criminalized / legalized**.
- 3) On 26th July 2023, the UN launched a campaign called **Free and Equal / Free and different**.
- 4) The campaign was designed to raise awareness of **homophobic / homophobic and transphobic violence and discrimination**.

III – POST LISTENING

- 4) Which rights do the LGBTQIAP+ people have in your country and around the world? In small groups, research the rights the LGBTQIAP+ community has in your country and around the world and write them down in the *Jamboard* below. Use the questions that follow to help you:

- The name and when the right started.
- Its impact on the society.



SPEAKING

CAN WE TALK? - INTERVIEW

1) Watch the snippet of an interview between Elliot Page and Oprah and answer:

- Why do we interview someone?
- What kind of questions does the interviewer ask?



Available at: https://www.youtube.com/watch?v=P_Pq9pruusk. Accessed on: 07 Jun. 2022

2) In pairs, discuss: what is the difference between an interview and a conversation?

HANDS ON

You are going to interview a classmate about his/her opinion about the LGBTQIAP+ rights people have around the world. If necessary, go back to your notes / notebook based on exercise 2, page 7.

I - BRAINSTORMING

- 1) Write down the goal of your interview at the top of the paper.
- 2) Start listing the questions you want to ask.
- 3) Go back to your questions and eliminate the ones that are not good.
- 4) Organize your questions based on the tips below.

TIPS ON HOW TO ORGANIZE QUESTIONS FOR AN INTERVIEW:

✓ **Start with informational questions** which will be easiest to answer. These types of questions help get background information and break the ice.

✓ **Then move on to understanding questions**, that is, questions that help you understand what the person does and why. The answers to these types of questions will be more personal than answers to the information questions but not as personal as answers to the last type of question, opinion questions.

✓ **The most personal questions are the opinion questions**, the ones where you ask how a person feels about a particular thing. They may get emotional answers that make the interviewee mad or sad, so save these questions for last. The interviewee will be more comfortable answering these types of questions after you have established a good rapport.

Available at: <https://busyteacher.org/6367-can-we-talk-conducting-and-using-interviews-in.html>. Accessed on: 10 Jun. 2022

GRAMMAR

KEY LANGUAGE

- 1) Read one more time the first paragraph of the text "How the Stonewall uprising ignited the modern LGBTQIAP+ rights movement" and answer the questions accordingly:

"New York City, however, **was** home to a large LGBTQ population and a thriving gay nightlife. Gay bars **were** rare places where people could be open about their sexual orientation. By 1969, activists **had compelled** the New York state liquor authority to overturn its policy against issuing liquor licenses to gay bars. Profit **was** a motive. Owners, many of whom **were** associated with organized crime, **saw** a business opportunity in catering to a gay clientele; they **had** also **learned** to avoid raids by greasing police officers' palms with bribes.

- a) Now, observe the sentence below. Based on it, answer: did the gay bar owners learn to avoid raids before or after they saw a business opportunity in catering to gay clientele? Justify your answer:

"Owners, many of whom were associated with organized crime, saw a business opportunity in catering to a gay clientele; they had also learned to avoid raids by greasing police officers' palms with bribes."

GRAMMAR BOX – COMPLETE!

Past Perfect:

We use the Past Perfect (had + past participle) to talk about ___ up to a certain point in the ___ and/or to show the ___ of past events. The Past Perfect expresses the earlier action and the Simple Past expresses the recent action.

- 3) **CONTROLLED PRACTICE:** Complete the sentences below based on the text "How the Stonewall uprising ignited the modern LGBTQIAP+ rights movement" with the Past Perfect tense of the verbs (affirmative, negative or questions forms) in brackets.

- a) By 1969, activists _____ (compel / affirmative) the New York state liquor authority to overturn its policy against issuing liquor licenses to gay bars.
- b) By the time police officers arrived, the patrons _____ (resist / affirmative) and violence broke out as the officers tried to calm the crowd.
- c) _____ the Greenwich Village residents _____ (join / question) forces with those who- _____ (begin / affirmative) protesting discrimination against LGBTQ people?

- 2) **FREER PRACTICE:** Read the topics below. Based on them, write sentences (affirmative, negative or questions) with the Past Perfect:

- Something you had done before your teacher got into the class.
- Someone important you had met before the end of your last vacation.
- Something you had achieved by the age of 15.

WRITING

I – BEFORE WRITING

1) In pairs, discuss: do you recognize the symbol below? What does it mean?



Available at: <https://olhardigital.com.br/2022/05/23/internet-e-redes-sociais/instagram-anuncia-nova-identidade-visual/>. Accessed on: 12 Jun. 2022

WHAT IS INSTAGRAM?

Instagram is a free, online photo-sharing application and social network platform that was acquired by Facebook in 2012.

Instagram allows users to edit and upload photos and short videos through a mobile app. Users can add a caption to each of their posts and use hashtags and location-based geotags to index these posts and make them searchable by other users within the app. Each post by a user appears on their followers' Instagram feeds and can also be viewed by the public when tagged using hashtags or geotags. Users also have the option of making their profile private so that only their followers can view their posts.

Available at: <https://www.techtarget.com/searchcio/definicao/Instagram>. Accessed on 08 Jun. 2022

2) Observe an Instagram post written by Laverne Cox. When did the events mentioned by Laverne happen?



Adapted from: https://www.instagram.com/p/CfB_hY8AWaQ/. Accessed on: 15 jun. 2022.

3) Which textual elements besides words did Laverne use? Make a list.

II – WRITING AN INSTAGRAM POST

HANDS ON

You are going to write an Instagram post about an event / experience you had lived / lived. Make sure to use:

- The Past Perfect tense and, if necessary, the Simple Past tense too.
- Hashtags related to the event / experience.
- Different symbols and emojis, such as @.
- A relevant photo or video.

III – SHARING YOUR INSTAGRAM POST:

Now, post your text on your Instagram account. Don't forget to keep the hashtags and emojis. Comment on the posts of two different classmates!



Unit 2

Drag Art



Getting Started!



Available at: <https://www.pride.com/art/2018/3/22/meet-heyne-gallarde-artist-turning-drag-queens-pop-art-superheroes>. Accessed on: 25 Jun. 2022

Do you know the Drag Queen culture? If necessary, watch the videos below.

EXTRA RESOURCE 1



EXTRA RESOURCE 2



READING

I – BEFORE READING

1) Do you know the term Drag King? Discuss in pairs.

2) Before reading an excerpt of the text “Drag Kings Are Ready to Rule”, by Frank DeCaro, match the words below from the text to their definitions:

- | | |
|-------------------|--|
| g) Pageants | ___to compete with other people to achieve or get something. |
| h) Vying (to vie) | ___someone who impersonates another person. |
| i) Impersonator | ___a woman's handbag |
| j) Pocketbooks | ___any colorful and impressive show or ceremony. |
| k) Mandated | ___a gate that can be opened or closed to control a flow of water. |
| l) Floodgates | ___a kind of order to do something. |

Glossary: **Blurring:** something that you cannot see clearly. / **Boundaries:** a real or imagined line that marks the edge or limit of something. / **Wig out:** to react or behave in a very excited or wild way. / **Cosplay:** the hobby of dressing as and pretending to be a character from a film, TV programme, comic book, etc. / **Highest-rated:** a huge amount of level.

II – WHILE READING

3) **GIST:** Read an excerpt of the text below and answer: what is the difference between DRAG QUEENS and DRAG KINGS?

4) **SPECIFIC:** Read an excerpt of the text below one more time and write T for TRUE and F for FALSE according to the sentences that follow:

1. ___ Drag king, generally speaking, means a performer born female, who takes the stage in men's clothes.
2. ___ Drag kings tend to be the most-exposed and overappreciated segment of drag.
3. ___ The pandemic helped Drag Kings to get more exposed online.
4. ___ The closing of bars and restaurants hasn't hit most performers' pocketbooks very hard.

Drag Kings Are Ready to Rule

The blurring of gender boundaries has allowed for more freedom in online pageants — and soon, it's hoped, back in the clubs.



Tenderoni outside of a barbershop in the North Center neighborhood of Chicago. Evan Jenkins for The New York Times

BY FRANK DECARO
PUBLISHED MARCH 4, 2021
UPDATED MARCH 5, 2021

It should not be a big hairy deal that a 32-year-old Chicago-based drag performer named Tenderoni will be vying in a virtual talent competition on Sunday, and yet it is truly a reason to wig out.

The pageant is called Drag Queen of the Year 2021. But despite a penchant for lip-syncing to Missy Elliott, Tenderoni isn't a drag queen. He's a drag *king*, which, generally speaking means a performer born female, who takes the stage in men's clothes. He is what was once called a "male impersonator," penciled-on mustache, compressed chest and all.

Tenderoni, his creator says, "is a mash-up of Michael Jackson, Bobby Brown, Prince, George Michael and Boy George."

It's drag, it's cosplay and, he hopes, it's enough to win.

While androgynous costume in this direction is hardly new — Marlene Dietrich famously set libidos afire in top hat and tuxedo in the 1930 movie classic "Morocco" — drag kings tend to be the lesser-exposed and underappreciated segment of drag. Casual fans who get their drag from TV or with a side of waffles at brunch, in fact, may never even have heard of this particular practice.

"In the past, many of our audience members didn't understand the concept of drag kings," said Chad Kampe, a producer who has been staging popular drag brunches in Minneapolis since 2012. "We often got questions." Chief among them: "What the heck is a drag king?"

But now that drag has gone mainstream — the Season 13 premiere of "RuPaul's Drag Race" on VH1 on Jan. 1 drew 1.3 million viewers, its highest-rated episode ever — performers who exaggerate and explore the tropes of manhood are getting a closer look.

Although a king has not yet been featured on "Drag Race" (a trans man named Gottmik who performs in female drag has), drag kings at last are getting more exposure elsewhere, and surprisingly, the pandemic may have helped.

The closing of bars and restaurants has hit most performers' pocketbooks very hard, but the mandated move to online entertainment may have helped level the playing field.

Editors' Picks

"Covid made everyone have to go digital," said Tenderoni, who developed his act at Berlin, a club in Chicago. "That has made the audience for all kinds of drag so much bigger. I've done shows and heard, 'I'm from Brazil,' 'I'm from London.' It has opened the floodgates."

LISTENING

I – BEFORE LISTENING

- 1) In pairs, elicit some physical characteristics and personality traits Drag Queens and Drag Kings assume while they are performing their characters.

Physical Characteristics	Personality Traits

II – WHILE LISTENING

- 2) **GIST:** Listen to the audio "RuPaul's Drag Race - Cast explains the History of Drag Culture" and answer: Is the drag culture a new or an old movement?

- 3) **SPECIFIC:** Listen to the audio one more time. Write T for the true statements and F for the false ones. Correct the false statements.

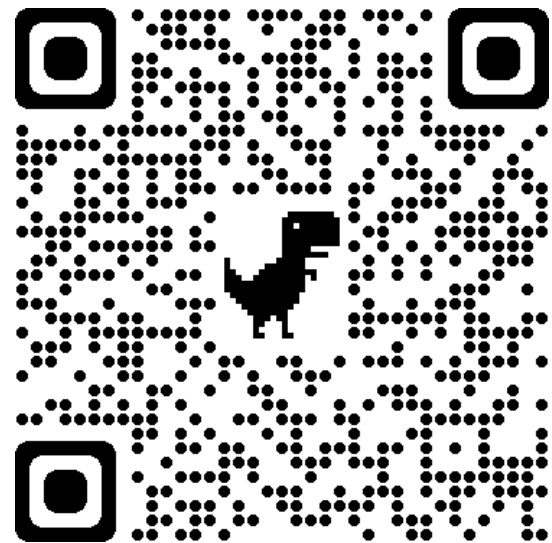
- 3) The term drag originated the term drag queen and it was primarily used as a theater term to describe a man or woman who was dressed in clothing typically worn by the opposite sex. Before women were allowed to perform in theater, men played female parts cross-dressing in women's clothes. ()

- 2) The rise of the underground gay bars where drag was commonplace was also known as the Pansy Brave and it continued to grow until in the 1980s and 90s. ()

- 1) In 1988, Devine – a famous DÍag Queen - starred as FÍacy's motheÍ in the movie musical "HaiÍspÍay" and to this day, it's been a tíadition that a male in díag plays that páit in the films and musicals. ()

III– POST LISTENING

- 4) Doing drag is an art that involves many aspects. Now, in groups, create a word cloud with keywords and the most important elements you learnt about the drag art and culture. Share it with your friends. Use the website below to help you.



Available at: <https://www.wordclouds.com/>. Accessed on: 08 Aug. 2022

Word Cloud

SPEAKING

WOULD YOU LIKE TO GO TO... - INVITATION

1) Watch Christina and Alima talking about their plans for the weekend. In pairs, answer:

- What kind of event is Christina inviting Alima?
- What kind of questions does Alima ask Christina?



Available at: <https://www.youtube.com/watch?v=YAG5u3oFzZk>. Accessed on: 07 Aug. 2022

HANDS ON

You are going to invite a friend of yours to attend a Drag Queen ballroom – a show where Drag Queens / Kings perform. If necessary, check your notes on exercise 1, page 17.

I - BRAINSTORMING

- 1) Think of a drag ballroom you would like to invite a friend.
- 2) Start listing important pieces of information related to the event, such as when / where / what time / price.
- 3) Write questions based on the pieces of information above.
- 4) Organize your questions on the table below:

Making invitations:

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

GRAMMAR

KEY LANGUAGE

- 1) Read one more time two paragraphs from the text "Drag Kings Are Ready to Rule" and answer the questions accordingly:

"The pageant is called Drag Queen of the Year 2021. But **despite** a penchant for lip-syncing to Missy Elliott, Tenderoni isn't a drag queen. He's a drag king, which, generally speaking means a performer born female, who takes the stage in men's clothes.

- a) Based on the sentence above, what is the contrasting fact in relation to the pageant "Drag Queen of the Year 2011"

"**Although** a king has not yet been featured on "Drag Race" (a trans man named Gottmik who performs in female drag has), drag kings at last are getting more exposure elsewhere, and surprisingly, the pandemic may have helped".

- b) Based on the sentence above, what is the contrasting fact in relation to idea that Drag Kings have not been featured on "Drag Race"

GRAMMAR BOX – COMPLETE!

Contrasting Ideas:

The words: _____ / _____ are used to connect two _____ ideas or show that one fact makes the other fact _____. They can be used at _____ or in the _____ of the sentence. The main difference between _____ / _____ is that they are used with _____ structures.

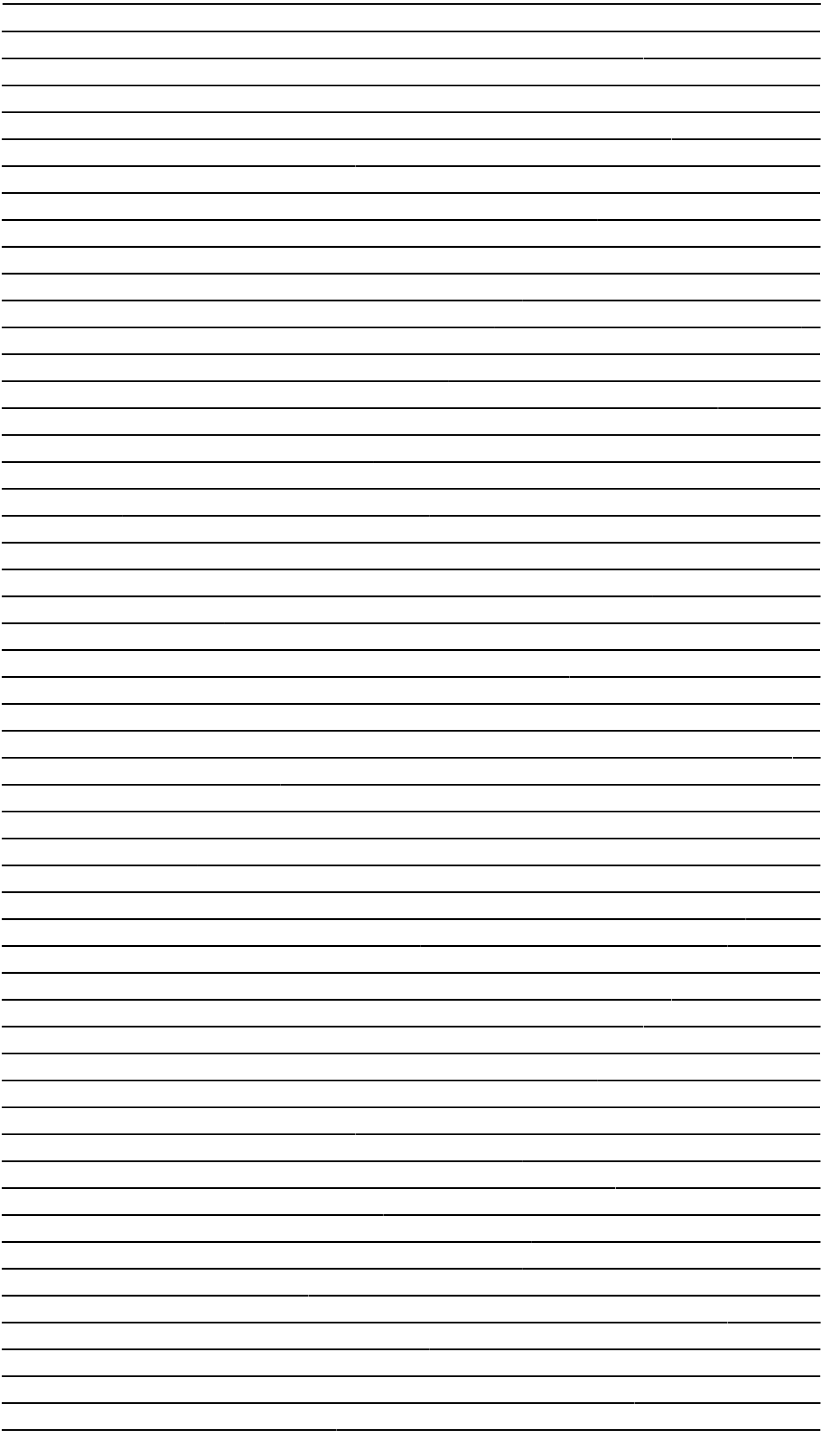
- After _____ we use a noun, gerund (-ing form of a verb) or a pronoun.
- After _____ we use a subject and a verb.

- 3) CONTROLLED PRACTICE: Complete the sentences below based on the text "Drag Kings Are Ready to Rule" with **despite** and **although**:

- a) Drag Kings raised their audience by going online _____ they missed human touch.
- b) _____ being very popular, Drag Kings have never been invited to the TV Show "Drag Race"
- c) _____ Drag Kings are considered an old art, some people still confuse this type of art with Drag Queens.
- d) _____ the online pageants, Drag Kings hope to perform in clubs too.

- 2) FREER PRACTICE: Read the topics below. Based on them, write sentences with contrasting ideas or surprising facts.

- Your best friend won the pageant competition. You didn't expect that.
- You couldn't watch RuPaul's Drag Race final episode. You really wanted it.
- You watched a Drag performance online. You didn't like it.



WRITING

I – BEFORE WRITING

1) In pairs, observe the posters below. What kind of events are being announced?



Available at: <https://99designs.com.br/poster-design/contests/mega-live-show-poster-drag-taste-experience-1156379>. Accessed on 07 Aug. 2022

Available at: <https://pt.postermywall.com/index.php/art/template/740d46cbb2d32a6aa7c1a0bcfa30871/ladies-night-gay-club-drag-show-design-template>. Accessed on 07 Aug. 2022.

WHAT IS A POSTER?

In today's world, a poster is many things. It can be a celebrity pinup you tear out of a magazine, an ad you see on the subway, a reproduction of a famous artwork you hang in your dorm room, a promotion for a concert on the side of a building, a notice from the Department of Health showing you how to perform the Heimlich Maneuver in a restaurant, a plea to vote or not vote for a particular candidate—the list is endless. In its most basic form, though, a poster is a temporary promotion of an idea, product, or event put up in a public space for mass consumption.

Available at: <https://posterhouse.org/blog/what-is-a-poster/>. Accessed on: 07 Aug. 2022

2) Which pieces of information do you consider important for a poster? Make a list.

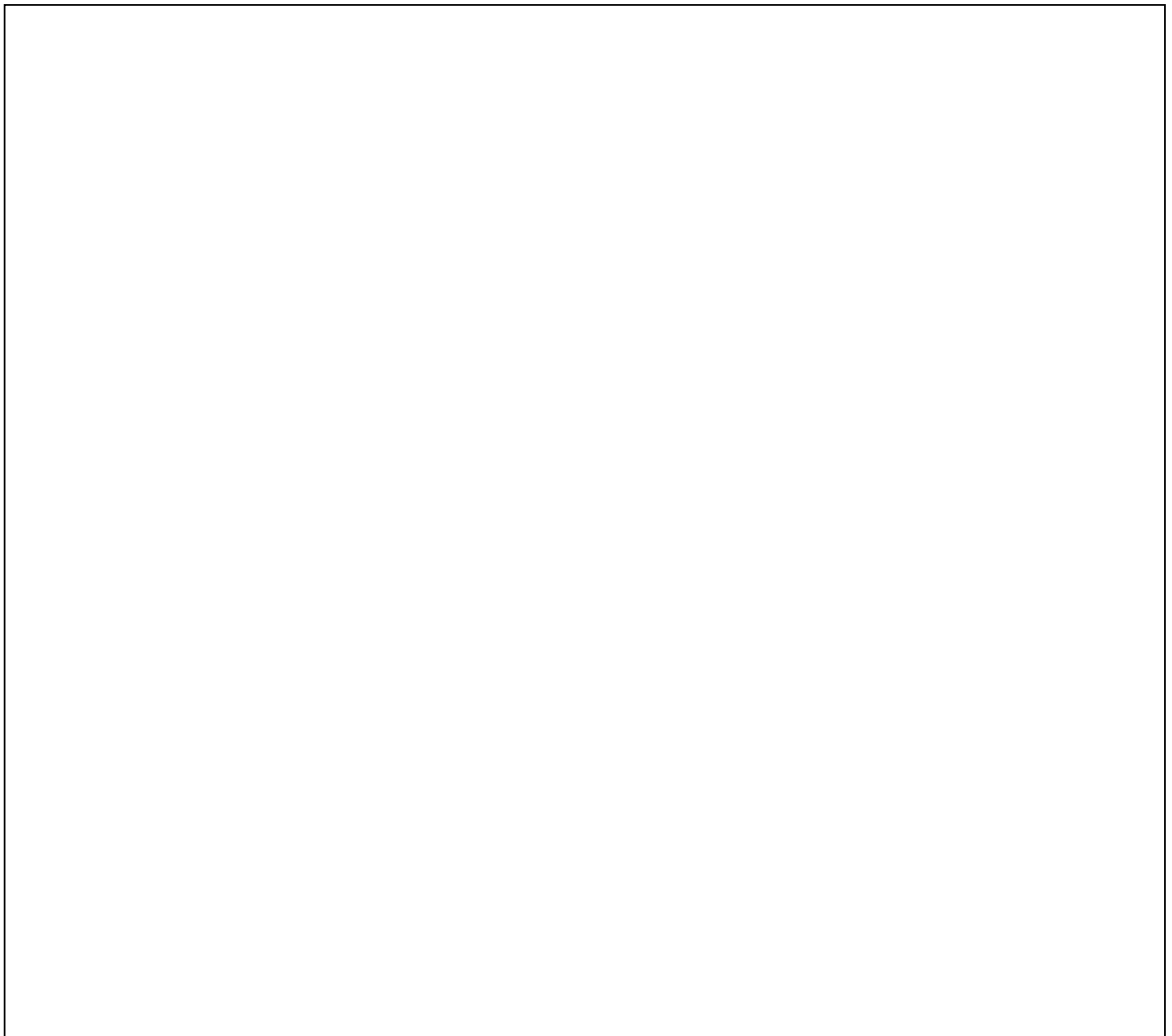
3) Which visual elements are presented in a poster? Make a list.

II – DESIGNING A POSTER FOR AN EVENT

HANDS ON

You are going to design a poster for a Drag King ballroom. Make sure to use:

- **Contrasting and Surprising ideas.**
- **Relevant pieces of information related to the event, such as the time and place.**
- **Images.**



III – SHARING YOUR POSTER

Now, post your poster on your social medias. Comment on the posters of two different classmates. Are you attending or declining their events?

Teacher’s Guide and Answer Key

Unit 1

Aim:	By the end of this unit, students will be better able to recognize the LGBTQIAP+ community and its history by engaging in tasks that enhance their learning on the fields of reading, listening, speaking, writing, vocabulary acquisition and grammar.
Skills:	<p>Reading: Authentic article “How the Stonewall uprising ignited the modern LGBTQ rights movement”.</p> <p>Listening: Authentic audio “A History of LGBT rights at the UN”.</p> <p>Speaking: Interview</p> <p>Writing: Instagram Post</p>
Grammar:	Past Perfect x Simple Past
Function:	Language for conducting an interview

Page 5

Getting Started!

The comic strip shows a character taking a 'Gay Quiz' on a smartphone. The quiz asks 'Am I gay?' and 'I like girls but now I like a boy?????'. The character's phone screen shows a 'SHUT' notification. The comic is a series of panels showing the character's confusion and the quiz's results.

Available at: <https://www.comicsandqueens.com/blog/a-little-bit-famous>. Accessed on: 05 Jan. 2022.



Lead-in 1:

- Ask ss to read the comics from the book “heartstopper”. Use the images to set the context of the lesson by engaging students in the topic.
- If time allows, present to the class a snippet from the tv series “heartstopper” that is available on Netflix and is based on the comics too.

What does the acronym LGBTQIAP+ stand for? If necessary, watch the video below.

L _____

G _____

B _____

T _____

Q _____

I _____

A _____

P _____

+ _____

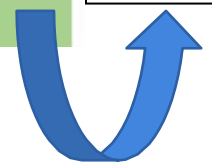


Lead-in 1:

- Pair up students.
- Ask them to come up with possible meanings for the acronym “LGBTQIAP+”.
- Guide them to use the extra resources 1 and 2, if necessary.
- Promote open-class feedback on the answers.

Answer Key:
 L – LESBIAN / G – GAY / B – BISEXUAL / T – TRANSGENDER AND TRAVESTI / Q – QUEER or QUESTIONING / I – INTERSEX / A – ASEXUAL / P – PANSEXUAL

IF YOU WANT TO KNOW MORE...



READING

I - BEFORE READING

- 1) Do you know how the LGBTQIAP+ rights movement started? Discuss in pairs.
- 2) Before reading an excerpt of text "How the Stonewall uprising ignited the modern LGBTQ rights movement", by Erin Blakemore, match the words below from the text to their definitions:

a) Uprising	___ a short sudden attack, usually by a small group of people.
b) Raid	___ to escape from a place or a situation.
c) Break out	___ to cause a dangerous, excited, or angry situation to begin.
d) Ignited	___ having to do something because you are forced to or feel it is necessary.
e) Compelled	___ an act of opposition, sometimes using violence, by many people in one area of a country against those who are in power.
f) Patrons	___ a person or group that supports an activity or organization, especially by giving money.

Glossary: **Pour in:** of people, to throng together and enter in (to some place or thing) in great numbers all at once. / **Thriving:** growing, developing, or being successful. / **Bribes:** money or a present that you give to someone so that they will do something for you, usually something dishonest. **Seizing:** to take something quickly and keep or hold it. / **Melee:** a large noisy uncontrolled crowd, in which people are moving in different directions and sometimes fighting with each other. / **Grubby:** dirty

II - WHILE READING

- 3) GIST: Read an excerpt of the text below and answer: what is the relation between the Stonewall uprising and the modern LGBTQIAP+ rights movement?

- 4) SPECIFIC: Complete the sequence of events based on the excerpt of the text "How the Stonewall uprising ignited the modern LGBTQIAP+ rights movement".

___ The patrons resisted, and violence broke out as the officers tried to calm the crowd.

___ Patrons and onlookers began yelling and throwing objects at the police.

___ On the night of the raid, police arrived intending to follow their usual pattern of seizing the bar's liquor and arresting its patrons.

BEFORE READING: Pre-teach Key

- Ask students to discuss, in pairs, which pieces of information they know about the LGBTQIAP+ movement. Use this task to activate students' background schema.
- Pre-teach vocabulary: it is important to enable ss to have sufficient vocabulary to do the tasks and to prevent them blocking on key vocabulary related to the reading task.
- Use pictures and images to pre-teach the words from exercise 2.
- Concept-Checking Questions tend to be a good strategy, especially when it comes to learning new words.
- After presenting the vocabulary, ask students to complete exercise 2.
- Promote peer correction.

Answer Key:

Uprising – an act of opposition...
 Raid – a short sudden attack...
 Break out – to escape from a place...
 Ignited – to cause a dangerous, excited...
 Compelled – having to do something...
 Patrons – a person or group that supports...

WHILE READING: Gist Task

- Use this task to practice reading for overall understanding.
- Ask ss to read the text for the first time as an attempt to answer exercise 3.
- Promote open-class feedback about the answers.

Answer Key:

The Stonewall uprising is considered the cornerstone of the LGBTQIAP+ movement. After the raids promoted by the local police, the LGBTQIAP+ community managed to get together and to demand better living conditions.

Specific Task

- Use this task to practice reading for specific information.
- Ask ss to read the text for a second time, but this time looking for specific information – exercise 4.
- Make sure to monitor and help students if necessary.
- Promote open-class feedback about the answers.

Answer Key:

2 - 3 - 1

III- POST READING

- 5) Do you know the UN (United Nations) and how it promotes human rights all over the world? In small groups, discuss. Then, write down relevant pieces of information about the UN and the human rights on the PADLET below:



Аватарок ат: <https://www.unodc.org/>. Accessed on: 06 Jun. 2022.

POST READING: Follow-up Activity

- Use this task to exploit the topic presented in the reading task.
- Organize ss in small groups and ask if they know the role of the UN regarding the promotion of human rights all over the world.
- Ask them to write pieces of information they have collected on the Padlet that follows.
- Promote open-class feedback.

LISTENING

I - BEFORE LISTENING

1) In small groups, discuss the differences between sexual orientation and gender identity. Write down your hypothesis on the boxes below:

Sexual Orientation	Gender Identity

II - WHILE LISTENING

2) GIST: Which rights do LGBTQIAP+ people have nowadays? Make a list. Now, listen to the audio "A History of LGBT rights at the UN" and check if you have got the same rights presented in the audio.

3) SPECIFIC: Listen to the audio one more time and choose the correct alternatives:

- 1) The UN was concerned with acts of discrimination and violence based on sexual orientation / sexual orientation and gender identity.
- 2) In 78 countries, same sex relationships are still criminalized / legalized.
- 3) On 28th July 2023, the UN launched a campaign called Free and Equal / Free and different.
- 4) The campaign was designed to raise awareness of homophobic / homophobic and transphobic violence and discrimination.

III - POST LISTENING

4) Which rights do the LGBTQIAP+ people have in your country and around the world? In small groups, research the rights the LGBTQIAP+ community has in your country and around the world and write them down in the Jamboard below. Use the questions that follow to help you:

- The name and when the right started.
- Its impact in the society.



Follow-up Activity: Post Listening

- Use this task to exploit the topic presented in the listening task.
- Organize ss in small groups and ask if they know the rights LGBTQIAP+ people have in their country and around the world.
- Assign different countries to the groups.
- Ask ss to take notes about their research on the Jamboard.
- Make sure ss find information about the name of the right and when it started and its impact on the society

BEFORE LISTENING: Lead-in

- Set the context by getting ss interested in the topic.
- Prepare them for the listening task.
- Ask ss to come up with possible differences between sexual orientation and gender identity.
- Promote open-class feedback about the answers.

Answer Key:

Sexual orientation

An inherent or immutable enduring emotional, romantic or sexual attraction to other people. Note: an individual's sexual orientation is independent of their gender identity.

Gender identity

One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

Available at: <https://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions>. Accessed on: 08 Sep. 2022

WHILE LISTENING: Gist Task

- Use this task to practice listening for overall understanding and prediction.
- Elicit from ss possible rights LGBTQIAP+ people have nowadays. Board them.
- Ask ss to listen to the audio for the first time.
- Check if ss have got the same rights as the ones presented in the audio.
- Promote open-class feedback about the answers.

Answer Key:

Students' personal answer.

Specific Task

- Use this task to practice listening for specific information.
- Ask ss to listen to the audio for a second time, but this time looking for specific information – exercise 3
- Make sure to monitor and help students if necessary.
- Promote open-class feedback about the answers.

Answer Key:

Sexual orientation and gender identity

Criminalized

Free and Equal

Homophobic and transphobic violence and discrimination

SPEAKING

CAN WE TALK? - INTERVIEW

1) Watch the snippet of an interview between Elliot Page and Oprah and answer:

- Why do we interview someone?
- What kind of questions does the interviewer ask?



Available at: https://www.youtube.com/watch?v=P_Pqjprmsk. Accessed on: 07 Jun, 2022

2) In pairs, discuss: what is the difference between an interview and a conversation?

HANDS ON

You are going to interview a classmate about his/her opinion about the LGBTQIAP+ rights people have around the world. If necessary, go back to your notes / notebook based on exercise 2, page 7.

1 - BRAINSTORMING

- 1) Write down the goal of your interview at the top of the paper.
- 2) Start listing the questions you want to ask.
- 3) Go back to your questions and eliminate the ones that are not good.
- 4) Organize your questions based on the tips below.

TIPS ON HOW TO ORGANIZE QUESTIONS FOR AN INTERVIEW:

- ✓ Start with informational questions which will be easiest to answer. These types of questions help get background information and break the ice.
- ✓ Then move on to understanding questions, that is, questions that help you understand what the person does and why. The answers to these types of questions will be more personal than answers to the information questions but not as personal as answers to the last type of question, opinion questions.
- ✓ The most personal questions are the opinion questions, the ones where you ask how a person feels about a particular thing. They may can emotional answers that make the interviewee mad or sad, so save these questions for last. The interviewee will be more comfortable answering these types of questions after you have established a good rapport.

Available at: <https://buayteacher.org/2007-can-we-talk-conducting-and-using-interviews-in.html>. Accessed on: 10 Jun, 2022

Lead-in:

- Ask ss to watch the snippet of an interview between Elliot Page and Oprah.
- Draw their attention to the questions: “why do we interview someone?” / “What kind of questions does the interviewer ask?”
- Promote open-class feedback about the answers.

Answer Key:

We usually interview someone when we are interested about his/her life or an important fact this person is capable to relate.

- Pair up students and engage them in the discussion.
- Make sure to monitor and help students if necessary.

Answer Key:

An interview is usually structured and guided. The interviewer usually aims at extracting some information from the interviewed.

BRAINSTORMING:

- Guide students in order to teach them the functions of an interview.
- Ask them to follow the instructions from the brainstorming section.
- Ask ss to read the “tips on how to organize questions for an interview” section.
- Make sure to monitor and help students if necessary.

GRAMMAR

KEY LANGUAGE

- 1) Read one more time the first paragraph of the text “How the Stonewall uprising ignited the modern LGBTQIAP+ rights movement” and answer the questions accordingly:

“New York City, however, **was** home to a large LGBTQ population and a thriving gay nightlife. Gay bars **were** rare places where people could be open about their sexual orientation. By 1969, activists **had compelled** the New York state liquor authority to overturn its policy against issuing liquor licenses to gay bars. Profit **was** a motive. Owners, many of whom **were** associated with organized crime, **saw** a business opportunity in catering to a gay clientele; they **had** also **learned** to avoid raids by greasing police officers’ palms with bribes.

- a) Now, observe the sentence below. Based on it, answer: did the gay bar owners learn to avoid raids before or after they saw a business opportunity in catering to gay clientele? Justify your answer:

“Owners, many of whom were associated with organized crime, saw a business opportunity in catering to a gay clientele; they had also learned to avoid raids by greasing police officers’ palms with bribes.”

GRAMMAR BOX – COMPLETE!

Past Perfect:

We use the Past Perfect (had + past participle) to talk about ____ up to a certain point in the ____ and/or to show the ____ of ____ past events. The Past Perfect expresses the earlier action and the Simple Past expresses the recent action.

- 3) **CONTROLLED PRACTICE:** Complete the sentences below based on the text “How the Stonewall uprising ignited the modern LGBTQIAP+ rights movement” with the Past Perfect tense of the verbs (affirmative, negative or questions forms) in brackets.

- a) By 1969, activists _____ (compel / affirmative) the New York state liquor authority to overturn its policy against issuing liquor licenses to gay bars.
 b) By the time police officers arrived, the patrons _____ (resist / affirmative) and violence broke out as the officers tried to calm the crowd.
 c) _____ the Greenwich Village residents _____ (join / question) forces with those who _____ (begin / affirmative) protesting discrimination against LGBTQ people?

- 2) **FREER PRACTICE:** Read the topics below. Based on them, write sentences (affirmative, negative or questions) with the Past Perfect:

- Something you had done before your teacher got into the class.
- Someone important you had met before the end of your last vacation.
- Something you had achieved by the age of 15.

KEY LANGUAGE:

- Guide students inductively in order to make them recognize two actions that happened in the past.

Answer Key:

1 - a) First, they learned to avoid raids by greasing police officers’ palms with bribes. Then, they saw a business opportunity in catering to a gay clientele.

GRAMMAR BOX:

- Pair up students and ask them to complete the grammar box. Ss are expected to recall the main elements of the Past Perfect and Simple Past tenses. If necessary, help them out.

Answer Key:

Events – actions / past / order / two

CONTROLLED PRACTICE:

- Ask ss to complete individually the sentences from exercise 3 based on the text they read.
- Promote peer correction
- Promote open-class feedback about the answers.

Answer Key:

a) had compelled.
 b) had resisted
 c) Did / join / had begun

FREER PRACTICE:

- Ask ss to write sentences (affirmative, negative or question) with the Past Perfect tense.
- Ask them to read the instructions that follow.
- Make sure to monitor and help students if necessary.
- Promote peer correction.
- Promote open-class feedback about the answers.

WRITING

I - BEFORE WRITING

1) In pairs, discuss: do you recognize the symbol below? What does it mean?



Available at: <https://bherdigital.com.br/2022/05/22/internet-e-redes-sociais/instagram-e-qual-e-sua-identidade-visual/>. Accessed on: 12 Jun. 2022

WHAT IS INSTAGRAM?

Instagram is a free, online photo-sharing application and social network platform that was acquired by Facebook in 2012. Instagram allows users to edit and upload photos and short videos through a mobile app. Users can add a caption to each of their posts and use hashtags and location-based geotags to index these posts and make them searchable by other users within the app. Each post by a user appears on their followers' Instagram feeds and can also be viewed by the public when tagged using hashtags or geotags. Users also have the option of making their profile private so that only their followers can view their posts.

Available at: <https://www.techtarget.com/searchcio/definition/Instagram>. Accessed on 08 Jun. 2022

2) Observe an Instagram post written by Laverne Cox. When did the events mentioned by Laverne happen?



Adapted from: https://www.instagram.com/p/Cf8_HY8AWwQ/. Accessed on: 15 Jun. 2022.



BEFORE WRITING:

- Ask ss if they recognize the symbol below. Elicit from them more information about this social media.

Answer Key:

Instagram

- Ask ss to read the “what is Instagram” section and check if they need some help for understanding the text.



BEFORE WRITING:

- Ask students to observe an Instagram post written by Laverne Cox. In pairs, ask them “when did the events mentioned by Laverne happen?”

Answer Key:

In 2011.

- Ask ss to read the “what is Instagram” section and check if they need some help for understanding the text.

3) Which textual elements besides words did Laverne use? Make a list.

Four horizontal lines for writing an answer.



BEFORE WRITING:

- Guide ss to recognize other textual elements, such as hashtags, hyperlinks and emojis.
- Promote open-class feedback about the answers.

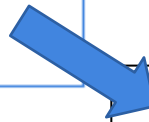
Answer Key:
Hashtags, hyperlinks and emojis.

II – WRITING AN INSTAGRAM POST

HANDS ON

You are going to write an Instagram post about an event / experience you had lived / lived. Make sure to use:

- The Past Perfect tense and, if necessary, the Simple Past tense too.
- Hashtags related to the event / experience.
- Different symbols and emojis, such as @.
- A relevant photo or video.



WRITING AN INSTAGRAM POST:

- Ask ss to write an Instagram post about an event / experience they have lived / lived.
- Show them the instructions.
- Make sure to monitor and help students if necessary.

Multiple horizontal lines for writing an Instagram post.

III – SHARING YOUR INSTAGRAM POST:

Now, post your text on your Instagram account. Don't forget to keep the hashtags and emojis. Comment on the posts of two different classmates!



Available at: <https://canaltech.com.br/empresa/instagram/>. Accessed on: 07 Aug. 2022

SHARING THEIR INSTAGRAM POST:

- Ask ss to post their text on the Instagram.
- Make sure they use hashtags, emojis and other textual elements.
- Ask ss to comment on the posts of two different classmates.
- Promote open-class feedback about their posts.



Unit 2

Aim:	By the end of this unit, students will be better able to identify the main elements of the drag culture by engaging in tasks that enhance their learning on the fields of reading, listening, speaking, writing, vocabulary acquisition and grammar.
Skills:	<p>Reading: Authentic article “Drag Kings Are Ready to Rule”.</p> <p>Listening: Authentic audio “RuPaul’s Drag Race - Cast explains the History of Drag Culture”.</p> <p>Speaking: Making Invitations</p> <p>Writing: A poster for an event</p>
Grammar:	Contrasting ideas: although and despite
Function:	Language for making invitations

Page 17



Available at: <https://www.pride.com/au/2018/3/22/mex4-cheyne-gallardo-artist-4-arting-drag-queens-pop-art-superheroes>. Accessed on: 25 Jan. 2022

Do you know the Drag Queen culture? If necessary, watch the videos below.

EXTRA RESOURCE 1



EXTRA RESOURCE 2



Lead-in 1:

- Ask ss to observe the comics. Guide them to recognize the physical traits and the kind of dance the characters are performing.
- Tell them that this dance is also known as vogue, and it dates back to the late 1980s and early 1990s
- If time allows, present to the class a snippet from the documentary “Paris is Burning” that portrays the ballroom culture and the vogue scene of the 1980s and is also available on Netflix.

Lead-in 1:

- Pair up students.
- Ask them to come up with possible elements from the Drag queen culture
- Guide them to use the extra resources 1 and 2, if necessary.
- Promote open-class feedback on the answers.

Answer Key:

Wigs / Jewelry / High heels / RuPaul / Pablio Vittar / Gloria Groove / Lip sync battle

READING

I – BEFORE READING

1) Do you know the term Drag King? Discuss in pairs.

2) Before reading an excerpt of the text “Drag Kings Are Ready to Rule”, by Frank DeCaro, match the words below from the text to their definitions:

- | | |
|-------------------|---|
| g) Pageants | ___ to compete with other people to achieve or get something. |
| h) Vying (to vie) | ___ someone who impersonates another person. |
| i) Impersonator | ___ a woman's handbag. |
| j) Pocketbooks | ___ any colorful and impressive show or ceremony. |
| k) Mandated | ___ a gate that can be opened or closed to control a flow of water. |
| l) Floodgates | ___ a kind of order to do something. |

Glossary: **Blurring:** something that you cannot see clearly. / **Boundaries:** a real or imagined line that marks the edge or limit of something. / **Wig out:** to react or behave in a very excited or wild way. / **Cosplay:** the hobby of dressing as and pretending to be a character from a film, TV ~~episode~~, comic book, etc. / **Highest-rated:** a huge amount of level.

II – WHILE READING

3) **GIST:** Read an excerpt of the text below and answer: what is the difference between DRAG QUEENS and DRAG KINGS?

4) **SPECIFIC:** Read an excerpt of the text below one more time and write T for TRUE and F for FALSE according to the sentences that follow:

- _____ Drag king, generally speaking, means a performer born female, who takes the stage in men's clothes.
- _____ Drag kings tend to be the most-exposed and overappreciated segment of drag.
- _____ The pandemic helped Drag Kings to get more exposed online.
- _____ The closing of bars and restaurants hasn't hit most performers' pocketbooks very hard.

BEFORE READING: Pre-teach Key

- Ask students to discuss, in pairs, the term “Drag King”. Draw their attention to the similarities and differences in relation to the term “Drag Queen”. Use this task to activate students' background schema.
- Pre-teach vocabulary: it is important to enable ss to have sufficient vocabulary to do the tasks and to prevent them blocking on key vocabulary related to the reading task.
- Use pictures and images to pre-teach the words from exercise 2.
- Concept-Checking Questions tend to be a good strategy, especially when it comes to learning new words.
- After presenting the vocabulary, ask students to complete exercise 2.
- Promote peer correction.

Answer Key:

Pageants – any colorful and impressive...
 Vying – to compete with other...
 Impersonator – someone who...
 Pocketbooks – a woman's handbag...
 Mandated – a kind of order to do...
 Floodgates – a gate that can be opened...

WHILE READING: Gist Task

- Use this task to practice reading for overall understanding.
- Ask ss to read the text for the first time as an attempt to answer exercise 3.
- Promote open-class feedback about the answers.

Answer Key:

Drag queens are men who dress up as women to appear like female characters. On the opposite, drag kings are women who take up male roles and dress up like men.

Available at: <https://studycorgi.com/the-drag-queens-and-drag-kings>. Accessed on: 09 Sep. 2022

Specific Task

- Use this task to practice reading for specific information.
- Ask ss to read the text for a second time, but this time looking for specific information – exercise 4.
- Make sure to monitor and help students if necessary.
- Promote open-class feedback about the answers.

Answer Key:

- 1) TRUE
- 2) FALSE
- 3) TRUE
- 4) FALSE

LISTENING

I - BEFORE LISTENING

1) In pairs, elicit some physical characteristics and personality traits Drag Queens and Drag Kings assume while they are performing their characters.

Physical Characteristics	Personality Traits

II - WHILE LISTENING

2) GIST: Listen to the audio "RuPaul's Drag Race - Cast explains the History of Drag Culture" and answer: is the drag culture a new or an old movement?

3) SPECIFIC: Listen to the audio one more time. Write T for the true statements and F for the false ones. Correct the false statements.

3) The term drag originated the term drag queen and it was primarily used as a theater term to describe a man or woman who was dressed in clothing typically worn by the opposite sex. Before women were allowed to perform in theater, men played female parts cross-dressing in women's clothes. ()

2) The rise of the underground gay bars where drag was commonplace was also known as the Pansy Craze and it continued to grow until in the 1980s and 90s. ()

1) In 1988, Devine - a famous Drag Queen - starred as Tracy's mother in the movie musical "Hairspray" and to this day, it's been a tradition that a male in drag plays that part in the films and musicals. ()

BEFORE LISTENING: Lead-in

- Set the context by getting ss interested in the topic.
- Prepare them for the listening task.
- Ask ss to come up with some characteristics and personality traits Drag Queens and Drag Kings assume while performing.
- Promote open-class feedback about the answers.

Answer Key:

Physical Characteristics: make up / wigs / shaved eyebrows / long eyelashes / freckles...

Personality Traits: easygoing / outgoing / funny / extrovert...

WHILE LISTENING: Gist Task

- Use this task to practice listening for overall understanding.
- Ask ss to listen to the audio for the first time and answer: "is the drag culture a new or an old movement".
- Check if ss have got the same rights as the ones presented in the audio.
- Promote open-class feedback about the answers.

Answer Key:

According to the audio, the drag movement was originated in the Shakespearean's theater, where men played the role of women.

Specific Task

- Use this task to practice listening for specific information.
- Ask ss to listen to the audio for a second time, but this time looking for specific information – exercise 3
- Make sure to monitor and help students if necessary.
- Promote open-class feedback about the answers.

Answer Key:

- 1) TRUE
- 2) FALSE – PANSY CRAZE / 1950s – 1960s
- 3) TRUE

III- POST LISTENING

4) Doing drag is an art that involves many aspects. Now, in groups, create a word cloud with keywords and the most important elements you learnt about the drag art and culture. Share it with your friends. Use the website below to help you.



Available at: <https://www.wordclouds.com/> Accessed on: 08 Aug. 2022



Follow-up Activity: Post Listening

- Use this task to exploit the topic presented in the listening task.
- Organize ss in small groups and ask them to create a word cloud with keywords and the most important elements they learnt about the drag art and culture.
- If time allows, make a small exhibition with the word clouds created by the ss.

SPEAKING

WOULD YOU LIKE TO GO TO... - INVITATION

1) Watch Christina and Alima talking about their plans for the weekend. In pairs, answer

- What kind of event is Christina inviting Alima?
- What kind of questions does Alima ask Christina?



Available at: <https://www.youtube.com/watch?v=VA01t3E220>. Accessed on: 07 Aug. 2022.

HANDS ON

You are going to invite a friend of yours to attend a Drag Queen ballroom - a show where Drag Queens / Kings perform. If necessary, check your notes on exercise 1, page 17.

1 - BRAINSTORMING

- 1) Think of a drag ballroom you would like to invite a friend.
- 2) Start listing important pieces of information related to the event, such as when / where / what time / price.
- 3) Write questions based on the pieces of information above.
- 4) Organize your questions on the table below:

Making invitations:

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

Lead-in:

- Ask ss to watch the snippet of a dialogue between Alima and Christina.
- Draw their attention to the questions: "what kind of event is Christina inviting Alima?" / "What kind of questions does Alima ask Christina?"
- Promote open-class feedback about the answers.

Answer Key:

Christina is inviting Alima to her birthday party.
Date / Address / People who will attend the event / if she has to bring snacks or drinks / if she can take her new boyfriend with her.

- Pair up students and engage them in the discussion.
- Make sure to monitor and help students if necessary.

BRAINSTORMING:

- Guide students in order to teach them the functions of making invitations
- Ask them to follow the instructions from the brainstorming section.
- Ask ss to complete the "Making Invitations" section.
- Make sure to monitor and help students if necessary.

Answer Key:

Student's personal answer.

GRAMMAR

KEY LANGUAGE

1) Read one more time two paragraphs from the text "Drag Kings Are Ready to Rule" and answer the questions accordingly!

"The pageant is called Drag Queen of the Year 2021. But **despite** a penchant for lip-syncing to Missy Elliott, Tenderoni isn't a drag queen. He's a drag king, which, **generally speaking** means a performer born female, who takes the stage in men's clothes.

a) Based on the sentence above, what is the contrasting fact in relation to the pageant "Drag Queen of the Year 2011"?

.....

.....

.....

"**Although** a king has not yet been featured on "Drag Race" (a trans man named **Gottmik**, who performs in female drag has), drag kings at last are getting more exposure elsewhere, and surprisingly, the pandemic may have helped".

b) Based on the sentence above, what is the contrasting fact in relation to idea that Drag Kings have not been featured on "Drag Race"?

.....

.....

.....

GRAMMAR BOX - COMPLETE!

Contrasting Ideas:

The words: _____ / _____ are used to connect two _____ ideas or show that one fact makes the other fact _____. They can be used at _____ or in the _____ of the sentence. The main difference between _____ / _____ is that they are used with _____ structures.

- After _____ we use a noun, gerund (-ing form of a verb) or a pronoun.
- After _____ we use a subject and a verb.

3) CONTROLLED PRACTICE: Complete the sentences below based on the text "Drag Kings Are Ready to Rule" with **despite** and **although**:

- Drag Kings raised their audience by going online _____ they missed human touch.
- _____ being very popular, Drag Kings have never been invited to the TV Show "Drag Race"
- _____ Drag Kings are considered an old **art**, some people still confuse this type of art with Drag Queens.
- _____ the online pageants, Drag Kings hope to perform in clubs too.

2) FREER PRACTICE: Read the topics below. Based on them, write sentences with contrasting ideas or surprising facts.

- Your best friend won the pageant competition. You didn't expect that.
- You couldn't watch RuPaul's Drag Race final episode. You really wanted it.
- You watched a Drag performance online. You didn't like it.

KEY LANGUAGE:

- Guide students inductively in order to make them recognize contrasting ideas and surprising facts.

Answer Key:

1 - a) The contrasting fact presented is: Tenderoni is a drag king, not a drag queen.

1 - b) The contrasting fact presented is: Drag Kings don't have the same opportunities as Drag Queens, but they are getting more exposure, especially because of the internet.

GRAMMAR BOX:

- Pair up students and ask them to complete the grammar box. Ss are expected to inductively recognize the meaning and form of the words "although" and "despite". If necessary, help them out.

Answer Key:

Although / despite / contrasting / surprising / beginning / end / although / despite / different / despite / although

CONTROLLED PRACTICE:

- Ask ss to complete individually the sentences from exercise 3 based on the text they read.
- Promote peer correction
- Promote open-class feedback about the answers.

Answer Key:

- although
- Despite
- Although
- Despite

FREER PRACTICE:

- Ask ss to write sentences (affirmative, negative or question) with contrasting ideas and surprising facts.
- Ask them to read the instructions that follow.
- Make sure to monitor and help students if necessary.
- Promote peer correction.
- Promote open-class feedback about the answers.



WRITING

I - BEFORE WRITING

1) In pairs, observe the posters below. What kind of events are being announced?



Available at: <https://99designs.com.br/poster-designs/conteudo/mega-live-show-poster-drag-taste-experiencia-1156379>. Accessed on 07 Aug. 2022
Available at: <https://pt.postersmywall.com/index.php?am=template/740d86cbe92d32afaa7c1a08cb305731adica-nights-gay-club-drag-show-las-ign-terplate>. Accessed on 07 Aug. 2022.

BEFORE WRITING:

- Ask ss to observe the posters below. Elicit from them the type of event that is being announced.

Answer Key:
An event related to drag culture.

- Ask ss to read the “what is a Poster?” section and check if they need some help for understanding the text.

WHAT IS A POSTER?

In today's world, a poster is many things. It can be a celebrity pinup you tear out of a magazine, an ad you see on the subway, a reproduction of a famous artwork you hang in your dorm room, a promotion for a concert on the side of a building, a notice from the Department of Health showing you how to perform the Heimlich Maneuver in a restaurant, a plea to vote or not vote for a particular candidate—the list is endless. In its most basic form, though, a poster is a temporary promotion of an idea, product, or event put up in a public space for mass consumption.

Available at: <https://posterhouse.org/blog/what-is-a-poster/>. Accessed on: 07 Aug. 2022

BEFORE WRITING:

- Ask students to observe the posters one more time. In pairs, ask them to come up with important elements for a poster

Answer Key:
Date / address / price / time...

2) Which pieces of information do you consider important for a poster? Make a list.



3) Which visual elements are presented in a poster? Make a list.

II – DESIGNING A POSTER FOR AN EVENT

HANDS ON

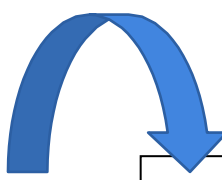
You are going to design a poster for a Drag King ballroom. Make sure to use:

- Contrasting and Surprising ideas.
- Relevant pieces of information related to the event, such as the time and place.
- Images.

[Large empty box for poster design]

III – SHARING YOUR POSTER

Now, post your poster on your social medias. Comment on the posters of two different classmates. Are you attending or declining their events?



BEFORE WRITING:

- Guide ss to recognize other visual elements presented in a poster
- Promote open-class feedback about the answers.

Answer Key:
Theme Fonts / Images / Colors



WRITING AN INSTAGRAM POST:

- Ask ss to design a poster for a Drag King ballroom.
- Show them the instructions.
- Make sure to monitor and help students if necessary.

SHARING THEIR POSTER:

- Ask ss to post their posters on social medias.
- Make sure they use hashtags, emojis and other textual elements.
- Ask ss to comment on the posters of two different classmates.
- Promote open-class feedback about their posters.



Rationale

Engaged Pedagogies

Educating students as a practice of freedom should be above all expectations one of the educators' main goals, especially when it comes to thinking of a way of teaching that promotes diversity and respects the different ways of being, thinking, feeling and acting in our oppressed society. (LIBERALI; SARRA; MAZUCHELLI, 2021).

In this context, facing oppression and inequalities that are deeply anchored in the structures of our society and in our very being demands from us – educators – a new perspective on the way we have been dealing with those people who are facing socially vulnerable situations, such as women, black people and the LGBTQIAP+ community.

Regarding the LGBTQIAP+ community, it is important to mention that being an LGBTQIAP+ person in Brazil means, every 19 hours, crying for the death of a friend or facing your own death. According to the report launched by the “Observatório de Mortes Violentas de LGBTQIAP+ ao longo de 2021”, created by the Grupo Gay da Bahia (2021), 237 victims of homotransphobic murdering were accounted in the year 2021, not to mention the sub notifications or the deaths that were not registered.

Therefore, going back to the “new perspective” as mentioned before, finding a different way of teaching, according to Hooks, should aim at challenging “the “banking system” of education, that approach to learning that is rooted in the notion that all students need to do is consume information fed to them by a professor and be able to memorize and store it” (HOOKS, 1994, p. 14).

In other others, an Engaged Pedagogy, as the author names it, should guide students to grasp the world departing from their very capacities to live fully and deeply, without fearing to be who they want to be.

Hence, teaching to transgress not only allows educators to change the curriculum of their schools, but also to criticize their biases and pedagogical practices that reinforce systems of domination, by creating a teaching practice of resistance (HOOKS, 1994): a resistance guided to face and address inequalities and exclusions LGBTQIAP+ people may encounter during their processes of learning a second language.

Therefore, this teaching material aims at presenting a challenge which must be met in education: the teaching and learning process of a second language acquisition in the context of

LGBTQIAP+ students who are in socially vulnerable situations. Then, the material was designed to tackle the needs of young LGBTQIAP+ adults learning English as a Second Language in an intermediate level (independent user, i.e., B2 according to the Common European Framework).

Being aware of the learning conditions as stated by Lightbrown and Spada, who reminds us that “older learners, especially students in foreign language classrooms, receive far less exposure perhaps only a few hours a week. Indeed, a typical foreign language student will have no more than a few hundred hours of exposure, spread out over a number of years” (LIGHTBOWN; SPADA, 2006, p. 34), we have decided to personalize this material as much as possible in order to present elements that could be related to the students’ repertoire, such as the Drag art culture and the ball rooms movement.

It also important to mention that older learners, according to Lightbrown and Spada, even though have limited time in contact with a second language, rely on their cognitive maturity and metalinguistics awareness, which allows them to “solve problems and engage in discussions about language” (LIGHTBOWN; SPADA, 2006, p. 38).

In this context, unit 1 was designed to engage students in the history of the LGBTQIAP+ movement. By engaging in the discussion of the historical elements that encompasses this movement, students are expected to develop their reading skills for locating gist and specific information; to acquire vocabulary in the context of the LGBTQIAP+ movement; to develop listening skills for locating gist and specific information; to acquire functional language for interviewing someone; to inductively recognize and apply the Past Perfect and the Simple Past tenses in a meaningful context and to develop writing through the process of writing an Instagram post.

Unit 2 was also designed to bring together students’ repertoire concerning the Drag culture and the possibility of overcoming the oppressive conditions of living by engaging into the understanding of prejudices drag queens and drag kings suffer (LIBERALI, 2021). Thus, this unit presents the same scaffolding processes regarding the productive and receptive skills presented in Unit 1 as well as the inductive approach to learning grammar.

Both units are bottom-up organized, which means that they are expected to introduce the subjects by departing from students’ previous knowledge on the topics by presenting them different contexts and genres, which allows them to negotiate and reconstruct meaning.

In addition to what has been presented to far, this teaching material also departs from the “strong” version of the Communicative Approach, once it will not only provide students with opportunities to engage in the use of English for communicative goals, but it will attempt

to promote Second Language acquisition through the very process of communication, in which students are challenged to use the language to learn it (RICHARDS; RODGERS, 1986).

Teaching Skills and Grammar

Learning a second language should first fulfill students' needs for communicating and negotiating meaning in different meaningful contexts that they might experience. In this context, as Mattos and Valério (2010) affirm, the process of working with different texts and genres, – written or oral – should also consider the multimodality, which involves different elements in the construction of meaning, such as images, emojis, memes and others.

Both units presented in this material aimed at promoting the process of writing considering the multimodal texts students face in their daily lives, such as the Instagram post and the Events poster.

Needless to point out the impact technologies have on language and society, especially nowadays when students are immersed in “today's social and cultural diversities, including language varieties and dialects, and the multiple ways of meaning making via different modes of representation in today's digital communication landscape” (DIAS; PIMENTA, 2015, p.716). This diversity of ways for accessing and reading the world are expressed throughout the unit via QR CODES and the different ways of making and negotiating meaning, such as videos, songs, comic strips, memes, Instagram posts and posters presented in both units.

Therefore, the texts, either oral, written or multimodal, should allow students to broaden their perception of the heterogeneity of the cultural and linguistic aspects they are immersed in, but also promote the critical thinking about their very contexts and circumstances (MATTOS, VALÉRIO, 2010). This critical thinking to approaching the process of learning skills assumes that:

knowledge is not only transmitted to learners from teacher or books, but also that both meaning, and knowledge can be created collectively by learners or by learners and teachers. [...] A participatory or Freirean approach, to adult literary education revolves around the tenet that education and knowledge have value insofar as they help people recognize and liberate themselves from the social conditions that oppress them (WEINSTEIN, 2001, p. 179)

On account of this, unit 1 presented two authentic texts for promoting

the learning of reading and listening skills. For reading, students were invited to read the text “How the Stonewall uprising ignited the modern LGBTQ rights movement” available at the National

Geographic website and for listening they were challenged to listen to the audio “A History of LGBT rights at the UN” available at the UN Human Rights YouTube channel. Throughout the unit, it is also possible to notice authentic excerpts from the comic strips “heartstopper”; an authentic interview between the transgender actor, Elliot Page, and the famous American TV hostess, Oprah Winfrey and an Instagram post written by the transgender actress and transactivist, Laverne Cox.

Unit 2, then, presented two authentic texts for promoting the learning of reading and listening skills. For reading, students were invited to read the text “Drag Kings Are Ready to Rule” available at the New York Times website and for listening they were challenged to listen to the audio “RuPaul’s Drag Race - Cast explains the History of Drag Culture” available at Allure YouTube channel. Throughout the unit, it is also possible to notice authentic excerpts from the comic strips “All Stars” and authentic Event posters in the context of Drag Queen /Kings performances.

Regarding the speaking skills, the units were organized to present functional language that enable students to face daily-life communicative situations, such as conducting interviews and making invitations. By engaging in the process of learning words, phrases and expressions that fit in students’ individual needs according to different situations, students not only learn grammar and vocabulary, but also are afforded the opportunity to establish connections to the real world, once they will be better able to communicate in contexts outside the classroom environment.

When it comes to teaching grammar, both units depart from the inductive approach. In this sense, Freeman affirms that:

it is not helpful to think of grammar as a discrete set of meaningless, decontextualized, static structures. Nor it helpful to think of grammar solely as prescriptive rule about linguistic form, such as injunctions against splitting infinitives or ending sentences with prepositions (LARSEN-FREEMAN, 2001, p. 252)

Consequently, the process of teaching and learning grammar in this material is guided to present, in a first moment, authentic contexts in which students combine form and meaning in real language use. The inductive approach scaffolds students’ learning processes in a way they learn the use of structures by practicing the language in authentic contexts. Students are guided first to use the language departing from the context previously set by the reading skills section. In a second moment, they are invited to promote discussions around some topics in which they face the grammar points. Then, in a third moment, students are guided to recognize

by themselves or in small groups the rules from the practical examples. Finally, they engage into two different tasks: controlled practice and free practice. The role of the teacher, in this kind of approach, is to provide students with meaningful contexts that present the target language, i.e., the grammar topic, while students scaffold their learning process by recognizing step-by-step how meaning and form build up the grammatical structure.

Finally, in “Teaching English to the LGBTQIAP+ community: Diversity is Key”, we wanted to promote students’ awareness to the multicultural and diverse world they are immersed, by promoting discussions and tackling issues related to the LGBTQIAP+ community. Our main goal, then, was to combine the main theories, approaches and methods studied along the course taken at CEI / FALE as well as presenting to the audience how diversity is key to fully living and interacting in our society.

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APPENDIX

Unit 1, page 9: “A History of LGBT rights at the UN”

Available at: https://www.youtube.com/watch?v=XvpHn_zdkTY. Accessed on: 20 sep. 2022

Narrator: It's the 10th of December 1948 and the UN General Assembly adopts the 'Universal Declaration of Human

Rights'. It states that: "All human beings are born free and equal in dignity and rights". Yet fast-forward to 2011 and the UN Human Rights Council expresses "grave concern" at acts of violence and discrimination based on sexual orientation and gender identity.

All over the world, lesbian, gay, bisexual and transgender, or LGBT people, are still being subjected to discrimination and acts of brutal violence, torture, kidnapping – even murder.

In 76 countries, same-sex relationships are criminalized, in violation of basic rights.

These abuses must end. The tide is turning: since 1990 almost 40 countries have legalized same sex relationships. Many more have lawfully banned discrimination against LGBT people. More and more countries now recognize the urgency and are pressing for action at the UN.

In the past 4 years, this has led to: The first adopted UN resolution on the issue. The first official UN report. And the first formal intergovernmental debate at the UN Human Rights Council.

On 26th July 2013, the UN launched 'Free & Equal', a global campaign designed to raise awareness of homophobic and transphobic violence and discrimination and to help stop millions of LGBT people being abused for being who they are. We must protect the basic human rights of LGBT people. But it doesn't just require changes in laws and policies; it takes changes in people's hearts and minds. Like the struggle against racism. Like the struggle for gender equality. The struggle for LGBT equality will only be won if we join together, if we speak out, if we stand in the defense of the rights of others.

The time to do this is now.

Together, we can stop violence and discrimination against LGBT people. Together, we can build a world that is 'Free & Equal'.

Unit 2, page 21: “RuPaul’s Drag Race” Cast Explains the History of Drag Culture” Available at:

<https://www.youtube.com/watch?v=MHIE3RIkRi0>.

Accessed on: 20 sep. 2022.

Narrator 1: Hi there, treasures. We are the queens from RuPaul's Drag Race Allstars, and we are about to take you through a brief history of drag culture.

Narrator 2: Oh, fabulous!

Narrator 1: The benefit of dressing and what's considered women's clothes and vice versa for probably as long as human beings have been wearing clothes.

Narrator 3: But where did the term drag originate?

Narrator 2: The term drag was primarily used as a theater term to describe a man or woman who was dressed in clothing typically worn by the opposite sex.

Narrator 3: Before women were allowed to perform in theater men played female parts cross-dressing in women's clothes.

Narrator 4: It's thought that drag was chosen because it describes the action of long skirts dragging on the stage floor. **Narrator 1:**

Drag eventually made its way into American vaudeville shows in the late 19th early 20th centuries.

Narrator 2: In 1911, Julien Elton's, often referred to as the greatest female impersonator in theatrical history, won critical acclaim for his cross-dressing role in the play “The fascinating widow”. When homosexuality was outlawed, many decided it was safer to do their cross-dressing behind closed doors.

Narrator 1: But when prohibition rolled around men found plenty of underground places popping up out of the side of the law where they could drink, be openly homosexual and, of course, dress in drag.

Narrator 5: The rise of these underground gay bars where drag was commonplace was then known as the Pansy Craze.

Narrator 4: The Pansy Craze continued to grow until in the 1950s and 60s law enforcement cracked down on the members of the LGBT community including us, drag queens.

Narrator 2: Then drag balls sprung into existence and became like many societies for drag queens everywhere.

Narrator 1: Drag queens could join up with local houses for moral support and shelter if they'd been thrown out of their own homes. **Narrator 3:** By July 1966, there were an estimated 500 open and regularly performing drag queens in the United States. Now, something tells me that number is probably bigger, but you know, we don't be on too many registries.

Narrator 5: Mother flawless Sabrina, our IP, was a leader for the transgender and gay communities and one of the first widely known drag Queens in the United States.

Narrator 6: She organized multiple drag queen pageants across the United States; was arrested numerous times and even appeared in drag on several talk shows which was groundbreaking for the time.

Narrator 3: In the 1950s and 60s drag queens began to protest unfair police treatment

Narrator 2: These efforts came to a head with the famous Stonewall riots which lasted six days and are believed to have begun the modern gay rights movement in the United States.

Narrator 6: Barry Humphries Dame Edna Everage, housewife and superstar character, rose to fame first in the United Kingdom and then across the world.

Narrator 1: In 1972, indie filmmaker John Waters made drag queen Divine the star of his film *Pink Flamingos* and Divine, who is iconic, if you don't know her you better look her up! She soon became a counterculture icon.

Narrator 7: In 1975, Tim Curry famously played Doctor Frank N Furter in the cult's movie classic *The Rocky Horror Picture Show*. **Narrator 4:** The 80s gave rise to the trend of pop music stars dressing in full or semi drag including Philip Oakey, Pete Burns and George.

Narrator 3: In 1985, the New York drag festival known as *Wigstock* was founded by drag queen and legend Lady Bunny, known for her signature: insanely large blonde wigs.

Narrator 7: In 1988 Divine famously starred as Tracy's mother in the movie musical *Hairspray* and to this day it's been a tradition that a male in drag plays that part.

Narrator 1: 1980s drag ball culture is also where the phrase "yes" or "yes queen" caught on and became more widely used outside the drag community.

Narrator 3: In 1990 Jenny Livingston released her documentary "Paris is Burning", which offered an in-depth look at what it took to become a drag queen in Harlem predominantly African American drag ball culture.

Narrator 2: The 90s kicked off a new era of drag pop culture. It saw the rise of many drag queens in film television and theater including Coco Roxx, Candace and Joey Arias.

Narrator 6: RuPaul, the most famous and influential drag queen in history, is largely credited for bringing drag into mainstream popular culture. His reign began in the 1990s with his hit 1994 song "supermodel you better work".

Narrator 7: In 1996, RuPaul got his own top variety show on VH1 "the RuPaul show" which ran for 100 episodes.

Narrator 1: RuPaul, the drag mother of all drag queens, paved the way for prominent drag in popular culture in the 2000s.

Narrator 2: RuPaul's *Drag Race* created in 2009 - I was very young - that now gives the national platform for up-and-coming drag queen performers everywhere to earn their spots as top influencers in the community.

Narrator 1: The show has taken home numerous awards, including not one, but two Primetime Emmy Awards for outstanding host for reality or reality-competition program. How about that?

Narrator 2: And that's why we are here right now, see?

Narrator 3: Now, I hope you learned a thing or two about drag culture.

Narrator 1: Now that you got all that knowledge in your noggins, go forth and bring it into the world!