

Universidade Federal de Minas Gerais – UFMG
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Programa de Pós-Graduação em Estudos Linguísticos – POSLIN
Curso de Especialização em Ensino de Inglês – CEI

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**From Horror Movies to Japanese Animation: A (pop)cultural approach to
teaching English**

Belo Horizonte

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From Horror Movies to Japanese Animation: a (pop)cultural approach to teaching English

Trabalho apresentado ao Curso de Especialização em Ensino de Inglês, atividade do Programa de Pós-Graduação em Estudos Linguísticos da Faculdade de Letras da Universidade Federal de Minas Gerais como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

Orientadora: Profa. Dra. Adriana Maria Tenuta de Azevedo

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2022



Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI)

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do(a) aluno(a): Mateus César Oliveira da Silva - Matrícula 2021659628.

Às 15:20 horas do dia 17 de janeiro de 2023 reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI) para julgar, em exame final, o trabalho intitulado ...From Horror Movies to Japanese Animation: A (pop)cultural approach to teaching English, 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, passaram a palavra a(o) candidato(a) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Logo após, a Comissão se reuniu sem a presença do(a) candidato(a) e do público para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

O(A) Prof(a). Marisa Mendonça Carneiro, indicou a (x) aprovação () reprovação do(a) candidato(a).

O(A) Prof(a). Edelvais Brígida Caldeira, indicou a (x) aprovação () reprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado(a) aprovada(o) (x) reprovada(o) ().

Nota ...88.....

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

Belo Horizonte, 17 de janeiro de 2023.

Marisa Mendonça Carneiro

Edelvais Caldeira

O trabalho atende aos requisitos do curso.

ACKNOWLEDGMENTS

I would like to thank my family for supporting me and being patient during the time I was taking this course and finishing this final paper and I wasn't so present and could not give them enough attention. Thanks mom, dad and dear brother for encouraging me and believing I would be able to accomplish it, even in moments I would doubt myself. I love you!

I would also like to thank my boyfriend, Carlos, for encouraging me to take the course and for being so understanding and patient. You have encouraged me to keep taking the course, even though our time together was compromised because of all the online classes and time I had to spend studying. You never complained about it and were always supportive.

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Finally, I would like to thank all the amazing teachers we have had during this course for sharing all their knowledge and experience with us. I can say for sure I am a better teacher now because of this course.

Resumo

O presente trabalho tem como objetivo o desenvolvimento de duas unidades didáticas para o ensino de língua inglesa, sob a perspectiva da abordagem comunicativa de ensino do idioma. As unidades foram elaboradas tendo como público alvo estudantes com um domínio da língua categorizado como C1, de acordo com o Quadro Europeu Comum de Referência para as Línguas (Common European Framework of Reference for Languages), entre as faixas etárias de 16 até 35 anos de idade. Atividades comunicativas englobando as quatro habilidades (fala, escuta, leitura e escrita) estão presentes em cada uma das unidades, que contam com temas atuais e que fazem parte do universo dos estudantes – filmes de terror e animações japonesas.

Palavras-chave: ensino de inglês; abordagem comunicativa; unidade didática.

Abstract

The aim of this paper is to develop two didactic units to teach English under the perspective of the Communicative Approach of language teaching. The units were designed to be used with students between ages 16 to 35 with a C1 use of English, according to the Common European Framework of Reference for Languages. The activities present in the units cover the four skills in language learning (speaking, listening, reading and writing), the units also deal with current topics that are part of students' universe: horror movies and Japanese animations.

Keywords: english teaching; communicative approach; didactic unit.

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INTRODUCTION

I started studying English when I was around 8 years old and have continued up until now. I have been through many language schools and I have used different coursebooks. After some years of taking English courses, when I was a teenager on the edge of turning into an adult, I had a feeling of deep disconnection with studying the language – most of the topics covered in the different coursebooks I had used did not reflect my reality or dealt with topics of my interest at that time. I knew it was important to learn about how to write my CV in English, the proper words to use during a job interview or how to check in at a hotel; but I felt it would be more interesting if I could talk about the music and movies I liked and the shows I watched in English instead.

Many years went by and I became an English teacher. I have taught many different students: children, teenagers, adults and the elderly. However, I felt it was really difficult to teach teenage students as they started the course motivated, but during it they had lost their interest – I have always felt even though they liked me as a teacher and liked English, they started to feel bored by the coursebook and its repetitive lessons. So, I always had to come up with different things to make the classes more interesting for them: extra activities, off-topic discussions about something they liked, games, etc.

As I was taking this Specialization Course at UFMG and they let us know we would need to create coursebook units as our final paper, the idea of creating a material for teenagers and young adults came to me. I was able to use themes from popular cultural, movies and animation shows, and turn them into a meaningful teaching resource. That is how *From horror Movies to Japanese Animation: a (pop)cultural approach to teaching English* was born.

The material is composed of two units that deal with popular themes among teenagers and adults: horror movies and Anime, also know as Japanese animation. It is aimed at teenagers and young adults with ages varying from 16 to 35 years old. The units were designed under the Communicative Approach perspective, therefore there many communication activities and a lot of interaction among students. It was created to be used in private classes or language schools with classes up until 10 students, but with the right adaptations it can also be used only with more students and even one-on-one classes.

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Horror movies: Can they be good for us?



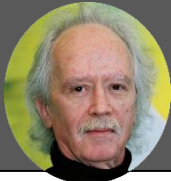
ARE YOU UP FOR A GOOD SCARE?

Horror has been a polarizing theme throughout the years; some people love it, others hate it but everybody has an opinion about it! Let's read some opinions about the horror genre from popular movie directors.

1. Read the quotes and discuss the following questions:

Are they similar or contrasting opinions? Do you agree with them?

Have you watched any movie by these directors?



"Horror will never go away. It is a universal language; we're all afraid. Everything that I'm afraid of, you're afraid of and vice versa." – John Carpenter, director of "**Halloween**"



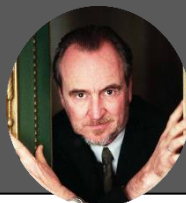
"I think of horror films as art, as films of confrontation. Films that make you confront aspects of your own life that are difficult to face." David Cronenberg, director of "**The Fly**"



"Horror allows for experimentation that I don't feel I can exercise in other kinds of stories" – Karyn Kusama, director of "**Jennifer's Body**"



"We can transform the darkness. We can face our own darkness, and also collectively face it." – Jennifer Kent, director of "**The Babadook**"



"Horror movies don't create fear. They release it" – Wes Craven, director of "**Scream**"

SECTION A



CURIOSITY CORNER Horror movies have always been part of the popular culture, gathering thousands of people into movie theaters to see scary creatures and becoming instant hits, however some people really don't like them and argue they are not good for mental health.

2. Talk in trios answering the questions:

- a) What is your favorite kind of movie?
- b) What is the plot of your favorite movie?
- c) Are you a fan of horror movies? Why?
- d) What's your favorite scary movie?
- e) Can horror movies affect our health?

Change your trios and talk to different friends. Keep the conversation going!





LANGUAGE IN CONTEXT Everyone has already watched a horror movie and felt the experience of getting scared by a sudden **jump-scare**; feeling angry with clueless characters getting into dangerous places; cheering for the **final girl** to be alive and defeat the villain; feeling a suspenseful **soundtrack** sending **shivers down their spine**; **squirming** in their chair during the last scene, and feeling a sense of relief when the movie was finally over. It's a rollercoaster of emotions! Not everybody is ready for that, but there are lots of people who love it.

3. Match the words with their definition:

(a) **jump-scare** (b) **final girl** (c) **to send shivers down one's spine** (d) **soundtrack** (e) **to squirm**

() the sounds, especially the music, of a film, or a separate recording of this.

() to make someone feel very frightened or excited.

() the female protagonist who remains alive at the end of the film, after the other characters have been killed.

() to make twisting movements with the body, esp. because of embarrassment, pain, or excitement.

() the sudden appearance of a shocking image, often accompanied by a burst of loud music.

4. Watch the video and work in pairs:



Listen carefully!



From: https://www.youtube.com/watch?v=OAW_B4d3wRM

- Do you agree that all horror movies follow the formula mentioned on the video?
- In your opinion, can a scary movie be good without relying too much on jump-scares?
- Besides horror movies, what other things can safely activate the "survival mode" in our brains?
- Do you know any movie shown in the video? Which is your favorite?

5. Watch the video again and mark the correct answers:

11

a) This item is **NOT** mentioned as part of the horror movies formula to scare the viewers:

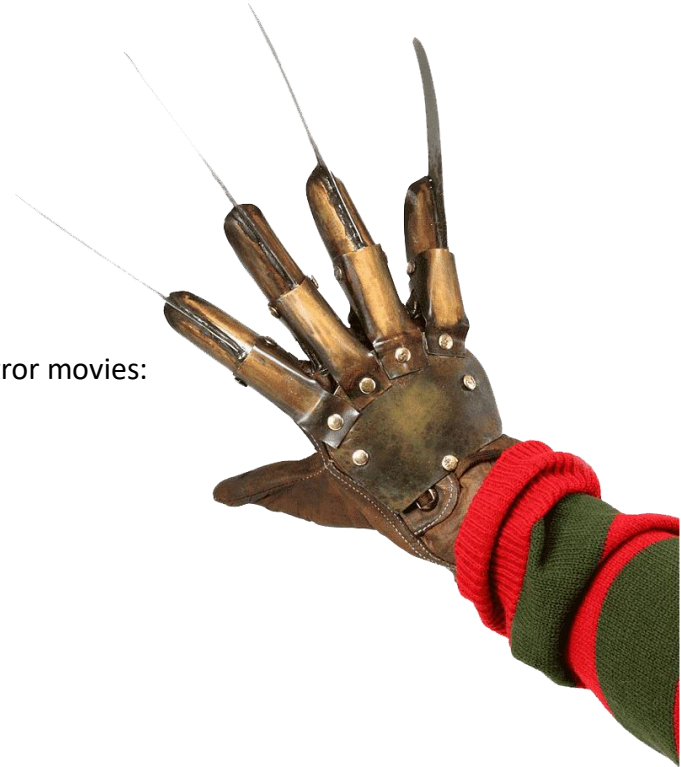
- sound effects
- unexpectedly scenes showing the movies' monsters
- high cost special effects
- different filming angles

b) The main hormone released by the brain when we watch horror movies:

- oxytocin
- dopamine
- serotonin
- testosterone

c) Mark the **correct** sentence according to the video:

- One of the reasons people like horror movies is because they like the feeling of danger during the movie and the sense of accomplishment and survival when it is over.
- When we watch horror movies our brain doesn't know it is not really threatened, so it produces more dopamine to relax us.
- Sedentary people don't produce adrenaline in their body, that's why they tend to like horror movies more than others.
- Horror movies are not so popular these days than they were in the past.



SECTION C



6. Read the article and answer:

Horror Movies Can Affect Your Health More Than You Think

Horror movies – they'll rot your brain, or turn you into a violent maniac! At least, that's what we used to be told about them. We should all know by now that horror movies, and horror entertainment in general, do not cause violent behavior. The genre shouldn't be blamed for the horrors of reality — after all, it's just a movie.

That isn't to say, though, that horror can't impact your real life to some degree. In fact, watching horror movies has shown to have some palpable effects on both your mental and physical health. You won't be cursed or anything like that after you watch a horror movie. But you may experience some noticeable changes to your body or psyche if you consume a regular diet of horror. Believe it or not, the majority of those effects have been found to be positive.

Don't believe us? There is actually a niche field of medical experts who have studied the effects of horror media on health. Here's what they have to say:

Horror and mental health

While the gory and gruesome scenes in your average horror movie often seem distressing, they actually hold the potential to provide comfort. This is especially true for people with clinical anxiety. In a 2020 study published in *NeuroImage*, a group of Finnish scientists found that people with anxiety disorders can find horror movies relaxing due to "the anticipation of threat from environmental cues, and the reaction to threat onset." In layman's terms, knowing that distress is coming through a jump-scare or slasher kill is more relieving than experiencing a distressing event without warning.

Viewers can also find comfort in horror movies by experiencing terrifying events vicariously through the characters. In an article published by CNET, the director of the Center for Cultural Studies and Analysis, Margaret J. King, explained that viewers may react positively to watching someone go through something unavoidably terrible, while they themselves have full control of their surroundings.

"Horror movies have a long history of providing a kind of reassurance," she explained. "Viewers can immerse themselves in a harrowing narrative yet at the same time be perfectly safe, able to control the stimulus by turning it off or shifting attention to the surrounding space."

Horror and physical health

Horror is one of the few movie genres that can elicit a visceral reaction from the viewer. The tell-tale signs are all there, including a slight increase in heart rate and blood pumping through the muscles. According to the Mayo Clinic, these feelings are extremely similar to those you feel while you exercise. While you shouldn't replace your workout routine with a horror marathon, it is still healthy to experience those jolts of adrenaline every once in a while.

It isn't just healthy levels of adrenaline that can flow through your body while watching horror movies. A 2009 study published in the academic journal *Stress* suggested that more white blood cells could be circulated around a person's body if they watch a stress-inducing but still fictional horror movie. In case you were wondering, yes, the control variable in this study was "The Texas Chain Saw Massacre," so the researchers conducting this important experiment had taste!

The unsavory effects of horror

While it is important to acknowledge that horror movies aren't the dangerous boogeyman¹³ that many pearl-clutchers accuse them of being, that doesn't mean they still can't produce some negative side effects. It's important to note that horror movies simply aren't for everyone. Even though some people find comfort and fun in the genre, others find it genuinely upsetting, despite knowing that what they're watching is fictional. The body does not always register what is real vs. what is fake, so even if you know that Freddy Krueger can't actually kill you in your sleep, your body could react like he might.

Another strange side effect of horror is affiliated with a particular subgenre, and it might be one that even the most hardcore of horror fans are susceptible to. Found footage movies such as "Cloverfield" and "The Blair Witch Project" have gotten complaints over their usage of shaky camera movements, resulting in viewers getting motion sickness. According to a Toronto Star conversation with University of Toronto professor Bob Cheung, this is because the film's perspective is directly at odds with the senses that govern orientation.

So, what's your favorite scary movie?

Ultimately, the effects experienced after watching horror movies are individual. While one person might be scared to turn one on, another might turn to horror to settle down. It boils down to someone's psychology and physiology, and personal tolerance can certainly change over time. Many horror fans start out being scared of the genre before growing to love and find relaxation or excitement in it.

It's fascinating that a single genre can elicit reactions this strong, whether mental or physical. This gets at the true importance of horror: throughout all its various subgenres and movements, it always holds the potential to subject a viewer to sensations they hadn't felt before. Whether it be through chainsaw-wielding maniacs, creepy supernatural children, or anything in between, horror can affect the way that you experience the world around you. What other type of movie can say that?

Source: <https://www.slashfilm.com/898930/horror-movies-can-affect-your-health-more-than-you-think/>

a) Mark **T** for true or **F** for false, according to the article:

- The benefits of horror movies are true for every person. ()
- Watching horror movies have no effects on our health. ()
- Our body can't always differentiate what is real to what is fake and this can cause an upsetting feeling when watching horror movies. ()
- Horror movies can be good for people with anxiety disorders. ()
- Horror movies are responsible for aggressive behavior. ()
- Found footage movies, known for their use of shaky cameras, can have a negative effect on viewers. ()

b) According to the text, most effects of horror in the viewers' body are: () positive () negative

c) Mention one physical reaction that happens in the viewers' bodies when watching horror movies:

GRAMMAR

The -ING and -ED adjectives

7. Read the following sentences:

Although gruesome scenes in horror movies often seem **distressing**, they can provide comfort.

Knowing a jump-scare is coming is more **relieving** than experiencing it without warning.

Viewers can find comfort even in **terrifying** scenes.

It's **fascinating** that a genre can elicit strong reactions.

This movie bores me. It is a **boring** movie.

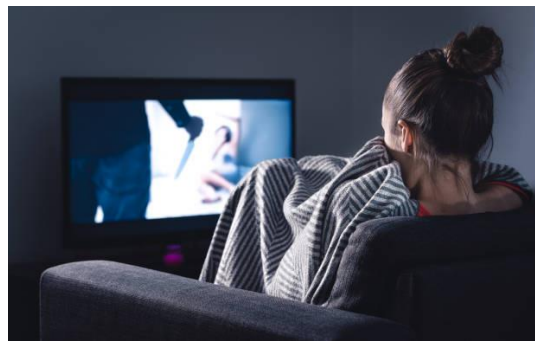
Those characters made me feel irritated. They are so **irritating!**

Instrumental soundtracks make viewers feel relaxed. They are **relaxing** sounds.

Compare:



He is **terrified!**



This TV show is **terrifying!**

We use **-ING adjectives** to describe characteristics of a person, thing or situation; they are used to describe the thing that causes a certain feeling or emotion.

8. Choose the correct alternative:

a) "Scream" is one of the most _____ movies I've ever seen!

() entertaining () entertained

b) Everybody left the room _____ after watching "IT". It was not a good movie.

() boring () bored

c) Watching a 2-hour movie is extremely _____ to me. I can't take it.

() exhausting () exhausted



9. Discuss the following questions in pairs:

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a) What is the most entertaining movie you have ever watched?

b) Do you consider horror movies terrifying? Why?

c) Some people consider horror movies distressing. Can you think of things that are distressing to you?

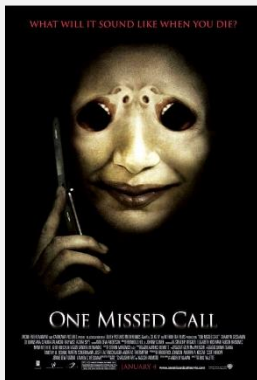
c) What activities do you consider relaxing?

SECTION D



DID YOU KNOW? A movie review is an evaluation of a movie – in the review, the viewers/critics give their opinions and highlight positive and negative aspects of the movie (the plot; the acting; special effects; soundtrack, etc.) and determine if it is worth watching it.

10. Read some viewers' reviews of the following movies:



One Missed Call (2008)

If you want a good laugh, go see it. If you are frightened by a missed call on your cell phone than you may want to sleep with the lights on, otherwise you should be fine. The worst part about this movie is that it isn't quite corny enough to be considered entertaining. It simply leaves you constantly turning to the person next to you to say "What was that?" because of how childish the plot becomes.



Gremlins (1984)

I think this movie is good for its purpose. It's not meant to be some life-changing, or hysterically funny, or terrifying suspense movie. It's meant to give you some scares, some laughs, and entertainment. And it does indeed entertain. A great movie for adults to watch with kids for their first "scary movie".



Friday the 13th (1980)

Friday the 13th is a classic masterpiece, it uses a clever storytelling to hide the identity of the killer as well as who the main character is to the end. The music and sound effects are all great. The suspense-building is great as you can kinda figure out when someone's is going to get murdered. And without spoiling anything, the acting of the killer is truly terrifying!

Source: <https://www.imdb.com/>

11. Write a short review about your favorite movie. You can write about the things you like/dislike about it (the story; the acting; the soundtrack; etc.) and why people should watch it:

Movie: _____

Your review:

12. Work in pairs answering the questions and discussing:

- a) Do you read movie reviews before watching a new movie?
- b) What do you take into consideration when choosing a movie to watch?
- c) Have you ever been disappointed by a movie recommended by a friend?
- d) Would you watch the movie your friend reviewed? Why? Read your friend's review and answer.



THE END (of the Unit) **IS NEAR**

Have you seen “IT”? It’s a movie based on the Stephen King’s book by the same name, and the story centers around a group of friends trying to defeat an evil clown who likes to **eat** children. Terrifying, isn’t it? Let’s leave the horror aside for a little bit and focus on these two words: **it** and **eat**.

13. Take a look at the phonetic transcription of the words:

<p>IT / it /</p>	<p>EAT / i:t /</p>
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The word **IT** has a **short vowel** sound – represent by the symbol /I/

The word **EAT** has a **long vowel** sound – represent by the symbol /i:/

These two words are **minimal pairs** – a pair of words that vary by only a single sound and have distinct meanings.

14. Read the words in the box aloud with your teacher. In pairs, put them in the correct column according to their vowel sound:

Sit – Seat – Feet – Fit – Heat – Hit – Did – Deed

/ I /	/ i: /



TEACHER'S GUIDE: Unit 1 – Horror movies: can they be good for us?

The aims of this Unit are:

- to enable students to confidently talk about movies (a common and popular topic in their cultural context and among same age peers);
- to enable students to write a movie review;
- to help students understand the gerund adjectives as a grammar point;
- to help students notice differences between short and long /i/ sound;

The suggest time to finish this unit is around 2 hours, but teachers are free to expand this time accordingly to their needs and educational realities.

LET'S GET STARTED

This section is to be used as a warm-up for the unit to check students' familiarity with the theme "**horror movies**".

- Tell students to read the quotes; then ask the proposed questions as group questions.

Tip: you can randomly choose students to share their answers in this section, if students are too shy to answer or too many students are trying to speak at the same time.

SECTION A – TALKING

- Ask students to read the CURIOSITY CORNER box (you can randomly choose different students to read parts of it);

- Put students in trios and tell them to discuss the proposed answers. Go around the classroom listening to students' discussions, help them if necessary. After some minutes, ask students to change trios;

- Ask students to share their answers with the classroom. You can randomly choose students to answer each question;

SECTION B – LISTENING

- Start this section by the LANGUAGE IN CONTEXT box, ask students to read it;

- Explain to students that there is some new vocabulary related to horror movies in bold and ask if they know any of them; tell them to read the box once again and do the Step 3 activity, matching the words to their correct definition according to how they were used in the LANGUAGE IN CONTEXT box;

- Give students some time to do the activity then correct it;

Key – SECTION B. LANGUAGE IN CONTEXT – STEP 3:

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

- In Step 4, tell students they are going to watch a video about horror movies and what happens in our brains when we watch them; explain they are going to watch it twice and do some exercises about it;

- Play the video once and put students in pairs to answer the questions. Give some time and check their answers;

- Explain the exercises about the video, play the video again and check students answers;

Key – SECTION B – STEP 5:

a) high cost special effects

b) serotonin

c) One of the reasons people like horror movies is because they like the feeling of danger during the movie and the sense of accomplishment and survival when it is over.

SECTION C – READING

- Tell students they are going to read an article about the effect horror movies have on our bodies and do some exercises about it;

- Ask students to read the text and do the exercises. Check their answers;

Key – SECTION C:

a)

(F)

(F)

(T)

(T)

(F)

(T)

b) Positive

c) Answers may vary, but one of the following reactions need to be mentioned: an increase in heart rate and blood pumping through the muscles; more white cells circulating a person's body.

GRAMMAR SECTION

- Tell students to read sentences in Step 7. Then, ask them what they think the adjectives in bold have in common;
- Ask them to look at the pictures comparing two adjectives and read the sentences. Explain about the “-ing adjectives” (gerund adjectives) and “-ed adjectives”, give more examples and ask students to mention “-ing adjectives” or “-ed adjectives” they already know;
- Tell students to read the explanation box and check if they have any doubt;
- Tell students to do Step 8 activity, give some time and check the answers;
- Put students in pairs to discuss Step 9 questions; check their answers orally;

Key – GRAMMAR – STEP 8:

- a) entertaining
- b) bored
- c) exhausting

SECTION D – WRITING

- Start this section by the DID YOU KNOW? Box, ask students to read it;
- Ask students if they know what a movie review is and if they usually read reviews before watching a movie;
- Tell students to read the movies reviews in Step 10;
- Engage students by asking if they have already watched these movies, if they would watch any of them based on the review;
- Explain they are going to write a short review about their favorite movie in Step 11 – mention they can write about their favorite aspects of the movie (story, the acting, soundtrack, etc.) and why someone should watch it;
- Put them in pairs to answer step 12 questions. Check their answers;

PRONUNCIATION SECTION

- Start this section by explaining students they are going to learn about pronunciation – the difference between long and short vowel sounds;

- Ask students to read the box; draw students' attention to the words **it** and **eat** – ask them if they think the pronunciation is similar or different;
- Tell students to read the sentences in Step 13, explain the difference between /I/ and /i/ sound and the concept of **minimal pairs**. Asks students if they can think of other minimal pairs they know;
- Tell them to do Step 14, explain you are going to read the words from the box and, based on the pronunciation, students need to divide them into columns according to their sound;

Key – PRONUNCIATION – STEP 14:

/I/ - Sit; Fit; Hit; Did

/i/ - Seat; Feet; Heat; Deed

Anime: Japanese animation that is taking over the world



Anime, also known as Japanese animation or Japanimation in the past, refers to a specific type of cartoon produced or inspired by the Japanese style of animation: characters often have exaggerated design like large eyes, wild colored hair, long limbs, unique facial traits – all of these to better portrait different emotions. Anime has been around for a very long time, but recently it has become extremely popular in the Western

1. Take a look at some celebrities who are fans of anime and answer:

Do you know any of these people?

Have you watched any anime show mentioned?



Award-winning singer **Ariana Grande** (29 years old) has declared her love for Japanese animation and even got a tattoo replicating *Chihiro*, the main character from Studio Ghibli's movie "*Spirited Away*". Ariana explained the character represents a hard-working, responsible, and brave young girl.



Jungkook (25 years old), ranked as the third most-loved celebrity in South Korea, is a singer and the youngest member of South Korean boyband **BTS**. He is a big fan of anime and already mentioned "*Naruto*" is one of his favorite ones. One of BTS songs, "*Attack on Bangtam*" is inspired by hit anime show "*Attack on Titan*".



Multi-talented actor and director **Michael B. Jordan** (35 years old) is an open fan of Japanese animation, he declares himself a true anime fan. Whether it is a coincidence or not, the outfit of his character in Marvel's hit movie "*Black Panther*" has been compared to the one worn by iconic villain *Vegeta*, from the anime "*Dragon Ball Z*".



SECTION A



2. Talk in trios answering the questions:

a) Are you a fan of anime or cartoons?

b) In your opinion, why do some people like anime or cartoons so much?

c) Are there differences between anime and the cartoons from your country?
If so, what are they?

d) Do you consider anime and cartoons for children only? Why?



GETTING READY Anime content has been loved for ages, with several iconic pieces being released over the years. While the industry has seen plenty of highs and lows, anime seems to be trending more than ever in modern times. According to the website FictionHorizon.com, between 90 and 100 million people from all over the world watch anime. Estimations dictate that somewhere between 40% and 60% of the global population watch anime content – either casually or actively.

3. In pairs, discuss the following questions:

- a) Is anime popular in your country?
- b) In your opinion, why has anime become so popular recently?

4. Read the article and answer:



Anime: How Japanese animation has taken the West by storm

Last weekend, an animated Japanese high school student who is haunted by the spirit of his childhood sweetheart was second only to *The Batman* in the UK box office chart, and beat Catherine Tate and Sir Mark Rylance, who starred in other new releases. *Jujutsu Kaisen 0* - a prequel to a successful streaming TV series, itself based on popular manga comics - has become the latest successful anime export.

Anime is known for its distinctive style using bold colors, pronounced and expressive facial features, and far-out storylines. It deals with themes from growing up to the importance of friendship, often along with graphic violence and some sexual undertones. It has been around for decades in Japan and gained a foothold in the West in the 1990s, but reached a new level of popularity around the world in the past few years.

Netflix says more than 100 million households around the world watched at least one anime title in the first nine months of 2020, a 50% increase from 2019. Meanwhile, anime only sites like Crunchyroll have also seen a rise in viewers. Shiro Yoshioka, a lecturer in Japanese studies at Newcastle University, says streaming sites have "lowered the barrier to be a fan of anime significantly and has helped it become more mainstream than it used to be".

Jujutsu Kaisen 0 made almost \$15m (£11m) at US and Canadian cinemas last weekend and another £825,000 in the UK and Ireland.



"This is a terrific opening," David A Gross, who runs movie consulting firm Franchise Entertainment Research, told Reuters. "Reviews are exceptional for this and for all of Funimation/Crunchyroll movies. They have not missed." Those reviews included one in *The Guardian*, which said the "dazzling coming-of-age tale masterfully contemplates the knotty process of coming to terms with past traumas through a horror-fantasy lens".

Directed by Sunghoo Park, it has more graphic violence than some previous Japanese animations as a result of its darker themes and tone.

The film comes after the success of *Demon Slayer*, which became the highest-grossing anime film worldwide, making \$90m (£68m) outside Japan in 2021 despite being released during the pandemic.

Crunchyroll released *Jujutsu Kaisen 0* in US cinemas and has seen its streaming numbers go from one million paid subscribers in 2017 to five million last year. Sony bought the company for \$1.175bn (£900m) in 2021. Chief content officer Asa Suehira said the growth of streaming and video games had led to "more fans with a comfort and interest around adult dramatic animation".

Dr Yoshioka believes it is "the complexity and difference from Western visual media that attract young people to anime". He adds: "There is still a mindset in the West that animation is for children, whereas in Japan, the genre is for audiences of all ages, and the content reflects that."

Dr Filippo Cervelli, a lecturer in modern Japanese literature at the SOAS University of London (School of Oriental and African Studies), has seen an increase in the number of students writing theses on anime. "This shows how anime are appreciated but are also seen as sources of cultural insights," he says. "Many popular anime show Japanese urban backgrounds, Japanese food and other elements of daily life that can be new and attractive to UK audiences used to different architectures or daily rhythms."

For a growing number of parents, they may wonder whether the content their children are watching is appropriate. Vansh Gulati from Epic Dope, a site dedicated to all things anime, says it should not be confused with hentai - or Japanese animated pornography. "Many parents think of anime to be porn disguised as aesthetic glitter-covered cartoons," he says.

He advises that, like any other form of media, parents should monitor what their children watch. They can also read reviews, check age ratings and make sure they don't stray into shows rated for adults.



Anna Parker-Naples, a parent of three, thinks anime has its benefits but it's important to know what your children are watching. "Sometimes the way that death is portrayed, even if it's graphics, can be quite bloody and brutal. I think it's the adult themes woven into some of the stories. We just never know at what point they're going to become overly violent."

"We want to make sure we're on board with what they are watching. So quite often, we will watch a few episodes of the series before we let them watch something."

One of her children is drawn to the artistry of anime because some of it can be "quite beautiful", she adds. "For us, watching our children be inspired by something that they were then wanting to draw and be creative, we quite like that."

For some fans, especially for younger viewers, having something in common with other like-minded people brings about a sense of belonging and acceptance. "I think they sort of self-identify with all the people that watch anime. They know who is into it, so even if they're not all friends together, they recognize that they're part of it."

Source: <https://www.bbc.com/news/entertainment-arts-60865649>

a) Mark **T** for **true** and **F** for **false**, according to the article:

- Japanese animation only deals with family-friendly themes like growing up and friendship. ()
- Although Anime has been around since the 1990s, it has never been as popular as it is now. ()
- Streaming services have nothing to do with Anime recently raise in popularity. ()
- Depending on the kind of Anime, violence and darker themes can be present. ()
- In Japan, there is a mindset that Anime is only for young audiences. ()
- Besides being a source of entertainment, Anime are also sources of cultural insights. ()
- Unconventional storylines, expressive facial features and the use of eye-catching colors are characteristics of Anime. ()
- Parents don't need to worry about their children watching Anime. They can let them watch any show without supervision. ()

b) According to the article, having something in common with others can have a positive effect on some people, especially the young – What is it?



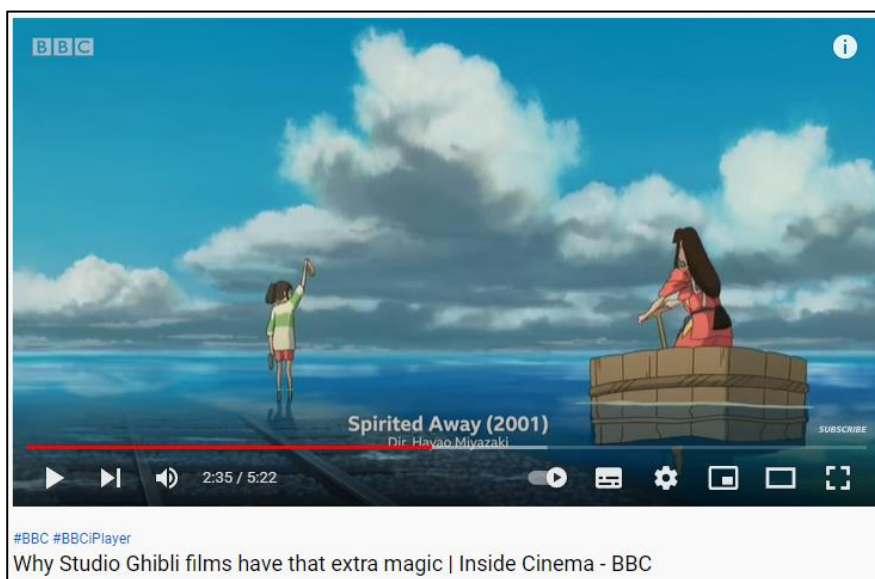


DID YOU KNOW? Only six anime movies have ever been up for the *Best Animated Feature Oscar*, and the first and only anime to ever win an *Academy Award* was “*Spirited Away*” – a Studio Ghibli production. **Studio Ghibli** is an acclaimed Japanese animation film studio founded in 1985 by animators and directors Hayao Miyazaki and Isao Takahata. The studio is known for the high quality of its filmmaking and its delicate artistry.

5. Talk to your teacher:

- Have you seen the movie “*Spirited Away*”?
- Do you know any other movies from Studio Ghibli?
- In your opinion, can animation movies deal with any kind of topic?

6. Watch the video and discuss in pairs:



From: <https://www.youtube.com/watch?v=8HGim0Sk8tk>



7. Watch the video again and mark the correct answers:

a) Mark with an **X** only the sentences that are **true** according to the video

- Food plays an important part in Studio Ghibli's films.
- When we watch animation movies we expect to see ordinary things, real life situations.
- Attention to details is not a characteristic of Ghibli's movies.
- Ghibli's movies are only portrayed in magical worlds, there are not movies that deal with the real world.
- Ghibli's movies are considered exceptional because they make us look the world in different points of view.



b) According to the video, which of the mentioned movies might be considered Hayao Miyazaki's most iconic piece:

Castle In The Sky

The Wind Rises

My Neighbor Totoro

c) How long has Studio Ghibli been offering spectacular visions with their movies?

For 25 years

For over 35 years

For over 45 years

GRAMMAR

Compound adjectives

8. Read the following sentences:

Award-winning singer Ariana Grande has declared her love for Japanese animation.

Demon Slayer, which became the **highest-grossing** anime film worldwide

Human-eating monsters are common in anime stories.

In Sailor Moon, an ordinary **fourteen-year-old** girl turns into a magical warrior to fight evil forces.

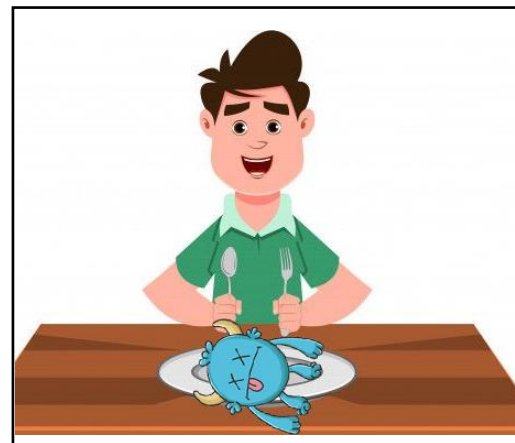
A **17-year-old** boy who wants to become the biggest pirate is the leading character of One Piece.

Several **10-meter** monsters try to invade a human city in Attack on Titans, one of the most popular anime shows ever

Compare:



We saw **man-eating** monsters.



We saw a man eating monsters.

Look at some examples:

A girl who is 16 years old is a **sixteen-year-old** girl.

A character who speaks Spanish a **Spanish-speaking** character.

A man who has a narrow mind is a **narrow-minded** man.

A compound adjective is when we combine two or more words that together act as one adjective. Most of compound adjectives are linked by a **hyphen** between the words. They can be composed by combining different types of words: adjectives, participles, nouns, numbers.

9. Mark **T** for **true** or **F** for **false**:

- a) A compound adjective is an adjective formed by a combination of words. ()
- b) Compound adjectives joined by a hyphen represent one adjective, regardless of the number of words used to create them. ()
- c) It is possible to create compound adjectives only combining two adjectives. ()
- d) Only a few compound adjectives need to be divided by a hyphen. ()
- e) It is wrong to put numbers in plural when they are part of a hyphenated adjective. ()

10. Choose the best alternative to complete the sentences:

- a) We've read an _____ comic book in just 5 hours. It was extremely entertaining!
() one-hundred-page () one-hundred-pages
- b) That anime villain is just a _____ girl. How come she is so powerful?
() fifteen-year-old () fifteen-years-old
- c) The villain in that anime show carries a _____ sword. How is that possible?
() two-meters-long () two-meter-long

11. In pairs, answer the questions:

- a) Have you ever watched a three-hour movie? What is the longest movie you have ever watched?
- b) Do you like one-season TV shows or you prefer longer shows?
- c) Do you consider yourself an open-minded person? Why?

SECTION D



CURIOSITY CORNER There are diverse types of Anime with the most absurd plots all around the world, exploring innumerable themes varying from slice-of-life animations, that have no central plot and portray ordinary moments from the main character's life; action shows with man-eating monsters and even fantasy pieces with thousand-year-old entities providing magical powers to teenage girls in order to defeat a greater evil!



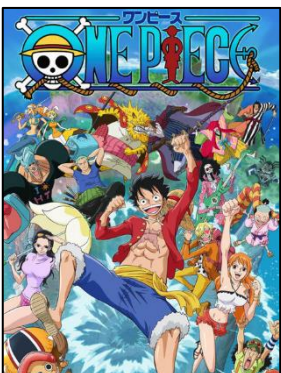
Demon Slayer (2019)

After his family was attacked by human-eating demons, a boy named *Tanjiro* becomes a demon slayer in order to avenge them and find a cure for *Nezuko*, his sister, who is slowly turning into a demon herself – and the only way to avoid it is killing the demon who has bitten her.



Sailor Moon (1992)

An ordinary fourteen-year-old girl named *Usagi* finds out she is a magical warrior, the legendary Sailor Moon. Along with her sidekick, a talking cat named *Luna*, she must find other girls with magical powers and lead them in defending the Earth from an ancient evil.



One Piece (1999)

Follows the story of *Monkey D. Luffy*, a seventeen-year-old boy who wants to become the greatest pirate in the world. *Luffy* goes into a quest to find the One Piece, a mysterious treasure hidden by *Gold Roger* – the legendary Pirate King. However, the young pirate boy is not the only one looking for the treasure.

13. Work in pairs:

- a) Have you watched any of the anime shows mentioned above?
- b) Considering only their covers, which one would you like to watch?
- c) Based on their plot which one do you consider the most interesting? Why?

14. Take a look at the picture bellow. Now, come up with a name and a plot for an anime show based on the picture:



Anime name: _____

Plot: _____

15. Discuss in trios:

a) What is your interpretation of what is happening in the picture?

b) What was the weirdest cartoon or anime show you have ever watched?

b) Would you watch your friends' anime shows? Why? Listen to them talk about their creations and answer.



TEACHER'S GUIDE: Unit 2 – Anime: Japanese animation that is taking over the world

The aims of this Unit are:

- to enable students to confidently talk about anime shows/cartoons (a common and popular topic in their cultural context and among same age peers);
- to enable students to exercise creative writing;
- to help students understand compound adjectives as a grammar point;

The suggest time to finish this unit is around 2 hours, but teachers are free to expand this time accordingly to their needs and educational realities.

LET'S GET STARTED

This section is to be used as a warm-up for the unit to check students' familiarity with the theme "**Anime**".

- Start by asking students if they know what Anime is and if they watch any;
- Tell students to read the information box about celebrities who like Anime and answer the questions;

SECTION A – TALKING

- Introduce the section by telling students they are going to discuss about anime and cartoons in general;
- Organized students in trios and tell them to answer the proposed questions;
- Go around the classroom listening to students' discussions, help them if necessary.
- Ask students to share their answers with the classroom;

SECTION B – READING

- Tell students they are going to read an article about how popular anime has become worldwide and do some activities about it;
- Read the GETTING READY box;

- Put students in pairs and tell them to answer the questions proposed in step 3;
- Ask them to share their answers with the classroom;
- For step 4, tell students to read the article and do the following activities;
- Check their answers.

Key – SECTION B. READING – STEP 4:

a)

(F)

(T)

(F)

(T)

(F)

(T)

(T)

(F)

b) Answers may vary but the main information needs to be: *it creates a sense of belonging and acceptance.*

SECTION C – LISTENING

- Read the DID YOU KNOW? box;
- Ask students the questions proposed in step 5 and listen to their answers;
- In step 6, tell students they are going to watch a video about a famous Anime studio and its magic creations; explain they are going to watch it twice and do some exercises about it;
- Play the video once and put students in pairs to answer the questions; give some time and check their answers;

- Explain the exercises about the video in Step 7, play the video again and check students answers;

Key – SECTION C. LISTENING – SETP 7:

a) - *Food plays an important part in Studio Ghibli's films.*

- *Ghibli's movies are considered exceptional because they make us look the world in different points of view.*

b) *My Neighbor Totoro.*

c) *For over 45 years.*

GRAMMAR SECTION

- Tell students to read the sentences in Step 8, ask them what the bold adjectives have in common;
- Explain about the compound adjectives – draw students' attention to the form, how it is necessary to use hyphen and the importance of keeping them in the singular form even when using numbers;
- Ask them to look at the pictures comparing adjectives and read the sentences; you can ask them to give more compound adjectives examples they already know.
- Tell students to read the explanation box and check if they have any doubt;
- Tell students to do the activities in Step 9 and Step 10, after some time check their answers;
- Put students in pairs to discuss the questions proposed in Step 11; give some time and tell them to share their answers with the classroom;

Key – GRAMMAR – STEP 9

(T)

(T)

(F)

(F)

(T)

Key – GRAMMAR – STEP 10

- a) one-hundred-page
- b) fifteen-year-old
- c) snow-covered

SECTION D – WRITING

- Start by the CURIOSITY CORNER box, ask to read it;
- Tell students to read the anime shows descriptions in Step 12;
- Put students in pairs to answer the questions in Step 13, give some time and ask them to share their answers with the classroom;
- Explain to students they are going to come up with an anime show name and plot based on the picture in Step 14;
- Organize them in trios to discuss the questions in Step 15, after some time, ask students to share their answers;

RATIONALE

From Horror Movies to Japanese Animation: A (pop)cultural approach to teaching English was designed under the perspective of the Communicative Language Teaching (CLT). As pointed by Richards (2006), “one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication”. Therefore, by having CLT as the units’ main reference, we hope to prepare students to be confident communicators in different real-life contexts.

Unlike traditional theories, the CLT approach provides a large range of flexibilities and opportunities which both teachers and learners can exercise from time to time, as the activities are student-centered and the teacher’s role is one of a facilitator and advisor rather than the main source of knowledge from traditional teacher-centered approaches. (KENNEDY, 2002 apud. DO SANTOS, 2020; LARSEN-FREEMAN, 2000.)

The sections and activities in **From Horror Movies to Japanese Animation: A (pop)cultural approach to teaching English** were created aiming to make the study of English more meaningful and interesting, as all the exercises have some degree of student/student interaction – this is considered an effective way of engaging all the students in the classroom, not only a minority of active/talkative students typically present in a regular second language classroom.

Besides, the units cover topics that are part of students’ realities and are popular in the mainstream entertainment industry: horror movies and Japanese animation shows, also known as Anime. These themes are not usually covered in most English books or lessons, but are a present topic in conversations among teenagers and young adults. So, using these elements, which are part of students’ lives and a source of entertainment and pleasure, in English lessons can increase motivation.

According to the newspaper The Washington Post, in 2022 horror movies like “Nope”, “Halloween Ends”, “The Black Phone” and “Smile” were box office successes, grossing millions of dollars worldwide – some of these movies were rated for adults only and some for teenagers accompanied by their parents, confirming that this type of entertaining is a big part of teenagers and young adults’ lives.

Regarding Anime, it was reported by BBC News that in 2019, during the pandemic, it reached new levels of success worldwide, having hit movies and shows in both movie theater exhibitions and streaming services. Anime shows have a large target audience ranging from children to adult people, so the success of this type of media in the mainstream reinforces that it is in fact part of adults' and teenagers' culture.

Themes like “checking-in in a hotel; a job interview; ordering food; writing a business e-mail; etc.” commonly present in teenagers' and young adults' coursebooks are important, but most times do not interact with students' reality, specially teenagers, as they cannot see how to connect such topics to their everyday life – the reason why, in our opinion, many teenagers feel demotivated when learning a new language.

Authors like Ellis (1994, apud. NGUYEN, 2019) and McDough (1983, apud. NGUYEN, 2019) highlight the importance of motivation as a decisive factor when learning a foreign language, which affects the rate and success of students' learning process. This is why we believe that by learning through topics that are part of their real life, the learning process will be more meaningful to students as they will feel motivated to use the language that connects to their every-day interests.

From Horror Movies to Japanese Animation: a (pop)cultural approach to teaching English is designed to be used in language schools and private English classes with teenagers and young adults with ages varying from 16 to 35 years-old. Students should be on level B2 of the Common European Framework of Reference (CEFR). According to the CEFR, students on level B2 are considered independent users and are expected to have mastered the following skills:

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

The units in **From Horror Movies to Japanese Animation: a (pop)cultural approach to teaching English** must be conducted in English by the teacher and students must also speak only in English during the classes and in their interaction with both teacher and other peers throughout the activities present in the units, as they are expected to be independent users according to their level on the CEFR.

However, if it is really necessary, there can be an occasional use of Portuguese in the classroom by teacher and students if they really need the support of their mother tongue (L1) – it is not advisable that students use their L1 during interactions with their peers, though. The use of L1 serves as a facilitator for learning as it plays a supportive role, as pointed by authors Atkinson (1987), Cook (2001) and Tang (2002).

The units are quite similar since both are divided into sections (Speaking, Reading, Listening, Writing), although not in the same order in both units; each unit has a Teacher's Guide with the answer-key for the units' activities. One noticeable difference between them is that the first unit contains a pronunciation section aiming at helping students notice the difference in long and short vowel sounds.

They also have the same layout with numerated steps which students should follow, information boxes and visual stimuli related to each unit's themes. According to Canning- Wilson (2001), visual and audio-visual tools motivate students' interest. Besides sparking students' interest and motivation, the visual stimuli present in the units can be used by the teacher to foster communication by asking students if they know the characters shown and their opinion about them.

The sections of the units are not named "Speaking", "Reading", "Listening" or "Writing", instead each section has a visual representation of the skill being practiced – students are expected to relate the symbol to the skill, the teacher can elicit what skill is being taught if he/she thinks it is necessary. The only sections that have obvious titles are the grammar section and the pronunciation one.

All sections are integrated and connected by the theme of the unit. There are communicative activities in all of the sections (speaking, reading, listening, writing and grammar). The aim of this was to provide a more holistic view of language teaching. As Nunan (2015) puts it: "This integrated skills approach mirrors the way language is used in everyday life (...) More often (...) we use at least one other skill".

Both units start with a warm-up section called Let's get started. This section is designed to introduce the main themes of the unit and get students talking about it to check their level of familiarity with the topic. In addition, in the activities and reading parts of this section there is information about real life people (like well-known celebrities and movie directors) that are part of the target students' cultural context.

In the **Speaking** section of both units, students need to work with peers to discuss questions related to the units' theme, simulating a real-life conversation which students can easily relate to. Even though there may be students who feel discouraged or ashamed of talking in a foreign language (L2), working with a same-level peer can reduce stress as one student helps each other; besides, the teacher will help as a facilitator if it is needed.

As for the **Reading** section in the units, students are presented to authentic texts related to the unit's theme aiming to develop their reading skills – there are pre, while and after reading activities (pre-reading and after-reading are communicative activities). In Unit 1, the text is an article from the website Slash Film describing the main effects horror movies have on viewers' bodies; and in Unit 2 there is also an article about the high success Japanese animation is recently having worldwide, extracted from the BBC website. Both articles are aimed at the general public with there were no adaptations.

For the **Listening** section, there are authentic videos taken from YouTube channels for the general public, not videos made specifically for learning purposes. The use of authentic materials is justified as research by scholars such as Wilson (2004, apud. IVYPANDA, 2019) has revealed that using authentic materials in teaching listening is more appealing to students compared to the use of scripted materials.

During the listening section of both units, students are presented with pre-listening activities to engage and prepare them for the topic they are about to listen to, during-listening activities are divided into general listening activities and listening for detailed information. There are also after-listening activities that aim at oral interaction among students. Unit 1 has a vocabulary activity as pre-listening, enabling students to inductively learn words and expressions that appear in the video.

The **Grammar** section is designed using both inductive and deductive approaches to make students acquire the grammar. Both units have similar grammar topics, they both have adjectives as the main grammar element – in Unit 1 it is the adjectives ending in the 'ing' form (called in the unit “-ing adjectives”) or the 'ed' form, and Unit 2 deals with compound adjectives. So, it is possible to say units complement each other.

In the first step of the units' grammar section, students have examples which they need to analyze and think about what the adjectives have in common in the sentences they have read. After this, there is an explanation of the grammar and an explicit box describing the grammar point and its rules or important details.

The last section in both units is the **Writing** section. In this section, there are some texts students need to read as models to prepare them for what they need to do later on in the activities. There is a clear connection between reading and writing, as they complement each other throughout the activities. In Unit 1 students are presented with the movie review genre, as they have to create a movie review as the final activity.

The final activity for Unit 2 is for students to come up with an anime name and plot – this activity’s aim is to make students exercise their creative reading and also as a fun way to engage students into writing and discussing. Creative language allows students to play with the language serving to “bring people together and membershiping them inclusively” as points out Carter (2004, apud. SMITH, 2014).

Finally, the teacher’s guides for both units are very clear and direct, instructing teachers what to do in a simple way and not restraining them in detailed or strict ways to conduct the lesson – this, we believe, in accordance to what Kumaravadivelu (2001) says about a postmethod pedagogy, he points out that “a postmethod pedagogy has to be a pedagogy of particularity”; that is, a pedagogy that adapts itself according to the needs of teachers and the particularities of students.

In conclusion, **From Horror Movies to Japanese Animation: A (pop)cultural approach to teaching English** was created to provide teenagers and young adults with lessons that are connected to their cultural contexts and everyday interests, using popular topics such as movies and animation shows to turn learning English into a meaningful and enjoyable activity.

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