

Universidade Federal de Minas Gerais – UFMG
Faculdade de Letras – FALE
Curso de Especialização em Ensino de Inglês – CEI

CLASSROOM AND CONTEXT
(Unidade Didática para o Ensino de Inglês)

Vanessa Brasil

Belo Horizonte

2017

Trabalho de conclusão de curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade Letras da UFMG, como um dos requisitos para a obtenção do título de Especialista em Ensino de Língua Inglesa, sob orientação da Profa. Dra. Andrea Machado de Almeida Mattos. Defendido no dia 10/08/2017.

Belo Horizonte

2017

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Introduction

The main objective of the units presented is to promote English language learning in context, promoting several interaction opportunities for the students to use the four skills: reading, listening, writing and speaking. All the materials were taken from communication vehicles used in daily life by speakers of the target language and are, therefore, authentic.

Brazilian young adults, students of English at a language school, level A2-B1, as per the CEFR, configure the target audience. The themes were chosen in light of the fact that they are pertinent today and present in the lives of the intended interest group.

The first unit, *Is faster always better?*, deals with the fast pace modern life pushes onto people and the movements created in favor of a possible deceleration in order to improve quality of life. The second unit, *It's a kind of magic*, deals with magic and mysteries as entertainment, which creates opportunities for debates on behavior, morals and even the supernatural. The principle behind the choice of topics is that the students, in spite of age, race or gender, may identify with them and, ideally, turn out to be inspired and keen on learning English.

Each unit precedes a Teacher's Guide, an important tool for the teacher to have a better understanding of the propositions of each section as well as directions for the activities, answers and other helpful data. The units were organized in the following common sections:

Listening: as mentioned before, the videos were chosen considering they could be valuable assets for discussions on the topic the unit proposes. In the activities, students should first listen to grasp the main idea and then for details.

Use of English: deals with the grammar topics introduced by the other sections, inductively.

Reading: this section focuses on refining the students' reading skill and always comes after a division which deals with vocabulary and provides the student with a new set of words and expressions. The texts presented are taken from websites and encourage the students to take an in-depth look at the topic in hand and, more than that, express their opinions. In one of the units, it comes together with the Writing section, as the focus of that specific part was on the Listening activity.

Writing: in order to do the activities proposed here, students are encouraged to resort to information shared throughout the unit, producing material that reflects their own opinion.

It is important to mention that some other sub-sections are present, such as *Getting Started*, which is dedicated to warm-up activities and *Your Turn*, where the students apply the content learned. There are also boxes with curiosities that are relevant to the topic and can be used by the teacher for further discussion. The units do not respect a sequence between each other, and the contents are independent. Therefore, some sections may be presented in a different way. Activities that concern the speaking ability, for example, can be found throughout the units.

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GETTING STARTED



How often do you meet your friends? Do you eat in a hurry or take your time? When you see a yellow traffic light, do you slow down or speed up? Juggling work commitments, studies, family life and social appointments can prove itself to be a difficult task. Sometimes we feel time is never enough to do everything and speed up everything we think is possible. Are you living your life on a fast lane? The following test may help you find the answer. Check your results on the next page.

How fast are you living your life?

<http://www.richardwiseman.com/quirkology/pace.html>

1. Do people tell you that you talk too quickly?
 - A. Often
 - B. Sometimes
 - C. Never
2. Are you the first person to finish at mealtimes?
 - A. Often
 - B. Sometimes
 - C. Never
3. When someone takes too long to get to the point, do you feel like hurrying them along?
 - A. Often
 - B. Sometimes
 - C. Never
4. When walking along a street, do you feel frustrated because you are stuck behind others?
 - A. Often
 - B. Sometimes
 - C. Never
5. Would you become irritable if you sat for an hour without doing anything?
 - A. Yes
 - B. Uncertain
 - C. No
6. Do you walk out of restaurants or shops if you encounter even a short queue?
 - A. Often
 - B. Sometimes
 - C. Never
7. When you are faced with an unfamiliar problem, what do you usually do?
 - A. Address the problem immediately
 - B. Think about what to do and then take action
 - C. Sit back and let things work out for themselves



Each answer letter A: 10 points.

Each answer letter B: 5 points.

Each answer letter C: 1 point.

Is your score between 7 - 29?

You are living life in the slow lane. Compared to most people you take things easy and don't tend to get stressed by the **hustle and bustle** of modern-day living. You tend to be patient, relaxed, and easy-going. Most of the time this is good news, but sometimes can be problematic. For example, you might tend to be late for appointments and miss targets. If this is the case, consider drawing up to-do lists, being aware of deadlines (perhaps even making your own ahead of actual deadlines), and setting your watch five minutes fast.

Is your score between 30-49?

You have a medium pace of life. You will probably find that you are capable of changing the speed at which you live life on the basis of the situation in which you find yourself. If not, try adopting some of the suggestions in the paragraph above when you feel the need to **slow down**, and the ones in the paragraph below when you need to move into the fast lane.

Is your score between 50-70?:

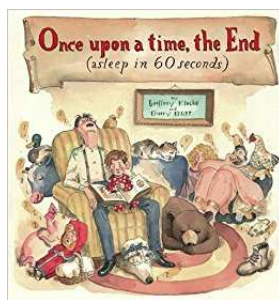
You are living life in the fast lane, **rushing around** and trying to juggle many different activities and projects at the same time. You tend to be impatient, excessively time-conscious, and find relaxation difficult. This might help you be productive, but your relationships and health could suffer as a consequence. Try to overcome feelings of impatience by distracting yourself when stuck in queues. For example, listen to your favorite music or chat to others. Also, try spending some time in the slow lane - savor each mouthful of food or relax with friends - and discover that the world doesn't **grind to a halt**.

1. Discuss with your partner:

- How accurate do you think your result is? Would you change anything about that?
- What tips would you follow? Would you add any to the list?
- What to the words in bold mean? Try to use <http://thefreedictionary.com> and <http://images.google.com> as a Pictionary and discuss a definition. Check with your teacher.




ASLEEP IN 60 SECONDS



People often want everything done fast and in a hurry. They take the toll road to get to their destination faster, use the microwave to warm up food because it's faster than the stove. Now it has affected many other areas of life, as we now have speed bedtime stories for parents who wish to get the bedtime ritual over with as quickly as possible.

<https://www.amazon.com/Once-Upon-Time-Asleep-Seconds/dp/0689866194>
http://www.huffingtonpost.com/20-beautiful-women/living-in-the-fast-lane-w_b_9542096.html

2. You are going to listen to a talk about the Slow Revolution. What do you know about it? Check with the information in the box below:

	<p>These days, we work fast, talk fast, think fast, eat fast, play fast. Yet, there is a price to pay for living in fast-forward. Our health, diet and relationships suffer. We make mistakes at work. We struggle to relax, to enjoy the moment, even to get a decent night's sleep. The Slow Movement comes to advocate a cultural shift toward slowing down life's pace, putting quality of life ahead of sprawl.</p>
---	--

3. In the audio, you are going to hear some expressions related to moving fast and slowing down. Some of them are in the table below. Put them in the right column:

SWITCH OFF	DAYDREAM	ROADRUNNER
FAST-FORWARD	SMELL THE ROSES	TURBO CHARGED
PUT ON BRAKES	ON THE CLOCK	TIME-STARVED

MOVING FAST	SLOWING DOWN

4. In pairs, write the expressions next to their meaning:

- _____ The state of being in rapid advancement or progression.
- _____ To cause someone to decelerate or even stop doing something.
- _____ To be working or on a tight schedule.
- _____ A dreamlike musing or fantasy while awake.
- _____ A person with limited time.
- _____ To spend time in leisurely enjoyment.
- _____ To unplug, stop doing something.
- _____ (informal) Someone who does things in excessive speed.
- _____ A super-fast bird, reference in speed.





Source: <http://www.keepyourdaydream.com/carl-honore/>

Carl Honoré (born 1967 in Scotland) is a Canadian journalist who wrote the internationally best-selling book *In Praise of Slow* (2004), about the Slow Movement. You are going to listen to the excerpt of his talk in a seminar about the Slow Revolution.

5. Listen to the talk and write T for true and F for false:

- Honoré disapproves all things that demand a fast pace in life.
- He thinks people should just slow down sometimes.

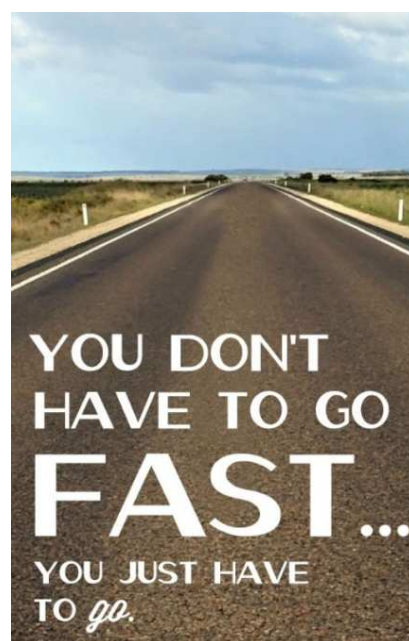
6. Listen again and fill in the blanks:

- a) Honoré states that people are _____ things that are not supposed to be fast.
- b) In a fast world like ours, people are doing the _____: slowing down.
- c) Slow Cities is a movement that started in _____.
- d) The main message of the movement is: less is often more and slow is often _____.
- e) Slow is about doing everything in a snail's _____, but in the right speed.

7. To what extent does Honoré agree or disagree to what these pictures are saying? What about you? Discuss in groups.



<https://www.pinterest.com/pin/458663543273997235/>



<http://thedailyquotes.com/you-dont-have-to-move-fast/>

8. Listen to the excerpt from Honoré’s lecture and complete the sentence:

“In some ways, becoming a slow city is _____ than the sum of those parts.”

The word you used to complete the sentence is a(n):

- verb noun
 adjective adverb

This sentence establishes a _____ between slow cities and fast-paced cities.

The following expressions were taken from Honoré’s talk. Complete the rules and check in the audioscript.

COMPARATIVE ADJECTIVES	ADJECTIVE	COMPARATIVE
One syllable	great _____	greater _____
Two syllable adjectives	absurd	more absurd (than)
Two syllable adjectives ending in -y	happy	_____
Three syllable adjectives	interesting popular	_____ _____
Irregular adjectives	bad good far	_____ better (than) _____

 **IMPORTANT:**

- Use than to introduce a clause after a comparative:

Slow food is better than junk food.

- Comparatives can be used at the end of the sentence:

Watching TV is ok, but reading a book is more interesting.

Less is often more and slow is often better.

- We can say that two things are equal by using (not) as + adjective + as.

Junk food is not as good as slow food.

YOUR TURN!

9. Find the mistake in each sentence and correct it:

- Leaving our cell phone at home was most difficult than we thought.
- Slow food is always more good for your health.
- Honoré says the benefits of slowing down are greater that not doing that.
- Visiting a museum is interestinger than staying at home.

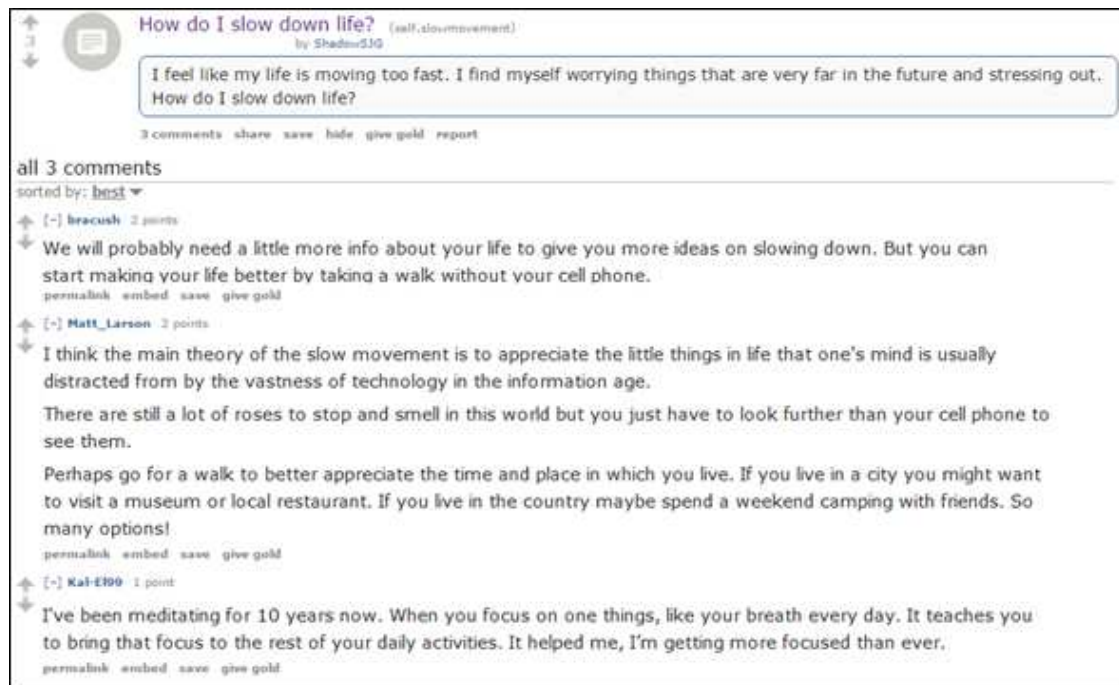
10. Complete with the comparative form of the words from the box:

GOOD – HAPPY – FAR – QUIET

- This restaurant is really noisy. Why don't we go somewhere _____?
- My job is good, but it could be a lot _____.
- You look _____ this morning. Did you travel this weekend?
- Sorry I'm late! The cinema was _____ from my house than I thought.

READING AND WRITING

The Slow Movement is becoming very popular around the world and more people are interested in tips to make their lives slower and better. The following thread was found on Reddit:



The screenshot shows a Reddit post titled "How do I slow down life?" by user ShadowSjg. The post text reads: "I feel like my life is moving too fast. I find myself worrying things that are very far in the future and stressing out. How do I slow down life?". Below the post are three comments:

- Comment by bracush: "We will probably need a little more info about your life to give you more ideas on slowing down. But you can start making your life better by taking a walk without your cell phone."
- Comment by Matt_Larson: "I think the main theory of the slow movement is to appreciate the little things in life that one's mind is usually distracted from by the vastness of technology in the information age. There are still a lot of roses to stop and smell in this world but you just have to look further than your cell phone to see them. Perhaps go for a walk to better appreciate the time and place in which you live. If you live in a city you might want to visit a museum or local restaurant. If you live in the country maybe spend a weekend camping with friends. So many options!"
- Comment by Kal-E99: "I've been meditating for 10 years now. When you focus on one things, like your breath every day. It teaches you to bring that focus to the rest of your daily activities. It helped me, I'm getting more focused than ever."

Adapted from: https://www.reddit.com/r/slowmovement/comments/4c201c/how_do_i_slow_down_life/

- Have you ever done any of the things suggested?
- Do you agree with them? Why (not)?
- What would you suggest to ShadowSjg? Write a small paragraph to post on Reddit and let him know.

TEACHER'S GUIDE - UNIT 01

IS FASTER ALWAYS BETTER?

UNIT CONTENTS

Theme and Vocabulary

This unit talks about the fast pace in which modern society lives and how it affects us. Students will read about some consequences of it in their lives and learn about a movement who fights this process of speeding everything up and favors the quality of life.

Grammar

Review on comparatives, as a preparation for a next unit which would go deeper in the subject.

Genre

Students will write an online board comment, replying to a person who seeks advice to make his/her life better. In order to do that, they should resort to the vocabulary and grammar structures they saw throughout the unit.

GETTING STARTED

Warm-up: write on the board the expressions **fast lane**, **juggle**, **in a hurry**, **speed up**. Ask for their meaning and how they can relate to themselves and to their lives.

Students should take the quiz individually and check their results. In pairs, students should discuss how accurate their results are, and then open the discussion to the whole class. Ask them if they agree with the suggestions and what they would change.

If an internet connection is available, encourage students to do activity C. If not, they should try to discuss the meaning of the words in pairs, according to the context.

NOTES

ASLEEP IN 60 SECONDS

Elicit from the students examples of activities that have been sped up by our society. Write a list on the board and encourage students to read the note about speed bedtime stories. Group discussion: which of the sped up activities do they do? Would they buy the book? Why?

VOCABULARY

Tell students you are going to talk about something called Slow Revolution. Pair discussion: 'what do you think Slow Revolution is'?

Ask students to read the text and check if they were right.

In pairs, they are going to read some words related to the movement. Ask them to do activity 3 and check. Then, they should do activity 4. Roadrunner is there as a visual aid.

LISTENING

Tell students they are going to listen to a talk about the slow movement. Ask which of the words from the previous activity they expect to hear. Introduce Carl Honoré and read Question 5.

Students should then listen to the video (Video_001) and do activities 5 and 6.

After checking the answer, ask students if they remember how many of the words from the previous page were present in the audio. All of them were.

Group discussion: Question 7.

NOTES

Students should listen to the excerpt and complete the sentence. They should, inductively, remember the rules for comparatives and complete the table in pairs. Make sure they read the IMPORTANT part.

Answers are in green:

“In some ways, becoming a slow city is **greater** than the sum of those parts.”

✚ The word you used to complete the sentence is a:

adjective

✚ This sentence establishes a **comparison** between slow cities and fast-paced cities.

✚ Complete the rules:

COMPARATIVE ADJECTIVES	ADJECTIVE	COMPARATIVE
One syllable	great big	greater bigger
Two syllable adjectives	absurd	more absurd (than)
Two syllable adjectives ending in -y	happy	happier (than)
Three syllable adjectives	interesting popular	more interesting (than) more popular (than)
Irregular adjectives	bad good far	worse (than) better (than) further (than)

NOTES

7. Find the mistake in each sentence and correct it:

- a) Leaving our cell phone at home was ~~most~~ **more difficult** than we thought.
- b) Slow food is always ~~more good~~ **better** for your health.
- c) Honoré says the benefits of slowing down are greater ~~that~~ **than** not doing that.
- d) Visiting a museum is ~~interestinger~~ **more interesting** than staying at home.


8. Complete with the comparative form of the words from the box:

- a) This restaurant is really noisy. Why don't we go somewhere **quieter**?
- b) My job is good, but it could be a lot **better**.
- c) You look **happier** this morning. Did you travel this weekend?
- d) Sorry I'm late! The cinema was **further** from my house than I thought.

READING AND WRITING

Suggestion: Homework.

Reddit (stylized as **reddit**, /'rɛdɪt/) is an American social news aggregation, web content rating, and discussion website. **Reddit's** registered community members can submit content such as text posts or direct links. ... Content entries are organized by areas of interest called "subreddits".



[Reddit - Wikipedia](https://en.wikipedia.org/wiki/Reddit)
<https://en.wikipedia.org/wiki/Reddit>

Students should write a small paragraph giving tips to a Reddit user on how to make his life better.

NOTES

GETTING STARTED

- Have you ever watched a magic show? What was your impression?
- Read TXsandals' opinion on a show at the Max's Magic Theatre in New Mexico. Use the words in the box to complete it:

MAGICIAN - TRICKS - AMAZED - ILLUSIONS - AUDIENCE



TXsandals
Andrews, TX

Level **5** Contributor



76 reviews



14 attraction reviews



56 helpful votes

"Best magic show experience ever!"

★★★★★ Reviewed April 18, 2017

WOW! We were all _____. It's a small theatre (only seats 24, so make sure you get tickets), so everything is up close, and there is a lot of _____ participation. I think you'd have to be an exceptional _____ to have the audience that close, and participating in the _____, and for it still to be so successful. My mother, my daughter, and I all participated in various _____, and we have no idea how he did it. The whole show was riveting, and everyone left very happy. I HIGHLY recommend this show for all ages!

Visited April 2017

Helpful?



1

Thank TXsandals

Report

Ask TXsandals about Max's Magic Theatre

This review is the subjective opinion of a TripAdvisor member and not of TripAdvisor LLC.

- How about you? What was the best magic show you have ever watched? Could you guess the trick?

YOUR TURN!

1. You are going to watch a video where a magician performs a trick.

- What's the objective of the trick?

- Make an elephant vanish.
- Tame an elephant.
- Make an elephant appear.

- Discuss in pairs: what do you think the trick is?
- Watch the ending of the video. Could you guess what it was?





- Do you like guessing how magic tricks are done?
- Do you think performances can be less fun when you already know their secrets? Why?
- Who is the man in the mask? Have you ever seen any of his performances before the elephant one? What is he famous for? Check your answers in the text below:

THE MASKED MAGICIAN

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

<http://magic.scottdietrich.com/engage/what-do-magicians-think-of-the-masked-magician-3402>

Val Valentino (born Leonard Montano) is an American illusionist who gained fame by starring in four magic specials exposing magic secrets, using the stage name The Masked Magician. He became well known in Brazil after his sketches were broadcast in Rede Globo's Sunday newsmagazine show Fantástico from 1999 to 2000, in which he was referred by the alias Mr. M.

In one of the final specials, when the Masked Magician's identity **was revealed**, Val Valentino gave a four minute speech to the viewer, explaining his motives. He said that he wasn't revealing his identity because of the controversy, or pressure from fellow magicians. He wanted to increase the viewers' appreciation of the art and to force magicians to reinvent themselves; letting go of "old and tired tricks".



"I agree that the secret or trick is only a part of the overall experience of magic. My father always taught me that 'magic is 95% showmanship and 5% the effect (or trick)'. This is true, and why the majority of my magical journey **has been spent** pursuing the arts.

Unfortunately, for many people when the secret **is discovered**, the illusion (or experience) is ruined. That is why, even if the trick itself only accounts for 5% of the whole, it's still important for some to keep the secret, secret."

In my opinion, Magic wasn't, and isn't going anywhere. It's one the oldest professions known to man, and continues to reinvent itself, as new technologies become available. Throughout history people have been trying to expose magicians, yet not only are we still here, magic is thriving. I believe that is because our world needs magic now more than ever. In a harsh, cynical, and sometimes depressing world, magic offers a glimpse of hope, possibility and wonder.

2. State if the questions are true or false, according to the text. Correct the false ones:

- Valentino became famous for exposing magic tricks.
- Valentino says that the most important part of magic is showmanship.
- Valentino revealed tricks to cause controversy.
- The author agrees with Valentino.

3. Discuss in groups: Do you agree with Valentino? Is magic a vanishing art? Would the revelation of tricks be a way to reinvent it?

4. Complete the following sentences, taken from the text:

- The Masked Magician’s identity _____ **revealed** on a special show.
- My magical journey _____ **spent** pursuing the arts.
- Illusion **is ruined** when the secret is _____.

5. What do they have in common?

6. Can you find other examples in the text?

PASSIVE VOICE

The Passive Voice is used to emphasize the person or object that experiences the action other than its doer. It is often used when performer of the action is unknown, obvious or not important.

eg:

- Two amazing shows **were performed** yesterday at the Max's Magic Theatre.
(The illusionists who performed yesterday are unknown or not important)
- Now that the secret **has been discovered**, it’s not fun anymore.
(Agent is obvious: people/the audience discovered the secret)
- Houdini **is considered** a legendary magician.
(It’s a general opinion, not related to a particular group or person)
- Magicians are afraid more secrets **will be revealed**.
(The action is more relevant than the one responsible for it.)
- Val Valentino **has been sued**.
(The person responsible may not want to have their identity revealed by the media)

When the performer of the action is mentioned, it follows the preposition **by**

- That trick was performed **by** Houdini in 1924.

FORM

BE + PAST PARTICIPLE

Simple Past	A show was performed .
Present Perfect	A show has been performed .
Simple Present	A show is being performed .
Future	A show will be performed . A show is going to be performed .



7. Choose the correct verb form to complete the text:

THE MOST IMPRESSIVE MAGIC TRICKS EVER!

Adapted from <http://list25.com/25-most-impressive-magic-tricks-ever/3/>

David Blaine "Frozen in Time"

On November 27, 2000, millions of viewers all around the world **watched / were watched** David Blaine on a TV special. He **was encased / will be encased** in ice for 63 hours, 42 minutes and 15 seconds before being removed. The ice was transparent and it **was proven / was proved** that he was inside the ice the whole time.

Catching the Bullets Trick

Penn and Teller perform the bullet catch; a trick in which they capture the bullet fired by each other. The bullets **are often marked / is often marked** by the audience in order to recognize them again. This trick **is considered / considered** legitimate by experts.

Escape Artist Harry Houdini- the Chinese Water Torture Cell

Houdini was an impressive illusionist, famous for insane tricks. In this trick he **is suspended / has been suspended** in mid-air while his ankles contain a restraint brace. Houdini **will then be lowered / will then to be lowered** in the glass tank with overflowing water and locked in. Will he make it out alive?

8. Complete the sentences with the correct form of the verbs in the brackets. Attention to the tenses!

- a) On his show Mindfreak, Believe and Phenomenon, Criss Angel once walked on water. Today, he _____ (say) to be a dark magician because of these kinds of tricks.
- b) David Copperfield once teleported himself and another spectator to Hawaii. Ever since, this act _____ (never surpassed) and is still a big mystery to a lot of people.
- c) Back in the 1920s, Houdini _____ (consider) a legend among magicians, famous for his impossible escape tricks. Some people say most of his performances were so difficult that they _____ (never do) by anyone again.

WHO WAS HARRY HOUDINI?

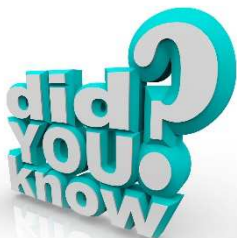
https://en.wikipedia.org/wiki/Harry_Houdini

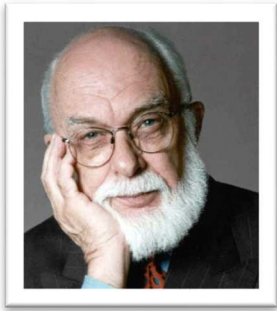
<https://www.biography.com/people/harry-houdini-40056>

Harry Houdini (March 24, 1874 – October 31, 1926) was a Hungarian-American illusionist and stunt performer. His grand illusions and daring, spectacular escape acts made him one of the most famous magicians of all time.

In 1912, his act reached its pinnacle, the Chinese Water Torture Cell, which would be the hallmark of his career. In it, Houdini was required to hold his breath for more than three minutes to escape.

After his death, much of Houdini's props and effects could be seen at the Houdini Museum in Wisconsin, they were auctioned in 2004. Most of the prized pieces, including the Water Torture Cell, went to David Copperfield. Do you know who the latter is?





You are going to listen to an excerpt of a lecture given by James Randi, also known as The Amazing Randi, a Canadian-American retired stage magician and a scientific skeptic who has extensively challenged paranormal and pseudoscientific claims.

9. What is the message he wants to convey with his speech?

- a) Successful tricks are expensive.
- b) Some magicians have powers.
- c) People should think critically.

10. What is the role of the electric razor and the empty glasses frames in his speech?

11. Why does Randi establish a comparison between tricks and supernatural claims?

12. What is your opinion? Do you believe people can perform supernatural stunts?

WRITING

- What's the best film about magic you have ever watched? Have you ever thought of writing a review so other people can enjoy it?
- What questions about the movie do you think a good review should answer? Complete the following list with your own questions:

- What is the movie's title?
- Who are the main actors?
- Where is the film set?
- _____
- _____
- _____
- _____
- _____
- _____

- Read the following review about the movie *The Prestige* (2006), by Christopher Nolan. Which of the questions does it answer?



The Prestige. I am impressed. I am a HUGE fan of Hugh Jackman and bought the book as soon as I heard he would be in this movie. I read it and enjoyed it, but wasn't especially fond of it. But I still had been really looking forward to this movie.

I went to the first showing opening day (Friday, Oct. 20th) with 2 friends and sat a row behind them, alone, to enjoy it peacefully. I loved it all.

Christopher Nolan really has a gift at directing. The way the movie cuts back and forth between different places and times is clever. Although some might be confused or left stupefied, others will be happy and glorified. The movie will keep you guessing the whole time until the very end. The script, acting, settings, props, everything was so well-done.

Hugh Jackman was excellent as the angry, obsessive magician trying to gain back his life by revenge. Christian Bale was equally impressive as the mystifying, secretive showman, never letting out his secrets until necessary. Michael Caine rocked in supporting everyone else's parts with his curiosity. The rest of the cast rounded out nicely and helped out where need be. I really recommend this movie to a sophisticated audience who doesn't mind a long, mysterious movie.

And man, what an ending.

- jtothedovez from United States
<http://www.imdb.com/title/tt0482571/reviews>

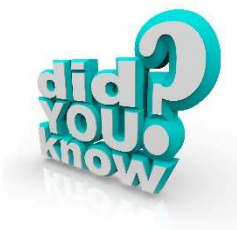
- You are also going to write a film review. Pay attention to the details on the box below before you start:

FILM REVIEWS

<http://woodlawn.libguides.com/content.php?pid=406724&sid=3329436>

A review is a description of a live performance an art show community even or an evaluation of a TV show, movie you have watched, a place you have visited, a game you have played, a website or a book you have read. Reviews are helpful because they inform the reader about something they may be interested in. Keep in mind the following checklist:

- Often a review will influence people by telling them a little bit about the story WITHOUT telling them everything. (You must NEVER give away the ending or important details).
- Use DESCRIPTIVE words to describe the movie or book (interesting, boring, adventurous, exciting, confusing, thrilling etc.)
- Write your recommendation!



13. What is the best film about magic you've ever seen? Write a review about it on IMDB. Don't forget to answer the questions on page 20 and the checklist on page 21!

Enter review below:

Contains spoiler:

If you write a [spoiler](#) without warning readers, your name will be added to a blacklist and all your future reviews will be discarded automatically and unread. See the [guidelines](#) for more information.

Summary:

Rating:

Your Vote ▼

out of 10

Review:

(maximum of 1,000 words, minimum of 5 lines, see [guidelines](#) for details)

By submitting this review you are agreeing to the terms laid out in our [Copyright Statement](#). Your submission must be your own original work. Your review will normally be posted on the site within 2-3 business days. Reviews that do not meet the [guidelines](#) will not be posted. Please write in English only. HTML or boards mark-up is not supported though paragraph breaks will be inserted if you leave a blank line between paragraph.

TEACHER'S GUIDE - UNIT 02

IT'S A KIND OF MAGIC

GETTING STARTED

Theme and Vocabulary

This unit talks about magic and entertainment. Students are invited to enter the world of magic showbiz and discuss the consequences of revealing tricks. Then, they learn about prominent magicians and, with James Randi, they are encouraged to think about the difference between illusion and the supernatural and share their opinion.

Grammar

Passive voice.

Genre

Review. First, students are provided with a magic show review. By the end of the unit, after having studied the vocabulary and grammar related to the topic, they are invited to write their own review about their favorite movie, as to publish on IMDB.

GETTING STARTED

Warm-up: Write on the board: **stage**, **volunteer**, **disappear**, **performance** and **trick**. Elicit from students a relationship between these words and their memories with them.

Answers;

"Best magic show experience ever!"

★★★★★ Reviewed April 18, 2017

WOW! We were all amazed. It's a small theatre (only seats 24, so make sure you get tickets), so everything is up close, and there is a lot of audience participation. I think you'd have to be an exceptional magician to have the audience that close, and participating in the tricks, and for it still to be so successful. My mother, my daughter, and I all participated in various illusions, and we have no idea how he did it. The whole show was riveting, and everyone left very happy. I HIGHLY recommend this show for all ages!

YOUR TURN!

Tell the students they are going to watch a video with a magic trick. Tell them to pay attention and try to guess the trick.

Objective of the performance: **a) Make an elephant vanish.**

Invite the students to discuss the next questions in pairs. Then, open up the discussion, and elicit from the class an answer about tricks being revealed. Do they agree with it or not? This is what the text is all about.

Ask students to read the text and answer question 2. Check vocabulary.

Students should discuss question 3 in groups. Ask them to come up with ideas and tricks: how could magic be reinvented?

NOTES

USE OF ENGLISH

Question 4:

- The Masked Magician's identity **was revealed** on a special show.
- My magical journey **has been spent** pursuing the arts.
- Illusion **is ruined** when the secret **is discovered**

Allow some time for the students to, inductively and in pairs, come up with the rules. Then explain them and check for questions.

Use the cartoon as food for thought: It's about old magic tricks, ask what's happening in the strip (coins were taken from the boy's ear) and for the students' opinion.

NOTES



Answers for the grammar activities:

7. Choose the correct verb form to complete the text:

David Blaine "Frozen in Time"

On November 27, 2000, millions of viewers all around the world **watched** David Blaine on a TV special. He **was encased** in ice for 63 hours, 42 minutes and 15 seconds before being removed. The ice was transparent and it **was proven** that he was inside the ice the whole time.

Catching the Bullets Trick

Penn and Teller perform the bullet catch; a trick in which they capture the bullet fired by each other. The bullets **are often marked** by the audience in order to recognize them again. This trick **is considered** / legitimate by experts.

Escape Artist Harry Houdini- the Chinese Water Torture Cell

Houdini was an impressive illusionist, famous for insane tricks. In this trick he **is suspended** in mid-air while his ankles contain a restraint brace. Houdini **will then be lowered** in the glass tank with overflowing water and locked in. Will he make it out alive?

Complete the sentences with the correct form of the verbs in the brackets. Attention to the tenses!

- On his show Mindfreak, Believe and Phenomenon, Criss Angel once walked on water. Today, he **is said** (say) to be a dark magician because of these kinds of tricks.
- David Copperfield once teleported himself and another spectator to Hawaii. Ever since, this act **has never been surpassed** (never surpassed) and is still a big mystery to a lot of people.
- Back in the 1920s, Houdini **was considered** (consider) a legend among magicians, famous for his impossible escape tricks. Some people say most of his performances were so difficult that they **will never be done** (do) by anyone again.

WHO WAS HARRY HOUDINI?



Here you will find information about one of the most famous magicians in History.

Ask students if they've heard about Houdini and what they heard about.

Ask them to make a list of famous illusionists and what make them famous in their opinion. For starters, David Copperfield is already mentioned in this text.



David Copperfield

American illusionist

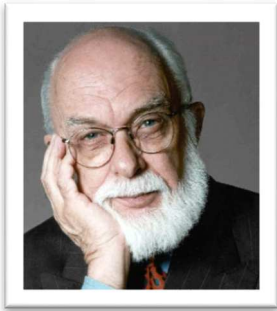


David Seth Kotkin, known professionally as David Copperfield, is an American illusionist, described by Forbes as the most commercially successful magician in history. [Wikipedia](#)

Born: September 16, 1956 (age 60), Metuchen, New Jersey, United States

NOTES

Elicit from students what they know about James Randi. Introduce him to them.



9. What is the message he wants to convey with his speech?

c) People should think critically.

10. What is the role of the electric razor and the empty glasses frames in his speech?

They serve to illustrate how easily people can be deceived.

11. Why does Randi establish a comparison between tricks and supernatural claims?

He says some people claim to have powers just because they are able to perform some tricks, but it's not true.

12. What is your opinion? Do you believe people can perform supernatural stunts?

Personal opinions.

WRITING

Ask students: What's the best film about magic you have ever watched? Have you ever thought of writing a review so other people can enjoy it?

What questions about the movie do you think a good review should answer? Complete the following list with your own questions:

Suggestions:

1. What is the title of the film?
2. What genre is it?
3. Where is the film set?
4. When is the film set?
5. Who stars in the film?
6. What is it about?
7. Who plays the main role(s)?
8. Who is your favorite character in the film? (Why?)
9. What kind of person would like this film?
10. Is it based on a book?

As a **homework**, students should write their own review by answering the questions they consider pertinent and resorting to the vocabulary and grammar structures seen in this unit.

NOTES

RATIONALE

It is a great responsibility to be part of the learning process of an individual. Although there are many students in a classroom, each one follows their own path. Therefore, it is of paramount importance that the students' background is taken into account when a class is planned. Not only that, it is of equal importance to bring to class themes that can be interesting and not only add knowledge, but motivate real people to learn. Something that makes your students feel English belongs to them as well, and not only to you as a teacher or to native speakers. That is the reason I chose to talk about lifestyle and entertainment.

Different people learn in different ways, therefore it is utterly important not only to think about themes, but vary approaches and patterns of interactions in class. Some people are more visual, while others depend on movement in order to learn something. The textbook units in this paper were planned considering the communicative approach as key, but it doesn't mean other approaches and methodologies shouldn't be welcome in class.

According to Guan (2008), problems concerning vocabulary teaching and learning are most of the times related to lack of authenticity: the material teachers make use of is mostly composed of simple sentences that have little to do with a real language experience, such as a dialogue with a native speaker or even the reading of a newspaper. The simplicity and therefore lack of creativity of those sentences fails to stimulate any autonomy or initiative from the student, who relies on abstract explanations in an excessively teacher-centered class and on simple and repetitive textbook exercises to learn. This is an issue I attempted to tackle by using realia. Most, if not every, sentence in the units are contextualized, part of an audio or text taken from online media and completely related to the topic discussed. According to Tenuta & Oliveira (2011) language teaching needs to be understood as a social activity, historically and ideologically constituted. Therefore, in foreign language classes, it is necessary to insert the student in real contexts of target language use, based on interaction and focused on communication. Considering that, it is wise to say that not only input materials should be authentic, but students' productions as well, be it by talking to peers in class and expressing their own opinions or writing a text that could be published online in a movie review website or an online board, as a reply to someone else's comment.

The grammar activities proposed in the units presented were devised considering the **inductive approach**, which “helps students to understand and establish the English grammatical rule system in a way that is simple, logical, and also consistent with their intuition or grammatical judgments about the sentence wellformedness and sentence structure” (KE, 2008). In that sense, students were provided with many examples of the structure in question before coming up with a rule and trying to construct new sentences by themselves. The simple fact that students are presented with authentic material and given the opportunity to analyze it themselves before any rule is fed to them makes it a great tool against the sometimes artificial deductive learning through simple and decontextualized sentences. It also stimulates their autonomy, as they are themselves responsible for much of the process, exploring the language and finding patterns in order to produce and discuss general formal rules, for example. As a result, students learn through interaction, not only with peers but with authentic videos and texts. When the grammar section was created, the first activities were designed to be **more controlled**, so that students will be led from one point to another, without feeling lost. However, by the end of the units, activities concerning grammar are **less controlled**, to give them freedom reproduce what they learned in a given context – writing a movie review, for example. Both less and more controlled activities have their roles in the classroom. However, only the latter can be considered communicative:

“In communication, the speaker has a choice of what they will say and how they will say it. If the exercise is tightly controlled so that students can only say something in one way, the speaker has no choice, and the exchange, therefore, is not communicative (Larsen-Freeman, 2000, p. 129)”.

When students are free to choose what they say and how they’ll say it, they feel more comfortable and free to speak their minds. In sections like Getting Started or even by the end of a listening activity, when vocabulary has already been learned, feel more open to speak and prone to exchange ideas, which is crucial when learning a language. Based on my experience, classes where every activity is directed and students are corrected all the time tend have a negative result. The classroom should be part of real life as much as possible, not a place where only premade sentences are memorized.

As important as meaningful and contextualized grammar is vocabulary. The students' background is always taken into account and elicited at the beginning of every lesson. However, agreeing with Krashen's **input theory**, there has to be a challenge. Most students are certainly familiar to words and expressions related to the topics in discussion. Nevertheless, activities will provide them with new expressions that can serve as steps towards related vocabulary and force them to use words that do not appear in the reading, but are closely related to the context. By reading, listening and using vocabulary in a communicative context, students will be able to acquire and increase vocabulary.

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