

**Universidade Federal de Minas Gerais
FALE – Faculdade de Letras
CEI – Curso de Especialização em Inglês
Aluna: Raquel Dutra Guimarães**

ARTE E PENSAMENTO NO ENSINO DA LÍNGUA INGLESA

“A vida é a imitação de algo essencial, com o qual a arte nos põe em contato.”Antonin Artaud - Poeta, ator e dramaturgo francês

Orientadora: Ana Larissa Adorno Marciotto Oliveira

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Presentation

The present project provides an English class through art. Art was chosen in order to teach/learn another idiom. Art can be a tool to enhance reflection and capacity of abstraction as well.

“Arte é um importante trabalho educativo, pois procura, através das tendências individuais, encaminhar a formação do gosto, estimula a inteligência e contribui para a formação da personalidade do indivíduo, sem ter como preocupação única e mais importante à formação de artistas.

No seu trabalho criador, o indivíduo utiliza e aperfeiçoa processos que desenvolvem a percepção, a imaginação, observação, o raciocínio, o controle gestual. A capacidade psíquica que influem na aprendizagem. No processo de criação ele pesquisa a própria emoção, liberta-se da tensão, ajusta-se, organiza pensamentos, sentimentos, sensações e forma hábitos de trabalho. Educa-se.”

<http://www.sed.sc.gov.br/secretaria/sitios-por-disciplina/144-artes>

Furthermore this section intends to work with the concept of genuine artists, professionals of art against the culture of celebrities; people who are famous and consider themselves artists and they have no artistic work indeed. Art will be the subject to teach English, develop thoughts and also to entertain and amuse students as learning a second language may be something pleasant and critical at the same time. The more the subjects are close to learner's reality the more they will learn.

Still, autonomy is the pedagogical focus in these units. With the high demand of idiom schools the English teaching became very popular and ordinary. It is good on one hand, because in Latin America we do not use or practice this idiom that much, as in Europe or Asia is really usual the speak of the language for instance. On the other hand, the English learning may seem easy to access as we promptly find courses and all kind

of financial facilities everywhere added to the miracle promises of fast learning which may cause the fake feeling of no dedication to the studies indeed. As an idiom course is sold as a product itself and also students trick themselves thinking that only attending classes is enough to the process of learning and speaking a language. Teachers must stimulate independence/autonomy giving support to learners. It is not just about let them away, without reins or by themselves. It is a guidance process, complex and long. It is different of self-instruction, self - studying because there will always be one leading the student, mostly interacting with him/her in order to develop and shape their performance. Is not a matter of the teacher being useless or replaceable, but being the key, the north to the wise learning. After all learning a language is about using it, producing it and developing it.

Autonomy, independence, capacity of abstraction, reflection and art are put together to make students part of their own process and make them able to held responsibility for the learning process in fact. To demystify the idea of super - teachers and to give support to students reach their highest potential of learning is the goal of this section. Still regarding that a second language acquisition may be accomplished with critical reflection and with pleasure as well.

Unit I - Theatre and love: Grupo Galpão



Till – A saga de um herói torto (Arcos da Lapa - RJ)

How do you like theatre? Put your hands together for: Grupo Galpão.

Theatre is one of the oldest arts in the world. Nowadays we are living the culture of celebrities when everyone calls themselves artists. But a work of an artist takes a lifetime, a construction of a career, hard work. This year Galpão reaches 30 years of career. They are genuine artists of the art they believe: the popular theatre. They have presented all over the world, including the most famous theatre, The Globe in London.

Video <http://www.youtube.com/watch?v=yXuhy0zXKK0>

“The Company

Galpão is a theater company created 25 years ago, with roots in the popular and street theater, famous for staging performances that privilege the interaction with the public.

With headquarters in Belo Horizonte in the state of Minas Gerais (Brazil), the company has toured extensively around Brazil and abroad, having taken part in several festivals in seventeen countries in Latin America, North America and Europe.

An actor-based company working with visiting directors, Galpão is always experimenting with various theatrical elements, especially circus and music (instruments are usually played live by the actors themselves), working with adaptations of theater classics to Brazilian culture, crossing over folk and high cultures”.

I) After reading the text, answer the questions. Work with your partner:

- a) What makes the principle style of Grupo Galpão?
- b) Where have they been to?
- c) Why do they look like circus artists?

II) Now match the columns according to the definitions:

- a) Stage () A person who does the costumes´ characters.
- b) Actress, actor () A person who writes the play.
- c) Aisle/backstage () It is the place where the artists present.
- d) Director () A person who acts a drama or a comedy.
- e) Playwriter () The place behind the curtains, where artists get ready to perform.
- f) Costume Designer () He/She is in charge of rehearse and get actors and scenes ready to perform.



Romeu e Julieta- The Globe, London-1999

III) Romeu and Juliet is one the famous plays in the world. The William Shakespeare´s piece is one of the most popular plays performed by Grupo Galpão. Listen to the video about the story. Then, choose the correct answer.

http://www.youtube.com/watch?v=vB3tBqxRuMo&feature=results_main&playnext=1&list=PL65132DA27320CC14

a) Where does the story take place?

----New York, US

----Verona, Italy

----London, UK

b) Why Romeo and Juliet can not be together?

---They are underage.

---Their families are enemies.

---Romeo is already married.

c) Why did Romeo think Juliet was dead?

--- He was told she was very sick.

--- She disappeared suddenly from Verona.

---He did not receive the warning about the potion.

IV) Now, look at the pictures of Grupo Galpão plays. These are scenes from known plays. These are characters of “O Doente Imaginário”, “Pequenos Milagres” and “Inspetor Geral”. What do you think is happening in each scene? Guess!



PEQUENOS MILAGRES - Grupo Galpão / Direção: Paulo de Moraes

O Doente Imaginário

Pequenos Milagres



Inspetor Geral

Pequenos Milagres

a) Now, choose 2 of the pictures and write subtitles for the characters based on their actions/movements, the scenery, face and body expressions, number of actors, etc.

b) b-1 Now, work with your partner, tell your “lines” to him/her. Were they similar? What made you think differently?

b-2 Now you are going to report your partner’s lines to the class. Pay attention how you are going to retell the lines. Show the picture he/she chose and report his/her version.

You must use Reported Speech. For example: “In picture 1 my friend wrote that the two characters were in jail and they were calling the guard to give them water...”.



Do you remember?

Reported Speech (also called **Indirect Speech**) is used to communicate what someone else said, think or believe, but without using the exact words. A few changes are necessary; often a pronoun has to be changed and the verb is usually moved back a tense, where possible.

For example: He said that he was going to come.

* The person's exact words were "*I'm going to come*".

Reported speech is usually used to talk about the past, so we normally change the tense of the words spoken. We use reporting verbs like "*say*", "*tell*", "*ask*", and we may use the word "**that**" to introduce the reported words.

<http://www.englishlanguageguide.com/english/grammar/re>

* Now, switch your writings among the class. Let's see what you have figured about the Grupo Galpão. Are you a "theatre expert" by now?

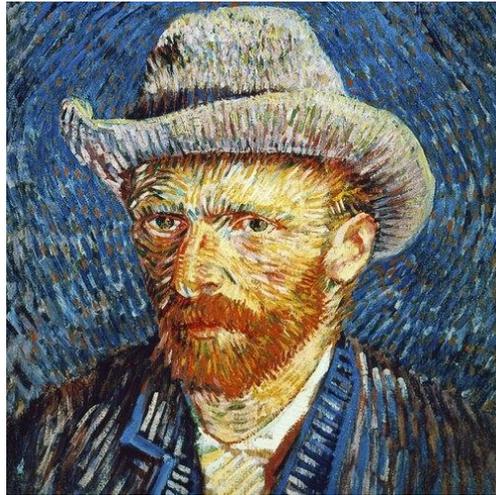


Till, a saga de um herói torto

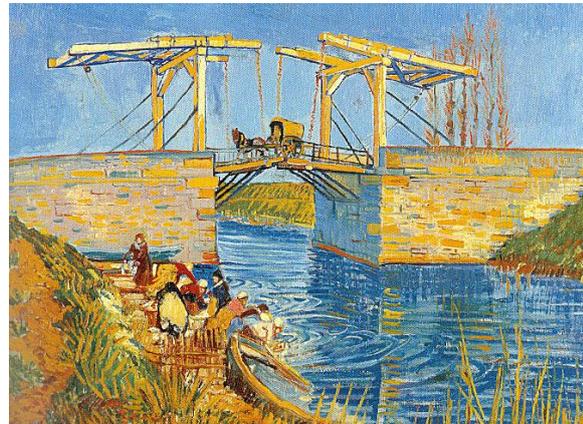
Do not worry, keep studying! =0)

Unit 2 - Color and passion: Vincent Van Gogh

Vincent Van Gogh is one of the greatest painters in the world. He is widely known for the impressionist style, the way he uses the colors and his unique draw. He is also known for his mental condition which led him to mental institutions for several times. Still, his talent is undeniable.



Starry Night



The Langlois Bridge

I) A famous movie about Van Gogh was made in 1992, by Akira kurosawa (a known film maker from Japan). This short movie Crows (Dreams) won the Oscar. The movie was about Van Gogh and his work. The interesting thing about the movie is that a man keeps looking for the artist inside his own paintings. Every scenery in the movie is a Van Gogh's piece. Let's take a look at the video. Pay attention to the sceneries and to the dialogues. <http://www.youtube.com/watch?v=K8Pnjwu4a6k>

1 – When the man meets Van Gogh, they start a conversation. What do they talk about? Is that about painting and landscapes or there is something else “between the lines”? Discuss with your partner the possible meanings of this dialogue.

2 – Why was Vincent hurt?

3 – What is the meaning of Van Gogh’s saying “I drive myself like a locomotive”?

4 – Now each group is going to present their inferences of the dialogue and of the movie according to questions 1, 2 and 3.



Van Gogh- “Vicent’s room”

II) Have you been to Van Gogh’s room?

This was Van Gogh’s room. It is not just a painting but the place he lived indeed. We can see a small and humble place. It is quite different from what celebrities show in the cover of magazines today.

Pay attention to all the objects. Work in pairs, discuss with your partner. Do the vowels have the same sound?

1) CHAIR – PAIRING

2) TOWEL - BLANKET - SHEET

3) WINDOW - SHIRT – MIRROR

4) ROOM - DOOR – FLOOR

5) PILOW - WALL – BOWL

- Now, put the words in the same group according to the sound.

/æ/ (hair)	/eɪ/ page	/ɔ:/ (more)	/w/ (saw)	/Oʊ/ mall

/u:/ noon	/i:/ need	/ɪ/ (wind)	/aʊ/ (now)	/ə/ (nurse)

<http://www.englishexperts.com.br/gerador-de-simbolos-foneticos/>

III) Van Gogh used to write letters to his brother. Even when he was hospitalized at mental institutions. There are several documented letters and some with sketches of the paintings. Let's read one of those.



From: Vincent van Gogh

To: Theo van Gogh

The Hague, 17 March 1873

Dear Theo,

It is time for you to hear from me again. I am longing to hear how you and Uncle Hein are, so I hope that you will be able to find time to write me.

I suppose you have heard that I am going to London, probably very soon. I do hope that we shall see each other before then(...). It will be quite a different life for me in London, as I shall

probably have to live alone in rooms. I'll have to take care of many things I don't have to worry about now.

I am looking forward very much to seeing London, as you can imagine, but still I am sorry to leave here. Now that it has been decided that I shall go away, I feel how strongly I am attached to The Hague. Well, it can't be helped, and I intend not to take things too hard. It will be splendid for my English - I can understand it well enough, but I cannot speak it as well as I would wish(...)

Can Uncle keep himself busy, and does he suffer much pain? Give him my warmest regards. I think of him so often. How is business? I think you must be rushed with work; we certainly are here. You must feel at home in the business by this time. (...)

In London Goupil has no gallery, but sells only directly to art dealers. Uncle Vincent will be here at the end of this month, and I am looking forward to hearing more particulars from him.

The Hacnebeeks and Aunt Fie always ask how you are and send you their best wishes. What delightful weather we are having! (...). How I should have liked to stay here this summer, but we must take things as they are. And now adieu. Best wishes and write to me soon. Say goodbye for me to Uncle and Aunt, Mr. Schmidt and Eduard. I am looking forward to Easter.

Always your loving brother, Vincent.

I) What is Van Gogh talking about? True or false:

- He is going to travel to the USA.
- He asks about his uncle and his aunt.
- Van Gogh is happy about his trip to London.
- He doesn't like the weather in the city he is living now.
- His brother has been going to the movies.
- He is really busy at work.
- When he goes to London he will join his relatives' house.

II) If you could write a letter to Van Gogh, what would you write? Now is your turn. You are going to write to Vincent a letter. As if you could connect to the past. Tell the artist who you are, what are your plans for the future. Describe a little bit of the current reality to Van Gogh. Is art different now? What would you ask or tell him? Do not forget to put an opening (date, local: Brazil, May 13, 2012), a greeting (Dear Vicent) the body of the letter (what you want to say) and the closing (greetings again) and your signature.



Vincent Van Gogh

Did you know that? Van Gogh never sold one single piece during his lifetime. Only after his death he was recognized as a master of painting.

Rationale

The planned activity, directed towards upper intermediate and advanced learners, has two objectives. First the work with the language in a dynamic, autonomous and reflective way allied to an art perspective. Theater, painting and cinema are the sceneries to the lessons. Besides, these arts will be highlighted as a craft, as a profession indeed against the culture of celebrities, showing that being an artist is hardworking, implies dedication, it takes a lifetime and most of the time there is no glamour at all.

During a foreign learning acquisition this delicate matter comes with strength: students' autonomy. It is a big challenge for a teacher to guide learners into their self-autonomy. It is not a case of self-instruction, but how to develop independence trough learning.

Nowadays with all variety of methods and schools, and miraculous promises and merchandising about acquiring a second language in a quite short time, students can become "poor learners" if they wait everything on teachers and institutions. The time is less and the effort should be higher. Students (all ages and especially teens) think is enough just attend classes and do the homework. At some language schools, for instance, it is adopted extra activity books, to be studied at home and most learners do not even open it, "do not know" what it is about. Thus they set up a fragile knowledge which will appear in next steps forward. When they first get into conversation classes they use not to be really able to do this. They keep asking for vocabulary all the time, instead of trying to remember their own: a great sign of dependence of the teacher. So the class is in danger if just the teacher talks, most of the time. That is why it is so important to stimulate learners' autonomy, or they will certainly become poor and inefficient learners. Furthermore, the teachers and the school are usually held

responsible for this “lack of learning”. So quality control is becoming complex in times of speed learning.

Teachers must stimulate independence/autonomy giving support to learners. It is not just about let them away, without reins or by themselves. It is a guidance process, complex and long. It is different of self-instruction, self - studying because there will always be one leading the student, mostly interacting with him/her in order to develop and shape their performance. Is not a matter of teacher being useless or replaceable, but being the key, the north to the wise learning.

“Learner autonomy is a problematic term because it is widely confused with self-instruction. It is also a slippery concept because it is notoriously difficult to define precisely. The rapidly expanding literature has debated, for example, whether learner autonomy should be thought of as capacity or behavior; whether it is characterized by learner responsibility or learner control; whether it is a psychological phenomenon with political implications or a political right with psychological implications; and whether the development of learner autonomy depends on a complementary teacher autonomy.” Little, D. (1991). Learner Autonomy 1: Definitions, Issues and Problems. Dublin: Authentik.

It is observed that students are becoming very dependent and lazy. They go to school and they content themselves with only listening to the teacher. So in these two units they will face English through art and they will also be invited to create and reflect on their own. The intent is to provoke the capacity for abstraction allowing and stimulating students actually to think, taking them off the comfortable zone of just identifying answers through English. At the same time they will enjoy, admire and entertain themselves with theater, paintings and cinema.

*“There is nevertheless broad agreement that **autonomous learners** understand the purpose of their learning programme, explicitly accept responsibility for their learning, share in the setting of learning goals, take initiatives in planning and executing learning activities, and regularly review their learning and evaluate its effectiveness (cf. Holec 1981, Little 1991). In other words, there is a consensus that the practice of learner autonomy requires insight, a positive attitude, a capacity for reflection, and a readiness to be proactive in self-management and in interaction with others. This working definition captures the challenge of learner autonomy: a holistic view of the learner that requires us to engage with the cognitive, metacognitive, affective and social dimensions of language learning and to worry about how they interact with one another.” Little, D. (1991). *Learner Autonomy 1: Definitions, Issues and Problems*. Dublin: Authentik.*

In Unit1, starting with Grupo Galpão, one of the most famous and representative group of theater in Brazil will be the background to this lesson. As students get to know their story and the plays, the world of the theater will be open to them through the language. First, they will see a brief video of the group (in Portuguese). Then students will get information about the group by reading an official text from the Grupo Galpão website. They will get to know more of something familiar, something that belongs to their country reality.

In the second part the related vocabulary about theater will be worked. Finally they will be stimulated to create on their own. Students will rewrite lines by only observing the pictures of the Grupo Galpão’s plays. This task will emphasize the output and autonomy which really are related to creativity. Still, after creating through English they will face grammar in a casual way, by reporting what they have created to the classroom.

In unit 2 the focus on art will provoke the capacity of abstraction. A famous and important painter was chosen in order to lead language development and reflection allied to art. The students will be able to produce the idiom and reflect as well. Vincent Van Gogh's work will be the scenery to enhance English usage.

As quoted by Shutz: "Just as in learning in general, the act of learning a language is active and not passive. It's not about going through a treatment, but instead about building a skill. It is neither the teacher who teaches, nor the method that works; it is the student who learns. Therefore, learner motivation in language learning is a key element. (Schütz, Ricardo. "Motivação e Desmotivação no Aprendizado de Línguas" English Made in Brazil <<http://www.sk.com.br/sk-motiv.html>>. Online. 17 de abril de 2011.)

Akira kurosawa's short movie will be shown in order to present some paintings and English as well. The interesting thing about the movie is that a character looks for Van Gogh and the sceneries are his own paintings. When the man finally finds the artist there is a curious dialogue where you can tell the artist passionate and mental condition. So there are subtitles to be read in the beginning and a dialogue to be listened. Plus, there is silence as well, so students can elaborate on their own. After watching the video they will reflect about what they have watched.

While in the Unit 1 they were supposed to rewrite the lines of the characters to enhance imagination through the language in this Unit 2 they will be lead by reflection and abstraction. Students will discuss about the content of the dialogue which is kind of enigmatic and symbolic. So, there are no ready answers and also no correct answers though. Like the line "I drive myself like a locomotive" may have different inferences. *"(...) Sabemos que a autonomia não é uma capacidade inata, mas trata-se de uma característica que pode ser conquistada pelo aprendiz em seu percurso de aquisição do*

idioma. Entretanto, é bem difícil imaginar um aprendiz autônomo que tenha como instrutor um professor tradicional que limita o crescimento do aprendiz, não deixando que ele trace seu próprio caminho e mantendo-o atado ao seu método rígido e inflexível de “ensinar”. Esse tipo de conduta tradicional pode vir a impedir o crescimento do aprendiz, uma vez que esse professor limita os horizontes dos aprendizes, criando obstáculos para a utilização de estratégias individuais de aprendizagem”. (Vieira, L. I. C., Paiva, V. M.O., 2005)

In the second part phonetics will be focused. Again, by observing one painting students will be able to see differences in pronunciation in all related objects belonging to Van Gogh's room.

In the third moment it will be worked reading and writing. An original letter from the artist to his brother was selected and students will have the opportunity to work this genre by reading and then producing their own letter. The letter will be written to Van Gogh indeed so we can evaluate what and how students have absorbed about the artist, his life and his work.

These lessons were made considering learners' autonomy. “(...) *a palavra educar vem do latim educare, por sua vez ligada a educere, verbo composto do prefixo ex (fora) + ducere (conduzir, levar), e significa literalmente ‘conduzir para fora’, ou seja, preparar o indivíduo para o mundo.*” (Vieira, L. I. C., Paiva, V. M.O., 2005).

Art was chosen in order to stimulate and develop sense of autonomy, creativity and capacity of abstraction. In times like these education has to be believed as a powerful weapon. We shall not let knowledge become business. It is more than being a dreamer or philosophical but choosing to fight each day, each battle, to not lose our humanity and help others not to lose theirs as well. It sounds poetic in fact, but as Paulo

Freire used to say: *“Não é no silêncio que os homens se fazem, mas na palavra, no trabalho, na ação-reflexão.”*

Teacher's Guide

Unit 1: Theater: Galpão Group (60 minutes)

In this Unit students will get to know more about the universe of theater through English. They will study related vocabulary and get to know the trajectory of this representative theater group. At the same time they will be working with the language, creativity and the demystification about the culture of celebrities and artists of career.

Part 1 (5 minutes)

Warm up.

Teacher will do a brief presentation of the Group. The teacher must grab what they know about the subject. A video will be shown with Galpão's history.

Part 2 (15 minutes)

Reading comprehension and speaking.

I) An original text from Galpão's website will be read. After reading have them to work in pairs to answer the related questions.

Answers will vary.

II) Vocabulary (task with theater related vocabulary, match the columns)

Answers: F, E, A, B, C, D

Part 3 (15 minutes)

Listening

One of the Galpão most famous plays is William Shakespeare's Romeo and Juliet which they have performed all over the country and over the world, including at The

Globe in London. This year of 2012 they have performed there once again during the Olympic Games celebrations.

Have students to see the video (4 min.) that is about the history. It is the synopsis. Then, have them to answer the questions. It is an informal video.

Answers: a) Verona, Italy. b) Their families are enemies. c) He did not receive the warning about the potion.

Part 4 (25 minutes)

Writing and speaking

Have students to look at the pictures of the plays performed by Galpão. Individually, they are going to choose 2 of the 4 photos and write subtitles for the characters based on their imagination. Tell them to pay attention in the number of actors and the lines. Next, they will compare lines with a partner. Finally they will report to the class the versions.

Reported speech must be remembered.

Answers will vary.

Unit 2: Color and passion: Vincent Van Gogh (70 minutes)

In this Unit students will face art through impressionist paintings. Continuing the thought of demystifying famous artists this great painter will be presented with all his talent and also all his weaknesses, humanizing the artist and the profession.

Part I (25 minutes)

Listening and speaking

Akira kurosawa's short movie (10 min) will be shown in order to present some paintings and English as well. There is a moment with subtitles, there is silence and

there is the interesting dialogue which students will work on it. In this part sensibility and abstraction will be enhanced so answers will vary.

Instead of just marking answers students must be lead to reflection. Have them to work in pairs. Then they will share inferences with the class.

Answer: 1 Answers will vary. 2 Vicent was hurt because he could not paint his own ear so he cut it off. 3 Answers will vary. 4 Answers will vary

Part 2 (15 minutes)

Speaking

This task will be about phonetics. Again, by observing one painting students will be able to see differences in pronunciation in all related objects belonging to Van Gogh's room. Have them working in pairs so they will speak and share opinions of pronounce. Then they must put the correct words in the correct charge of the phonetic symbol. Examples they might find easy are given in the charges, so they can infer without listening to an original track. *Answers:*

/æ/ (hair)	/eɪ/ page	/ɔː/ (more)	/w/ (saw)	/Oʊ/ mall
Chair, blanket	Painting	door, floor	pillow, wall	Bowl
/uː/ noon	/iː/ need	/ɪ/ (wind)	/aʊ/	/ə/ (nurse)
room	Sheet	Window, mirror,	Towel	Shirt

<http://www.englishexperts.com.br/gerador-de-simbolos-foneticos/>

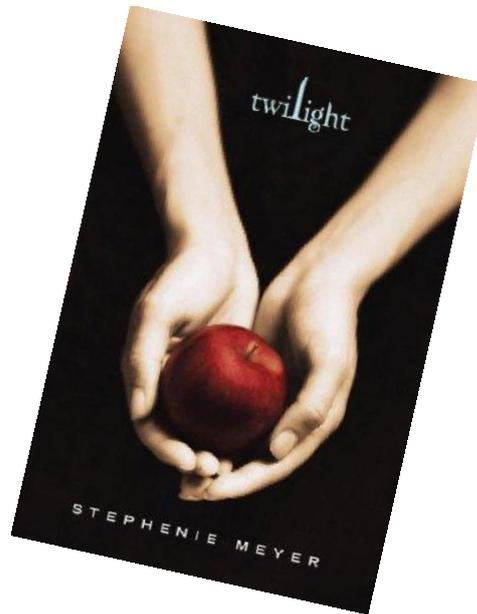
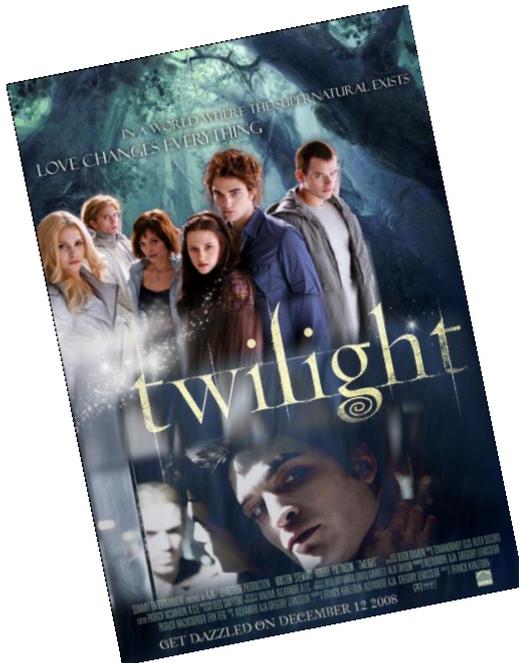
Part 3

Reading (30 minutes)

In this task they will work the genre letter. They will have the opportunity of reading a real letter that Van Gogh used to write to his brother. After they answer some comprehension questions students will start producing their own letter to Van Gogh. Instructions about how to write a letter must be said. Such as: opening (date, local: Brazil, May 13, 2012), a greeting (Dear Vincent) the body of the letter (what they want to say) and the closing (greetings again) and their signature. The intent is that students produce in English and also to see how the content affected them or even if it did not.

Answer: I) F, T, T, F, F, T, F. II) Answers will vary.

What's on at the movies?



Warm up

1. Have you ever read a book or movie review before?
2. Do you usually read movie reviews before watching them?
3. Match the words with their definitions. Use the context to help you.

- | | | | |
|---|-----------------|-------|---|
| A | DIRECTOR | (___) | the story of a book, film, play, etc. |
| B | CAST | (___) | not the most important actors in a film, play or show |
| C | ROLES | (___) | a person who is in charge of a film and tells the actors how to play their parts |
| D | INTERPRETATION | (___) | clothes, especially of a particular or formal type |
| E | SUPPORTING CAST | (___) | the actors in a film, play or show |
| F | ATTIRE | (___) | the position or purpose that someone or something has in a situation, organization, society or relationship |
| G | PLOT | (___) | a particular way of performing a piece of music, a part in a play, etc. |

Definitions taken from: <http://dictionary.cambridge.org/>

4. Skim the following review and tick what you may not find in this genre.



- a) () Reviewer’s overall opinion.
- b) () Public (audience) opinion.
- c) () Description of what happens in the movie.
- d) () Description and opinions of setting, costumes, soundtrack and cast performance.



Twilight

By Leah S., Peoria, AZ



“Twilight”– based on the first book in the best-selling series by Stephenie Meyer – is a faithful adaptation that will satiate the thirst of fans and simultaneously captivate new audiences.

The movie follows the story of Bella Swan (Kristen Stewart), a normal girl thrust into a secret supernatural world when she falls in love with her mysterious classmate, Edward Cullen (Robert Pattinson). He just happens to be a vampire.

Ditch your preconceived notions of vampires; this isn't a typical vampire tale. If you are looking for clichéd stereotypes with fangs, coffins, and stakes through the heart, this isn't the movie for you. Director Catherine Hardwicke and screenwriter Melissa Rosenberg stay true to Meyer's vision and create a film that exposes “Twilight” for what it essentially is: a story of the ultimate forbidden love.

Hardwicke once again proves her knack for portraying raw teenage experiences, as she did in “Thirteen” and “Lords of Dogtown.” She directs a young cast of phenomenal talent. Leads Stewart and Pattinson throw themselves into their roles and portray their characters exceptionally well. The chemistry between the two is electric.

Stewart gives a fresh, honest take on Bella. Her straightforward interpretation allows viewers to live vicariously through Bella and experience what she does. You feel her longing and desire.

Pattinson conveys Edward's inner turmoil flawlessly. His complex perception of the - character creates a believable Edward. He conveys his feelings of vitality and emotional reawakening through his expressions.

The movie also has an outstanding supporting cast. Billy Burke as Bella's father, Ashley Greene as Alice Cullen, and Michael Welch as Mike Newton all deserve a nod for excellent portrayal of their characters.

The film itself is visually dynamic. The movie is shot in crisp blue tones. The costumes are pallid, veering away from traditional vampire attire. Bella's wardrobe becomes closer to the Cullens' as she grows closer to them. The nomad vampires appear savage in clothes taken from their victims.

Filmed in Portland, Oregon, the movie features stunning views and beautiful landscapes. Because of the small budget, action sequences were done physically. Though some may find the special effects lacking, the simplicity enhances Hardwicke's

unique documentary-style filming. Using extreme close-ups and whimsical angles, the camera work gives the movie an intimate, realistic feel.

The music ties in to the story perfectly. Consisting of moody, angst-filled rock songs, the soundtrack fits the tone. From Muse's upbeat "Supermassive Black Hole" playing during a game of vampire baseball, to Iron and Wine's romantic "Flightless Bird, American Mouth" at prom, the songs set the mood for the scenes.

A longer film would have allowed more time to explain the essentials of the plot, making it easier for those who have not read the book. Although it mirrors the book very closely, many scenes had to be cut. The danger of the nomadic vampires is threaded throughout the movie to create more tension. The essence of the story is present, making changes in details insignificant; the movie's creators successfully captured the elements that made readers fall in love with Bella and Edward.

The book and the movie are equally satisfying, albeit in different ways, and neither is better. While you can imagine the detailed story unfolding in your head when reading the book, the movie creates a sweet condensed version for the big screen. Both allow you to lose yourself in this passionate, unorthodox romance.

All components work together nicely in "Twilight" to efficiently bring the book to life. The film is a beautiful mixture of romance, action, comedy, and horror, containing aspects that will appeal to everyone.

http://www.teenink.com/reviews/movie_reviews/article/65635/Twilight/

Reading Activities

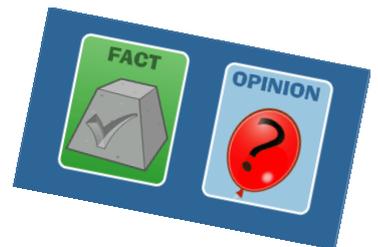
5. Cite three differences between classic vampires and the ones described in Stephenie Meyer's story.



6. What were the resources used in filming to give it a darker atmosphere?

7. Which sentences represent the reviewer's opinion (O)? Which ones are facts (F)?

1. (___) The movie follows the story of Bella Swan that falls in love with her mysterious classmate.
2. (___) Edward Cullen is a vampire.
3. (___) Kristen Stewart gives a fresh, honest take on Bella.
4. (___) The film itself is visually dynamic.
5. (___) The music ties in to the story very perfectly.
6. (___) Many scenes had to be cut.
7. (___) The movie's creator successfully captured the elements that made readers fall in love with Bella and Edward.
8. (___) The book and the movie are equally satisfying and neither is better.
9. (___) All components work together nicely in "Twilight" to efficiently bring the book to life.
10. (___) The film is a beautiful mixture of romance, action, comedy, and horror



8. Circle the word that doesn't belong to the group:

a. cast	Kristen Stewart - Robert Pattinson - Catherine Hardwicke - Billy Burke - Asheley Greene
b. role	Bella Swan - Stephenie Meyer - Edward Cullen - Alice Cullen - Mike Newton
c. movie	audience - character - supporting cast - director - classmate
d. vampire	budget - fangs - coffins - stakes - horror
e. actor/actress	portray - convey - interpret - direct - appear

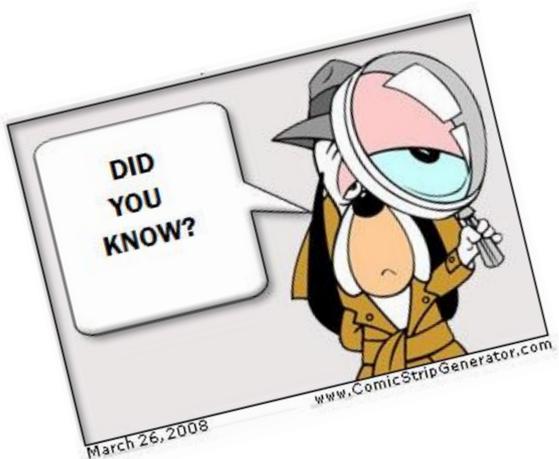
Post reading activities

9. How did the reviewer feel about the movie? Do you agree with her?

10. What elements make up a blockbuster film?

Writing

11. Now think of a movie that affected you (positive or negatively). Then, write a draft of a review about the movie you thought of to be posted on Teen Ink Web Site. Your review must contain facts and opinions. When you are finished, switch your draft with a classmate to be edited considering the organization, the ideas and the proper use of grammar. After that, submit it for teacher's correction and post the final version at: <http://www.teenink.com/submit>. Be prepared for criticism and take the opportunity to interact with the readers. Have fun!



Just for fun!

In the van accident scene, in Twilight, they installed a wheel beneath the van, similar to a skateboard wheel, which enabled the van to slide. They later erased it by using a computer.

They also did that in the scene where Edward says something like: "You shouldn't have said that" to

Bella and takes her for a ride in the woods. To jump around, they ran through a metal cord which was then erased by a computer.

Adapted from:

<http://www.fanpop.com/spots/twilight-series/forum/post/50426/title/twilight-movie-curiosities>

Teacher's Guide

Warm up Questions

- ✓ Ask students if they have ever read a book or movie review and if they read them or their synopses before watching movies or reading books. If so, encourage them to have a little discussion to bring up the subject.
- ✓ Present the book/movie review genre elements, its structure, and where one can find it (support).
- ✓ Have the students, in pairs or groups of three, answer the match the columns question to introduce relevant vocabulary.
- ✓ Students will skim the text to answer question number four in order to recognize elements of the given genre.

Reading Activities

- ✓ Ask the students to read the text silently in order to answer the comprehension questions paying attention to the features specific to this type of genre.
- ✓ Help the students with necessary guidance, encouraging them to ask questions about the content of the text as well as the vocabulary.

Post Reading Activities

- ✓ In order to answer questions nine and ten, students are supposed to reflect upon the reasons why they agree or not about the reviewer's feelings towards the movie, and what elements make a film become a blockbuster.

Writing

- ✓ Have students think about movies they have already seen and affected them either positive or negatively. Ask them to write a draft of a movie review that

considers target audience (readers of Teen In), facts and opinions (plot, setting, characters, soundtrack, costume, etc).

- ✓ Students should switch their writings to peer editing, considering the organization, the ideas, and the proper use of grammar.
- ✓ Ask them to write a final version and submit it to the teacher for correction.

Instruct the students on how to post their reviews at the following website:

<http://www.tennink.com/submit>

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