

# Thoughts from Brazil: Teacher's Notes

A film by Daniel Emmerson presented by EnglishClub.com



## Activity 1 (Warmer)

1. Students answer the questions, guessing if necessary.
2. Students compare answers in pairs.
3. Elicit answers – feeding them in where necessary.

Answers: 1. False (Brasilia) 2.True 3. False (ten) 4. False (Portuguese)

## Activity 2 (Before watching)

1. Students work in pairs to suggest possible answers to the questions.
2. Elicit feedback.
3. Students watch video to discover if their suggestions were right.
4. Elicit general feedback but don't go into much detail at this stage.

## Activity 3 (While watching) *N.B. This film is approximately 16 minutes long.*

1. Students watch the introduction.
2. Students tick or circle the points as they watch, then check their answers in pairs.
3. Elicit answers.

Answers: Food and Fashion are not mentioned.

## Activity 4 (While watching)

1. Students watch the interviewees answering Question 1 and decide if the statements are true or false.
2. Students check their answers in pairs.
3. Elicit answers.

Answers: 1. T 2. T 3. T 4. F 5. T 6. F

## Activity 5 (While watching)

1. Students watch the interviewees answering Question 2 and answer the questions.
2. Students check their answers in pairs.
3. Elicit answers.

Answer Hints: (Note: these quotes are provided only as hints for teachers. They should not be presented to students as exact answers.) 1. 'trying to speak and trying to talk' 2. 'video games' 3. 'it's night here and no, it's morning here' 4. 'Korean friend? How do you speak? In English, of course!' 5. 'practise English on MySpace and on Facebook' 6. 'It helped me a lot because they sing things about London and about how's the way of life'. 7. 'Then you go on Google, the internet, and do a research about London and get to know everything they do there'. 8. 'I never did that.' 9. 'That's where I got my English from. I played RPG online games a lot when I was little.'

## Activity 6 (After watching)

1. Students work in pairs or small groups and discuss their answers to the questions.
2. Monitor carefully. Stop the activity before the students run out of steam.
3. Elicit feedback.

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## Activity 7 (After watching)

1. Students work in pairs or small groups and discuss their answers to the questions.
2. Monitor carefully. Stop the activity before the students run out of steam. Elicit feedback.

## Activity 8 (Roleplay)

1. Students work in pairs and interview their partner.
2. Monitor. Make sure the students swap roles when necessary.
3. Elicit feedback.

## Follow-up Suggestion

Students can be encouraged to act out their interview in front of the class and/or to write up their interview for homework. Or, if you have access to filming equipment students could make their own video and show it to the class. You could even encourage them to upload their videos to a website such as YouTube or [EnglishClub.com](http://EnglishClub.com), and have them invite students in other classes, or their friends in other schools, to watch and comment on them.

The information, statements and answers used in this worksheet are taken from the film in question and interviewees' responses. They are not necessarily true for the whole country, nor do they necessarily reflect the views of the filmmaker or of EnglishClub.com.