

1

IN THE LIMELIGHT

OBJECTIVES

- Discuss types of performing arts and how people relate to them.
- Comment and give opinions about performing arts.
- Talk about and stress the qualities of something.
- Connect ideas in a text in a meaningful way.
- Reflect on your involvement with performing arts.
- Write about your opinion on an article you've read.
- Reflect on the experience of going to the theater.
- Discuss the connection between dance and culture.

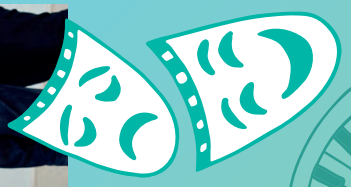
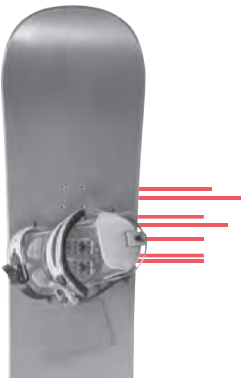


Read the questions and discuss.

- 1** Which form of art do you prefer: theater, dance or music?
- 2** Do you prefer to perform them or to watch other people performing them?
- 3** Would you like to perform any of them on a stage?
- 4** How important do you think these types of art are in people's lives?

#MAKERS

DIGITAL



LANGUAGE 1

1 Marisa and Jen went to a concert together and now they are telling their friend Julia about it. Read their dialogue and answer the questions.

Julia: Did you go to the concert? How was it?

Marisa: Believe it or not, it was very bad.

Julia: Oh no!

Jen: Yeah, it was awful.

- 1 Do Marisa and Jen have similar opinions? _____
- 2 What is the meaning of "awful"? _____
- 3 Which word is used to intensify the meaning of the adjective "bad"? _____

2 Use the adjectives in the box to complete the chart.

amazing	captivating	funny	sad
awful	depressing	good	stunning
bad	fabulous	hilarious	terrible
beautiful	fantastic	interesting	terrific

Gradable adjectives	Ungradable adjectives
bad	awful

3 Write a gradable adjective from activity 2 next to the corresponding ungradable adjective in the list below.

- 1 awful bad
- 2 amazing _____
- 3 fantastic _____
- 4 hilarious _____
- 5 depressing _____
- 6 stunning _____
- 7 terrible _____
- 8 terrific _____
- 9 fabulous _____
- 10 captivating _____

4 Last weekend there was a cultural festival in town with different attractions, and now a group of friends is talking about what they did there. Complete their conversation with ungradable adjectives from activity 2. Make sure you don't repeat any of them.

Laura: Hi, guys! How was your weekend? Did you see anything good at the festival?

Anthony: I did! I went to an ⁽¹⁾ _____ play, the actors were really talented!

Marie: And I saw a ballet presentation! It was ⁽²⁾ _____! The music was perfect, and the scenography and costumes were ⁽³⁾ _____. How about you?

Laura: Oh, I went to a stand-up comedy act. It was ⁽⁴⁾ _____! And I went to a concert too! It was absolutely ⁽⁵⁾ _____! It's definitely in my top 3 best concerts.

Josh: You guys are so lucky! I watched a movie and it was ⁽⁶⁾ _____. I'm pretty sure it's the worst film I've ever seen.

5 Check the intensifiers that can be used with ungradable adjectives.

- | | |
|---------------------------------------|--|
| 1 <input type="checkbox"/> very | 5 <input type="checkbox"/> extremely |
| 2 <input type="checkbox"/> really | 6 <input type="checkbox"/> exceptionally |
| 3 <input type="checkbox"/> absolutely | 7 <input type="checkbox"/> particularly |
| 4 <input type="checkbox"/> completely | 8 <input type="checkbox"/> totally |

6 Read the different kinds of concerts that usually take place at cultural festivals. Then use the intensifiers and adjectives of the previous activities to write your opinion on each of them.

- 1 Pop music is _____.
- 2 Rock music is _____.
- 3 EDM is _____.
- 4 Classical music is _____.
- 5 Rap is _____.
- 6 Reggaeton is _____.
- 7 Country music is _____.
- 8 Hip-hop is _____.

LISTENING AND SPEAKING

- 1 Look at the images and discuss the questions in pairs.



- 1 What kind of TV shows are these?
- 2 What do you know about them?
- 3 Do you like this kind of TV show? Why?

- 2 Listen to the comments the coaches made in four auditions. Then check the singers who were selected for the next phase of the program.

- | | |
|--|---|
| 1 <input type="checkbox"/> Rwanda Shaw | 3 <input type="checkbox"/> Hollywood Anderson |
| 2 <input type="checkbox"/> Suzanne Gay | 4 <input type="checkbox"/> Cassadee Pope |

- 3 Listen again and pay attention to the coaches' comments. Then refer to the numbers in activity 2 to match the comments to the corresponding singer.

- "Even if you had started right, it would still have been wrong."
- "You do really come across really cool, really comfortable on stage."
- "I just wanna hear you singing."
- "You've got an awesome voice."
- "That was beautiful."
- "You've got so much potential."

Buzzwords

"I'm so hype right now."

What does "I'm so hype" mean? Look it up!



- 4 Are the coaches' comments below positive, negative or descriptive?

- 1 "Other than the lyrics, it wasn't remotely like Whitney Houston." _____
- 2 "I think there is more to the problem than you starting off wrong." _____
- 3 "That was so well executed." _____
- 4 "You had something a little country in there." _____

- 5 Consider the comments in activity 4 to answer the questions below.

- 1 Which negative comment is more tactful?
- 2 How can we make the blunt comment more tactful?
- 3 How does the singer react to the negative comment?

Pronunciation

- 6 Listen and repeat. How do we pronounce the words *but* and *and*? Listen and repeat.

- 7 Now listen to the same words in context. Are they pronounced in the same way? Explain.

"You might have reacted physically, because it was great to see that, **but** you didn't falter."

"There's nobody else like you **and** I believe with 200% of my heart that you are a superstar."

- 8 Listen to the sentences below and identify whether the words *but* and *and* are being pronounced in a weak (W) or strong (S) form.

- 1 He studied hard, but he failed the test.
- 2 In musicals, actors have to sing, act and dance well.
- 3 She tried hard, but the coaches didn't like her.
- 4 He can play the piano and sing.

- 9 Is there a reason for using the strong form when the words *and* and *but* are in context? If so, which one? Can you think of similar examples?

- 10 Now practice saying the sentences from activity 8 with *and* and *but* both in their strong and weak forms.

- 11 Look for a famous singer's performance on video on the internet. What's your opinion about his/her performance? Be tactful.

- 12 Share your opinion with a classmate and ask for his/her opinion on what you wrote. Make any necessary adjustments.

- 13 Find a partner whose singer or music genre is similar to yours. Then, share your opinion with him/her.

Before Reading

1 Scan the texts and check the correct answers to the questions.

1 What elements can you find in this kind of text?

- a author's name c reference to an article e signature g personal opinion
 b a greeting d address f title h informal text

2 Where can we find such elements?

- a a letter to the editor b a blog post c a message to a friend

3 Where can you find this kind of text?

- a magazines b newspapers c books d internet

4 What do you think are good reasons to write this kind of text?

- a Correct some information that appeared in the article.
 b Complement the information presented in the article.
 c Congratulate the author of the article for his/her text.
 d Offer support to people in the situation described in the article.
 e Express your opinion about the topic of the article.
 f Express agreement or disagreement with the author of the article.

The screenshot shows a web browser window with the URL <http://www.teenink.com>. The page title is "Makers' Talk" and it has navigation links for HOME, ENTERTAINMENT, LIFESTYLE & WELLNESS, HOT TOPICS, and CONTACT US. There are also LOGIN and SIGN UP links. Two forum posts are visible:

- Post 1:** "Dancing in the air" by Giovanni_D, Phx, Arizona. The text reads: "I found Dany Nagle's article 'Dancing in the air' moving, and I can also relate to the joys of dancing. I can relate because Dany talks about how dancing makes her feel ('And when I nail a new move, I'm on top of the world...'). I feel the same way about my dancing. I don't dance for others. On the contrary, I dance for myself because, in the end, why else would I keep doing it? Besides, she talks about her passion for dancing and how nothing else matters when you dance, everything else disappears and no worries or problems in life can take that moment of dancing away. There are almost no words that can describe the feeling I have when I dance. It's the best! For Dany, true passion is all the motivation she needs, and this is true for me too. In brief, that is how I can relate to her article."
- Post 2:** "Keeping Music Real" by Maggie Vinton, No. Platte, NE. The text reads: "I agree with Abby H.'s article 'Keeping Music Real'. Music today is bland and offensive, with a strong emphasis on pop and rap. Our local radio station often plays the same song three times in only one hour! Usually it is a generic, ugly song that proves people are willing to settle for less. Moreover, Abby says that most songs fit into a slim mold, and I agree. Do we really need another song about how rich someone is? If that person is so rich, why do they need to make another repulsive song? I don't like the newest artist or the latest American Idol. Therefore, most of my friends think I don't like any music. I wish others would give indie or alternative bands like The White Stripes or Franz Ferdinand a try. Sometimes, as Abby suggested, digging into your parents' old records can really pay off. However, I just hope people can realize there's more music in the world than bubblegum pop."

At the bottom of the browser window, there are two adaptation notes:

- Adapted from http://www.teenink.com/hot_topics/letters_to_the_editor/article/732245/Dancing-in-the-air/. Accessed on July 26, 2018.
- Adapted from http://www.teenink.com/hot_topics/letters_to_the_editor/article/18011/Keeping-Music-Real/. Accessed on July 21, 2018.

While Reading

2 Read the letters to the editor on page 16 and answer: which of the reasons mentioned in item 4 of activity 1 have motivated Giovanni and Maggie to write them?

3 Write G (Giovanni), M (Maggie) or B (both) to identify who mentions the items below.

- 1 the name of the article
- 2 quotes from the article
- 3 the most important information from the article
- 4 opinion about the original article or its topic
- 5 examples of artists they like
- 6 examples of artists they don't like
- 7 personal examples or factual evidence

4 Which of the items in activity 3 are essential in a message to the editor of a magazine or website?

5 Look back at the letters and underline, in both of them, examples of the essential items you mentioned in activity 4.

6 Read the letters again and answer the questions.

- 1 Why does Giovanni relate to the article he read?

- 2 Why does Giovanni dance?

- 3 Is it easy for Giovanni to describe what he feels when he dances?

- 4 What does Maggie say about the local radio station?

- 5 Why do most of Maggie's friends think she doesn't like music?

- 6 What kind of bands does Maggie like?

7 Match the expressions below to their definition.

- 1 to nail something
 - 2 to be on top of the world
 - 3 nothing else matters
 - 4 to be bland
 - 5 to settle for something
 - 6 bubblegum
-
- a to be very happy
 - b accept or agree to something
 - c everything else is unimportant
 - d simplistic, superficial
 - e to be uninteresting or boring
 - f to perform something successfully

8 Find the expressions from activity 7 in the letters. Then use them to write about Giovanni's and Maggie's opinions.

- 1 Giovanni

- 2 Maggie

After Reading

9 How do you feel about dancing and music? Do you agree with Giovanni and Maggie? Choose at least two expressions from activity 7 to write your opinion on these topics.

- 1

- 2

10 Discuss these questions in pairs.

- 1 What do you do when you read an article and you really like it or completely disagree with the author?
- 2 Have you ever written a message to someone reacting to an article you read?
- 3 What would motivate you to write to the editor of a magazine or website commenting on an article you read?

LANGUAGE 2

- 1 The sentences below were extracted from the letters to the editor on page 16. Read and circle the best options to complete the statements about them.

“**On the contrary**, I dance for myself...”

“**Besides**, she talks about her passion for dancing...”

“**In brief**, that is how I can relate to her article.”

“**Moreover**, Abby says that most songs fit into a slim mold...”

“**Therefore**, most of my friends think I don’t like any music.”

“**However**, I just hope people can realize there’s more music in the world than bubblegum pop.”

- 1 These words are used to **compare** / **connect** ideas.
- 2 Their use implies that **everything** / **something** has been said about the topic.
- 3 These words **can** / **can’t** be removed from these sentences.
- 4 If we remove these words from the sentences, **there is no impact on the text** / **the relation between the ideas is not clear**.

Linking Words

Linking words are words and phrases that connect sentences. They may contrast ideas and information, provide additional information, explain cause and effect, provide reasons, make comparisons and conclude arguments. Examples:

- ▶ I like going to concerts **and** to the theater.
- ▶ She said she’s going, **so** I believe her.
- ▶ He would like to watch the play, **but** it is too expensive.
- ▶ **Although** they are tired, they continue working.
- ▶ He doesn’t think it will be much fun. **On the other hand**, he has never done anything like that before.
- ▶ **In summary**, that’s what I understood from the article.

- 2 Read the examples below. Then write the words in bold from activity 1 in the correct column according to the idea they convey.

Addition	Conclusion	Contrast	Opposition	Summarizing
and	so	although but	on the contrary	in summary

- 3 Fabio has just had his letter published by the *Makers’ Talk* magazine. Underline the correct options to complete his dialogue with Ian.

Fabio: I can’t believe it! The e-mail that I wrote to *Makers’ Talk* was published!

Ian: Why did you write to them?

Fabio: ⁽¹⁾ **However**, / **Although** many people think this is silly, I really think we have to share our opinions.

Ian: I don’t think this is silly. ⁽²⁾ **On the contrary**, / **So** I believe that this is the best way for them to know their readers’ opinions. ⁽³⁾ **Besides that**, / **In brief**, I have already sent them some messages myself. I was just surprised because I didn’t know you read this magazine.

Fabio: You’re right. I usually don’t read it. ⁽⁴⁾ **However**, / **Although** Samantha sent me the link for an interesting article about a boy who was bullied at school. His only friend left school, so he had to find a way to make new friends. That’s when he joined a band.

Ian: ⁽⁵⁾ **Besides that**, / **In brief**, his story is similar to yours, right?

Fabio: Exactly.

- 4 Match the sentences below. Pay attention to the linking words used and the idea they convey.

- 1 Although the actors are extremely talented, ...
- 2 Anna, my best friend, is a great singer and an excellent composer.
- 3 John has performed in public many times and with great artists.
- 4 Monica told everybody that she didn’t like the show.
 - a Moreover, she plays the drums very well.
 - b the performance was not very good.
 - c However, I saw her having lots of fun with her friends in the crowd.
 - d Besides that, he has been studying classical ballet for a long time.

- 5 Rewrite the sentences from activity 4 inverting the clauses.

- 1 Although the performance was not very good, the actors are extremely talented.
- 2 _____
- 3 _____
- 4 _____

6 Complete the conversations with the linking words from the box.

besides that however in brief
on the contrary so

- 1 A:** Did you like Mary's performance in the school's talent show?
B: She sang a very beautiful song. _____, I think she needed to tune her guitar.
- 2 A:** What do you think of Ed Sheeran?
B: His voice is beautiful, he plays the guitar very well and his songs are nice. _____, he's a perfect artist!
- 3 A:** I heard that the audience did not like John's performance. Is that true?
B: The audience did not like his performance?! _____, they loved it!
- 4 A:** Why should I go to the theater with you?
B: Because the play is so moving and inspiring! _____, the cast is fantastic!
- 5 A:** I know we have already talked about this, but what did you think about the play you watched last week?
B: Well, the story is very good and flows naturally, _____ time flies when you watch it.

7 Connect the sentences below using the prompts in parentheses.

- 1** John decided to play a new musical instrument. We cannot afford one now.
(however) John decided to play a new musical instrument. However, we cannot afford one now.
- 2** Kyle is great at dancing, singing and acting. He is a great artist.
(in brief) _____
- 3** Janet hasn't been rehearsing her lines. The director is probably going to be angry.
(therefore) _____
- 4** Phil and Gina haven't missed any dance classes. They were always early and even helped the teacher prepare the classroom.
(on the contrary) _____

8 Can you replace the linking words in activity 7 by others with the same meaning? Think and rewrite the sentences.

- 1** _____
- 2** _____
- 3** _____
- 4** _____

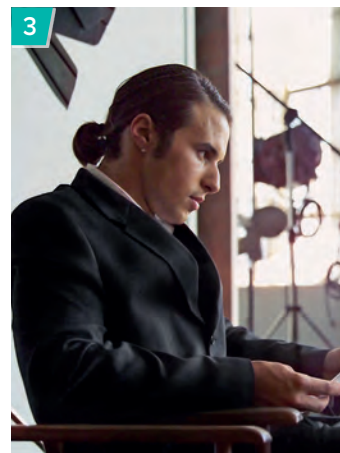
9 Look at the images and complete the sentences according to them.



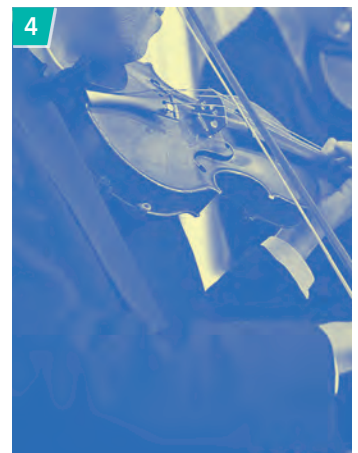
1 She thought the ballet move was easy. However, _____.



2 Many people thought the concert would be a failure. On the contrary, _____.



3 He forgot to study his lines and didn't rehearse with the rest of the actors. Therefore, _____.



4 Although _____, they loved their performance.

Writing a Letter to the Editor

Before Writing

A WORD ON ARTISTIC POLITICAL CORRECTNESS

By Esther Davis

It is very safe to say that imagination has no limits; therefore, it is also possible to say that art has no limits, since it is a fruit of humans' imagination. That may be so, but nowadays the concept of limitless art is under attack. Every film, song or book that hits the limelight is scrutinized through a new lens: the cultural appropriation perspective.

Cultural appropriation can be defined as "the unacknowledged or inappropriate adoption of the practices, ideas, customs etc. of one society or people by members of another and more dominant one". It can take many forms, from a Caucasian actor playing a Japanese *manga* character in a film, to a singer wearing a *saree*, a traditional Indian dress in a music video that is clearly not Indian.

It is a delicate matter and it should always be taken into consideration by artists, but, in many ways, it also limits imagination. So, the big question here is: how do we balance or even differentiate cultural appropriation from cultural appreciation?

Based on <<http://www.theweek.co.uk/cultural-appropriation>>. Accessed on July 30, 2018.

1 Plan your letter to the editor about the article "A Word on Artistic Political Correctness". Think about the following:

- ▶ your opinion of the article;
- ▶ your motivation to write to the editor;
- ▶ what you want to express: your opinion of the article, the topic of the article or both;
- ▶ personal example or factual evidence to support your opinion;
- ▶ which pieces of information from the article you are going to include in your letter.

Drafting

2 Write a draft of your letter.

3 Share your letter with a classmate and ask for his/her opinion. Make adjustments, if necessary.

Final Writing

4 Write the final version of your letter.

I watch _____ plays, concerts, movies or dance performances in a month.

Collect Data

- ▶ Throughout the month, keep a record of all theater plays, music concerts, movies and dance performances you watch—either in person, on TV, online, etc.
- ▶ Follow your teacher's instructions to make a chart in your notebook to register the data. In the "Record of productions" column, make a tally mark for each cultural production you watch.
- ▶ At the end of the month, add up all the tally marks related to each of the cultural productions and write the total number in the last column. This way, you will find out the exact number of plays, concerts, movies and dance performances you have seen.
- ▶ Then add up all the final numbers to find out how many cultural productions you have watched in a month.

Analyze the Data

- ▶ How many plays/concerts/movies/dance performances did you watch?
- ▶ Which kind of artistic performance was more frequently watched this month?
- ▶ Do you think the number of performances you watch in different months would be similar?
- ▶ How do your results compare with the ones of your classmates?

Draw a Conclusion

I watch _____ plays, concerts, movies or dance performances in a month.

1 Reflect on your conclusions and discuss.

- 1 Are you more or less involved with artistic performances than you expected?
- 2 Would you like to watch more cultural productions as part of your routine? Which ones?
- 3 Do you think that artistic performances are important?

2 In groups, discuss the impact that cultural productions have on your community.

LOCAL AND GLOBAL



1 Look at the images and discuss the questions with a classmate.



- 1 Do you know these dances?
- 2 Where are they from?
- 3 Do you know anything else about them? What?

2 Reflect, research and take notes on your findings.

- 1 What is the connection between these dances and the culture of their country of origin?
- 2 Are there any special conditions for them to be performed? Can they be performed anywhere, anytime and by anyone?
- 3 Can you learn how to dance them in your country?
- 4 What are the typical dances from your country? Are they also known and practiced in other countries?


3 Organize a field trip to watch a typical dance performance with your classmates.

IMAGINE



Imagine going to the theater and not seeing the play.



1  Research into the concept. Bring your research to be discussed in class.

2 Read the magazine article on the RLP. Then discuss the questions with a classmate.

- 1 What is the most important thing in a play?
- 2 Is sight important to experience the theater?
- 3 How do you think you would feel “watching” a similar play?