

Film Review (teacher's notes)

1. Warm-up 3-5 mins

Aims: to break the ice and foster a safe environment for learning.

Procedure: Introduce the topic. Ask students what films they have watched recently (or the film they have chosen for the lesson if you asked them beforehand about this), what genres they were and if they liked it or not. Details are not important at this point. Keep it short!

2. What genre is it? (Activity 1) 5 mins

Aims: to generate interest in the topic and revise the vocabulary.

Procedure: Students should look through the vocabulary and match the words with the posters of the films. They use sentences to help them guess the meaning of unknown words. Let them work individually, then check in pairs. Model the pronunciation of difficult words, like *cartoon*, *science fiction*, *horror* etc.

Keys:

1. "Deadpool" made me laugh a lot. It's the best comedy ever!
2. Ryan Gosling and Emma Stone had to sing and dance a lot in this new musical.
3. I like watching "The Avengers" and action films like this.
4. "The Exorcist" is probably one of the scariest horror films of all time.
5. My kids like watching cartoons. "Despicable Me" is their favourite!
6. "Fantastic Beasts and Where to Find Them" is the coolest fantasy film after "Harry Potter"!
7. "Back to Future" is a science-fiction classic.
8. "Pretty Woman" is one of the best romantic comedies I have ever seen.

3. Reading for Gist (Activity 2) 7-10 mins

Aims: to practice reading for gist and provide students with a model text.

Procedure: Show the students a big poster of a movie *The Theory of Everything*. Ask them if they have seen it, what genre it is, what it is about etc. Accept any ideas. Tell them they are going to read a film review about this film.

Hand out the worksheet and ask them to look through the questions. The writer of the film review is going to answer some of them, but not all. They need to look through the text and tick the questions they can find answers to. Make sure learners

understand all of the questions and explain any new vocabulary if necessary.

Set a time limit (2-3 min) and let them read the text. Discuss the answers in pairs and as a whole class.

Key: question 8 is not answered.

4. Answer the questions (Activity 2) 5 mins

Aims: to provide speaking practice and check comprehension, explore the model text in more details.

Procedure: If you work in a group, allow students some time to think before they answer. Cover the text and let them interview each other on the content of the text using the questions from Activity 2. They should answer in full sentences.

If you work one-to-one, let the student cover the text and answer questions, you can ask them. SS can give more detail if they can.

Possible answers:

1. The title of the film is *The Theory of Everything*.
2. Its genre is a biographical drama.
3. *The Theory of Everything* is about the scientist Stephen Hawking.
4. The film is based on a book written by his wife, Jane Wilde Hawking.
5. The film is set in England.
6. The film is set in the early 1960s.
7. Eddie Redmayne stars as Hawking and Felicity Jones plays the role of Jane.
8. Skip the question.
9. My favourite character is Stephen Hawking because he is very clever and brave.
10. I think this is an ideal film for people who like true stories.

5. Analysing the text for useful language (Activity 3) 5 mins

Aims: to provide students with necessary language to complete the writing task.

Procedure: Give students some time to come up with the ideas to complete the sentences. Let them share their ideas in pairs. Check the accuracy at this point and accept any ideas. Keep it short!

6. Preparing for writing and writing process (Activity 4) 15-20 min

Aims: to generate ideas in order to promote written production and practice writing a film review.

Procedure: Tell the students to think of a film they have watched and know a lot about. **Ideally, ask them to choose such film before the lesson and be ready for this step to save time!**

Let them make notes to answer the questions in Activity 2 about their film. It should take no more than 5 min.

Ask them to use the template to write their own film review. If you have access to the Internet in the classroom, encourage SS to look up the information about the film they need to write the review (especially the original title of the film, for this use <http://www.imdb.com/>).

Optional for fast finishers: let them help weaker students. Organise peer check.

7. Sum up 5 mins

Summarise the lesson and tell students what results they have achieved (Now you can ... After our writing lesson you will be able to....).

Ask them to review and correct their film reviews at home and send you the corrected and improved copy of the review.

Ask them if they have any questions.

After the lesson: Display all the reviews on a classroom wall or, alternatively upload the reviews onto a shared document (e.g. <https://padlet.com/>, etc.) and get learners to vote on the most interesting film.