

Name: Jade Heath Date: 28/06/24 Level: Upper-int Number of students: n/a Topic: Film/cinema
Main lesson focus (underline one): Grammar / <u>Vocabulary</u> / Pronunciation / Reading / Listening / Speaking / Writing
Learner outcome(s): The students will be able to give their opinion/s on film/s using new vocabulary such as “starring”, “released in” etc. and new adjectives such as “overrated”, “predictable” etc.
Grammar: “to release” -> released in... “to direct (something)” -> directed by... etc Vocabulary: adjectives such as “un/convincing”, “well-developed”, “predictable”, “forgettable”, “stunning”, “overrated” Phrases: “I found”, “in my opinion” “I would/wouldn’t recommend”, “I thought”, “set in”
Materials: Pictures for engagement (elicit genres), presentation text (reviews), gap fill task, guessing game cards. Give spare paper for production at end.
Assumptions: For this lesson I assume the Ss already know...some vocab such as “acting”, “boring”, “ok” etc various genres etc.
An anticipated problem: Students may not be able to guess the films in the guessing game, the vocab may be too challenging, they may have trouble thinking of films for the production portion of the lesson. My proposed solution: let students give each other clues, move onto new cards. Not my target language, being able to form the sentences is! For the production stage let students use their phones.

What I intend to work on based on previous feedback:

Time management, make sure students have sufficient time in production stage

Stage of lesson No. of minutes	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill students will be practising eg L
Engagement 3 minutes	Multiple film genres on board, elicit topic and get students to state the genres out loud. Write these on board	Introduction to topic and “genre” vocab which I can then leave on board for lesson	L
Pre-teach new vocab 7 mins	To release (v): what do we say when we set something free? For example letting an animal out of a cage? _____ can we say this about films? To star in (verb): what would we call a famous entertainer? For example Angelina Jolie, Leonardo Dicaprio. Actor? Another word? Draw a star. What if we turned this into a VERB? (to star in) CCQ - am I talking about a physical star? Is this synonymous with: to act in? A struggle (n): if something is difficult or a challenge we call it... It can be physical (such as a fight) or abstract. CCQ - would climbing a mountain be a struggle? Can a struggle be emotional? Predictable (adj.): What do we say when we can guess that something is going to happen? To direct something (v.): give examples of famous directors: Quentin Tarantino, Stanley Kubrick, Martin Scorsese - (directors). CCQ- is acting the same as directing? Can we use “direct” in a non-film context? (Yes - if I say pick up the pen, I’m directing you) How do we make directors a verb? To direct something. In past tense we would say “directed by”...	Show students some new vocab which may be challenging even in context (presentation text)	L

<p>Presentation of target language</p> <p>10 mins</p>	<p>(D) On your own, (I) read the text and decide this person enjoyed these films? (M) For example... hmm they used the word boring so I think...(t) 30 secs</p> <p>Then, get students to underline adjectives. Meaning in context. Write these on the board</p> <p>Adjectives: check definition in P1. Can EDBC after</p> <ul style="list-style-type: none"> • <u>Unmissable</u> ccq - Would I describe fete de la musique as unmissable? Would I describe • <u>Well-developed</u> - Basic or flat are antonyms for this. Well thought out, two dimensional etc. • <u>Engaging</u> - opposite of boring. Draws your attention. If I spent this whole lesson talking, would it be engaging? • <u>Predictable</u> (pre-teach) • <u>Forgettable</u> • (un)<u>convincing</u> • <u>Overrated</u> • <u>Disappointing</u> • <u>Stunning</u> <p>Keep these on board as students will need them.</p> <p>Ask them what they notice about underlined phrases? Write these on the board! Perhaps mention, directed by etc.</p>	<p>Gives the students vocabulary in context, rather than pre teaching it all - they are able to deduce meaning</p>	<p>S & R</p>
<p>Practice 1</p> <p>10 mins</p>	<p>D - In pairs I - work out which adjective goes in which box. M - for example, hmmm, I think this adjective goes here because this sentence says...T - 5 mins.</p> <p>Answers: 1) Predictable 2) convincing 3) forgettable 4) overrated 5)</p>	<p>Checks st understanding of new vocab/adjectives and in which context they would be used</p>	<p>W</p>

	unmissable		
Practice 2 10 mins	<p>D (In pairs), I (take it in turns to pick up a card. It will have a film and information about it on the card - you have to HIDE it (mime). Your partner has to ask you questions on the board, to help them guess the film. Make sure you answer in full sentences!)</p> <p>For example (M): Let's say I had the film Avatar and my partner asks me, when was this film released? I would say: this film was released in 2009 etc. And they have to try and guess the film.</p> <p>If you don't know, then move on to the next card!</p> <p>Questions:</p> <p>Who stars in this film?</p> <p>When was this film released?</p> <p>Where is this film set?</p> <p>What genre is this film?</p>	Gets the students to use these words in sentences - gives them the tools needed for production stage	S
Production 15 mins	<p>Production: student's need to give their opinion on a film</p> <p>Individually (D) Write one film you really like, and one film you disliked.</p> <p>(I) Try to remember an actor, the director, where it's set - think of the questions we used. You can use your phone to remember these details</p> <p>(M) I really liked the film Barbie. Write on board, date, actor, director, genre. I did not like The Blair Witch project. I know that it came out in 1999 and that its a horror film. Why didn't I like it etc...I found it predictable.</p> <p>USE THE BOARD TO HELP - opinion phrases, adjectives etc</p>	Test achievement of objective in a 'natural' way	S
Error correction 5 mins	Write down errors during production task	to ensure students understand their mistakes	