



# Group Work in Compulsory Secondary Education and Vocational Training

Subject: Evaluación e innovación docente e  
investigación educativa en Inglés  
68589

*Bed and Breakfast*



Miriam Carceller,  
Bianca Cherechés,  
Belén Clemente,  
Alexandra Corbeanu,  
Clara Gorría



## TABLE OF CONTENTS

|                                                 |    |
|-------------------------------------------------|----|
| A. Introduction.....                            | 2  |
| B. Context .....                                | 2  |
| C. Research proposal .....                      | 3  |
| D. Expected results or outcomes.....            | 4  |
| E. Report.....                                  | 4  |
| F. Evidence or findings                         |    |
| 1. Is group work really communicative?.....     | 5  |
| 2. Is group work motivating for students? ..... | 7  |
| 3. Do all students participate equally? .....   | 10 |
| 4. Is group work really effective? .....        | 12 |
| G. Final conclusion .....                       | 14 |
| References .....                                | 16 |



## **a. INTRODUCTION**

The problem that we detected during our placement period is that group work rarely takes place in traditional teaching and, when used, it is considered as a matter of rewarding students and breaking the routine, with no actual purpose nor meaning. For that reason, our purpose is to prove that implementing group work in class, combined with communicative activities, will make students see a purpose in learning grammatical structures and will show them how to apply the knowledge acquired in class in real-life situations. Besides, this will also enhance students' motivation and participation. We consider that this will prove to be efficient since students will be expected to use English as a vehicle for communication and interact with each other in situations that simulate real-life.

Moreover, we base our research approach in several linguists' ideas such as Lorincz's (2014), who argues that there is empirical support to believe that learning is facilitated through authentic communication; or Thornbury's (2001), who also claims that we should find a balance between fluency activities and an emphasis on their grammaring skills since this type of activities are necessary for students' fluency and automaticity development, and they should not be abandoned.

## **b. CONTEXT**

Our lesson implementations took place mainly at Secondary Education level, but also at Vocational Training (*Formación Profesional*), in both state and state-funded schools.

In order to account for our research, we adhered to the legal framework for the Secondary Education level, which is the Aragonese Curriculum (Legal Order of 9th May). In it, one of the key competences indicated is the *social and civic competence*, which states that learning a language in the social context requires the constant interaction between the participants of a particular activity. Furthermore, the Curriculum adds as one of the specific



competences the *interpersonal* one, meaning that learning a language implies the capacity to relate, plan, and cooperate with others (group work) as well as to negotiate, solve conflicts, accept other points of view and the capacity to learn from others.

In terms of the different researches around this topic, Harmer (2007) argues that one of the advantages of pair and group work is that students have more opportunities to talk. Besides, group work helps students to develop cooperation and negotiation skills while promoting learners' autonomy, since they are allowed to make their own decisions. We have to take into account this aspect since the *learning to learn* competence has to be promoted, as it is stated in the Aragonese Curriculum.

Moreover, Hedge (2000) claims that interaction pushes learners to produce more accurate and appropriate language by means of pair and group work since, this way, they have real chance to use the target language.

In addition to that, as Swarbrick (2001) says, another reason for dividing the class into groups is practicality since, if we divide the class of 30 students into groups of five or six people, our attention will be split only in five ways and not 30; thus, helping to improve the teacher-students communication and making students' participation more active.

Finally, as Richards (2006:20) adds, working in groups makes students learn from their peers' language as well as increasing their motivation:

'They can learn from hearing the language used by other members of the group. They will produce a greater amount of language than they would use in teacher-fronted activities. Their motivational level is likely to increase. They will have the chance to develop fluency.'

### **c. RESEARCH PROPOSAL**

Bearing in mind the problem previously described, our research proposal focused on solving the issue of whether teacher-fronted or communicative method was better for students



to learn. Furthermore, we also intended to figure out in what ways increasing their motivation and participation will improve their learning.

Thus, although our first arising sub-questions in the Proposal revolved around the difference between what they learn with a traditional teacher-fronted method on the one hand, and what they learn with the communicative method by working in groups on the other, we finally focused on whether group work is actually communicative, if it enhances students' motivation and participation, and if it is effective indeed.

#### **d. EXPECTED RESULTS OR OUTCOMES**

Before implementing group work activities and, taking into account that the Aragonese Curriculum emphasizes communicativeness, we expected that students would be used to group work with an established routine and would have already developed related abilities such as turn-taking or negotiation. On the other hand, taking into account our experience as students, we took for granted that they would not take it seriously nor responsibly and that they would not work equally either. What is more, we assumed that the group activities they do would not be fully communicative.

At the end of our implementation, we expected to increase their cohesion as a class, to raise their awareness regarding the benefits of group work in terms of negotiating and exchanging other points of view, and the most important aspect, to develop their social skills and fluency as well as to awaken their sense of responsibility.

#### **e. REPORT**

In order to establish what we were going to measure and observe, we took as a basis our own experience as students, the implications and requirements of the current Regional Curriculum and previous studies and researches related to this issue. Hence, we reached the conclusion that one of the key aspects to be tackled would be communicativeness within group work activities imposed by the Curriculum, the types of motivation involved in this



kind of activities, the students' level of participation, and up to what point group work is actually effective or not for students' learning process.

Nonetheless, in order to know when to implement group work activities within each course plan, initial observation and a previous consultation with each mentor was needed so as to come to an agreement on the appropriate topic and timing. One of the conclusions was that groups should be made whenever a debate is necessary or when there is the possibility of asking students to cooperate so as to reach a final product together. After taking all these aspects into account, our attention was directioned upon evaluating first students' previous knowledge regarding group work dynamism by means of passing initial questionnaires and one-minute papers. These tools gave us a primary idea of what we were going to encounter in class and a starting point regarding our Unit Plan's topic, overall organisation and implementation. Notwithstanding, we also used the data gathered at the beginning of our school placement in order to compare it with the one collected at the end of it with the purpose of verifying if group work can be and was indeed effective.

Thus, we basically used two types of tools in order to collect evidence concerning students' opinion on doing activities in groups, which is one-minute papers and questionnaires, since our intention was to measure concrete aspects related to group work by means of questionnaires, while one-minute papers were used so as to gather data in a more open way, apart from discovering what students had acquired in that particular lesson in terms of its contents.

## **f. EVIDENCE OR FINDINGS**

Hence, in this section we are going to answer the sub-questions previously mentioned:

1. Is group work really communicative?

In Teresiano del Pilar school, group work turned to be communicative provided that the topic students worked on was meaningful and resembled real-life situations. For instance,



1st BTO students worked on deciding in groups on which subject to remove from the Academic plan and 1st of ESO students worked on creating a store and selling products by developing role plays between shopkeepers and customers. However, some group activities involved grammar exercises and the traditional tasks were divided between two or four people, therefore, engaging no meaningful communication nor purpose.

In IES Miralbueno school, since students had to interact when they were working in groups or pairs, this way of working was a good communicative technique. In addition, learners had a purpose to communicate as they worked on real life situations tasks. This is due to the fact they were in vocational training and all tasks were meaningful for that specific course. For example, they did a role play activity in pairs, where one of the students was playing the role of a flight attendant and the other one was acting as the passenger.

In Romareda school, implementing group work in a class of 1º year of Secondary Education was something new for these students since they were not used to it. The fact that they were so young and were not used to communicating with their peers in English either, made group work difficult to be fully communicative. That is, they tried to communicate in English while doing some information gap activities but, when they were not monitored, they used their mother tongue.

In I.E.S. Pedro Cerrada school, some of the activities were communicative, such as group work or role plays. Although during group work, it was difficult for them not to use their mother tongue, especially towards the end of the task. They had to do a role-play negotiating the hour to come home with their parents and a debate between groups. As it could be observed, during group work all students participated and got involved into the task.

In La Milagrosa school, activities which were supposed to be communicative actually were not, since students had all the information, there was no information gap. Modifying the dynamics and introducing information gaps when implementing role plays proved to increase communicativeness and the need for negotiation of meaning between the students.



To conclude, after gathering all the data of our teaching implementation, we have reached the conclusion that making truly communicative tasks is complicated with young learners because they lack communicative skills even in the mother tongue. Although, with older students may be difficult as well, if they are not used to interacting among themselves in English. For that reason, it would be necessary to encourage our learners to use the target language from earlier years so as to develop those communicative skills in order to see the language as a vehicle for communication, not something that they are forced to learn systematically. Besides, it is very important to select the appropriate topic for our learners and to establish a context in order to take into account our students' needs and interests. Group activities become communicative during debates and activities that resemble real-life situations, as we could observe during our placement period, since they see a purpose and the activities per se become meaningful.



## 2. Is group work motivating for students?

In Teresiano del Pilar school, in terms of the motivation that arises when working in groups with their classmates, 82 out of 90 students belonging to 1st of ESO level, answered they are more motivated and eager to do class activities when they work in pairs or groups. Moreover, 78 out of 90 students specified they prefer to work in groups rather than in pairs. It



seems necessary to precise that those students who answered they prefer to work individually, tend to exclude and isolate themselves from the rest of the group. It is also important to bear in mind that we are talking about 1st of ESO students at the age of 12-13 who perceive only the funny and entertaining part of working with their classmates and do not take much into account the work optimisation or positive results, as older students do. In terms of the motivation that group work entails in 1st of ESO students, is usually a matter of distracting them from the regular class management, stimulate their energy and participation, and above all, rewarding students every now and then with more “entertaining” sessions than the traditional ones. Therefore, we are facing an extrinsic type of motivation given the fact that students do not think about the accomplishments they will acquire with the group activity, but about having fun with their friends.

In IES Miralbueno school, learner-based lessons worked quite well in this class and it created a pleasant atmosphere ‘since the teacher’s role is less dominant than in a teacher-centered method’ (Larsen-Freeman 2000:129), and then students felt more responsible of their own learning. So, they preferred group work, having an intrinsic motivation. However, statistics are not so disparate, because many of them felt motivated when working individually too, since they have already developed the responsibility, autonomy and decision making abilities. And this is on account of what Hedge (2000:16) points out: ‘Learners differ in ways that need careful thought when making decisions about course content and methodology.’ Therefore, as everyone has a different point of view, maybe group work is not appropriate for every student.

In Romareda school, every student in the class considered pair or group work highly motivating for several reasons. The main reason was because they could interact with their peers and work together so it was less boring and more entertaining for them. Therefore, it was extrinsic motivation. On the other hand, some of them highlighted the fact that there was a more pleasant atmosphere while working together, especially when they worked with people they really get on with and also, that they could exchange different points of view and doubts.



In I.E.S. Pedro Cerrada school, 4th year of ESO students' motivation increased during group tasks that involved competition between groups. They were also enthusiastic about performing their role plays in front of the class. However, this particular group had an intrinsic motivation, as it could be measured by means of a questionnaire. Students claimed that learning a second language is "enriching". They were also very well behaved and had a positive attitude towards learning. Thus, in the questionnaires, it is also reflected that they study for the English subject because they enjoy English, not to avoid punishments or to get rewards.

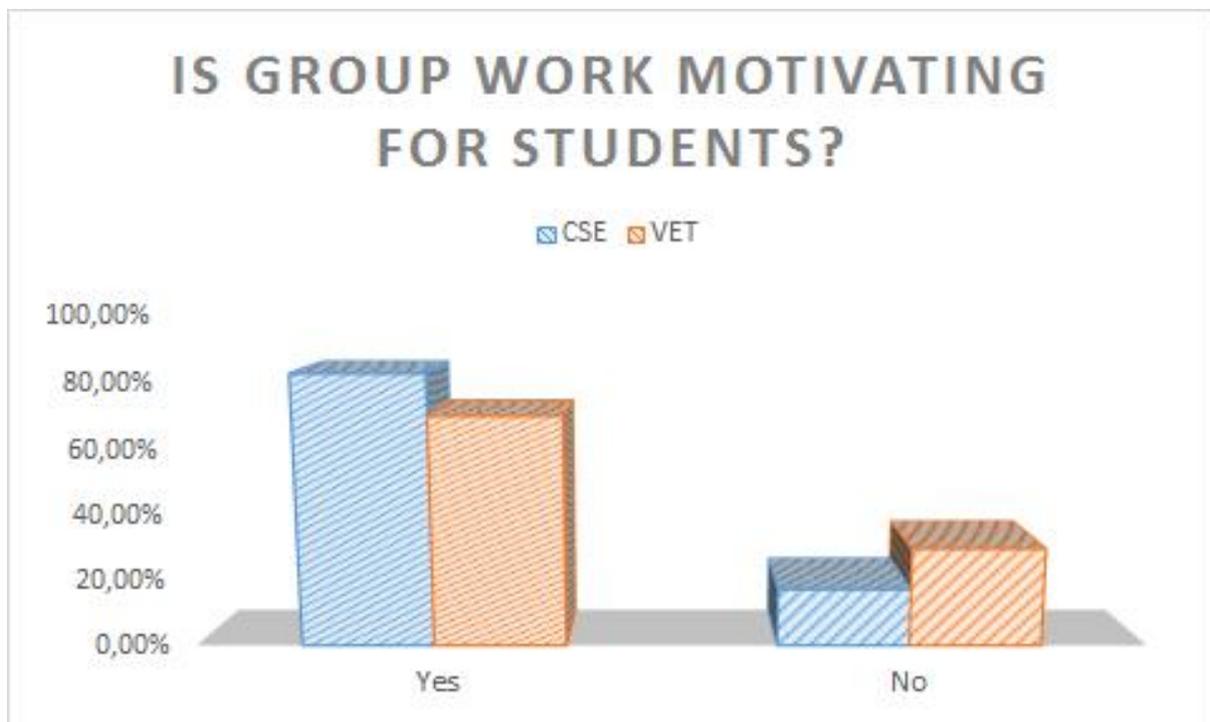
In La Milagrosa school, students were generally excited about engaging in pair and group work activities and felt motivated, although a few preferred to work individually. What motivated them was, however, having opportunities for socialising and talking with their friends and classmates, rather than appreciating that they could learn from each other.

To conclude, with reference to motivation, we consider that implementing communicative group work in the classroom has a direct effect on students' motivation. However, younger students are motivated in a more extrinsic manner since they find it as a way of entertainment, gathering with their friends and breaking the routine. On the other hand, there is also some kind of intrinsic motivation since some of them perceive some benefits of group work such as exchanging different points of view and solving doubts. Whereas older students tend to consider group work as a way of improving their English proficiency, personal enrichment and broadening their professional and academic opportunities, thus, intrinsic motivation as well.

As far as groupings are concerned, although the majority of them prefer working in groups or pairs, some of them prefer working individually. The sole difference is that the ones who prefer working individually is because they have a more inhibited personality or, in the case of the older ones is because they have already developed the responsibility, autonomy and decision making abilities. Students belonging to Bachillerato also prefer to work alone, and it can be because they will have to pass an individual examination in their near future and they need to learn to be autonomous.



Another feature that increases learners' motivation is the competition factor since they participated more when they had to do competition among groups because winning the competition is a reward in itself. Dörnyei (1994) claims that competitive structures promote individualism and students fight against each other and only the best ones are rewarded. Therefore, he proposes cooperative learning where students have to work with each other, share responsibilities and rewards. We think competitiveness can be good in small doses and with some common sense. For instance, in one of the groups we observed, there was competition against groups and they shared rewards. Students were eager to participate to the common gain.



### 3. Do all students participate equally?

Regarding the participation within pairs in Teresiano del Pilar school, given a two-sessions observation during pair work activities, 33 out of 45 pairs contained one person doing all the job and the other one barely cooperating, and regarding group activities, taking as a pattern 18 groups of 5 people, 6 groups usually had serious organization problems in



terms of equal participation, and the rest of them managed to complete tasks together although there were only 4 groups in which everyone participated actively and equally even though they were the ones organising the groups.

In IES Miralbueno school, most of the students opted for an active role when working in their groups, that is, they preferred to take the control of the activity. And this is due to their maturity and their awareness to achieve a good final result. However, few of them had a more passive role, that is, some of them preferred to be told what they have to do. Passive roles might be problematic since sometimes not all the members of a group collaborate equally, so we should teach them to be responsible for their own work. Hedge (2000) admits this issue by remarking that group-work could be risky because of that.

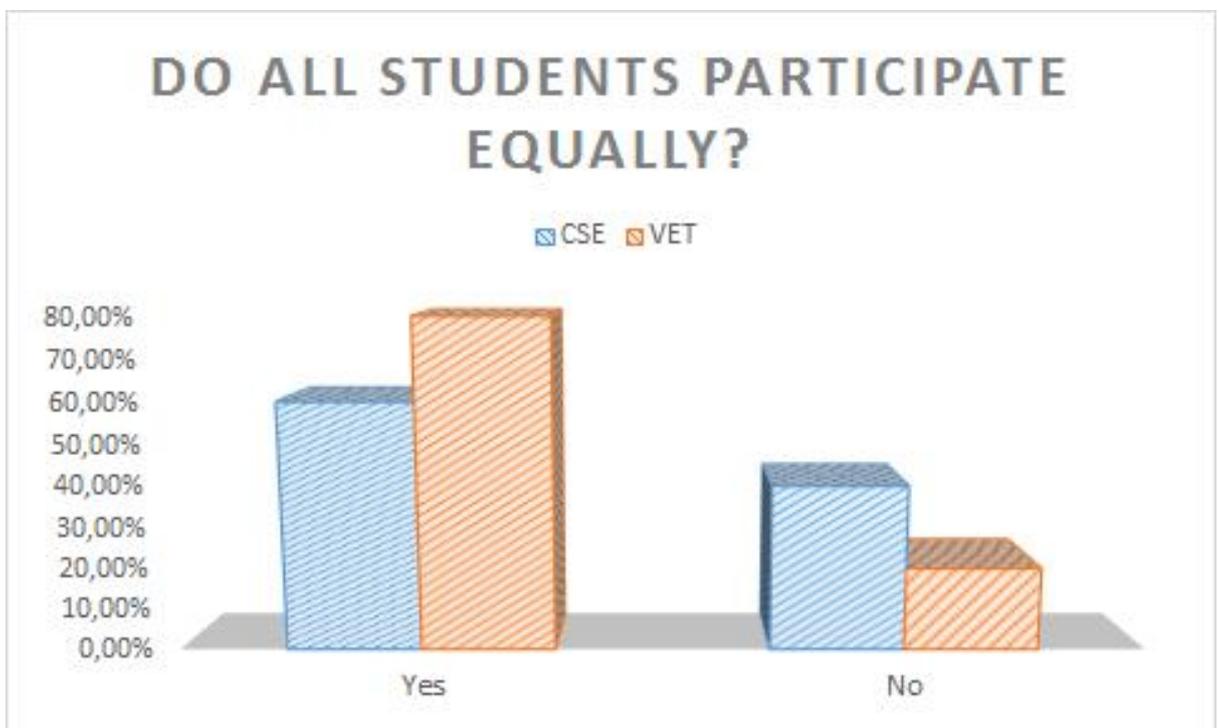
In Romareda school, regarding participation, 19 out of 27 students said there was equal participation in their groups and the rest claimed that it was almost equal or that some participants did not work too much. The ones that did not participate too much were usually students who were not good at English and were distracted easily. On the other hand, 25 students said that they had participated more in pair and group work than in their normal lessons working individually since they felt more comfortable and self-confident in their groups. Another reason was because they felt forced to participate so as not to disappoint their classmates and because the lessons were funnier and more entertaining for them.

In I.E.S. Pedro Cerrada school, as it could be observed students were all eager to participate, but in each group there were one or two students who had a higher level of English and they become the leaders and the spokespersons of their teams. Their opinions were also more taken into account by the rest of the team. However, the rest of the team also participated even when they were asked to improvise.

In La Milagrosa school, a few outspoken students tended to take the lead in teacher fronted or teacher to students interaction. Implementing group work proved effective as it gave all students the opportunity to participate more equally. Nevertheless, the students with a higher level of English or more confidence still tended to organise the group or participate a bit more.



To conclude, when it comes to participation, younger students tend to participate in a disorganized and unequal manner and those who have higher level of proficiency tend to take the lead. Although it depends on the teacher and the purpose of the task since if these aspects are clearly established, students' responsibility to participate will increase. In the case of older students, they are mature enough to know they need to participate in order to improve their speaking skill. Thus, so as to achieve all students' involvement, the teacher should establish clear roles within the groups so that each member of the group feels that s/he places an important part to accomplish the final outcome.



#### 4. Is group work really effective?

In conclusion, in Teresiano del Pilar school, pair/group work with 1st of ESO students is pointless if activities are not judiciously planned in terms of purpose, context, meaning and stages. In fact, they are much of the times used with no other purpose than in



order to keep students motivated and enhance their enthusiastic attitude towards grammar exercises.

In IES Miralbueno school, group work was really effective since, although some of them said they prefer individual work, all of them are aware of group-work advantages. They expressed they know that one of the main goals when teaching English is that students learn to communicate and this is not possible if they do not have the chance to really use the language, therefore, interaction has an important role in the classroom.

In Romareda school, it was a bit difficult for students of this age to be totally engaged while working in groups, especially because they were not used to it. On the contrary, they were aware of its usefulness since they could exchange different points of view and learn with their peers, as well as practising their oral skills and manage to express themselves. Besides, they learnt how to work cooperatively and a sense of responsibility since at the end of the unit they had to perform an oral presentation that was prepared in groups. So, it can be said that it is effective but it needs to be used appropriately and making students aware of its benefits as well as encouraging them to use the target language.

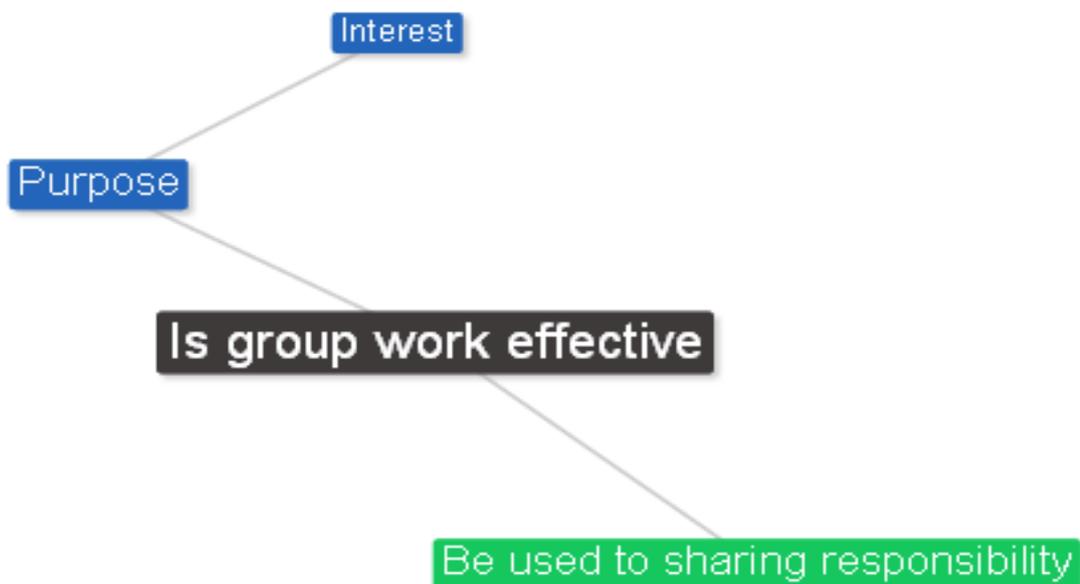
In I.E.S. Pedro Cerrada school, students like to feel in control. They claimed they learn more when they feel the teacher takes their opinions into consideration. In the same line, group work manages to awaken their sense of responsibility, since they all have to collaborate for the '*welfare*' of the group work. Making them aware of their learning process and responsible of it will improve their chances to success in second language acquisition and in the learning of any subject. On the contrary, if they only have teacher-fronted lessons and only guided practice, they will feel we are cutting their wings, because there will always be someone who tells them exactly what they have to do.

In addition, in order for group work to be effective, they must feel as a team, we have to raise a sense of 'team spirit' and that every participant is valid to reach a common goal. On the contrary, when group activities are imposed or the goal is meaningless, the effectiveness of group work turns into '*effectiveless*'.



In La Milagrosa school, one minute papers were used to measure the effectiveness of group work and communicative activities, in terms of what contents and knowledge they had acquired. Students were asked what they had learnt during the lesson. Most answers were actually correct and many were very complete, including even examples. In general, they showed that they had learnt the contents. There were some incomplete and incorrect answers as well, but in general the results were good and showed that implementation had been effective.

In conclusion, according to our experience, it does not seem to be so effective as they are not used to being responsible and to sharing responsibility so as to create a final outcome in groups, in addition to the fact that group work is not in their routine. Furthermore, in some of the activities it was difficult to establish a purpose and to resemble real-life situations, especially with younger students. However, with older students (Vocational Training) it tended to be more effective since they are more involved and the topics are of their interest as they see a clear purpose in group or pair activities, such as role-plays.





## **g. FINAL CONCLUSION**

As a final conclusion, in order for group work to be truly effective we have to take into account several issues. The way the grouping is established is fundamental since if you do not change the organisation from time to time, you can take the risk of not challenging your students enough. Therefore, we consider that the teacher should group them according to their different levels so as to mix them and take them out from their comfort zone.

What is more, it is also important to set a clear purpose for an activity so as for students to perceive that there is a reason in doing that, to establish clear rules within the groups in order to avoid disorganisations and to ensure equal participation among students. Besides, it is also necessary to establish a clear context and to make sure the activity is meaningful and resembles real-life situations.

For that reason, one of the main setbacks we encountered was establishing the proper moment so as to implement group activities and to synchronise them with the topic and contents established in their Academic Plan. Moreover, another difficulty was the classroom management as many groups had little experience doing group activities. So, in many occasions, it was a matter of discipline and organisation.

Nonetheless, this project has helped us to be aware of the relevance of group work so as to increase our students' motivation and develop activities in a more communicative way. Besides, we are more aware of the fact that group work is one of the key issues for our students to learn effectively and that nowadays it is not still developed as it should. For that reason, we consider that teachers should be more aware of its benefits and try to implement it since, that way, there would be a better atmosphere in class and students would feel more comfortable in their learning process. Moreover, another reason to implement group work is that it contributes to develop their autonomy, responsibility and social skills, preparing them for future situations, such as knowing how to work and collaborate with other people.



## REFERENCES

“Orden de 9 de mayo de 2007, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad autónoma de Aragón.”

Dornyei, Z. (1994) Motivation and motivating in the Foreign Language Classroom. *The Modern Language Journal*, Vol. 78, No. 3 (Autumn, 1994), pp. 273- 284.

Harmer, J. (2007) *The Practice of English Language Teaching*. Harlow, Essex: Longman.

Hedge, P. (2000) *Teaching and Learning in the Language Classroom*. Oxford University Press: OUP.

Larsen-Freeman, D. (2000) *Techniques and principles in language teaching*. (2<sup>nd</sup> edition). Oxford: Oxford University Press.

Lorincz, K. (2014) L2 Learner Perceptions of Interactional Feedback. *Linguistic Portfolios*: Vol. 3, Article 10

Richards, J. C. (2006) *Communicative Language Teaching Today*. Cambridge: CUP.

Swarbrick, A. (2001) (Editor) *Teaching modern languages*. London: Routledge. In association with the Open University (Part I The historical ball and chain, William Rowlinson, Part IV, Chapter 17 Drama techniques in language teaching Alan Maley and Alan Duff).

Thornbury, S. (2001) *Uncovering Grammar*. Macmillan Heinmann. English Language Teaching.



---

# LEARNING UNIT

---

## **Cinema and Films**

---

Clara Gorría Lázaro

Laura Roldán Sevillano

68564 Diseño, organización y  
desarrollo de actividades  
para el aprendizaje de inglés

Profesor: Enrique Lafuente Millán

---



**Facultad de Educación**  
**Universidad Zaragoza**

## TABLE OF CONTENTS

|                                                                             |    |
|-----------------------------------------------------------------------------|----|
| <b>Justification</b> .....                                                  | 3  |
| <b>Contextualisation</b> .....                                              | 3  |
| <b>Organization</b> .....                                                   | 4  |
| <b>Learning unit of work</b>                                                |    |
| Contributing to the Key Competences.....                                    | 6  |
| <b>Objectives</b> .....                                                     | 8  |
| <b>Contents</b> .....                                                       | 9  |
| <b>Methodology</b>                                                          |    |
| Underlying principles.....                                                  | 10 |
| Structure and timing.....                                                   | 11 |
| Work on the different skills.....                                           | 11 |
| Groupings and interaction.....                                              | 12 |
| Differentiation and scaffolding.....                                        | 13 |
| <b>Assessment criteria and tools</b> .....                                  | 13 |
| Grading criteria.....                                                       | 14 |
| Assessment tools.....                                                       | 14 |
| <b>Evaluation of the teaching and learning process</b> .....                | 15 |
| <b>Lesson plans and worksheets</b>                                          |    |
| Lesson 1.....                                                               | 18 |
| Handout for lesson 1.....                                                   | 21 |
| Lesson 2.....                                                               | 25 |
| Handout for lesson 2.....                                                   | 27 |
| Lesson 3.....                                                               | 35 |
| Handout for lesson 3.....                                                   | 38 |
| Lesson 4.....                                                               | 46 |
| Handout for lesson 4.....                                                   | 48 |
| Lesson 5.....                                                               | 65 |
| Handout for lesson 5.....                                                   | 68 |
| Lesson 6.....                                                               | 73 |
| Handout for lesson 7.....                                                   | 74 |
| <b>Conclusion</b> .....                                                     | 77 |
| <b>References</b> .....                                                     | 79 |
| <b>Appendix</b>                                                             |    |
| Teacher’s rubric for assessment of speaking and group work interaction..... | 81 |
| Checklist 1: Peer-assessment of written task.....                           | 82 |
| Checklist 2. Self-assessment and teacher assessment of written task.....    | 83 |
| Checklist 3. Self-assessment of speaking and group work interaction.....    | 84 |

## JUSTIFICATION

Nowadays, whereas in previous centuries young people entertained themselves by reading books such as novels, once cinema appeared, and especially after the second half of the 20<sup>th</sup> century, audiovisual media became the preferred form of entertainment for most teenagers to such an extent, that in the 21<sup>st</sup> century, they have become fervent consumers of stories in films and TV, sometimes forgetting about the written stories which can be found in books. Hence, because films seem to motivate teenagers, the present learning unit will revolve around the topic of cinema and films. Furthermore, another reason why this unit learning is based on the topic of cinema and films is because they can constitute a useful tool for both teaching and learning English in a manner that will be newer and more engaging for the students. Moreover, this topic allows for students to be introduced to such key aspects of Anglo-Saxon culture, especially North American culture, as are Hollywood and the film industry.

Finally, in our opinion, this topic also contributes to the development of some of the competences and specifications detailed in the LOE Aragonese Curriculum. Being related to aspects which have connection with the Anglophone culture, it will promote the development of the students' *intercultural competence* and the related contents for the fourth year of ESO such as "knowledge on the most relevant cultural elements of English-speaking countries" among other competences as it will be explained later on. Thus, it is undeniable that the topic of films and cinema allows for a great deal of possibilities and motivates students much more than other topics.

## CONTEXTUALISATION

This learning unit has been designed for students in 4<sup>th</sup> year of Secondary School (ESO) at the private school with public funds Salesianos Nuestra Señora del Pilar in Zaragoza, which offers Pre-school Education, Primary Education, Secondary education up to the second year of *Bachillerato* as well as Professional Training in different fields. This school has about 1,500 students in total and around 250 students are enrolled in Compulsory Secondary Education (ESO). Regarding the contextualization of the school, it is located in the area of Ciudad Jardín, adjacent to the most populous neighbourhood in Zaragoza, Delicias neighbourhood, which is composed of about 110,520 inhabitants (the double of the population in the city centre). A great amount of the students in preschool education, primary education and compulsory education, live in Delicias (districts 9 and 10). However in Optional Secondary Education and Vocational Training, there neighbourhoods where students live are more diverse.

Furthermore, it is important to take into account that Delicias neighbourhood has always been characterised by its great heterogeneity in terms of population since it is a predominately a working-class neighbourhood. For this reason, most of the students at Salesianos School come from middle-class families (public sector workers, small business owners and/or service sector employees). Historically, Delicias has hosted families from different Spanish provinces, who migrated in search of work in the 20th century, however, in the last decade, the neighbourhood experimented more immigration movements than other neighbourhoods in the city, although some of the families have returned to their countries due to the financial crisis in which Spain has been immersed in the last years. Nevertheless, it deserves some comments the fact that in Secondary Education there are not as many immigrant students in the classrooms as in other schools in the neighbourhood (16 out of 250). Yet those students who belong to immigrant families and who are studying at this school, have been integrated perfectly by the students, the teachers and the families.

Finally, as it has been said previously, this learning unit has been designed for a class of 4<sup>th</sup> year of ESO, in which there are 21 lively students who, in general terms, are interested in learning and they are particularly eager to learn English due to its usefulness for their future. Besides, none of them has special needs yet some of them have more trouble with the language and need more support (weak students). There are also a few strong students whose level of proficiency is higher because they study English at academies in the afternoons.

## ORGANIZATION

The frequency of English classes in 4<sup>th</sup> of ESO is the one that follows: Students study English for one hour a day, 4 days a week. Taking this fact into account, this learning unit is to be carried out in 6 sessions (a week and a half) of 55 minutes each at the beginning of March, that is, a few weeks before Easter. It reviews, as well as introduces, a number of basic communicative functions and grammar contents related to linguistic domains which are very close to the students' lives, which are essential to establish a firm background upon which later communicative functions and grammatical contents will be built.

It has been split up into 6 sessions because it includes some contents which students already had studied in previous years or which they might already know from their daily lives. In fact, the first five sections deal with contents, functions, etc. whereas the last session is meant for peer and self-assessment.

In the **first session**, students will be provided with an introduction to the unit consisting of a quiz on films and cinema as well as reading and listening activities through which students will have a first contact with new vocabulary and expressions related to the

unit topic and which will be useful for later sessions. (e.g. film features such as special effects, dubbing, etc).

In the **second session**, students will learn more terms about films and genres by means of adapted and authentic texts describing films and informing about a famous film festival. Furthermore, although students were supposed to learn the passive voice in the previous year, they will be taught the same structure in depth through textual enhancement. Thus, students will work on grammar in an integrated way, since it will be integrated with tasks for working on reading comprehension. Finally, they will be asked to work on a final task which will allow them to put into practice the vocabulary and the passive structures in a more meaningful and communicative way.

In the **third section**, students will revise the correct pronunciation of –ed endings because, even though they also studied that concept in previous years, they still make errors which disrupt comprehensibility. Thus, in order to carry out a speaking task in which students have to produce utterances using the passive and past tenses, they will work on pronunciation in the first half of the session. The other half will be devoted to listening comprehension and intonation in questions.

The **fourth session** will be devoted to finishing the tasks related to the intonation of questions. After that, students will do controlled practice of rising and falling intonation when asking questions prior to the final communicative task. In this final task students will enroll in a communicative task in groups of four or five. In this task, they will have to decide on a film to see at the cinema. Thanks to the previous listening and intonation tasks, they will be able to use structures and ways of negotiating meaning.

The whole **fifth session** will be devoted to teach students how to write a good-structured and convincing film review so that they can start the blogs they have designed in their Technology classes with this film review as the first entry. By so doing, students will put into practice the vocabulary and expressions and the grammatical items tackled in the unit in a meaningful and communicative task. However, students will have to write a neat version at home for their work to be evaluated in the last session by themselves and by a peer student.

Finally, in the **sixth and last session**, students will have the opportunity to check their peer's and their own progress. Each student will give his or her film review to a peer student who will evaluate it following a rubric. The student will read the evaluation and will change some aspects if needed. Then, he or she will evaluate his or her own review. Afterwards, the teacher will collect the reviews to correct them. Just when the teacher gives them back with the correction, students will be able to write them on their blog. Finally, each student will

evaluate his or her own work and their classmates' when working in groups for the speaking activity.

## LEARNING UNIT OF WORK

### Contributing to the Key Competences

To give a proper foundation to the design and development of the unit plan, the notion of 'key competences' has to be further explained. The key competences are the guidelines to decide whether the student has acquired academic prowess. Therefore they are, as stated in the LOE document, those to be developed by a student by the end of compulsory education, so as to achieve personal development and enter adulthood while being able to carry on with a lifelong learning process. Competences integrate all sorts of learning, including formal ones (regular process of learning that takes place within the walls of the school) as much as informal or non-formal ones (defined in opposition to formal education). Moreover, they are seen as a way to let every student integrate their own learning processes as a whole, enabling transversal knowledge, while such competences guide the learning experience, clarifying contents and essential evaluation criteria. Within the CEFR, eight key competences have been identified:

#### **How does this Unit Plan contribute to foster the key competences?**

This unit includes specific work on the following competences:

**Competence in Linguistic Communication** meaning that the achievement of effective oral and written communicative competence in English is the main focus of this subject. In this learning unit, English is used for talking about films by using the passive voice, for inviting people to go to the cinema and for reaching agreements when choosing films. The aim of the present learning unit is therefore, to achieve a global comprehension of oral speech, as well as the creation of coherent and cohesive oral speech showing a clear structure of ideas. This procedural approach is based on both productive skills-speaking and writing- and receptive skills-listening and reading-, which will allow the student to express himself/herself with progressive fluency and correctness in diverse communicative situations. Thus this learning unit primarily develops the students' **competence in linguistic communication** since the main methodology (as it will be explain later) behind it is the **Communicative approach (CLT)**. Most of the time students will have to work in pairs or small groups to be able to speak as much as possible; however, prior to production, students will be provided with a series of tasks which will allow for the achievement of the ultimate goal in each session: communicative production either written or spoken.

**Digital Competence and Information Management**, since the unit integrates the use of ICT resources both in the class (e.g. using trailers, videos, blogs, websites...) and at home (research on different films, writing a blog entry...). Similarly, it encourages students to further use ICT resources so as to search information on the Internet by themselves in order to carry out daily life tasks such as looking for cinema schedules, writing a message on Facebook or a blog entry. Thus, this learning unit enables students to access directly to sources in the TL and to communicate via digital platforms.

**Social and Civic Competence.** As the unit is based on talking about films and cinema as well as to decide which films students want to see at the cinema, this competence is developed through the work in pairs and groups. These activities help the students become aware of aspects such as respecting other human beings as well as interacting with them. Additionally, students will learn to have a constructive and collaborative attitude when working in groups. Likewise, they will learn to listen and respect other people's opinions and ideas as well as to reach agreements by doing the different tasks of the present learning unit because student's duties as citizenship start where they spend most of their time: at school. Finally, thanks to cooperative work they will be able to interact, negotiate meaning, take decisions, that is, to meaningfully communicate.

Students will be able to develop their **Cultural Awareness and Creativity** by reading about different films created by anglo-phone directors and produced by anglo-phone companies like Hollywood films. Likewise, the use of trailers from different films as well as a segment from a famous American TV series will raise their awareness of popular culture not only in the countries where English is spoken, but also in general terms as such audiovisuals are consumed all over the world nowadays.

**Learning to learn competence:** students will work on this competence throughout the unit because in order to work on different skills, they are provided with tasks which prepare them for achieving the required goals. Moreover, by doing those tasks students will learn strategies for succeeding in the four skills of the language. What is more, in this unit students will learn to work cooperatively in groups, to handle the resources in an efficient way plus to control their own knowledge and skills. Finally, they will have to self-assess and evaluate their own work and their peers' which yet again, is another procedure which allows students to reflect on others' and on their own abilities, knowledge and learning.

**Competence on Autonomy and Entrepreneurship.** Students will develop their autonomy and personal initiative through the imagination, creation and evaluation of activities, tasks and projects. Moreover, the promotion of cooperative learning and the management of personal resources and social skills, such as elaboration and negotiation, will help them foster this competence. Students will also work in groups developing their positive interdependence (the individual work of each member of the group has an influence in the positive final result), as well as their initiative and decision-making.

Besides, some **cross-curricular themes** are addressed in this learning unit such as Social Media and ICT because the final task in the unit (writing a film review for a blog) is based on an agreement between the English Department and the Technology: because students will be taught how to create, design and run their own blog in Technology while this learning unit is tackled, in order to have a purpose to do create and use their own blog, they will have to post film reviews in English. By so doing students will be working for both subjects and therefore developing different skills which are will be evaluated in both subjects. For this reason, this learning unit leads students to a learning process in which they will learn how to write good-structured and appealing film reviews in order to become successful bloggers.

Finally, this learning unit pays attention to other competences included in the Aragonese Curriculum and contributes to their development too. These competences are specific to such document, and are based in the CEFR guidelines as well, considering that the communicative competence is the intuitive proficiency of a speaker when using and interpreting the reference language appropriately within an actual social contextualisation. Therefore, such specific competences are:

|                                             |
|---------------------------------------------|
| <b>1. <i>Morphosyntactic competence</i></b> |
| <b>2. <i>Pragmatic competence</i></b>       |
| <b>3. <i>Procedural competence</i></b>      |
| <b>4. <i>Intercultural competence</i></b>   |

## **Objectives**

At the end of this learning unit, students will be able:

- to identify general information and specific data from conversations or chats about cinema, film genres, film technical details and other people's preferences as far as filmic texts are concerned, through the use of different strategies.
- to identify general and specific information from texts with a varied extension such as film reviews, website commentaries, an informative text on a film festival and movie showtimes lists.

- to summarise the main ideas from different sources (film reviews, Internet...) in order to tell other people about them.
- to discuss their preferences about films in order to watch one at home or at the cinema by using verbs of like and dislike.
- to perform real-life situations such as summarizing making an agreement on a film in order to watch it at the cinema.
- to describe films in written or oral form, by using the passive structure (all tenses).
- to write a film review to be posted on a blog later on, with the appropriate structure, contents and register so as to convince readers to watch or not to watch the film.
- to recognise and reproduce intonation patterns in questions when they critically and constructively engage in oral exchanges of ideas.
- to identify the film industry as a relevant cultural element in the Anglophone countries, especially in the USA.
- to participate actively and effectively in cooperative groups.
- to analyse and discriminate information from the Internet.
- to assess themselves and their peers by using a rubric.
- to evaluate the work in groups by using a rubric.

## **Contents**

### ***B1. Listening, speaking and oral interaction.***

- General comprehension and identification of the most relevant data in conversations about films, films genres, cinema, movie showtimes, etc.
- Participation in conversations and simulations with peers exchanging opinions about films and arranging plans in order to go to the cinema.
- Autonomous use of communication strategies to begin, keep and finish a communicative interaction.
- Use of strategies to comprehend oral messages by using the verbal and non-verbal context, and previous knowledge about the situation.
- Oral production of descriptions and narrations of different films .

### ***B2. Reading and writing.***

- Identification of the theme, the author's intention and general and specific information of authentic texts in digital or analogical format (e.g. film reviews and expositive texts related to cinema such as a brief article on Cannes Film Festival and movie showtimes lists).
- Composition of a film interview for a blog with the appropriate register.
- Use of different sources either digital or in paper form, in order to look for information about films.

### **B3. Knowledge of the language**

- **Linguistic contents:**

-Verbs of *like* and *dislike* following the structures “*like + noun*” and “*like + gerund*”.

-*Passive structure* (all tenses).

- **Lexical contents:**

-Vocabulary related to cinema, film genres and film technical details.

-*Compound words* (e.g. “*nail-biting*” and “*noteworthy*”).

- **Pronunciation**

-Pronunciation of /t/, /d/, /id/ sounds in -ed endings of regular verbs in past simple, past participles (present perfect, past perfect, passive) and adjectives.

-Recognition and application of *rising* and *falling Intonation patterns* in *yes-no questions*, *wh-questions* and *question tags*.

### **B4. Socio-cultural aspects and intercultural conscience**

-Identification of the most significant features of films such as cast, setting, genre, etc.

-Recognition of the Anglophone film industry as a relevant cultural element from Anglophone countries (esp. USA) as well as from other countries, obtaining the information through different sources like Internet and other ICTs.

-Valuation of the importance of English for international relations as a lingua franca (exchange of information about films by people all over the world through film reviews and comments posted on blogs and websites).

## **METHODOLOGY**

### **Underlying principles:**

This lesson plan has been designed following a **task-based approach** as described by authors such as Willis. All the activities in the different sessions are geared towards providing students with the necessary steps and resources to accomplish several communicative tasks. These tasks consist in a speaking task and a final writing task. The speaking task requires students to look for information and read comments about films and decide, in group, which film they are going to see. The writing task requires students to write a film review for the blog they are creating in the Technology subject.

Taking Willis (2007) into account, the lessons will have a primary focus on meaning. However, there will be also some focus on form at some points, since both are necessary for students to acquire the language and avoid fossilisation. Form, however, will be always treated as a means to achieving an end, rather than an end in itself, and will lead to and enable the production of the oral and written tasks. The lessons and activities will also be intended to be

meaningful to the students, to relate to real life situations and to have a communicative outcome.

The approach in this lesson is **communicative**, which goes in accordance to the LOE Aragonese Curriculum, and enables students to learn to use the language as a vehicle for communication rather than an object of study in itself. As a matter of fact, one of the objectives of this unit plan is to give students opportunities for communicative interaction since, according to the Aragonese Curriculum, the development of the communicative competence must be “the axis” around which the other competences are structured.

Taking into account Canale & Swain’s (1980) view of communicative competence—as comprising not only linguistic competence but also sociolinguistic, pragmatic and discourse competences—these lesson plan will include lessons and activities that provide students not only with the necessary linguistic resources, but also with opportunities to use this resources communicatively and taking into account the context and using and developing communication strategies.

#### **Structure and timing:**

In order to achieve this, the plan includes a variety of activities, organized into six sessions, lasting 55 minutes each, aimed at integrating and developing the different skills and competences as well as preparing students for real-life situations such as discussing with a group of friends and reaching an agreement on which film to watch at the cinema.

#### **Work on the different skills:**

This lesson plan integrates work on each of the four skills (reading, writing, listening and speaking) and their respective sub-skills.

For the so-called receptive skills—**reading** and **listening**—, it is important to promote top-down processing. For that reason, for the reading skill, the activities are structured so that students have a pre-reading that allows them to activate their previous knowledge, and the while-reading activities encourage both skimming and scanning skills. Some of the reading activities will also encourage word-attack techniques, teaching students to guess the meaning of complex or unknown words through the context or by paying attention to prefixes, suffixes, etc.

As to the listening activities, students will also be provided with a context so that they can activate their previous knowledge and promote their guessing skills. The questions asked will include both specific questions that require them to listen for specific information and questions that require them to listen for the gist or for general ideas, opinions, etc. In other words, top-down processing is encouraged as well.

As to the productive skills –**writing** and **speaking**—, students will follow a process structured in different stages, from more controlled and guided activities, which provide them with the necessary resources and opportunities to practice, to a final communicative task. In fact, as previously stated, the final task in the lesson plan is a written task, and all the previous activities and lessons are intended to provide students with the resources that they may need to accomplish it. Besides, the sequence followed will allow them first to become aware of the structure of the type of oral or written text they will have to produce, then practice in controlled and guided practice and finally accomplish the final writing task.

Speaking activities such as the task on choosing which film to watch at the cinema require students to use talk as interaction and talk as transaction—using Richards' (2008) terminology—, since they focus on social needs, require for students to engage in interaction, involve feedback and response as well as turn-taking (talk as interaction) and also involve describing, asking questions, asking for clarification, justifying opinions, making suggestions and making comparisons (talk as transaction).

Focus will be mainly on fluency, but there will also be some focus on accuracy, especially with some pronunciation features that may affect comprehensibility and that, if properly produced and distinguished, can positively contribute to effective communication.

Regarding the teaching of grammar, it will be taught inductively through input enhancement, by asking students to look at examples in sentences and texts and infer the rules based on those examples.

#### **Groupings and interaction:**

Student work will take place both individually and collaboratively either in pairs or in groups of four. Combining both arrangements gives students the opportunity both to engage into and benefit from collaborative work and to develop autonomy and independence.

Students will also be required to engage in cooperative learning during the speaking task, which follows a jigsaw technique in which students will work both with a group of students who have been assigned the same text or piece of information and with a mixed group, or group of experts.

Groups will be arranged by the teacher so that they are heterogeneous, that is, that they include students with mixed levels and abilities, so that each student can learn from his or her peers and benefit from having the other students in the group. Both weaker and stronger students will benefit from working together.

Furthermore, pair and group work arrangements will ensure that interaction patterns in the classroom include not only teacher to student interaction but also many opportunities for student to student interaction. Besides, in order to maximise the students' exposure to comprehensible input as well as their opportunities for oral production in the target language, English will be used throughout the sessions both by the teacher and by students.

**Differentiation and scaffolding:**

The different level and abilities of the students will be taken into account not only for arranging mixed-ability groups but also when providing students with certain activities so that they adjust to their capacity. In order to ensure differentiation, some of the activities proposed will be adapted so that they cater for different levels. For instance, the texts provided for group work in the fifth session have different levels of difficulty and not all students will be provided with a glossary. Besides, in oral production, aspects such as rising and falling tone will be required from strong students but not from weaker students.

### **Assessment criteria and tools**

In order to evaluate that students have fulfilled the objectives planned for the learning unit, students should:

- identify general information and specific data from conversations or chats about cinema, film genres, film technical details and other people's preferences as far as filmic texts are concerned.
- to identify general and specific information from texts with a varied extension such as film reviews, website commentaries, an informative text on a film festival and movie showtimes lists.
- discuss their preferences about films in order to watch one at home or at the cinema by using verbs of like and dislike.
- perform real-life situations such as summarising a plot or a description and reaching an agreement on a film in order to watch it at the cinema.
- describe films in written or oral form, by using the passive structure (all tenses).
- write a film review with the appropriate structure, coherence, cohesion as well as contents register so as to convince readers to watch or not to watch a film.

### Grading Criteria

Students will be assessed following these criteria:

|                                                                       |      |
|-----------------------------------------------------------------------|------|
| <i>Final speaking task</i>                                            | 25 % |
| <i>Final writing task (film review)</i>                               | 25%  |
| <i>Reading comprehension (reading tasks in class)</i>                 | 20%  |
| <i>Listening comprehension (listening tasks in class)</i>             | 20 % |
| <i>Behaviour/attitude + individual/group work in class + homework</i> | 10%  |

The above grading criteria has been established this way because although the methodology followed in the learning unit is based on task-based learning which emphasizes the process more than the product, it is important to remark that productive skills in this case have a higher grading as they comprehend receptive skills. For example, students will need to read some film reviews in order to learn how to write one. Moreover, aspects such as grammar, lexis and fluency can only be assessed properly in productive skills where students actually communicate within a context either in written or oral form. Thus, because this learning unit is also based on the Communicative approach, we consider that productive skills deserve a higher grading. Finally, behaviour, attitude and daily work are also evaluated so as to make students aware of the importance of continuous work.

### Assessment tools

Teacher assessment will be carried out throughout the unit by means of continuous observation of the student's everyday work and participation during the lessons and activities.

Students will also be assessed on the basis of the two main tasks (spoken and written). In order to assess students' performance and participation in the cooperative speaking task, the teacher will use a rubric designed for the purpose, which has been included in the appendix. Students will also have the opportunity to self-assess their speaking and group work interaction in the sixth session of the lesson plan, by means of a self-assessment checklist included in their handouts (see appendix).

These rubrics measure students' participation and contribution in group work interaction as well as their use of communicative strategies in order to give and ask for information, express and justify opinions or to negotiate meaning with their peers. Some minor attention is also paid to accuracy related aspects such as incorporation of the linguistic resources worked on throughout the lesson or the proper pronunciation and intonation of the segmental and suprasegmental features worked on in the unit.

The sixth session of the lesson plan will also be devoted to the assessment of the final written task. Self and peer-assessment will be carried out by the students by means of rubrics

designed for the purpose and which are included in their handouts. (see appendix) They encourage students to reflect on their own and their partner's use of an adequate text structure, use of cohesive devices, and overall adherence to the structural and stylistic features of a film review, as well as allow them to give constructive feedback to their partner.

The student's written task self assessment checklist is also the tool the teacher will use when assessing said task. Students will complete the checklist and hand it in to the teacher, who will then use it for the assessment of the task as well.

### Evaluation of Teaching and Learning Process

It is very important that the teacher evaluates the teaching-learning process which is taking place. For such evaluation, it will be taken into account:

- If the activities are appropriate to achieve the objectives.
- If they are adapted to the learning pace of every student in the class.
- If their previous knowledge of the language has been taken into consideration.
- To what extent cross-curricular contents have been tackled.
- Organisation of the space and timing.
- Management and organisation of the class.
- Materials.
- Others.

To evaluate these aspects students will be given a handout, which will allow the expression of opinions about the classes, methods, materials and other questions which need to be improved, anonymously. The teacher will also reflect on those questions and will compare his/her answers with the students' in order to improve the weak points and maintain the positive ones, contributing to the improvement of the teaching-learning process.

| EVALUATION OF TEACHING AND LEARNING PROCESS                               | HANDOUT FOR STUDENTS |
|---------------------------------------------------------------------------|----------------------|
| Activities are appropriate to achieve the objectives                      | 1 2 3 4 5            |
| Activities are adapted to the learning pace of every student in the class | 1 2 3 4 5            |
| I like the methodology followed in class                                  | 1 2 3 4 5            |
| I've felt motivated                                                       | 1 2 3 4 5            |
| Organisation of the space and timing                                      |                      |
| Materials are interesting and appealing                                   | 1 2 3 4 5            |
| I feel my English is improving                                            | 1 2 3 4 5            |
| Others comments                                                           |                      |

| <b>EVALUATION OF TEACHING AND LEARNING PROCESS</b>                        | <b>HANDOUT FOR TEACHER</b> |
|---------------------------------------------------------------------------|----------------------------|
| Activities are appropriate to achieve the objectives                      | 1 2 3 4 5                  |
| Activities are adapted to the learning pace of every student in the class | 1 2 3 4 5                  |
| Previous knowledge of the language has been taken into consideration      |                            |
| Cross-curricular contents have been tackled.                              | 1 2 3 4 5                  |
| Organisation of the space and timing                                      | 1 2 3 4 5                  |
| Management and organisation of the class.                                 |                            |
| Teaching objectives have been fulfilled                                   | 1 2 3 4 5                  |
| Materials.                                                                | 1 2 3 4 5                  |
| Organisation of the space and timing.                                     | 1 2 3 4 5                  |
| Other considerations                                                      |                            |
| I should improve.....                                                     |                            |

# **LESSON PLANS AND WORKSHEETS**

## Lesson 1

**Unit of work:** Cinema and films  
**Grade:** 4<sup>th</sup> ESO

**Title of the lesson:** Camera, lights, action!  
**Number of students:** 21

### **LEARNING OBJECTIVES:**

At the end of the lesson SS will be able/better prepared to:

- to identify the topic, the gist and details of different oral texts on films through top-down processing.
- to infer information from a film review on a blog entry by using previous knowledge.
- to identify other people's opinions about film genres and particular films both in written and oral form.
- to recognise the characteristics of different film genres and films.
- to describe films by using vocabulary on film features, aspects and genres.
- to obtain the gist and specific details of a short film review by using skimming and scanning techniques.
- to guess the meaning of new vocabulary in a context through the use of word attack techniques.
- to express their opinions about their favourite films by using vocabulary on films, filmic features, genres.

**MATERIALS:** Handout including the different activities and links to the audios:

<http://www.elllo.org/english/Mixer101/T113-MovieLove.htm> (Activity 2)

<http://www.elllo.org/english/0601/T630-Marting-Movies.htm> (Activity 5)

### **ACTIVITIES:**

**Warm-up (7').** *Teacher-Student Interaction [T-S]. Student-Student Interaction [S-S]*

**\*Presentation:** Explain to SS that in the new unit they are going to learn about the world of cinema and films because, as big consumers of filmic texts as they are (teenagers in general tend to consume more audiovisuals than books) they have to learn how to write proper film reviews on a blog or website so that lots of people read their entries and they become successful bloggers as well as to arrange plans with English speaking friends.

**Activity 1.** *[T-S; S-S]* Before starting, you want SS to find out how much they know about cinema. For that reason, you ask them to complete the quiz individually. Once they have finished, write the right answers on the blackboard. Later, tell SS to calculate how many points they have obtained and tell them to compare their score with a partner's.

### **STAGE 1. Pre-listening (2')**

#### **Activity 2.**

- A) *[T-S; S-S]*. Before playing an audio in which different people talk about their favourite genres, ask SS to discuss in pairs how many film genres they know and a distinctive characteristic of those genres. Later, tell them to share with the class.

### **STAGE 2. While-listening (8')**

- B) *[T-S]*. Ask SS to listen to some people talking but do not say what the listen is about. Instead, ask SS to identify the topic when they listen to the audio.
- C) Play the audio again and ask SS to choose the correct answers. By so doing, they will be indentifying the gist of the different interventions in the audio. When the audio finishes, check their answers.

### **STAGE 3 Post-listening (7')**

#### **Activity 3.**

- A) [T-S] After listening to the interventions on film genres, tell SS to identify the genres of a set of films and classify them in a table. Later, ask them to order the genres according to their preferences by writing a number (1-8) in the white cells of the table.
- B) [T-S] When they finish, ask SS to write some sentences about their preferences in terms of film genres using verbs of like and dislike in structures such as I like + noun/ I like + gerund.

### **STAGE 4. Pre-reading (3')**

#### **Activity 4.**

- A) [T-S; S-S] Before asking SS to read the film review on *Toy Story*, tell them to work in pairs and have a look at the picture of the lamp and the ball. Explain them it is a logo of the well-known Pixar Animation Studios. With that information, ask SS if they know the name of the company and if they can guess which genre the film described in the text which they are about to read belongs to.

### **STAGE 5 . While-reading (6')**

- B) ([T-S; S-S] Later, ask SS to read the text and answer a few comprehension questions whose aim is to make SS infer the author's intention and the name of the film, as well as to work on new vocabulary through word attack techniques:
- *What does the author mean with "nail-baiting"? You have to use the context. It says "nail-baiting climax". What is the "climax" of a film? (T waits for a response). Yes, exactly, the most important and exciting part of a story in a film, in a novel... Ok, and now we have to focus on "nail-biting". This word is composed of two other words: "nail" and "biting". What does "nail" mean? (T waits for response). Yes, nails are the hard part at the end of the fingers. (T moves her fingers and points out her nails). For example my nails are red because I paint them. And then we have "biting" (T makes a gesture of biting her nails). So, in moments when we are nervous, such as the climax of a film, some people tend to bite their nails, and we say that the film has a "nail-biting climax".*
  - *And what does "noteworthy" mean? Can you infer the meaning? It's another compound. We find "note" and "worthy". Does the word "note" remind you of something? (T waits for a response). Yes, the verb "to note", very good, which means "to mention", doesn't it?. And what about "worthy"? (nobody answers). Something is worthy when it deserves some consideration, when it is important or remarkable. So if something is noteworthy, this means that the thing/aspect is so remarkable that it deserves some mention.*

### **STAGE 6. Post-reading (6')**

- C) [T-S; S-S] In order to build up SS's vocabulary so that they can describe films no matter in which context (a film review, a discussion with friends...), ask them to work in pairs and identify adjectives plus other expressions in the text which are used by the author

of the review to describe the film and to classify them into different categories included in a table.

- D)** [T-S; S-S] Ask SS if the author refers to any negative aspect of the film. Besides, advise them to be careful when writing a film review because they should use a quite formal register and avoid bad words as well as a very colloquial style. Finally, elicit some negative expressions about *Toy Story* with an appropriate register as a way or controlled practise before they write their first film review in forthcoming lessons.
- *For example, bear in mind that the word 'noteworthy' is a formal term, so you should use formal words and avoid very informal ones, such as rude/bad words.*

### **STAGE 7. Follow up (15')**

#### **Activity 5**

- A)** [T-S; S-S] Ask SS to listen to an audio in order to identify what is going on (the gist). Later, play the audio again so that they can complete the table with the main ideas each friend say about their favourite film.
- B)** [T-S; S-S] Tell SS to read the questionnaire and reflect on their answers. Ask them to work in pairs and to interview each other. Finally, remind them to fill in the form with the information they have got from their partners.

**ASSESSMENT AND FEEDBACK:** SS's mistakes will not be corrected straightforwardly. The teacher will make them reflect on where there mistake is, why they made that mistake and how to solve it so that students can think and therefore learn more effectively.

**HOMEWORK:** None

"The cinema substitutes for our gaze a world more in harmony with our desires." – André Bazin

# LIGHTS, CAMERA, ACTION!

**Activity 1.** What do you know about cinema and films?

- 1. What is the name of the young heroine in *The Hunger Games*? (1 point)**
  - A. Primrose Everdeen
  - B. Katherine Evergreen
  - C. Katniss Everdeen
- 2. Who was the director of *Maleficent*? (1 point)**
  - A. Tim Burton
  - B. Robert Stromberg
  - C. Kenneth Branagh
- 3. Which of these films is not American? (1 point)**
  - A. *Twilight*
  - B. *Inception*
  - C. *Pan's Labyrinth*
- 6. Which of these films is not American? (1 point)**
  - A. *Twilight*
  - B. *Inception*
  - C. *Pan's Labyrinth*
- 7. Which are the three most awarded films in the history of the Academy Awards? (3 points)**
  - A. *The Beauty and the Beast*
  - B. *Titanic*
  - C. *Ben-Hur*
  - D. *Casablanca*
  - E. *American Pie*
  - F. *Twilight*
  - G. *The Lord of the Rings: The Return of the King*
- 8. This movie was based on a novel: (1 point)**
  - A) *The Hobbit*
  - B) *Finding Nemo*
  - C) *Wall-E*
- 9. Two of these heroes do not appear in *Avengers*. (2 points)**
  - A. Iron man
  - B. Spiderman
  - C. Hulk
  - D. Captain America
  - E. Wolverine
  - F. Cat Woman
- 10. In which film series is Agent Smith a villain? (1 point)**
  - A. *Batman*
  - B. *The Matrix*
  - C. *Lethal Weapon*



## SCORE

**10-8: Excellent!** You're an expert on films! You like seeing films in your free time and you love looking for interesting facts about them or watching the *extras* in DVD releases such as the director's commentary. You're a true cinephile!

**7-5: Good!** You like watching films on TV or at the cinema and comment them with your friends. You usually look for information before buying the tickets for a movie.

**5-3: Ok.** You watch the films that your friends recommend you but you only watch them for fun. You always watch mainstream films and never experiment with more classic movies because you find them extremely boring.

**2-0:** You're not interested in films or cinema. You prefer TV series and doing other things in your free time. Nobody would ever look for you in a cinema if you were missing.

**Activity 2. A)** In pairs, discuss how many film genres you know? Say a distinctive characteristic of films belonging to those genres, e.g. musical: actors sing most of the time.  
**B)** Listen to the interview. What are all these people talking about?  
**C)** Listen again and choose the correct answers:

**Ex. 1) Hoa likes movies that are \_\_\_\_\_.**

- a) fun
- b) scary
- c) educational

**and therefore he likes**  
*comedy/horror/documentary*

**2) Jeff likes movies that are \_\_\_\_\_.**

- a) full of special effects
- b) educational
- c) romantic

**and therefore he likes**  
*science fiction/documentary/romantic films*

**3) Cheryl likes movies that are \_\_\_\_\_.**

- a) full of monsters
- b) educational
- c) with a lot of action

**and therefore she likes**  
*horror/documentary/action films*

**4) Mike likes movies that are \_\_\_\_\_.**

- a) digitally animated
- b) serious
- c) funny

**and therefore he likes**  
*animated/drama/comedy films*

**5) Mauro likes movies that present \_\_\_\_\_.**

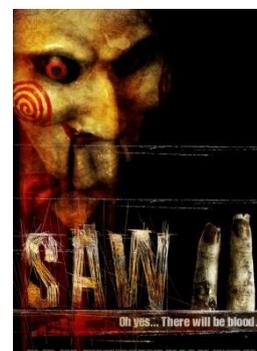
- a) scary stories
- b) love stories
- c) fantastic stories

**and therefore he likes**  
*horror/romantic/science-fiction films.*

**6) Jonathan likes movies that are \_\_\_\_\_.**

- a) based on someone's real life (biopic)
- b) very violent.
- c) mixed-genre films (with a little of everything)

**Activity 3. A)** Identify the genres of these films and classify them in the table below. Later, order the genres according to your preferences by writing a number from 1 to 8 in the white cells of the table



| ACTION FILM | MUSICAL | WESTERN | ANIMATED FILM | COMEDY | THRILLER | ROMANTIC COMEDY | HORROR FILM | SCIENCE-FICTION |
|-------------|---------|---------|---------------|--------|----------|-----------------|-------------|-----------------|
|             |         |         |               |        |          |                 |             |                 |
|             |         |         |               |        |          |                 |             |                 |

**B)** Now write some sentences about your preferences in terms of film genres using verbs of like and dislike. Use the following structures:

- I like/love/hate/dislike..... + noun

- I like/love/hate/dislike..... + gerund

**Activity 4. A)** Before reading, in pairs, have a look at the picture of the lamp and the ball. It's the logo of a famous company related to cinema. Do you know the name of the company? Can you guess the genre of the film described in the text below?



*This is a very clever animated story that was a big hit, and justifiably so. It had two terrific sequels and if a fourth film came out, that would probably be a hit too. It is not only the best Disney film because it has the best story and the most spectacular animation, but also because of the fantastic actors chosen to provide the voices of the toys. The casting was perfect from top to bottom, and the movie provides an appealing adventure story about friendship and loyalty that keeps you engrossed until the nail-biting climax.*

*Besides that, though, you have the excellent story that is not only noteworthy because it has never really been told from this perspective before, but also because it was just told so well. The plot is simple but effective and actually has genuine drama and excitement to it. The main story is fun but the degree of character development is what really shores it up. All the characters in the film are very well developed and all have appropriate and effective actors chosen to provide their voices.*

*And of course, who could forget the revolutionary animation! The computer animation used for this movie not only made it startlingly realistic but also opened up tons of possibilities. The film is perfect: it's adventurous, it's exciting, it's unconventional, it's good for the whole family, it's got great characters, story, and plot, and above all, it's fun. Overall this is a classic film in a familiar setting that will appeal to adults as much as to kids (if not more). A good plot and a really sharp script make the already short running time fly by.*

**B)** Now in pairs, read the text and answer the following questions:

- Has the author a positive or negative opinion of the film? Justify your answer by underlining the ideas in the text which support your choice.
- What does the author mean when he says "nail-biting"?
- Can you infer from the context what "noteworthy" and "unconventional" mean?
- Which film is the writer referring to?

**C)** Identify the adjectives and other expressions used to describe the film in the previous text and classify them into the different categories included in the table below.

| Film | Story/Plot/Script | Characters | Actors/cast | Setting | Animation/special effects |
|------|-------------------|------------|-------------|---------|---------------------------|
|      |                   |            |             |         |                           |

**D)** Did you read any negative idea about the film? Will you include any negative comment about it now you know the film is referring to? If you want the film reviews on your blog to be serious enough, you should use a standard and even formal register (e.g. avoiding bad words). Write some negative expressions about the film using an appropriate language.

**Activity 5. A)** Listen to two friends talking about their favourite movies. What is the conversation about? Then, in pairs, make a list with the ideas each friend says about the film they selected in order to support their choice:

| Martin's film | Tom's film |
|---------------|------------|
|               |            |

**B)** Read the questionnaire and think about your answers. In pairs, interview each other.

1. Which is your favourite film of all times?
2. What was the plot?
3. Why did you like it?  
 Feelings you had when seeing it.  
 Genre  
 Dubbed or with subtitles?  
 The director was...  
 The cast was comprised by....

**DATE:**

**CLASS GROUP:**

**My partner's name:**

**My partner's age:**

**Favourite film**

**The plot**

**What he/she liked**

**Feelings when seeing the movie**

**Genre**

**Dubbed/subtitled?**

**Director**

**Cast**

**Curiosities**

## Lesson 2

**Unit of work:** Cinema and films  
**Grade:** 4<sup>th</sup> ESO  
**Timing:** 55'

**Title of the lesson:** Describing Films  
**Number of students:** 21

### **LEARNING OBJECTIVES:**

At the end of the lesson SS will be able/better prepared to:

- To look for general and specific information in written texts about films and the world of cinema.
- To identify the type of text of cinema related texts by skimming through them.
- To identify the purpose in written texts related to the topic of films and/or cinema.
- To recognize whether a text has a formal or informal style.
- To look for information about films in cinema related websites.
- To identify the focus on a sentence by means of the verb's voice and the sentence's word order.
- To use the passive voice in order to give information about a film.
- To describe a film when writing a comment for a friend in a social network like Facebook.

**MATERIALS:** Handout including the different activities.

### **ACTIVITIES:**

#### **STAGE 1. Pre-Reading :**

**Activity 1. (5')** [T-S; S-S] Explain to the SS that they are going to see some pictures of places where some movies have been filmed. Tell them to look at the four pictures and, in pairs, think about which kind of film was set in each of the sceneries and to imagine a brief plot. Then, get them to share their plots and ideas with the rest of the class.

#### **STAGE II: While-Reading :**

**Activity 2 (5').** [T-S; S-S] Ask SS to read the second and third texts. Then, ask them to work in pairs and think about the kind of texts that they think they are, about their purpose and the kind of information that they give about those two films.

**Activity 3. (10').** [T-S]

- Ask SS to skim quickly through the four texts about films and to match them with the sceneries that appeared in the pictures from activity 1.
- Now, tell SS to scan through the texts and to answer the questions on the worksheet.

**Activity 4 (5').** [T-S] Ask SS if they know about any important film festivals and if they know about the Cannes Film Festival. Then, tell them that they are going to read a text about that festival and that they have to answer the questions in the worksheet. Explain that they have to answer with *True, False, or Doesn't Say* (if the text gives no information) and that they have to justify their answers by underlining the ideas in the text that support them.

**Activity 5. (5')** [T-S; S-S] Now, tell SS to look at the first and second texts (*Out of Africa* and *The Lord of the Rings*) and to pay attention to the words in bold. Tell them that all those verbs are in the passive.

- Now, tell SS to decide whether the seven sentences in activity 5a in the worksheet are active or passive, by writing **A** (active) or **P** (passive) next to them.

- B) Ask SS about the tenses that can be used in the passive, if (after seeing the examples in the texts and the previous sentences) the passive can be formed in any tense. Then, in pairs, ask them to infer the rule for the formation of the passive.

**Activity 6. (5'). [T-S; S-S]**

- A) Now, make them focus on the two sentences about *The Others* and Alejandro Amenábar. Tell them to work in pairs. Ask them if they have the same meaning. Then, make them reflect on the differences in focus in active and passive sentences by making them complete the rules at the end of the activity.
- B) To make SS aware that, in the passive, we do not always mention the agent, tell them to classify the eight passive sentences in the activity under the appropriate column in the table depending on whether we are told who did the action or not. Remind SS that, in the passive, when we mention the agent we place it at the end, preceded by the preposition “by”, because what is important is not the person but the information at the beginning.

**Activity 7. (20'). [T-S; S-S]** Now, tell SS that they are going to read a Facebook message that a girl has sent to a friend.

- A) In pairs. Ask SS to read the text and then get them to reflect upon the kind of text it is, the style (formal or informal), who it is addressed to, and the purpose of the author.
- B) Tell SS to pay attention to the passives in the text and underline all the passives that they can find in it. Once they have finished, ask them whether in the instances that they have underlines, we are told who did the action or not. They should think about it in pairs. When the agent is not mentioned, ask them to think about the reason by asking them if we know who did the action (we do not) or if it is important to know it (it is not).
- C) Then, ask SS to work in pairs and complete the rule for this use of the passive.
- D) Finally, ask SS to transform the five active sentences in this part of the activity into passive sentences. Remind them to take into account if it is relevant to mention the agent or not, or if we know who did the action, when constructing the passive sentences and deciding to mention it or not.

**STAGE III: Post-reading. Homework**

Tell SS to imagine that they want to go to the cinema with their friends. Ask them to write a Facebook comment telling a friend about the film that they want to see at the cinema. They should bring it back for the next class. Explain that they should do a little research and look for information about that film in websites such as Rotten Tomatoes. Their comments should also include information regarding the film’s genre, the director, awards, ratings, cast, if it is based on a novel or videogame and any information that they find interesting to mention.

Remind them to make use of some of the passives seen such as “directed by”, “based on”, etc.

**Follow up** activities will be carried out in the next session.

**ASSESSMENT AND FEEDBACK:** SS’s mistakes will not be corrected straightforwardly. The teacher will make them reflect on where their mistake is, why they made that mistake and how to solve it so that students can think and therefore learn more effectively.

## DESCRIBING FILMS

### PRE-READING

**Activity 1.** Look at the following pictures of different places where some movies have been filmed. With a partner, discuss which kind of film was set in each scenery and try to imagine a very brief plot.

a)



b)



b)



d)



### WHILE READING

**Activity 2.** Read texts 2 and 3. What kind of texts are they? What do you think they were written for? What kind of information do they give about the films?

**Activity 3. A)** Read quickly through text 1, which is about four popular films and match them with the appropriate picture from the previous activity.

### OUT OF AFRICA

This film is **set** in Kenya in 1914. It is about a Danish writer (Meryl Streep) who goes to Africa to help her husband run a coffee plantation. To her surprise, she finds herself falling in love with the country, the

people, and a mysterious white hunter (Robert Redford). The film **was based** on a autobiographical novel by the Danish writer, Isak Dinesen, and **was directed** by the American director Sydney Pollack.



Apart from the actors, the “stars” of the film are the breathtaking scenery and the exotic wildlife, which look so wonderful on the big screen. The film also had an unforgettable soundtrack guaranteed to move even the most unromantic.

## THE LORD OF THE RINGS

This trilogy of films, directed by Peter Jackson, **is based** on the books written by JRR Tolkien. They tell the story of a hobbit, Frodo Baggins, who has to try and destroy a magic ring in order to defeat the evil forces of the Dark Lord Sauron. He **is helped** on his journey by group of friends.

The story **is set** an imaginary land called Middle Earth. The success of the films has attracted thousands of tourists to the country and last year it **was voted** the most popular holiday destination by UK travelers.



## WALL-E

*WALL-E* is a 2008 American computer-animated science-fiction film. It **was produced** by Pixar Animation Studios and released by Walt Disney Pictures. It **is set** in a distant future, where Earth **has been** completely **abandoned**. There is no human life. Among the few creatures still on the planet is Wall-E, a robot designed



for collecting garbage. One day, he meets EVE, a robot who **has been sent** to see if life on earth is sustainable. They will eventually embark on a space journey that will decide the fate of mankind. This movie **has been** widely **recognized** as a critique on society. It overtly critiques consumerism and some people see a strong environmental message in it as well.

## THE OTHERS

*The Others* is a 2001 horror-thriller film which **was written** and directed by Spanish director Alejandro Amenábar. It was his first English language film and it stars Nicole Kidman and Fionnula Flanagan. It **is set** in



1945, in Jersey.

It revolves around a woman, Grace Stewart, who lives in an old house with her two children, who have a disease which means they cannot **be touched** by direct sunlight without being hurt. After mysterious things start happening in the mansion, Grace becomes convinced that her family home **is haunted**.

**B)** Now answer the following questions.

- Which film had three parts?
- Which film was set at the beginning of the 20<sup>th</sup> century?
- Which film was filmed in a wildlife park?
- Which film won most Oscars?
- Which country helped transform a country's main economic activity?
- Which film revolves around a journey against evil forces?
- Which film is based on real events?
- What do *Out of Africa* and *The Lord of the Rings* have in common?

**Activity 4.** Now read this text about the Cannes Film Festival. Write *True (T)*, *False (F)* or *the Text Doesn't Say (TDS)*. Justify your answers by underlining the ideas from the text.

1. The festival has been running for over 70 years.
2. The main purpose of the festival is to showcase Hollywood blockbusters.
3. The Cannes festival is held annually.
4. The festival lasts 12 days.

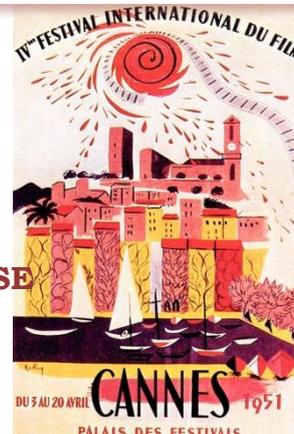


## THE CANNES FILM FESTIVAL



The Cannes Film Festival is the world's biggest and best known film festival, which is held in the south of France every year. In fact, 2015 marks the festival's sixty-eight year. The festival hands out annual awards for excellence in films and is considered to be the world's most important showcase for independent films and world cinema. The top prize awarded at the Cannes Film Festival is the coveted Palme D'Or (Golden Palm) award for Best Film.

The festival has a truly international flavour and features a cross-selection of films ranging from small independent productions to big-budget films starring famous actors. It is guaranteed to draw a cast of well-known celebrities, movie stars and top-notch film directors from around the world. It is regarded by many people in the film industry as the most important event in the film festival circuit, and its opening ceremony heralds a spectacular twelve days of parties and celebrity spotting.



## LANGUAGE USE

**Activity 5.** Look at the words in bold in the first and second texts. They are in the passive.

**A)** Now look at the following sentences, are the verbs in the *active* (A) or in the *passive* (P)?

- |                                                       |                                                                     |
|-------------------------------------------------------|---------------------------------------------------------------------|
| 1. The actress <u>wore</u> a beautiful gown.          | 5. Many movies <u>are made</u> in Hollywood.                        |
| 2. The director <u>has been nominated</u> many times. | 6. Hollywood <u>has become</u> the movie capital of the US.         |
| 3. Old movies <u>were filmed</u> in black and white.  | 7. J. J. Abram's Star Wars film <u>will be released</u> in December |
| 4. Many actors <u>live</u> in California.             |                                                                     |

**B)** Can passive voice be formed in any possible tense? \_\_\_\_\_.

How do we form the passive? \_\_\_\_\_.

**Activity 6.** A) in pairs, look at these two sentences and complete the questions.

a) *The Others* **was directed** by Alejandro Amenábar.

b) Alejandro Amenábar **directed** *The Others*.

Do these sentences have the same meaning?

The \_\_\_\_\_ voice focuses on the person who does the action.

The \_\_\_\_\_ voice focuses on the receiver or the result of the action.

**B)** Look at the following sentences taken from the above texts and classify them in the following table:

1. It **was produced** by Pixar Animation Studios (example)
2. Earth **has been** completely **abandoned**
3. *The Others* **was directed** by Alejandro Amenábar.
4. The Cannes Film Festival **is regarded** by many people as a very important event.
5. The film **was based** on an autobiographical novel
6. He **is helped** on his journey by group of friends.
7. It **is set** in 1945, in Jersey.
8. EVE **has been sent** to see if life on earth is sustainable

| We are told who did the action* | We are not told who did the action |
|---------------------------------|------------------------------------|
| 1,                              |                                    |

\*When we want to mention who did the action in a passive sentence, we introduce the agent at the end with the preposition **by**. The reason why the agent is placed at the end in this kind of passive sentences is because what is really important for the speaker/writer is the information placed at the beginning, not the agent. For example, when writing a film review on *The Others*, because the theme of the text is the film and not the director's work or life, the agent comes at the end: *The Others* was directed **by Amenábar**.

**Activity 7. A)** Read the following text. What kind of text is it? Who is it addressed to? Is it formal or informal? What is the purpose of the author? Discuss it with your partner.



**B)** Underline all the passives in the email. In the instances that you have underlined, do we know who did the action? Is it important to know who did it? Discuss it with your partner.

**C)** In pairs, complete the following rules.

In the passive, we do not mention who did the action if:

- It is important/not important
- We know it/ we do not know it
- It is obvious/not obvious

**D)** Transform these sentences into the passive.

1. They will release the film next year.
2. Thousands of fans have visited the country.
3. They shot the film in black and white.
4. Sydney Pollack directed out of Africa.
5. They based the film on a famous novel.

## 8. HOMEWORK

Imagine that you want to go to the cinema with your friends. Write a comment on their Facebook to ask them to go to the cinema and tell them about the film that you want to see. For so doing, look for information on the Internet on sites such as Rotten Tomatoes. Like Emily did in her message, try to use passive structures in order to describe the film. Include information regarding:

- |                |                                          |
|----------------|------------------------------------------|
| - Genre        | - Cast                                   |
| - The director | - If it is based on a book, videogame... |
| - Awards       | - More information you find interesting  |
| - Ratings      |                                          |

This page will be used in the following lesson.

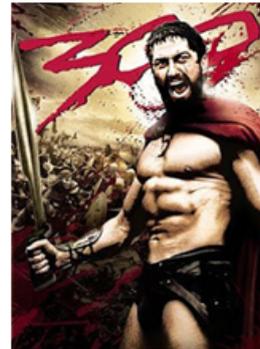
## HOW TO PRONOUNCE -ED ENDINGS?

**Activity 9. A)** Now listen to the text. You will hear different pronunciations for the -ed ending of some verbs, adjectives and participles: /t/, /d/ or /ɪd/. When you hear the sound /t/, put up a red pen, when you hear the sound /d/, a blue one, and when you hear the sound /ɪd/, a pencil.

# 300

When the boy was born... like all Spartans, he was **inspected**. If he'd been small or puny or sickly or misshapen he would have been **discarded**. From the time he could stand, he was **baptized** in the fire of combat. Taught never to retreat, never to surrender. Taught that death on the battlefield in service to Sparta was the greatest glory he could achieve in his life.

At age 7, as is customary in Sparta, the boy was taken from his mother and **plunged** into a world of violence. **Manufactured** by 300 years of Spartan warrior society to create the finest soldiers the world has ever known. The *agoge*, as it's **called**, forces the boy to fight. Starves them, forces them to steal and if necessary to kill. By toad and lash the boy was **punished**, taught to show no pain, no mercy. Constantly **tested**, **tossed** into the wild. Left to pit his wits and will against nature's fury. It was his initiation...his time in the wild...for he would return to his people a Spartan....or not at all.



*\*agoge*: rigorous education and training regimen mandated for all male Spartan citizens, except for the firstborn son in the ruling houses. The training involved learning stealth, cultivating loyalty to the Spartan group, military training (e.g. pain tolerance), hunting, dancing, singing and social (communicating) preparation.

**B) Reflect:** Would have you pronounced the words the way you have heard them or would have you omitted or mispronounced the endings of the highlighted words?

## THE CONSONANT SOUNDS /d/ and /t/

**Activity 10. A)** Listen to the sounds /d/ and /t/, look at the animation so as to learn how to produce the sound. Later, watch the video, listen the words and repeat.

| bilabial                                | labio-dental   | lingua-dental | lingua-alveolar | lingua-palatal | lingua-velar | glottal |
|-----------------------------------------|----------------|---------------|-----------------|----------------|--------------|---------|
| <b>Lingua-alveolar</b>                  |                |               |                 |                |              |         |
| Voicel ess                              |                | Voiced        |                 |                |              |         |
| <input checked="" type="checkbox"/> /t/ | /d/ Stop       |               |                 |                |              |         |
| /s/                                     | /z/ Fricative  |               |                 |                |              |         |
| /tʃ/                                    | /dʒ/ Affricate |               |                 |                |              |         |
| /n/ Nasal                               |                |               |                 |                |              |         |
| /l/ Liquid                              |                |               |                 |                |              |         |

/t/ play

tin /tɪn/    din /dɪn/

animation with sound    step-by-step description

| bilabial               | labio-dental                                 | lingua-dental | lingua-alveolar | lingua-palatal | lingua-velar | glottal |
|------------------------|----------------------------------------------|---------------|-----------------|----------------|--------------|---------|
| <b>Lingua-alveolar</b> |                                              |               |                 |                |              |         |
| Voicel ess             |                                              | Voiced        |                 |                |              |         |
| /t/                    | <input checked="" type="checkbox"/> /d/ Stop |               |                 |                |              |         |
| /s/                    | /z/ Fricative                                |               |                 |                |              |         |
| /tʃ/                   | /dʒ/ Affricate                               |               |                 |                |              |         |
| /n/ Nasal              |                                              |               |                 |                |              |         |
| /l/ Liquid             |                                              |               |                 |                |              |         |

/d/ play

animation with sound    step-by-step description

In the sound /d/ there is voice from the throat (the vocal cords vibrate).  
 In the sound /t/ there is no voice from the throat but a small exposition of air out of the mouth when the tongue moves away from the ridge behind the teeth.

This page will be used in the following lesson.

B). Read the following minimal pairs aloud and choose the word you hear.

- |                 |            |
|-----------------|------------|
| 1. star/starred | 4. got/god |
| 2. said/set     | 5. hat/had |
| 3. eight/aid    |            |

11. A) In pairs you will have to read the passage aloud. For so doing, each of you will complete the gaps of part A and B respectively, with the sounds /t/, /d/, /ɪd/. Afterwards, each of you will read your part one after the other. While your partner is reading, write down his/her mistakes and vice versa. Who made fewer mistakes?

A



James Bond got back to his hotel room at midnight. The windows were closed [ ] and the air-conditioning was on. Bond switched [ ] it off and opened [ ] the windows. His heart was still thumping in his chest. He breathed [ ] in the air with relief, then he had a shower and went to bed.

At 3.30 he was dreaming, not very peacefully, of three black-coated [ ] men with red eyes and angry white teeth. Suddenly, he woke up. He listened [ ]. There was a noise. It was coming from the window. Someone was moving behind the curtain. James Bond took his gun from under his pillow, got quietly out of bed, and crept slowly along the wall towards the window. Someone was breathing heavily behind the curtain. Bond pulled it back with one quick movement. Golden hair shone in the moonlight.

'Mary Goodnight' Bond cursed [ ]. 'What the hell are you doing here?'

B

'Quick, James' Help me in!' Mary whispered [ ] urgently.

Bond put down his gun and tried [ ] to pull her through the open window. At the last moment the window banged [ ] shut with a noise like a gunshot. Bond cursed [ ] again.

Mary Goodnight whispered [ ], 'I'm terribly sorry, James!'

'Sh! Sh! Said Bond. He quickly led her across the room to the bathroom. First he turned [ ] on the light, then the shower. They sat down together on the side of the bath.

Bond asked [ ] again. 'What the hell are you doing here? What's the matter?'

'James, I was so worried [ ]. A 'Most Immediate' message came from HQ this evening. A top KGB, using the name Hendriks, is staying in this hotel. He knows you're here. He's looking for you!

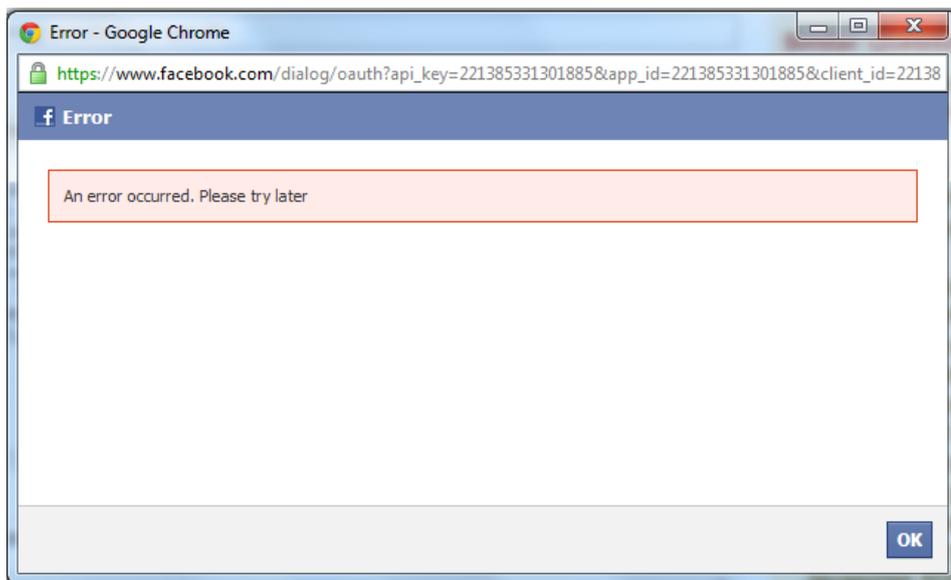
B) Match the rules for the pronunciation of regular verbs in the past with the correspondent sound. Remember the same rules are applied to -ed adjectives.

- When the regular verb ends in a vowel sound or voiced consonant sound (*doom/amaze*) the ending is pronounced: \_\_\_\_\_
- When the regular verb ends in an unvoiced consonant sound (*stop/crack*) the ending is pronounced: \_\_\_\_\_
- When the regular verb ends in /t/ or /d/, (*want/need*) the ending is pronounced: \_\_\_\_\_

This page will be used in the following lesson.

**12. POST-TASK.** Your classmates could not read the message you sent them on Facebook because Facebook had a technical problem that has been solved this morning. So you decide to tell them about it in class. Read in front of them the message you wrote taking into account the different pronunciation of –ed endings. The members of your group will have to answer with the following information:

- They like the idea of going to the cinema together
- They might want to see other films
- They need to do a bit of research before deciding on a film



## Lesson 3

**Unit of work:** Cinema and films

**Title of the lesson:** Describing films & making plans:  
watching a movie

**Grade:** 4<sup>th</sup> ESO

**Number of students:** 21

**Timing:** 32' + 23' = 55' (finishing handout and starting a new one)

### **LEARNING OBJECTIVES:**

At the end of the lesson SS will be able/better prepared to:

- To aurally discriminate the sounds /t/, /d/ and /id/ in –ed endings in passives, past simple and some adjectives.
- To identify and orally produce the /t/, /d/ and /id/ in –ed endings when describing films of narrating past events.
- To aurally discriminate rising and falling intonation patterns in questions.
- To understand the general situation in oral texts about going to the cinema and choosing which film to see.
- To extract specific information in oral texts about going to the cinema and choosing which film to see.
- To extract key ideas in oral texts about going to the cinema and choosing which film to see
- To infer somebody's opinion on a film when listening to oral texts about going to the cinema and choosing which film to see.

**MATERIALS:** Handout including the different activities and links to the audios and video:

<https://www.youtube.com/watch?v=E8rVaGIX6eo> (Follow up: Activity 9)

<http://www.ello.org/english/0451/482-Ruth-Movie.htm> (While-listening: activity 1)

<http://streamcloud.eu/tvynzltr4vl0/TBBT.5x09.100mb.avi.html> (While-listening: activity 2)

Recordings for activity 3 (attached in a separate folder)

### **ACTIVITIES:**

#### **FOLLOW UP:**

**Warm up:** [T-S] Ask SS what if remember what they learnt about the passive in the previous session. Then tell them to tell each other what they remember by means of a *Teach OK!*, that is, say “teach ok!” so that SS get in pairs with their shoulder partners and tell each other what they remember about the passive.

#### **STAGE I: Pre-task (7')**

##### **Activity 9.** [T-S]

- A) Tell SS that they are going to listen to a scene in the popular film *300*. Explain that they will listen to it and that they have to pay attention to the -ed endings, putting up a pen of different colours (red pen, blue pen, pencil) depending on the sound they hear (/t/, /d/, /id/ respectively).
- B) Now, SS will have to answer a question, making them reflect on whether they would have pronounced the words correctly or they would have mispronounced the endings. This way they will be made aware of the necessity to learn to distinguish and pronounce these sounds.

## **STAGE II: Task (20')**

### **Activity 10. [T-S]**

- A) The teacher will explain how these sounds are produced. For a better understanding, the SS will be shown an animation with the steps to follow in order to produce the sounds /t/ and /d/. They will have to repeat those sounds at the same time they become aware of how their organs should be placed to produce those sounds. Moreover, they will be shown a video in which a woman explains how to differentiate both sounds thanks to external evidence (e.g. explosion of air in our mouth when we pronounce /t/ can be appreciated when she places a piece of paper in front of hers). Later, they will repeat some words after her in order to practise their production.
- B) SS will have to work on some minimal pairs by choosing the word they think the teacher has said. He/she will say each word once. When he/she finishes, there will be a second round

### **Activity 11 [T-S; S-S]**

- A) Tell SS to get in pairs. They will have to read the James Bond text aloud. Each of them will complete the gaps of a part of the text with the sounds /t/, /d/, /ɪd/. Then each student will read aloud his/her part of the text, pronouncing the /t/, /d/, /ɪd/ sounds. While one reads, the other one must take note of his partner's mistakes. The student who makes the least mistakes wins.
- B) After doing this exercise, they have to infer and match the rules with the correspondent phoneme.

## **STAGE III: Post-task: (5'): [T-S; S-S]**

Tell SS that their classmates could not read the Facebook message that they sent them, because there was a technical error. Since their classmates have not received the message, they have to tell them about it in class. Ask SS to read their message aloud to their group, paying attention to the pronunciation of –ed endings. The members of their group will have to answer the message including the following information:

- They like the idea of going to the cinema together
- They might want to see other films
- They need to do a bit of research before deciding on a film

## **NEW HANDOUT**

### **STAGE IV: Pre-listening (3')**

**Activity 1.** A) After SS have finished the previous activity, ask if they go often to the cinema with their friends and if they find it easy to choose the day and the film.

### **STAGE V: While-listening (20')**

B)[T-S] Tell SS that now, they are going to listen to a conversation between two friends who are making plans to see a movie. SS will listen to the conversation. They will have to understand what it is happening and choose between several options.

C) [T-S] Now, tell SS to read the multiple choice questions. Explain that they are going to listen to the conversation that they have to take note of key ideas next to each question. Play the conversation. Once they have listened to it and taken notes, tell them to choose the correct answers.

**Activity 2.** [T-S] Tell SS that, now, they are going to watch a video from popular TV series The Big Bang Theory in which two characters, Leonard and Penny, are at the cinema discussing which film to watch. SS will have to watch the video and answer some questions about including Leonard's opinion on the film Penny wants to watch.

**Activity 3.** [T-S] In order to raise awareness of different intonation patterns in interrogative sentences in English, SS will have to decide whether a set of interrogative sentences have a rising tone, a falling tone or a rising and falling tone when listening to a recording. They will write their answers on their worksheets and the recording will be played twice. The correction of the exercise will be carried out as follows: SS will do "thumbs up" when they think the tone is rising, and "thumbs down" when they think it is falling. In the case of rising-falling intonation, they will shake their hands.

### **STAGE III: POST-LISTENING: HOMEWORK**

**Activity 4.** Tell student to do this activity at home and bring it finished for next class.

- A) SS have to go back to the questions in the previous dialog and to classify them in the table below according to the type of question they are (*Yes-No Questions, Wh-Questions, Alternative Questions and Question Tags*).
  
- B) Then, SS will be required to complete the rules for the use of rising and falling tone in questions.

**ASSESSMENT AND FEEDBACK:** SS's mistakes will not be corrected straightforwardly. The teacher will make them reflect on where there mistake is, why they made that mistake and how to solve it so that students can think and therefore learn more effectively.

We continue with the same handout and we start here.

**HOW TO PRONOUNCE -ED ENDINGS?**

**Activity 9. A)** Now listen to the text. You will hear different pronunciations for the -ed ending of some verbs, adjectives and participles: /t/, /d/ or /ɪd/. When you hear the sound /t/, put up a red pen, when you hear the sound /d/, a blue one, and when you hear the sound /ɪd/, a pencil.

**300**

When the boy was born... like all Spartans, he was **inspected**. If he'd been small or puny or sickly or misshapen he would have been **discarded**. From the time he could stand, he was **baptized** in the fire of combat. Taught never to retreat, never to surrender. Taught that death on the battlefield in service to Sparta was the greatest glory he could achieve in his life.

At age 7, as is customary in Sparta, the boy was taken from his mother and **plunged** into a world of violence. **Manufactured** by 300 years of Spartan warrior society to create the finest soldiers the world has ever known. The *agoge*, as it's **called**, forces the boy to fight. Starves them, forces them to steal and if necessary to kill. By toad and lash the boy was **punished**, taught to show no pain, no mercy. Constantly **tested**, **tossed** into the wild. Left to pit his wits and will against nature's fury. It was his initiation...his time in the wild...for he would return to his people a Spartan....or not at all.



*\*agoge*: rigorous education and training regimen mandated for all male Spartan citizens, except for the firstborn son in the ruling houses. The training involved learning stealth, cultivating loyalty to the Spartan group, military training (e.g. pain tolerance), hunting, dancing, singing and social (communicating) preparation.

**B) Reflect:** Would have you pronounced the words the way you have heard them or would have you omitted or mispronounced the endings of the highlighted words?

**THE CONSONANT SOUNDS /d/ and /t/**

**Activity 10. A)** Listen to the sounds /d/ and /t/, look at the animation so as to learn how to produce the sound. Later, watch the video, listen the words and repeat.

bilabial labio-dental lingua-dental **lingua-alveolar** lingua-palatal lingua-velar glottal

**Lingua-alveolar**  
Via cel ess Via caed

|      |      |           |
|------|------|-----------|
| /t/  | /d/  | Stop      |
| /s/  | /z/  | Fricative |
| /tʃ/ | /dʒ/ | Affricate |
| /n/  |      | Nasal     |
| /l/  |      | Liquid    |

/t/ play

animation with sound step-by-step description



bilabial labio-dental lingua-dental **lingua-alveolar** lingua-palatal lingua-velar glottal

**Lingua-alveolar**  
Via cel ess Via caed

|      |            |           |
|------|------------|-----------|
| /t/  | <b>/d/</b> | Stop      |
| /s/  | /z/        | Fricative |
| /tʃ/ | /dʒ/       | Affricate |
| /n/  |            | Nasal     |
| /l/  |            | Liquid    |

/d/ play

animation with sound step-by-step description

In the sound /d/ there is voice from the throat (the vocal cords vibrate).  
In the sound /t/ there is no voice from the throat but a small exposition of air out of the mouth when the tongue moves away from the ridge behind the teeth.

**B)** Read the following minimal pairs aloud and choose the word you hear.

- |                 |            |
|-----------------|------------|
| 1. star/starred | 4. got/god |
| 2. said/set     | 5. hat/had |
| 3. eight/aid    |            |

**11. A) In pairs you will have to** read the passage aloud. For so doing, each of you will complete the gaps of part A and B respectively, with the sounds /t/, /d/, /ɪd/. Afterwards, each of you will read your part one after the other. While your partner is reading, write down his/her mistakes and vice versa. Who made fewer mistakes?

**A**



James Bond got back to his hotel room at midnight. The windows were closed [ ] and the air-conditioning was on. Bond switched [ ] it off and opened [ ] the windows. His heart was still thumping in his chest. He breathed [ ] in the air with relief, then he had a shower and went to bed.

At 3.30 he was dreaming, not very peacefully, of three black-coated [ ] men with red eyes and angry white teeth. Suddenly, he woke up. He listened [ ]. There was a noise. It was coming from the window. Someone was moving behind the curtain. James Bond took his gun from under his pillow, got quietly out of bed, and crept slowly along the wall towards the window. Someone was breathing heavily behind the curtain. Bond pulled it back with one quick movement. Golden hair shone in the moonlight.

'Mary Goodnight' Bond cursed [ ]. 'What the hell are you doing here?'

'Quick, James' Help me in!' Mary whispered [ ] urgently.

Bond put down his gun and tried [ ] to pull her through the open window. At the last moment the window banged [ ] shut with a noise like a gunshot. Bond cursed [ ] again.

Mary Goodnight whispered [ ], 'I'm terribly sorry, James!'

'Sh! Sh! Said Bond. He quickly led her across the room to the bathroom. First he turned [ ] on the light, then the shower. They sat down together on the side of the bath.

Bond asked [ ] again. 'What the hell are you doing here? What's the matter?'

'James, I was so worried [ ]. A 'Most Immediate' message came from HQ this evening. A top KGB, using the name Hendriks, is staying in this hotel. He knows you're here. He's looking for you!

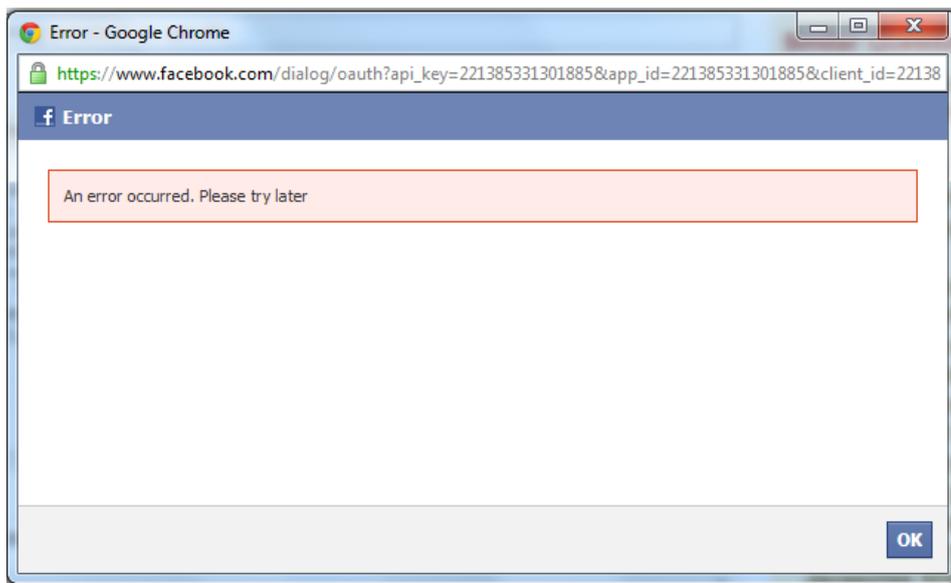
**B**

**B)** Match the rules for the pronunciation of regular verbs in the past with the correspondent sound. Remember the same rules are applied to -ed adjectives.

- d) When the regular verb ends in a vowel sound or voiced consonant sound (*doom/amaze*) the ending is pronounced: \_\_\_\_\_
- e) When the regular verb ends in an unvoiced consonant sound (*stop/crack*) the ending is pronounced: \_\_\_\_\_
- f) When the regular verb ends in /t/ or /d/, (*want/need*) the ending is pronounced: \_\_\_\_\_

**12. POST-TASK.** Your classmates could not read the message you sent them on Facebook because Facebook had a technical problem that has been solved this morning. So you decide to tell them about it in class. Read in front of them the message you wrote taking into account the different pronunciation of –ed endings. The members of your group will have to answer with the following information:

- They like the idea of going to the cinema together
- They might want to see other films
- They need to do a bit of research before deciding on a film





## MAKING PLANS: WATCHING A MOVIE

**Activity 1. A)** Do you often go to the cinema with your friends? Do you find it easy to choose the day and the film?

**B)** Two friends are making plans to see a movie. Listen to the conversation and say what it is about:

- a) Todd is inviting Ruth to go to the cinema tonight and Ruth will attend.
- b) Todd is inviting Ruth to watch a movie at his house tonight but Ruth will not attend.
- c) Todd is inviting Ruth to watch a movie at his house tonight and Ruth will attend.
- d) Todd is inviting Ruth to watch a movie at his house tonight and Ruth might attend.



**C)** Now read the following questions and listen to the conversation again. While hearing the conversation, write key ideas related to the questions next to each question. After that, choose the correct answer.

**1) At first, Ruth says she can't go tonight because she has ....**

- a) to correct her students' homework
- b) to fill in some forms.
- c) to clean her apartment.

**2) What time is OK for both friends in order to meet?**

- a) At about 10.
- b) After 10.
- c) At 10.

**3) Ruth is glad Todd and Akane haven't chosen *Star Wars* because \_\_\_\_\_.**

- a) she has seen the saga several times
- b) she hates Ewan McGregor
- c) she can't stand the movie

**4) Does Ruth like the film chosen by Todd and Akane?**

- a) Yes
- b) No
- c) We don't know

**5) Does Ruth appreciate the invitation?**

- a) Yes
- b) No
- c) We don't know

**Activity 2. Watch the video and answer the following questions: 05'08''- 7'15''**



- Where are Leonard and Penny?
- What kind of film does Penny want to see? And Leonard?
- Does Leonard like Penny's suggestion? Why?
- What does Penny learn about Leonard?
- Which film do they end up watching?
- Who pays the tickets?

## USING QUESTIONS

**Activity 3.** Listen and decide whether the following questions have a rising tone ( ↗ ), a falling tone ( ↘ ) or a rising and falling tone ( ↗↘ ). Later, check your answers.

Example: *Is your best friend coming to the cinema?* ↗

1. How often do you go to the cinema?
2. *Speaker A:* And tell me.... who will be starring in your next film?  
*Speaker B:* Hmm...I can't tell you now sorry, it's top secret at the moment!
3. Yesterday...did you go to the cinema or to the party?
4. Do you prefer to watch films at home or at the cinema?
5. *Customer:* Can I get a discount on these tickets for *The Avengers*?  
*Ticket clerk:* You're a student, aren't you?  
*Customer:* No, I'm not....  
*Ticket clerk:* Oh, I'm afraid you'll have to pay full price then.
6. You watched the whole saga of *The Lord of the Rings* yesterday! You have too much free time, don't you?
7. Has Leonardo DiCaprio won any Oscars?
8. *Speaker A:* *Star Wars* film is going to be released soon, isn't it?  
*Speaker B:* Yes, in December. I can't wait!
9. *Speaker A:* He has already downloaded a film which was released yesterday!  
*Speaker B:* Wow! He's a real hacker, isn't he?

**Activity 4. A)** Classify the previous questions in *Yes-No Questions*, *Wh-Questions*, *Alternative Questions* and *Question Tags*.

| Yes-No Questions | Wh-Questions | Alternative Questions | Question Tags                                   |                                                               |
|------------------|--------------|-----------------------|-------------------------------------------------|---------------------------------------------------------------|
|                  |              |                       | Speaker knows the answer (asking for agreement) | Speaker doesn't know the answer (asking for more information) |
|                  |              |                       |                                                 |                                                               |

**B) Now complete the following statements:**

- We use rise tone in \_\_\_\_\_
- We use falling tone in \_\_\_\_\_
- We use rising and falling tone in \_\_\_\_\_

-Because *wh-questions* are often used to find out information, they often, although not always, end with a falling tone

-Because *yes-no questions* are often used to make sure, they often, although not always, end with a rising tone.

! However, *wh-questions* can have a rising or fall-rising tone when they are making sure, and *yes-no questions* can have a falling tone when they are finding out.

*WHEN'S your birthday?* (rising tone) → a rising tone shows that I'm checking the date, it might be polite to suggest that I do know but have temporarily forgotten.

*Have you SEEN her recently?* (falling tone) → I don't know whether you have or not.

**Activity 5.** Together with a partner, read the script of the conversation in exercise 1 and try to remember whether the questions had a rising or falling tone. Later check the right answer.

**Todd:** Hey, Ruth, Akane and I were thinking of getting a movie tonight, and watching a movie.

**Ruth:** Oh, that sounds good.

**Todd:** So, **you wanna come over?**

**Ruth:** Really, I can't, actually. I've got to fill in some forms, tonight. I'm going to law school in September, so I've got to get some money together.

**Todd:** **You've got to get money together on Saturday night?**

**Ruth:** Well, I did actually try to do my forms today but I didn't manage to get anything done, so now I have to do it on Saturday night.

**Todd:** Yeah, but tomorrow is Sunday. Just do it tomorrow.

**Ruth:** Yeah, but I'm going to church tomorrow and so I'd rather get some done tonight.

**Todd:** Well, **how long are you going to work?**

**Ruth:** Tonight! Um, I'll probably do a couple of hours. Maybe I can come up and watch the end.

**Todd:** OK, well, **what time do you think you'd be able to come up?** Cause we can just do different stuff. You know Akane, she's always cleaning. I'm sure she'd love to go back and scrub her apartment or something.

**Ruth:** Well, **how about 10 o'clock? What are you doing at 10?**

**Todd:** Ah, 10 would be good, if I'm still awake.

**Ruth:** **Will you be too tired?**

**Todd:** No, no, that's good. It's Saturday. No problem.

**Ruth:** **Really?**

**Todd:** Yeah, yeah! Do it. Um, we were thinking of getting *Shrek 2*.

**Ruth:** Oh, wow! I really like *Shrek 2*.

**Todd:** OK, cool.

**Ruth:** I really like it.

**Todd:** I wanted to watch *Star Wars* but she said "no".



This page will be used in the following lesson.

**Ruth:** Oh, I'm glad she said "no".

**Todd:** *You don't like Star Wars?*

**Ruth:** I can't stand it, except that I do like Ewan McGregor.

**Todd:** That's right. That's right. You said that before. OK, yeah cool, well, just go home and work really hard and try to come back.

**Ruth:** I'll do as much as I can.

**Todd:** OK, see you then.

**Ruth:** Alright. See you later. Thanks for the invitation.

**Activity 6.** Work with a partner. One of you (student B) will choose a card with a film. The other one (student A) has to find out which film it is by asking the other the questions in the card below. Be careful with rising and falling intonation.

### **STUDENT A**

What kind of film is it?  
Who is it directed by?  
Who is in it (actors)?  
When was it made?  
Was it made in America?  
What's it about?  
Is it a new film or an old one?  
The protagonist is a woman/man/non-human (choose), isn't it?  
Do you think I would like it? Why?

This page will be used in the following lesson.

## STUDENT B

### *The Jungle Book (1967)*

**Kind of film:** animated film

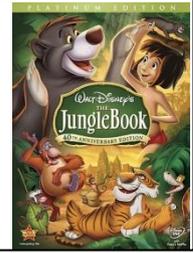
**Nationality:** real story :Indian ; film made in America

**Directed by:** Wolfgang Reitherman

**Cast:** Neither of you know them

**Plot:** Just say there is a boy living in the wild

**Your expectations about your friend's opinion on the film:** free answer



### *Across the Universe (2007)*

**Kind of film:** musical romantic drama

**Nationality:** American

**Directed by:** Julie Taymor

**Cast:** Jim Sturgess, Evan Rachel Wood, Joe Anderson and T.V. Carpio

**Plot:** Musical based on The Beatles songbook. Set in the 60s England, America, and Vietnam. The love story of Lucy and Jude is intertwined with the anti-war movement and social protests of the 60s.

**Your expectations about your friend's opinion on the film:** Free answer



### *Amélie (2001)*

**Kind of film:** romantic comedy

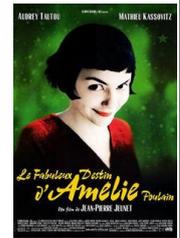
**Nationality:** French

**Directed by:** Jean-Pierre Jeunet

**Cast:** Audrey Tautou, Mathieu Kassovitz, Yolande Moreau

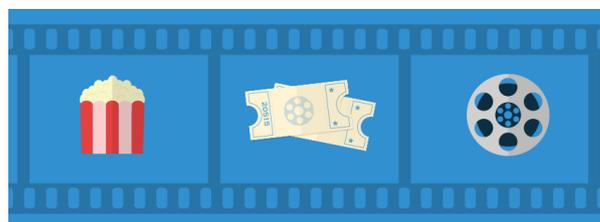
**Plot:** A shy waitress who decides to change the lives of those around her for the better, while struggling with her own isolation.

**Your expectations about your friend's opinion on the film:** Free answer



**Activity 7. POST-TASK.** Because you and your other three partners want to go to the cinema but nobody seemed to like the proposal you wrote on Facebook, you all have looked for information about more films which are being projected in your town's cinema at the moment.

- A)** First, all the students who looked for information on the same film will create a group of experts and talk about what they've found on the Internet about that film as well as on a series of comments and reviews from a website.
- B)** Secondly, each student will go back to their "home group" in order to choose which film they want to see at the cinema, what time they want to go, etc. Remember to use questions in order to elicit information or opinion as well as to suggest ideas. Be careful with the rising and falling intonation, as well as with -ed endings pronunciation. Once you reach an agreement, the secretary of the group (assigned by the teacher) will let the whole class know the film your group has chosen and the reasons why you have chosen it.



## Lesson 4

|                                       |                                                            |
|---------------------------------------|------------------------------------------------------------|
| <b>Unit of work:</b> Cinema and films | <b>Title of the lesson:</b> Making plans: watching a movie |
| <b>Grade:</b> 4 <sup>th</sup> ESO     | <b>Number of students:</b> 21                              |
| <b>Timing:</b> 55'                    |                                                            |

### **LEARNING OBJECTIVES:**

- To use rising or falling intonation in questions in order to ask for confirmation or ask for new information.
- To use different types of interrogative sentences in order to ask for information and opinions as well as to make suggestions.
- To practise the use of the passive voice in order to describe different aspects of films.
- To exchange opinions about different films offered in a cinema so as to reach an agreement on the film they prefer most.
- To justify their choices and opinions about the film they want to see at the cinema.

**MATERIALS:** Handout including the different activities, Rotten Tomatoes reviews and film cards.

### **ACTIVITIES:**

#### **STAGE 1. Pre-speaking**

**Homework correction. (5'-7')** [T-S; S-S] At the beginning of the class, remind students of the homework activity they had to do for today's class, in which SS had to classify the questions from in a previous activity into different columns in a table, according to the type of question they were. Correct the activity by asking students to share their answers.

They also had to complete three rules. Tell them to compare their answers with a partner and then to share them with the class.

Later, make them notice the box below the activity, about rising and falling tone in wh-questions and yes-no questions, and go through it. \*

**\*note:** This is aimed especially at stronger students. Weaker students should not be required to pay attention to this extra rules (especially the exceptions) in their oral production.

**Activity 5. (10')** [T-S; S-S] Tell students to work in pairs. Remind them about the conversation between Todd and Ruth that they listened to in the previous session. Explain that, now, they are going to read the script for that conversation, in which questions have been highlighted. Students should read the dialog and indicate whether the questions had a rising or falling tone. When they have finished, play the audio so that SS can check their answers.

#### **STAGE II: While-Speaking**

**Activity 6. (10')** [T-S; S-S] In pairs, students will play a card game. A student will take the card with questions. The other student will take a card with the information of a film. The former

will have to ask different questions from the card to his or her partner in order to guess the title of the film. After that, they will switch roles. The winner will be the student who has got more cards.

Move around, monitoring the students and providing help when necessary.

### **STAGE III: Post-Speaking:**

**Activity 7. (20-25')** [T-S; S-S] SS will now engage in a jigsaw activity. First, tell them that, since they and their other three partners wanted to go to the cinema, but nobody seemed to like the proposal they wrote on Facebook, they have all looked for information about more films that are being projected at the cinema at the moment.

Ask students to form groups of four (since there are 21 students, there will be one group of five). This will be their “home group”. Then provide each member of the group with a different pair of the eight cards on films and their corresponding comments and reviews from Rotten Tomatoes.

- a) Tell SS to move from their home group and gather with the students who have the same cards and reviews. Ask them to discuss the information that they have found on the Internet about their films.
  
- b) Now, tell them to go back to their “home group”, in which each student will be an expert on his/her film. SS will now need to discuss with their new partners which film they want to see at the cinema, when, etc. Remind them that they can make use of the linguistic resources provided in class (passives, questions, related vocabulary) and tell them to be careful with rising and falling intonation when asking their mates for information or opinions, as well as with the pronunciation of –ed endings.  
Before SS start their discussions, assign a secretary in each group. Secretaries will be in charge, at the end of the activity, of sharing with the rest of the class the film that his/her group has chosen, as well as the reason why it has been chosen.

### **ASSESSMENT AND FEEDBACK:**

The teacher will monitor SS during the lesson and take note on their mistakes and performance. He/she will, however, postpone any correction or significant feedback until the end of the class.

The last minutes of the class will be spent providing SS with feedback on these aspects.

We start on this page, where we finished the previous day.

### USING QUESTIONS

**Activity 3.** Listen and decide whether the following questions have a rising tone (↗), a falling tone (↘) or a rising and falling tone (↗↘). Later, check your answers.

Example: *Is your best friend coming to the cinema?* ↗

10. How often do you go to the cinema?
11. **Speaker A:** And tell me.... who will be starring in your next film?  
**Speaker B:** Hmm...I can't tell you now sorry, it's top secret at the moment!
12. Yesterday...did you go to the cinema or to the party?
13. Do you prefer to watch films at home or at the cinema?
14. **Customer:** Can I get a discount on these tickets for *The Avengers*?  
**Ticket clerk:** You're a student, aren't you?  
**Customer:** No, I'm not....  
**Ticket clerk:** Oh, I'm afraid you'll have to pay full price then.
15. You watched the whole saga of *The Lord of the Rings* yesterday! You have too much free time, don't you?
16. Has Leonardo DiCaprio won any Oscars?
17. **Speaker A:** *Star Wars* film is going to be released soon, isn't it?  
**Speaker B:** Yes, in December. I can't wait!
18. **Speaker A:** He has already downloaded a film which was released yesterday!  
**Speaker B:** Wow! He's a real hacker, isn't he?

**Activity 4. A)** Classify the previous questions in *Yes-No Questions, Wh-Questions, Alternative Questions* and *Question Tags*.

| Yes-No Questions | Wh-Questions | Alternative Questions | Question Tags                                   |                                                               |
|------------------|--------------|-----------------------|-------------------------------------------------|---------------------------------------------------------------|
|                  |              |                       | Speaker knows the answer (asking for agreement) | Speaker doesn't know the answer (asking for more information) |
|                  |              |                       |                                                 |                                                               |

**B)** Now complete the following statements:

- We use rise tone in \_\_\_\_\_
- We use falling tone in \_\_\_\_\_
- We use rising and falling tone in \_\_\_\_\_

-Because *wh-questions* are often used to find out information, they often, although not always, end with a falling tone

-Because *yes-no questions* are often used to make sure, they often, although not always, end with a rising tone.

**!** However, *wh-questions* can have a rising or fall-rising tone when they are making sure, and *yes-no questions* can have a falling tone when they are finding out.

*WHEN'S your birthday?* (rising tone) → a rising tone shows that I'm checking the date, it might be polite to suggest that I do know but have temporarily forgotten.

*Have you SEEN her recently?* (falling tone) → I don't know whether you have or not.

**Activity 5.** Together with a partner, read the script of the conversation in exercise 1 and try to remember whether the questions had a rising or falling tone. Later check the right answer.

**Todd:** Hey, Ruth, Akane and I were thinking of getting a movie tonight, and watching a movie.

**Ruth:** Oh, that sounds good.

**Todd:** So, **you wanna come over?**

**Ruth:** Really, I can't, actually. I've got to fill in some forms, tonight. I'm going to law school in September, so I've got to get some money together.

**Todd:** **You've got to get money together on Saturday night?**

**Ruth:** Well, I did actually try to do my forms today but I didn't manage to get anything done, so now I have to do it on Saturday night.

**Todd:** Yeah, but tomorrow is Sunday. Just do it tomorrow.

**Ruth:** Yeah, but I'm going to church tomorrow and so I'd rather get some done tonight.

**Todd:** Well, **how long are you going to work?**

**Ruth:** Tonight! Um, I'll probably do a couple of hours. Maybe I can come up and watch the end.

**Todd:** OK, well, **what time do you think you'd be able to come up?** Cause we can just do different stuff. You know Akane, she's always cleaning. I'm sure she'd love to go back and scrub her apartment or something.

**Ruth:** Well, **how about 10 o'clock? What are you doing at 10?**

**Todd:** Ah, 10 would be good, if I'm still awake.

**Ruth:** **Will you be too tired?**

**Todd:** No, no, that's good. It's Saturday. No problem.

**Ruth:** **Really?**

**Todd:** Yeah, yeah! Do it. Um, we were thinking of getting *Shrek 2*.

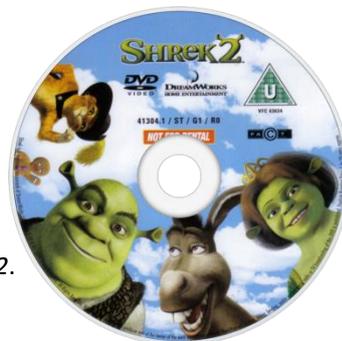
**Ruth:** Oh, wow! I really like *Shrek 2*.

**Todd:** OK, cool.

**Ruth:** I really like it.

**Todd:** I wanted to watch *Star Wars* but she said "no".

**Ruth:** Oh, I'm glad she said "no".



**Todd:** *You don't like Star Wars?*

**Ruth:** I can't stand it, except that I do like Ewan McGregor.

**Todd:** That's right. That's right. You said that before. OK, yeah cool, well, just go home and work really hard and try to come back.

**Ruth:** I'll do as much as I can.

**Todd:** OK, see you then.

**Ruth:** Alright. See you later. Thanks for the invitation.

**Activity 6.** Work with a partner. One of you (student B) will choose a card with a film. The other one (student A) has to find out which film it is by asking the other the questions in the card below. Be careful with rising and falling intonation.

**STUDENT A**

What kind of film is it?  
Who is it directed by?  
Who is in it (actors)?  
When was it made?  
Was it made in America?  
What's it about?  
Is it a new film or an old one?  
The protagonist is a woman/man/non-human (choose), isn't it?  
Do you think I would like it? Why?

## STUDENT B

### *The Jungle Book (1967)*

**Kind of film:** animated film

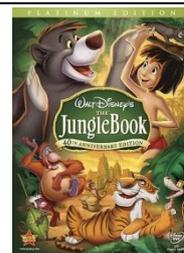
**Nationality:** real story :Indian ; film made in America

**Directed by:** Wolfgang Reitherman

**Cast:** Neither of you know them

**Plot:** Just say there is a boy living in the wild

**Your expectations about your friend's opinion on the film:** free answer



### *Across the Universe (2007)*

**Kind of film:** musical romantic drama

**Nationality:** American

**Directed by:** Julie Taymor

**Cast:** Jim Sturgess, Evan Rachel Wood, Joe Anderson and T.V. Carpio

**Plot:** Musical based on The Beatles songbook. Set in the 60s England, America, and Vietnam. The love story of Lucy and Jude is intertwined with the anti-war movement and social protests of the 60s.

**Your expectations about your friend's opinion on the film:** Free answer



### *Amélie (2001)*

**Kind of film:** romantic comedy

**Nationality:** French

**Directed by:** Jean-Pierre Jeunet

**Cast:** Audrey Tautou, Mathieu Kassovitz, Yolande Moreau

**Plot:** A shy waitress who decides to change the lives of those around her for the better, while struggling with her own isolation.

**Your expectations about your friend's opinion on the film:** Free answer



**Activity 7. POST-TASK.** Because you and your other three partners want to go to the cinema but nobody seemed to like the proposal you wrote on Facebook, you all have looked for information about more films which are being projected in your town's cinema at the moment.

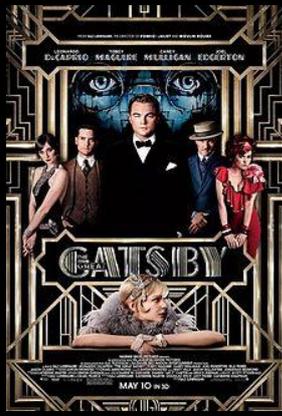
- A) First, all the students who looked for information on the same film will create a group of experts and talk about what they've found on the Internet about that film as well as on a series of comments and reviews from a website.
- B) Secondly, each student will go back to their "home group" in order to choose which film they want to see at the cinema, what time they want to go, etc. Remember to use questions in order to elicit information or opinion as well as to suggest ideas. Be careful with the rising and falling intonation, as well as with -ed endings pronunciation. Once you reach an agreement, the secretary of the group (assigned by the teacher) will let the whole class know the film your group has chosen and the reasons why you have chosen it.



|                                                                                                                                                                                                                             |                                                                                                                                                    |                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                            | <b>THE HUNGER GAMES</b>                                                                                                                            |                                                                                                                                                                                                            |
|                                                                                                                                                                                                                             | <p><b>Genre:</b> <u>science-fiction dystopian</u><br/><u>adventure</u></p> <p><b>Running time:</b> 142 minutes</p> <p><b>Language:</b> English</p> | <p><b>Directed by:</b> Gary Ross</p> <p><b>Cast members:</b> Jennifer Lawrence, Josh Hutcherson, Liam Hemsworth, woody Harrelson, Elizabeth Banks, Lenny Kravtiz, Stanley Tucci, Donald Sutherland....</p> |
| <p>Katniss Everdeen voluntarily takes her younger sister's place in the Hunger Games, a televised fight to the death in which two teenagers from each of the twelve Districts of Panem are chosen at random to compete.</p> |                                                                                                                                                    |                                                                                                                                                                                                            |
| <p>Monday: 16:30, 19:30</p> <p>Wednesday: 16:30, 19:30</p> <p>Friday: 16:45, 19:45, 21:30</p>                                                                                                                               |                                                                                                                                                    |                                                                                                                                                                                                            |

|                                                                                                                                                                                                                      |                                                                                                                                                                                  |                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                   | <b>ALICE IN WONDERLAND</b>                                                                                                                                                       |                                                                                                                                                                                          |
|                                                                                                                                                                                                                      | <p><b>Genre:</b> Fantasy, adventure</p> <p><b>Running time:</b> 108 minutes</p> <p><b>Language:</b> - English<br/>- English (with English subtitles for the hard of hearing)</p> | <p><b>Directed by:</b> Tim Burton</p> <p><b>Cast members:</b> Mia Wasikiwska, Johnny Depp, Helena Bohman Carter and Anne Hathaway.</p> <p>1 Academy award (Oscar)<br/>2 BAFTA awards</p> |
| <p>Nineteen-year-old Alice returns to Underland, the magical world from her childhood adventure, where she reunites with her old friends and learns of her true destiny: to end the Red Queen's reign of terror.</p> |                                                                                                                                                                                  |                                                                                                                                                                                          |
| <p>Monday: 16:30, 18:00</p> <p>Thursday: 16:30, 18:00</p> <p>Saturday: 17:00, 18:30</p>                                                                                                                              |                                                                                                                                                                                  |                                                                                                                                                                                          |

|                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                         |                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                          | <b>THE AVENGERS</b>                                                                                                     |                                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Genre:</b> adventure, science fiction</p> <p><b>Running time:</b> 113 minutes</p> <p><b>Language:</b> English</p> | <p><b>Directed by:</b> Josh Weddon</p> <p><b>Cast members:</b> Robert Downey Jr., Chris Evans, Mark Ruffalo, Chris Hemsworth, Scarlett Johansson, Jeremy Renner, Tom Hiddleston, Clark Gregg, Cobie Smulders, Samuel L. Jackson, Gwyneth Paltrow</p> |
| <p>Nick Fury is director of S.H.I.E.L.D, an international peace keeping agency. The agency is a who's who of Marvel Super Heroes, with Iron Man, The Incredible Hulk, Thor, Captain America, Hawkeye and Black Widow. When global security is threatened by Loki (Thor's brother) and his cohorts, Nick Fury and his team will need all their powers to save the world from disaster.</p> |                                                                                                                         |                                                                                                                                                                                                                                                      |
| <p>Tuesday: 16:30, 18:30</p> <p>Friday: 17:00, 19:30, 21:30</p> <p>Saturday: 17:00, 19:30, 21:30</p>                                                                                                                                                                                                                                                                                      |                                                                                                                         |                                                                                                                                                                                                                                                      |

|                                                                                                                                                                                                                                                                                                                      |                                                                                                             |                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                   | <b>THE GREAT GATSBY</b>                                                                                     |                                                                                                                                                                                            |
|                                                                                                                                                                                                                                                                                                                      | <p><b>Genre:</b> romantic drama</p> <p><b>Running time:</b> 142 minutes</p> <p><b>Language:</b> English</p> | <p><b>Directed by:</b> Baz Luhrmann</p> <p><b>Cast members:</b> Leonardo DiCaprio, Toby McGuire, Carey Mulligan, Joel Edgerton,...</p> <p>1 Academy Award (Oscar)</p> <p>1 BAFTA Award</p> |
| <p>An adaptation of F. Scott Fitzgerald's Long Island-set novel, where Midwesterner Nick Carraway is lured into the extravagant world of his neighbour, Jay Gatsby. Soon enough, however, Carraway will see through the cracks of Gatsby's nouveau riche existence, where obsession, madness, and tragedy await.</p> |                                                                                                             |                                                                                                                                                                                            |
| <p>Tuesday: 17:30, 18:45</p> <p>Thursday: 17:30, 18:45</p> <p>Saturday: 17:45, 19:30, 22:00</p> <p>Sunday: 17:45, 19:30, 22:00</p>                                                                                                                                                                                   |                                                                                                             |                                                                                                                                                                                            |

|  | THE OTHERS                                                                                          |                                                                                                                                                                           |
|--|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>Genre:</b> Horror</p> <p><i>Running time: 104 minutes</i></p> <p><b>Language:</b> English</p> | <p><b>Directed by:</b> Alejandro Amenábar</p> <p><b>Cast members:</b> Nicole Kidman, Fionnula Flanagan, Christopher Ecclestone, Elaine Caissady.</p> <p>8 Goya awards</p> |

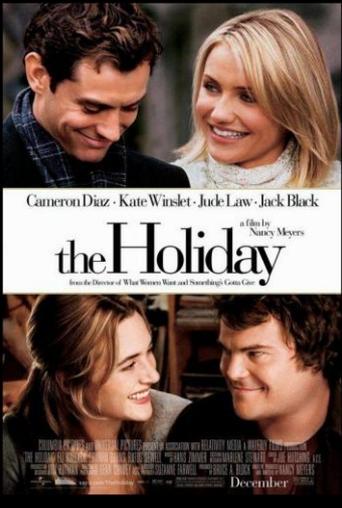
A woman who lives in a darkened old house with her two photosensitive children becomes convinced that her family home is haunted.

Monday: 17:45, 19:45  
 Wednesday: 17:45, 19:45  
 Friday: 17:45, 19:45, 22:00  
 Saturday: 17:45, 19:30, 22:15

|  | GLADIATOR                                                                                                                                                                                  |                                                                                                                                                                                                                   |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>Genre:</b> historical, action, drama</p> <p><i>Running time: 155 minutes</i></p> <p><b>Language:</b> - English</p> <p>- English (with English subtitles for the hard of hearing)</p> | <p><b>Directed by:</b> Ridley Scott</p> <p><b>Cast members:</b> Russel Crowe, Joaquin Phoenix and Connie Nielsen.</p> <p>5 Academy Awards (Oscars)<br/>       4 BAFTA Awards<br/>       2 Golden Globe Awards</p> |

When a Roman general is betrayed and his family is murdered by an emperor's corrupt son, he comes to Rome as a gladiator to seek revenge.

Monday: 17:30, 19:45  
 Thursday: 17:30, 19:45  
 Friday: 17:30, 19:30, 22:00  
 Sunday: 17:00, 19:00, 21:30

|                                                                                   |                                                                                               |                                                                                                                          |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
|  | <b>THE HOLIDAY</b>                                                                            |                                                                                                                          |
|                                                                                   | <b>Genre:</b> romantic comedy<br><b>Running time:</b> 136 minutes<br><b>Language:</b> English | <b>Directed by:</b> Nancy Meyers<br><b>Cast members:</b> Kate Winslet, Cameron Diaz, Jude Law, Jack Black, Elli Wallach. |

Iris is in love with a man who is about to marry another woman. Across the globe, Amanda realizes the man she lives with has been unfaithful. Two women who have never met and live 6000 miles apart, find themselves in the exact same place. They meet online at a home exchange website and impulsively switch homes for the holiday. Iris moves into Amanda's L.A. house in sunny California as Amanda arrives in the snow covered English countryside. Shortly after arriving at their destinations, both women find the last thing either wants or expects: a new romance.

Tuesday: 18:30, 20:30

Friday: 18:30, 20:30, 21:30

Saturday: 18:45, 20:45, 22:00

|  |                                                                                                                                        |                                                                                                                                                                     |
|--|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>RANGO</b>                                                                                                                           |                                                                                                                                                                     |
|  | <b>Genre:</b> <u>computer-animated</u><br><u>action comedy western</u><br><b>Running time:</b> 107 minutes<br><b>Language:</b> English | <b>Directed by:</b> Gore Verbinsky<br><b>Cast members:</b> Johnny Depp, Isla Fisher, Abigail Breslin, Bill Nighy...<br><br>1 Academy Award (Oscar)<br>1 BAFTA Award |

Rango is an ordinary chameleon who accidentally winds up in the town of Dirt, a lawless outpost in the Wild West in desperate need of a new sheriff.

Monday: 17:30, 20:00

Thursday: 17:30, 20:00

Friday: 17:30, 20:00, 22:00

Saturday: 17:00, 19:00, 21:30

IN THEATERS DVD & STREAMING TV SHOWS

TOP RENTALS

- 61% The Hobbit: The Battle of the Fi...
- 72% Interstellar
- 73% American Sniper
- 71% Into the Woods
- 89% The Imitation Game
- 71% Penguins Of Madagascar
- 9% Taken 3
- 28% Exodus: Gods and Kings
- 25% Fifty Shades of Grey
- 99% Selma
- 90% Wild

RANGO (2011)



TOMATOMETER

**87%**

Average Rating: 7.6/10  
Reviews Counted: 213  
Fresh: 186  
Rotten: 27

All Critics | Top Critics



Critics Consensus: Rango is a smart, giddily creative burst of beautifully animated entertainment, and Johnny Depp gives a colorful vocal performance as a household pet in an unfamiliar world.

AUDIENCE SCORE

**69%**

Average Rating: 3.6/5  
User Ratings: 117,955

TRAILER



PHOTOS



John M

★ Super Reviewer

★★★★★

March 23, 2011

Great fun amazing animation especially on blu ray. Loved the shout out to Fear and Loathing in Las Vegas early on. A fun strange trip of a movie that had me just gleefully going along. Good times.



MeetMeinMontauk

★ Super Reviewer

★★★★½

May 7, 2012

I'm not sure whether to be confused, impressed or downright awed.



Dean !

★ Super Reviewer

★★★★

December 2, 2010

A good animation with some slick visuals and decent humour. Just seen how good the voice cast line up os, not recognizing most of them. It has nice little in joke to one or two of Depp's other films and westerns in general. Just thought the actual story was about as basic as it could be, still an entertaining watch though.



Scott G

★ Super Reviewer

★★★★★

March 24, 2012

A quirky comedy with the voice of Depp lingers in the air, the film is a perfect happy ending flick for damn near anyone.



Albert K

★ Super Reviewer

★★★★

October 24, 2011

Visuals are possibly the best I've seen from an animated movie. Unfortunately, Rango suffers from a very uninteresting character, plot, and setting. Doesn't bring enough to make it a very enjoyable experience.



DreamExtractor

★ Super Reviewer

★★★★½

February 25, 2011

Rango is one of the best looking animated films in recent history. Rango is about a lizard who dreams of being an actor, and when he wanders into a town in the deser where he may be able to start a new life pretending to be a hero named Rango. Rango is a fun, interesting, funny movie. It works so well and its rare we find such a good movie anymore, espically animated. The plot was surprisingly great, very reeling and cool. Johnny Depp was great, lets him really let loose. Go see Rango, youll like it, as for me I loved it.



cosmo313

★ Super Reviewer

★★★★★

December 1, 2010

Gore Verbinski and ILM make their animated feature debut here, and the results are spectacular. The story concerns a quirky pet chameleon who is going through an identity crisis. After accidentally being stranded in the middle of the Mojave Desert, he finds himself in the water starved town of Dirt where he takes up the name Rango and sets out on a journey to bring and end to his identity crisis as well as to figure out what happened to the town's water.

The film is primarily a wacky, sometimes very surreal tribute to westerns (namely hose of the spaghetti variety) but it also becomes a legitimate entry into the genre. It's an imaginative, visually stunning piece of work that is funny, inspired, and very, very entertaining.

November 29, 2010

★★★★★

★ Super Reviewer

Thomas J



This is an animated movie that feel is targeted to adults and I enjoyed that! The character Rango (Johnny Depp) is so endearing... it is hard not to like and root for him!

August 16, 2011

★★★★★

★ Super Reviewer

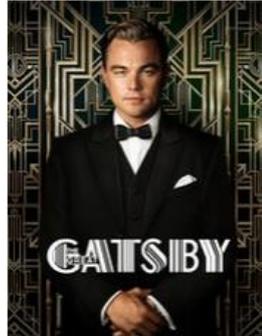
sergioogarcia



As good classic western's fan what can I tell you. Very funny movie with great cameos, quotes and fantastic animation. I loved the characters! So good developed from the animation point of view as per the acting voices. The Spirit of the West scene is 10 out 10 stars. My son fell asleep and is not weird because many gags and plot are aiming on teens and adults that have seen some western movies. I like it a lot.

| IN THEATERS        | DVD & STREAMING                     | TV SHOWS |
|--------------------|-------------------------------------|----------|
| <b>TOP RENTALS</b> |                                     |          |
| 61%                | The Hobbit: The Battle of the Fi... |          |
| 72%                | Interstellar                        |          |
| 73%                | American Sniper                     |          |
| 71%                | Into the Woods                      |          |
| 89%                | The Imitation Game                  |          |
| 71%                | Penguins Of Madagascar              |          |
| 9%                 | Taken 3                             |          |
| 28%                | Exodus: Gods and Kings              |          |
| 25%                | Fifty Shades of Grey                |          |

## THE GREAT GATSBY (2013)



|                                                                                                       |                                                                                                                                                                                                                                                                     |                                                                                         |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>TOMATOMETER</b><br><br>Average Rating: 5.8/10<br>Reviews Counted: 257<br>Fresh: 124<br>Rotten: 133 | <b>All Critics</b>   Top Critics<br><br>Critics Consensus: While certainly ambitious -- and every bit as visually dazzling as one might expect -- Baz Luhrmann's The Great Gatsby emphasizes visual splendor at the expense of its source material's vibrant heart. | <b>AUDIENCE SCORE</b><br><br>liked it<br>Average Rating: 3.7/5<br>User Ratings: 206,590 |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|

TRAILER

PHOTOS



**MANUGINO** Super Reviewer

★★★★½

June 18, 2011

...that's the best thing a girl can be in this world, a beautiful little fool.

Great Film!!! The film itself, as a film, was awesome! The visuals and soundtrack were captivating and lavish. The acting was great overall, as you can trust these actors to deliver. Baz Luhrmann's "The Great Gatsby," is fairly accurate to the classic novel and keeps most of its themes intact. However, Luhrmann's own flair adds a new dimension to the story. Visually this film is incredibly stunning. From grand sets to the detailed period dresses, this film is a treat for the eyes. Never once does it not take your breath away from its impressive scenery. Many people might be worried about the updated music, but there is nothing to fear. Jay-Z's track works incredible well with the film and complements the era in which it is set. The direction in this film is impeccable. The cinematography is marvelous and really lets the viewer absorb the sheer artistry that has gone into making this film. Luhrmann keeps a high level of energy throughout the film and the party sequences are choreographed and edited in a way that it makes you feel envious of not being apart of it. Editing in the film is seamless and really keeps the viewer engaged. A common criticism the film receives is that it is more style than substance, however, I must disagree. This modern interpretation doesn't forget its themes and morals from the classic F. Scott Fitzgerald tale. Overall, "The Great Gatsby" is a fantastically entertaining and enthralling film. It is horribly underrated as it is filled with awards worthy visuals, sets, costumes, direction, and performances. It is a great time at the movies for anyone that enjoys the classic novel or who haven't even heard of it. Not only is this film dramatically satisfying, but also quite humorous and a spectacle like no other. Go see it!

An adaptation of F. Scott Fitzgerald's Long Island-set novel, where Midwesterner Nick Carraway is lured into the lavish world of his neighbor, Jay Gatsby. Soon enough, however, Carraway will see through the cracks of Gatsby's nouveau riche existence, where obsession, madness, and tragedy await.



**Eugene B** Super Reviewer

★★★★

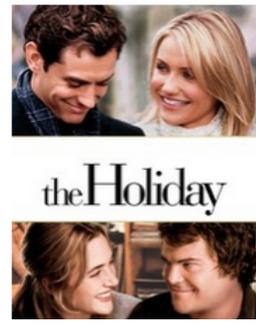
September 29, 2013

Baz Luhrmann's adaptation of the famed-F. Scott Fitzgerald-novel is a stylish, majestic and splendid presentation. Remarkable from every frame to every vibrant song, The Great Gatsby successfully illustrates the benevolent nature that its author envisioned and is a visual grandeur that is sure to strike the eyes of its audience. 4/5

IN THEATERS DVD & STREAMING TV SHOWS

- TOP RENTALS**
- 61% The Hobbit: The Battle of the Fl...
  - 72% Interstellar
  - 73% American Sniper
  - 71% Into the Woods
  - 89% The Imitation Game
  - 71% Penguins Of Madagascar
  - 9% Taken 3
  - 28% Exodus: Gods and Kings
  - 25% Fifty Shades of Grey

**THE HOLIDAY (2006)**



**TOMATOMETER** 47%  
 Average Rating: 5.5/10  
 Reviews Counted: 135  
 Fresh: 63  
 Rotten: 72

**AUDIENCE SCORE** 80%  
 liked it  
 Average Rating: 3.7/5  
 User Ratings: 506,108

**TRAILER** **PHOTOS**

**familiar s** ★ Super Reviewer ★ January 6, 2009  
 A slight different take on how 2 (heart) broke girls try to cope with the situation. Nevertheless, it's a below average romantic drama (not comedy).

**Nicki M** ★ Super Reviewer ★★★ January 4, 2008  
 As chick flicks go, it's not bad. The leading men are all pretty ugh, so it's nothing to leave you drooling over, but I liked Kate Winslet's Iris, and the nice story with her and the old man next door. The English town looks beautiful too, and her little cottage. The story gets a bit convenient right at the end and the logistics I can't even imagine, but it's all happy music and fade out by then, so I don't expect we are expected to think how the hell these relationships would ever work out. Nice little story and a few laughs. Cameron Diaz is good also, although I didn't love her character.

**Adam K** ★ Super Reviewer ★★★ April 12, 2012  
 Despite initial reservations about any romantic comedy, especially one comprising Kate Winslet and Cameron Diaz, I was pleasantly and gladly surprised by this light humoured, touching film, directed and written by Nancy Meyer.

Telling the story of two women who swap houses, one in Britain, one in the US, to escape love and men, they eventually find themselves falling in love with those closet to the woman's house they are living in.

The plot itself is simple. So simple, that any average filmgoer will work out the ending before they have finished reading the blurb on the back of the DVD case. But despite this, "The Holiday" combines a touching, and although the phrase is perhaps the most over-used and

The script is nothing clever, and the camera work is average. The acting is as expected and the humour silly and a times embarrassing for the viewer. Despite all this, throughout the film, you feel yourself slowing growing more attached to the characters, even though, in my personal case, I didn't want to.

Jack Black is perhaps the funniest of the four. His good acting skills are often forgotten amongst his other starring roles as pandas, but his chemistry with Kate Winslet is excellent, and although he plays himself, as always he plays it very well.

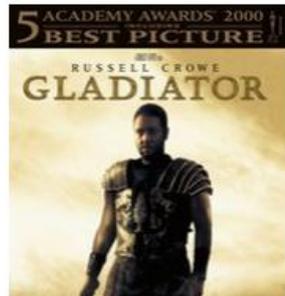
**KJ P** ★ Super Reviewer ★★★★ February 4, 2010  
 A charming, funny, and heartwarming Holiday film about two completely opposite people who want to get away from themselves and end up finding what they were never truly in pursuit for. With a talented cast and an actually believable storyline, The Holiday is a truly great film. There are very few great new age christmas movies, which is why this is one of my favourites of this decade. The Holiday rocks!

**IN THEATERS** **DVD & STREAMING** **TV SHOWS**

**TOP RENTALS**

- 61% [The Hobbit: The Battle of the Fi...](#)
- 72% [Interstellar](#)
- 73% [American Sniper](#)
- 71% [Into the Woods](#)
- 89% [The Imitation Game](#)
- 71% [Penguins Of Madagascar](#)
- 9% [Taken 3](#)
- 28% [28](#)
- [7c](#)

**GLADIATOR (2000)**



**TOMATOMETER**

**76%**

Average Rating: 7.2/10  
Reviews Counted: 184  
Fresh: 140  
Rotten: 44

**All Critics | Top Critics**



Critics Consensus: Ridley Scott and an excellent cast successfully convey the intensity of Roman gladiatorial combat as well as the political intrigue brewing beneath.

**AUDIENCE SCORE**

**87%**

liked it  
Average Rating: 3.8/5  
User Ratings: 34,123,374

- Drew S** ★ Super Reviewer ★★★★½ January 10, 2007

Exciting action and solid acting (come back, Joaquin!), but undoes itself by simplifying things far more than it needs to. What could have been a rich exploration of morality, jealousy and power is whittled down to a tedious duel between good versus evil by the final act. Satisfying in the moment, but there isn't too much to chew on afterwards.
- Kase V** ★ Super Reviewer ★★★★ April 20, 2011

Ridley Scott's 'Gladiator' has a lot to show for in terms of entertainment. Scott's usual affection towards brutal action is in effect, as is another strong performance from Russell Crowe. With beautiful cinematography and gifted storytelling, Gladiator stands as a film to revel in. As long as you can handle large pacing issues and some boring dialogue, you'll have to admire its composure as an action film.
- Dylan M** ★★★★½ November 13, 2011

Well directed and scripted, Ridley Scott displays an excellent film in which Gladiator is entertaining and saddening at times. Its charisma throughout the whole movie should leave you very impressed.
- Jeff J** ★★★★ April 27, 2015

It is one of my more favorite period drama piece, though most of it is fictional. I'm a pretty harsh rater, so don't get me wrong. Four stars is as high as I will give a movie unless it stuns me. This movie is excellent, but it didn't stun me. Story was generic, cliché, but it was carried out well and the action scenes moved the movie well. Only thing that bothered me through the whole film was the constant use of "sire." Come on now, don't need to be a history buff to know ancient Romans do not call the caesar "sire."
- Eric M** ★★★★★ April 19, 2015

all-time favorite movie. if you havent seen it, see it. it's just a well-rounded movie. honestly, there isnt much more to say.
- James O.** ★★★★ April 11, 2015

Good choreography, compelling characters, strong and emotional themes.
- Matthew G** ★★ November 1, 2008

one of the weakest winners for best picture in history
- zach l.** ★ Super Reviewer ★★★★½ October 13, 2011

Gladiator is an epic all in itself. It does what most movies try to do and succeeds beyond expectations. This movie combines a great story, a little bit of history, great performances by Russell Crowe and Joaquin Phoenix and a powerful and unforgettable score by Hans Zimmer. I can only say one word. Amazing!
- Kristijonas F** ★ Super Reviewer ★★★★ September 29, 2007

Gladiator is a violent and satisfying plunge into the lore of ancient Rome, and offers plenty of thrills and visual panache - and a great Russell Crowe performance to boot.

- | IN THEATERS        | DVD & STREAMING                     | TV SHOWS |
|--------------------|-------------------------------------|----------|
| <b>TOP RENTALS</b> |                                     |          |
| 61%                | The Hobbit: The Battle of the Fi... |          |
| 72%                | Interstellar                        |          |
| 73%                | American Sniper                     |          |
| 71%                | Into the Woods                      |          |
| 89%                | The Imitation Game                  |          |
| 71%                | Penguins Of Madagascar              |          |
| 9%                 | Taken 3                             |          |
| 28%                | Exodus: Gods and Kings              |          |
| 25%                | Fifty Shades of Grey                |          |
| 99%                | Selma                               |          |
| 90%                | Wild                                |          |

## THE HUNGER GAMES (2012)



|                                                                                                                    |                                                                                                                                                                                                 |                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>TOMATOMETER</b><br><br><b>84%</b><br>Average Rating: 7.2/10<br>Reviews Counted: 276<br>Fresh: 232<br>Rotten: 44 | <b>All Critics   Top Critics</b><br><br>Critics Consensus: Thrilling and superbly acted, The Hunger Games captures the dramatic violence, raw emotion, and ambitious scope of its source novel. | <b>AUDIENCE SCORE</b><br><br><b>81%</b><br>liked it<br>Average Rating: 4.1/5<br>User Ratings: 896,824 |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|



- |                                                                                                                                                                                                                                                                                                                                                                              |                                     |       |                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------|--------------------|
|                                                                                                                                                                                                                                                                                                                                                                              | <b>Carlos M</b> ★ Super Reviewer    | ★★★★★ | March 21, 2012     |
| The dystopic universe could have been more well explored, while the shaky camera in the action scenes makes it a bit hard to follow what is happening on screen. Still, this is an exhilarating movie that benefits a lot from charismatic characters and great performances.                                                                                                |                                     |       |                    |
|                                                                                                                                                                                                                                                                                                                                                                              | <b>Edward B</b> ★ Super Reviewer    | ★★★★★ | March 26, 2012     |
| The Hunger Games captures the political and social undertones of Suzanne Collins' brilliant novel while refusing to exploit the idea of kids being trapped in an arena to fight to the death. It is a great science fiction picture because of its pacing, ensemble cast, and portrayal of a nation that governs its people through fear and fascism.                        |                                     |       |                    |
|                                                                                                                                                                                                                                                                                                                                                                              | <b>Christian C</b> ★ Super Reviewer | ★★★★★ | October 19, 2012   |
| The film is wanting if you read the book recently. But for a movie adaptation, it's close to the book. Jennifer Lawrence does a fantastic job. Woody Harelson was probably the wrong choice for Haymitch, however. And who knew Lenny Kravitz could act! Bravo, Lenny!                                                                                                       |                                     |       |                    |
|                                                                                                                                                                                                                                                                                                                                                                              | <b>Nicki M</b> ★ Super Reviewer     | ★★★★★ | May 7, 2012        |
| Didn't actually expect to like this one. Was pleasantly surprised. Horrible storyline about poor kids and teens being forced to battle to the death for the entertainment of rich people, but makes for enthralling viewing. Beautifully filmed and Jennifer Lawrence is fantastic. Definitely have to check out the next films and probably the books too.                  |                                     |       |                    |
|                                                                                                                                                                                                                                                                                                                                                                              | <b>Dean K</b> ★ Super Reviewer      | ★★★★  | September 10, 2011 |
| I haven't read the book so I can't compare to that. It's a well made film with a big production and talented cast. Tiny bit surprised at being a 12a rating, it's basically teenagers fighting to the death by killing each other off! Also a theme similar to many films, Running Man, Battle Royal, The Condemned. So not that original but decent enough to check it out. |                                     |       |                    |

- | IN THEATERS        | DVD & STREAMING                     | TV SHOWS |
|--------------------|-------------------------------------|----------|
| <b>TOP RENTALS</b> |                                     |          |
| 61%                | The Hobbit: The Battle of the Fi... |          |
| 72%                | Interstellar                        |          |
| 73%                | American Sniper                     |          |
| 71%                | Into the Woods                      |          |
| 89%                | The Imitation Game                  |          |
| 71%                | Penguins Of Madagascar              |          |
| 9%                 | Taken 3                             |          |
| 28%                | Exodus: Gods and Kings              |          |
| 25%                | Fifty Shades of Grey                |          |
| 99%                | Selma                               |          |
| 90%                | Wild                                |          |

## ALICE IN WONDERLAND (2010)



|                                                                                                                                                          |                                  |                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------|
| <b>TOMATOMETER</b><br><br>Average Rating: 5.7/10<br>Reviews Counted: 263<br>Fresh: 135<br>Rotten: 128                                                    | <b>All Critics</b>   Top Critics | <b>AUDIENCE SCORE</b><br><br><b>55%</b><br>liked it |
| Critics Consensus: Tim Burton's Alice sacrifices the book's minimal narrative coherence -- and much of its heart -- but it's an undeniable visual treat. |                                  | Average Rating: 3.5/5<br>User Ratings: 477,573      |

TRAILER



PHOTOS



**Lanning :**

Super Reviewer

★★

August 13, 2013

Happy to say I didn't waste any precious time reading the book. This one is worse than I thought it would be. It's not even a good love story. Still, two stars for Jennifer Lawrence.



**murphmann93**

Super Reviewer

★★★★½

June 23, 2011

It was ok, but that's about it. I got bored after a while and was suprised it was only an hour and 49 minutes long. It seemed much longer and dragged on far too long than it should have. Average.



**Michael E**

★½

June 30, 2011

Relying way too much on special effects and less on clever characters, development, and fun. It's a film too focused on looks than it is on wit or character development



**anna r.**

★★★★½

April 1, 2015

I loved watching this in 2010 and i still do. it was beautiful and good story. personally one of my favorite Tim Burton Films.



**Rebekah H**

★★★★★

March 3, 2015

This movie is creepy, fun, and brilliant all at the same time. Its perfect for anyone who wants to watch a fun movie; it puts a spin on the classic tale of Alice in wonderland.



**Darrin C**

★★★★★

February 26, 2015

Not as great as hyped, but certainly watchable. Depp does what he does best which is stealing the show from everyone which I can't complain about. It was entertaining, but only to see Mr Depp.



**Keira Momo F**

★★★★★

June 15, 2014

A great movie by Tim Burton based on the book Alice in Wonderland.



**John M**

★ Super  
Reviewer

★★★★½

March 5, 2010

Classic Tim Burton with great acting. Everyone in this movie looked like they were having so much fun doing it and it showed. We saw this in Digital 3d and to be honest the 3d may not even have been needed. It looks like digital screening of this would suffice. It would be a wonderful visual feast.



**Red L**

★ Super  
Reviewer

★★★★½

September 2, 2012

I liked the plot. The movie made more sense than Lewis Carroll's book. I didn't mind the computer graphics or the acting.



**Rachel F**

★★

October 30, 2011

Although the visual effects are breathtaking, the plot plucks out characters from the original book and places them out of their elements.

| IN THEATERS        | DVD & STREAMING                     | TV SHOWS |
|--------------------|-------------------------------------|----------|
| <b>TOP RENTALS</b> |                                     |          |
| 61%                | The Hobbit: The Battle of the Fi... |          |
| 72%                | Interstellar                        |          |
| 73%                | American Sniper                     |          |
| 71%                | Into the Woods                      |          |
| 89%                | The Imitation Game                  |          |
| 71%                | Penguins Of Madagascar              |          |
| 9%                 | Taken 3                             |          |
| 28%                | Exodus: Gods and Kings              |          |
| 25%                | Fifty Shades of Grey                |          |
| 99%                | Selma                               |          |
| 90%                | Wild                                |          |

## MARVEL'S THE AVENGERS (2012)



**TOMATOMETER** ?

**92%**

Average Rating: 8/10  
Reviews Counted: 312  
Fresh: 286  
Rotten: 26

All Critics | Top Critics



Critics Consensus: With a script that never forgets its heroes' humanity and no shortage of superpowered set pieces, The Avengers lives up to its hype -- and raises the bar for Marvel at the movies.

**AUDIENCE SCORE** ?

**91%**

Average Rating: 4.4/5  
User Ratings: 1,122,196

TRAILER



PHOTOS



**thmtsang** ★ Super Reviewer

★★★★★

July 3, 2010

Fab superhero movie. They are brought together to defend the earth from evil forces. I like Captain America and Ironman. The hulk is much more realistic looking than previous movies. Scarlett Johansson makes a great agent.



**Red L** ★ Super Reviewer

★★★½

June 23, 2013

The Avengers is a for the control of earth between aliens and the team of Marvel heroes. The plot is somewhat predictable with only a few twists, but there is a lot of action. I suppose people will watch it with so many A-list actors in it.



**Sanjay R** ★ Super Reviewer

★★★★½

May 5, 2012

I usually don't like action/superhero movies because of the cliches and unimaginative endings to battles, which this movie has. However, this film rises above all other action movies. The way the narrative balances all of these superheroes and mixes great action with great comedy is sublime. It is a very well acted, written and directed film.



**Christian C** ★ Super Reviewer

★★★★½

October 27, 2012

Pleasant experience. Coherent story (which is no guaranty in a comic book based movie!). Fabulous special effect (which IS a guarantee in a comic book based movie). Definitely worth seeing.



**Rob K**

★★★★★

May 7, 2012

The greatest superhero-movie ever.



**Dylan M**

★★★★½

May 30, 2012

The movie we were all waiting for finally hit the big screen. The Avengers put its best heroes together to make one great movie. Its action level i felt was dismal but still had great scenes towards the end.



**Gabriel G**

★★★★★

May 2, 2015

It will certainly be a classic not only marvel, but also the genre of superheroes. truth, Joss Whedon manager did an excellent job in this film.

IN THEATERS DVD & STREAMING TV SHOWS

TOP RENTALS

- 61% The Hobbit: The Battle of the Fi...
- 72% Interstellar
- 73% American Sniper
- 71% Into the Woods
- 89% The Imitation Game
- 71% Penguins Of Madagascar
- 9% Taken 3
- 28% Exodus: Gods and Kings
- 25% Fifty Shades of Grey
- 99% Selma
- 90% Wild

THE OTHERS (2001)



TOMATOMETER



All Critics | Top Critics

Critics Consensus: The Others is a spooky thriller that reminds us that a movie doesn't need expensive special effects to be creepy.

AUDIENCE SCORE



TRAILER



PHOTOS



**FilmFanatik** ★ Super Reviewer



Sometimes creepy, but mostly mediocre.

March 25, 2007



**FiLmCrAzY** ★ Super Reviewer



I have always thoroughly enjoyed this uniquely suspenseful horror! Original and spectacular performance from kidman . This is what a paranormal\ spooky movie is all about!

September 9, 2007



**Eric A** ★ Super Reviewer



Great mystery/suspense film that will keep you guessing throughout. What I liked about this film is that no special effects or graphic killing scenes are needed to demonstrate its message. It uses classic suspense techniques to drive the film and make it scary. I would strongly recommend watching this if you are looking for a great film in this genre.

September 11, 2012



**Spencer S** ★ Super Reviewer



Surprising, dramatic, and the ending is shocking beyond description.

August 3, 2010



**DreamExtractor** ★ Super Reviewer



The Others is a creepy and incredible horror film that is one of the most memorable films of all time. The plot is so slow, so intense, and in the end its one of those films that you will never forget in your life. Nicole Kidman plays one of the most chilling and great performances ever played in a horror film. The horror is incredible, the chills prove you don't need gore to be scary. The Others is one of the most original films ever made, and is one of my all time favorite horror films.

August 15, 2011



**Shawn S**



This is well-written and engaging and Nicole Kidman is superb.

September 20, 2007



**Salah A.**



Beautifully shot and well acted. "The Others" is how a horror movie should be.

January 22, 2013

## Lesson 5

**Unit of work:** Cinema and films  
**Grade:** 4<sup>th</sup> ESO  
**Timing:** 55'

**Title of the lesson:** Writing a film review for your blog  
**Number of students:** 21

### **LEARNING OBJECTIVES:**

At the end of the lesson SS will be able/better prepared to:

- to compose reviews to be published in written or virtual magazines.
- to carefully plan before facing their written production.
- to describe features/aspects of films by using descriptive adjectives and expressions.
- to identify the structure and layout in film reviews.
- to identify the intention behind a review and the target readership.
- to identify the strategies and process used in reviews.
- to justify their preferences about films in order to recommend them to others.
- to revise clarity, structure, coherence, cohesion and style in their writing (session 6)
- to evaluate their own review or someone else's writing according to established criteria and rubrics. (session 6)

**MATERIALS:** Handout including the different activities.

### **ACTIVITIES:**

**Warm-up (2'):** *Teacher-Student Interaction [T-S]. Student-Student Interaction [S-S]*

\***Presentation:** Remind SS of the film reviews and comments on Rotten Tomatoes and ask them if they were useful when deciding which film to watch.

Tell SS that they are going to set up their own blog on cinema and film reviews and for this reason they will have to write a film review on a film they just watched. Remind them of the need to write a good review so that people find it useful and read their respective blogs!

### **STAGE 1. Pre-writing**

**Activity 1. (10').** [T-S; S-S] Ask SS to think of the aspects a film review should include (brainstorming) and share it with the class in order to make a collective list. The blog entry included in the introduction to the unit plat can be helpful as well as some comments from Rotten Tomatoes. With the help of the whole class, create a mind map on the blackboard using the ideas uttered by the SS. Later, tell SS to copy the map on their notes as later on they will work on it individually.

**Activity 2. (7').** [T-S; S-S] Following the map, explain SS that you are going to practise shared-writing by creating together sentences of a film they know and they will have to justify their opinions. These sentences will be written on a word document projected on the screen. E.g.:

- *"Titanic" is an excellent film because it has a very romantic and sad story and a perfect cast.*
- *It is very original because a man and a woman fall in love in one of the most dramatic events of the 20<sup>th</sup> century: the sinking of the Titanic.*
- *It is too long because it lasts more than two hours and it sometimes becomes slow.*

**Note:** Write the exact sentence a student says (including possible mistakes) and will give wait for the student or his/her classmates to notice the mistake. If they do not notice easily, the teacher will give some cues to help SS notice the mistake and correct it.

**Activity 3. (7').** [T-S] Tell SS to work individually. First, ask them to highlight those aspects of the mind map they want to tackle in their review. Later they will have to classify them into positive or negative aspects. Finally, they will proceed to write their own justified sentences using expressions already seen in the unit and share them with their partner. Move around to help SS and to solve possible doubts.

**Activity 4. (10').** [T-S; S-S] Divide SS into 5 groups. Each group will be provided with the pieces of a different film review (one review per group) depending on their capacities, level in reading skill as well as readiness. Strong SS will be given the most difficult texts with and without glossary and weak SS with the easiest ones with and without glossaries. Finally, ask SS have to organise the pieces as in a puzzle in order to read the whole review.

**Activity 5. (8').** Provide each student with the three reviews so he/she will be able, later on, to discuss with their partner the appropriate order of the sections of a review in order to complete a table. Give weak SS the difficult texts as well but include a glossary with the most difficult terms or expressions. Afterwards, they will have to identify those sections in the three texts.

**Activity 6. (5')** Ask SS to work in pairs so as to read the reviews again for the identification of the writer's intention and the kind of readership he/she is writing to. Afterwards, tell them to select the strategies followed by the authors to achieve their purpose.

### **STAGE 2. While-writing (6' + time at home)**

**Activity 7. (6')** It is time for SS to produce their own review. They will have to follow the subsequent steps:

- 1) Following the structure learnt in activity 6, tell them to sequence the sentences they wrote in activity 3 and group them into different subtopics.
- 2) SS now have to create paragraphs with those sentences paying attention to coherence and cohesion. They will be provided with a set of useful expressions in their handouts.

**Note:** While SS are writing their draft, the teacher will make a list on the blackboard with the aspects they have to pay attention to: *spelling, rewriting sentences to get word order correct, linking sentences and ideas with connectors.*

### **STAGE 3. Post-writing → planned for 6<sup>th</sup> session**

**Activity 8. (10')** [T-S;S-S] Tell SS to exchange their draft with their partners in order to read and evaluate each other's composition. The evaluation will be carried out through the completion of a checklist (checklist 1 in their handout) in which they will include some feedback.

**Activity 9. (15-20')** [T-S;S-S] Ask SS will to change the problematic points in their drafts. Later, they will have to assess their own drafts by means of another checklist (checklist 2 in their handouts) and mark their own work. When they finish, tell them to write a neat version of the draft and hand it in to you, who will be in charge of its final correcting following a rubric (see appendix). Give it back to the SS with the pertinent corrections so that they can start their blogs by writing their first film review.

**ASSESSMENT AND FEEDBACK:**

Student will walk around the classroom monitoring students and offering help when needed, but he/she will postpone any correction for the next session.

In it session, students will have their writing task assessed by means of peer and self-assessment. Checklists will be used for both. Their written tasks will be peer-assessed by a partner, who will also give them feedback for improvement. Then, students will also be required to reflect upon their own written task by means of another checklist.

**HOMEWORK:** SS will have to finish their draft (activity 7b).



## WRITING A FILM REVIEW FOR YOUR BLOG

Remember the film reviews and comments on Rotten Tomatoes? Were they useful for you when deciding which film to watch?

Now, you are going to set up your own blog on cinema and film reviews. Today, you will write your first entry, a film review on a film you just watched. You need to write a good review so that people find it useful and read your blog!

**Activity 1.** Discuss with your class group which aspects a film review should include and make a collective list (brainstorming). You can use the blog entry included in activity 3 to extract ideas. After that, all together, help your teacher create a mind map on the blackboard. Copy the mind map on your own notes.

**Activity 2.** Shared writing: Together with your class group, compose sentences about a film you all like (always justifying your opinions), so that your teacher can write your sentences on a word document. For example:

- *“Titanic” is an excellent film because it has a very romantic and sad story and a perfect cast.*

- *It is very original because a man and a woman fall in love in one of the most dramatic events of the 20<sup>th</sup> century: the sinking of the Titanic.*

- *It is too long and sometimes slow because it lasts more than two hours and it sometimes becomes slow.*

**Activity 3.** Now it's your turn to write. First, highlight the aspects from the mind map you want to tackle in your film review. Classify them into *positive or negative* aspects. Finally, write sentences with justifications using expressions from the tables and share them with your partner.

| POSITIVE ASPECTS | NEGATIVE ASPECTS |
|------------------|------------------|
|                  |                  |

**Activity 4.** Work in groups. You and the other group members will be given pieces from a real review. Like in a puzzle, try to organise the extracts in the appropriate order so that everybody can read it.

# THE MATRIX

'The Matrix' is one of the most entertaining science fiction films I have seen. It combines frenetic action with terrific special effects, and stars Keanu Reeves as Neo, and Laurence Fishburne in the role of Morpheus.

The film is set in the future, in a world controlled by machines. In order to hide this reality from humans, the machines have constructed the Matrix, a vast virtual reality system resembling Earth at the end of the twentieth century. The plot, which focuses on a revolt led by Morpheus against the Matrix, is complicated and at times confusing. However, the cast is very strong and the film features a surprisingly competent performance from Keanu Reeves.

As for the visual elements, the special effects are stunning, with the main characters walking on walls and avoiding machine gun bullets. The action scenes, which include a wide variety of kung fu techniques, are convincingly choreographed.

I would recommend the film to anyone who likes science fiction. If you ignore the complexities of the plot and just enjoy the action, you will not feel disappointed.



## The Dark Knight Rises (2012)

Christopher Nolan brings yet another adrenaline-filled, comic-inspired movie to the big screen. We see all sorts of familiar faces this time around, but the audience is introduced to a few new characters as well.

When crisis threatens Gotham City, Bruce Wayne jumps back into the Batmobile to fight crime. Batman is joined on his quest by an eager orphaned cop (Joseph Gordon-Levitt), a seductive cat burglar (Anne Hathaway), and a violent masked villain (Tom Hardy).

This film serves as great entertainment with its colorful cast and numerous plot twists. Nolan uses actors that either appeared in previous Batman films or in his blockbuster hit *Inception*, and all of them shine in their respective roles: Tom Hardy is almost unrecognizable in his Bane costume, while Joseph Gordon-Levitt and Marion Cotillard are both excellent—and obviously comfortable with Nolan's directing style and the film's dramatic tone.

The one actor that gives this reviewer pause was Anne Hathaway as Selina Kyle. She has historically been typecast as the girl next door, so it is a shock to watch her steal and fight her way through the City of Gotham. After a few scenes, however, we are convinced that the casting decision was a good one, as Hathaway portrays the darker Catwoman role brilliantly.

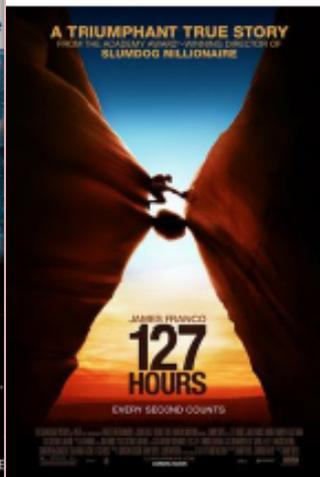
True to Nolan's style, at 164 minutes, this film is fairly long. There are a few times when the movie feels a bit drawn out, but the gorgeous action scenes and impressive dialogue really hold the audience's attention and keep them on the edge of their seats. However, the timeline is a bit unclear at times. For a number of scenes, it is hard to tell whether it has been days or months or years that have passed since the last time a given character has been on screen.

Despite the film's minor shortcomings, *The Dark Knight Rises* is exciting, creative, and dark—and well worth a few hours of your time.



## Review on 127 Hours

*127 Hours* is a survival drama film, based on a true story and set in an isolated part of Utah in America. Now on DVD, it is co-written and directed by Danny Boyle.



The film stars James Franco, who is totally convincing as the real-life mountaineer, Aron Ralston, trapped for five days when his arm got jammed under a huge rock. As food and water begin to run out, he has to make a terrible decision if he isn't going to die. Then he walks for seven miles before he is eventually rescued.

With his unique creative and visual style, Boyle lets the camera do a lot of the talking with the fascinating shots of the Canyon, and each and every expression of the unfortunate Aron. The rhythmic music is every

bit as wonderful, and should have won the award it was nominated for.

Personally, I haven't been so gripped by anything for a long time. I hadn't expected to find it so totally inspirational. It may well put you off extreme sports for life, but you will come out wondering 'What would I have done in that situation?'

## GLOSSARIES



### ***The Matrix: Glossary***

**Bullet:** bala

**Dissapointed:** decepcionado/a

**To feature:** incluir, presentar

**Machine gun:** ametralladora

**Performance:** actuación

**Stunning:** impresionante

**Vast:** enorme, inmenso

### ***The Matrix: Glossary***

**To feature:** incluir, presentar

**Stunning:** impresionante

**Vast:** enorme, inmenso

### ***The Dark Night Rises: Glossary***

**Cop:** (informal) policía

**Drawn out:** interminable, eterno

**Eager:** entusiasta

**On the edge of their seats:** en vilo

**Portray:** representar, hacer el papel de

**Quest:** misión

**Shortcomings:** defecto, fallo

**Typecast:** encasillado

### ***The Dark Night Rises: Glossary***

**Eager:** entusiasta

**Drawn out:** interminable, eterno

**Shortcoming:** defecto, fallo

**Typecast:** encasillado

### ***127 Hours: Glossary***

**Gripped:** fascinado/a

**Isolated:** Remoto, apartado, aislado

**Jammed:** Atascado

**To put (sb) off (sth):** desalentar/causar rechazo

**To run out:** acabarse, agotarse

**Shot:** toma

**Trapped:** Atrapado

### ***127 Hours: Glossary***

**Gripped:** fascinado/a

**Jammed:** Atascado

**To put (sb) off (sth):** desalentar/causar rechazo

**Shots:** tomas

**Activity 5.** In pairs, read the three reviews. Discuss with your partner the appropriate order of the sections of a review in order to complete the table. Identify those sections in the three texts.

|  |                                                                                                                     |
|--|---------------------------------------------------------------------------------------------------------------------|
|  | A brief summary of the plot and opinions on the acting and the characters.                                          |
|  | Justified recommendations.                                                                                          |
|  | General information of the film (name of the film, type of film, director, actors, setting...).                     |
|  | Other aspects of the film (e.g. soundtrack, special effects, etc.) as well as strengths and weaknesses of the film. |

**Activity 6.** In pairs, have a look at the three reviews one more time, discuss the intention of their writers, the target readership and select the strategies they follow to achieve their purpose:

The intention of the three writers is \_\_\_\_\_.

The target readership might be \_\_\_\_\_.

- Think about the details the reader wants to know
- Address the reader
- Explain the whole plot including how the story ends
- Give detailed character descriptions
- Give an overall opinion/recommendation at the end
- Include only strong points
- Include factual details about the film
- Include a general synopsis of the plot and the characters
- Use impersonal structures such as passive sentences
- Tackle strong and weak points

**Activity 7.** Turn the sentences and justifications you wrote in activity 3 into a review on the film you chose by following these steps:

- 1) Taking into account the structure you have learnt, sequence the sentences you wrote in activity 3.
- 2) Create paragraphs with those sentences. Remember to use linkers such as *besides, furthermore, however, on the one hand/on the other hand*, etc.

**USEFUL LANGUAGE**

|                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Title, Author / Director, Actors</b><br/>           The film was directed/written by<br/>           It is starred by...</p> <p><b>Setting</b><br/>           The action takes place in ... (setting)<br/>           The film is set in...<br/>           The story takes place in...</p> | <p><b>Characters and Plot</b><br/>           The main characters are ...<br/>           The story is about ....<br/>           The film begins with...<br/>           The film has an unexpected ending.<br/>           The film is based on the book....<br/>           The film is based on a real story...</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Activity 8.** Exchange your draft with your partner and read each other's composition. Complete the checklist in the handout and include your feedback. (See appendix).

**Activity 9.** Make any changes in your draft if you need it. Later, complete the checklist in the handout (see appendix) to see if you have covered all the points included in the box and give you a mark. When you finish, write a final version of your draft and give it to your teacher.

## Lesson 6

**Unit of work:** Cinema and films

**Title of the lesson:** End of unit assessment

**Grade:** 4<sup>th</sup> ESO

**Number of students:** 21

**Timing:** 50'

**MATERIALS:** Handout including the self and peer-assessment checklists.

**ACTIVITIES:**

### **ASSESSMENT AND FEEDBACK**

**Activity 8. (10')** [T-S;S-S] Tell SS to exchange their draft with their partners in order to read and evaluate each other's composition. The evaluation will be carried out through the completion of a checklist (checklist 1 in their handout) in which they will include some feedback.

**Activity 9. (15-20')** [T-S;S-S] Ask SS will to change the problematic points in their drafts. Later, they will have to assess their own drafts by means of another checklist (checklist 2 in their handouts) and mark their own work. When they finish, tell them to write a neat version of the draft and hand it in to you, who will be in charge of its final correcting following a rubric (see appendix). Give it back to the SS with the pertinent corrections so that they can start their blogs by writing their first film review.

**Activity 10. (10')** [T-S] Students will now be asked to self-assess their own performance in the speaking tasks and group work interaction. For that purpose, they will use a checklist from the handout (Checklist 3).

Once students have finished, the teacher will thank them for their effort and introduce them to the next unit. **(15-20')**

## END OF UNIT ASSESSMENT

**Activity 8.** Now that you have written a draft for your review, you need to make sure that it is really good before publishing it in your blog, after all, everybody will be able to see it! You ask a friend to revise it for you.

Exchange your draft with your partner and read each other's composition. Complete the checklist 1 in the handout and include your feedback.

**Activity 9.** Make any changes in your draft if you need it. Later, complete checklist 2 to see if you have covered all the points included in the box and give yourself a mark. When you finish, write a final version of your draft and hand it in to your teacher.

**Activity 10.** Now , it is time to reflect on speaking and group work. Use checklist 3 to reflect on how well you did in the speaking tasks and group interaction.



### Checklist 1. Peer-assessment of written task

DATE:

|                                                                                                                                                        |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>STUDENT THAT EVALUATES:</b>                                                                                                                         |  |
| <b>STUDENT THAT IS EVALUATED:</b>                                                                                                                      |  |
| <b>TITLE OF THE REVIEW:</b>                                                                                                                            |  |
| <b>Put a tick next to the sentences that are true for your partner's review.</b>                                                                       |  |
| 1. The text is organised into paragraphs.                                                                                                              |  |
| 2. The different sections of the review are in the appropriate order: general information, plot summary, other aspects of the film and recommendation. |  |
| 3. The writer has used connectors to link paragraphs, sentences and ideas.                                                                             |  |
| 4. The writer has used varied adjectives and descriptive expressions.                                                                                  |  |
| 5. The text is clear, easy to follow.                                                                                                                  |  |
| 6. The writer justifies his/her opinions.                                                                                                              |  |
| 7. The writer addresses the reader. E.g: using second person singular                                                                                  |  |
| 8. The writer uses impersonal structures.                                                                                                              |  |
| <b>Now give your partner some feedback.</b>                                                                                                            |  |
| 9. Is the review convincing? Would you watch the film?                                                                                                 |  |
| 10. How would you improve this text? Give your partner some ideas.                                                                                     |  |

**Checklist 2. Self-assessment and teacher assessment of written task**

DATE:

| <b>NAME:</b>                                                                                                              |                          | <b>TEACHER</b> |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------|
| <b>TITLE OF THE REVIEW:</b>                                                                                               |                          |                |
| <b>Put a tick next to the sentences that are true for your review.</b>                                                    |                          |                |
| 11. I have organised the text into paragraphs.                                                                            | <input type="checkbox"/> |                |
| 12. I have covered all the sections of a film review (introduction, plot summary, other aspects and final recommendation) | <input type="checkbox"/> |                |
| 13. I have used connectors to link paragraphs, sentences and ideas.                                                       | <input type="checkbox"/> |                |
| 14. I have used varied adjectives and descriptive expressions, trying not to repeat the same ones twice.                  | <input type="checkbox"/> |                |
| 15. The text is clear, easy to follow.                                                                                    | <input type="checkbox"/> |                |
| 16. I have justified my opinions.                                                                                         | <input type="checkbox"/> |                |
| 17. I have used strategies such as addressing the reader. E.g: using second person singular.                              | <input type="checkbox"/> |                |
| 18. I have used impersonal structures.                                                                                    | <input type="checkbox"/> |                |
| 19. I have used correct grammar (verb tenses, word order...) and spelling.                                                | <input type="checkbox"/> |                |
| <b>Expected mark:</b>                                                                                                     | <input type="checkbox"/> |                |
| <b>OBSERVATIONS:</b>                                                                                                      |                          |                |

### Checklist 3. Self-assessment of speaking and group work interaction

| <b>During interactive group-work activities I have:</b><br>(put a tick ✓ next to the statements that you think are true for you)                                          |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Participated actively in the conversation.                                                                                                                                |  |
| Asked my partners for new information about their opinions or films, or for confirmation about information already known, using rising or falling intonation accordingly. |  |
| Given my partners information about a film.                                                                                                                               |  |
| Justified my opinions on films and the film that I wanted to see at the cinema                                                                                            |  |
| Used the vocabulary and structures seen in class (passives) in order to describe films to my partners.                                                                    |  |
| Made suggestions to my partners regarding what film to see at the cinema, when to go, etc.                                                                                |  |
| Paid attention to the pronunciation of –ed endings                                                                                                                        |  |
| Relied on my partners when working and interacting in group                                                                                                               |  |
| Asked my partners for clarification when I did not understand something they said or what they meant                                                                      |  |
| Been respectful with my partner’s opinions and ideas                                                                                                                      |  |

## CONCLUSION

Designing this learning unit has been a complex yet meaningful experience since, although we have not had the opportunity to test it during our placement periods, it has permitted us to go deeply into the literature and principles studied throughout the master as well as our real-life experience with students in our placement periods, and to integrate all this knowledge in a single piece of work. Furthermore, we are now very much aware of the importance of careful design and planning of the lessons, since success in terms of the students' learning process and development relies heavily on providing them with the necessary resources as well as with an organized and coherent sequence of activities.

Lessons must, besides, be motivating and meaningful to students and help them to develop communication skills, since communication is the ultimate goal of learning any language. We noticed during our placement periods that the textbooks and materials used in Secondary Education still tend to rely too much on forms and seldom give students the chance to engage into communicative activities or provide them with a meaningful purpose to use the language. This often results into lack of motivation in the students and does not prepare them for real-life use of the language.

We came to the conclusion that a task-based approach was the best alternative to this kind of teaching, being supported by the most recent studies on the subject. Besides, after observing the students' responses to the activities we brought to the classroom during our placement periods, we observed that students generally responded in a very positive manner to more communicative activities and liked seeing that their effort had a well-defined purpose.

To conclude, we think that a change of mentality is needed in order to improve teaching in Secondary Education since, despite textbooks are still rather traditional in their approach and despite the prospect of a final exam at the end of the unit, teachers should realise the importance of finding ways to introduce new materials and approaches, designing their own activities that are both in line with the Aragonese Curriculum and with the latest advances in the teaching of foreign languages, since it can greatly enrich both the students learning and the teacher's experience as a professional.

## REFERENCES

DEPARTAMENTO DE EDUCACIÓN, CULTURA Y DEPORTE (2007). *Orden de 9 de mayo de 2007, por la que se aprueba el currículo de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón*. Boletín Oficial de Aragón, 65, de 1 de junio de 2007

Canale, M.; Swain, M. (1980). "Theoretical bases of communicative approaches to second language teaching and testing". *Applied Linguistics* (1): 1–47. Retrieved 18th May, 2015 at: <http://ibatefl.com/wp-content/uploads/2012/08/CLT-Canale-Swain.pdf>

Richards, J. 2008. *Teaching Listening and Speaking: From Theory to Practice*. Cambridge. Cambridge University press.

Willis, D. and Jane Willis. 2007. *Doing task-Based Teaching*. Oxford: Oxford University Press

### Materials:

Lesson 1

<http://www.ello.org/english/Mixer101/T113-MovieLove.htm> (Activity 2)

<http://www.ello.org/english/0601/T630-Marting-Movies.htm> (Activity 5)

Lesson3

<https://www.youtube.com/watch?v=E8rVaGIX6eo> (Follow up: Activity 9)

<http://www.ello.org/english/0451/482-Ruth-Movie.htm> (While-listening: activity 1)

<http://streamcloud.eu/tvynzltr4vl0/TBBT.5x09.100mb.avi.html> (While-listening: activity 2)

Lesson4:

<http://www.rottentomatoes.com/>

# APPENDIX

**Teacher's rubric for assessment of speaking and group work interaction**

| <b>The student has:</b>                                                                                                                                    |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Participated actively in pair and group conversation.<br><i>1 point.</i>                                                                                   |  |
| Asked his/her partners for new information about their opinions or films, or for confirmation about information already known. <i>1 point</i>              |  |
| Has used rising or falling intonation appropriately when asking for new information or for confirmation.<br><i>0.5 points.</i>                             |  |
| Given their partners information about a film.<br><i>1 point</i>                                                                                           |  |
| Justified their opinions on films and the film that they wanted to see at the cinema<br><i>1 point</i>                                                     |  |
| Made use of linguistic resources worked on in class, such as related vocabulary or the passive, when describing films to their partners.<br><i>1 point</i> |  |
| Made suggestions as to what film to see at the cinema, when to go, etc.<br><i>1 point</i>                                                                  |  |
| Paid attention to the pronunciation of –ed endings<br><i>0.5 points</i>                                                                                    |  |
| Relied on their partners when working and interacting in groups.<br><i>1 point</i>                                                                         |  |
| Asked his/her partners for clarification in case of misunderstanding.<br><i>1 point</i>                                                                    |  |
| Showed respect for his/her partner's opinions and ideas<br><i>1 point</i>                                                                                  |  |
| Used strategies to solve communication difficulties<br><i>1 point</i>                                                                                      |  |
| <b>TOTAL SCORE</b>                                                                                                                                         |  |

**Checklist 1: Peer-assessment of written task**

|                                                                                                                                                        |             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| PEER ASSESSMENT CHECKLIST                                                                                                                              | DATE: _____ |
| <b>STUDENT THAT EVALUATES:</b>                                                                                                                         |             |
| <b>STUDENT THAT IS EVALUATED:</b>                                                                                                                      |             |
| <b>TITLE OF THE REVIEW:</b>                                                                                                                            |             |
| <b>Put a tick next to the sentences that are true for your partner's review.</b>                                                                       |             |
| 1. The text is organised into paragraphs.                                                                                                              |             |
| 2. The different sections of the review are in the appropriate order: general information, plot summary, other aspects of the film and recommendation. |             |
| 3. The writer has used connectors to link paragraphs, sentences and ideas.                                                                             |             |
| 4. The writer has used varied adjectives and descriptive expressions.                                                                                  |             |
| 5. The text is clear, easy to follow.                                                                                                                  |             |
| 6. The writer justifies his/her opinions.                                                                                                              |             |
| 7. The writer addresses the reader. E.g: using second person singular                                                                                  |             |
| 8. The writer uses impersonal structures.                                                                                                              |             |
| <b>Now give your partner some feedback.</b>                                                                                                            |             |
| 9. Is the review convincing? Would you watch the film?                                                                                                 |             |
| 10. How would you improve this text? Give your partner some ideas.                                                                                     |             |

**Checklist 2. Self-assessment and teacher assessment of written task**

DATE:

|                                                                                                                           |                          |                |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------|
| <b>NAME:</b>                                                                                                              |                          | <b>TEACHER</b> |
| <b>TITLE OF THE REVIEW:</b>                                                                                               |                          |                |
| <b>Put a tick next to the sentences that are true for your review.</b>                                                    |                          |                |
| 11. I have organised the text into paragraphs.                                                                            | <input type="checkbox"/> |                |
| 12. I have covered all the sections of a film review (introduction, plot summary, other aspects and final recommendation) | <input type="checkbox"/> |                |
| 13. I have used connectors to link paragraphs, sentences and ideas.                                                       | <input type="checkbox"/> |                |
| 14. I have used varied adjectives and descriptive expressions, trying not to repeat the same ones twice.                  | <input type="checkbox"/> |                |
| 15. The text is clear, easy to follow.                                                                                    | <input type="checkbox"/> |                |
| 16. I have justified my opinions.                                                                                         | <input type="checkbox"/> |                |
| 17. I have used strategies such as addressing the reader. E.g: using second person singular.                              | <input type="checkbox"/> |                |
| 18. I have used impersonal structures.                                                                                    | <input type="checkbox"/> |                |
| 19. I have used correct grammar (verb tenses, word order...) and spelling.                                                | <input type="checkbox"/> |                |
| <b>Expected mark:</b>                                                                                                     | <input type="checkbox"/> |                |
| <b>OBSERVATIONS:</b>                                                                                                      |                          |                |

**Checklist 3. Self-assessment of speaking and group work interaction**

| <b>During interactive group-work activities I have:</b><br>(put a tick ✓ next to the statements that you think are true for you)                                          |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Participated actively in the conversation.                                                                                                                                |  |
| Asked my partners for new information about their opinions or films, or for confirmation about information already known, using rising or falling intonation accordingly. |  |
| Given my partners information about a film.                                                                                                                               |  |
| Justified my opinions on films and the film that I wanted to see at the cinema                                                                                            |  |
| Used the vocabulary and structures seen in class (passives) in order to describe films to my partners.                                                                    |  |
| Made suggestions to my partners regarding what film to see at the cinema, when to go, etc.                                                                                |  |
| Paid attention to the pronunciation of –ed endings                                                                                                                        |  |
| Relied on my partners when working and interacting in group                                                                                                               |  |
| Asked my partners for clarification when I did not understand something they said or what they meant                                                                      |  |
| Been respectful with my partner’s opinions and ideas                                                                                                                      |  |