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# FILMS

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Type of modul	Creative Communication
Level	B1
Target group	14-17-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

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**Educatio Kht. 2008**

# INFORMATION TABLE

<b>TYPE OF MODULE</b>	<b>Creative communication</b>
<b>DESCRIPTION OF MODULE</b>	In this module Ls will get an insight into the vocabulary of filmmaking and prepare to present a 5-minute film.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ brush up and enlarge students' vocabulary in terms of films</li> <li>■ improve students' communication skills</li> <li>■ enable students to take part in discussions</li> <li>■ increase students' confidence in speaking</li> <li>■ improve creativity and co-operation skills</li> <li>■ increase learner's autonomy and intercultural competence</li> <li>■ help develop self-esteem</li> </ul>
<b>TIMEFRAME</b>	5 lessons
<b>TARGET GROUP</b>	14-17-year-old learners
<b>LANGUAGE LEVEL</b>	B1
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>Ls can manage simple explanations, definitions.</p> <p>Ls can describe what is happening around them.</p> <p>Ls can write dialogues in English.</p> <p>Ls can handle instructions.</p> <p>Ls can express likes and dislikes.</p>
<b>LINKS OF THE MODULE</b>	
<b>Cross-curricular links</b>	Drama, Art, Literature, Lifestyle and Practical Knowledge
<b>Links with other modules</b>	-

## FOCI OF SKILLS DEVELOPMENT

### Communicative language skills

- take part in discussions
- agree and disagree
- define and paraphrase
- give running commentaries
- present ideas
- write short scripts

### General educational skills

- improve co-operation skills
- give feedback on each other's work
- increase their creativity

### EVALUATION

Evaluation is carried out:

- by teacher: reflecting on the process
- by students: filling in the Assessment Sheet at the end of Lesson 5 and carrying out peer evaluation at different stages of the module.

By teacher: T makes notes as they monitor pair and group work and gives feedback at the end of the activity or at the end of the lesson by emphasizing positive aspects and giving suggestions for development. We recommend that teachers encourage students in their contribution to the lesson by giving positive feedback and accepting their opinions and solutions to tasks and problems.

By students: Students fill in the Assessment Sheet at the end of the module and carry out peer evaluation at different stages of the module. Teacher collects Assessment Sheets, reads and analyses them for later use (can make a photocopy for themselves as later reference) and gives them back to students to attach to their files.

### SUGGESTIONS

- Mind the homework which you are suggested to set BEFORE the first lesson.
- It is important to think about classroom management prior to the lesson. At some stages students will work in small groups doing activities where space and minimal separation is required / suggested. At another stage students or half of the students will watch a video extract. Make sure you can sort out any possible inconveniences in advance.
- Knowing how to use a video or a video camera (WHERE feasible) is a requirement

### BACK UP SYSTEMS

Watching an Oscar ceremony on TV might help the teacher to feel the atmosphere and the process.

<http://www.filmsite.org/topquotes.html>; [www.famous-quotes-and-quotations.com/famous-movie-quotes.html](http://www.famous-quotes-and-quotations.com/famous-movie-quotes.html)

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<ul style="list-style-type: none"> <li>■ to improve students' speaking skills in English with special emphasis on developing their vocabulary in the topic of Films</li> <li>■ to start preparing for the culmination of the module: presenting a 5-minute-long film</li> <li>■ to increase Ls' creativity</li> </ul>	<p>Checking research task Eliciting vocabulary Taboo game Discussion Presenting ideas Setting homework</p>	<p>film related vocabulary: genres, characters, crew</p>	<p>1.2 Definition Cards, 1.3 Taboo Cards, 1.4 Task Sheet The Sketch, timer</p>
2	<ul style="list-style-type: none"> <li>■ to revise vocabulary learnt in lesson 1</li> <li>■ to develop learners' vocabulary regarding Agreeing - disagreeing</li> <li>■ to stimulate conversation for practising new language</li> <li>■ to continue preparing for the 5-minute long film at the end of the module</li> </ul>	<p>Warmer Agreeing / disagreeing I. Presentation of new language Practice Agreeing / disagreeing II. Discussion &amp; decision making Setting homework</p>	<p>expressions for <i>agreeing and disagreeing</i></p>	<p>2.3 Task Sheet The Agreement Table, Cards The Expressions Table, 2.4 A Task Sheet Crossword, 2.4 B Cards Expressions in Half, 2.5 Statement Cards, completed task sheets from Lesson1.</p>
3	<ul style="list-style-type: none"> <li>■ to revise vocabulary learnt in lesson 1&amp;2</li> <li>■ to activate passive vocabulary</li> <li>■ to increase Ls' confidence in public speaking / acting in public</li> <li>■ to check how much Ls acquired from previous lessons</li> <li>■ to practise narrating a scene</li> <li>■ to improve creativity</li> </ul>	<p>Review Picture dictation Commentaries Setting homework</p>	<p>(practice and activating vocabulary)</p>	<p>3.1 Cards Activity Cards, 3.2 Task Sheet Comic Strips, a videocassette with a 2x5-minute sketch or a scene from any film that is <i>interesting and full of action</i> (e.g. an action film when a bank is robbed, someone is kidnapped etc.) video equipment</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<ul style="list-style-type: none"> <li>■ to improve students' writing skills</li> <li>■ to activate passive vocabulary</li> <li>■ to practise giving instructions</li> <li>■ to stimulate conversation for practising new language</li> <li>■ to get ready for presenting the 5-minute long film</li> <li>■ to encourage creativity</li> <li>■ to provide opportunities for teamwork</li> </ul>	<p>Writing a script Directing the film Rehearsing Setting homework</p>	- (practice and activating vocabulary)	4.1 Task Sheet The Script, A4 sheets or exercise books
5	<ul style="list-style-type: none"> <li>■ to improve students' speaking skills</li> <li>■ to present the 5-minute long film</li> <li>■ to increase Ls' confidence in public speaking / acting in public</li> <li>■ to give Ls a tool for evaluating the module and their own achievements thus encourage learner's autonomy</li> </ul>	<p>Presenting the films Commenting on the films "The Oscar goes to ... " Self Assessment</p>	- (practice and activating vocabulary)	5.3. Cards And the Oscar Goes to..., a video camera if feasible, pieces of paper for note-taking, a short extract from an Oscar ceremony on video, video equipment, 5.4 Task Sheet Assessment Sheet

# PROCEDURE

## LESSON 1: VOCABULARY BUILDING I.

### Aims of the lesson:

- to improve students' speaking skills in English with special emphasis on developing their vocabulary in the topic of *Films* by:
  - presenting and practising the target language
  - practising giving explanations and definitions
- to start preparing for the culmination of the module: presenting a 5-minute-long film
- to increase Ls' creativity by making them find resource material, give explanations and definitions with restrictions and start working on a film

**Materials and resources:** 1.2 Cards Definition Cards, 1.3 Taboo Cards, 1.4 Task Sheet The Sketch, timer

**Before the lesson:** Before the lesson T asks students to collect famous lines or quotes from films and bring them in for next lesson. (Eg.: I'll be back -The Terminator; Free Brian - Life of Brian; May the force be with you - Star Wars; Supercalifradgiliticexpialidocius - Mary Poppins; Don't feed the bear - Winnie the Pooh etc...)

*Note:* T might want to draw Ls attention to the following websites for reference: <http://www.filmsite.org/topquotes.html>; [www.famous-quotes-and-quotations.com/famous-movie-quotes.html](http://www.famous-quotes-and-quotations.com/famous-movie-quotes.html)

<b>STAGE 1</b>	<b>Checking research task – Focusing on topic</b>
<b>TIME</b>	3 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Presenting findings Guessing the films
<b>ORGANIZATION</b>	Frontal work
<b>AIDS AND MATERIALS</b>	-

### TEACHER'S ACTIVITIES

1. T checks homework by asking Ls to read out or tell their lines in turn and classmates to find the film from which it was taken.

### LEARNERS' ACTIVITIES

1. Ls present the lines or quotations they found and classmates guess the film from which it was taken.

<b>STAGE 2</b>	<b>Eliciting and collecting vocabulary – Brainstorming</b>
<b>TIME</b>	10 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Brushing up vocabulary in the topic and incorporating the new items
<b>ORGANIZATION</b>	Frontal work
<b>AIDS AND MATERIALS</b>	1.2 Cards Definition Cards

#### TEACHER'S ACTIVITIES

1. T elicits vocabulary that Ls know in the categories of film genres, characters, crew and other. They collect these on the flipchart / board.
2. T hands out 1.2 Definition Cards with unknown vocabulary randomly and students read out, spell and identify the words with the help of the given definitions. They add new words to the list on the board.

#### LEARNERS' ACTIVITIES

1. Ls come up with vocabulary they know in the following categories:
  - film genres (action film, western, musical, documentary, cartoon, comedy, tragedy, sitcom, soap opera, thriller, etc...)
  - characters (actors, actresses, hero, heroine, main characters, stunts, extras, etc...)
  - crew (director, producer, editor, costume designer, cameraman, scriptwriter, etc...)
  - other (plot, scene, dubbed, subtitled, etc...)
2. Ls get cards with new vocabulary and they read out the given definitions one by one. The class guesses what the word might be. If Ls do not know, the L with the definition card presents/teaches it.

<b>STAGE 3</b>	<b>Giving explanations and definitions – Taboo</b>
<b>TIME</b>	10 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Giving explanations and definitions
<b>ORGANIZATION</b>	Group work
<b>AIDS AND MATERIALS</b>	1.3 Cards Taboo Cards, timer



### TEACHER'S ACTIVITIES

1. T asks for groups of 4 or divides the class into 3 groups.
2. T gives out a pack of 1.3 Taboo Cards to each group and asks students to play the game.  
*Note: If Ls do not know the game T might want to present a model with a chosen word and after finding it out Ls could guess what the taboo words were.*
3. T keeps time and monitors the activity
4. T asks for peer evaluation in groups, asking what they found challenging, whom they found the most effective, who was creative in giving definitions and who guessed the most words.

### LEARNERS' ACTIVITIES

1. Ls form groups of 4 or split up to 3 groups. They get a pack of 1.3 Taboo Cards
2. In their groups Ls play the game taboo: Ls take it in turns to draw a card and they are requested to give simple explanations or definitions of the highlighted and underlined word. They are not allowed to use the other 4 words given on the card or any roots to the words in question. They have 90 seconds for defining a card. The person who is defining has 90 seconds to get their peers to guess their word.  
*E.g. "If a film is like this you can understand any foreign actors without reading the translation / text." (dubbed)*
3. Ls carry out peer evaluation in their groups discussing what they found challenging, whom they found the most effective, who was creative in giving definitions and who guessed the most words.

<b>STAGE 4</b>	<b>Discussion – Allocation</b>
<b>TIME</b>	10 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Discussion
<b>ORGANIZATION</b>	group work
<b>AIDS AND MATERIALS</b>	1.4 Task Sheet The Sketch

### TEACHER'S ACTIVITIES

1. T explains the aim of the module i.e. to give Ls an insight into the vocabulary of filmmaking and improve their communication skills in various activities throughout the module and that the culmination of the module will be presenting a 5-minute-long film. Also, that they will organise the prize-giving ceremony, the Oscar and will hand over "Oscar Awards".

### LEARNERS' ACTIVITIES

1. Ls listen to the T explaining the aim of the module.

2. T asks Ls to work in groups of the previous task and gives out the task for groups i.e. to come up with a basic idea of a film/sketch to be shot later, with characters and crew. T hands out 1.4 Task Sheets

*Note:* It's important to say that at this phase Ls come up with a genre, characters and roles of a filmmaking within their groups. However, they might not work on the film later as a group because it will be decided only at a later phase which director and producer will work on which film (out of the 4 or 5 – depending on the number of the groups in class - presented at next stage). Similarly, actors and actresses will agree only on their role i.e. to be an actor in a film but they will not definitely play the characters they are defining now as a group.

2. Ls start preparing with a basic idea of a film/sketch to be shot later, with characters and crew. They fill in a form 1.4 Task Sheet with their choices for the following categories:

A film genre they prefer (e.g. an action film)

Characters (2-4) to play in the film (e.g. a good guy and a bad guy)

Appoint a director, a producer, actors & actresses within their own groups.

*Note: It's upon their decision if they want / need the director and the producer to take a role in the film.*

<b>STAGE 5</b>	<b>Presenting ideas – Watch this!</b>
<b>TIME</b>	10 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Presenting
<b>ORGANIZATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Completed 1.4 Task Sheets

#### TEACHER'S ACTIVITIES

1. T facilitates the process of presentations.
2. T collects task sheets to make copies for lesson 2. 3 copies will be needed of each sheet.
3. T listens to the evaluation given by the class.

#### LEARNERS' ACTIVITIES

1. Ls present their ideas to the rest of the class and listen to their classmates when they present theirs.
2. Ls hand in their task sheets.
3. Ls evaluate the ideas by saying which presentation they liked and why.

<b>STAGE 6</b>	<b>Setting homework – Learn it.</b>
<b>TIME</b>	2 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reinforcing vocabulary
<b>ORGANIZATION</b>	Frontal work
<b>AIDS AND MATERIALS</b>	-

**TEACHER'S ACTIVITIES**

1. T sets homework.

**LEARNERS' ACTIVITIES**

1. Ls learn the new words for homework.

## LESSON 2: VOCABULARY BUILDING II.

### Aims of the lesson:

- to revise vocabulary learnt in lesson 1 by
- practising giving explanations and definitions
- to improve students' speaking skills in English with special emphasis on developing their vocabulary regarding *Agreeing - disagreeing* by:
- presenting and practising the target language
- to stimulate conversation for practising new language
- to continue preparing for the culmination of the module: presenting a 5-minute long film
- to encourage creativity
- to provide opportunities for teamwork thus improve co-operation skills

**Materials and resources:** 2.3 Task Sheet The Agreement Table, Cards The Expressions Cards, 2.4 A Task Sheet Crossword, 2.4 B Cards Expressions in Half, 2.5 Cards Statement Cards, completed task sheets from Lesson1.

<b>STAGE 1</b>	<b>Warmer – Back-to-the-board</b>
<b>TIME</b>	10 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Giving explanations and definitions
<b>ORGANIZATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	-

### TEACHER'S ACTIVITIES

1. T asks for volunteers, explains the rules and facilitates the task  
*Remark:* 5 words per pair are enough. If time allows T can ask for more volunteers.

### LEARNERS' ACTIVITIES

1. Ls play the game and by this they revise vocabulary learnt.  
Two volunteers come to the board and sit facing the class. T writes a word from the vocabulary learnt in previous class on the board. The "audience" i.e. the rest of the class gives explanations or definitions to help the 2 Ls at the board to find out the word in question. The first who guesses it right gets a score.

<b>STAGE 2</b>	<b>Agreeing / disagreeing I. – Do you agree?</b>
<b>TIME</b>	4 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking
<b>ORGANIZATION</b>	Frontal work
<b>AIDS AND MATERIALS</b>	-

**TEACHER'S ACTIVITIES**

1. T explains task: T reads out or tells Ls statements that they might agree or disagree with.

*E.g.: Learning English is fun. Do you agree?/Tests and competition are useful./ There is too much student freedom nowadays etc.*

**LEARNERS' ACTIVITIES**

1. Ls listen to T's statements and react according to their feelings or opinion.

*E.g. T: Learning English is fun. Do you agree?  
Ls: Yes, I agree./I disagree./I don't agree. etc.*

<b>STAGE 3</b>	<b>Presentation of new language – Arrange the expressions.</b>
<b>TIME</b>	5 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading and selecting expressions
<b>ORGANIZATION</b>	Individual work, frontal check
<b>AIDS AND MATERIALS</b>	2.3 Task Sheet The Agreement Table, Cards The Expressions Table

### TEACHER'S ACTIVITIES

1. T explains task and hands out material (2.3 Task Sheet + table of expressions).

2. T monitors, helps with unknown vocabulary and checks answers.

*Note:* Ls can keep the table of expressions and can cut them up to make vocabulary cards for practice and so help their learning process.

### LEARNERS' ACTIVITIES

1. Ls make a selection of expressions according to their function and write them on the 2.3 Task Sheet.

Key:

Agreeing, strong: *I'm (exactly) of the same opinion, I (totally) share your view, I have no doubts about it*

Agreeing, mild: *I think we are in agreement on that, I (could probably) accept this, I tend to agree with you*

Disagreeing, strong: *That's out of the question, I'm afraid; I'm (completely) against it!, My final word is no!, I have no doubts about it; There is something fishy about it*

Disagreeing, mild: *I'm afraid I can't accept this, I don't think it's a good idea to... , I doubt that, I have certain reservations about what you're saying, We don't seem to agree, I'm afraid it's not what I have in mind, I don't find it all right.*

<b>STAGE 4. A</b>	<b>Practice – How was it?</b>
<b>TARGET GROUP</b>	For Ls who like crossword puzzles and feel more confident if they are challenged to remember new expressions in writing first.
<b>TIME</b>	5 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Familiarizing with expressions
<b>ORGANIZATION</b>	Individual work, frontal check
<b>AIDS AND MATERIALS</b>	2.4 A Task Sheet Crossword

### TEACHER'S ACTIVITIES

1. T explains task and gives out 2.4. A Task Sheets

2. T monitors, helps if needed and checks answers.

### LEARNERS' ACTIVITIES

1. Ls do the crossword puzzle 2.4 A Task Sheet filling in the missing words from memory.

1. I'm afraid I can't accept	T H I S	
2. I'm (exactly) of the	S A M E	opinion
3. I'm (completely)	A G A I N S T	
4. I think we are in agreement	O N	that.
5. I'm afraid it's not what I have in	M I N D	
6. I totally share your	V I E W	
7. I (could probably)	A C C E P T	this.
8. I tend to agree	W I T H	you.
9. That's out of the question, I'm	A F R A I D	
10. My final word is	N O	
11. We (don't) seem to	A G R E E	
12. I don't	F I N D	it all right
13. I don't think it's a good	I D E A	to...
14. I have certain reservations about	T H I S	
15. I (don't) doubt	T H A T	
16. I have certain reservations about what	Y O U	are saying.

2. Ls check answers with the T.

#### STAGE 4. B Practice – How was it?

**TARGET GROUP** For Ls who like challenging tasks and fast with remembering new vocabulary items

**TIME** 5 minutes

**SKILLS AND COMPETENCIES IN FOCUS** Familiarizing with expressions

**ORGANIZATION** Pair work

**AIDS AND MATERIALS** 2.4 B Cards Expressions in Half

### TEACHER'S ACTIVITIES

1. T explains task and gives out 2.4 B Cards Expressions in Half
2. T monitors and provides help if needed.

### LEARNERS' ACTIVITIES

1. Ls work in pairs and get 2 packets of cards (beginnings and endings of the new expressions).
2. Ls place the cards with the endings face down in a pile. They divide the cards with the beginnings equally between each other. They take turns to pick a card with the ending of an expression and find the beginning in their hands and place them beside the ending in question.
3. Ls check their matching against their task sheets 2.4 B Cards Expressions in Half.

#### STAGE 5 Agreeing / disagreeing II. – Who do you agree with?

TIME 10 minutes

SKILLS AND COMPETENCIES  
IN FOCUS Agreeing / disagreeing

ORGANIZATION Group work

AIDS AND MATERIALS 2.5 Statement Cards

### TEACHER'S ACTIVITIES

1. T asks for groups of 3.
2. T explains rules and hands out 2.5 Statement Cards. It is important to emphasize that Ls are expected to use the newly learnt expressions.
3. T monitors, makes notes on mistakes that impair communication and helps if needed.
4. After the activity T gives feedback on the process, efficacy and mistakes s/ he finds important to mention. In addition, T asks Ls to share how much they agreed with each other when they were discussing the cards.

### LEARNERS' ACTIVITIES

1. Ls form groups of 3.
2. Ls pick a card, read the statement and reflect on them by using the expressions for *agreeing / disagreeing*.
3. Ls share how much they agreed with each other when they were discussing the cards.



<b>STAGE 6</b>	<b>Discussion &amp; decision making – PDC (producers’, directors’ and characters’) meeting</b>
<b>TIME</b>	10 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Discussion and decision making Agreeing / disagreeing
<b>ORGANIZATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Completed 1.4 Task Sheets photocopied

#### TEACHER’S ACTIVITIES

1. T instructs Ls to form groups of producers, directors and actors/actresses as appointed in lesson one (completed task sheet about genres, characters and crew from lesson 1 may be of help)
2. T explains task. During the activity T monitors and helps if needed.
3. T facilitates the process of presenting decisions. T should make sure that by the end of the activity all of the Ls are part of a group with a certain role (a director + a producer + actor(s) / actress(es))

#### LEARNERS’ ACTIVITIES

1. Ls form groups of producers, directors and actors/actresses as appointed in lesson one.
2. The different groups come up with decisions as follows:
  - Producers: Decide which director you assign with which film. Ls have to come to an agreement on who is working with whom (producer + director) and on which film.
  - Casting meeting (directors): Decide which role will be played by which actor/actress. Ls have to come to an agreement on this.
  - Actors/actresses: Say which roles you would like to play and why.
3. Finally, Ls present their decisions to the class and the final groups for the films are formed.

<b>STAGE 7</b>	<b>Setting homework – Learn it.</b>
<b>TIME</b>	1 minute
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reinforcing vocabulary
<b>ORGANIZATION</b>	Frontal work
<b>AIDS AND MATERIALS</b>	-

**TEACHER'S ACTIVITIES**

1. T sets homework.

**LEARNERS' ACTIVITIES**

1. Ls revise and learn the words and expressions of lessons 1 and 2 for homework.

### LESSON 3: CONSOLIDATION

#### Aims of the lesson:

- to revise vocabulary learnt in lesson 1&2 by practising giving explanations and definitions
- to activate passive vocabulary
- to increase Ls' confidence in public speaking / acting in public
- to check how much Ls acquired from previous lessons
- to practise narrating a scene
- to improve creativity

**Materials and resources:** 3.1 Activity Cards, 3.2 Task Sheet Comic Strips, a videocassette with a 2x5-minute sketch or a scene from any film that is *interesting and full of action* (e.g. an action film when a bank is robbed, someone is kidnapped etc.) video equipment

**Classroom arrangement:** In Stage 3 half of the Ls have to sit with their backs to the TV screen beside their partners who face that.

<b>STAGE 1</b>	<b>Review – Activity</b>
<b>TIME</b>	15 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Practising vocabulary Public speaking skills
<b>ORGANIZATION</b>	Group work
<b>AIDS AND MATERIALS</b>	3.1 Activity Cards

### TEACHER'S ACTIVITIES

1. T divides the class into 3 groups and explains rules.
2. T monitors, makes notes on mistakes that may lead to misunderstanding and facilitates the process.
3. After the activity T asks Ls to give feedback on the process, effectiveness, vocabulary used and grammar.

### LEARNERS' ACTIVITIES

1. Ls work in groups.  
Each group appoints an "Activity Person" (AP) – s/he is separated from the rest of the group.  
Each AP gets 3 words or expressions learnt in lessons 1 & 2. They have 1 minute per word / expression to *mime*, *draw* or *explain* the vocabulary item to their groups. (Appendix 3.1)  
To decide if it's *mime*, *draw* or *explain* they pick a card from an envelope / box. (They pick one for each word.)
  - If the group guesses right within 1 minute they get a score. If not, it's the next group's turn.
  - After each 3 words the groups choose a new AP.
2. Ls give feedback on the process, effectiveness, vocabulary used and grammar.

<b>STAGE 2</b>	<b>Picture dictation – Comics</b>
<b>TIME</b>	15 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Narration
<b>ORGANIZATION</b>	Group work
<b>AIDS AND MATERIALS</b>	3.2 Task Sheet Comic Strips

### TEACHER'S ACTIVITIES

1. T divides the class into pairs, gives a 3 picture comic strip 3.2 Task Sheet to Ls and asks them to describe it to their partners who will have to draw the comic strip.

### LEARNERS' ACTIVITIES

1. Ls work in pairs. They each get a 3 picture cartoon (a different one) and take turns to narrate what they can see, not showing the pictures to their partners. The listening partner has to make a picture of the 'dictation'.

*E.g. ... "Two spiders are hanging/climbing and talking. One is asking the other to look up..."*

2. T monitors and makes sure that the strips are not seen by the drawing partner.
3. At the end of the activity the comic strips are placed on the board for comparison.
2. At the end of the activity Ls place their comic strips on the board for comparison.

<b>STAGE 3</b>	<b>Commentaries – Could you get that?</b>
<b>TIME</b>	13 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Running commentaries
<b>ORGANIZATION</b>	Pair work
<b>AIDS AND MATERIALS</b>	A videocassette with a 2x5-minute sketch or a scene from any film that is <i>interesting and full of action</i> , video equipment

#### TEACHER'S ACTIVITIES

1. T divides the class into pairs.
2. T instructs Ls to arrange seats according to task and describes the activity.  
*Note:* You might want to emphasise that this time grammar is not at all in focus, Ls should focus on reporting what is happening rather than being accurate.

#### LEARNERS' ACTIVITIES

1. Ls work in pairs. They decide who is going to be A and B.
2. "The A"-s sit with their backs to the TV screen. Those who face the screen ("B"- s) watch the 3-minute scene with no volume on and give a running commentary on what is happening. "A"-s make notes.

*E.g. There's a bald man running in the street. There are 2 detectives following him. He is turning back and shooting one of the cops dead ...*

After 3 minutes all 'A's come together and compare what they heard and such 'put the story together'.  
At the same time 'B's share how they managed the commentaries i.e. what they found challenging and how they managed it.

3. T monitors and operates video equipment.

3. Ls swap roles and do the same with either the next 3 minutes of the film or with another 3-minute sketch.

Again, as in step 2. 'A'-s meet to outline the story and 'B'-s to share their experience.

4. Finally all of them watch the whole scene(s) and watch for discrepancies between their version and the film.

#### VARIATION

**AIDS AND MATERIALS** Same as Stage 3

**DESCRIPTION** In step 4, when Ls are watching the whole scene, if they find differences, they shout STOP! and explain what is wrong i.e. what they didn't get or misunderstood during the commentaries.

**STAGE 4** **Setting homework – Idea generating**

**TIME** 2 minutes

**SKILLS AND COMPETENCIES  
IN FOCUS** Brainstorming

**ORGANIZATION** Frontal work

**AIDS AND MATERIALS** -

#### TEACHER'S ACTIVITIES

1. T sets homework.

*Note:* We set a 5-minute limit because in our experience Ls will produce a shorter film and if we give them a shorter time limit, it will be even shorter.

#### LEARNERS' ACTIVITIES

1. Ls come up with their own ideas for scripts/stories of a 5-minute film they would like to make as an outcome of the module. Bearing in mind the criteria agreed so far (1.4, 2.5)

## LESSON 4: GETTING READY

### Aims of the lesson:

- to improve students' writing skills in English
- to activate passive vocabulary
- to practise giving instructions
- to stimulate conversation for practising new language *agreeing - disagreeing*
- to get ready for the culmination of the module: presenting a 5-minute long film
- to encourage creativity
- to provide opportunities for teamwork, encourage Ls to find solutions, make agreements with their peers and practise learning how to share group work and take equal part when it is about contribution

**Materials and resources:** 4.1 Task Sheet The Script, A4 sheets or exercise books

<b>STAGE 1</b>	<b>Writing a script – writing</b>
<b>TIME</b>	20 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing
<b>ORGANIZATION</b>	Group work
<b>AIDS AND MATERIALS</b>	4.1 Task Sheet The Script

### TEACHER'S ACTIVITIES

1. T appoints groups. The groups should be the same as in lesson 2 (2.6) set by producers and directors (mind their presentations on the topic).

### LEARNERS' ACTIVITIES

1. Ls form groups according to instructions.

2. T explains task and hands out 4.1 Task Sheet. The task should be done free with no intervention on T's part unless it is asked for.  
 Note1: T must make clear that in this case there are no formal requirements to a script.  
 Note2: It might be useful to instruct Ls to use English while accomplishing task and remind Ls of this if they are not doing so.
2. Ls select the idea of the script they would like to film (it was given as a piece of homework – see Lesson Three).  
 They set the scene, define characters, write the dialogues, etc. of the 5-minute film they would like to make.  
 They can work on separate pieces of paper or in their exercise books. At the end they fill in the 4.1 Task Sheet to summarize their work.  
 They must speak English all the time. They can ask for help if they need it.
3. T monitors, makes notes and helps if Ls require that. Towards the end of the activity T walks around, reads Ls' dialogues and draws attention to mistakes.

#### VARIATION

<b>AIDS AND MATERIALS</b>	Paper and pen for T
<b>DESCRIPTION</b>	To enhance Ls using English all the way through the activity, T writes down all the Hungarian utterances s/he can hear and at the end of the lesson make Ls translate what they said in Hungarian.  (Source: Fruttus Hajnalka – Bede Zoltán: Játékos nyelvtanítás, pp. 101-102)  <i>Option:</i> Translation can be set as a piece of homework but it requires that T collects Ls' utterances on separate pieces of paper per student.
<b>STAGE 2</b>	<b>Directing the film – communication</b>
<b>TIME</b>	8 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Giving instructions Agreeing /disagreeing Discussing ideas
<b>ORGANIZATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Scripts written by Ls



### TEACHER'S ACTIVITIES

1. T explains task.  
*Note:* T must make clear that actors, actresses and producers have equal opportunities to question the directors' suggestions, i.e. they might "forget about" their role for this activity.
2. T monitors and facilitates the process.
3. T might find it important to ask for feedback from the groups regarding their feelings around the film they are making especially if there has been strong disagreement in the group.

### LEARNERS' ACTIVITIES

1. Directors discuss the scenes with their team. They give instructions how they imagine the film, the other Ls agree or disagree and they might come up with their own ideas to finalise the script to have the concept for the film.

<b>STAGE 3</b>	<b>Putting it together – practice</b>
<b>TIME</b>	15 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking
<b>ORGANIZATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Scripts written by Ls

### TEACHER'S ACTIVITIES

1. T asks Ls to rehearse for the film.

### LEARNERS' ACTIVITIES

1. Ls rehearse for the film.  
*Note:* At this stage directors instruct their actors / actresses according to their ideas and give the chance to the producers to agree or disagree at different phases.

### VARIATION

<b>AIDS AND MATERIALS</b>	-
<b>DESCRIPTION</b>	While the teams rehearse, producers can prepare with some ideas how they would herald their films at the end of this activity to enhance anticipation to the 'premiere'.

<b>STAGE 4</b>	<b>Setting homework – Rehearsal</b>
<b>TIME</b>	2 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Practising for public speaking
<b>ORGANIZATION</b>	Frontal work
<b>AIDS AND MATERIALS</b>	-

**TEACHER'S ACTIVITIES**

1. T sets homework.

**LEARNERS' ACTIVITIES**

1. Ls listen to the instructions for their homework: they practise to be ready for next class to present their films.

## LESSON 5: THE DAY OF THE OSCAR AWARD

### Aims of the lesson:

- to improve students' speaking skills in English by stimulating conversations for practising the language *agreeing – disagreeing* and any language relating *films* that have been covered throughout the module activating passive vocabulary
- to present a 5-minute long film
- to increase Ls' confidence in public speaking / acting in public
- to give Ls a taste of the Oscar Awards prize-giving ceremony, and by this to familiarize themselves with American culture
- to check how much Ls acquired from previous lessons
- to give Ls a tool for evaluating the module and their own achievements thus encourage learner's autonomy
- to give feedback on the development of Ls' communicative competence and so help develop self-esteem

**Materials and resources:** 5.3. Cards And the Oscar Goes to..., a video camera if feasible, pieces of paper for note-taking, a short extract from an Oscar ceremony on video, video equipment, 5.4 Task Sheet Assessment Sheet

<b>STAGE 1</b>	<b>Presenting the films – presentation</b>
<b>TIME</b>	20 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Presenting Note-taking
<b>ORGANIZATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	-

### TEACHER'S ACTIVITIES

1. T sets the atmosphere for the Oscar ceremony.  
*Note:* It can be done by bringing in pictures of Oscar-Awards, actors with their awards, a red carpet, etc.
2. T facilitates performances and encourages celebration after each film. S/He also sees to that producers welcome the audience and say a few words about the film and directors introduce the actors.  
T asks Ls to make notes for reasoning their evaluation at a later stage.

### LEARNERS' ACTIVITIES

1. Ls present their films.  
Ls watch other groups' performances and make notes so as to be able to support their evaluation at a later stage.

3. T records Ls performing if possible.

Remark:

- It gives an opportunity for Ls to take task seriously.
- The films can be watched at a later stage to see how they accomplished their tasks (e.g. last class of the year).
- The films can be watched at a later stage to draw attention to mistakes that impair communication.
- In a case of a strong disagreement it allows for a “replay”.

<b>STAGE 2</b>	<b>Commenting on the films – discussion</b>
<b>TIME</b>	10 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Agreeing / disagreeing
<b>ORGANIZATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Notes taken by Ls

#### TEACHER’S ACTIVITIES

1. T forms groups.

*Note:* It’s a good idea to change groups for this activity to avoid Ls discussing their own performances rather than evaluating those of the other groups. A quick activity for this could be naming Ls as “A”s, “B”s, “C”s and “D”s. Then they can form groups accordingly.

#### LEARNERS’ ACTIVITIES

1. Ls evaluate performances by discussing their notes in groups using agreement / disagreement expressions and film words covered.

<b>STAGE 3</b>	<b>“The Oscar goes to ... “ : discussion, evaluation and feedback</b>
<b>TIME</b>	14 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Discussion Feedback
<b>ORGANIZATION</b>	Group work, whole class
<b>AIDS AND MATERIALS</b>	5.3. Cards And the Oscar Goes to..., a short extract from an Oscar ceremony on video, video equipment

### TEACHER'S ACTIVITIES

1. T asks Ls to form groups as in lesson 2, Activity 6. (Producers, Directors, Actors)
2. T instructs groups to decide on winner by discussion and each group votes.
3. When ready, T plays a short video extract from an Oscar ceremony for Ls to feel the atmosphere.
4. This can also be filmed if a camera is available.

### LEARNERS' ACTIVITIES

1. Ls form groups as in lesson 2, Activity 5. (Producers, Directors, Actors).
2. Groups decide on winner by discussion and each group votes on the following:
  - Producers: best director
  - Directors: best actor + best actress
  - Actors: best script
3. Ls watch a short video extract from an Oscar ceremony.
4. A representative from each group hands over the "Oscar" (5.3 Cards).

### VARIATION

#### AIDS AND MATERIALS

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#### DESCRIPTION

T can set or ask Ls to set other categories for an award (e.g. best supporting actor). In this case T should make sure that only one group (or the whole class together) decides on a winner of a category or they might vote for a different person per group.

#### STAGE 4

**Setting homework – Self Assessment**

#### TIME

1 minute

#### SKILLS AND COMPETENCIES IN FOCUS

Self Assessment

#### ORGANIZATION

Whole class

#### AIDS AND MATERIALS

5.4 Task Sheet Assessment Sheet

### TEACHER'S ACTIVITIES

1. T asks Ls to fill in the Self Assessment sheet for homework to see how much they acquired from the module.

### LEARNERS' ACTIVITIES

1. Ls fill in Self Assessment Sheets for homework.

## VARIATION

### AIDS AND MATERIALS -

#### DESCRIPTION

*Variation 1:* T can decide if s/he wants to collect sheets for checking how Ls feel about their improvement and the module but T should give the sheets back.

*Variation 2:* We suggest Ts to give feedback on the development of the Ls' communicative competence at the end of the module.