English lesson plans for Grade 12

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Using these lesson plans

The lessons for Grade 12 represent the range of skills. Within each lesson, there is a focus on integrating two or more skills in order to complete a task. It is important that the students are required to search the Internet for information. The objectives for the lessons are drawn from the curriculum standards which, in each case, are indicated on the lesson plan.

Each lesson plan has sufficient material to support at least 45 minutes of direct teaching. However, it should be borne in mind it may be necessary to go on to another lesson or to complete something at home.

The topics that are covered in this sequence of plans are designed to have direct relevance to students of this age. They are also sensitive to the cultural ethos of Qatar.

Answer keys are provided to guide teacher correction and feedback but where tasks are subjective, these answers are not intended to be presented to students as the only ‘right’ way of completing the given tasks.
Reading and writing: animal experiments

- Use active comprehension strategies to derive meaning while and after reading.
- Read persuasive texts presenting and arguing for a particular point of view.
- Use common word processing software to plan, compose, edit and present own writing.
- Write persuasive texts, which argue against a particular view.

Some of the procedure and materials for this lesson are adapted from Success International Students’ Book by Marian Barry, Georgian Press 1998.

Jigsaw discussion

Tell the students that the subject of the discussion is experimentation on animals for medical research.

Place OHT 12F.1a on screen. Explain that the six questions are ethical questions about animal research; ethical questions ask if something is right or wrong. Put the students into six groups and let each group explore and discuss a different question, choosing one of the three opinions as their starting point. If there is any unfamiliar vocabulary, get them to look it up in their dictionaries. If students have Internet access, they can research the topic and look up the vocabulary on www.dictionary.com. Tell them to give reasons for their answers and be prepared to put forward their opinion.

Cross-group the six groups, making groups of six members each: one representative for each question in each group. Get students to take it in turns to express their opinion about their question. In plenary, get students to find the consensus in the class according to the three opinions on OHT 12F.1a.

Prediction

Tell students they are going to read an article by a doctor who is a campaigner strongly in favour of experiments on animals for medical research. Ask students if they think that the opinions that the doctor expresses will be balanced, one-sided, extreme or undecided.

As the doctor campaigns for experimentation, the opinions are likely to be at least one-sided.

Get students, in their groups of six, to list as many arguments as possible that they think the doctor will use. Make sure all students write down their group’s list. Now return students to their original groups and get them to share and compare lists, adding any good ideas from others.

Animal experiments help develop drugs and surgery that saves lives.

The animals are treated well.

Humans are more important than animals. etc.
Hand out **worksheet 12F.1a** and give students five minutes to read it. Get them to check off their predictions to see if they were able to predict all the doctor’s arguments. Monitor and get feedback to find out which arguments they didn’t anticipate.

Hand out **worksheet 12F.1b** and get students to complete the following activities.

**Answer key**

**Vocabulary check**
Look up the listed words in the dictionary and write the meanings in the grid. Cystic fibrosis is a serious lung disease in children, usually fatal.

**Reading comprehension**
1. Continuing the research on animals.
2. The discovery that blood circulates in our veins
   - Understanding the way lungs work
   - The discovery of vitamins and hormones
3. So that scientists can observe and research the disease in the animals.
4. They want to prevent animals suffering, but they also want to cure diseases.
5. Experiments on animals may cure animal diseases

**Reading between the lines**
5. He makes fun of the people who are against animal experiments. (This statement is untrue)
   1. He says animals are well cared for. (column 2, lines 10–12)
   2. He uses a lot of statistics. (column 1, lines 32–36, column 2, lines 31–33, 40–47)
   3. He gives us a lot of facts. (all through the text)
   4. He says researchers care about the animals. (column 2, lines 7–10, 34–36)
   6. He seems to understand the point of view of his opponents. (column 2, lines 5–6)

**Reading beyond the lines**
Health Education and preventive medicine play a much more important role these days than animal experimentation.

Human volunteers would be far more relevant to research on human diseases and give more reliable results.

Advanced technology can nowadays play a much bigger role than animal experimentation.

**Writing framework**
Tell students that they have been asked to write a short article for the school magazine about animal experimentation. In their article, they must argue that such experiments are useful but alternatives should be explored.

Get the students to do a Google search for ‘animal experimentation’. Hand out **worksheet 12F.1c** and get students to explore the websites listed under question 1.

Have students add more phrases they think might work in the three sections of question 2.

Get students to make notes and fill in the grid in question 3 from their research.

Have students write their articles on a computer, laying it out like an magazine article (in columns and with pictures which they can find from a Google Images or Yahoo Images search). While their articles are in draft form, get students to go back to question 2 and improve or add to the cohesive devices they listed. Monitor, help students redraft weak sentences and take notes of typical errors.
Comment on typical problems and issues that arose while students were drafting their articles and go over a short list of good points and areas they can improve on, according to the notes you have taken while monitoring.

**Feedback**

**Summary for students**

In this lesson, you began by examining some ethical questions about the rights and wrongs of experimentation on animals for medical purposes. You discussed these questions in groups and this prepared you for the text you then read. The text was a persuasive text written by someone with a particular viewpoint. You used the text to analyse the opinions and arguments, and worked out some opposing opinions not mentioned by the writer. You followed this up with Internet research.

This was all preparation for getting you to write your own article. It was a persuasive text which set out to convince the reader of your point of view. The framework helped you organise a written argument where the problem is complex and you can see both sides of the story: an introduction stating your point of view, positive examples, problems with those examples, alternatives, a conclusion showing things aren’t always black and white. Presentation is also important in written work and that’s why you then had to write up your work on a computer, formatting it like a magazine article.

Topics like animal experimentation are quite emotive and can become controversial or heated in a discussion. If you remain a little detached and analytical in discussing or writing about such topics, you can get your message across more effectively. People are more willing to listen to you if your express a strong point of view in a calm and reasonable way.
12F.2 Listening and speaking: transport

Objectives
Grade 12F curriculum standards 3.2, 4.2, 4.3

Pre-listening
Resources
OHT 12F.2a
Vocabulary
(to) get a lift from …
acid rain
asthma

Some of the procedure and materials for this lesson are adapted from Success International Teachers’ Book by Marian Barry, Georgian Press 1998.

Set the scene
Show OHT 12F.2a. Ask students the following questions.

- Which modes of transport do you regularly use?
- Where is each mode of transport used most?
- Can you think of any other forms of regularly used transport?
- What is the main mode of transport in Qatar? Have you ever been on a bus? Are there any trains in the region?
- What method of transport do you use to go to school? To go shopping? To visit friends? To go to places of entertainment?

Pre teach vocabulary
Elicit and explain the vocabulary to the students.

Prediction
Tell students they are going to listen to a conversation between two people. It is about the results of a survey, which was carried out to determine patterns of car usage by pupils in a school. Before listening, get them to work individually to predict what other forms of transport students use to get to school. Tell them to make a list (bus, on foot, etc.) which they will then tick off as they listen and add any other forms of transport that are mentioned which they didn’t anticipate.

Listening comprehension
Play tape 12F.2.

Get students to listen and check their predictions. Hand out worksheet 12F.2a and get students to complete section A by writing a list of different methods of coming to school that are mentioned in the taped conversation.

Answer key
car (taxi), walking (on foot), bus, train, bicycle (cycling)

Get students to listen to the conversation again and complete the notes in section B.

Answer key
1 Average weekly number of car journeys is 11 to 20.
2 5% make more than 50 car trips per week.
3 80% admitted using a car when it was not necessary.
4 The school
   (a) is on a bus route.
5 Coming to school by train or bus is
   (b) too inconvenient (homes aren’t near a bus stop or train station).
6 Parents’ opinions of roads for walking or cycling:
   Too dangerous / not safe enough
7 Reasons for not wanting own car in the future
   (b) health concerns / effects on health.
8 When the family needs a new car / parents buy a new car they try to persuade them to
   get a small, fuel-efficient type.

Roleplay
A city authority is discussing whether or not to ban cars from the city centre. Opposing views are represented but the head of the city authority must remain impartial, although in the end he or she will have to decide whether to allow the ban or not, depending on the strength of the arguments presented.

Tell the students they are going to undertake a simple roleplay. Prepare and hand out the role cards from teacher’s resource 12F.2 and show OHT 12F2.b. Put students into groups of five. If there is an uneven number, two students can ‘job-share’.

Monitor and make sure everyone is contributing to the discussion. Let the Head of the City Authority chair the group discussion. There is no one ‘correct’ answer to the discussion. Allow different groups to come up with different solutions. Don’t interrupt and try not to correct language errors during discussion. (If one student is making a particular repeatedly, give them a brief written note.) Take notes of particularly good arguments as well as common errors. If you have a previous agreement with your class about video filming them, film excerpts of the discussion. Otherwise audio tape them. Save this material for a feedback session, probably in the next lesson, when you have had time to review what you’ve recorded.

Get the Head of the City Authority from each group to say what they decided and give their reasons. Ask students with good arguments to share them with the whole class. Anonymise errors and get students to correct them.

In the follow-up lesson, use selected excerpts of the tape to get students to do self- and peer-correction, and to improve what they said. You can do this with direct playback of the tape or by giving students written transcripts of what they said.

For those who didn’t say enough, get them to re-state what they said, enriching the vocabulary and adding better examples to strengthen their arguments, speaking more at length without hesitation. For those who spoke too much, make them aware of turn-taking, listening to others, mirroring body language to show empathy, so that they give space for others to contribute more next time.
<table>
<thead>
<tr>
<th><strong>Summary for students</strong></th>
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<tr>
<td><strong>For the listening</strong></td>
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<td>It’s more difficult to listen to two people debating informally than to one person expressing an opinion in a more formal way. In the conversation you listened to, there were a lot of hesitations, unfinished sentences, colloquialisms, so it’s important to sift through all that and find the main ideas. You should use other clues, like the tone of voice and how concerned the speakers sound – this will tell you how strongly they feel about things.</td>
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<tr>
<td><strong>For the role play</strong></td>
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<tr>
<td>It’s important to analyse how well you perform in discussions of this nature. Set goals for yourself. If you didn’t speak enough, analyse why – not being interested in the topic is not a reason! Look at the vocabulary you used and think of ways of making it richer. Look at the statements you made and think of good examples to back up your point of view. If you hesitate too much, try to find different ways of expressing what you want to say – getting around the problem with simpler vocabulary instead of stopping every time you can’t find the right word. If you spoke too much and didn’t give others a chance to speak, analyse and set goals for remedying this. Try actively listening to others. Use encouraging phrases like ‘I see what you mean. Go on…’ to draw them out and get them to speak. Ask more questions, make fewer statements. Try mirroring the other speaker’s body language to show you are listening to them – if they lean forward, you lean forward. Don’t cross your arms over your chest or cover your mouth with your hand – this sends bad signals to the others in the group.</td>
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</table>
A: Anyway, we’ve got the results of the survey now.

B: Right, well, I can note the main points that come up and then fill in the chart. The school magazine is the best place to publicise the findings, don’t you think?

A: Yes. Erm, well, you know, it’s interesting to see the extent of car usage. Usually pupils are making between 11 and 20 trips by car a week. Mostly they’re, you know … it’s what you’d expect, getting lifts from their parents. A small percentage, 5%, makes over 50 car trips in a week. The results really aren’t encouraging.

B: Gosh, 50 car trips a week! That is a lot, isn’t it? They must have a good social life! And understanding parents who don’t mind being a taxi service! What was the response like to the question about whether there was an alternative to the journeys they make by car?

A: Well, a whopping 80% said they would get a lift even if they didn’t really have to. They could easily have walked to where they wanted to go, but it seems they prefer to get lifts from their mum or dad. I think often it’s just laziness.

B: Yes, although having said that, I do think a lot of pupils at this school do seem to walk to school.

A: 40% said they walked to school regularly but then, well, 33% say they always come by car, which is not so good.

B: I wonder why, when the school is on a bus route and there’s a train station only five minutes’ walk away?

A: Erm, well, from the survey it seems that coming to school by bus or train is either too expensive, or too inconvenient. Their homes aren’t near a bus stop or train station – it’s just not available where they live.

B: What did that 33% who come by car say about coming to school under their own steam – walking or cycling, for instance?

A: A lot of them said their parents wouldn’t allow them to walk or cycle because it’s just not safe enough. The roads are really dangerous for cycling, and some pupils live over eight miles away, so walking to and from school would just take too long. You can’t really expect them to undertake that kind of trek every day.

B: What about wanting a car when they leave school?

A: Well, that was pretty encouraging from the point of view of protecting the environment. A third of those who responded were against having their own car when they were adults. One of the main reasons they gave was concern over the environment. They’re worried about car exhaust fumes contributing to acid rain and affecting the wildlife. And they’re also worried about, well, the health issue in general. They think car fumes can cause asthma.

B: Well, it’s good to know they’re not all desperate to become car owners themselves. But what about all those kids constantly being driven around in their parents’ cars?
A: Well, one thing was mentioned. When the family needs a new car, a lot of children said they discussed what kind of car would be best with their parents. Er, they said they tried to, you know, persuade their mum and dad to buy a small, fuel-efficient model because that’s better for the environment.

Adapted from *Success International Teachers’ Book* by Marian Barry, Georgian Press 1998
**Objectives**

- Report what people say by summarising monologues.
- Speak accurately in clear, connected, simple and complex sentences.

**Pre-listening**

Resources
Worksheet 12A.1

Vocabulary
- acumen
- stamina
- dexterity

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**Networks**

Put students into groups and get each group to come up with at least six reasons as to why people work (apart from making money). When they all have a good list of reasons start a network on the board and get each group to come up and add their ideas, in note form, to the network.

Other possible ideas include:
- to use their skills and qualifications
- for company benefits such as health insurance
- to get out of the house
- to give a routine and structure to the day
- to make a difference to society
- to raise their standard of living
- for a break from domestic commitments
- to express different aspects of their personality
- to use specialised equipment only available at work
- to wear a special uniform
Discussion

Ask the students the following question.

• **What would happen if someone lost their job?**

Get students to look again at the reasons for working and discuss what effect these might have on someone who lost their job.

Hand out **worksheet 12A.1** and get students to do the exercise ‘Skills and qualities for work’.

**Answer key**

There could be a lot of variation here—a war journalist also needs courage; a novelist needs an ear for languages; linguists often have musical talent, etc.

<table>
<thead>
<tr>
<th>patience</th>
<th>nursery teacher</th>
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<tbody>
<tr>
<td>communication skills</td>
<td>journalist</td>
</tr>
<tr>
<td>artistic flair</td>
<td>interior designer</td>
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<tr>
<td>an ear for languages</td>
<td>linguist</td>
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<tr>
<td>business acumen</td>
<td>tycoon</td>
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<tr>
<td>physical stamina</td>
<td>labourer</td>
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<tr>
<td>courage</td>
<td>firefighter</td>
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<tr>
<td>musical talent</td>
<td>violin player</td>
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<tr>
<td>dexterity</td>
<td>dentist</td>
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<tr>
<td>imagination</td>
<td>novelist</td>
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</table>

Put students into pairs and get them to practise using conditional language to justify their matching of skills to jobs.

*Why do you think a nursery teacher needs patience? Well, if she didn’t have patience she’d find it difficult to be with all those kids day after day. She might lose her temper and that wouldn’t be very good for the learning atmosphere.*

**Set the scene for listening**

Now narrow the focus of the lesson to jobs related to shopping, because that’s what the listening text is about. Begin by telling the students that they are going to talk about one of their favourite subjects, shopping.

• **What kinds of shops do you most like visiting?**
• **Which shops do you not like going into?**
• **How would you rate the service in most shops?**
• **Can you think of some examples of bad service?** Queuing too long to be served, pushy or indifferent staff, difficulty getting the things you want or a refund
• **Can you think of ways in which shops that you know could be improved?** More staff, better training for staff, wider range of goods available

**Prediction**

Tell the students they are going to listen to a personnel officer talk about her job. Explain to them that a personnel officer deals with the staff in a company, looking after staff welfare and recruitment of new staff. In this case, the personnel officer works with sales staff in retail shops.
Get students to look at the exercise ‘Prediction’ on worksheet 12A.1 and to predict what the personnel officer is going to talk about by ticking the points they think she is likely to mention.

Have students listen to tape 12A.1 and, in the exercise ‘Prediction’, tick the points that the personnel officer does actually talk about. Students then compare their predictions with the actuality.

**Answer key**

Points mentioned in the talk are:
- suggesting that shop staff have extra training to improve their skills
- disciplining staff who are performing badly
- advising sales managers if their sales are falling.

**Comprehension**

Get students to listen to the tape a second time and answer the questions in the exercise ‘Listening for detail’ on worksheet 12A.1. It is important that they do not get bogged down in trying to write full sentences in answer to the questions, it is enough to write notes or one-word answers.

**Answer key**

1. Taking goods home to use
   - Training in how to sell
   - Training in how to display goods in the shop
2. Sacking or disciplining them
3. Get them to see that different types of people could do a job
4. If a rival store has opened nearby
   - When population has declined in the area
5. Tries to get on well with them

**Reporting**

Put students in pairs and get them to do the exercise ‘Reporting’ on worksheet 12A.1. They read the direct quotes from the speaker, and then write a sentence about how this would be reported to someone who had not heard the talk. The students work on this together then act out the roles, changing over when they have been through it once.

**Answer key**

You: Yes, she said that sales assistants needed training in how to sell. She also said that an assistant might be sent on a course to train them in how to set out the goods.

You: She mentioned that the most frustrating aspect of her job was that managers wanted quick results.

You: She stated that they wanted to sack or discipline the staff.

You: Yes, she thought that managers found it hard to accept that the personnel officer was influential.

You: Well, she felt most satisfied when she had persuaded managers to take on people who didn’t fit the norm.

You: She said that she did try to get on well with managers.

**Extension**

The extension exercise on worksheet 12A.1 is vocabulary extension work, involving some work-related idioms. Encourage students to do it by looking at the context. Weaker students will need the answers to match up.
Answer key

1. talk shop = talk about work
2. go-getter = an ambitious person
3. golden handshake = money given when a person leaves
4. off-duty = not working
5. dogsbody = person who does a menial, unimportant job
6. be my own boss = have control over how and when I work
7. high flyer = high-achieving person
8. blue-collar workers = manual workers; white-collar workers = office workers

Summary for students

The content aim of the lesson was to get you to talk about the world of work because it will obviously be important for you in a few years’ time. The exercises you did provided you with a range of different opportunities to talk about work and work practices – discussing the reasons why people work, the skills they need, what people have to do in their jobs, problems with personnel, and some specific idioms about work. The language aim of the lesson was to get you to listen accurately and to report accurately what was said, using the conventions of reported speech.
Personnel officer:

What I do is I visit electrical stores in the high streets up and down the country. I’m really trying to advise the managers on staffing so that, you know, they can get the best out of their staff.

One common problem is er ... well, for example, say a sales assistant is not meeting personal sales targets. Their figures are, you know, a bit ... iffy. Managers are wondering, like, are they up to the job, should they get the sack or not? I suggest how about offering the assistant more training and more development. Of course, training ... it would have to be in a specific area. I mean, we get a sales assistant who knows everything about hi-fi but nothing about the white goods like fridges and dishwashers we sell. So they have a gap where product knowledge is concerned. And this can be rectified if they go on a training course. Sometimes we let them take a microwave or camera home so that they can get familiar with it in their own time. On the other hand, a few, er ..., quite a few, sales assistants need training in exactly how to sell. Selling involves opening the sale and actually closing the sale to make sure the transaction is complete – clinching the deal, if you like.

Another common gap is display. In a shop, goods should be displayed so they appeal to the customer, they’re easy to find, er ..., well there’s no point in creating confusion, is there? An assistant may be sent on a course to train them in how to set out the goods logically, taking into account the height, colour ...

It’s funny, but the most frustrating aspect of my job is that managers want very quick results. Well, who wouldn’t want their shop to be the best? But they want to sack people or discipline them rather than invest more in training and keep people. Managers find it hard to accept that the personnel officer is influential. When it comes to recruiting staff, it’s usually the case that managers want people just like themselves – same background, all that – well, when what you actually need are the skills and attributes for the job. I get managers to see that, well, people from a wide spectrum can meet the needs of the job. Er, yeah, I’d say I ... I feel most satisfied when I’ve persuaded managers to take on people who, er, don’t fit the norm.

Sometimes, and this is in its way a much more serious thing, the store’s sales are falling too. If a rival store has opened up, it’ll be taking our custom or maybe the population in the area is declining – er, it’s just that people are moving away. In this case, it’s no good projecting sales by looking at the figures of the previous year. I’d help them project new targets, more, er, realistic targets, taking these factors into account. I try to get on well with the managers. They have to feel they’ve got the power. After all, you know, they do work hard and it can be a bit of a treadmill. I never make them do anything – if it went wrong, they’d blame me. I can influence but not, well ... at the end of the day, they’ve got to feel the decisions come from them.

Adapted from Success International Teachers’ Book by Marian Barry, Georgian Press 1998
Speaking and writing: film reviews

Objectives
Grade 12A curriculum standards 5.2, 8.1

Pre-writing
Resources
Worksheets 12A.2a, 12A.2b, 12A.2c

Some of the procedure and materials for this lesson are adapted from Success International Students’ Book by Marian Barry, Georgian Press 1998.

Discussion
Put students in pairs and hand out worksheet 12A.2a. Get students to discuss the different types of entertainment, giving reasons, and fill in the grid with a few notes.

Gap fill
Give students worksheet 12A.2b and get them to complete the gaps in the film review using the words below. This specialist vocabulary will be useful later. Point out the word ‘genre’ (it is French and means ‘type or category, usually of artistic work’). Also point out ‘spaghetti western’ (a cowboy film produced in Italy; early examples starred Clint Eastwood).

Answer key
Sharon Stone deserves an Oscar for her superb performance as Ellen, the tough and mysterious heroine who rides into a small town in the Wild West. Ellen is on a quest for vengeance against Herod. Herod, played by Gene Hackman, is entirely convincing in the role of ruthless town boss. The hair-raising plot becomes more violent when Ellen has to beat off the other outlaws in a quick draw contest. The final scene however leaves no one guessing who the real winner is. The other members of the cast include Leonardo Di Caprio and Russell Crowe who are perfect as the brash, overconfident characters typical of the Wild West. The film is directed by Sam Raimi, who may be remembered for other box office hits such as ‘Darkman’. The film is a welcome addition to the growing spaghetti western genre.

Check answers to the gap-fill by monitoring. Discuss any vocabulary that students are not sure about.

Questionnaire
Hand out worksheet 12A.2c. Have student work on their own to complete the questionnaire, then exchange their answers with a partner. Tell them to pick out a few responses that interest them and ask for more information in a friendly way, to show they are genuinely interested. Go over some useful phrases to do this. Keep the pairwork discussion going so that students have an opportunity to speak at length about their preferences and give reasons why.

Collocations
Get students to look at the box with all the various adjectives in the exercise ‘Vocabulary’. It is not important that they understand every adjective, but rather that they can make some suitable collocations.
Answer key

This is not an exhaustive list, some adjectives have been used more than once, and not all have been used.

plot intriguing, convincing, sophisticated, hilarious, gripping, absorbing
characters appealing, amusing, witty, tough, mysterious, convincing, ruthless, sophisticated, likeable, hilarious, engaging, quirky
costumes impressive, magnificent, stylish, stunning, glorious, superb, attractive
setting impressive, magnificent, stunning, atmospheric, glorious, breathtaking, superb
special effects impressive, memorable, stunning, convincing, sophisticated, breathtaking, superb
performance stylish, memorable, amusing, sparkling, convincing, dramatic, hilarious, engaging, skilful

Review writing

Hand out worksheet 12A.2d. Tell students they will now write their own review. Get them to look back at the review of The Quick and the Dead (worksheet 12A.2b) and also explore the websites www.imdb and www.mrqe.com for information. They should write their reviews on a computer, inserting some photos from the film of their choice, if available.

Redrafting

Get students to swap scripts and correct each other’s work in terms of style, use of language and accuracy.

Ask students to hand in a printout of the final version their work. Correct it with a marking scheme (underline mistakes and code them in the margin: C for collocation, G for grammar; Sp for spelling; WO for wrong word order etc.) and hand the annotated scripts back to them as soon as possible. Have students make their corrections and to keep a log of the type of errors they are making. Get them to use this log to set goals for their next piece of writing.

Have the students compile their corrected reviews either on the school website, in a magazine format or display them on the classroom wall. This could be a regular feature, and be updated as students see new films.

Extension activity

The Four Word Film Review site at www.fwfr.com is an interesting resource; reviewers are allowed only four words to review a film.

Titanic was reviewed as ‘She floats, he doesn’t’.
Summary for students

This lesson deals with a topic which is very relevant to many students who spend a long time in front of a television or in a cinema. It is important that you can be critical in your viewing and be aware of how to express your opinions of what you have seen. The writing part of the lesson was to practise writing a review. For popular cinema, film reviews are usually short, snappy, descriptive and should be fun for the reader to read. The collocation work you did – matching adjectives to nouns – helps your review writing to become more expressive. It would be good to publish these reviews in some way, either in a class magazine, website, or just on the classroom, or school wall. This shows that your writing is done for a real purpose, for people to actually read, rather than just as an exercise in class.