



Lesson Plan: Choosing and Reviewing Films

Activity: researching a topic

Skills: scanning, reading for gist, reading for specific information

Level: grade 7 and higher

Students are told that they are going to go see a film at the Al-Kasaba Cinematheque. Students are put into small groups and given a copy of This week in Palestine. The students can be assigned a number of 'reading for specific information' activities before they are asked to select a film they would like to see. For example, they can be asked to find how many films are in Arabic, how many and which films are in German, which Directors are familiar to you, what days does 'Jenin...Jenin' play, etc. Such tasks can be given in the form of a worksheet:

Students are then asked to read each of the reviews in order to get the overall gist of the film. They are asked to select one they would like to see and then provide a justification based on the material they have read. The groups can then be asked to compare their choices as a way of practicing conversation skills:

S1: I'm going to see Panic Room because I like scary movies.

S2: Oh, if I see a horror film I won't be able to sleep, so I think I would prefer to see About A Boy. It looks like a comedy.

S3: I agree with you, I prefer comedies. But I think I'll see Spider Man because I loved to read the comic book.

As a follow-up activity, the genre of film reviews (vivid descriptions and basic plot summary followed by a critique) can be explored and students can be encouraged to see the film they selected. As a writing activity then can write their own review based on their own opinion of the film.

As a vocabulary development activity, teachers can ask students to highlight unknown words and carry-out dictionary searches. Language focus should be on acquiring new adjectives, which are very important in writing effective film reviews: stimulating, shocking, riveting, horrifying, brilliant, convincing, unconvincing, boring, etc.

Sky McLaughlin
QCERD

Name:	Class:	Date:
Question	Answer	
How many films does the Kasaba feature this month?		
Which ones are suitable for children?		
Are there any foreign films?		
Which films have you heard of before?		
Which Director is the most famous?		
Which films are Palestinian?		
Which film is the longest? The shortest?		
What is the name of the oldest film?		
Which films are 'horror' films?		
Which films are 'comedy' films?		



The Next Letter

Students are given the first letter of a word, for example B. They are then told that the next letter is either an R or an E. Students are then asked to choose one of the letters. If they choose incorrectly, they lose a life (each student has a total of three lives). The game continues in this manner, offering students two choices of letters, one of which is correct. For example, the students may choose R, which is correct. The next choice is either E or O. The students choose E, which is incorrect. They continue until either they lose all three lives or until they guess the correct word (brown). This activity can be adapted to all ages and levels in order to recycle the particular vocabulary that is being introduced in the curriculum.

Opposites

In this activity, playing cards are used to practice opposites. A deck of playing cards will be needed for each group of 4-5 students. The pack is dealt and the student with the two of hearts begins by placing the card face-up and saying an adjective. Any student who has another two of any suit can put his or her card down and say the opposite. If more than one student has a two, then the student who plays their card first and says the correct opposite wins. The winner can then lay down any card and say another adjective. The students can then lay down another card (for example a seven) and say the opposite. The game continues in this manner until all cards are laid down. The first student to lay down all of his or her cards wins. This game can be easily adapted to practice other language points, such as: synonyms, spelling, collocations, colours or irregular past tenses.

Categories

Students should be divided into pairs or small groups. On a piece of paper they draw a table with five columns and 10 rows. Each column will be headed with a particular lexical set which can be first selected by the teacher and then later chosen by the students, such as food, countries, history, music and animals. The lexical sets should be selected based on the age and level of the students. The teacher then calls out one letter of the alphabet and the students have to work together to write

as many words in each category that begins with that letter. The group with the most correct words wins.

Letter	Animals	Countries	Rivers
B	Bat, Bear	Bangladesh Bahamas Bahrain	Bosphorus
D	Dog	Denmark	Danube

Letter	Fruit	Transportation
B	Banana, Berry	Boat
D	Date	Donkey

Word Race

The teacher divides the class into teams of two or three. Each team is given a piece of chalk or a whiteboard pen. The board is then divided into as many sections as there are teams. The teacher says a word in Arabic (preferably a word that has been introduced already in the curriculum) and one member of each team has to run to the board and write the correct English translation. The first team to correctly write the word on the board gets a point. The game can continue until the teacher feels all the vocabulary she or he wanted to cover has been reviewed. This game can be adapted by having students write the synonyms or antonyms of selected words, or the teacher can give definitions or show pictures instead of relying on the translation approach.

Coffeepot

This is a guessing game that can focus on general vocabulary or review of verbs. One student selects a verb and answers yes or no to questions asked by the rest of the students. The students ask questions substituting 'coffeepot' for the mystery verb. For example, students might ask, 'Do you 'coffeepot' indoors or outdoors?' They may continue with questions such as: Is 'coffeepotting' easy or difficult? Can you 'coffeepot' with your hands? If the verb that the student has selected is yawn, the answers would be: Both indoors and outdoors; It's easy; No you can't, but you might use your hands. This game helps to develop students' listening skills because each question the students ask depends on the answer to the question before it.

Sky McLaughlin
QCERD