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| XXX Listening-Speaking  Reading  Grammar  Writing | | | |
| **Topic: Let’s Pick the Best Movie (Create Movie Plot)** | | | |
| Instructor:  Jacki | **Students Competency Level**  **Pre-intermediate** | **Number of Students:**  **13** | **Lesson Length:**  **55 minutes** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  -White Board and Markers,  -Casting Character List   * Big Mike * Daniella * Mary Ann * Appletini * Don Giovani * Tatiana * Mr. Casper * Additional Characters | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**  -Ss will be able to understand the genres of different movies by using example characters to make a movie’s plot.  -Ss will improve listening skills by discuss about plot ideas, responding to T.  -Ss will improve writing skills by writing a plot of a movie together.  -Ss will improve speaking skills by answering T’s questions, discussion with group members and presenting their movie plots. | | | |
| Language Skills: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * Reading: **(Where did reading occur in the lesson?)**   Casting character list, note taking   * Listening: **(Where did listening occur in the lesson?)**   Teacher talk, during the plot making, sharing ideas   * Speaking: **(Where did speaking occur in the lesson?)**   Discussion in group activity, answering teacher   * Writing: **(Where did writing occur in the lesson?)**   Notes, plot writing | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   sharing plot ideas, teacher talk   * Function: **(situation)**   Understanding different genres of movies   * Lexis: **(meaning)**   Vocabulary about movie plots   * Grammar: **(language structure)**   None to discuss   * Discourse: **(communication)**   Sharing ideas, interact with teacher, making plot | | | |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**  -All Ss have watched different genre of movies and understand the basics of genre types  -All Ss have read movie plots before.  -All Ss know how to discuss during the group activity and how to coordinate their opinions. | | | |
| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**  -If Ss may not have many ideas\*\*\*\*\*\*\*Solution: T gives them some advice.  -If Ss may not active in the discussion\*\*\*\*\*\*\*Solution: T encourages them, gives  Recommendation or positive feedback.  -If activity lasts too long\*\*\*\*\*\*\*Solution: T cuts the unnecessary parts. | | | |
| References: | | | |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**  None | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1min  3min  3min  3min | W  W  S-W  W | Greet T  Ss listen to T  Ss sharing story  Ss listen to T | Greet Ss  Tell story about T’s favorite movies. Tell them why I like it.  Ask Ss about their favorite movies and why they like them?  Tell Ss how we love different genre of movies. How important the plot in a movie making process.  Transition. Why don’t we create different genre of movie plot? |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.).** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**  -White Board and Markers,  -Casting Character List   * Big Mike * Daniella * Mary Ann * Appletini * Don Giovani * Tatiana * Mr. Casper * Additional Characters | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 3min  5min  3min | W  W-S  G | Ss listen what T says  Ss listen and share their ideas about characters  Move into groups | Introduce about activity. Tell them by using same casting characters, each team will create different genre of movie.  ( Comedy, Romance, Thriller )  Introduce casting characters. Tell them they can add their input to each character if they need to for the story.  Divide Ss into group. Hand out casting characters’ note. Assign each group with different genre. And let them create movie title. Remind them how this story will appeal to audience. |

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| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)**  -White Board and Markers,  -Casting Character List   * Big Mike * Daniella * Mary Ann * Appletini * Don Giovani * Tatiana * Mr. Casper * Additional Characters | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 5min  10min  10min | G  G  G-W | Brainstorming for movie plot. Sharing ideas  Write and discuss their idea about movie plot  Groups present their plot story. Other groups listen | Teacher facilitate group with provide tips and recommendation  Direct and facilitate groups to discuss and write movie plot.  Let each group presents about their additional character, movie title and movie plot |

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| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**  -White Board and Markers,  -Casting Character List   * Big Mike * Daniella * Mary Ann * Appletini * Don Giovani * Tatiana * Mr. Casper * Additional Characters | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 5min  3min  1min | W  W  W | Voting for the best made plot  Listen teacher suggestion and express their idea.  Listen and respond positively | Let Ss vote for the best well-made movie plot. Ask some Ss why they pick?  Give them another suggestion.  Which real actor we will hire for that role? Ask Ss about their opinion. Ask why?  Close by giving Ss feedback about their accomplishment and how creative they are! |

Casting Character List

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| Big Mike  -early 50’  -having midlife crisis  -just got laid off from his big bank job  -tall & good looking  -family man | Daniella  -middle 30’  -spoiled socialite  -don’t love Mike anymore  -beautiful/ used to be a model |
| Mary Ann  -Big Mike’s Mom  -in her 70’  -own a small restaurant in country side  -very happy and easy going | Appletini  -their teenage daughter  -hate private school life  -want to be a writer |
| Don Giovani  -neighbor of Big Mike & Daniella  -early 40’  -very handsome  -famous musician | Tatiana  -Giovani’s girlfriend  -early 20’  -came from small country town  -has beautiful voice  -good friend of Appletini |
| Mr. Casper  -childhood friend of Big Mike  -Ex-cop  -now private investigator  -heavy drinker | Additional Characters  ? |