
ACTION!

MAKING A FILM ABOUT OUR SCHOOL

Type of module	Project work
Target group	10–13-year-old learners
Level	A1
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

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A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

TYPE OF MODULE	Project work
DESCRIPTION OF MODULE	This module focuses on the process of film making. Learners will learn about how to write film scripts and acquire the necessary vocabulary of film making.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to increase Ls' speaking skills and creativity through role-play tasks ■ to develop Ls' compensation strategies through games ■ to develop Ls' creative writing skills by writing a film script.
TIMEFRAME	5 lessons
TARGET GROUP LANGUAGE LEVEL	10–13 year-old learners A1
SUGGESTED LANGUAGE COMPETENCE	<p>Ls are able to:</p> <ul style="list-style-type: none"> ■ describe actions with Present Continuous ■ write simple dialogues ■ ask and answer questions about likes and dislikes, personal particulars ■ use Simple Present ■ use compensation strategies (miming) ■ co-operate with each other, share work to achieve a result
LINKS OF THE MODULE Cross-curricular links	Art, Drama

**FOCI OF SKILLS-
DEVELOPMENT**

**Communicative language
skills**

- expressing and describing ideas in writing simple sentences
- vocabulary development through games
- presenting actions and feelings through drama and simple dialogues
- writing dialogues

General, educational skills

- sharing work
- cooperating with others for a common purpose
- negotiating tasks
- using compensation strategies

EVALUATION

Ls evaluate each other and their own contribution to the project based on an evaluation form. The end products (the film scripts) give grounds for evaluation, too.

SUGGESTIONS

Ls may not have enough experience in project work. The teacher's role is to monitor and supervise the process as Ls spend quite a considerable time working on their own in groups. Setting clear aims and negotiating the tasks may raise Ls' awareness of their own responsibilities. The possibility of making a real film from the best film script presents strong motivation for Ls.

BACK UP SYSTEMS

www.filmsite.org

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Learning new vocabulary through writing, reading and acting out</p> <p>Planning and negotiating the plot of the film</p> <p>Guessing meaning from gestures</p> <p>Asking and answering questions</p> <p>Developing research skills through a survey</p> <p>Summarising findings in writing</p>	<p>Brainstorming words in connection with making a film</p> <p>Developing vocabulary through a matching task and games</p> <p>Negotiating a proposal for a film script</p> <p>Doing a survey</p>	<p>Vocabulary of film making: scene, film script, plot, director, producer, cameraman, actor, cast, actress, etc.</p> <p>Simple Present (explanation and description of new words)</p> <p>Asking and answering questions in connection with likes and dislikes</p> <p>What's your favourite film?</p> <p>Who's your favourite actor?</p> <p>Why do you like him?</p> <p>Summarising findings:</p> <p>Kati likes ..., because ...</p>	<p>1.2 Matching</p> <p>1.3 Word cards – Miming</p> <p>1.4 Survey</p> <p>1.5 Proposal for a film script</p>
2	<p>Developing Ls' learning strategies</p> <p>Developing Ls' memory and listening skills through a game</p> <p>Reinforcing new vocabulary learnt</p> <p>Developing Ls' compensation strategies</p>	<p>Acting out and guessing different genres</p> <p>Guessing the meaning of new words from context</p> <p>Practising new words through a game</p>	<p>Vocabulary: genre, comedy, horror, action, war, award, select, casting, shooting, role, props, accept, etc.</p>	<p>2.1 Film genres</p> <p>2.2 Situation cards (to be copied and cut out)</p> <p>2.3 Useful terms</p> <p>2.4 Word cards – Matching</p> <p>2.4 Homework</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	Developing Ls' drama skills Developing Ls' creativity through writing dialogues and narratives	Checking homework in a playful way Acting out a situation Writing the film script	Asking and answering questions using Present Simple. What's your hobby? How old are you? Do you go to drama classes?	3.1 Treasure hunt 3.1 Secret message 2.4 Homework – Solution to be copied and put in an envelope 3.2 Casting to be copied and cut out 3.3 Scene by scene
4	Developing Ls' creative writing skills Developing Ls' cooperation and negotiation skills	Doing a crossword puzzle Writing the film script Designing a poster and the cover page of the film script	Describing actions, writing dialogues and narratives	4.1 Crossword puzzle 4.2 Script cover 4.3 Narratives 4.3 Dialogues a sheet of wrapping paper for each group crayons, markers
5	Developing Ls' creative writing Developing Ls' drama skills Developing Ls' evaluation skills	Finalising the film script Acting out one part of the film Evaluation	Describing actions, writing dialogues	5.4 Evaluation form

PROCEDURE

LESSON 1: THE ADVENTURE BEGINS

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to brainstorm necessary activities■ to develop Ls' vocabulary■ to write a proposal for the film script■ to speak about roles and duties
MATERIALS AND RESOURCES	1.2 Matching 1.3. Word cards – Miming (to be copied and cut out), 1.4 Survey, 1.5 Proposal for a film script
BEFORE THE LESSON	Cut out word cards and make copies of task sheets.
CLASSROOM ARRANGEMENT	-
STAGE 1	Warmer – Brainstorming activities and duties necessary to make a film.
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Association skills Collecting words
ORGANISATION	Whole class

TEACHER'S ACTIVITIES

1. Ask Ls to come up with ideas on what planning is necessary to make a film about the class and school. Put the ideas on the board in English in a mind map format.
2. Explain to your class in Hungarian what project work means and emphasize the importance of cooperation. Tell your class that the end products are film scripts, the best of which can be a good basis for a film you could make.

NOTE: Five lessons would not be enough to shoot and edit a film, so the end products can be only film scripts at this stage. This does not mean, though, that you cannot devote some free time to film making, for example, during a week before any holiday. To decide which film you will finally make, offer Ls the possibility of voting for the best film script.

3. Divide Ls into groups of four or five. Tell Ls that they are going to stay in this group for the whole project. Make sure that the groups are of mixed abilities, nobody left out.

LEARNERS' ACTIVITIES

1. Ls probably mention: *script, participants, show, poster, scenes, props, timing, texts, camera, producer, cameraman, narrator, music, casting*, etc. Ls take notes of unknown words and also draw a topic web.

3. Ls form groups according to their preferences, but with some T's guidance.

STAGE 2	Vocabulary building – Matching
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Connecting notions with their explanation Study skills
ORGANISATION	Individual
AIDS AND MATERIALS	1.2 Matching

TEACHER'S ACTIVITIES

1. Tell Ls they need to learn some terms used in film making. Hand out 1.2 Matching and ask Ls to connect the given words with their explanation. Draw Ls' attention to the importance of finding key words in the explanation to help their work.
2. Ask pairs to discuss their answers then as a game, estimate how many correct answers they think they have guessed correctly out of nine.
3. Read out the solutions and check how many pairs could guess their results.
Solution: 1–C, 2–I, 3–A, 4–E, 5–G, 6–F, 7–D, 8–H, 9–B

NOTE: This way of checking solutions is a good way of avoiding the feeling of failure in Ls, as T does not draw Ls' attention to the number of incorrect answers but to the fact how Ls can judge and assess their own work.

LEARNERS' ACTIVITIES

1. Ls first do the matching task on their own.
2. Ls discuss their solution with their partners; then guess how many correct answers they think they have out of nine. They write down their number.
3. Ls report their results.

STAGE 3	Acting out different roles, activities
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Using compensation strategies
ORGANISATION	Whole class
AIDS AND MATERIALS	1.3. Word cards – Miming (to be copied and cut out)

TEACHER'S ACTIVITIES

1. Ask volunteers to act out certain actions or jobs to the class one by one.
2. Possible actions and words can be: cameraman, actor, actress, director, costume designer, writer, etc.

LEARNERS' ACTIVITIES

1. Ls get a word card (1.3 Miming) and without speaking have to mime the given word to peers. Ls guess what their peers mime to them.

VARIATION FOR MORE ADVANCED LS

AIDS AND MATERIALS	1.3 Word cards – Miming
DESCRIPTION	You can ask more advanced Ls to explain the given word without uttering it, for example the word cameraman: <i>This person is very important in a film, because he has a camera in his hands.</i>

STAGE 4	Survey – What’s your favourite film? Homework setting
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Research skills Transferring information from a survey to a written summary.
ORGANISATION	Individual
AIDS AND MATERIALS	1.4 Survey

TEACHER’S ACTIVITIES

1. Hand out 1.4. Survey and tell Ls to ask at least 2 peers about their favourites and take notes in the chart. The sheet can be cut into two pieces. Give the one with guidelines to Ls who need more help with their homework to write a summary of the results.
2. Allow Ls to leave their places.
3. Ask Ls to summarise their findings in written form as homework.

LEARNERS’ ACTIVITIES

1. Ls get a chart they have to fill in by interviewing others about their favourite films, actors and actresses.
2. Ls walk around and do interviews.
3. Ls summarise their findings at home.
*E.g.: Kati’s favourite film is
She likes the plot of the story and the actors.
Her favourite actor is ... and her favourite actress is*

VARIATION FOR LESS CONFIDENT Ls

AIDS AND MATERIALS	1.4 Survey
DESCRIPTION	Tell Ls they can easily write their homework if they follow the example given in 1.4 Survey. The example notes the grammatical points Ls have to be careful about. When you copy this task, you can cut the sheet into two parts and give the ones with guidelines to Ls who need them.

STAGE 5	Writing proposals for a film script – Arousing Ls’ interest
TIME	18 mins
SKILLS AND COMPETENCIES IN FOCUS	Negotiating skills Creativity
ORGANISATION	Group work
AIDS AND MATERIALS	1.5 Proposal for a film script

TEACHER’S ACTIVITIES

1. Divide Ls into groups of four or five. Hand out 1.5 Proposal for a film script and explain to Ls that the film should be in connection with the school, but it is up to them how they are going to work on this topic. Possible ideas that can emerge are: a documentary like film about a day at school introducing the school building, the class and teachers or e.g., Betty loses her schoolbag, a new boy in class, etc. Explain to Ls that there is no time for planning a very long film, the ideal one would last about 3–5 mins. (Ls will probably not believe this.)
2. Ask Ls to name their groups as famous film production companies do. Ask Ls to collect ideas in groups. This part of the lesson will probably go on in Hungarian, but the main aim is to arouse Ls’ interest and motivation. Tell Ls that the aim of today’s activity is to have some ideas about the story plot. Allow Ls first to write down their ideas in Hungarian, then summarise the main points in English.
3. Leave 3–4 mins for groups to present their ideas to others.

LEARNERS’ ACTIVITIES

1. Ls get 1.5 Proposal for the film script.
2. Ls choose a name for their groups and brainstorm ideas about the possible plot of the film. The negotiation and planning can go on in Hungarian, but Ls are asked to put down their ideas in a few sentences in English as well.
3. Ls read out their notes to others.

LESSON 2: FILM GENRES

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to learn about main film genres■ to develop compensation strategies (miming game)■ to develop Ls' vocabulary through a game
MATERIALS AND RESOURCES	2.1 Film genres, 2.2 Situation cards (one copy), 2.3 Useful terms, 2.4 Word cards – Matching, 2.4 Homework
BEFORE THE LESSON	Make copies of task sheets and cut out the situation cards.
CLASSROOM ARRANGEMENT	Arrange the classroom for group work.

STAGE 1	Warmer – Main genres of films
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Activating vocabulary
ORGANISATION	Group work
AIDS AND MATERIALS	2.1 Film genres

TEACHER'S ACTIVITIES

1. Ask Ls to rearrange the desks so that they can sit comfortably as a group. Hand out 2.1 Film genres and first clarify the meaning and pronunciation of different film genres. Ask Ls to write down the words they are not familiar with in their vocabulary books.
2. Ask Ls to write examples of each genre from their film experiences.
3. Discuss together what examples Ls could write.

LEARNERS' ACTIVITIES

1. Ls form the same project groups as last time.

STAGE 2 Acting out different genres

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Miming
Drama skills: improvising simple dialogues

ORGANISATION Pair work

TEACHER'S ACTIVITIES

1. Ask pairs or three Ls within groups to mime a part of a film and others have to guess its genre. Ls can improvise a dialogue as well, so the game is not necessarily silent. Ls can choose a genre to be acted out from the list.
2. Give Ls a few mins to negotiate what they would like to act out and rehearse their scene.
3. Invite Ls to come to the front and act out their scene.

LEARNERS' ACTIVITIES

1. Ls can act out parts of films, for example a part from a crime story. They can decide whether they want to speak or remain silent.
3. Possible ideas:
Oh my god! Please no! I'm sorry, I have to kill you.
I love you so much! Oh darling, my father is the problem, he hates you.

VARIATION FOR MORE CHALLENGED LS

AIDS AND MATERIALS 2.2 Situation cards (to be copied and cut out)

DESCRIPTION Pairs get a dialogue to act out in the style of the given genre.

STAGE 3	Learning strategies – Useful terms to know
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing meaning from context Learning strategies
ORGANISATION	Individual
AIDS AND MATERIALS	2.3 Useful terms

TEACHER'S ACTIVITIES

1. Hand out 2.3 Useful terms and ask Ls to guess the meaning of new words from context.
2. Draw Ls' attention to the importance of being able to guess the meaning of unknown words from context. Give Ls some time to try to find out the meaning of words by reading their explanation, then check their guesses by reading the words out. Ls answer in Hungarian.
3. *O.K. Let's see the first expression. Production of a film. Can you guess its meaning, Klári?*
Note: When you read out the explanation of terms or words try to put emphasis on key words so that you can aid Ls' understanding.

LEARNERS' ACTIVITIES

1. Ls first have a look at the list of words and terms and try to guess their meaning by reading their explanation.
3. They are free to talk and guess in Hungarian.

STAGE 4	Game: Find your pair, Homework setting
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Matching words with their meanings Understanding descriptions Memorising skills
ORGANISATION	Whole class
AIDS AND MATERIALS	2.4 Word cards – Matching, 2.4 Homework

TEACHER'S ACTIVITIES

1. Make a copy of 2.4 Word cards – Matching and cut them out. Make sure you have as many cards as Ls and that each card has its pair in the set. Hand out the word cards and at the same time, divide Ls into two groups depending on which part of the card they have been given (word or definition). Ask the two groups to sit opposite each other so that they can hear and see each other. Help with words Ls do not understand.
2. One L from group one reads out the word on his or her paper and chooses one L from the other group to read out his or hers. If the two cards do not match, it is the next L's turn to read out the word or definition on the paper. The aim is to remember which L has the definition one needs and choose him or her as a partner.
3. At the end of the game, hand out 2.4 Homework and ask Ls to do the same matching at home.

LEARNERS' ACTIVITIES

1. Ls get a card and are grouped based on whether they have only a word or term on their cards or a longer explanation.

2. They start calling out to each other one by one until they find their matching partner. They read out their card then choose a person from the opposite group to read out his or her card.

E.g.: (Zoli reads out) *camera* – Kati?

This is a person who acts in a film. Usually a man. – Gábor?

Actor – you are my partner, Kati.

3. Ls get the same task in written form for homework.

STAGE 5	Working on the film script – Finalising the story plot
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Planning Sharing work
ORGANISATION	Group work
AIDS AND MATERIALS	1.5 Proposal for the film script

TEACHER'S ACTIVITIES

1. Ask Ls to form their original project groups and see how much they have planned so far. Encourage Ls to go on working on their film script and add some new ideas as to the genre of the film (if they wish).
2. Ask Ls to finalise the plot of the story.
3. Collect the works (one per group) and for next time make some necessary corrections so that the writing process can be continued on a grammatically correct base.

NOTE: You are not expected to correct every little mistake, just to make sure the written pieces give a good foundation for further work.

LEARNERS' ACTIVITIES

1. After learning about different film genres, Ls may feel like adjusting their scripts to a genre and adding some new ideas.
2. Ls finalise the story (the plot) of the film. They hand in one version of their work on 1.5 Proposal for the film script.

LESSON 3: CASTING

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to check homework through a game■ to dramatise a casting session■ to plan the film scene by scene (negotiate the duties)
MATERIALS AND RESOURCES	3.1 Treasure hunt (1 copy), 3.1 Secret message (1 copy), 2.4 Homework – Solution (1 copy) under T’s desk, an envelope, a red book, 3.2 Casting (to be cut out – one card/L, and 3 evaluation sheets for the committee), 3.3 Scene by scene (1 copy/L)
BEFORE THE LESSON	Preparations for 3.1 are needed (see above).
CLASSROOM ARRANGEMENT	Arrange the classroom for group work.
STAGE 1	Warmer – Checking homework
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Peer correction Reading a secret code
ORGANISATION	Individual
AIDS AND MATERIALS	3.1 Treasure hunt (1 copy), 3.1 Secret message (1 copy), a red book, an envelope, 2.4 Homework – Solution (1 copy)

TEACHER'S ACTIVITIES

1. Ls have written 2 pieces of homework so far (1.4 Survey and 2.4 Homework). Before Ls enter the classroom hide 2.4 Homework – Solution in an envelope under the T's desk. You will need a red book in which you put the 3.1 Secret message (make at least 4 copies). Place the red book somewhere in the classroom.
2. Tell Ls it's time you checked the homework. Divide Ls into two groups with a short game. Ask Ls to count how many red or green pens or pencils they have got in their bags. Those who have the most will be the teachers and get the task to correct their peers' homework 1.4 Task sheet. Ls who have fewer red or green pencils will be the students who have to look for the solution of the homework in the classroom. Give this group 3.1 Treasure hunt on which Ls find an extract from an adventure film. Ask Ls to read the extract and find the hidden solution in the classroom by following the instructions. While the student group is looking for the solution, help the teacher group with correction.
3. When the correction is finished, ask the other group to read out the right solution to others.

3.1 Secret message – Solution

Look under your teacher's desk.

LEARNERS' ACTIVITIES

2. One group of Ls will be teachers and start correcting the homework 1.4 Survey. The other group goes on a 'treasure hunt', they have to find the hidden solution of 2.4 Homework by following instructions. First they read a passage from an adventure book then they find the red book in the classroom which has a Secret message. If they can read the message, they find the solution under the teacher's desk.
3. After finding the solution, they read it out to their classmates.

STAGE 2	Drama activity: Casting
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Expressing and dramatising feelings and characters through a role-play task Evaluating and giving feedback
ORGANISATION	Whole class
AIDS AND MATERIALS	3.2 Casting

TEACHER'S ACTIVITIES

1. Ask volunteers who like acting. You will need 6 Ls, possibly 3 boys and 3 girls and 3 Ls who would be the committee.
2. Hand out the role play cards copied and cut out from 3.2 Casting and explain that you are going to act out a casting. Each L has instructions and data about themselves, e.g. age, hobbies, acting experience, etc., as well as their shortcomings like: you stammer, you speak slowly, etc. The committee members get the table from 3.2 Casting which they have to fill in. Their task is to judge and evaluate the participants' presentations according to the given criteria. Each participant has to act out "to be or not to be...". The committee members have to ask the actors questions and fill in an evaluation form. They have to decide who will get the role. It is important, though, that they not know about the participants' shortcomings.
3. Give some preparation time for the actors and actresses and provide help if they need it. (5 mins) In the meantime, a few Ls who do not have a role can help the committee to collect what questions they are going to ask the participants.
4. When Ls are ready, the whole class watches the casting. Make sure every L gets loud applause for their acting.

LEARNERS' ACTIVITIES

2. Ls who play actors get some instructions they have to stick to while taking part in the casting session. They can ask the T to clarify the unknown words.
The committee's questions:
What's your name?
How old are you?
Do you go to drama classes?
What are your hobbies?

STAGE 3	Working on the film script
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Creative writing Sharing work Describing places and actions Writing dialogues and narratives
ORGANISATION	Group work
AIDS AND MATERIALS	3.3 Scene by scene (1 copy/L)

TEACHER'S ACTIVITIES

1. Hand out the corrected version of the story plots and tell Ls that the time has come to plan the film step by step, scene by scene. 3.3 Scene by scene (1 copy/L) helps with this process. Ask Ls to imagine their film, and plan where they want a dialogue or a narrative. Encourage Ls to give a number to the dialogues and narratives.

LEARNERS' ACTIVITIES

1. Ls divide the work. One has to rewrite the corrected story, others have to decide how the film will be built up, step by step. On 3.3 Scene by scene they indicate where they want a dialogue or a narrative as well as who is going to write them.

VARIATION FOR LESS CONFIDENT Ls

AIDS AND MATERIALS	3.3 Scene by scene
DESCRIPTION	Less able or confident Ls can be asked to write down how the scenes follow each other and what props will be needed.

LESSON 4: DESIGNING A POSTER AND COVER PAGE

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to do a crossword puzzle■ to go on writing the film script■ to design a poster and cover page of the film script
MATERIALS AND RESOURCES	4.1 Crossword puzzle, 4.2 Script cover, 4.3 Narratives, 4.3 Dialogues, a sheet of wrapping paper for each group, crayons, markers
BEFORE THE LESSON	See above.
CLASSROOM ARRANGEMENT	Arrange the classroom for group work.
STAGE 1	Warmer – Crossword puzzle
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Activating vocabulary
ORGANISATION	Individual
AIDS AND MATERIALS	4.1 Crossword puzzle

STAGE 2	Designing a movie poster, cover of the film script
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Creating visual interpretations of ideas
ORGANISATION	Group work
AIDS AND MATERIALS	Wrapping paper, crayons, markers, 4.2 Script cover page

TEACHER'S ACTIVITIES

1. Ask Ls to design a movie poster for their film and the cover page of the film script. Explain to Ls that both the cover page and the poster are important from the point of catching people's attention. Tell Ls they have 15 mins.
2. When Ls have finished, put the posters on the wall so that the whole class can see them. This can be an occasion for groups to see how others are getting on. Ask Ls to introduce their posters and the film in a few sentences. They will have more time for this next time.
3. Tell Ls next time they will have the chance to introduce their film scripts to their classmates.

NOTE: Groups get two tasks to do because this way every L gets involved in working. This is not always so if Ls work only on one designing task. As there are about 4–5 people in each group, Ls can share the work.

LEARNERS' ACTIVITIES

1. Ls design a movie poster and the cover page of their film script document. Ls in groups agree on the duties and every member takes part in the work.
2. Ls put the posters on the wall for others to see. They can add a few comments to the posters if they wish.

STAGE 3	Writing the film script
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Creative writing Writing dialogues and narratives
ORGANISATION	Group work
AIDS AND MATERIALS	4.3 Narratives, 4.3 Dialogues (3–4 copies/group)

TEACHER'S ACTIVITIES

1. Ask Ls to work out the dialogues and narratives. First ask Ls to check each other's work then give it to you for correction. Make sure Ls know what dialogues and narratives mean.
2. During the lesson there is continuous checking going on. After checking Ls' writings ask them to write the final version on 4.3 Dialogues or 4.3 Narratives under the heading 'Dialogue Number ...' or Narrative Number ...'. Thus Ls can compile their final film script from 1.5, 3.3 and 4.3 sheets. Plus, they can attach the cover they have designed.
3. Tell Ls that next time they will have to hand in one ready film script, introduce it to others and act out one part.

LEARNERS' ACTIVITIES

1. Ls check each other's work (dialogues, narratives).
2. After peer correction, Ls show their work to their T, then they record the finished material on 4.3 Narratives and 4.3 Dialogues.
3. Ls decide which part they would like to act out next time.

LESSON 5: THE FILM SCRIPT

AIMS OF THE LESSON

- to finalise the film scripts
- to make a presentation and act out one part of the film
- to evaluate the work done

MATERIALS AND RESOURCES

5.4 Evaluation form

BEFORE THE LESSON

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CLASSROOM ARRANGEMENT

Arrange the classroom for group work.

STAGE 1

Preparation for presentation

TIME

10 mins

SKILLS AND COMPETENCIES IN FOCUS

Planning
Presenting skills

ORGANISATION

Group work

TEACHER'S ACTIVITIES

1. Ask Ls to put the whole script together and prepare for the presentation and acting out. Tell Ls that as a presentation, they can read out the story plot if they want, then act out one part. Allow Ls to rehearse.

LEARNERS' ACTIVITIES

1. Ls decide who is going to act and present the film script to others. They can rehearse.

STAGE 2	Presentation and Drama activity
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Drama
ORGANISATION	Group work

TEACHER'S ACTIVITIES

1. Ask groups to present their film scripts, then act out one part of the film.
2. Give generous applause to every group for their work. Collect the film scripts.

LEARNERS' ACTIVITIES

1. Groups introduce their film script, then act out one part.
2. They applaud each other.

STAGE 3	Evaluation – Voting
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Evaluation
ORGANISATION	Whole class

TEACHER'S ACTIVITIES

1. Ask Ls to vote for the best film script. Tell Ls to write down the name of the group or the title of the film script on a piece of paper and throw it into a box. Ls can easily identify the groups because the posters are on the wall. Emphasise that every group has done really well, but there is only one script you can make a film of (unless you are enthusiastic enough to give a try to each of them).
2. Collect all the votes and then start counting together. You can ask one L to record the number of votes on the blackboard. Discuss the results.

LEARNERS' ACTIVITIES

1. Ls vote for the best film script.

STAGE 4	Self and group evaluation
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Self and group evaluation
ORGANISATION	Individual
AIDS AND MATERIALS	5.4 Evaluation form

TEACHER'S ACTIVITIES

1. Hand out 5.4 Evaluation form and ask Ls to fill in the evaluation form. Provide help if it is needed.
2. Discuss the opinions and draw conclusions.
O.K. How did you finish the first sentence?
How many words have you learnt?
How can you be better next time?
What was the problem in your group?

NOTE: Ls may have problems with cooperation in their group, for example, if their ideas and opinions were not taken into account on an equal basis. Some Ls may feel that they did a lot, while some peers did not do enough. Discuss how these problems can be settled next time.

3. Allow Ls to speak Hungarian when adding their extra ideas and opinions to evaluation.

LEARNERS' ACTIVITIES

1. Ls evaluate their own contribution and how well their group could cooperate. They make comments about the project as well.
2. They discuss how cooperation has been realised in their groups.

