

AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Social Sciences

Captioned Movie Based EFL Learning

A design project submitted in
partial fulfillment of the requirements for the degree
Master of Arts in Teaching English as a Foreign Language

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ABSTRACT/ EXECUTIVE SUMMARY

The purpose of the present MA paper was to develop materials based on feature films to teach informal language to the students of intermediate level learning English as a foreign language. This course creates a setting for students to develop critical thinking and discussing the movie content, freely express and share opinions. The materials can be used in any educational center providing General and Communicational English courses to intermediate level learners.

For the above mentioned purpose the films have been selected and the materials have been developed for a ten weeks course. The films have been selected based on the needs assessment conducted among intermediate level English language learners of a telecommunication company. During the film selection process preferences of the pre-intermediate level learners have been taken into consideration. This paper was initially planned to be presented as a thesis including research and a thorough analyses of the results. However, it has been remodeled into a project, yet the sessions were piloted for a group of intermediate level learners of English at a learning center for a group of telecommunication company employees.

The paper includes full course of Lesson plans for each session, handouts, activity handouts, caption movies in English, as well as teacher's observations and recommendations based on the piloted session outcomes. The paper contains recommendations for the future teachers of the course as to how to use the suggested materials.

CHAPTER ONE: INTRODUCTION

All the human beings have learned at least one language in their entire lives, at least their mother tongue. That is a natural process in order to be able to communicate in everyday activities. Language is the main mean of communication for human beings, a way to share our ideas and thoughts with others. With the development of societies and interaction between each other a need arose to communicate not only in mother tongue, but also in some other language, especially in English. As an international language English is used to share information in many spheres of the modern world such as science, fashion, technology, literature and others. English is one of foreign languages in Armenia and is widely used in today's Armenian market, moreover, it is taught for the first time at the elementary schools.

Teaching listening and speaking is one of the main goals of teachers of English. For many years, English language teachers have been searching for approaches and materials to make the learning experiences for English as Foreign language (EFL) students more inspiring and fruitful. They have continuously spent great amount of time in the classroom focusing on developing listening and speaking skills of the learners. It is worth mentioning, that according to researchers, learners learn the foreign language while listening twice as much as if they speak it (Van Duzer, 1997; Nunan, 1998). Therefore, the role of listening in EFL classroom can hardly be underestimated, especially as mastery of listening skill becomes crucial prerequisite of good speaking ability.

In order to improve learners listening skills, recently it has become very popular among EFL teachers to use video materials, such as movies, informative videos, and TV programs as core content in the course curriculum or as supplementary materials to teach

English. Many researchers suggest that authentic video is rather motivating and beneficial. Moreover, movies or other video materials format could not only be used as an extra material in the classroom, but could function as the core content and become the main material for course curriculum (Sommer, 2001).

This project aims to develop materials based on feature films to use during Communicative English Language course. The idea of developing this course was inspired by a gap in alternative methods of English Teaching in Armenia. We believe that a movie-based Communicative English Language Course will be engaging and will attract language learners through its flexible approach and many interactive activities involved. This course provides the learners an opportunity to listen to authentic language, experiment their own understanding of the language used in the movies, discuss and do pair and group works based on the topics offered.

In order to narrow down the movie topics and combine movies around one idea, the topic of human behavior in different life situations and personal characteristics was selected. Throughout the course this topic is leading the students to discuss the content of movies through this perspective, develop their analytical and critical thinking around the topic. Consequently, the movies were selected so that they present very obvious and contrasting characters.

CHAPTER TWO: LITERATURE REVIEW

Course design is a creative process. In order to make the course interesting and involving, teachers should vary the topics, be flexible and create materials motivating the students to learn.

During the recent years, in order to promote the learners' mastery of language skills, language teachers were eager to look for a various teaching materials to use in EFL classes to enrich the knowledge gained during the course.

Many teachers believe that video materials such as television programs or movies with captions may provide a rich context for foreign language acquisition. It is also argued that learners are, generally, highly motivated to understand what is shown and said on television when the captions are provided (Danan, 2004). Lots of teachers advise their students to watch TV and movies with captions, as they believe that movies with captions in the target language will increase the language proficiency level of their students. According to Danan, (2004) in his research "Captioning and subtitling: Undervalued language learning strategies", the use of captioned video materials in the learning process has been appreciated by many teachers and researchers.

Many surveys were conducted on the topic and the results have revealed that movies can become an important part of the course curriculum because movies demonstrate the use of real language used in authentic situations and the culture in which the foreign language is spoken. The researchers have assumed that movies which draw the learners' interest can increase their motivation to learn a foreign language.

2.1 Movies in EFL teaching

Nowadays the foreign language learners are rather heterogeneous not only in the terms of their proficiency level, but also based on their interests. Movies have their unique role in lives of big amount of people and of course in the world.

For various reasons, teachers have begun to integrate movies into their teaching in order to increase listening comprehension, provide authentic language input, and finally increase learners' motivation.

The factor of movies' contribution to learners' listening comprehension was widely discussed in the past by many researchers (Secules, Teresa, Herron, Carol, & Tomasello, Michael, (1992); Weyers, (1999); Linebarger, (2001); Kusumarasdyati,(2004); Luo, (2004); Lin, (2009). Most of these studies revealed that movie watching did have a positive impact on listening comprehension of the students. For example, Lin (2009) investigated the effects of visual materials, such as short videos, pictures from the movies, TV shows, and text types on listening comprehension. The results of his study show that, visual materials had a significant effect on students' listening comprehension and their interaction with different text types.

According to Chiang (2006), the use of movies has also been investigated in the terms of their impact on the students' language skills development as well as a strong motivation factor in language learning. Nowadays when everybody has got an easy access to video materials through internet and can easily get video materials with captions in different languages, this factor can be widely used for language learning.

Based on Krashen's (1983) target language Input Hypothesis, Joseph R.Weyers (1999) revealed the hypothesis of his own research, which presumed that an increase in the quantity and quality of the input should end up in a similar increase in the quantity and quality of students' output. In his study, he defines quantity as an absolute amount of

input reaching student viewers through video, which far exceeds the facilities of an instructor (Weyers, 1999, 339-349). According to Weyers, the quality of the input refers to the “contextualized, unstructured not graded for foreign language learners’ native speech provided by the TV soap opera. (Weyers, 1999, 339-349). Weyers conducted his experiment for two main purposes: to assess whether authentic soap operas can 1) increase students’ listening comprehension, and 2) enhance their spoken communication abilities. Two groups were involved in Weyer’s study: 17 participants for the control group and 20 participants for the experimental group. The experiment was conducted in two second-semester Spanish classes for eight weeks at the University of New Mexico. All the students took the pre- and post-treatment tests. An established curriculum for second-semester Spanish was followed by both of the groups. The experimental group was offered an additional experimental treatment. The main requirement for that treatment was that the whole experimental group watched two episodes of a Spanish soap opera per week, which was not designed specifically for language learning purposes and was taped from TV with original commercials. The watching session lasted for about forty-five of initial sixty minutes class time. Each participant of the experiment was given a short summary of the soap opera in English. And the results of the experiment showed, that continuous watching of soap operas in the target language enriches and enhances the students’ listening comprehension skills. (Weyers Joseph R. 1999 as cited in Hsio-Lan Hsieh, 2010)

Another study by Jia-Jen Luo (2004) focused on measuring the impact of movies on students’ listening comprehension. The researchers chose nine movies and developed a course curriculum for one year. Movies were the main materials of the course and they were supported with activities. Story-telling, picture description and open-ended questions were mainly used as instructional activities for group discussions on the movie

topics. The course included activities for both caption and non-caption movies watching and they were designed to let students practice their listening skills. According to the statistical analyses of the results, the students improved their listening skills through the movie screenings, and their motivation level increased significantly.

There were some researchers who experimented with two different ways of presenting English news on TV. Yong-Ruei Chiang (2006), for his MA thesis at Taiwan National Tsing Hua University, compared two different types of presenting English news on CTS (Chinese Television System) Taiwan and FTV (Formosa Television English News Edition). The captions of CTS Inside Taiwan were Chinese and English and those of FTV English News Edition were all English. The junior English majors and freshman non-English majors at a national university in Taiwan were chosen as a sample group. Researchers offered the participants to listen to English news with Chinese captions and English captions. Then they could listen to news broadcast on FTV's English News Edition but with only English captions. The participants completed three parts of post-tests and questionnaires after each listening activity. The parts included listening comprehension, spelling and vocabulary. Contrary to the previous studies, this research showed that the participants who watched English news with Chinese captions were more successful in developing listening comprehension skills. In the meantime, the results of spelling tests of both groups of participants were almost the same. However, it was revealed that English captions in the original English language were more useful than Chinese captions with original English language. Therefore, it can be concluded that both Chinese and English captions were useful for the development of listening comprehension, spelling, and vocabulary.

2.2 The positive effect of movies on language learning

Some teachers argue that movie watching in EFL class is irrelevant and time-consuming; some others see movies only as an entertainment for the learners. In spite of this, many researchers have investigated the use of movies in language teaching. When we summarize studies done by researchers such as Champoux (1999), Allan (1985) and Stoller (1988), above mentioned researchers, we can easily emphasize the reasons why movie watching in EFL teaching can be a fruitful tool, and what are the advantages in comparison with the traditional teaching methods.

According to statements of Champoux (1999), Allan (1985) and Stoller (1988), Katchen (2003) for example, the visual input helps students to acquire the content through the context. (Champoux, 1999; Allan, 1985; Stoller, 1988). The combination of audio and visual input makes movies a great language learning and teaching tool as they add an additional dimension to the course curriculum and ensure quite wide variety of accents and dialects which also enriches listening skills. Another research by Katchen (2003) stated that post watching discussions also affect the language development process positively, as students not only listens, but also make comments on the watched material (Katchen, 2003). Therefore the EFL learners get chance to get closer to the natural environment of the target language.

Moreover, as mentioned by Sufen (2006) through movie watching the learners will also get a better understanding of appropriate use of language and nonverbal behavior and learn the language even unconsciously by memorizing words and expressions. (Sufen, 2006).

According to Mishan, as he stated in his research of 2004 “Designing authenticity into language learning materials”, movies bring authenticity to the classroom they provide the learners with strong motivation through veritable input (Mishan, 2004). And

the input provides better understanding of the connection between the traditional teaching and the authentic world where the foreign language is spoken in everyday life (Gebhard, 1996).

2.3 Movies for listening skill development

In the opinion of some researchers listening can be considered an active process for understanding messages of other people. In addition some of the researchers state, that for the students it is also important to understand such components of the language as stressed syllables, intonations in discourse and voice alterations (Celik, 1999). It is important for the students to recognize those language components, which are necessary in order to understand the messages when they are widened to authentic and non-authentic contexts.

As listening is a process which lets the learner understand a concrete message it also allows the learners to be fully involved into the surrounding society. Therefore it is important to take the verbal communication characteristics of the surrounding society into consideration. This factor also has a huge role in an academic environment.

As stated by Derrington and Groom (2004) there are five types of listening: informative, appreciative, critical, discriminative and empathic. Informative listening consists of the information gained by the student; appreciative is when the students listen according to their style and feel pleased. Critical listening is analytical listening; discriminative allows the student to identify emotion through the intonations, and finally empathic which involves non-verbal behavior of the listener to what he hears. The above-mentioned types can guide us during choosing movies for our course.

Moreover, it is stated that the learners will listen and acquire more of the language in case if the movies correspond to their own interests. Thus the teachers should administer and analyze needs as well as the cultural and social background of each

student before conducting movie watching sessions (Van Duzer, 1998). It is also important to use teaching strategies that will keep students' attention high and lead to more easy learning process. The movies must also be chosen with a relevant vocabulary so that the students may clearly identify what they hear. And teachers should also be attentive to the activity design.

2.4 Choosing the movies

Planning beforehand for the class is one of the most important parts of teaching. Lesson planning with the use of movies is even more important due to the use of non-traditional method and strategies, and teachers should allow sufficient time to prepare for such a lesson. It is crucial that the teacher preview and select the movies very carefully, not missing to take into consideration the preferences of the students. This is also important factor for better understanding of the expected outcome of the lesson. Teacher should ensure that the learners also understand the educational objectives of the movie watching session, prepare clear and simple instructions for the students, as well if there are any activities prepared for the lesson (Stoller, 1988).

As it was mentioned above, the topics of the movies should be relevant and correspond to the students' preferences to keep their motivation and attention throughout the whole session. Another important factor in choosing movies is the proficiency level of the students, so that the movies are adequately relevant. This is rather important to ensure that the students can actually complete the activities and tasks, which themselves should be clearly defined to the students. Clear instructions should be given to the students on their tasks before movie watching (Allan, 1985).

There are additional factors to be considered when choosing movies for certain proficiency level students. First of all, language thickness of the movie is very important, as enough pauses should be ensured in the dialogues so that they have enough time to

follow. Another factor is the speed and the clearness of the speech of characters in the movie to avoid difficulties in understanding for students of lower proficiency levels. In the meantime, different accents and dialects in the movie will provide an additional challenge and stimulation at the same time for students of higher levels of proficiency. And another important factor in choosing movies is the selected fragments of movies to that each fragment is still comprehensible on its own (Allan, 1985).

According to Allan (1985), there are phases of selecting movies for educational purposes. The first phase is previewing; the second phase is viewing the movie without sound to define visual messages and evaluate if the movie is understandable enough for the targeted level of learners. The third phase is clearly defining the reason of using this or that movie and defining the goals and objectives for the learning process, what specifically should be gained by the learners as the result of watching a certain movie. Considering all the above mentioned will make the overall planning process easy for the teacher. The researchers also assume that it is necessary to connect the movie to the course curriculum, which can become challenging for some of the teachers and that is the reason why some teachers consider using movies rather to be difficult and time-consuming.

There are several ways to connect movies to the course curriculum such as language items, the skills to be developed and by grammatical units (Stoller, 1988). Movies can form the basis of a content-based curriculum where the whole course will be based on the movie watching, movie related activities, discussions, vocabulary, etc (Allan, 1985). In the meantime, if connecting the course curriculum with the movie is completed already in the previewing stage it will help the teacher to avoid discrepancy between movie and the activities and absence of evident educational goal. Otherwise, if the movies are used as an extra activity for development of listening and speaking skills,

without certain substitute activities used, educational goals will most probably not be achieved. Thus, the following categories of the movies are suggested by the previous researchers (who? You listed a lot of people so far) to be corresponding to educational goals: educational movies, drama, mystery, historical movies, documentaries on different topics, social context movies and animated movies (Allan, 1985).

According to Stoller (1988) the length of the movies should also be taken into consideration, however, it is hard to specify the perfect length, as it depends on content of the movies, the length of the lesson, available technical equipment, the objectives set for the course and student's proficiency level. To sum up, it is good to choose movies that are long enough for students to comprehend the content and be able to participate in activities after the screening.

2.5 Captioned and subtitled movie watching

The topic of movie watching has been observed by many researchers in terms of the effects of captioning and subtitling on listening skills development and reading comprehension (Garza, 1991; Huang & Eskey, 2000; Markham, 1999; Markham & Peter, 2003; Goldman & Goldman, 1988; Koskinen, Wilson & Jensema, 1985). Most of the researchers concluded that the impact of movie watching for EFL and ESL classrooms is positive.

One of the first researches on the topic, Garza in his "Evaluation the Use of Captioned Video Materials in Advanced Foreign Language Learning" has examined the role of captioned movies for adults learning English in an ESL class and English speaking learners of Russian. The findings confirmed the positive impact of captions on the reading and listening comprehension" (1990, 239-57). Another researcher Markham

(1999) observed the effects of captions on second language listening and recognition skills of the learners. His research showed that captions additionally improved students' general comprehension and vocabulary. It was stated that captions also generously improved listening word recognition of adult language learners (Markham, 1999). Studies by Koskinen, P, Knable, J., Markham, P., Jensema, C. & Kane, K. (1996) on the impact of captioned television and the vocabulary acquisition of adult second language correctional facility investigated the improvement level of vocabulary of learners who were offered to watch subtitled television programs in the target language at home during some period of time. While another study focused on reading vocabulary level development in middle school level ESL students after watching captioned television programs (Goldman & Goldman, 1988; Koolstra & Beentjes, 1999; Markham & Peter, 2003; Neuman & Koskinen, 1992). Most of these studies focused on captioned movie or television programs watching and provided with valuable results on the topic. Some other studies investigated incidental reading vocabulary improvement of the learners after watching captioned movies. For example, Koskinen, P, Knable, J., Markham, P., Jensema, C., & Kane, K. (1996) investigated the level of improvement in reading vocabulary knowledge by watching Dutch captioned

English language television programs at home and their findings state that captioned movies have genuine impact on improvement of incidental reading vocabulary.

Finally, Stuart & Pertusa, 2004 conducted studies to find out the difference in the language learning improvement between two groups, one of which watched captioned movies while the other one watched movies non-captioned. The main results stated that students who watched captioned movies could retell the movie content much better than those were watched non-captioned movies (Stuart & Pertusa, 2004).

To conclude, the above-mentioned studies aimed to find out the impact of movie watching on the enhancement of listening comprehension skills in foreign language learning. As presented above most of findings state that movie based language learning may be engaging, motivating and help to develop learners listening comprehension. In order to make the overall learning process more interactive and interesting to the students, teachers can follow the fast growing technologies and use movies not only as supplementary materials but base the course curriculum on movies.

CHAPTER THREE: PROPOSED PLAN AND DELIVERABLES

The above discussion concerning implementing movies into language learning process and the significant role of movies in it emphasized the need to design an original Movie Based Course. Another strong argument demonstrating the need for this kind of course is the lack of using alternative teaching methods in Armenia. Movie based course is innovative for our country and one of its main aims is to encourage Armenian EFL teachers to make the learning process more enjoyable and creative by putting the language in an authentic context.

The present design project presents a Communicative English language course which integrates feature movies into English language learning process. This design project may motivate teachers to use new methodologies to involve the students into language learning process in a more effective and enjoyable way.

Movie based English learning has one valuable asset, that is the content which can be varied and adapted to meet certain requirements of the target audience. The current design aims to focus on developing students' listening comprehension and speaking skills based on non-full-length movies, but two fragments of movies. Therefore the content can be focused on developing those skills based on various topics and vocabulary which may differ from fragment to fragment.

For the purpose of identifying the main needs of potential students of the course questionnaires were distributed to 10 students of General English classes at big size telecommunication company employees. The participants of the survey were 26-38 year old employees. The questionnaire included information questions on movie preferences of the students and their perception towards movie watching for language learning. Seven of the students mentioned that in their daily life they are most interested in

watching comedy, documentary and romantic movies. Seven students think that movies will motivate them to learn English and five of them supposed that comedy, documentary and romantic films will develop their English language skills the best, and three students are undecided about this. The main arguments of the students to be interested in participating in movie based English language courses were that the dialogs will help them improve their vocabulary and the interest towards the movie will encourage them to comprehend. Moreover, potential students mentioned, that they would prefer to watch captioned movies to be able to match the verbal speech and reading new words to memorize them better.

The course was piloted for employees of a telecommunication company and can be used at any language learning center for intermediate level students of ten in a group. The course was designed as a consequence to the General English course based on Language Leader course book. The movies were chosen based on the preferences of the students (comedy, documentary and romantic), but also based on the focus of some topics covered in Language Leader pre-intermediate level course book.

Each movie was designed for two sessions; accordingly five movies were used for the course design. In order to narrow down topics selection process, during the needs analyses students were also asked what specific topics they would be interested to discuss. The most mentioned topic was human behavior, interaction and characteristics. Therefore, the current course is focusing mainly on this topic and the movies chosen demonstrate variety of characters with rather disputable and bright personality.

The course design included the following subtopics and movies.

Course Name: Movie Based Communicative English

Course length: 10 weeks (10 lessons)

Class Schedule: 2 hours (120 minutes)

Participants: 10 participants

Course Materials: 5 Captioned movies, activity handouts, informative handouts

Proficiency Level: Intermediate

Prerequisites: General English

Location: Learning Center, Training Room with a projector and speakers; flip chart and markers.

Movies

1. **Topic:** People and behavior; Creation of the first personal computer

Movie: Pirates of Silicon Valley

2. **Topic:** Psychological issues, dejavu; TV show;

Movie: Groundhog Day

3. **Topic:** Social Media, Email communication Family business

Movie: You've got mail

4. **Topic:** Media and Fashion

Movie: Devil wears Prada

5. **Topic:** Religion, Belief

Movie: Bruce Almighty

Course Requirements and Student Responsibilities

- **Attendance:** Attendance is mandatory. Students are required to attend every class session and are expected to arrive on time and be prepared for class.
- **Participation:** Participation in class is expected of all students and will be considered in the final grade.
- **Language in the classroom:** The students are required to communicate only in English during the classes. If the above mentioned is not followed the students are losing points (10%)

Note: If any student uses any other language but English during the class they may lose 5 points as a result. Every new word should be explained and not translated.

Teaching Philosophy

This course was developed based on captioned movies in English. I believe that any language teacher should first of all be a psychologist to be able to encourage and help the students to meet all the difficulties during the learning process. The teacher's role in the classroom is crucial and the belief of students that they are moving forward and enriching their knowledge is important. This is the first thing I tried to do throughout the course.

Moreover, any class should be as interactive as possible. This course is an alternative course based on movies and is aimed to involve the students in speaking activities, discussions, short presentations and role plays on interesting topics based not on a course book, but on movies, various life situations. Use of any communicative activities during the class is useful and the course involves as many discussions and speaking activities as possible. Below grid present the goals and objectives in details.

COURSE GOALS	COURSE OBJECTIVES By the end of this course students will be able to:
GOAL 1: Develop students' speaking and communication skills	OBJECTIVES: <ol style="list-style-type: none">1. Learn to discuss, debate and present (skill)2. Apply the guessing strategy to guess the meaning of unknown words from context (skill)3. identify new vocabulary items with the help of visuals (knowledge)4. relate abstract nouns to human behavior (skill)5. recognize the biographies of the actors and directors of concrete movies (knowledge)6. describe and analyze movies presented by different directors (skill)
GOAL 2: Develop students' productive skills, for the purpose of small presentations, research, discussions and debates and for reflective and creative writing.	OBJECTIVES: <ol style="list-style-type: none">1. Identify various linguistic and discourse strategies for speaking2. Write argumentative essays on the given topics.3. Take effective notes based on listening and reading materials4. Exercise speaking skills through discussions on the topics in the textbook and supplementary materials5. Use the vocabulary of the units (weather, people, the media, health, natural world, society, and science, the night, work and industry, global affairs, the environment, sport).6. Critically analyze the topics proposed for discussions

	7. Use argumentative skills for persuading the audience 8. Use presentation skills effectively 9. Write reflection journals
Goal 3: Raise awareness about the knowledge of movie genres, for the purpose of be able to discuss their preferences and different life situations in English Thus motivate students to learn English	OBJECTIVES: 1. use various movie industry related terminology (knowledge) 2. be more confident discussing movie content and retelling in English/4/3/2 activity (skill) 3. focus on details of human behavior (skill) 4. identify new vocabulary items with the help of visuals (skill) 5. relate abstract nouns to human behavior (skill) 6. recognize the biographies of the actors and directors of concrete movies (knowledge) 7. identify the main movie genres (knowledge) 8. describe and analyze movies presented by different directors (skill)

COURSE ASSESSMENT

The performance of the students will be assessed according to the assessment plan presented in the below grid. The main focus of the current course is communicative skill through speaking and listening and the activities are chosen for the purpose of development of speaking and listening skills.

Assignment	Description	Objectives addressed	Grade
Summary essay	After each lesson students are assigned to describe the genre of the movie fragment they watched and the main characters acting, their behavior and characteristics by the use of the related vocabulary. Students are free to express their attitude to the characters. The descriptions are made in a written way. Each summary essay should be at least 2 paragraphs, each 4-5 sentences.	<ul style="list-style-type: none"> describe movie events, main character of the movie fragment using movie related vocabulary (skill) 	30%
Group/pair work	During each session students are assigned to perform given situations in two different scenarios or discuss questions. Students work in pair or groups depending on the task. The students will be given from 3-5 or 5-7 minutes to brainstorm and prepare, then 3-5 minutes to present to the class. All students' full involvement and participation is required.	<ul style="list-style-type: none"> use concrete movie related vocabulary for implementing role plays (skill) share information orally with peers (skill) Identify new vocabulary items through visuals (pictures, videos, etc.) (knowledge) 	15 %
Homework	1. During watching students are assigned to make notes and write down at least ten/10 new words and look them up in the vocabulary at home.	<ul style="list-style-type: none"> apply guessing strategy for the purpose of guessing the meaning of unknown words in the movie (skill) identify new vocabulary from the movie by listening to authentic speech (knowledge) 	5%
	2. Students are assigned to choose one actor from the movie/director/producer, etc and look up for some information about them at home, prepare a short presentation about him using PowerPoint tool and present it to the class during next session. The presentation should not be more than 3-5 slides with bullet points. The slides should present the biography and any other relevant information. Ss speech should be clear and rehearsed.	<ul style="list-style-type: none"> identify biographies of various directors and actors by reading authentic materials (knowledge) use top- down strategies for the purpose of comprehending teacher's instructions (skill) share information orally with peers (skill) 	5%
	3. After first 4 movies (8		10%

	<p>classes) students are assigned to prepare for 4/3/2 activity at home and then perform in the classroom. Total number of 4/3/2 activity during this course will be 4.</p> <p>In order to fulfill this task, students will have to watch the rest of the movie. Students will prepare short summary of the movie content, rehearse at home and retell the content in 4, 3, and 2 minutes without reducing the main information.</p> <p>In order to assess these assignment students will record the activity during the class and pass the recordings to the teacher.</p>		
Reflection journals	<p>After each class students are assigned to write down short reflection on the class. The assignment should be done in written form, be posted on a blog or hand-written and provided to the teacher.</p> <p>Reflection journals should be not less than one paragraph, ten/10 sentences expressing their opinion on their own progress in communication and effectiveness of the passed classes in their opinion.</p> <p>The reflection journals should be submitted not later than one day after each lesson</p>	<ul style="list-style-type: none"> • impressions and attitude to each session, grade the usefulness and effectiveness of the class for themselves (skill) • critically analyze the topics discussed during the class, freely express their opinions on different topics (skill) 	15%
Attendance and Participation	<p>Attendance is mandatory. With every missed class students will lose points.</p> <p>Full participation in all the group works, pair works and individual works is mandatory.</p>	<ul style="list-style-type: none"> • use various movie industry related terminology (knowledge) • be more confident discussing movie content and retelling in English (skill) • focus on details of human behavior (skill) • identify new vocabulary items with the help of visuals 	20%

		<p>(skill)</p> <ul style="list-style-type: none"> • relate abstract nouns to human behavior (skill) • recognize the origin, history and main features of various movie types (knowledge) • recognize the biographies of the actors and directors of concrete movies (knowledge) • identify the main painting genres (knowledge) • describe and analyze movies presented by different directors (skill) • describe movies orally by using cinematography related vocabulary (skill) • describe movies in a written way by using art related vocabulary (skill) • use concrete movie related vocabulary for implementing role plays (skill) • discuss various movies and directors (skill) • share information orally with peers (skill) • identify new vocabulary items through visuals (pictures, videos, etc.) (knowledge) • use skimming and scanning strategies for eliciting information from the movie (skill) • apply guessing strategy for the purpose of guessing the meaning of unknown words in the movie (skill) • identify new vocabulary from the movie by listening to authentic speech (knowledge) • identify biographies of various directors and actors by reading authentic materials (knowledge) 	
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		<ul style="list-style-type: none"> • use top- down strategies for the purpose of comprehending teacher's instructions (skill) 	
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COURSE LEARNING PLAN

The current course is designed for 10 weeks, once a week two hours' sessions. At the beginning of the course the students will receive two handouts with list of words and expressions that characterize personalities and human behavior. It is recommended to the students to learn the words and expressions to use them during the whole course for descriptions, group works and individual works. During the current movies based course the students will prepare and conduct presentations, work on the new vocabulary items at class and at home, do 4/3/2 activity, write reflection journals, watch captioned movies in English, work with a pair and in groups to discuss various topics, as well as practice class discussions and receive teacher's feedback.

		LANGUAGE SKILLS					Scenario
		Vocabulary and Grammar	Listening	Speaking/Pronunciation	Reading	Study & Writing	
WEEK 1, Lesson 1	FOCUS: <ul style="list-style-type: none">Getting to know each otherIntroducing the course content, assignments <p>Creation of the first personal computer</p>	- vocabulary items for movie description	- teacher instructions	- guessing the movie genre from the pictures and title	- reading captions of the movie fragment	- filling in information table	See Lesson Plan 1m Appendices.
		- movie genres	-captioned movie fragment “Pirates of Silicon Valley”, part 1	- discussions on given questions pre-while-post activities	- reading brief information about the movie, date of creation, country or production, awards, etc	- summary essay - note taking - reflection journals - matching activity	
		Homework Assignment: Register on Livejournal.com; send the teacher the link; write a reflection on the week; ➤ Learn the unknown word found during watching, get prepared to explain them during the next class to the whole group ➤ Choose one of the actors/director/producer of the movie and prepare a one-two paragraph report about them					
WEEK 2 Lesson 2	FOCUS: <ul style="list-style-type: none">People, behaviors	- vocabulary items for movie description	- teacher instructions	- Guessing the movie genre from the pictures	- reading captions of the movie fragment	- filling in information table	See Lesson Plan 2, Appendices
		- movie types genres	-captioned movie fragment “Pirates of Silicon Valley”, part 2	- Discussions on given questions Short presentations	- reading brief information about the movie, date of	- summary essay - note taking	
		-vocabulary related to computer and internet					

			-peer reports	Pre-while-post Activities	creation, country or production, awards, etc	- reflection journals - matching activity	
			Homework assignment: Write a reflection on the study week on Livejournal; 1 Learn the unknown word found during watching, get prepared to explain them during the next class to the whole group unknown words found during watching, get prepared to explain them during the next class to the whole group 2 Prepare for 4/3/2 activity: Ss are assigned to watch the rest of the movie, prepare a brief summary and rehearse to retell the whole movie content to a peer in 4, then 3 and then 2 minutes. The content should not be reduced in any of the parts. Ss will do the activity during the next class				
WEEK 3 Lesson 3	FOCUS: • The media, TV show	- weather condition related vocabulary - TV and movie related vocabulary	- teacher instructions - captioned movie Groundhog Day, part 1	- Guessing the movie genre from the pictures and title discussion/brainstorming on the given questions -presenting the solutions to the class -4/3/2 activity Pre-while-post Activities	- reading captions of the movie fragment - reading brief information about the movie, date of creation, country or production, awards, etc	matching words with photos - filling in information table - summary essay - note taking - reflection journals	See Lesson Plan 3, Appendices
			Homework assignment: Write a reflection on the study week on Livejournal; 1. Check and learn the unknown words found during watching, get prepared to explain them during the next class to the whole group 2. Choose one of the actors/director/producer of the movie and prepare a one-two paragraph report about him/her. Ss will present in front of the group during next class				

WEEK 4 Lesson 4	FOCUS: Psychological issues	-character related vocabulary -vocabulary on various skills		- teacher instructions - captioned movie Groundhod Day, part 2 -peer reports	- Supporting Ss’ own point of view and bringing arguments - role play “Being Phil: what would you do” - discussions with peers Pre-while-post Activities	- reading captions of the movie fragment - reading brief information about the movie, date of creation, country or production, awards, etc	matching words with photos - filling in information table - summary essay - note taking - reflection journals	See Lesson Plan 4, Appendices
				1. Homework Assignment: Write a reflection on the study week on Livejournal; Check and learn the unknown words found during watching, get prepared to explain them during the next class to the whole group 2. Prepare for 4/3/2 activity: Ss are assigned to watch the rest of the movie, prepare a brief summary and rehearse to retell the whole movie content to a peer in 4, then 3 and then 2 minutes. The content should not be reduced in any of the parts. Ss will do the activity during the next class				
WEEK 5 Lesson 5	FOCUS: Social Media, Email communication	- some internet and social media vocabulary related		- teacher’s instructions -captioned movie “You have got mail” part 1 -peer feedbacks/communicatin g with peers -Peer presentations	- Guessing the movie genre from the pictures and title discussion/brai nstorming on the given questions -4/3/2 activity	- reading captions of the movie fragment - reading brief information about the movie, date of creation, country or production, awards, etc	matching words with photos - filling in information table - summary essay - note taking - reflection journals	See Lesson Plan 5, Appendices

				-Short presentations -Pre-while-post Activities			
			1. Homework Assignment: Write a reflection on the study week on Livejournal; 2. Check and learn the unknown words found during watching, get prepared to explain them during the next class to the whole group 3. Choose one of the actors/director/producer of the movie and prepare a one-two paragraph report about him/her. Ss will present in front of the group during next class				
WEEK 6 Lesson 6	FOCUS: Book Store business	- business related vocabulary	- teacher’s instructions -captioned movie “You have got mail” part 2 -peer feedbacks/communicating with peers -peer presentations	- book stores, different approaches to business of big business and small family book store Group/pair work/discussions Class discussions -Pre-while-post Activities	- reading captions of the movie fragment - reading brief information about the movie, date of creation, country or production, awards, etc	matching words with photos - filling in information table - summary essay - note taking - reflection journals	See Lesson Plan 6, Appendices
			Homework Assignment: Write a reflection on the study week on Livejournal; Check and learn the unknown words found during watching, get prepared to explain them during the next class to the whole group Prepare for 4/3/2 activity: Ss are assigned to watch the rest of the movie, prepare a brief summary and rehearse to retell the whole movie content to a peer in 4, then 3 and then 2 minutes. The content should not be reduced in any of the parts. Ss will do the activity during the next class				
WEEK 7 Lesson	FOCUS: Fashion, Manager/Assista	- media and fashion related vocabulary items	- teacher instructions -captioned movie fragment “Devil	- Guessing the movie genre from the pictures and title	- reading captions of the movie fragment	- matching words with photos	See Lesson Plan 7, Appendices

7	nt relationship		wears Prada”, part 1 -peer presentations	- Discussions on given questions -Pre-while-post Activities -4/3/2 activity Presenting homework to the class	- reading brief information about the movie, date of creation, country or production, awards, etc	- filling in information table - summary essay - note taking - reflection journals	
			Homework Assignment: Write a reflection on the study week on Livejournal; 1. Check and learn the unknown words found during watching, get prepared to explain them during the next class to the whole group 2. Choose one of the actors/director/producer of the movie and prepare a one-two paragraph report about him/her. Ss will present in front of the group during next class				
WEEK 8 Lesson 8	FOCUS: Attitudes, reactions	- written media types related vocabulary -human behavior and attitude related vocabulary	- teacher instructions -peer presentations -captioned movie fragment “Devil wears Prada”, part 2	Guessing the movie genre from the pictures and title - Discussions on given questions -Short presentations -Role play on Decision making/changing decision	- reading captions of the movie fragment - reading brief information about the movie, date of creation, country or production, awards, etc	- matching words with photos - filling in information table - summary essay - note taking - reflection journals about the session	See Lesson Plan 8, Appendices
			Homework Assignment: Write a reflection on the study week on Livejournal; Check and learn the unknown words found during watching, get prepared to explain them during the next class to the whole group				

			Prepare for 4/3/2 activity: Ss are assigned to watch the rest of the movie, prepare a brief summary and rehearse to retell the whole movie content to a peer in 4, then 3 and then 2 minutes. The content should not be reduced in any of the parts. Ss will do the activity during the next class				
WEEK 9 Lesson 9	FOCUS: Religion, Belief	- media types genres -human behavior and attitude related vocabulary	- teacher instructions -peer presentations -captioned movie fragment “Devil wears Prada”, part 2	- Discussions on given questions -4/3/2 activity -Short presentations	- reading captions of the movie fragment - reading brief information about the movie, date of creation, country or production, awards, etc	- matching words with photos - filling in information table - summary essay - note taking - reflection journals about the session	See Lesson Plan 9, Appendices
		Homework Assignment: Write a reflection on the study week on Livejournal; Check and learn the unknown words found during watching, get prepared to explain them during the next class to the whole group Choose one of the actors/director/producer of the movie and prepare a one-two paragraph report about him/her. Ss will present in front of the group during next class Ask Ss to bring a dictionary with them to work on the words during next class					
WEEK 10 Lesson 10	FOCUS: Religion, Belief Briefly sharing opinions about the whole course.	- media types genres -human behavior and attitude related vocabulary	- teacher instructions -peer presentations -captioned movie fragment “Devil wears Prada”, part 2	- Discussions on given questions -peer presentations Work on vocabulary at class	- reading captions of the movie fragment - reading brief information about the movie, date of creation, country or production, awards, etc	- matching words with photos - filling in information table - summary essay - note taking	See Lesson Plan 10, Appendices

						- reflection journals about the session	
			Homework Assignment: Write a reflection on the study week on Livejournal about the whole course.				

CHAPTER FOUR: RECOMMENDATIONS

According to the literature review and the pilot classes of the current design project and teachers journal kept after each pilot class, there are some recommendation which may be useful for adapting this course to certain needs and target audiences.

This material will serve them as a guide to find answers to several questions.

1. One of the essential things to bear in mind is the following: the activities are designed to teach informal language that is used in the movies.
2. It is strongly recommended to the teacher to watch the movies several times before the class, to write out words that may be unknown to the class, and choose the fragments of the movies accordingly.
3. The movie fragments should not be longer than fifteen to twenty minutes, otherwise the class loses focus. During the first pilot class the movie fragments were around 30-35 minutes and it was hard for the class to remember the first part of the movie, thus it made difficult for the students to complete the activities, discuss. Thus it was decided to shorten the movie fragments to 15-20 minutes to make the learning process more effective
4. The captions should be checked to match the speech, although there can be some very slight mismatches. IT is recommended to the teachers, to be prepared to explain that to the students, also be prepared to identify and explain unknown words to the students if those words are missing in the captions.

5. Before introducing certain informal structures it would be better for the teacher to check the pronunciation because sometimes even for teachers the pronunciation of certain structures may be challenging. During the vocabulary focused activities and discussions it may be appropriate to guide the students in terms of pronunciation, especially when students use the newly learned words. During piloting the current course the teacher practiced such guidance and as stated by the students it was very helpful for them, as they wrote transcriptions and later on checked the words at home to improve their pronunciation.

6. Informal language is a means to make the students view the English language globally and not to get surprised when coming across to certain unusual structures. With the movies the teachers can assure the students that what they learn is really important. That the language they learn is a means of socialization, a way of integration to the target language culture.

7. Encourage students to watch the films as they would do with any film in their native language. Leave the students free to use their background information and their perspectives of life in general and specific topic of the movie when writing the summary essays. Teacher should not guide them into a one concrete direction, but give the freedom to receive as much idea of the students' comprehension of the movie as possible.

8. It is also strongly recommended to video tape the classes to be able to analyze students' participation and involvement into the whole class session. Videotaping will also allow following which students use L1 during discussions and group works to pay more attention to them and find methods to encourage them to use target language.

9. It is necessary to continuously provide individual feedback to the students on their reflection journals, to keep the track of students' attitude and perception of the class flow and keep the students motivated.

10. The current course is developed as a consequence reinforcement course to pre-intermediate General English course of Language Learner Textbook. Thus the movies and topics chosen are based on the Textbook. It is a good option to choose movies with similar topics to the professions or hobbies of the learners to provide setting to freely express their opinions, knowledge on the topic.

And finally, based on my own experience, the authentic language that is spoken by the native English learners is somewhat different from the language foreign language learners learn, thus the movies really increase the knowledge of natural language.

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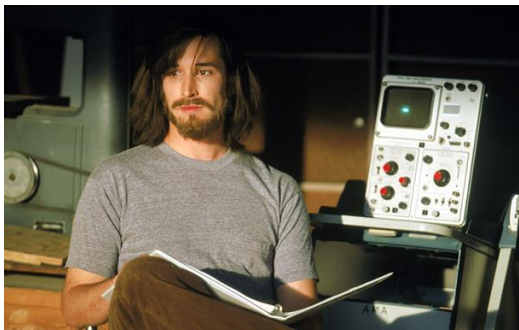
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APPENDICES

1. Presentations on movies: predicting the movies from the titles and pictures

Pirates of Silicon Valley



Pirates of Silicon Valley



Pirates of Silicon Valley



2. Groundhog Day

Groundhog day



3. You've got Mail



4. The Devil Wears Prada



5. Bruce Almighty



Words and expressions describing behavior

2.1 List of Words That Describe Behavior in Social Situations

Retrieved from <http://grammar.yourdictionary.com/word-lists/list-of-words-that-describe-behavior.html>

Many things can affect behavior:

- Your mood
- The people that you are around
- Things that happen to you

Stress and your physical condition also have a bearing on your behavior. We are going to look at good, socially accepted behavior and bad or out of control behavior.

Here is a list of words that describe behavior that is good in social situations:

- Caring: desire to help people
- Charming: pleasant, delightful
- Considerate: thinking of others
- Enthusiastic: has strong feelings; ardent
- Excitable: gets excited easily
- Faithful: being loyal
- Funny: causing people to laugh
- Kind: thoughtful, caring
- Pleasant: polite
- Polite: exhibiting good manners
- Sincere: being totally honest
- Thoughtful: thinking things over

For the opposite kind of behavior, here is a list of words that refer to bad social behavior:

- Aggressive: verbally or physically threatening
- Argumentative: often arguing with people
- Bossy: always telling people what to do
- Deceitful: doing or saying anything to get people to do what you want or to get what you want
- Domineering: constantly trying to control others
- Inconsiderate: not caring about others or their feelings
- Irritating: bothering people

- Manic: acting just a little crazy
- Manipulative: always trying to influence other people
- Moody: being unpredictable; changing moods often
- Rude: treating people badly; breaking social rules
- Spiteful: seeking revenge; hurting others because you didn't get what you want
- Thoughtless: not thinking about the effects of your actions or words

Words That Describe Personal Behavior

The following words describe behavior that is more personal in nature. The behavior is not affected very much by the company or situation.

- Active: always busy with something
- Ambitious: strongly wants to succeed
- Assertive: being outgoing and confident
- Careless: not being careful; rushing into things
- Cautious: being very careful
- Conceited: thinks he is better than others; arrogant
- Conscientious: taking time to do things right
- Creative: someone who can make up things easily or think of new things
- Curious: always wanting to know things
- Docile: submissive, does what he is told
- Extroverted: very outgoing; confident
- Impulsive: saying or doing things without thinking first
- Introverted: keeps to himself, doesn't share thoughts and feelings
- Inventive: thinks of new ideas
- Nervous: very uncomfortable
- Passive: does not argue; does as he is told
- Perfectionist: wants everything to be done right and perfectly
- [Pragmatic](#): always sees the practical side of things
- Reserved: keeps thoughts and feelings to himself
- Serious: no-nonsense kind of behavior
- Shy: quite and reserved; lacking in confidence
- Trustworthy: simply worthy of someone's trust
- Volatile: changing moods very quickly

2.2 List of Words That Describe Behavior in Social Situations

Trait-Positive	Trait-Negative
Attitudes	
accepts authority, loyal, devoted	rebellious
accepts what's given	ignores, rejects what's given
affectionate	distant, cold, aloof
aspiring, ambitious, motivated	self-satisfied, unmotivated
candid	closed, guarded, secretive
caring	uncaring, unfeeling, callous
change; accepts, embraces-	rejects change
cheerful	cheerless, gloomy, sour, grumpy
considerate, thoughtful	inconsiderate, thoughtless
cooperative	uncooperative, unhelpful, combative
courteous	rude, impolite
decisive	indecisive
devoted	uncommitted, uncaring, hostile
determined	indecisive, unsure
perseveres, endures	relents, gives up
enthusiastic	unenthusiastic, apathetic, indifferent
expansive	kept back, tight, constricting
flexible	inflexible, rigid, unbending, stubborn
forgiving	unforgiving, resentful, spiteful
focused	unfocused, scattered
freedom given to others	authoritarian, controlling
friendly	unfriendly, distant, aloof, hostile
generous	stingy, miserly, selfish
grateful	ungrateful, unappreciative
hard-working	lazy
honest	dishonest, deceiving, lying
humble	arrogant, conceited, ego-centric

interested	indifferent, uncaring
involved	complacent, indifferent
jealous	jealous, envious, covetous
kind	unkind, uncaring, cruel, mean
mature	immature
open-minded, tolerant	narrow, close, small-minded, intolerant
optimistic	pessimistic
perfects	allows imperfection
persistent, sustaining	flagging, fleeting, unsustaining
positive	negative
practical	impractical, not viable
punctual	late, not on time
realistic	unrealist, impractical
reliable	unreliable, undependable
respectful	disrespectful, rude, impolite
responsible	unreliable, undependable
self-confident	lack of self confidence, insecure
sensitive	Insensitive, indifferent
serious	frivolous, silly, trivial
sincere	insincere, dishonest
social independence	social approval required
takes others point of view	insists on own view
work-oriented	convenience

Week 1; Lesson Plan 1

Level: Intermediate, English language learners

Subject: Communicative English

Topic: Computer

Movie: Pirates of Silicon Valley

Time: 120 minutes

Materials used: List of adjectives to describe human behavior and characteristics.

Movie with English captions, activity handouts with discussion topics, brief informative handouts

Objectives:

- Ss will be able to identify movie genre, describe and analyze movies, get introduced to movie related vocabulary
- Discuss two entrepreneurs Bill Gates and Steve Jobs, communicate on the topic
- Learn the history of creation of first personal computers
- Discuss different behaviors and express opinions
- Listen for general and specific information,
- Role play

Anticipated problems:

Problems with not understanding the specific situations and new words used in the movie, not being able to base their opinion during the activities

Procedures/stages	Time	Interaction	Materials used
Warm-up Greeting students Introduce the course to the Ss	5 min	T ↔ Ss	- warm up the students - identify the steps of the lesson
Introduction to the movie genres: Class discussion, providing movie genres vocabulary.	5 min	T ↔ Ss S ↔ T S ↔ Ss	T provides handouts with movie genre and Ss try to describe each of them Appendix 1
Matching: T provides Ss with movie related profession names and pictures and Ss are asked to match them individually	5 min	T ↔ Ss S ↔ T S ↔ Ss	T provides handouts with pictures and names of professions Appendix 2
Pre-Watching strategies: Provide the handout with the list of adjectives of behavior and characteristics Prediction, discussion Ss will watch the title of the movie and some pictures from the movie. Ask them the following Qs: 1. Look at the title and pictures from the movie. What do you think this movie is about? 2. What do you know about Silicon Valley? 3. Who do you think can be the main heroes/heroines? 4. Why do you think so?	10 min	T ↔ Ss S ↔ T S ↔ Ss	T shows title and pictures from the movie and Ss try to answer Qs Presentation 1
Pre-watching strategies: T provides Ss with brief summary about the movie before they watch. Ss are given time to read	2-3 min	T ↔ Ss S ↔ T	T provides brief info about the movie and gives time to read before watching Informative handout 1
While-Watching Strategies: T provides Ss handouts with table to fill in during watching. Ss fill in unknown words and try to guess their meaning	20 min	T ↔ Ss Ss ↔ T	Note taking, writing down news words and expressions Appendix 3 Movie 00:00-20:00

<p>Post-Watching strategies: Pair work: Ss discuss the unknown words with one peer and give feedback on each other's guessing.</p>	5 min	T ↔ Ss Ss ↔ T Ss ↔ Ss	Peer feedback, filled in tables
<p>T then asks each pair for unknown words and writes them down on the board. Everybody writes down the words to work on them at home</p>	5 min		Class discussion
<p>Post- watching strategies: T provides handouts with table to fill in; Ss fill in the table about one of the heroes about his job, personality, etc.</p>	3 min	T ↔ Ss Ss ↔ T Ss ↔ Ss	Individual work; Appendix 4
<p>Post- watching strategies: T provides handouts with questions to discuss in groups of 3-4</p>	5 min	T ↔ Ss Ss ↔ T Ss ↔ Ss	Group work, Appendix 5
<p>Each group presents their findings to the class</p>	5 min		Class discussion
<p>Watching second fragment: Ss watch the second fragment of the movie</p> <p>While-Watching Strategies:</p> <p>T provides Ss handouts with table to fill in during watching. Ss fill in unknown words and try to guess their meaning</p>	15 min	T ↔ Ss Ss ↔ T	Note taking, writing down news words and expressions Appendix 3 Movie 00:20-00:35
<p>Post-Watching strategies: Discussion Role play/</p> <p>Ss will split into two groups: Apple guys and Microsoft Guys.</p> <p>Ss work together to indicate 3 achievements of their company during both movie fragments. They will choose roles, indicate and try to present the philosophy of their company to the class.</p> <p>Ss will have time to present to the class and answer the questions</p>	<p>7-10 min</p> <p>3 min per group/ 10-15 min total</p>	T ↔ Ss Ss ↔ T Ss ↔ Ss	Group work, presentation skills, handouts Appendix 7 – Handout

Summary essay: Ss are assigned to write down a general comprehension essay, describe the main heroes and events, try to predict continuation and express their opinion and impressions about the movie	10 min	T ↔ Ss Ss ↔ T	Appendix 8 – Handout
Homework: T assigns for homework: <ul style="list-style-type: none"> ➤ Learn the unknown word found during watching, get prepared to explain them during the next class to the whole group ➤ Choose one of the actors/director/producer of the movie and prepare a one-two paragraph report about them ➤ Ss are assigned to write the Reflection journals over the class 	1-2 min	T ↔ Ss Ss ↔ T	T explains the homework, answer possible Qs

Appendix 1- Handout

Look at the Movie genres. Can you describe each of them?

Action; Adventure; Comedy; Crime; Fantasy; Historical, Horror; Mystery; Philosophical; Political; Realistic; Romance; Saga; Satire; Science fiction; Slice of Life; Thriller

Appendix 2 – Handout

➤ **Film crew. Look at the words and try to describe each of them.**

Director; Producer; Executive Producer; Assistant Directors; Script Supervisor; Casting Director; Camera Operator; Gaffer; Best boy; Art Director; Costume designer; Key Make-up Artist; Special Effects Supervisor; Production Sound Mixer

➤ **Now match the pictures with words**

1 Director; 2 Producer; 3 Casting Director; 4 Camera operator; 5 Costume designer; 6 Key Make-up Artist



Appendix 3 Handout – While watching activity

As you watch the movie try to write down 10 words/expressions which you don't know and think are useful. Try to guess their meaning. You will check the meanings with your peers after watching.

Word	I think it means	Meaning

Appendix 4 - Handout

Instructions:

As you watch the movie tries to find out who are the main characters? Choose one and complete the table with info about him/her

Name	Job	Personality	Other details

Appendix 5 - Handout

You have watched the first fragment of the movie. Work with your peers to answer the following questions:

- How the movie starts? What is the first scene?
- What was the passion of Steve Jobs back in Berkeley?
- What did Steve's friend tell about their life in the university?
- What was Bill Gate's passion back in the university?
- What Bill's friend told about their life in the university?

You may take your notes here:

Appendix 6 – Handout:
Discussion/Role-play

Instructions:

You will have 20 minutes for this activity/role play

Now, split into 2 groups. You are going to be Apple guys and Microsoft guys.

Underline which company you represent:

Apple

Microsoft

1. Think of 3 things you did to start your company.
2. Choose 2 people in your group who will present those 3 things.
3. Now think, what is the philosophy of your company? Try to bring a quote/expression on that.

Appendix 8 – Summary Essay

Instructions: You have watched two movie fragments. Now, describe what the movie was about, who were the main characters and how did they interact. What are your impressions of the movie, what do you think will happen to each of the main heroes, what will happen next?

Week 2:

Lesson plan 2

Level: Intermediate, English language learners

Subject: Communicative English

Topic: Pirates of Silicon Valley

Time: 90 minutes

Materials used: Movie with English captions, vocabulary handouts, activity handouts
discussion topics, brief informative handouts

Objectives:

- Ss will be able to new vocabulary,
- Discuss foundation of two biggest IT companies and communicate on the topic
- Learn the history of creation of first personal computers
- Discuss different behaviors and express opinions
- listen for general and specific information,

Anticipated problems:

Problems with not understanding the specific situations and new words used in the movie, not being able to base their opinion during the activities

Procedures/stages	Time	Interaction	Materials used
Warm-up Greeting students T asks what difficulties Ss had doing homework	2-3 min	T ↔ Ss	- warm up the students - identify the steps of the lesson
Vocabulary/presenting to the class: Ss are asked to report on the words they worked on at home. The class writes down words which are still unknown to them.	7-10 min	T ↔ Ss S ↔ T S ↔ Ss	Individual work/class discussion Board to write down words if necessary
Presentation/Report: Ss present their reports about	1-2 min each	S ↔ Ss	Pair work, peer feedback, audio recorder/phone/any other device

<p>actor/producer/director of the movie to a peer.</p> <p>The peer do not interrupt each other, but can give feedback on the content of pronunciation after presentation</p> <p>Each Ss records the whole activity by him and pass the recording to the T afterwards</p>	<p>student</p> <p>10-15 min total</p>		
<p>While-Watching Strategies:</p> <p>T provides Ss handouts with table to fill in during watching. Ss fill in unknown words and try to guess their meaning</p>	<p>19 min</p>	<p>T ↔ Ss Ss ↔ T</p>	<p>Note taking, writing down news words and expressions</p> <p>Appendix 1 Movie 00:35 – 00:54</p>
<p>Post-Watching strategies: Pair work: Ss discuss the unknown words with one peer and give feedback on each other's guessing.</p> <p>T assigns the Ss to work on the words at home and report during the next class.</p>	<p>5 min</p>	<p>T ↔ Ss Ss ↔ T Ss ↔ Ss</p>	<p>Peer feedback, filled in tables</p> <p>Appendix 1</p>
<p>Post-watching strategies: T provides handouts with questions to discuss. Ss work in groups of 3-4 to do this activity</p>	<p>2-3 min</p> <p>5 min</p>	<p>T ↔ Ss Ss ↔ T Ss ↔ Ss</p>	<p>Group work</p> <p>Appendix 2</p>
<p>Post-Watching activity: Matching: T provides Ss with handouts with a matching activity on vocabulary items.</p> <p>Ss compare the results with their peer and provide feedback.</p> <p>Ss share with the class the words they couldn't match. T provide feedback</p>	<p>3 min</p> <p>3 min</p> <p>3 min</p>	<p>T ↔ Ss Ss ↔ T Ss ↔ Ss</p>	<p>Individual work, Peer work, class discussion</p> <p>Appendix 3</p>
<p>Watching second fragment: Ss watch the last fragment of the movie</p>	<p>15 min</p>	<p>T ↔ Ss Ss ↔ T</p>	<p>00:54 – 1:09</p>

<p>While-Watching Strategies:</p> <p>T provides Ss handouts with table to fill in during watching. Ss fill in unknown words and try to guess their meaning.</p> <p>Ss will work on the words at home and report on them during the next class.</p>		<p>T ↔ Ss Ss ↔ T</p>	<p>Individual work</p> <p>Note taking, writing down news words and expressions</p> <p>Appendix 1 - Handout</p>
<p>Post-watching strategies: Ss make pairs. T provides handouts with questions to discuss.</p> <p>Ss switch partners to discuss their findings. T monitors their work and provides feedback to each of the pairs.</p> <p>The whole class discusses the possible continuation of the movie, make predictions and share opinions.</p>	<p>5 min</p> <p>10 min</p>	<p>T ↔ Ss Ss ↔ T Ss ↔ Ss</p>	<p>Pair work, peer feedback and T feedback</p> <p>Appendix 4 – Handout</p>
<p>Summary essay: Ss are assigned to write down a general comprehension essay, describe the main heroes and events, try to predict continuation and express their opinion and impressions.</p> <p>Ss are asked to mention if there was a change of their opinions and impressions by the end of the second class.</p>	5-7 min	<p>T ↔ Ss Ss ↔ T</p>	Appendix 5 – Handout
<p>Homework: T assigns for homework:</p> <p>3. Learn the unknown word found during watching, get prepared to explain them during the next class to the whole group</p> <p>4. Prepare for 4/3/2 activity: Ss are assigned to watch the rest of the movie, prepare a brief summary and rehearse to retell the whole movie content to a peer in 4, then 3 and then 2 minutes. The</p>	1-2 min	<p>T ↔ Ss Ss ↔ T</p>	<p>T explains the homework, answer possible Qs</p>

content should not be reduced in any of the parts. Ss will do the activity during the next class 5. Ss are assigned to write the Reflection journals over the lesson			
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Appendix 1 – Handout

While-watching activity

As you watch the movie try to write down 10 words/expressions which you don't know and think are useful. Try to guess their meaning. You will check the meanings with your peers after watching.

Word	I think it means	Meaning

Appendix 2 – Handout

Post- watching activity

Work with your peers to discuss the below questions:

- What was Bill Gate's concern in the beginning of this fragment? Why was he interested in California?
- What happened at Computer fair?
- How can you describe Job's attitude to his employees, his girlfriend, etc? Bring examples.
- What did Bill Gate's propose to IBM?
- How did Bill Gate's get the Operating System he sold to IBM? Describe what happened.

Appendix 3 - Matching activity

Look at the adjectives/words below. These two columns provide words of opposite meaning. Match the antonyms.

Trait-Positive	Trait-Negative
Attitudes	
1. accepts authority, loyal	uncaring, unfeeling
2. aspiring, ambitious	arrogant, ego-centric
3. caring	unforgiving, resentful,
4. determined	lack of self confidence, insecure
5. forgiving	rebellious
6. hard-working	insists on own view
7. humble	late, not on time
8. self-confident	self-satisfied, unmotivated
9. takes others point of view	lazy
10. punctual	indecisive, unsure

Appendix 4 – Handout

You have watched two fragments. Now work in a group to discuss the below questions.

- Why do you think Steve Jobs called his company Apple?
- Where did Steve Job's get the idea of attaching mouse to the personal computer?
- What Steve Jobs call his first computer?
- Why Bill Gates went to Apple office?
- What conversation happened between Jobs and Gates at Apple office?

You may take your notes here

Appendix 5 - Handout

Summary essay

Instructions: You have watched two movie fragments. Now, describe what was the movie about, who were the main characters and how did they interact. What are your impressions of the movie, what do you think will happen to each of the main heroes? Did your attitude change towards the heroes after watching the last two fragments? Feel free to express your opinion about the movie.

Week 3:

Lesson plan 3

Level: Intermediate, English language learners

Subject: Communicative English

Topic: - Weather; TV

Movie: Groundhog Day

Time: 120 minutes

Materials used: Movie with English captions, Activity handouts, discussion topics

Objectives:

- Ss will be able to talk about different the movie, discuss the idea of getting stuck in one place, one day, write out new words, check them with the peers
- listening for general and specific information,
- Pair/group work „what to do if you get stuck in one day, one place“

Anticipated problems:

Problems with not understanding the specific situations and new words used in the movie, not being able to base their opinion during the activities.

Procedures/stages	Time	Interaction	Type of activity/Materials used
Warm-up Greeting students T asks what difficulties Ss had doing homework	1-2 min	T ↔ Ss	- warm up the students - identify the steps of the lesson
Vocabulary/presenting to the class: Ss work in groups of 3-4 to discuss the words they have worked on at home from the previous movie. Check the meanings and give feedback to each other.	10 min	T ↔ Ss S ↔ T S ↔ Ss	Group work Boards for each group to write down words and present to T and the class
4/3/2 Activity: Ss will do the activity they were assigned on the previous class Ss were assigned to watch the rest of the movie,	15-20 min	T ↔ Ss S ↔ T S ↔ Ss	Pair work, audio recorder/phone/device

prepare a brief summary and rehearse to retell the whole movie content to a peer in 4, then 3 and then 2 minutes. The content should not be reduced in any of the parts.			
Pre-Watching Strategies: T shows Ss the title and photos from the movie and ask Ss to predict what it is about, who are the heroes <ul style="list-style-type: none"> ➤ Look at the title and pictures from the movie. What do you think this movie is about? ➤ Who do you think can be the main heroes/heroines? ➤ Can you tell anything about the personality of the main character? ➤ Why do you think so? ➤ What do you know about Groundhog day? Have you ever heard about it? 	5 min	T ↔ Ss Ss ↔ T	Presentation with photos and the title
Watching the movie fragment T provides Ss with brief information about the movie before they watch/date produced, actors, director, etc	15:10 min		0:00-15:10
While-Watching Strategies: T provides Ss handouts with table to fill in during watching. Ss fill in unknown words and try to guess their meaning		T ↔ Ss Ss ↔ T	Note taking, writing down news words and expressions Appendix 1
Post-Watching strategies: Pair work: Ss discuss the unknown words with one peer and give feedback on each other's guessing. T then asks each pair for unknown words and writes them down on the board. Everybody writes down the words to work on them at home to present during next class	5 min 1-2 min	T ↔ Ss Ss ↔ T Ss ↔ Ss	Peer feedback, filled in tables
Post- watching strategies: Ss work in pairs to fill in the table: what and who the fragment was about; T provides handouts with questions to discuss Each pair then presents the findings to the class	3-5 min 5 min	T ↔ Ss Ss ↔ T Ss ↔ Ss	Pair work Appendix 2, 3

Watching the second fragment: Ss watch the second fragment of the movie	15 min	T ↔ Ss Ss ↔ T	Note taking, writing down new words and expressions Movie 15:10-30:10
While-Watching Strategies: T provides Ss handouts with table to fill in during watching. Ss fill in unknown words and are assigned to check them at home. They will discuss the findings during next lesson with peers		T ↔ Ss Ss ↔ T	Note taking, writing down new words and expressions Appendix 1
Post-watching strategies: Ss work in groups of 5. T provides Ss handouts with questions to discuss, then T discuss with the class and provides feedback think of possible continuation options of the movie, ask them the	5 min	T ↔ Ss Ss ↔ T Ss ↔ Ss	Group work Class discussion Appendix 4 - Handout
Summary essay: Ss are assigned to write down a general comprehension essay, describe the main heroes (their work/profession, appearance, relationship, etc) events, and express their opinion and impressions. Ss hand-in the summary essays to the T	10 min	T ↔ Ss Ss ↔ T	Appendix 5– Handout
Homework: T assigns for homework: 1. Check and learn the unknown words found during watching, get prepared to explain them during the next class to the whole group 2. Choose one of the actors/director/producer of the movie and prepare a one-two paragraph report about him/her. Ss will present in front of the group during next class 3. Ss are assigned to write the Reflection journals over the lesson	1-2 min	T ↔ Ss Ss ↔ T	T explains the homework, answers possible Qs

Appendix 1 – Handout

While-watching activity

As you watch the movie try to write down maximum 10 words/expressions which you don't know and think are useful. After watching try to guess their meaning, you will check the meanings with your peers after.

Word	I think it means	Meaning

Appendix 2 – Handout

Post watching activity

Instructions:

You watched movie fragment, now write down what happened in it? Who were the heroes of this fragment and fill in information about them? Use the behavioral adjectives to describe the heroes.

Name	What happened?	Personality/Characteristic	Your Attitude to him/her
1.			
2.			
3.			

Appendix 3 – Handout

Work with you peer to discuss the below questions

- Describe the celebration of Groundhog Day. Tell about the cloths, food (if any), music, traditions involved.
- Phil meets three people in this part: the man on the stairs, Mrs. Lancaster, and Ned Ryerson. What topics does he talk about with each one?
- What is Phil’s opinion of Groundhog Day?
- What is Rita’s opinion of Groundhog Day?
- What is Phil’s attitude toward small towns?

You may make your notes here:

Appendix 4- Handout

Work in a group of 5 and discuss the questions below:

- What things are different on the different days?
- What is Phil’s problem?
- Phil visited doctors: 1st and 2nd. What did they advise him to do?
- What do you think, is there anybody to help Phil?
- What would you do if you were stuck in the same place, same day?
- What if nothing you did mattered and nothing changed?

Summary essay

Feel free to express your opinion about the movie.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Week 4:

Lesson plan 4

Level: Intermediate, English language learners

Subject: Communicative English

Topic: - Weather; TV

Movie: Groundhog Day

Time: 120 minutes

Materials used: Movie with English captions, Activity handouts, discussion topics

Objectives:

- Ss will be able to talk about different the movie, discuss the idea of getting stuck in one place, one day, write out new vocabulary, check them with the peers
- Ss will listen for general and specific information,
- Ss will be able to talk about different behaviors, learn and use related adjectives

Anticipated problems:

Problems with not understanding the specific situations and new words used in the movie, not being able to base their opinion during the activities.

Procedures/stages	Time	Interaction	Materials used
Warm-up Greeting students T asks what difficulties Ss had doing homework	1-2 min	T ↔ Ss	- warm up the students - identify the steps of the lesson
Vocabulary/presenting to the class: Ss work in groups of 3-4 to discuss the words they have worked on at home from the previous movie. Check the meanings and give feedback to each other.	10 min	T ↔ Ss S ↔ T S ↔ Ss	Group work Boards for each group to write down words and present to T and the class
Presentation/Report: Ss present their reports about actor/producer/director of the movie to a peer. The peer do not interrupt each other, but can give feedback on the content of pronunciation after	2 -3 min each student	S ↔ Ss	Pair work, peer feedback, audio recorder/phone/any other device

presentation Each Ss records the whole activity by him and pass the recording to the T afterwards	10 min total		
Watching the movie fragment	16 min		0:30-0:46
While-Watching Strategies: T provides Ss handouts with table to fill in during watching. Ss fill in unknown words and try to guess their meaning. T instructs the Ss to watch very attentively, pay attention to all the details		T ↔ Ss Ss ↔ T	Note taking, writing down news words and expressions Appendix 1
Post-Watching strategies: Pair work: Ss discuss the unknown words with one peer and give feedback on each other's guessing. T then asks each pair for unknown words and writes them down on the board. Everybody writes down the unknown words to work on them at home	5 min 3 min	T ↔ Ss Ss ↔ T Ss ↔ Ss	Peer feedback, filled in tables
Post- watching strategies: T provides handouts with questions to discuss about the content of the fragment; Each pair then presents the findings to the class	5 min 1-2 min/15 min total	T ↔ Ss Ss ↔ T Ss ↔ Ss	Pair work Appendix 2
Watching the second fragment: Ss watch the last fragment of the movie	18 min	T ↔ Ss Ss ↔ T	Movie 00:49-1:08
While-Watching Strategies: T provides Ss handouts with table to fill in during watching. Ss fill in unknown words and are assigned to check them at home. They will discuss the findings during next lesson with peers		T ↔ Ss Ss ↔ T	Note taking, writing down news words and expressions Appendix 1
Post-Watching strategies: Pair work: T provides Ss with handouts/topics and questions to discuss Each pair discusses and comes up with answers. Ss switch partners and share findings with new peer. Ss provide feedback to each other Ss discuss the findings with the whole class.	3-5 min 5 min	T ↔ Ss Ss ↔ T Ss ↔ Ss	Pair work, handouts Appendix 3

Post-watching strategies: T asks Ss to think of possible continuation options of the movie, What will happen next after Phil burns in the car?	5 min	T ↔ Ss Ss ↔ T Ss ↔ Ss	Class discussion
Summary essay: Ss are assigned to write down a general comprehension essay, describe the main events, and express their opinion and impressions. Ss hand-in the summary essays to the T	7-10 min	T ↔ Ss Ss ↔ T	Appendix 3 – Handout
Homework: T assigns homework 1. Check and learn the unknown words found during watching, get prepared to explain them during the next class to the whole group 2. Prepare for 4/3/2 activity: Ss are assigned to watch the rest of the movie, prepare a brief summary and rehearse to retell the whole movie content to a peer in 4, then 3 and then 2 minutes. The content should not be reduced in any of the parts. Ss will do the activity during the next class 3. Ss are assigned to write the Reflection journals over the lesson	1-2 min	T ↔ Ss S ↔ T S ↔ Ss	

Appendix 1 – Handout

While-watching activity

As you watch the movie try to write down 10 words/expressions which you don't know and think are useful. Try to guess their meaning. You will check the meanings with your peers after watching.

Word	I think it means	Meaning

Appendix 2 – Handout

Post-watching activity

Work with your partner to discuss the questions below. You will then present your findings to another pair

- What Phil talks about at the bowling?
- What does he do after? What happened to Phil after the bowling? Why ?
- How did Phil treat people he met in the street in this fragment?
- How did Phil behave in this fragment in general and with Rita?

Appendix 3 - Handout

Work with your partner to discuss the questions below. You will then discuss your findings with the class.

1. Where Phil meets Rita? What do they do?
2. What Phil does during the fragment?
3. Why Phil tries to get to know Rita better?
4. What does Phil feel?
5. How did the episode end?

Appendix 4 - Handout

Summary essay

Instructions: You have watched two movie fragments. Now, describe what the movie was about, who were the main characters and how did they interact. What are your impressions of the movie? Did you attitude change towards the heroes after watching the last two fragments? Feel free to express your opinion.

Week 5:

Lesson plan 5

Level: Intermediate, English language learners

Subject: Communicative English

Topic: Internet, Family business:

Movie: You've Got Mail

Time: 120 minutes

Materials used: Movie with English captions, activity handouts, brief informative handouts

Objectives:

- Ss will be able to identify romantic movies, describe and analyze this movie,
- Discuss different types of book stores, different approaches to business of big business and small family book store
- Discuss different behaviors and express opinions
- Listen for general and specific information
- Group and peer work

Anticipated problems:

Problems with not understanding the specific situations and new words used in the movie, not being able to base their opinion during the activities

Procedures/stages	Time	Interaction	Type of activity/Materials used
Warm-up Greeting students T asks what difficulties Ss had doing homework	2-3 min	T ↔ Ss	- warm up the students - identify the steps of the lesson
Vocabulary/presenting to the class: Ss work in groups of 3-4 to discuss the words they have worked on at home from the previous movie. Check the meanings and give feedback to each other.	5-7 min	T ↔ Ss S ↔ T S ↔ Ss	Group work Boards for each group to write down words and present to T and the class

4/3/2 Activity: Ss will do the activity they were assigned on the previous class Ss were assigned to watch the rest of the movie, prepare a brief summary and rehearse to retell the whole movie content to a peer in 4, then 3 and then 2 minutes. The content should not be reduced in any of the parts.	15-20 min	T ↔ Ss S ↔ T S ↔ Ss	Pair work, audio recorder/phone/device
Pre-Watching Strategies: T shows Ss the title and photos from the movie and ask Ss to predict what it is about, who are the heroes	1-2 min	T ↔ Ss Ss ↔ T	Presentation with photos and the title
Watching the movie fragment	18 min		Movie 00-00:18
While-Watching Strategies: T provides Ss handouts with table to fill in during watching. Ss fill in unknown words and try to guess their meaning. Pay Ss attention to words: connection, internet, email, laptop		T ↔ Ss Ss ↔ T	Note taking, writing down news words and expressions Appendix 1
Post-Watching strategies: Pair work: Ss discuss the unknown words with one peer and give feedback on each other's guessing. T then asks each pair for unknown words and writes them down on the board. Everybody writes down the words to work on them at home	5 min 5 min	T ↔ Ss Ss ↔ T Ss ↔ Ss	Peer feedback, filled in tables
Post- watching strategies: T provides handouts with questions to discuss; Ss work in pairs to fill in the table: what and who the fragment was about Each pair then presents the findings to the class	5 min 5 min	T ↔ Ss Ss ↔ T Ss ↔ Ss	Pair work Appendix 2
Watching the second fragment: Ss watch the last fragment of the movie	15 min	T ↔ Ss Ss ↔ T	Note taking, writing down news words and expressions Movie 00:18-00:33
While-Watching Strategies: T provides Ss handouts with table to fill in during watching. Ss fill in unknown words and are assigned to check them at home. They will		T ↔ Ss Ss ↔ T	Note taking, writing down news words and expressions

discuss the findings during next lesson with peers			Appendix 1
Post-Watching strategies: Pair work: T provides Ss with handouts/topics and questions to discuss	5 min	T ↔ Ss Ss ↔ T Ss ↔ Ss	Pair work, handouts Appendix 3
Each pair discuss and provide feedback on each other	5 min		
Post-watching strategies: T asks Ss to think of possible continuation options of the movie, what will happen next to the little book shop when the big book mall opens	5 min	T ↔ Ss Ss ↔ T Ss ↔ Ss	Class discussion
Summary essay: Ss are assigned to write down a general comprehension essay, describe the main heroes (their work/profession, appearance, relationship, etc) events, and express their opinion and impressions. Ss hand-in the summary essays to the T	10 min	T ↔ Ss Ss ↔ T	Appendix 4 – Handout
Homework: T assigns for homework: 4. Check and learn the unknown words found during watching, get prepared to explain them during the next class to the whole group 5. Choose one of the actors/director/producer of the movie and prepare a one-two paragraph report about him/her. Ss will present in front of the group during next class 6. Ss are assigned to write the Reflection journals over the lesson	1-2 min	T ↔ Ss Ss ↔ T	T explains the homework, answers possible Qs

Appendix 1 – Handout

While-watching activity

As you watch the movie try to write down maximum 10 words/expressions which you don't know and think are useful. After watching try to guess their meaning, you will check the meanings with your peers after.

Word	I think it means	Meaning

Appendix 2 – Handout

Post watching activity

Instructions:

You watched movie fragment, now write down what happened in it? Who were the heroes of this fragment and fill in information about them? Use the behavioral adjectives to describe the heroes.

Name	What happened?	Personality/Characteristic	Your Attitude to him/her

Appendix 3 – Handout

Work with you peer to discuss the below questions

- You may make your notes here:

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.

Summary essay

Feel free to express your opinion about the movie.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

Week 6:

Lesson plan 6

Level: Intermediate, English language learners

Subject: Communicative English

Topic: You've Got Mail

Time: 120 minutes

Materials used: Movie with English captions, activity handouts discussion topics, brief informative handouts

Objectives:

- Ss will be able to identify romantic movies, describe and analyze movies,
- Identify and discuss specific information in the movie
- Discuss different approaches to run a book store
- Listen for general and specific information,

Anticipated problems:

Problems with not understanding the specific situations and new words used in the movie, not being able to base their opinion during the activities

Procedures/stages	Time	Interaction	Materials used
Warm-up Greeting students T asks what difficulties Ss had doing homework	1-2 min	T ↔ Ss	- warm up the students - identify the steps of the lesson
Vocabulary/presenting to the class: Ss work in groups of 3-4 to discuss the words they have worked on at home from the previous movie. Check the meanings and give feedback to each other.	7 min	T ↔ Ss S ↔ T S ↔ Ss	Group work Boards for each group to write down words and present to T and the class
Presentation/Report: Ss present their reports about actor/producer/director of the movie to a peer. The peer do not interrupt each other, but can give feedback on the content of pronunciation after	2 -3 min	S ↔ Ss	Pair work, peer feedback, audio recorder/phone/any other device

<p>presentation. Then they change roles and the other Ss presents</p> <p>Each Ss records the whole activity by him and pass the recording to the T afterwards</p>			
Watching the movie fragment	15 min		0:33-0:49
<p>While-Watching Strategies:</p> <p>T provides Ss handouts with table to fill in during watching. Ss fill in unknown words and try to guess their meaning.</p> <p>T instructs the Ss to watch very attentively, pay attention to all the details</p>		<p>T ↔ Ss</p> <p>Ss ↔ T</p>	<p>Note taking, writing down news words and expressions</p> <p>Appendix 1</p>
<p>Post-Watching strategies: Pair work: Ss discuss the unknown words with one peer and give feedback on each other's guessing.</p> <p>T then asks each pair for unknown words and writes them down on the board. Everybody writes down the words to work on them at home</p>	<p>5 min</p> <p>5 min</p>	<p>T ↔ Ss</p> <p>Ss ↔ T</p> <p>Ss ↔ Ss</p>	<p>Peer feedback, filled in tables</p>
<p>Post- watching strategies: T provides handouts with questions to discuss about the content of the fragment;</p> <p>Ss work in pairs to fill in the table: what and who the fragment was about, etc</p> <p>Each pair then presents the findings to the class</p>	<p>5 min</p> <p>1-2 min/15 min total</p>	<p>T ↔ Ss</p> <p>Ss ↔ T</p> <p>Ss ↔ Ss</p>	<p>Pair work</p> <p>Appendix 2</p>
<p>Watching the second fragment:</p> <p>Ss watch the last fragment of the movie</p>	18 min	<p>T ↔ Ss</p> <p>Ss ↔ T</p>	<p>Note taking, writing down news words and expressions</p> <p>Movie 00:49-1:08</p>
<p>While-Watching Strategies:</p> <p>T provides Ss handouts with table to fill in during watching. Ss fill in unknown words and are assigned to check them at home. They will discuss the findings during next lesson with peers</p>		<p>T ↔ Ss</p> <p>Ss ↔ T</p>	<p>Note taking, writing down news words and expressions</p> <p>Appendix 1</p>

<p>Post-Watching strategies: Pair work: T provides Ss with handouts/topics and questions to discuss</p> <p>Each pair discusses and comes up with answers</p> <p>Ss discuss the findings with the whole class.</p>	<p>5 min</p> <p>5 min</p>	<p>T ↔ Ss Ss ↔ T Ss ↔ Ss</p>	<p>Pair work, class discussion handouts</p> <p>Appendix 3</p>
<p>Post-watching strategies: T asks Ss to think of possible continuation options of the movie, what will happen next after Joe fox didn't show up at the meeting; How do the Ss think, Joe Fox will explain that he didn't come? What Ss think Joe Fox decides to do?</p>	<p>10 min</p>	<p>T ↔ Ss Ss ↔ T Ss ↔ Ss</p>	<p>Class discussion</p>
<p>Summary essay: Ss are assigned to write down a general comprehension essay, describe the main events, and express their opinion and impressions.</p> <p>Ss hand-in the summary essays to the T</p>	<p>7-10 min</p>	<p>T ↔ Ss Ss ↔ T</p>	<p>Appendix 3 – Handout</p>
<p>Homework: T assigns homework</p> <ol style="list-style-type: none"> 1. Check and learn the unknown words found during watching, get prepared to explain them during the next class to the whole group 2. Prepare for 4/3/2 activity: Ss are assigned to watch the rest of the movie, prepare a brief summary and rehearse to retell the whole movie content to a peer in 4, then 3 and then 2 minutes. The content should not be reduced in any of the parts. Ss will do the activity during the next class 3. Ss are assigned to write the Reflection journals over the whole course 	<p>1-2 min</p>	<p>T ↔ Ss S ↔ T S ↔ Ss</p>	

Appendix 1 – Handout

While-watching activity

As you watch the movie try to write down 10 words/expressions which you don't know and think are useful. Try to guess their meaning. You will check the meanings with your peers after watching.

Word	I think it means	Meaning

Appendix 2 – Handout

Post-watching activity

Work with your partner to discuss the questions below. You will then present

- What conversation took place between Katheline Kelly and Joe Fox at the party?
- Why did Kelly get confused?
- What do you think Katheline Kelly and Joe Fox think of each other? Do they like each other? Why do you think so?
- What did Kelly and Fox talk about in the email?
- What do you think this means: “Go to the mattresses”

Appendix 3 - Handout

Work with your partner to discuss the questions below. You will then discuss your findings with the class.

7. So what does the phrase “Go to the mattresses mean?”
8. What did Katheline ask Frank to do to save her business?
9. What happened after that? Did it help?
10. How do you think Joe Fox explained why he didn’t show up for the meeting?
11. What do you think happens next in the movie?

Appendix 4 - Handout

Summary essay

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Week 7:

Lesson plan 7

Level: Intermediate, English language learners

Subject: Communicative English

Topic: - Fashion, behavior

Movie: The Devil wears Prada

Time: 190 minutes

Materials used: Movie with English captions, Activity handouts, discussion topics

Objectives:

- Ss will be able to talk about fashion and fashion magazine related topics, assistant job at a fashion magazine
- Ss will be able to identify behavioral characteristics of manager and assistant
- Ss will listen for general and specific information,

Anticipated problems:

Problems with not understanding the specific situations and new words used in the movie, not being able to base their opinion during the activities.

Procedures/stages	Time	Interaction	Type of activity/Materials used
Warm-up Greeting students T asks what difficulties Ss had doing homework	3-5 min	T ↔ Ss	- warm up the students - identify the steps of the lesson
4/3/2 Activity: Ss will do the activity they were assigned on the previous class Ss were assigned to watch the rest of the movie, prepare a brief summary and rehearse to retell the whole movie content to a peer in 4, then 3 and then 2 minutes. The content should not be reduced in any of the parts.	20 min	T ↔ Ss S ↔ T S ↔ Ss	Pair work, audio recorder/phone/device
Pre-Watching Strategies: T shows Ss the title and photos from the movie and ask Ss to predict what it is about, who are	5 min	T ↔ Ss Ss ↔ T	Presentation with photos and the title

<p>the heroes</p> <p>4. Look at the title and pictures from the movie. What do you think this movie is about?</p> <p>5. Who do you think can be the main heroes/heroines?</p> <p>6. Can you tell anything about the personality of the main character?</p> <p>7. Why do you think so?</p> <p>8. What do you know fashion magazine?</p>			
<p>Watching the movie fragment</p> <p>T provides Ss with brief information about the movie before they watch/date produced, actors, director, etc</p>	17:10 min		0:00-17:10
<p>While-Watching Strategies:</p> <p>T provides Ss handouts with table to fill in during watching. Ss fill in unknown words and try to guess their meaning</p>		<p>T ↔ Ss</p> <p>Ss ↔ T</p>	<p>Note taking, writing down news words and expressions</p> <p>Appendix 1</p>
<p>Post-Watching strategies: Pair work: Ss discuss the unknown words with one peer and give feedback on each other's guessing.</p> <p>T then asks each pair for unknown words and writes them down on the board. Everybody writes down the words to work on them at home to present during next class</p>	<p>5 min</p> <p>5 min</p>	<p>T ↔ Ss</p> <p>Ss ↔ T</p> <p>Ss ↔ Ss</p>	<p>Peer feedback, filled in tables</p>
<p>Post- watching strategies: T provides handouts with questions to discuss Ss work in pairs</p> <p>Each pair then presents the findings to the class</p>	<p>5 min</p> <p>5 min</p>	<p>T ↔ Ss</p> <p>Ss ↔ T</p> <p>Ss ↔ Ss</p>	<p>Pair work</p> <p>Appendix 2, 3</p>
<p>Watching the second fragment:</p> <p>Ss watch the second fragment of the movie</p>	15 min	<p>T ↔ Ss</p> <p>Ss ↔ T</p>	<p>Note taking, writing down new words and expressions</p> <p>Movie 17:10-33:00</p>
<p>While-Watching Strategies:</p> <p>T provides Ss handouts with table to fill in during watching. Ss fill in unknown words and are assigned to check them at home. They will discuss the findings during next lesson with</p>		<p>T ↔ Ss</p> <p>Ss ↔ T</p>	<p>Note taking, writing down news words and expressions</p> <p>Appendix 1</p>

peers			
Post-Watching strategies: Ss work individually and do an activity. Ss are assigned to think of 5 advantages and disadvantages of the job the main heroine got. T checks the answers with the whole class and let Ss discuss and oppose each other	5 min 5 min	T ↔ Ss Ss ↔ T	Individual work
Post-watching strategies: Ss work in groups of 5, T provides Ss handouts with questions to discuss T discuss with the class and provides feedback	5 min 5 min	T ↔ Ss Ss ↔ T Ss ↔ Ss	Group work Class discussion Appendix 4 - Handout
Summary essay: Ss are assigned to write down a general comprehension essay, describe the main heroes (their work/profession, appearance, relationship, etc) events, and express their opinion and impressions. Ss hand-in the summary essays to the T	10 min	T ↔ Ss Ss ↔ T	Appendix 5 – Handout
Homework: T assigns for homework: 1. Check and learn the unknown words found during watching, get prepared to explain them during the next class to the whole group 2. Choose one of the actors/director/producer of the movie and prepare a one-two paragraph report about him/her. Ss will present in front of the group during next class 3. Ss are assigned to write the Reflection journals over the lesson	1-2 min	T ↔ Ss Ss ↔ T	T explains the homework, answers possible Qs

Appendix 1 – Handout

While-watching activity

As you watch the movie try to write down maximum 10 words/expressions which you don't know and think are useful. After watching try to guess their meaning, you will check the meanings with your peers after.

Word	I think it means	Meaning

Appendix 2 – Handout

Work with your peer to discuss the below questions.

- What profession is the main heroine?
- Where did the main heroine find a job?
- What is the name of the magazine she got the job?
- What type of magazine is it?
- What kind of job did the main heroine get?

Appendix 3 – Handout: Post watching activity

Instructions:

You watched movie fragment, now write down what happened in it? Who were the heroes of this fragment and fill in information about them? Use the behavioral adjectives to describe the heroes.

Name	What happened?	Personality/Characteristic	Your Attitude to him/her
4.			
5.			
6.			

Appendix 4 – Handout

Work with you peer to discuss the below questions

1. What is the job about?
2. What type of manager is Miranda Priestley?
3. What did Miranda tell Andrea about her blue jacket?
4. What does Andrea think about her new job and people working there? Does she like it/them?
5. What do Andrea's father and boyfriend think about her job?
6. What do you think will happen next to Andrea?

You may make your notes here:

Appendix 5 - Handout

Summary essay

Instructions: You have watched two movie fragments. Now, describe what were they about, what is Andrea's problem? What would she love to do instead of this job? What are your impressions of the movie and what are your feelings about Andrea and Miranda?

Feel free to express your opinion about the movie.

Week 8:

Lesson plan 8

Level: Intermediate, English language learners

Subject: Communicative English

Topic: - Fashion, behavior

Movie: The Devil wears Prada

Time: 120 Minutes

Materials used: Movie with English captions, Activity handouts, discussion topics

Objectives:

- Ss will be able to talk about use new vocabulary items, discuss human attitude related topics
- Ss will be able to identify behavioral change and speak about working ethics in the fashion magazine
- Ss will listen for general and specific information
- Ss will develop critical thinking

Anticipated problems:

Problems with not understanding the specific situations and new words used in the movie, not being able to base their opinion during the activities.

Procedures/stages	Time	Interaction	Materials used
Warm-up Greeting students T asks what difficulties Ss had doing homework	1-2 min	T ↔ Ss	- warm up the students - identify the steps of the lesson
Vocabulary/presenting to the class: Ss work in groups of 3-4 to discuss the words they have worked on at home from the lesson. Check the meanings and give feedback to each other. T monitors their work	3-5 min	T ↔ Ss S ↔ T S ↔ Ss	Group work Boards for each group to write down words and present to T and the class

Presentation/Report: Ss present their reports about actor/producer/director of the movie to the whole class The peer do not interrupt each other, but can give feedback on the content or pronunciation after presentation	2 min each student 20 min total	S ↔ Ss	Pair work, peer feedback, audio recorder/phone/any other device
Watching the movie fragment	16 min		0:33-0:49
While-Watching Strategies: T provides Ss handouts with table to fill in during watching. Ss fill in unknown words and try to guess their meaning. T instructs the Ss to watch very attentively, pay attention to all the details		T ↔ Ss Ss ↔ T	Note taking, writing down news words and expressions Appendix 1
Post-Watching strategies: Pair work: Ss discuss the unknown words with one peer and give feedback on each other's guessing. T then asks each pair for unknown words and writes them down on the board. Everybody writes down the unknown words to work on them at home	3-5 min 1-3 min	T ↔ Ss Ss ↔ T Ss ↔ Ss	Peer feedback, filled in tables
Post- watching strategies: T provides handouts with questions to discuss the fragment; Each pair then presents the findings to the class	3-5 min 1-2 min/15 min total	T ↔ Ss Ss ↔ T Ss ↔ Ss	Pair work Appendix 2
Watching the second fragment: Ss watch the last fragment of the movie	15 min	T ↔ Ss Ss ↔ T	Movie 00:49-1:04
While-Watching Strategies: T provides Ss handouts with table to fill in during watching. Ss fill in unknown words and are assigned to check them at home. They will discuss the findings during next lesson with peers		T ↔ Ss Ss ↔ T	Note taking, writing down news words and expressions Appendix 1

<p>Post-Watching strategies: Pair work: T provides Ss with handouts/topics and questions to discuss. Each pair discusses and comes up with answers.</p> <p>Ss switch partners and share findings with new peer. Ss provide feedback to each other</p> <p>Ss discuss the findings with the whole class.</p>	<p>5 min</p> <p>5 min</p>	<p>T ↔ Ss Ss ↔ T Ss ↔ Ss</p>	<p>Pair work, handouts</p> <p>Appendix 3</p>
<p>Post-watching strategies: Ss receive a situation to play-role. T monitors their work, circulating in the class. Then they switch roles and do the same. Each pair records themselves and then pass the recording to the T for assessment</p> <p>T asks Ss to think of possible continuation options of the movie, What will happen next after Phil burns in the car?</p>	<p>3-5 min</p>	<p>T ↔ Ss Ss ↔ T Ss ↔ Ss</p>	<p>Peer work, problem solving activity Audio recorder/phone/d evice</p> <p>Appendix 4</p>
<p>Summary essay: Ss are assigned to write down a general comprehension essay, describe the main events, and express their opinion and impressions.</p> <p>Ss hand-in the summary essays to the T</p>	<p>7-10 min</p>	<p>T ↔ Ss Ss ↔ T</p>	<p>Appendix 5 – Handout</p>
<p>Homework: T assigns homework</p> <p>➤ Check and learn the unknown words found during watching, get prepared to explain them during the next class to the whole group</p> <p>➤ Prepare for 4/3/2 activity: Ss are assigned to watch the rest of the movie, prepare a brief summary and rehearse to retell the whole movie content to a peer in 4, then 3 and then 2 minutes. The content should not be reduced in any of the parts. Ss will do the activity during the next class</p> <p>➤ Ss are assigned to write the Reflection journals over the lesson</p>	<p>1-2 min</p>	<p>T ↔ Ss S ↔ T S ↔ Ss</p>	

Appendix 1 – Handout

While-watching activity

As you watch the movie try to write down 10 words/expressions which you don't know and think are useful. Try to guess their meaning. You will check the meanings with your peers after watching.

Word	I think it means	Meaning

Appendix 2 – Handout

Post-watching activity

Work with your partner to discuss the questions below. You will then present your findings to another pair

- What Andrea asks Nigel to do? What happens after?
- What changes did you see in Andrea? Why do you think she did that?
- Describe the collection review process. How Miranda approves or declines it?
- What was the important assignment Andrea has been assigned? What instructions did she receive for that?
- What happened to Emily and Andrea when Miranda assigned Andrea to go with her to Paris for the fashion week?

You may take your notes here.

Appendix 3 – Handout

Work with your peer and discuss the questions below

- How did Andrea find the new Harry Potter book for Miranda’s children? What is hard or easy? Why do you think so?
- Did Miranda’s attitude to Andrea change? How?
- What was Andrea’s role at the benefit party?
- What was the problem at the end of the movie fragment?
- Describe Andrea’s and Nate’s relationship.

You may take your note here

Appendix 4 – Handout

Miranda assigned Andrea to go with her to Paris instead of Emily for the fashion week. Otherwise she will not be able to work in the Runway or any other publication anymore. Now, work with your peer and think of strong arguments Miranda to change her mind. Rehearse with you peer.

Appendix 5 – Handout

Summary essay

Instructions: You have watched two movie fragments. Now, describe what the movie was about, who were the main characters and how did they interact. What are your impressions of the movie? Did your attitude change towards the heroes after watching the last two fragments? Feel free to express your opinion.

Week 9:

Lesson plan 9

Level: Intermediate, English language learners

Subject: Communicative English

Topic: - Religion/belief, behavior

Movie: Bruce Almighty

Time: 120 minutes

Materials used: Movie with English captions, Activity handouts, discussion topics

Objectives:

- Ss will be able to talk about religion, relationship between human and God, relationship between a couple
- Ss will be able to identify behavioral characteristics, responsibilities,
- Ss will listen for general and specific information
- Ss will develop critical thinking

Anticipated problems:

Problems with not understanding the specific situations and new words used in the movie, not being able to base their opinion during the activities.

Procedures/stages	Time	Interaction	Type of activity/Materials used
Warm-up Greeting students T asks what difficulties Ss had doing homework	2 min	T ↔ Ss	- warm up the students - identify the steps of the lesson
4/3/2 Activity: Ss will do the activity they were assigned on the previous class. Ss were assigned to watch the rest of the movie “Devil wears Prada”, prepare a brief summary and rehearse to retell the whole movie content to a peer in 4, then 3 and then 2 minutes. The content should not be reduced in any of the parts.	20 min	T ↔ Ss S ↔ T S ↔ Ss	Pair work, audio recorder/phone/device

Pre-Watching Strategies: T shows Ss the title and photos from the new movie “Bruce Almighty” and asks Ss to predict what it is about, who are the heroes. T asks Ss the following Qs 4. Look at the title and pictures from the movie. What do you think this movie is about? 5. Who do you think can be the main heroes/heroines? 6. Can you tell anything about the personality of the main character? 7. Why do you think so? 8. What do you know fashion magazine?	5 min	T ↔ Ss Ss ↔ T	Presentation with photos and the title
Watching the movie fragment T provides Ss with brief information about the movie before they watch/date produced, actors, director, etc	17:50 min		0:00-17:50
While-Watching Strategies: T provides Ss handouts with table to fill in during watching. Ss fill in unknown words and try to guess their meaning in the table.		T ↔ Ss Ss ↔ T	Note taking, writing down news words and expressions Appendix 1
Post-Watching strategies: Pair work: Ss discuss the unknown words with one peer and give feedback on each other’s guessing. T then asks each pair for yet unknown words and writes them down on the board. Everybody writes down the words to work on them at home	5 min 3 min	T ↔ Ss Ss ↔ T Ss ↔ Ss	Peer feedback, filled in tables
Post- watching strategies: T provides handouts with questions to discuss Ss work in pairs Each pair then presents the findings to the class	5 min 5 min	T ↔ Ss Ss ↔ T Ss ↔ Ss	Pair work Appendix 2, 3 Class discussion
Watching the second fragment: Ss watch the second fragment of the movie	16 min	T ↔ Ss Ss ↔ T	Note taking, writing down new words and expressions Movie 17:50-34:00
While-Watching Strategies:		T ↔ Ss	Note taking, writing

T provides Ss handouts with table to fill in during watching. Ss fill in unknown words and are assigned to check them at home. They will discuss the findings during next lesson with peers		Ss ↔ T	down news words and expressions Appendix 1
Post-Watching strategies: Ss work individually and do an activity. Ss are assigned to think of 5 advantages and disadvantages of the job the main hero got. T checks the answers with the whole class and let Ss discuss and oppose each other	5 min 5 min	T ↔ Ss Ss ↔ T	Individual work
Post-watching strategies: Ss work in groups of 5. T provides Ss handouts with questions to discuss. T discuss with the class and provides feedback	5 min 5 min	T ↔ Ss Ss ↔ T Ss ↔ Ss	Group work Class discussion Appendix 4 - Handout
Summary essay: Ss are assigned to write down a general comprehension essay, describe the main heroes (their work/profession, appearance, relationship, etc) events, and express their opinion and impressions. Ss hand-in the summary essays to the T	10 min	T ↔ Ss Ss ↔ T	Appendix 5 – Handout
Homework: T assigns for homework: 1. Check and learn the unknown words found during watching, get prepared to explain them during the next class to the whole group 2. Choose one of the actors/director/producer of the movie and prepare a one-two paragraph report about him/her. Ss will present in front of the group during next class 3. Ss are assigned to write the Reflection journals over the lesson	1-2 min	T ↔ Ss Ss ↔ T	T explains the homework, answers possible Qs

Appendix 1 – Handout

While-watching activity

As you watch the movie try to write down maximum 10 words/expressions which you don't know and think are useful. After watching try to guess their meaning, you will check the meanings with your peers after.

Word	I think it means	Meaning

Appendix 2 – Handout

You watched movie fragment, now write down what happened in it? Who were the heroes of this fragment and fill in information about them? Use the behavioral adjectives to describe the heroes.

Name	Personality/Characteristic	Your Attitude to him/her (Do you like/dislike him)
7.		
8.		
9.		

Appendix 3 – Handout: Post watching activity

Instructions:

Work with your peer to discuss the below questions.

- What is the profession of the main hero? Where does he work?
- What is the attitude of the hero to his job? What does he want?
- How can you describe the relationship between the hero and his girlfriend?
- What happened when the hero got on-air reportage? What happened after?

- How can you describe the main hero?

You may take your notes here

Appendix 4 – Handout

Work with you peer to discuss the below questions

- What do Bruce and his girlfriend talk about in their apartment?
- What does Bruce want from God? What does he ask for?
- How does the dog do that makes Bruce angry about?
- What job offer does Bruce receive?
- What tricks God did to prove he is God?

You may make your notes here:

Summary essay

What are your impressions of the movie and what are your feelings about Bruce?

[illegible]

Week 10:

Lesson plan 10

Level: Intermediate, English language learners

Subject: Communicative English

Topic: - Religion/belief, behavior

Movie: Bruce Almighty

Time: 120 minutes

Materials used: Movie with English captions, Activity handouts, discussion topics

Objectives:

- Ss will be able to talk about religion, relationship between human and God,
- Ss will be able to identify behavioral change towards himself and his society
- Ss will listen for general and specific information
- Ss will develop critical thinking

Anticipated problems:

Problems with not understanding the specific situations and new words used in the movie, not being able to base their opinion during the activities.

Procedures/stages	Time	Interaction	Materials used
Warm-up Greeting students T asks what difficulties Ss had doing homework	1-2 min	T ↔ Ss	- warm up the students - identify the steps of the lesson
Vocabulary/presenting to the class: Ss work in groups of 3-4 to discuss the words they have worked on at home from the lesson. Ss make up sentences with common words. T monitors their work	3-5 min	T ↔ Ss S ↔ T S ↔ Ss	Group work Boards for each group to write down words/sentences and present to T and the class
Each group tells the sentences to the class and the class has to guess the meaning of the word and try to explain it.	7-10 min		

<p>Presentation/Report: Ss present their reports about actor/producer/director of the movie to the whole class</p> <p>The peer do not interrupt each other, but can give feedback on the content or pronunciation after presentation</p>	<p>1-2 min each student</p> <p>Max 20 min total</p>	<p>S ↔ Ss</p>	<p>Pair work, peer feedback, audio recorder/phone/any other device</p>
<p>Watching the movie fragment</p>	<p>16 min</p>		<p>0:34-0:51</p>
<p>While-Watching Strategies:</p> <p>T provides Ss handouts with table to fill in during watching. Ss fill in unknown words and try to guess their meaning.</p> <p>T instructs the Ss to watch very attentively, pay attention to all the details</p>		<p>T ↔ Ss Ss ↔ T</p>	<p>Note taking, writing down news words and expressions</p> <p>Appendix 1</p>
<p>Post-Watching strategies: Pair work: Ss discuss the unknown words with one peer and give feedback on each other's guessing.</p> <p>T then asks each pair for unknown words and writes them down on the board. Everybody writes down the unknown words to work on them at home</p>	<p>3-5 min</p> <p>1-3 min</p>	<p>T ↔ Ss Ss ↔ T Ss ↔ Ss</p>	<p>Peer feedback, filled in tables</p>
<p>Post- watching strategies: T provides handouts with questions to discuss the fragment;</p> <p>Each pair then presents the findings to the class</p>	<p>3-5 min</p> <p>1-2 min/15 min total</p>	<p>T ↔ Ss Ss ↔ T Ss ↔ Ss</p>	<p>Pair work</p> <p>Appendix 2</p>
<p>Watching the second fragment: Ss watch the last fragment of the movie</p>	<p>12 min</p>	<p>T ↔ Ss Ss ↔ T</p>	<p>Movie 00:51-1:01</p>
<p>While-Watching Strategies:</p> <p>T provides Ss handouts with table to fill in during watching. Ss fill in unknown words and are assigned to check them at home. They will discuss the findings during next lesson with peers</p>		<p>T ↔ Ss Ss ↔ T</p>	<p>Note taking, writing down news words and expressions</p> <p>Appendix 1</p>

Post-Watching strategies: Pair work: T provides Ss with handouts/topics and questions to discuss Each pair discusses and comes up with answers. Ss switch partners and share findings with new peer. Ss provide feedback to each other Ss discuss the findings with the whole class. T asks the class what they think will happen next in the movie, Ss make guesses on how it ends. What happens to the heroes? Reflect over the movie	5 min	T ↔ Ss Ss ↔ T Ss ↔ Ss	Pair work, handouts Appendix 3 Class discussion
	5 min		
	5-7 min		
Summary essay: Ss are assigned to write down a general comprehension essay, describe the main events, and express their opinion and impressions. Ss hand-in the summary essays to the T	10 min	T ↔ Ss Ss ↔ T	Appendix 4 – Handout
Homework: T assigns homework Ss are assigned to write the Reflection journals over the last lesson and the overall course	1-2 min	T ↔ Ss S ↔ T S ↔ Ss	

Appendix 1 – Handout

While-watching activity

As you watch the movie try to write down 10 words/expressions which you don't know and think are useful. Try to guess their meaning. You will check the meanings with your peers after watching.

Word	I think it means	Meaning

Appendix 2 – Handout, Post-watching activity

Work with you peer to discuss the below questions

Work with your partner to discuss the questions below. You will then present your findings to another pair

- How does Bruce check if he has got God's power? Describe.
- What instructions did God give Bruce? What do you think about free will? What is special about it?
- Do you remember the Spanish guys from the last lesson? What happened with them?
- How did Bruce start using his power?
- How did he get his job back? Describe what happened at the police training center.

You may take your notes here.

Appendix 3 – Handout, Post-watching activity

Work with you peer to discuss how Bruce used his power in this fragment?

- Make a list of things Bruce did.
- How did Bruce revenge over Even?

- What conversation did Bruce have with God?
- What were the voices in Bruce's head? How did he handle them?
- Tell the class about the consequences.

You may take your note here

Appendix 4 – Handout

Summary essay

Instructions: You have watched two movie fragments. Now, describe what the movie was about, who were the main characters and how did they interact. What are your impressions of the movie? Did you attitude change towards the heroes after watching the last two fragments? Feel free to express your opinion.
