LESSON PLAN for the film project INVICTUS

Topic: <mark>Film reviews</mark>

Aims: to broaden students' vocabulary; to develop students' writing skills and to train learners to spend time on planning before they write

Age group: year 10/11 students

Level: B1-B2

Time: 4 lessons (introduction, watching the film (2 classes), writing the reviews)

Materials: information sheets (film review and *Invictus*), worksheets (vocabulary and notes) and the review paper

Procedure

Lesson 1 *Teacher talk + Class discussion*	**What makes a good film?** • Script • Character • Acting • Timing • Sound • Visuals **Which film genres are there?** • Action • Adventure • Comedy • Crime & Gangster • Drama • Epics/Historical • Musicals/Dance • Science fiction • Western **What makes a good film review?** **Useful language** *Hand out the information sheet on the language and structure of Film Review, as well as a model review* **Invictus** • Background and concepts • Characters and setting • Themes and the story • The poem • Vocabulary *Hand out the information sheet on "Invictus" (background, concepts, themes and the story)*
Lesson 2	**Watching the film (1)** *Hand out the worksheets on vocabulary and some useful questions. Let them put their names on top!* *Go over the vocabulary provided* *Listen to the poem at https://www.youtube.com/watch?v=B3VMNCVVIhI* *Start the film and have students make notes while watching* *Stop the film 5 minutes before the class is over and spend some time on feedback* *Collect the worksheets (for attendance control and for making sure they will have their worksheets at hand the next class)!*
Lesson 3	**Watching the film (2)** *Return the worksheets on vocabulary and some useful questions and have students continue with adding information* *Play the film to the end.* *Allow time for some feedback* *Refer to the Film Review information sheet and give students their homework task: to write the first draft of their own reviews for the next class.*
Lesson 4	**Film review clean copies written in class** • Students read their first drafts in groups • Students give feedback one another • Students write their clean copies and hand them in for assessment