

21

Film review



PICTURE 1



PICTURE 2



PICTURE 3



PICTURE 4



PICTURE 5



PICTURE 6



Title of the film _____

Type of film _____

The main actors _____

What it's about _____

What you thought of it _____

Film review Worksheet **21**

ACTIVITY

Groupwork: speaking, writing

AIM

To write film reviews of imaginary films by looking at pictures which could be film posters.

GRAMMAR AND FUNCTIONS

Adjectives and adverbs: *amazing - amazingly, beautiful - beautifully, remarkable - remarkably, extraordinary - extraordinarily*, etc.

Giving opinions:

I thought it was really good.

I found it uninteresting.

I've never seen such a good film.

It's well worth seeing.

As far as I'm concerned, it's the best film I've ever seen.

Emphasising: *absolutely, amazingly, extremely, especially, extraordinarily, particularly, really*

VOCABULARY

Types of films, parts of a film

Adjectives to describe a film

PREPARATION

Make one copy of the worksheet and cut off the 'film review' chart at the bottom of the worksheet as indicated.

Make one copy of the pictures, cut them out and enlarge each one, if possible. Stick each picture onto a large piece of A4 or A3 paper.

Make one copy of the pictures for each group of three students in the class. Don't cut the pictures out.

Make two copies of the 'film review' chart for each group of three students.

TIME

45 minutes

PROCEDURE

- 1 Ask the class to think about the ingredients of a good film and to call out their ideas.
- 2 Divide the students into six groups and tell them that they are going to look at some pictures which are posters illustrating films. Give one picture on a blank piece of paper to each group and ask them to write, on the blank space around the picture, any words or expressions which they associate with the picture or the type of film they think it illustrates. Tell them that they have got three minutes to do this.
- 3 After three minutes, ask the students to give their picture, with the words and expressions written around it, to the group of students on their left. Tell them that they have got two minutes to read what the other group has written and add words and expressions of their own.
- 4 Continue like this until each group has seen each picture. Pin them up around the classroom so that the students can refer to them if necessary.
- 5 Now ask the students to work in groups of three. Give one copy of the pictures and two copies of the 'film review' chart to each group of students.
- 6 Ask them to choose two of the pictures and write reviews of the films they illustrate by inventing details to complete the 'film review' charts. Encourage the students to be as imaginative or amusing as they like.
- 7 When they have finished, ask the students to read out their reviews without showing the corresponding pictures. The rest of the class should guess which picture they refer to.

FOLLOW-UP

Each group chooses one film and writes a plot - the class awards an Oscar for the best one.