

ENGLISH FOR TEENS: MOVIE REVIEWS

– A LESSON PLAN

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Level: Beginner (A2 CEFR)

Time: 90 minutes

Aims:

- To recognize the difference of adjectival participles ending with “-ed” and “-ing”
- To use adjectival participles ending with “-ed” and “-ing” properly
- To write a movie review

Resources/Materials:

a. Slide presentation:

<https://drive.google.com/file/d/1VqWhjavKpWWdPYYTYOu60mJ8ELew7Yfv/view?usp=sharing>

b. Corpus of Contemporary American English:

<https://www.english-corpora.org/coca/>

c. Grammar: adjectival participles ending with “-ed” and “-ing” (e.g., excited-exciting, interested-interesting, etc.)

d. Vocabulary: genre, plot, soundtracks, actor, actress, scene, costume, action, comedy

Possible problems: This lesson incorporates technology in the classroom. It requires the use of gadgets such as smartphone, tablet, or laptop to access the internet. Some possible

problems that might appear are unstable internet connection and the unavailability of supporting gadgets.

Procedure

1. Pre-stage (20 min)

a) Teacher greets the students and states the objectives of the lesson. Then, teacher writes the word “movie” on the board. Teacher asks the students to think of any words that the students can think of related to the movie. Next, teacher asks the students to stand up and write those words on the board. After that, teacher and the students discuss the activity together. Last, teacher describes and drills some targeted vocabulary.

b) Teacher asks the students to use their smartphones. Then, teacher asks the students to go to www.kahoot.it and put the quiz code on it. Next, teacher explains the instructions. Students are asked to answer the questions related to movies. At the end, teacher and students discuss the activity together.

2. While-stage (35 min)

a) Teacher presents the targeted grammar. Then, teacher provides some samples of adjectives ending with -ed and -ing. After that, teacher drills students’ understanding by doing the practices together. Last, teacher and students sum up the grammar point.

b) Teacher asks the students to work in pairs. Teacher distributes the worksheet. Then, teacher asks the pairs to fill the blanks and practice the dialog. Teacher and students discuss the activity together.

c) Teacher asks the students to work in pairs. Next, teacher asks the pairs to choose two words from the sample words from worksheet A (in parentheses). Then, teacher asks the pairs to go to COCA. The students explore some sentences with the adjectives (-ed and -ing). After that, the students collect two samples of each adjective (8 samples of sentences). Finally, teacher and students discuss the activity together.

3. Post-stage (min)

a) Teacher distributes the worksheets. Then, teacher explains the instructions. The students have to circle the best option for the sentences. Last, teacher and students discuss the activity together.

b) Teacher sticks some movie posters on the wall. Then, teacher puts the students in a group of four. After that, teacher asks the students to select a role (writer, editor, reviewer, and presenter). Next, teacher asks each group to write two movie reviews and present the reviews. At the end, teacher and the students discuss the activity together.

c) Teacher and the students sum up today's lesson. Then, teacher rewards the students with points or stickers. After that, teacher reminds the students to review the lesson at home. Finally, teacher closes the class.

WORKSHEET

A. Working in Pairs

Instruction: Complete the blanks using the words in parentheses. Modify them with appropriate adjectives. After that, practice the dialog in pairs.

1. A: Did you meet anyone at the cinema?
B: You know I'm not in making new friends. (INTEREST)
2. A: It's been raining all day. I hate this weather. It's really
B: Yes, such weather makes everybody (DEPRESS)
3. A: I didn't understand what the message meant. I was so
B: Yes, the words were strange and (CONFUSE)
4. A: Aren't those tigers?
B: No, I don't think so. Actually, I'm not of any animals at all. (FRIGHTEN)
5. A: You look
B: Yes, something very has just happened to me. (AMUSE)

Answer Key:

1. interesting, interested
2. depressing, depressed
3. confused, confusing
4. frightening, frightened
5. amused, amusing

B. Working in Pairs

Instruction: choose two words from the sample words in activity A (words in parentheses). Go to COCA (<https://www.english-corpora.org/coca/>). Use both adjectives (-ed and -ing) to explore some sentences with the terms. Collect two samples of each adjective (A total of 8 examples of sentences).

C. Individual Task

Instruction: circle the best option!

1. You look worrying/worried. Do you have any problems?
2. I can't eat this. It's disgusting/disgusted.
3. We saw many interesting/interested places during our holiday.
4. She doesn't like flying. She's frightening/frightened.
5. It was very embarrassing/embarrassed for Tom when he was caught traveling without a ticket.
6. Liz was very annoying/annoyed when she had to wait for Harry for half an hour.
7. Martin eats like a pig. Everybody is disgusting/disgusted when they see him eat.
8. She has been very depressing/depressed since she lost her job.
9. He's so funny! He's always telling amusing/amused stories.
10. She doesn't go to the gym. She's tiring/tired.

Answer Key:

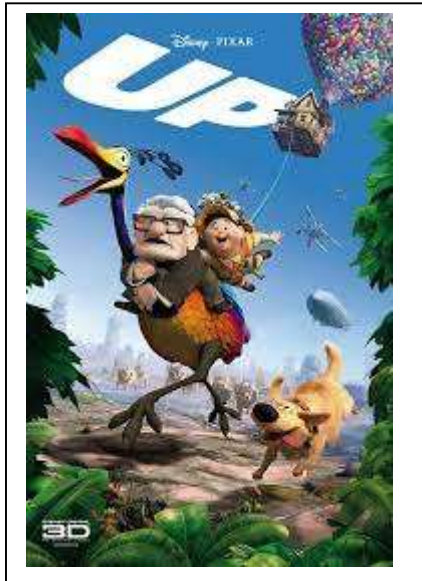
1. worried
2. disgusting
3. interesting
4. frightened
5. embarrassing
6. annoyed
7. disgusted
8. depressed
9. amusing

10. tired

D. Working in a group of four.

Instruction: assign each member roles as a writer, an editor, a reviewer, and a presenter. Choose three movies and review them. Use at least five targeted grammars (adjectives -ed or -ing).

Example:



UP

Up is a must watch movie for all ages. The story makes the audiences excited. The plot is intriguing the viewers and keep them captivated. Moreover, the movie has high resolution and stunning picture. We give five stars for this movie because we are amazed by its overall quality. You have to watch it.

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