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978-0-521-72838-6 - Film, TV, and Music: Multi-Level Photocopiable Activities for Teenagers

Olha Madylus

Frontmatter

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Film, TV and Music

Multi-level photocopiable activities for teenagers

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Map of the book

<div>1 Film</div>				
Title	Level	Language focus	Skills focus	Activity type
1.1 Matching pairs	Elementary	vocabulary of types of film	vocabulary building	a matching game
1.2 What films do you like?	Elementary	asking and answering questions in the present simple	speaking and listening	a questionnaire
1.3 My superhero	Elementary	giving and asking for personal information in the present simple	speaking and writing	a mingle interviewing activity
1.4 The real Harry Potter	Elementary	reading about personal information	reading and writing	sentence matching
1.5 What happens next?	Elementary	writing a storyboard	reading, writing and speaking	creating a storyboard
2.1 Can you picture it?	Intermediate	reading descriptive language	reading	drawing a character based on a written description
2.2 Little monsters	Intermediate	descriptive vocabulary	writing and listening	writing a description then listening to a description and producing a drawing
2.3 Film crossword	Intermediate	general film vocabulary	vocabulary building	a crossword
2.4 Which film?	Intermediate	writing film blurbs	reading and writing	a matching activity, then writing film blurbs
2.5 Say it with feeling!	Intermediate	language used in films	speaking and intonation	a board game
2.6 Title, character, action	Intermediate	talking about films	speaking and writing	a speaking card game
3.1 Scary or weird?	Upper intermediate	reading about film genres	reading and speaking	a jigsaw reading
3.2 Do you agree?	Upper intermediate	agreeing and disagreeing	speaking	a discussion game
3.3 Crazy film plots	Upper intermediate	relative clauses	writing and speaking	a sentence-creation game
3.4 Stars in their eyes	Upper intermediate	reading a biography	reading and speaking	a jigsaw reading
3.5 I haven't a clue	Upper intermediate	writing definitions	writing and speaking	a pair crossword

Map of the book

<div>2 TV</div>				
Title	Level	Language focus	Skills focus	Activity type
1.1 People and programmes	Elementary	vocabulary of TV programmes and people	vocabulary building and writing	a matching game
1.2 Is it on every day?	Elementary	asking and answering present tense questions	speaking	a guessing game
1.3 Give me a clue!	Elementary	vocabulary of TV programmes and people	writing clues	a pair crossword
1.4 The weakest link	Elementary	present simple questions; superlatives	speaking and listening	role playing a TV quiz game
1.5 Silent TV	Elementary	vocabulary of TV programmes	reading	a mime game
1.6 Talk, talk, talk!	Elementary	talking about habits and likes and dislikes	speaking	a board game
2.1 What shall we watch?	Intermediate	reading for key information; negotiating	reading and speaking	a negotiating game
2.2 Guess what I watch!	Intermediate	asking and answering questions using different tenses	speaking	a guessing game and mingle activity
2.3 And now, here is the news ...	Intermediate	news headlines and stories using the present perfect and past simple	reading, writing and speaking	a matching game, then completing news reports and presenting the news
2.4 Design a game show	Intermediate	modal verbs for rules	reading and speaking	reading the rules of game shows, then designing a new game show
2.5 Commercial break	Intermediate	the language of advertising; comparatives, superlatives and intensifiers	reading and speaking	a matching game, then creating a TV commercial
3.1 Who's who in the soap?	Upper intermediate	describing people and talking about personal information	reading for detail	an information-seeking game
3.2 How much do you know about TV?	Upper intermediate	discussing facts about TV; agreeing and disagreeing; the passive	reading and speaking	a discussion game
3.3 TV snakes and ladders	Upper intermediate	expressing opinions	speaking	a discussion board game
3.4 Is TV bad for children?	Upper intermediate	discussing advantages and disadvantages	reading and speaking	a role-play discussion
3.5 What happens next?	Upper intermediate	creating a TV drama plot	speaking	group creation of a drama plot based on picture prompts

Map of the book

3 Music				
Title	Level	Language focus	Skills focus	Activity type
1.1 Musical pairs	Elementary	vocabulary of musical instruments; asking and answering questions in the present simple	speaking	a matching game then a mingle activity
1.2 Interview with a star	Elementary	asking and answering personal questions in the present simple and past simple	reading and speaking	a matching task, then a role-play interview
1.3 My song	Elementary	pronunciation and rhyming words	listening and writing	a pronunciation maze, then completing song lyrics
1.4 A musical survey	Elementary	using quantifiers and talking about graphs	speaking	conducting a survey, presenting the findings as a graph, then talking about the graph
1.5 Musical record breakers	Elementary	asking and answering questions in the present simple, past simple and present perfect	reading for specific information and speaking	a jigsaw reading and role-play interview
1.6 Musical fashions	Elementary	describing people	speaking and listening	vocabulary matching, then a picture dictation
2.1 Music crossword	Intermediate	writing definitions of general music vocabulary	speaking and listening	a pair crossword
2.2 Interview with a star	Intermediate	asking and answering questions about a career in music	writing and speaking	preparing and acting out a role-play interview
2.3 Beat the clock!	Intermediate	talking and giving opinions about music	speaking	a speaking game
2.4 Hip hop quiz	Intermediate	vocabulary of music and music culture	reading	a quiz, including information-gathering
2.5 An overnight success	Intermediate	discussing options and making decisions	reading and speaking	a reading maze with group discussion
3.1 Boy band or heavy metal?	Upper intermediate	reading descriptions of different types of bands	reading and speaking	a jigsaw reading and discussion
3.2 Music spiral	Upper intermediate	expressing ideas and opinions about music	speaking	a speaking game
3.3 Song lyrics	Upper intermediate	rhyme, rhythm, stress and intonation	reading and writing	reading and writing song lyrics
3.4 Musical jobs	Upper intermediate	writing a job advert and job application	reading and writing	writing job adverts, writing applications, then role playing interviews
3.5 The big event	Upper intermediate	negotiating and planning a music event	speaking	a group negotiating activity

Introduction

What is *Film, TV and Music*?

Film, TV and Music is a photocopiable resource book designed to give teenage students the opportunity to practise language in meaningful and enjoyable ways. Each activity has been designed to appeal particularly to teenagers, and to be multiply intelligent, so that teenagers can use their own particular strengths to help with their language learning. The activities are also designed to be fun. All teachers know that it can sometimes be difficult to motivate students, but if students enjoy the activities they are involved in during their English lessons, they will find it much easier to participate and learn.

Who is *Film, TV and Music* for?

Film, TV and Music is for teachers of English whose students are aged from 11–16, and who want to use activities on topics that will interest and engage teenagers. This book can be used to supplement any course-book material or to provide self-contained lessons. The activity sheets are clear and simple to use, with minimal preparation required.

How is *Film, TV and Music* organised?

Film, TV and Music is divided into three sections, each covering one broad topic area. Within each section, units are subdivided into three levels: elementary, intermediate and upper intermediate.

The map of the book and the focus boxes at the start of each activity give information about which lexical, grammatical and skill areas are covered. With each activity, step-by-step instructions are given, as well as an indication of how much preparation and class time the activity should take.

What type of activities are there in *Film, TV and Music*?

Film, TV and Music includes a wide variety of activity types, from jigsaw readings, quizzes and surveys to crosswords and board games. Wherever possible, students are encouraged to be creative and express themselves through their work. In the follow-up activities, they are also encouraged to focus on their own particular areas of interest.

What skills are practised in the activities?

In *Film, TV and Music* there is plenty of practice of all the language skills – reading, writing, listening and speaking. Students will also be able to practise familiar grammar through fun activities, and extend and develop their vocabulary through topics that interest them. Although many activities have one particular language focus, most of the activities also provide a variety of challenges, incorporating several different skills or grammar topics.

What are multiple intelligences?

Howard Gardner's theory of multiple intelligences suggests that different individuals are intelligent in different ways (Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences*). Gardner identifies seven different types of intelligence:

- Linguistic – reading, writing, story-telling, debating, word puzzles
- Mathematical – reasoning, logic, problem-solving, discovering patterns
- Visual/Spatial – maps, charts, mazes, visualisation
- Kinaesthetic – movement, dancing, drama, crafts
- Musical – songs, rhythms, phonology
- Interpersonal – working in groups, sharing, communicating
- Intrapersonal – working alone, reflection

How does *Film, TV and Music* use the theory of multiple intelligences?

The activities in *Film, TV and Music* are designed to tap into the different types of intelligences, so that individual students can bring their own personal strengths to their language learning. The main activities are designed to incorporate several different intelligences and styles of learning, and in many of the follow-up activities several different possibilities are suggested, from giving presentations to producing posters, so that students can choose an activity that appeals to their individual style of learning. In this way, all students will gain a sense of achievement from the activities.

How does *Film, TV and Music* encourage motivation?

The activities in *Film, TV and Music* are designed to reflect the fact that individual students have their own particular hobbies and areas of interest. Follow-up activities encourage students to pursue these interests, for example by searching websites for information on their favourite television programme or giving a presentation on a style of music that appeals to them. By tapping into students' natural enthusiasm, the activities will motivate students and make their learning meaningful to them.

How does *Film, TV and Music* help give students a sense of pride and achievement?

Film, TV and Music uses a portfolio approach to learning. Students are encouraged to produce creative work which they can keep and share with others. This gives students tangible evidence of their progress, and helps them to celebrate their learning and take pride in their achievements. Encourage your students to keep a portfolio of their work in a loose-leaf folder, which they can add to as they complete each activity. They can use their portfolio to monitor their own progress, and can also show it to friends and parents and look back on it later with a sense of achievement.

How is each activity organised?

Each activity offers the teacher a warm-up task to lead in to the main activity, and several suggestions for follow-up activities. The main activity is explained clearly and simply and will guide you through the stages of the lesson. The follow-up activities are designed to allow students to develop the ideas and language from the main activities in a creative or personalised way, to encourage students' motivation and engagement with the learning process. The teaching notes are intended as a lesson plan. However, as with any lesson plan in any teacher's book, do adapt the activities to your students and to best suit your own teaching style and context.

An explanation of some key concepts in the teaching notes

Eliciting is a good way to start any lesson. It involves drawing out what students already know, and so gives a sense of achievement and engages them in the learning process. Discussing a subject before students begin an activity will activate their opinions, feelings and experiences on the subject and make the topic more accessible.

Brainstorming is one way of eliciting what students know, by encouraging students to write down or call out as many words and ideas relevant to a particular topic as possible, usually within a set time limit.

Research is important as it allows students to find out information on their own and so take responsibility for their own learning, increasing student autonomy. It also allows them to develop their own personal interests. Many of the follow-up activities involve an element of individual research.

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