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| **Topic: The Force Awakens breaks ticket records** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Nate / Stella** | **Intermediate** |  | **14** | **40min** |
| **Materials:**  **Listening mp3 downloaded on smartphone (approx.. 3min)**  **Star Wars VII trailer downloaded from the Youtube on a USB (approx.. 1.3min)**  **Discussion Worksheets (14 copies)**  **Listening Worksheets (14 copies)**  **White board, board markers** | | | | |
| **Aims:**  **SWBAT apply the vocabulary in the script while discussing their own interest in movies**  **SWBAT use given vocabulary to discuss their experience in buying pre-tickets**  **SWBAT discuss why or why not the new Star Wars movie will be a success** | | | | |
| **Language Skills:**  **Listening: listening to the partner’s speech about their own ideas about the Pre-sale tickets**  **Speaking: discussing and comparing their idea to their partners** | | | | |
| **Language Systems:**  **Lexis: vocabulary used in cinema industries and pre-sale ticketing**  **Function: speech about their favorite movie to be released** | | | | |
| **Assumptions:**  **All students are familiar with Pre-sale tickets and have experience in buying them.**  **Most of the students have seen or heard about a Star Wars film.** | | | | |
| **Anticipated Errors and Solutions:**  **Students may not know what to listen to in the script**   * **Give guiding questions beforehand and chunk the script in to different parts**   **Students may not have any idea about the Star Wars movie**   * **Play the trailer with some commentary about the film**   **Students may forget the details of the script when doing worksheets**   * **Have them work in pairs or groups in necessary and discuss the answers** | | | | |
| **References:**  **Star Wars: Episode VII - The Force Awakens Official Teaser Trailer #1 2015 in Youtube Retrieved November 16 2015 https://www.youtube.com/watch?v=OMOVFvcNfvE** | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:** | | | **Materials:**  **Desktop Computer / Projector / Whiteboard** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5min** | **All** |  | | **Greeting**  **Play the Trailer**  **Elicit details about the film and ticketing** |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:**  **To familiarize with key vocabulary** | | | **Materials:**  **Vocabulary/Function Worksheets(14 copies)**  **Whiteboard** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **10** | **All**  **Individual**  **In Pairs**  **All** | **Students work on individually on their worksheets**  **Students compare and discuss their answers with a partner**  **Students randomly shout out their answers to the whole class** | | **Vocabulary**  **Instruction:**  **Work individually. Match the synonyms and phrases. Fill in the gaps. Do not turn to the second page of the work sheet. You have 2 minutes.**  **CCQ**  **Are you working with a partner?**  **How much time do you have?**  **Do you go on with the second page?**  **Monitor discreetly and answer questions when necessary. Give 30 seconds time warning before it ends.**  **Compare answers with partners. While discussing, write the answers on the white board. Hold on to your worksheets, you will use them again soon.**  **Elicit the meaning of the vocabulary, and have students put it in to different use.** |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:** | | | **Materials:**  **Listening Script mp3 / Speaker**  **Vocabulary / Function Worksheets**  **Discussion Worksheets (14 copies)**  **Whiteboard** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **20** | **All**  **Pairs**  **Pairs**  **Pairs** | **Listen to the Script**  **Students work on their worksheets with their partners.**  **Students switch their partners and check their answers. Check their answers with the one written on the board.**  **Students pair up with the previous partner and decide who shall take which role. List their points on the worksheet given.** | | **Listening to the main script**  **Instruction**  **Listen to the script. Pay attention to what the speaker says about the film’s pre-sale tickets. How do we know that this movie will be a success? What are the predictions for the ticket sales for the movie? Feel free to take notes.**  **CCQ**  **What should you pay attention to while listening to the script?**  **Can you take notes?**  **(Play the main script)**  **Would you like to listen to it again?**  **Yes-play from the beginning**  **No – go on with next exercise**  **You have unfinished worksheet from the previous exercise. Turn to the next page and fill in the blanks and do the true or false questions. You may discuss with your partner. You have 3 minutes. You may begin.**  **Compare your answer with a different partner this time. (Write the answers on the board while doing so). Look at the board and match your answer.**  **What question did you have difficulty with? Was there a question which neither of you got correct? (Explain if necessary)**  **Next you will discuss your own idea about the new Star Wars movie with your partner. One of you will be a critique and list the reasons why the movie will fail to become a success. The other will be the speaks-person for the film and defend yourself. List your reasons and its defense on this worksheet I pass out to you. (Pass out the worksheets). You have 10 minutes to discuss.**  **CCQ**  **Will the critiques raise your hand? Will the Speaks-person please raise your hand?**  **Where do you write down your debate?**  **How much time do you have?**  **Can each one in your pairs come up to the board and write one of your best discussions on the board?**  **(After 7 discussions are on the board)**  **Let’s take a quick vote. How many of you think this movie will be a success? How many of you don’t?** |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:** | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5** | **All** |  | | **What do you think was the biggest key vocabulary in this exercise? Divide in to two groups. Was there any of you who changed their mind about this movie after our short debate? Discuss with your group which idea made you change your mind. You have 3 minutes.**  **Monitor and participate with each group.**  **Conclusion**  **Elicit the main topic of the main script.**  **Give homework**  **Think about a movie sequel you look forward to watch in the future or the opposite. List the reasons and support your idea as we did in our discussion worksheet exercise.**  **Great work everyone, see you again tomorrow.** |
| **Notes:** | | | | |