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BE

First, label one end of the classroom as *uninterested* and the opposite as *extremely interested*. Then, call out the names of movies at the cinema. Next, ask students to stand on the appropriate end of the classroom spectrum representing their interest in seeing the film. Finally, the students should be told to discuss their reasons with their classmates after choosing their place.

Teaching Tip

For Exercise 2
First, working with a classmate, tell students to identify and write an original sentence about another feature of at least one of the films mentioned in the text. Then, ask them to mingle, read their sentences aloud, and elicit correct answers from their classmates. For example: *These films portrayed the victory of good over bad. (action)* Afterward, ask students to identify which definition best summarizes the different film genres mentioned.

Differentiation Strategy

For Exercise 3
Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 4b.

Flexi Exercises
(To adjust to students' needs, you can either use or not the activities below)

Exercise 4

Arts

What makes a film a classic?

01 Write a list of movie titles for each genre.
Answers will vary.

Science Fiction	Action	Romantic Comedy

02 Read "The Blockbuster Season." Match the film genre to its unique feature.

1. Sci-fi   a. They did not rely on special effects.

2. Action   b. They had different endings compared to those now.

3. Romantic comedy   c. They included elements of other genres.

03 Read the text again. Complete the summary with the words in bold from the text.

The film industry had its **1.** _____heyday_____ in the last decades of the previous century. Action film

2. _____franchises_____, rom-coms with happy endings, and

3. _____mishaps_____ ruled the big screen, as well as sci-fi films with **4.** _____jaw-dropping_____ narratives. The films of the 80s and 90s certainly **5.** _____epitomized_____ the

6. _____blockbuster_____ movie era.

The Blockbuster Season

The 1980s and 1990s saw the grand release of **blockbuster**-era adventures. At a time when moviegoers still had to see their favorite films on the big screen, fan favorites brought significant revenue for film studios and fame to household names.

Released in 1985, *Back to the Future* and its **franchise** became an instant classic. This science fiction movie is a story about time travel and all the **mishaps** it has the potential to cause. It was so successful because director Robert Zemeckis brought romance and a classic rags-to-riches story to engage audiences not generally drawn to sci-fi.

The action film, **epitomized** by *Die Hard* from 1988 and its ensuing sequels, was a much-loved genre of the decade. Characterized by **jaw-dropping** stunts and incredible pre-CGI special effects, action films kept audiences on the edge of their seats as they watched good triumph over evil.

Classic romantic comedies ("rom-coms") also had their **heyday** in the 80s and 90s. Classic films like *When Harry Met Sally* tell a story of platonic love between friends in which they finally opt for romance. Audiences followed the characters as their relationship went through atypical ups and downs, but finally cheered on the characters in their happy ending. This is often disliked in today's movies, which typically have a more open ending for romance.

04 Check (✔) the film/genre you would rather watch. Explain your reasons to a classmate.
Answers will vary.

Sci-fi / *Back to the Future*

Action / *Die Hard*

Rom-com / *When Harry Met Sally*

Week 7

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Language Structures and Functions Tip

For Exercise 5
First, tell students to reread the text. Then, ask them to categorize five words from the text as nouns, verbs, and adjectives (*characters, seat, ending, triumph,* and *successful*). Next, ask students to add them to the table in Exercise 5. For example: *successful is an adjective, but triumph is a verb*. Finally, if time allows and you deem necessary, review the grammar point in more detail.

Teaching Tip

For Exercise 6
First, divide students into groups. Then, call out words from Exercise 5 and Exercise 6 and tell a representative from each group to race to write the part of speech on the board. For example, if you say *threat*, students should write *noun*. The group with the most correct answers wins.

Differentiation Strategy

For Exercise 7
Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 7.

Wrap-up

First, working in small groups, tell students to invent a new movie that combines action, romance, and sci-fi elements. Then, ask them to write a brief synopsis and create a title. Next, tell groups to share their ideas with the class and vote on the one they would most like to watch. Finally, ask volunteers to share with the rest of the class. As a sample of a synopsis, you can ask them to log in to IMDB.

Flexi Exercises
(To adjust to students' needs, you can either use or not the activities below)

Exercise 8

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05 Complete the table below.

Nouns	Verbs	Adjectives
› clear	› clear	› clear
› action	› act	› active
› excitement	› excite	› excited / exciting
› variation / variable	› vary	› varied
› threat	› threaten	› threatening

07 Research a rom-com, action, or sci-fi film from the 1980s or 1990s that you have seen or heard about. Write a film review of it.
Answers will vary.

06 Rewrite the sentences so that they contain the word in parentheses.

1. The film critic analyzed the film and gave it five stars. (analysis)
   In the critic's analysis, the film received five stars.

2. The director was creative with the set design and was praised for it. (creativity)
   The director was praised for his creativity in set design.

3. The film was awarded an Oscar for the most original score. (originality)
   The film's score was awarded an Oscar for originality.

4. Charlotte fondly remembers going to the cinema with her family as a child. (memories)
   Charlotte has fond memories of visiting the cinema with her family as a child.

5. In the 1980s, films were released to video months after being shown in the theater. (releases)
   In the 1980s, film releases took months after being shown in the theater.

6. In films of the 1990s, characters were not diversified very much. (diversification)
   In films of the 1990s, there was little diversification of the characters.

08 Organized in groups of three, where everyone researched different film genres in Exercise 7, compare and contrast the three genres from the 80s and 90s based on the points below.

› creativity
› use of special effects
› storytelling
› audience engagement
› uniqueness