

Warm-up

First, in the plenary, elicit the definition of *thinking outside the box* (exploring creative and unusual ideas, not limited to rules or tradition). Then, tell students to work in small groups and assign each group a category (sports, music, clothing). Next, ask groups to research an example of something outside their category's box. Finally, tell students to share their findings with the class. For example: *Sport: Extreme ironing; Music: Experimental music / John Cage (4 '33); Clothing: Designer Iris Van Herpen's futuristic designs.*

Teaching Tip

For Exercise 3

Before class, write the definitions of the words around the room. Then, tell students to work with a classmate. Next, assign one person as the “runner” and the other as the “writer.” The runner must look at the different definitions around the room, remember them, run back to their classmate, and recite the definition. Together, they must decide which word the definition is for. The writer must write the definition exactly as it is on the wall. Finally, the first pair to finish correctly writing all six definitions wins.

Differentiation Strategy

For Exercise 4

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 2b.

Flexi Exercises

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

Exercise 1

Arts

Do you think outside the box?

01 Write your own definition of “independent.” Compare your definition with a classmate's. Answers will vary.

02 Read “Not So in the Spotlight.” Write the name of the film genre and its definition.

1. Experimental films try out artsy techniques in filming and are at the forefront of cinematic innovations.
2. Horror movies are gritty and use gore to engage audiences and tell stories.
3. Documentaries show live footage of events or interviews to tell stories.

03 Write a definition for each of the following words. Possible answers

< 1. mainstream >	< 2. storytelling >
pertaining to the dominant trend	
narrating a story	
< 3. gore >	< 4. footage >
bloody violence	
material on film or videotape	
< 5. artsy >	< 6. forefront >
artistic	
position of great prominence	

Not So in the Spotlight



Unlike mainstream film, independent cinema allows writers and directors to showcase unique perspectives and alternative **storytelling** techniques. Since major studios don't sponsor indie films, they can redefine genres. Budgetary constraints are a small price to pay to allow filmmakers to have control over all aspects of their movies.

Horror movies thrive in the independent market. Some filmmakers blame Hollywood for glossing over the **gore** and special effects, making the movies less realistic. However, horror movie fans love the grit and grime associated with an authentic horror story, which is easier to provide with a low budget. *The Texas Chainsaw Massacre* was filmed in 1974 for less than \$150,000 but grossed millions at the box office due to its popularity.

Unlike other movie genres, documentaries blend storytelling with real life. They may contain interviews with people knowledgeable about a topic or real-life **footage** of an event. Documentaries inform audiences about a historical event or provide someone's biographical information. Documentaries may try to convince the audience of something, such as *Super Size Me* (2004), a film about a man who measured the consequences of eating at a fast-food chain for every meal for a month.

Often labeled weird or **artsy**, experimental films go beyond the norms of everyday film and have usually been at the **forefront** of significant changes in cinema, even if they didn't have commercial or popular success at the time. Experimental filmmakers explore using light, motion, space, and time to express their vision. One well-known example is *Eraserhead* (1977), directed by David Lynch. It is about a man discovering his baby is a mutant lizard.

04 With a classmate, discuss the following questions.

- Which of the movie genres from the text have you seen? What do you remember about the movies you saw?
- If you haven't seen them, which ones would you prefer to watch and why?



Teaching Tip**For Exercise 6**

First, working with a classmate, tell students to search for images representing the sentences' ideas. Afterward, tell them to mingle, showing two of their pictures and asking them to guess what word was being described. Alternatively, they can share their images on a digital platform like Canvas. Finally, ask volunteers to share their photos, eliciting why they found it memorable.

Language Structures and Functions Tip**For Exercise 7**

Before completing the exercise, tell students to choose four verbs from Exercises 5 and 6 that they could use in their texts. Then, working with a classmate, tell students to write the sentences with their chosen verbs. Next, ask students to show their sentences to another pair of students, getting feedback on the accuracy of the language. Afterward, tell them to continue writing their texts, incorporating their sentences individually. Finally, if time allows and you deem necessary, review the grammar point in more detail.

Differentiation Strategy**For Exercise 8**

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 8.

Wrap-up

First, tell students to play one of the games from Exercise 8. Afterward, ask them to reflect on what made each game fun and engaging. what could have improved the game, and what they learned from playing the game. Finally, ask volunteers to share their answers.

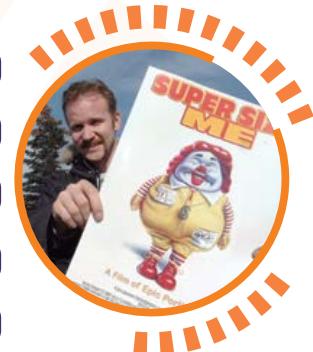
Flexi Exercises

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

Exercise 5

05 Write "C" if the sentences are correct. Write "I" if they're incorrect. Correct them and write a brief explanation.

1. Lily waltzed into the room like she was in charge.
2. To make the fake blood, Ian liquid very ripe tomatoes.
3. Her face ballooned up after getting stung by a bee during the filming.
4. The director ban all animals on the set, but the stars still brought in their dogs every day.
5. The producer apology for offending the audience with his controversial remarks.
6. The stunt actors arrangement to rehearse the stunt before the shoot.

**06 Rewrite the sentences so that the new sentences use the words in parentheses as a verb.**

1. The reviewer provided a comparison of the two films. (compare)
The reviewer compared the two films.
2. The rehearsal stretched on for hours. (rehearse)
The cast rehearsed for hours.
3. The director took a private jet and got off the plane in Paris. (deplane)
The director took a private jet and deplaned in Paris.
4. I sent the writer an email with my suggestions. (email)
I emailed the writer my suggestions.
5. The fisherman used a lure to catch the fish. (lure)
The fisherman lured and caught the fish.
6. The movie script was put on hold. (shelf)
The movie script was shelved.

**08 In a small group, design a game show about independent cinema. Use the points below to help you brainstorm how to create your show.**

- Will it be digital or paper-based?
- How do contestants win, and what do they win?
- Will they answer questions or complete the blanks?
- Will you follow a popular game show format or invent your own?