

Warm-up

First, ask students to work with a classmate, looking at the pictures on the spread and discussing:

1. *What kind of movies are they?*
2. *What are the characters doing?*
3. *Who are the actors?*

Afterward, tell students to check online their answers.

Teaching Tip

For Exercise 3

After completing Exercise 3, ask students to write sentences describing a movie genre using as many words from Exercise 3 as possible. Then, tell students to share their sentences with a classmate to have them guess what movie genre they are describing. Finally, ask volunteers to share their sentences with the rest of the class.

Differentiation Strategy

For Exercise 3

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

Flexi Exercises

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

Exercise 1



Arts

What movies best embody society?

01 Write as many movie genres as you can think of in one minute. Compare with your classmates to see who has the most.

Answers will vary.

02 Read "Popcorn Films." Write the name of the movie genre next to the words. Then, add two more words to describe each genre.

Answers will vary.

1. Westerns: untamed, bravado, tough,

2. Musicals: escapism, energetic, romance,

3. Film noir: disenchantment, cynical,

existentialist, _____, _____

03 Read the text again. Write the letter of the definition next to its word.

1. to attend in large numbers
2. wild or savage
3. overly showy display of courage
4. the avoidance of reality through entertainment
5. distrusting another's motives
6. disappointment or disillusionment

- a. cynical
- b. escapism
- c. untamed
- d. bravado
- e. disenchantment
- f. flocked

Popcorn Films

Hollywood, the birthplace of modern cinema, reached its peak in the Golden Age, which many consider to be the 1930s to the 1950s. During the Great Depression and World War II, viewers **flocked** to the cinema to escape their depressing realities in numbers that put viewing today to shame. Most film genres that became popular during that time allowed audiences to get away from it all.



At their peak, over 100 Westerns were made a year. Starring tough guys in the so-called **untamed** western territories of the United States, Westerns were popular because they showed people reacting to onerous situations with bravery and **bravado**. When there were international conflicts and hard times, audiences liked to see the "bad guy" get taken down in two hours.

Musicals were also wildly popular during this period because they epitomized **escapism**. Singers enthralled audiences with unforgettable tunes while dancers glided across the screen, awakening a sense of romance or frenetic energy. Dance halls were popular then, so moviegoers could replicate the moves from the screen while on the town.

Unlike the previous two genres, film noir became a staple after World War II due to **disenchantment**. Frustrated by the unstable economy and continued internal political struggles, there was a collective sense of uncertainty. Thus, the public was drawn to the American crime dramas featuring a mix of organized crime, **cynical** heroes, and existentialist plots.



04 With a classmate, discuss the questions below.

- Which of the movie genres would you prefer to watch? Why?
- Which of these genres is still popular? Why?
- Which of these genres is no longer popular? Why?

Teaching Tip**For Exercise 6**

Before class, write or find a brief film synopsis like the one students will write in Exercise 6. Then, photocopy it and cut it up into paragraphs. Next, hand out the cut-up synopsis to pairs of students. Finally, ask them to assemble it correctly.

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

First, photocopy Exercise 7. Cut up each sentence, handing each student one. Then, tell students to individually complete their sentence in multiple ways on the back of the paper, and review the options. Next, have students mingle, showing one another their sentences and asking them to think of ways to complete them. Once completed, encourage students to analyze their classmates' answers in the target language. 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 7.

Wrap-up

First, tell students to create a survey to identify which films they prefer to watch. Then, tell students to demonstrate their results in a graph to determine the winning movie. Finally, encourage students to watch the film at home and create a mind map with elements from the film that they can share in class in a flipped classroom task.

Flexi Exercises

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

Exercise 5

05 If the underlined words are correct, write "C." If they are incorrect, write "I" and correct them.

1. Reading at home, Emily can focus well.

2. Finished the noir film, Juan became lost in his thoughts.

3. Having watched his first Western, Rodrigo became obsessed with learning about the Wild West.

4. Ridden their skateboards, Julian and Mike discussed what film they were going to see later that night.

5. Having released in the 1920s, Top Hat became an instant recipe for successful musical.

07 Add a participle clause to the sentences below. Possible answers

1. Watching the classic movie channel.

Lorna began to understand the history of the time better.

2. Having seen Fred Astaire and Ginger Rogers dance together,

Alison decided to take up ballroom dancing.

3. After seeing a poster of John Wayne,

Liam decided to start wearing cowboy boots.

4. Having read about the film screening,

Leo tried to convince his friends to go with him.

5. Discovered in an old dusty box in a cupboard,

the film was restored by film historians.

6. Studying costumes of the era,

Violet was rewatching old musicals for inspiration.

08 Read the film synopses written by different groups in Exercise 6. Categorize the films and write a brief definition of each category.

