

Warm-up

First, tell students to create a word cloud online with words associated with movies (animation, special effects, director, actor). Then, tell students to pair related words (animation with special effects and director with actor). Finally, have students discuss the pairs of words, deciding which ones they prefer (*Would you rather be an actor or a director?*).

Teaching Tip

For Exercise 2

Before reading, ask students to guess the meaning of the text's title with a classmate. After reading, tell students to work with a classmate to infer the meaning based on what they have read. With a classmate, ask students to discuss the relationship between the title of the text and the text. NOTE: "Keep mum" means "stay silent." For example, *I haven't told anyone yet, so please keep mum*. Finally, have pairs develop three sample sentences to use the idiom accurately.

Differentiation Strategy

For Exercise 3

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 4a.

Flexi Exercises

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

Exercise 1



Arts

What made the first films unique?

01 Complete the statements below based on your own experience. Compare your answers with a classmate and identify what you have in common.

Answers will vary.

The first movie I saw at a cinema was 1._____

I went with my 2._____ . What I remember

about it was 3._____ . I was really

4._____ about the experience.

02 Before you read "Keep Mum," read the statements below. Predict if they are "T" for true or "F" for false. Then, read and check your answers.

1. The first movies were shown in arcades and movie theaters. F

2. They were created in the 1800s. T

3. They enthralled audiences for around 60 minutes. F

4. The first films were projected in black and white. T

5. Audiences preferred to watch movies with a humbler design. T

03 Read the text again. Circle the best word to complete the statements.

1. Many artists like Charlie Chaplin had **enthralled** **humble** backgrounds.

2. It wasn't until the beginning of the twentieth century that the first movie theaters **projected** **enthralled** movies.

3. **Slapstick** **Backdrop** comedy was perfect for silent films since it utilized silly physical stunts.

4. Audiences were **enthralled** **humbled** by the new art form.

5. **Backdrops** **Arcades** were used as set decorations.

6. **Projected** **Arcades** were popular places where people used to hang out for entertainment.

Keep Mum

Although it may be hard to believe, the movie industry as we know it had **humble** beginnings. Beginning with the first film projector in the 1890s, early movies lasted only a few minutes and were shown at traveling fairs or **arcades**, designed for individual viewing. They were in black and white and lacked sound.

As technology improved, the films became longer, and movie theaters sprang up, allowing audiences to sit down to enjoy the shows. Without dialogue, longer takes were broken up, and words, which were sometimes read aloud by professional actors, were **projected** on the screen to explain the plot. To add entertainment value, organists accompanied movies, often improvising music for the film.

At first, the camera maintained a fixed shot of the scene, but as their experience grew, directors and actors began experimenting with different angles. They also added painted **backdrops**, stop-motion, variable camera speeds, and double-exposure shots, which are still used today. Charlie Chaplin was one of the most famous actors of the time, best known for his character Little Tramp, which utilized **slapstick** comedy for comedic effect.

Audiences remained **enthralled** by the power of film, or animated photographs, as they were first known, and many did not feel the need for dialogue. However, by the 1920s, theaters saw that they could reduce costs by not paying musicians' salaries, so they switched to film with audio.

04 With a classmate, decide which elements of silent films you would enjoy. Justify your answers.

- › live music accompanying the film
- › reading a simple text explaining the plot
- › film without color



Language Structures and Functions Tip

For Exercise 7

After writing, tell students to underline examples of modal verbs in the past and circle modal verbs in the present. If students can't find any, challenge them to add several. Finally, if time allows and you deem necessary, review the grammar point in detail.

Teaching Tip

For Exercise 8

First, tell students to write a controversial statement about the film using a modal. Then, have them mingle, share the statement with others, and convince them to support their argument. Finally, ask volunteers to share the arguments they were convinced by.

Differentiation Strategy

For Exercise 5

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

Wrap-up

First, tell students to discuss what movies of the future will be like in a small group. After discussing, ask them to list five adjectives describing the movies. Finally, ask groups to share their ideas in the plenary, giving reasons to explain their choices and the chosen adjectives.

Flexi Exercises

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

Exercise 6

05 Write "PA" if the statement describes the past and "PR" if it describes the present.

1. You might have used a different lens for filming. It would have looked better. PA
2. Sebastian can edit a film very quickly without any help. PR
3. Soledad may be an extra in a film if her mom lets her. PR
4. Heidi could read film subtitles by the time she was eight. PA
5. Charlie Chaplin might have won more Oscars if he hadn't disagreed with the politics of the time. PA

06 Complete the sentences with the correct verb form in the parentheses.

1. When I was younger, I could record 20 minutes of film on my devices. (record)
2. I might / may have worked in showbiz if I had been more interested in technology. (work)
3. When I am older, I may / might visit more film festivals. (visit)
4. My parents could have exposed me to a wider variety of film genres if they had taken me to more art films. (expose)
5. Had I been willing to get out of my comfort zone, I could've learned about silent movies a long time ago. (learn)

07 Write a speech as if you were the director of a silent film who just won an award. Be sure to thank the people who helped out in the making of the film.
Answers will vary.

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