

Entertainment

Topic

Movie

Aims

- Students are able to identify written and spoken information related to movie
- Students are able to respond information and express their opinion and preference
- Students are able to use adjectives and run on sentences to express their opinion and preference
- Students are able to understand power relation in social context

Age / level

Young/Intermediate

Time

90-100 minutes

Materials

- Worksheet 1: one per student or project it on the board.
- Worksheet 2: one per student or project it on the board.
- Worksheet 3: one per student or project it on the board.
- Worksheet 4: one per student or project it on the board.

Introduction

This lesson aims at engaging students' with English through their interest on movies. It is also expected that students are able to develop awareness of the existence of power distance among individuals. Students will listen, read, and discuss several movies they might be interested in and express their preference and opinion of the movie.

Procedure

1. Lead in (10–15 minutes)	<p>Hand out Worksheet 1 (or project it on the board). Make sure the students copy down the table on their notes. Alternatively, you can distribute the table to each group or to each student.</p> <p>Ask the students to fill in the survey and go around the class and find other classmates who choose the same movies. To save more time, ask students to ask their partner and write down the answer on the table, then compare the answers.</p> <p>If there is time, ask the students to dig deeper and find the reasons why their classmates choose the same movies.</p> <p>Explore briefly about relationship. Review types of relationship from past meetings (family and friend).</p> <p>Discuss briefly about power distance and some examples of movies depicting it.</p>
2. Main Activity (Listening or Reading) (10-20 minutes)	<p>Hand out Worksheet 2 (or project it on the board). You can show only the poster or the texts. Alternatively, you can distribute the texts to each group and display the posters.</p> <p>Review again the types of relationships depicted in the movies. If the students are not familiar with the movies, you can take some titles from the results of Worksheet 1.</p>
3. Vocabulary and Grammar Explorations (10–15 minutes)	<p>Ask the students to use good dictionary to discover several words from the movie storyline. Assist the students to pronounce the words correctly.</p> <p>Besides finding the sentences from the storyline, ask the students to create sentences using the words.</p> <p>If you have time, you can ask several students to write down sentences on the board and correct them.</p>
4. Discussion (Speaking or Writing) (10-15 minutes)	<p>Prepare Worksheet 3 (or project it on the board). You may add extra movies to make the guessing games more fun and longer.</p> <p>More importantly, you must promote Indonesian movies that can help students understand and be aware of the concept of power distance between Indonesia and the world.</p>
5. Writing Speaking (10-20 minutes)	<p>Hand out Worksheet 4 (or project it on the board). Ask the students to check the review questions with the short description or review about a movie.</p> <p>You can assign the students in class or make it as a homework.</p>

Contributed by

Azis N. Majid and Ima N. Kusmayanti. This lesson plan was modified from Bilsborough, K. (2013). *Lesson Plan January*. Retrieved from https://www.teachingenglish.org.uk/sites/teacheng/files/TE_LP_Jan_2015_NEW_KB_0.pdf