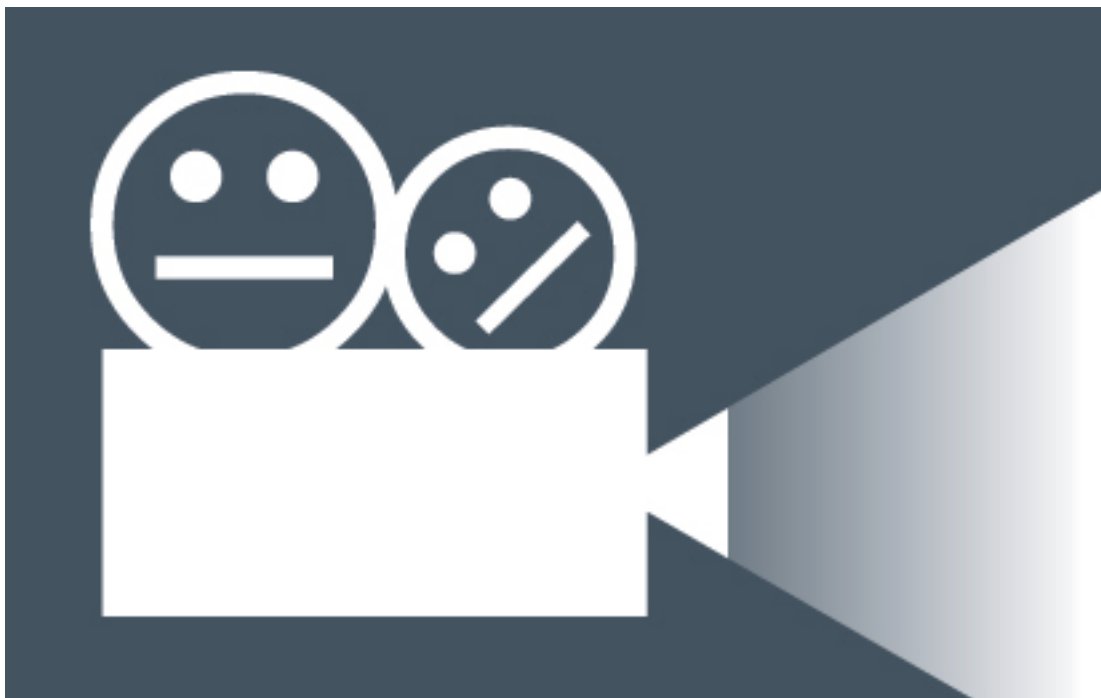


**Teaching Unit | Lessons 1–2 | PDF File |
Hardcopy**

Writing Film Reviews



Writing Film Reviews

Lessons 1 & 2

Lesson Planning & Lesson Plan

TEACHING PRACTICE ENGLISH

LESSON PLANNING- DETAILED VERSION

Date/time:

Date	Student	Teacher	School/Town	Subject/Class
		Tom Jung	Higher Secondary (Business Administration)	English

1. Description of class, background

Describe the teaching context, number of learners (boys & girls, levels etc.)

Class M2C; 20 students; 9 boys, 11 girls; level B1–B2; noticeable differences within class as to learning progress with some weaker students remaining on a A2 level and a very few displaying a very good command of the language.

2. Topic of the lesson

Describe the context this topic belongs to.

Writing reviews (part 1/2). The basics. Why do journalists write reviews? What constitutes a good review? What parts are there in a review? How long should the students' review be?

3. Situation

How does the content of this session relate to the learners' interests, knowledge, attitudes and habits? Is there anything unusual in this particular teaching situation? How does this session relate to the preceding session(s)?

Follow up of students' textbook lesson on writers, actors, film makers and scientists.

4. Objectives

What are your aims and objectives?

What language skills, language knowledge and attitudes are being developed?
(Be specific; refer the reader to the next page)

Students get to gather essential information / essential concepts about the action film genre.
Students get to know their peers' film preferences.
Students get to know how a review is structured.
Students can identify the different parts of a review.
Each student can decide on a film that they wish to review.

5. Pedagogic and methodological focus

How do I proceed? Which pedagogic principle, which forms of learning are being used?

Whole class, individual work, pair work.
Writing, speaking and analysis skills at work.
Mix of media (video projector, work on paper).
Mix of analysis (vocabulary, structure of review) and first stage of production (preparation for writing a review: guidelines, check list).

6. Anticipated Problems

How do I proceed? Which pedagogic principle, which forms of learning are being used?

None.

LESSON PLAN

Date.	Student	Teacher	School/Town	Subject /Class
		T.J.	Higher Secondary (Business Administration)	Writing a film review (part 1/2)

Time	Learning Processes Structure of the lesson, teaching and learning activities
14.10	<p>Welcome students, tell them what the aim of the next two double lessons is (i.e. writing a review)</p> <p><i>Ask students how they get to know the work of an artist (book, record, film). Elicit answers from them (friend's recommendation, media hype, but more specifically: reviews, critiques in newspapers, on websites, blogs, etc.) Ask students whether they read reviews. Show movie trailer of Knight and Day. Show fan review movie of Knight and Day. Tell students that the goal of the next two double lessons is that each of them can write his / her own review.</i></p>
14.30	<p>Worksheet Who's your favourite actor / actress</p> <p><i>Students complete worksheet (see attachment) individually.</i></p>
14.40	<p>Students swap partners and tell their new partners all about their preferences</p> <p><i>Let students swap partners and let them tell his / her new partner all about their favourite actors / actress. (speaking exercise).</i></p>
14.45	<p>Worksheet Action films / vocabulary / personal opinion of the genre action film (also with reference to Knight and Day)</p> <p><i>Students complete worksheet individually.</i></p>
14.55	Break

15.00	<p>Students swap partners and tell their new partners all about their opinion concerning action films</p> <p><i>Let students swap partners and let them tell his / her new partner all about their opinions about action films (speaking exercise). Tell students to gather information from their partners' worksheets and to supplement their worksheet with this new information.</i></p>
15.09	<p>Quick summary of the first part of the double lesson</p> <p><i>Remind students that the aim is to write an individual review.</i></p>
15.10	<p>Cut up film review Knight and Day (see attachment)</p> <p><i>Cut up the four paragraphs of the film review Knight and Day and let students find the right sequence of paragraphs. Discuss right sequence of paragraphs and vocabulary.</i></p>
15.20	<p>Cut up statements related to film review Knight and Day Handout (see attachment)</p> <p><i>Cut up statements a-d and let students place them next to the appropriate paragraph of the film review.</i></p>
15.25	<p>Film review discussion (structure & content)</p> <p><i>Discuss correct statement/paragraph matches followed by general discussion of how a review is structured (four paragraphs, what is being discussed in each of the paragraphs). Let students find appropriate titles for each of the paragraphs of the film review, the let students discuss the film review in general and elicit their opinion about it.</i></p>
15.43	<p>Summarize double lesson</p> <p><i>Summarize the double lesson and tell students to think about the film they wish to review for next lesson (homework).</i></p>

Homework: Think of film you would like to review.
Next lesson: Second part of review lesson (personal review writing)

Writing Film Reviews

Lessons 1 & 2

Tasks

My favourite actor and actress

My favourite actor and actress	
Name of actor / actress	
What I like about him / her is ... (mention at least two things)	
Best film he or she appeared in. The reason I like this film is ... (mention at least two things)	

Action Films

	Action films
Why I like action films	
Why I dislike / hate action films	
Strike the words that are not typical of action films, e.g. slow moving	special effects car chases convincing stories exotic locations villains stunts romance gripping light-hearted funny violent fast moving great dialogues fighting heroes
Give an example from a particular film	e.g. special effects -----> Storm Hunters

FILM REVIEW

Knight and Day

Hollywood has finally put together two of its most bankable stars – Tom Cruise and Cameron Diaz – in *Knight and Day*, the latest boy-girl action movie. But are they an explosive combination, or is the movie as disappointing as a damp firework?

The plot is not particularly sophisticated. June (Diaz) bumps into Roy (Cruise), a handsome stranger. He seems the perfect gentleman, but funnily enough, he's actually a trained killer. June finds this out when villainous government agents turn up to catch her new friend.

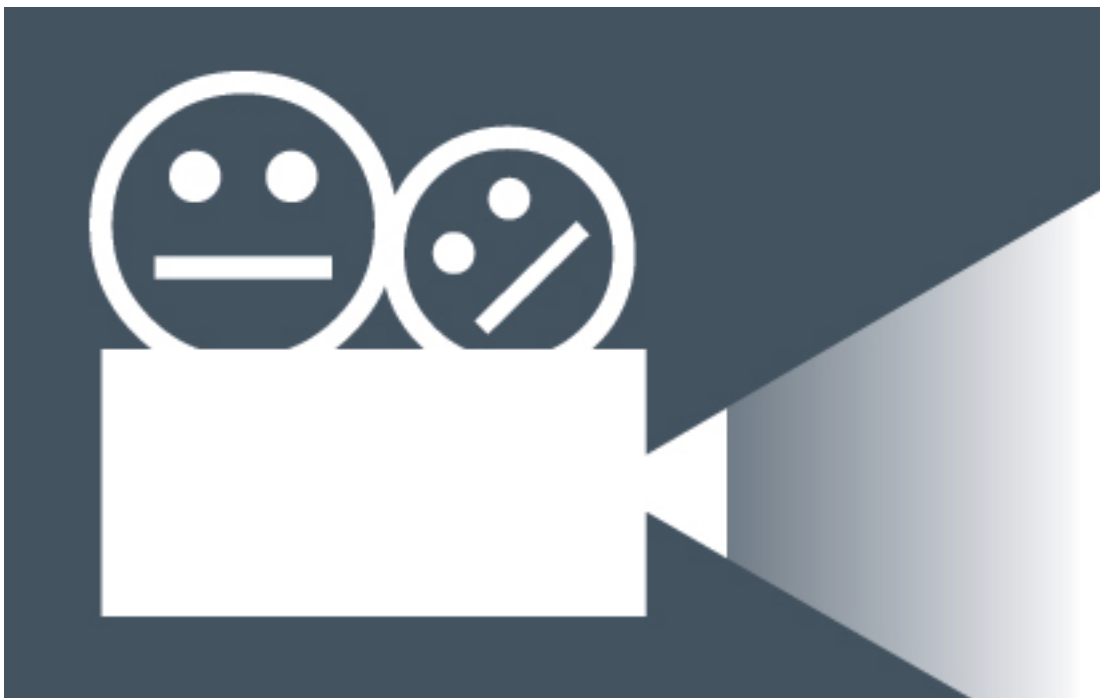
The film then becomes a highly charged chase movie, with humour and a dash of romance thrown in. The chase scenes are excellent. Cruise and Diaz are naturally athletic, love fast cars, and take pride in doing their own stunts. However, they look far more comfortable in the action scenes than they do in the romantic scenes. Fortunately, there aren't too many of those.

So, if you would like to see an undemanding, visually exciting film with two good-looking stars, then your cinema trip won't be wasted. If you are looking for emotional depth and a believable plotline, don't bother with this one.

- a aspects of the film they liked and disliked
- b their overall opinion and recommendation to the reader
- c background detail, i.e. the title, type of film, etc.
- d a brief description of the plot

**Teaching Unit | Lessons 3–4 | PDF File |
Hardcopy**

Writing Film Reviews



Writing Film Reviews

Lessons 3 & 4

Lesson Planning & Lesson Plan

TEACHING PRACTICE ENGLISH

LESSON PLANNING- DETAILED VERSION

Date/time:

Date	Student	Teacher	School/Town	Subject/Class
		Tom Jung	Higher Secondary (Business Administration)	English

1. Description of class, background

Describe the teaching context, number of learners (boys & girls, levels etc.)

Class M2C; 20 students; 9 boys, 11 girls; level B1–B2; noticeable differences within class as to learning progress with some weaker students remaining on a A2 level and a very few displaying a very good command of the language.

2. Topic of the lesson

Describe the context this topic belongs to.

Writing a review (part 2/2). Revision of basic features of film review. The four paragraphs of a review. How long should the students' review be? Sample review. The purpose of a review. Vocabulary and phrases. Adverbs and Adjectives. Multiple Tasks. Guidelines on how to write a review. Writing a review.

3. Situation

How does the content of this session relate to the learners' interests, knowledge, attitudes and habits? Is there anything unusual in this particular teaching situation? How does this session relate to the preceding session(s)?

Follow up of part 1 of film review (last double lesson).

4. Objectives

What are your aims and objectives?

What language skills, language knowledge and attitudes are being developed?

(Be specific; refer the reader to the next page)

Students can decide on their own vocabulary / terms to use in their reviews.

Students can carefully plan their reviews.

Students can use the vocabulary / phrases in their own reviews.

Students can write their own reviews.

5. Pedagogic and methodological focus

How do I proceed? Which pedagogic principle, which forms of learning are being used?

Whole class, individual work, pair work.

Writing and analysis skills at work.

Mix of media (video projector, work on paper).

Mix of analysis (phrases, structure of review) and production (writing a review).

6. Anticipated Problems

How do I proceed? Which pedagogic principle, which forms of learning are being used?

Keeping up concentration / motivation during the writing phase of the double lesson (circa 30 minutes).

LESSON PLAN

Date.	Student	Teacher	School/Town	Subject /Class
		T.J.	Students can use the vocabulary / phrases in their own reviews.	Writing a review of a film (part 2/2)

Time	Learning Processes Structure of the lesson, teaching and learning activities
14.10	<p>Welcome students, warm-up, tell them what the aim of the next two double lessons is (i.e. about writing their own film reviews)</p> <p><i>Quick revision of last double lesson (film review part 1/2). Warm Up. Use of adverbs as pre-modifiers (negative/positive review; gap fill exercise) according to students' preferences, i.e. whether they liked/disliked the film. Two groups: group 1: five positive statements about Knight and Day; group 2: five negative statements about Knight and Day. Elicit adverbs from students; quick discussion of results, make sure that students don't always use the same adverbs. Tell students that the goal of this double lesson is that each of them will write a review and will hand it in next week.</i></p>
14.17	<p>Useful adjectives for students' film reviews. Ranking adjectives (excellent, good, bad, etc.). Use of adverbs as pre-modifiers. Tasks 1 & 1.1</p> <p><i>Students rank adjectives and choose their personal favourites. Correction in class.</i></p>
14.30	<p>Phantom of the Opera Review. Task 2.1</p> <p><i>Tell students that although a book review, the principle structure is exactly the same as that of the film review in the first lesson where we looked at film reviews, their structures and the individual paragraphs. Tell students to read the review and underline all adverb/adjective combinations. Students work in pairs. Quick discussion of combinations.</i></p>
14.40	<p>Phantom of the Opera Review. Task 2.2</p> <p><i>Tell students to match paragraphs 1 to 4 to statements. Students work in pairs. Correction of results.</i></p>

14.45	<p>Phantom of the Opera. Task 3.1</p> <p><i>Tell students that they also need a core vocabulary of phrases to write their own film reviews. Students put phrases into right columns. Students work in pairs. Correction of results.</i></p>
14.55	Break
15.00	Quick revision of first lesson
15.02	<p>Phantom of the Opera. Task 3.2</p> <p><i>Elicit the main differences between book and film, followed by task 3 (associating concepts with film or book). Students work in pairs. Followed by discussion and correction. Tell students that they should refer to the concepts in the film column for their own reviews.</i></p>
15.10	<p>Review planning</p> <p><i>Tell students how to plan a review. Discuss planning guideline and explain criteria for marking. Ask students whether they have any questions as far as their review writing task is concerned.</i></p>
15.15	<p>Review writing (production)</p> <p><i>Students get started on their own review. Individual work. Tell students that you want them to work quietly and to concentrate on the task.</i></p>
15.43	<p>Summarize double lesson (review writing 2/2)</p> <p><i>Summarize the double lesson and remind students to hand in their reviews by next week.</i></p>

Homework: Students finish their own film reviews.

Writing Film Reviews

Lessons 3 & 4

Tasks

Warm Up

Knight and Day Review

You **liked** this film. Think of adverbs you could use to fill in.

Tom Cruise's performance is great.

Cameron Diaz is a attractive actress.

The car chases are stunning.

The stunts are amazing.

The film director's work is fantastic.

Warm Up

Knight and Day Review

You **didn't like** this film. Think of adverbs you could use to fill in.

The character Tom Cruise plays in the film is boring.

The plot of the film is hopeless.

The car chases are unimaginative.

Cameron Diaz's dress in the film is awful.

The film director's work is amateurish.

Tasks for Students | Writing a Review

1. The adjectives below are very useful for your own review. Decide which of the adjectives you would put in which column.

excellent		good		bad	
really absolutely		quite fairly		really completely	

predictable, extraordinary, interesting, fascinating, amusing, unimaginative, hopeless, entertaining, informative, awful, amazing, attractive, useless, useful, brilliant, unusual, amateurish, superb, original, stunning, great, brilliant, terrible, gorgeous, excellent, horrible, average, fantastic, gripping, powerful

1.1 Choose your six personal favourite adjectives.

My six personal favourites are:

2. You saw this review of the novel *The Phantom of the Opera* in the students' magazine of your school last week.

I recently read *The Phantom of the Opera*, a novel written in 1910 by Gaston Leroux. It has been adapted a number of times for the cinema and also made into an immensely successful musical.

It's set in Paris and is the story of Erik (the 'phantom'), an absolutely menacing figure who lives hidden away in the basement of the opera house. He is in love with Christine, a truly talented opera singer, but she in turn loves a very young aristocrat called Raoul. The plot is really intricate with lots of twists and turns, which keep the reader turning the pages.

My main criticism of the book is the fairly bad characterisation. The characters are quite unmemorable and rather shallow. It is often difficult to understand why they do certain things, for example, when Christine chooses to have a completely useless conversation with Raoul on the roof of the opera house.

To sum up, I enjoyed this 'gothic' horror story despite the weaknesses in the characterisation. However, I'd only recommend it to people who really enjoy horror or ghost stories.

2.1 Underline combinations of adverbs and adjectives that the author uses to describe the book, e.g. very great.

2.2 Can you say in which paragraph(s) (1, 2, 3 or 4) the author...

.... is reviewing the book and gives relevant key information (such as the author of the book or the director of a film). -----> Paragraph:

... gives a positive or a negative opinion. -----> Paragraph:

... says briefly what happens in the book (or film). -----> Paragraph:

... summarises his/her opinion and gives a recommendation (either positive or negative). -----> Paragraph:

3. Vocabulary and Phrases

3.1 Look at these ten phrases and put them into the right columns.

I certainly wouldn't recommend this film/play.

Go and see this film/read this book. You won't be disappointed.

I recently read/saw ...

I can thoroughly recommend this book/film.

It's set in ...

One of my favourite films/books is ...

Don't bother reading .. /going to see It isn't worth it.

There's a twist at the end.

The main character is ...

It tells the story of ...

Despite a good performance by Johnny Depp, the film is rather boring

Giving background information	Describing a story	Giving a recommendation
I recently read/saw ...		

3.2 Put these concepts into the film or book column

actor/actress chapter shots design character stunt
 contents soundtrack illustrations plot/storyline script
 dialogues plot special effects camera pages car
 chases action adventure animation film comedy crime
 disaster horror musical war costumes science fiction
 western

Books	Both Books and Films/DVDs	Films/DVDs
chapter	plot	scripts

3.3 Points for your review

You get 0 points:

when you don't do your homework

if you copy from an external source such as Wikipedia without quoting the source

You get 1 point:

when you write less than 150 words

when your review has four paragraphs

You get 2 points:

when the homework looks nice (margins, neat handwriting, paragraphs, etc.)

when you use linking words/expressions like so, and, but, because, of course; who, which, that; despite, however, etc.

when you use at least one of the phrases from 3.1

when you use at least three of the phrases from 3.2

when you write at least 150 words

You get 3 points:

when the homework looks nice (margins, neat handwriting, paragraphs, etc.)

when you use linking words/expressions like so, and, but, because, of course; who, which, that; despite, however, etc.

when you write a minimum of 200 words

when you use at least three of the phrases in 3.1

when you use at least five of the phrases in 3.2

when you use at least four of your favourite adjectives in 1.1

when you write a text that is interesting to read and shows good use of vocabulary and linkers

4. Planning my own review (150-220 words)

4.1 First of all write down all the background information (film / book title, author / director, actor / actress, etc.). Use a few minutes to complete this task.

4.2 Now plan your review carefully. Check whether you still remember what should be in each of the four paragraphs. Then describe roughly what you're planning to write in the first, second, third and fourth paragraph. You can also note down some additional comments.

First paragraph:

Second paragraph:

Third paragraph:

Fourth paragraph:

Additional comments:

5. Write your review (150-220 words).**Hand in the review on MONDAY, September 8th**

5.1 Use this page to write your review

Tasks for Students | Writing a Review | Keys

1. The adjectives below are very useful for your own review. Decide which of the adjectives you would put in which column.

excellent		good		bad	
really	extraordinary	quite	interesting	really	boring
absolutely	fascinating	fairly	amusing	completely	unimaginative
	amazing		entertaining		hopeless
	stunning		informative		awful
	superb		attractive		useless
	brilliant		useful		amateurish
	original		unusual		predictable
	great		average		terrible
	brilliant				horrible
	gorgeous				
	excellent				
	fantastic				
	gripping				
	powerful				

predictable, extraordinary, interesting, fascinating, amusing, unimaginative, hopeless, entertaining, informative, awful, amazing, attractive, useless, useful, brilliant, unusual, amateurish, superb, original, stunning, great, brilliant, terrible, gorgeous, excellent, horrible, average, fantastic, gripping, powerful

2. You saw this review of the novel *The Phantom of the Opera* in the students' magazine of your school last week.

I recently read *The Phantom of the Opera*, a novel written in 1910 by Gaston Leroux. It has been adapted a number of times for the cinema and also made into an immensely successful musical.

It's set in Paris and is the story of Erik (the 'phantom'), an absolutely menacing figure who lives hidden away in the basement of the opera house.

He is in love with Christine, a truly talented opera singer, but she in turn loves a very young aristocrat called Raoul. The plot is really intricate with lots of twists and turns, which keep the reader turning the pages.

My main criticism of the book is the fairly bad characterisation. The characters are quite unmemorable and rather shallow. It is often difficult to understand why they do certain things, for example, when Christine chooses to have a completely useless conversation with Raoul on the roof of the opera house.

To sum up, I enjoyed this 'gothic' horror story despite the weaknesses in the characterisation. However, I'd only recommend it to people who really enjoy horror or ghost stories.

2.1 Underline combinations of adverbs and adjectives that the author uses to describe the book, e.g. very great.

2.2 Can you say in which paragraphs (1, 2, 3 or 4) the author...

.... is reviewing the book and gives relevant key information (such as the author of the book or the director of a film). -----> Paragraph: **1**

... gives a positive or a negative opinion. -----> Paragraph: **2, 3**

... says briefly what happens in the book (or film). -----> Paragraph: **2**

... summarises his/her opinion and gives a recommendation (either positive or negative). -----> Paragraph: **4**

3. Vocabulary and Phrases

3.1 Look at these ten phrases and put them into the right columns.

I certainly wouldn't recommend this film/play.

Go and see this film/read this book. You won't be disappointed.

I recently read/saw ...

I can thoroughly recommend this book/film.

It's set in ...

One of my favourite films/books is ...

Don't bother reading .. /going to see It isn't worth it.

There's a twist at the end.

The main character is ...

It tells the story of ...

Despite a good performance by Johnny Depp, the film is rather boring.

Giving background information	Describing a story	Giving a recommendation
I recently read/saw ...	There's a twist at the end.	I certainly wouldn't recommend this film/play.
One of my favourite films/books is ...	It tells the story of ...	Go and see this film/read this book. You won't be disappointed.
	The main character is ...	I can thoroughly recommend this book/film.
	It's set in ...	Don't bother reading .. /going to see It isn't worth it.
		Despite a good performance by Johnny Depp, the film is rather boring

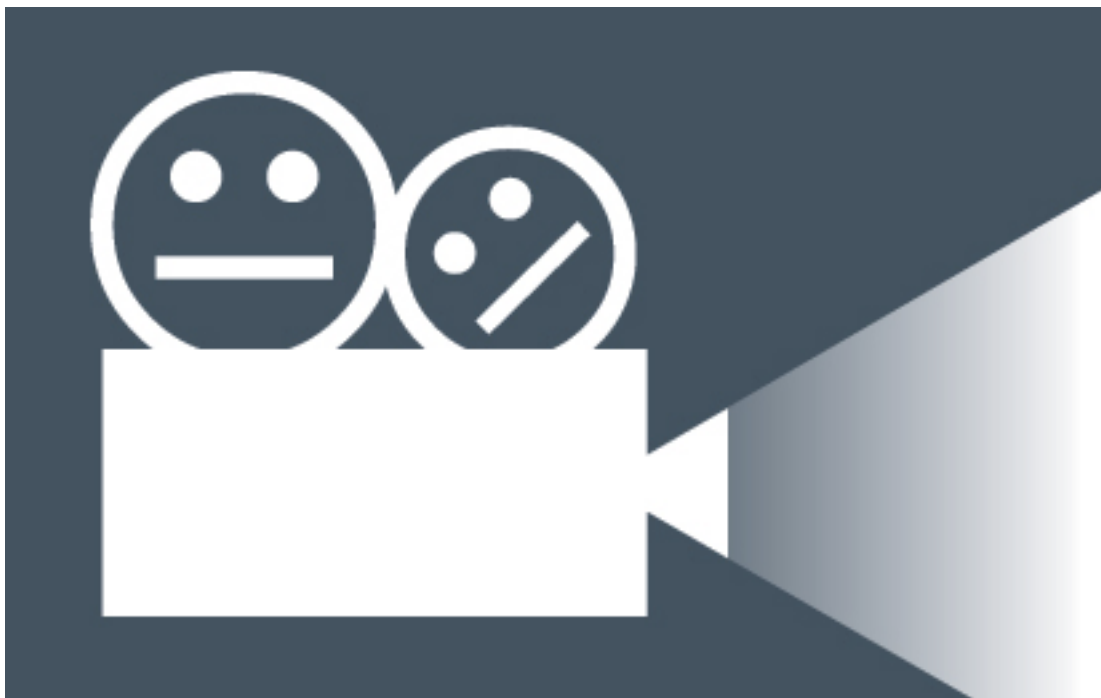
3.2 Put these concepts into the film or book column

actor/actress chapter shots design character stunt
 contents soundtrack illustrations plot/storyline script
 dialogues plot special effects camera pages car
 chases action adventure animation film comedy crime
 disaster horror musical war costumes science fiction
 western

Books	Both Books and Films/DVDs	Films / DVDs
chapter	plot	script
illustrations	car chases	soundtrack
design	action	special effects
contents	adventure	actor/actress
pages	comedy	stunt
	crime	dialogues
	disaster	shots
	horror	camera
	war	animation film
	science fiction	musical
	western	costumes
	character	

**Teaching Unit | Lesson 5 | PDF File |
Hardcopy**

Writing Film Reviews



Writing Film Reviews

Lesson 5

Lesson Planning & Lesson Plan

TEACHING PRACTICE ENGLISH

LESSON PLANNING- DETAILED VERSION

Date/time:

Date	Student	Teacher	School/Town	Subject/Class
		Tom Jung	Higher Secondary	English

1. Description of class, background

Describe the teaching context, number of learners (boys & girls, levels etc.)

Class M2C; 20 students; 9 boys, 11 girls; level B1–B2; noticeable differences within class as to learning progress with some weaker students remaining on a A2 level and a very few displaying a very good command of the language.

2. Topic of the lesson

Describe the context this topic belongs to.

Writing a review (final part). Handing back the reviews. Students' tasks based on their reviews (separate task sheets). Text When the Music Takes You. Creative Activities and Distractions. Reading and Gap fill exercise (whole text missing; context).

3. Situation

How does the content of this session relate to the learners' interests, knowledge, attitudes and habits? Is there anything unusual in this particular teaching situation? How does this session relate to the preceding session(s)?

Final part of film reviews and follow up of last two double lessons.

4. Objectives

What are your aims and objectives?

What language skills, language knowledge and attitudes are being developed?
(Be specific; refer the reader to the next page)

Students can judge a film / book based on the reviews of their peers.

Students can discuss specific aspects in their reviews where they agree/disagree with their peers.

5. Pedagogic and methodological focus

How do I proceed? Which pedagogic principle, which forms of learning are being used?

Whole class, individual work, pair work.

Analytical skills.

Mix of media (video projector, work on paper, reviews on wall).

Mix of analysis (phrases, structure of review: introduction, summary, language chunks).

6. Anticipated Problems

How do I proceed? Which pedagogic principle, which forms of learning are being used?

Motivate students sporadically to gather further information and read some more reviews of their peers.

LESSON PLAN

Date.	Student	Teacher	School/Town	Subject /Class
		T.J.	Higher Secondary (Business Administration)	Film Review (final part)

Time	Learning Processes Structure of the lesson, teaching and learning activities
Pre-Lesson	Teacher: Hang up copies of students' film reviews in classroom and number them (1-20).
14.10	<p>Welcome students, warm-up; concept of the rotten tomato for very bad films. Show students a rotten tomato and ask them what this tomato has got to do with films. Elicit the concept of awarding rotten tomatoes for bad films. Show students screenshots of website and ask students to mention a minimum of two films they would give a rotten tomato to (pair work). Elicit answer and write candidates on white board, then look them up on rotten tomatoes using search function of website.</p> <p><i>Warm Up. Awarding rotten tomatoes to bad films. Elicit films that students think deserve a rotten tomato.</i></p> <p><i>Tell students at the end of introduction what the goal of the double lesson is, i.e. completing tasks based on the film reviews of their peers.</i></p>
14.20	<p>Task sheets for the three different groups (red, blue, green; printed on coloured paper).</p> <p><i>Three groups (red, blue, green; print tasks on coloured paper): each group has different tasks with two tasks being the same for all groups. Members of each group start in different places of the room. First individual work, then each student has to team up with a student with a different colour task sheet. Then let students compare their results. Students can then choose a new partner of yet another colour group (time permitting) and compare results again.</i></p> <p><i>Students complete tasks on their task sheets and discuss results with partner(s).</i></p>

14.45	<p>Discussing some of the results of the tasks in class. Quick discussion of film genres. Ask students which films they would go and see based on the reviews of their peers. Hand back marked reviews (last week's graded homework, cf. assessment) and make a few comments. End of teaching unit film reviews.</p> <p><i>Students discuss what they have come up on their task sheets (plenary talk) after having read their peers' film reviews. Make a few personal comments about the reviews: how many of the films reviewed did teacher watch? Ask students if they agreed / disagreed with the opinions of their partners and which films they would go and see as a result of the reviews.</i></p>
14.55	Break

No homework.

Writing Film Reviews

Lesson 5

Intro

What's this got to do with films?



Rotten Tomato Website Screenshot

The screenshot shows the Rotten Tomatoes website interface. At the top, there is a green navigation bar with the Rotten Tomatoes logo on the left, a search bar in the center, and links for 'What's the Tomatometer?', 'RT Critics', 'Newsletter', 'SIGN UP', and 'LOG IN' on the right. Below the navigation bar is a black bar with 'TRENDING ON RT' and links to 'Awards Leaderboard', 'X-Men: Apocalypse', 'Producers Guild Awards', and 'PGA Red Carpet'. On the right of this bar are social media icons and a 'FOLLOW US' link.

The main content area features three large image tiles with navigation arrows. The first tile shows a woman with blonde hair and a black fur collar, with the text 'AMERICAN HORROR STORY' and 'Critics Weigh In On Finale Of Polarizing American Horror Story: Freak Show'. The second tile shows a woman with blonde hair, with the text 'PHOTOS' and 'Dapper Gals and Gents at the Producers Guild Awards'. The third tile shows an animated character with purple hair and a green leaf-like collar, with the text 'CRITICS CONSENSUS' and 'Strange Magic Disenchanting, and Mortdecai is Mortifying'.

Below the image tiles are four columns of content:

- MOVIES OPENING THIS WEEK:** A list of movies with their Rotten Tomatoes scores and number of reviews. The list includes Mortdecai (12%, 23/1), The Boy Next Door (13%, 23/1), Strange Magic (11%, 23/1), Black Sea (81%, 23/1), and Cake (47%, 23/1). A 'View All >' link is at the bottom.
- TOP TV DRAMAS:** A list of TV shows with their scores and number of reviews. The list includes The Good Wife: Season 6 (100%), The Missing: Season 2 (No Score Yet), Marvel's Agent Carter: Season 1 (97%), Empire: Season 1 (78%), and Gotham: Season 1 (90%). A 'View All >' link is at the bottom.
- TOP SCI-FI/HORROR/FANTASY:** A list of TV shows with their scores and number of reviews. The list includes The Walking Dead: Season 5 (97%), The Flash: Season 1 (96%), American Horror Story: Freak Show (87%), Sleepy Hollow: Season 2 (100%), and Doctor Who: Season 8 (91%). A 'View All >' link is at the bottom.
- TOP DVD & STREAMING MOVIES:** A list of movies with their scores and number of reviews. The list includes Fury (78%) and The Book of Life (82%). A 'View All >' link is at the bottom.

At the bottom of the page, there are links for 'Netflix | iTunes | Amazon | More...'.

Writing Film Reviews

Lesson 5

Tasks

Review Tasks | Red Group (printed on red paper)

The reviews of all students are numbered and displayed on the wall. You can refer to this number. First do the tasks on your own. Then find a partner whose task sheet has a different colour and discuss your results with him/her. Once you finished comparing your results chose a new different partner whose task sheet has yet another different colour and compare your results with his/her results.

Tasks:

1. Which review(s) is / are about a detective story?
2. Which film(s) is / are set in Scotland?
3. Which review is about a film in which cars play an important role?
4. Are there two or more reviews of the same film / same book?
5. Who do you think wrote the best introduction? Copy the text of the best introduction.
6. Mention at least two films or books that you would like to watch because you liked the reviews.

Review Tasks | Green Group (printed on green paper)

The reviews of all students are numbered and displayed on the wall. You can refer to this number. First do the tasks on your own. Then find a partner whose task sheet has a different colour and discuss your results with him/her. Once you finished comparing your results chose a new different partner whose task sheet has yet another different colour and compare your results with his/her results.

Tasks:

1. Which review(s) is / are about the world of fashion?
2. Which film stars the actress Elizabeth Banks as main character?
3. Which film is set in New York in the 1920s?
4. Name at least two films that are based on books.
5. Who do you think wrote the best summary? Copy the text of the best summary.
6. Mention at least two films or books that you would like to watch because you liked the reviews.

Excerpts and Tasks for Students | Blue Group (printed on blue paper)

The reviews of all students are numbered and displayed on the wall. You can refer to this number. First do the tasks on your own. Then find a partner whose task sheet has a different colour and discuss your results with him/her. Once you finished comparing your results chose a new different partner whose task sheet has yet another different colour and compare your results with his/her results.

Tasks:

1. Which review(s) is / are about (a) horror movie(s)?

2. Which genre of film has the most reviews?

3. Which review mentions a film in which an event that happens between March 21 and March 22 is important?

4. Is / are there any reviews of (a) musicals?

5. Who do you think wrote the best third paragraph? Copy the text of the best third paragraph.

6. Mention at least two films or books that you would like to watch because you liked the reviews.