Holiday and countries

Theme content

Lesson 3.1 Visitors from abroad
Lesson 3.2 At the airport
Lesson 3.3 Welcome to the Netherlands!
Lesson 3.4 Transfer
Lesson 3.5 CLIL – Geography
Lesson 3.1 Visitors from abroad

I will learn to
• talk about the past
• use the words: abroad, America, cabin, to catch / caught, countryside, hiking, mountains, salmon, stream, woods

1 Where are you from? Answer the questions below and fill in the missing words in the table.

1 Where were you born?

2 What nationality are you?

<table>
<thead>
<tr>
<th>country</th>
<th>nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>America</td>
<td></td>
</tr>
<tr>
<td>British</td>
<td></td>
</tr>
<tr>
<td>France</td>
<td>Chinese</td>
</tr>
<tr>
<td>Italy</td>
<td>Polish</td>
</tr>
<tr>
<td>Germany</td>
<td>Dutch</td>
</tr>
</tbody>
</table>

2 Jason talks about his fantastic holiday. Listen for Jason’s tips and tick the correct boxes.
Listen again and answer the questions.

1. Who did Jason go on holiday with? ____________________________
2. What did he build to make his dinner? ____________________________
3. Name one of the animals he saw outside his window: ________________
4. Where did Jason catch a fish? ____________________________

Work in pairs. How many words can you make with the letters from "my adventurous summer"? Write the words below. Who can make the most words in two minutes?

_________________________  ____________________________  ____________________________
_________________________  ____________________________  ____________________________
_________________________  ____________________________  ____________________________
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Stone 3.1

My father fished for salmon.
She walked through the woods.

Did you catch a salmon? Yes, I caught a salmon.
Did they go hiking in the mountains? No, they went hiking in the countryside.

They flew to America by plane.
We made soup when we went camping.
5 Write the correct past tense next to the verbs.

ate  caught  fell  got  hiked  laughed

made  pulled  took  was  went

1 to go ______________________  6 to hike ______________________
2 to pull ______________________  7 to be ______________________
3 to catch ______________________  8 to take ______________________
4 to make ______________________  9 to fall ______________________
5 to eat ______________________  10 to get ______________________

6 Complete the story. Fill in the verbs of exercise 5 using the correct form.

Last year, our family ______________________ to America to visit my father's brother and his family. It ______________________ my first big trip abroad. They live in the mountains, so we ______________________ up the mountain to their cabin. My cousin ______________________ me fishing one day. I ______________________ a very big salmon. It ______________________ so hard on my fishing rod! I ______________________ into the stream. The water was freezing cold. Luckily, my aunt ______________________ me a hot bath when we ______________________ back. We ______________________ the salmon for dinner. It was delicious!
Write a postcard to a friend. Tell him / her what you did when you were on holiday.

Imagine you went fishing in this stream. What did you catch? What did it look like? Tell your classmate about it. He / she is going to draw your big catch! Take turns.

Now I can
- talk about the past
- use the words of this lesson
Lesson 3.2 At the airport

I will learn to
• sing a song
• use ‘I am leaving / meeting / …’ correctly
• use the words: airport, bags, boarding pass, check in, customs, flight, luggage, passport, security, to stay

1 Sing the song.

We’re at the airport

It’s 6 o’clock in the morning, the plane leaves at 8.
‘Hurry up,’ my mom says, ‘we’re going to be late.’
We’re flying to uncle Sam, who lives in Amsterdam.
I really don’t want to go, I want to stay at home.

Is there anyway, I can stay home alone?
At home with my pets, my computer and my friends.

We’re at the airport, my passport is missing!
We’re at the airport,
I’d be fine if I stayed home!
We’re at the airport, my passport is missing!
Please don’t worry about me,
I don’t mind being home alone.

Don’t worry, don’t worry about me!
Don’t worry, don’t worry about me!
Don’t worry, don’t worry about me!
Don’t worry!

My mom is angry with me: ‘How could you forget?’
She is searching through my luggage, but hasn’t found it yet.
My father calls security, everybody is yelling.
I know where my passport is, but I’m not telling.
2 Write the correct word under the picture.

- customs
- passport
- check in
- airport
- boarding pass
- security

3 Underline the correct verbs. Look at the example.

1. I [am / is / are leaving / meeting] my friends at the cinema.
2. My brother [am / is / are leaving / meeting] on April the 1st.
3. We [am / is / are leaving / meeting] from Eindhoven airport.
4. She [am / is / are meeting / leaving] her father in Utrecht.
5. I [am / is / are leaving / meeting] my cousins on Saturday.
6. We [am / is / are leaving / meeting] for France tomorrow.
Where are they going? Think of a name and destination. Spell it to your classmate. He / she will write it down on the boarding pass.

For example:
Mr. Jenkins is leaving for London on November the 12th. That’s Mr. J-e-n-k-i-n-s, leaving for L-o-n-d-o-n. His flight is at 11.30 and the flight number is BA1613.

<table>
<thead>
<tr>
<th>Name of passenger</th>
<th>Date</th>
<th>Time</th>
<th>Name</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Jenkins</td>
<td>12 Nov.</td>
<td>11.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class</td>
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<tr>
<td>economy</td>
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<tr>
<td>from</td>
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<tr>
<td>Amsterdam</td>
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<tr>
<td>Destination</td>
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<thead>
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<th>Name of passenger</th>
<th>Date</th>
<th>Time</th>
<th>Name</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Jenkins</td>
<td>26 Jan.</td>
<td>7.50</td>
<td></td>
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</tr>
<tr>
<td>Class</td>
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<td>from</td>
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<tr>
<td>Rotterdam</td>
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<tr>
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<th>Time</th>
<th>Name</th>
<th>FROM</th>
<th>TO</th>
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<tr>
<td>Mr. Jenkins</td>
<td>6 May</td>
<td>20.42</td>
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<td>economy</td>
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<tr>
<td>from</td>
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<tr>
<td>Eindhoven</td>
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<tr>
<td>Destination</td>
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</tbody>
</table>
What's in your suitcase? Unscramble the words and find out what is in it.

Going through customs. Complete the dialogue.

<table>
<thead>
<tr>
<th>Customs</th>
<th>You</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good morning. Passport please.</td>
<td>Good morning, here you are.</td>
</tr>
<tr>
<td>Where are you flying today?</td>
<td>I am flying to _________</td>
</tr>
<tr>
<td>What are you going to do there?</td>
<td>I am ___________</td>
</tr>
<tr>
<td>Are you travelling alone?</td>
<td>Yes, I am. But I am meeting __________</td>
</tr>
<tr>
<td>What's your name?</td>
<td>My name is _______</td>
</tr>
<tr>
<td>Can you spell your surname?</td>
<td>Yes sir, it's __________</td>
</tr>
<tr>
<td>All right. Have a good flight.</td>
<td>Thank you sir.</td>
</tr>
</tbody>
</table>

Work with a partner. Re-write the dialogue. Use a sheet of writing paper. Imagine the customs officer thinks you're lying.

Now I can
- sing a song
- use ‘I am leaving / meeting / …’ correctly
- use the words of this lesson
Lesson 3.3 Welcome to the Netherlands!

I will learn to
• talk about my plans
• use ‘going to’ correctly
• use the words: aquarium, canal, famous, landmark, pedal boat, the Netherlands, sightseeing, tour, tourist information office, welcome

1 Read the text and fill in the table.

Travelling in Europe

Bonjour, I’m Charlotte. My family and I are going to Euro Disney in Paris for 3 days! We are taking the “fast train” from Amsterdam to Paris. It only takes 3.5 hours! We’re going to spend a day in Paris and visit the Eiffel Tower. I’m looking forward to eating French croissants for breakfast. We’re leaving on 27 December, right after Christmas, so Euro Disney and Paris will be decorated with beautiful holiday lights! I think Christmas is the best time of the year to visit Paris!

Hi, I’m Jayden. I’m English and Dutch. My father is from England and my mother is from the Netherlands. We’re going to visit my family in Canterbury for one week. Our flight is on 24 April. I’m going to miss King’s day, but I get to see my cousins and it is going to be so much fun! We talk on Skype a lot and on Facetime. So, we have already made lots of plans. We’re going to the Wild Animal Park near Canterbury. I think wild animals are so cool. We are also going to visit London because it’s only an hour away by train. I’m going to bring my umbrella because England can be pretty wet in April! I cannot wait to eat an English breakfast…eggs, sausages and bacon, mmm….

<table>
<thead>
<tr>
<th>Information</th>
<th>Charlotte</th>
<th>Jayden</th>
</tr>
</thead>
<tbody>
<tr>
<td>destination</td>
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</tr>
<tr>
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<td></td>
<td></td>
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<tr>
<td>length of stay</td>
<td></td>
<td></td>
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<tr>
<td>date of departure</td>
<td></td>
<td></td>
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<tr>
<td>planned activities</td>
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<td>–</td>
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</tr>
</tbody>
</table>
2 There are 8 words that are divided into two pieces. Which two pieces make a word? Match the two pieces and write down the word.

<table>
<thead>
<tr>
<th>mous</th>
<th>come</th>
<th>sight</th>
<th>aqua</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeing</td>
<td>pedal</td>
<td>mark</td>
<td>ca</td>
</tr>
<tr>
<td>rium</td>
<td>infor</td>
<td>fa</td>
<td>land</td>
</tr>
<tr>
<td>boat</td>
<td>wel</td>
<td>nal</td>
<td>mation</td>
</tr>
</tbody>
</table>

1 5
2 6
3 7
4 8

3 Find the odd one out. Look for the word(s) that don’t belong and explain why.

For example:
- zoo – landmark – sightseeing – eat dinner

Because: that is something you do every day and the other three things you do on holiday.

- windmill / bicycle / gondola / pedal boat

Because: ________________________________

- Scotland / Australia / USA / France

Because: ________________________________

- schoolbag / map / city tour / tourist information office

Because: ________________________________

- museum / school / aquarium / canals

Because: ________________________________
4 Draw a line matching the famous landmark with the correct country.

Eiffel Tower  India
pyramid  the Netherlands
Statue of Liberty  Italy
canals  England
leaning Tower of Pisa  France
Opera House  Egypt
Taj Mahal  Australia
Big Ben  USA

Stone 3.3
I am going to take a city-tour.
My sister / Shane is going to the aquarium in Scheveningen.
We / they are going to rent a pedal boat.

5 Imagine you are on holiday. What are you going to do?
1 I am going to _____________________________
2 I am going to _____________________________
3 I am going to _____________________________
4 I am going to _____________________________
Logiquiz. Where are they going? Read the clues.
Fill in a ‘+’ if the answer is yes and a ‘-’ if the answer is no.
Everyone is going to two places.
- Sophie is going to see the palace, but she’s not going shopping afterwards.
- Lynn and Bart are not going to the aquarium.
- Bart loves rollercoasters and good food.
- Sophie loves a picnic in the park.
- Lynn loves to go shopping.
- Neill isn’t going to market.
- The person who is going to the aquarium is a big fan of animals.
He / she is also going to visit the zoo!

<table>
<thead>
<tr>
<th></th>
<th>aquarium</th>
<th>market</th>
<th>fun park</th>
<th>palace</th>
<th>shopping centre</th>
<th>park</th>
<th>zoo</th>
<th>restaurant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophie</td>
<td></td>
<td>+</td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lynn</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Bart</td>
<td></td>
<td></td>
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<tr>
<td>Neill</td>
<td>+</td>
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</tbody>
</table>

Sophie is going to the ___________ and the ___________
Lynn is going to the ___________ and the ___________
Bart is going to the ___________ and the ___________
Neill is going to the ___________ and the ___________

Imagine you are going on a trip. You can go anywhere you like! Where are you going? What is there to see and do?

I am going to __________________________

Things to see and do: __________________________

_________________________
Lesson 3.4 Transfer

I will learn to
• look up interesting information for tourists
• give a presentation about a city
• use the words and stones of lesson 1, 2 and 3

1 Look at the two pictures. Write one sentence using those two words.

mountains – America – cabin – The Netherlands –
airport– canals – to stay – famous

2 Solve the rebus.

A -n -g -t -ip n=c -w 2 © Noordhoff Uitgevers bv
262446.indb   50
12/10/17   2:25 PM
Choose a city and find some interesting facts about it.

1 How can you get there? ________________________________

2 What makes this city special? ________________________________

3 What interesting places are there for tourists? (think of markets, shops, restaurants, museums)

_________________________________________________________________________

4 What are the hotel rates? ________________________________

5 Which is the best season to visit this city and why? ________________________________

6 Interesting facts about the city (how old, how big):

_________________________________________________________________________

7 Other things you would like to mention:

_________________________________________________________________________

Be a tourist information officer.

You are going to give a short presentation about your city to some tourists (your classmates).
Prepare what you are going to say and who is going to say what.

Now I can

- look up interesting information for tourists
- give a presentation about a city
- use the words and stones of lesson 1, 2 and 3
Lesson 3.5 CLIL – Geography

I will learn to

- collect information about a country
- make a holiday brochure

1. Look at the map.
Write down the names of the countries you know in English.

__________________  __________________
__________________  __________________
__________________  __________________
__________________  __________________
__________________  __________________

2. Do exercises 1 till 4 on worksheet 3.5.
Find information about one country and create a holiday brochure.

Now I can

- collect information about a country
- make a holiday brochure
Theme 4
Movie making

Lesson 4.1 Movie making
Lesson 4.2 Behind the scenes
Lesson 4.3 Storylines
Lesson 4.4 Transfer
Lesson 4.5 CLIL – Art
Lesson 4.1  Movie making

I will learn to
- understand how a movie is made
- use the words ‘first step’, ‘second step’, ‘third step’ and ‘finally’ correctly
- understand the words: content, documentary, edit / editing, genre, location, mystery, planning, rehearse / rehearsing, thriller, type

1 What kind of films do you like? Fill in the questionnaire!

1 Do you like to watch films?  yes / no
2 What genre do you like best?
3 What genre do you like the least?
4 What is the name of your favourite movie?
5 What is the genre of your favourite movie?

2 Write the correct word under the picture.

planning  documentary  type
rehearsing  mystery  thriller
3 Underline the correct word.
1 We would like to make a content / thriller.
2 The genre / location of the film is a houseboat.
3 We should do some planning / mystery before we write the script.
4 Now that we know the type / documentary of film we can think about the cast.
5 My favourite part is editing / rehearsing because I love to act!

Discuss your answers with your classmate.
Did you underline the same words?

4 Make the correct combinations. Draw lines.

Our film takes place in a warehouse.  casting
Karen plays the thief in the movie.  editing
The movie is a documentary.  genre
The film is about a girl in Amsterdam.  location
The producer is going to cut some scenes.  topic
Stone 4.1

The **first step** is to think of a topic. **What will the film be about?**

The **second step** is to choose a genre. **Is it a documentary, thriller or mystery?**

The **third step** is to think of the casting. **Who will be the movie star?**

How many actors do you need?

The **fourth step** is choosing a location. **In other words, where does it take place?**

In a warehouse, at school or in the city?

**Finally**, load the film onto the computer and edit it! **Make changes to the film on your computer.**

---

5

Some words in the instructions are missing. Complete the text.

**Instructions on how to write a film script**

When you are going to write a

________________________, you have to think about a few things.

The **first step** is to think of a

________________________.

In other words: what is the film about?

The ____________________
is to choose a genre. Will it be a thriller, documentary or a mystery?

The third step is to think about the casting. How many actors do you want and who is going to be the movie star?

The fourth step is to choose a

________________________.

Where does the story take place?

In a warehouse, at school or somewhere else?

________________________,

after you have filmed everything you have to __________________________, all of your material. Sometimes, you have to cut some scenes or add special effects.

Good luck!
Work with a classmate. Fill in the mind map.

Think of a film you both like and fill in the mind map. What is the topic and the genre of the film? Who are the movie stars? (the cast) What is the location? You can add other items as well. Ask your teacher if you can look up information about the film on the internet.

The topic: ____________________

The genre: ____________________

The film title: ____________________

The location: ____________________

The casting: ____________________

Present your mind map to the class.

Now I can

- understand how a movie is made
- use the words ‘first step’, ‘second step’, ‘third step’ and ‘finally’ correctly
- understand the words of this lesson
Lesson 4.2 Behind the scenes

I will learn to
- say a chant
- understand what happens behind the scenes
- understand the words: behind the scenes, cast, camera operator, crew, headphones, monitor, movie director, record(ed), responsible, sound technician

1 Say the chant.

Let’s make a film!
Where is the cast?
Where is the crew?
Where is the director who knows what to do?
Cast! Crew!
Movie director!
Where are you?

Here is the cast!
Here is the crew!
Here is the director who knows what to do!
Cast! Crew!
Movie director!
How are you?
Let’s learn the script
Let’s make this film
One! Two! Three!
Action!

2 Making a movie isn’t easy. There are many people on the set and they all have different tasks. Discuss the questions with your classmate.

- Can you name some jobs that people do when they work on a movie?
- What do they do?
3 Make the correct combinations. Draw lines.

- crew
- headphones
- record
- responsible
- cast

4 Find the words in the puzzle. Look in every possible direction!

- monitor
- headphones
- cast
- record
- scenes
- responsible
- crew
- director

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senohpdadehe
ccszfgwrfblal
ejqcrewbds
nxaiupufifiss
egjcqusdarw
slfganiaeoett
bndjosugkcpp
zdbnbntlyttl
qxsscvfnmoz
yearwercord
rotinomgprt
```
The movie director is in charge of the creative parts of the movie. Selects a good script. Decides who will be in the cast and on the crew.

The camera operator is in charge of filming the scenes. The sound technician wears headphones to monitor the sound. You need a lot of people to make a good movie!

5 Look at the Stone. Put the words in the correct order.

1 need – a lot of – You – movie – people – good – to make – a

2 in charge – is – of – The – camera – scenes – operator – filming – the

3 to monitor – wears – sound – the – headphones – The – technician – sound

4 creative – in charge – parts – is – director – movie – the – of – The

6 Write the words under the correct picture.

- cast
- camera operator
- sound technician
- movie director
Work with a classmate. Which word fits the description best?

movie director  camera operator  sound technician  cast  crew

1. The __________________ positions the camera and chooses the right angle.
2. The __________________ makes sure everything is properly recorded.
3. The __________________ is everyone who works behind the scenes.
4. The __________________ consists of all the actors and actresses.
5. The __________________ selects a good script and makes a movie about the script.

Talk with a classmate. If your job was to make movies, what would you like to be?

Would you like to be a(n)… movie director, sound technician, camera operator, actor, actress, stunt man or something else? Write down your answer and why. Then tell your classmate.

I would like to be a(n) __________________ because __________________

Now I can

• say a chant
• understand what happens behind the scenes
• understand the words of this lesson
Lesson 4.3 Storylines

I will learn to
• use ‘will be’ to describe the future
• understand how a film script is made
• understand the words: advertise, climax, conflict, falling action, poster, sound effects, storyline, theme, resolution, rising action

1 Make the correct combinations. Draw lines.

This is what you do to promote your film.

people write this before filming.

These are special sounds added to a movie.

A large piece of paper with information about a film.

2 Before reading.

1 Look at the lay-out of the text on the next page.
   What kind of text is this?
   I think this is an article / a dialogue / a news item.

2 Look at the picture. What do you think the text will be about?
   I think the text will be about a film festival / a cinema festival.
Now listen and read the text.

Diane: Hi Amina, how are you? Do you want to do something this afternoon?

Amina: Hi Diane, I’m fine! What do you feel like doing?

Diane: I was thinking about going to the cinema festival in town. I’m in the mood to see a film. What about you?

Amina: Great idea, I could really go for a film! What’s playing?

Diane: Let me check on my phone.... there are two films this afternoon. The first one is called *Invasion* and starts at half past three. It’s a sci-fi film.

Amina: What’s it about? I don’t really like sci-fi to be honest.

Diane: It’s about aliens who attack Russia in the year 2075. Not really my thing either.

Amina: What’s the other film about?

Diane: The other one is called *The life of a teenage girl*. The story is set in New York. That sounds better doesn’t it?

Amina: Who’s the main character in this film? Do we know her?

Diane: It says that the film star is Jocelyn Emmereth. I have never heard of her, have you?

Amina: No, I haven’t either. Let me find out what the critics say about this film.

Diane: That’s a good idea! Why didn’t I think of that?!

Amina: The film gets four out of five stars, so that’s pretty good don’t you think? One of the critics said: ‘Jocelyn Emmereth is an incredibly good actress. Teenage girls will love this film.’ Sounds good, doesn’t it?

Diane: Yes, it does! Let’s go!

Look at your answers to question two.

Were you right? yes / no
4 First read the statements below.
Then read the text again and circle true or false.

Diane wants to do something in the afternoon.
There are three films to choose from.
The first film starts at half past four.
The film is about aliens who attack Russia.
The second film takes place in New York.
*The life of a teenage girl* gets three out of five stars.

<table>
<thead>
<tr>
<th>true</th>
<th>false</th>
</tr>
</thead>
<tbody>
<tr>
<td>s</td>
<td>f</td>
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<tr>
<td>a</td>
<td>c</td>
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<tr>
<td>p</td>
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<td>f</td>
<td>e</td>
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<tr>
<td>n</td>
<td>i</td>
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</tbody>
</table>

What word do the circled letters make? __________________

What does that mean? __________________

Stone 4.3

Decide what genre or type of film you will be making.

Create a beginning, middle and end to your storyline.

It will be a comedy / thriller / documentary / mystery / …

In the beginning you **will be writing** about something exciting.
**In the middle you** **will be writing** about the climax.
**In the end you** **will be writing** about the resolution.

Once you have made your film, you need to advertise it!
Make posters to promote your film.

5 Complete the sentences. Use the Stone.

1 First, decide what __________________________ you will be making.
2 __________________________, middle and end to your storyline.
3 In the beginning, you __________________________ about something exciting.
4 Make posters __________________________ your film.
Answer the questions with your own answers. Use the Stone.

1. What should you do before writing a storyline?

2. What genre will it be?

3. What do you write in the middle?

4. What do you do in order to promote your film?

Work together with a classmate. Fill in the blanks with your own answers. Then act out the conversation!

Diane: Hi Amina, how are you? Do you want to do something this afternoon?
Amina: Hi Diane, I’m fine! What do you feel like doing?
Diane: I was thinking about going to the __________ in town.
I’m in the mood to see a movie. What about you?
Amina: Great idea, I could really go for a movie! What’s playing?
Diane: Let me check on my phone… there are two films this afternoon.
The first one is called ‘______________’ and starts at __________. It’s a __________
Amina: What’s it about? I don’t really like __________ to be honest.
Diane: It’s about ________________. Not really my thing either.
Amina: What’s the other film about?
Diane: The other one is called ‘______________’. The story is set in ________________.
That sounds better doesn’t it?
Amina: Let me find out what the critics say about this film.
Diane: That’s a good idea! Why didn’t I think of that?!
Amina: The film gets _______________ out of five stars, so that’s pretty _______________.
I don’t you think? Sounds good, doesn’t it?
Diane: Yes, it does! Let’s go!

Now I can
• use ‘will be’ to describe the future
• understand how a film script is made
• understand the words of this lesson
Lesson 4.4

Transfer

I will learn to
• write a storyline for a short film
• work together with a classmate
• use the words and stones of lesson 1, 2 and 3

1 In this lesson you are going to write a storyline for a short movie with a classmate.

2 Step 1: Decide on the topic of your movie.
Before you start writing your storyline you have to think of a topic. What will your movie be about? First, write down your ideas for topics. Then compare your ideas with your classmate.

My ideas for topics are:

________________________________________________________________________

________________________________________________________________________

Compare your topics and discuss which topic would be best for your movie.
The topic for our short movie will be __________________________

3 Step 2: Decide on the genre of your movie.
Before you start writing your storyline you have to decide on the genre of movie. Write down as many different genres as you can remember from lesson 1, 2 and 3.

________________________________________________________________________

________________________________________________________________________

Now choose the two genres you both like best.

________________________________________________________________________

Discuss which genre would be best for your film.
The genre for our short film will be: _________________________________
Step 3: What is going to happen?

You have decided on the topic and genre for your short film. Now it is time to think about what is going to happen in your film.

Discuss with a classmate what is going to happen in the beginning, in the middle, and at the end of your film. Write down your ideas (in keywords) in the box below.

<table>
<thead>
<tr>
<th>beginning</th>
<th>middle part / climax</th>
<th>ending / resolution</th>
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Step 4: Who are the actors?

Now you have some ideas for the beginning, middle and end of your short film. However, another important part of your film are the actors. Write down how many actors you need, each actor's role and their name.

<table>
<thead>
<tr>
<th>actor or actress</th>
<th>role</th>
<th>name</th>
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Write the storyline!

It's time to write the storyline together! Use your answers and ideas from step 1, 2, 3 and 4. Write down what happens in each scene on worksheet 4.4.

Now I can

- write a storyline for a short movie
- work together with a classmate
- use the words and stones of lesson 1, 2 and 3
Lesson 4.5 CLIL – Art

I will learn to
- prepare materials for a film scene
- make and film a scene

1. Look at the picture. What emotions do you see? Tick the 4 boxes next to these emotions.

[Image of a cartoon character with 4 different emotions: happy, surprised, angry, in love, sad, panicked, scared, bored, ashamed]

2. Work with a classmate. Take turns expressing an emotion with your face and body. Your classmate will guess which emotion you are acting out.

3. Do exercises 1 till 5 on worksheet 4.5. Learn to create and to film a scene.

Now I can
- prepare materials for a film scene
- make and film a scene