**Slide 1 – TELL ME GRID.**

* This is a prediction activity to introduce students to the film.
* We’ll give the instruction in the TL and ask a HAP to translate it into English.
* We’ll clarify what each of the sections mean – elicit ideas from the students, using the pictures to help. Students will be given a copy of the grid
* The students will be seated on tables of 4 and each pupil will be given a section of the grid to fill in.
* They were introduced to some of the more challenging vocabulary here in the starter activity, but we’ll check that they are comfortable with all of it. Before we play it, we’ll make sure that they are aware of the challenge task. **(play clip)**

**Slide 2 – PLAY CLIP.** We’ll collect the students’ ideas in the target language, and then play them the actual clip, so they can see if what they heard matches what they now see. **(play clip)**

**Slide 3 – ADJECTIVES.**

* Now students have an idea of film, we’ll look more closely at describing the two main characters – remind of lesson objective – to be able to describe a character in the film.
* Before we do this, students need to be given some good adjectives to use.
* We’ll elicit the meanings of these adjectives from the whole class, and students will then practise using them by playing a game of charades in pairs. Each student will have a copy of this sheet. **(show sheet)**
* One person will secretly choose an adjective and act it out and the other person has to guess what it is.
* We thought it was important to change the focus of the lesson – pupil to pupil, rather than teacher to pupil / class.

**SLIDE 4 – PLAY CLIP AND FILL IN SHEET**

* Students will each be given one of these sheets to fill in.
* We’ll give the instruction in the TL and ask a HAP to translate it into English – they need to watch the clip and use the adjectives sheet to fill the sheet in. we’re not expecting students to understand all the language, as it’s quite challenging – but they should get a sense of the characters’ personalities and how they interact with each other.
* We’ll check that students are aware of the challenge task and then play the clip. **(play clip)**
* We’ll then get students to share their ideas.

**SLIDE 5 – WRITING TASK**

* Students will then use the adjectives we’ve gone through to help them to complete a writing task, where they’ll describe a character from the film.
* We’ve chosen to write some model answers around the motorcyclist. We’ve written an answer relating to the bronze, silver, and gold success criteria.
* We’ll look at the texts and elicit the differences between the different answers, so that students know how to achieve a certain level. Students will have about 10 minutes to complete the writing task.

**SLIDE 6 – PEER FEEDBACK**

* Students will swap their books and do some peer feedback in the target language. They’ll complete WWW / EBI.
* On the left are the opinions, and on the right are the justifications. Students will have about five minutes to complete that. Teacher circulates in this time to see what the students have written -plenary.

**SLIDE 7 – final plenary**

Show students the success criteria. Ask them to reflect on what they have written and raise their hands depending on whether they are bronze, silver, or gold.