B-movies and film stars
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Age:	Young adults / adults
Level:	Intermediate +
Time:	60–90 mins
Aim:	To develop fluency
Key skills:	Integrated skills
Materials:	One role card per student (If you like, you could google *B-movies* and print out some images – though copyright law must be considered – or find some B-movie trailers online.)

Procedure

1. Ask students to tell you some titles of movies they like or have watched recently and write them on the board.

2. Elicit the genre of the movies (horror, action, western, thriller, love story, etc).

3. Invite students to talk for a while about their favourite movies or the ones they have watched lately, what movies they usually watch, etc.

4. Write *B-movies* on the board and invite students to tell you if they know what they are. (They are low-budget movies with simple plots and usually unknown/amateur actors.)

   If you have access to the internet, you could show them some B-movie trailers.

5. After that, ask them the following questions:

   Have you ever watched a B-movie? What was the title? What was it about?

   If you have not, would you like to watch such a movie? Why? Why not?

6. Set the scene: The students must imagine they are actors or actresses in B-movies and that they are all at a party. Each student will get a role card with information about the characters and the movie. Before the role-play, they will have to complete the missing information on the role cards.

7. Inform the students that they do not have to assume the leading roles in the movies if they do not want to; for example, they could be the love interest of the

person in the leading role, the bad guy or whatever their imagination would like them to be!

8. Hand out the role cards, one per student. There are ten of them so, if you have more than ten students, two students will have the same role card or you can create extra role cards yourself. Allow five to ten minutes for them to read their cards and fill in the missing details. Walk around and help as necessary. Encourage them to be as imaginative as possible.

9. Pre-teach or elicit unknown vocabulary (the illustrations on the role cards might help).

   Possible unknown vocabulary: *tailor*; *headhunter*; *nada* (slang: Spanish for *nothing*); *to end up*; *to rush off*; *wig*; *haunted*; *eyrie*.

10. Once they are ready, students perform the role-play, imagining they are an actor/actress in the film on their role card. They mingle and ask each other questions about their movies, roles, budgets, plots and so on. Demonstrate if necessary. Inform the students that the idea is to improve their fluency so they should talk as much as possible to the other 'actors' and encourage others to speak by asking them questions about their films. Inform them that, after the role play, they will take part in activities based around the various films. Allow about 15 to 20 minutes for the role-play.

    As fluency is more important than accuracy in this activity, do not interrupt students to correct them on the spot. Listen carefully and write down grammar or vocabulary mistakes for the feedback session later.

11. Afterwards, students in groups can decide to do one or more of the following:

    a. Pick one of the movies and create the trailer.
    b. Write a review of one of the movies.
    c. Interview one of the actors or actresses.
    d. Interview a member of the public right after they have seen one of the movies.
    e. Decide which movie can get the B-movie Oscar.
    f. For more creative students, you could ask them to pick a movie, think of a scene and act it out in front of the class.

12. Once they have finished, praise students for their ideas and performances, and talk about the mistakes you noted down. Refer to the mistakes anonymously.

Lesson Share ROLE CARDS

The Curious Case of Benjamin and his Buttons

Film star's name: _____

Character's name: _____

Year of production: _____

Budget: _____

Genre: _____

Plot: Benjamin has a serious problem. All the buttons on every piece of his clothing are getting smaller and smaller and he can't button his shirts and trousers up anymore!

Soon, he finds out that _____
_____
_____.

Things get worse when he meets Samantha and
_____
_____
_____.

The devil wears nada

Film star's name: _____

Character's name: _____
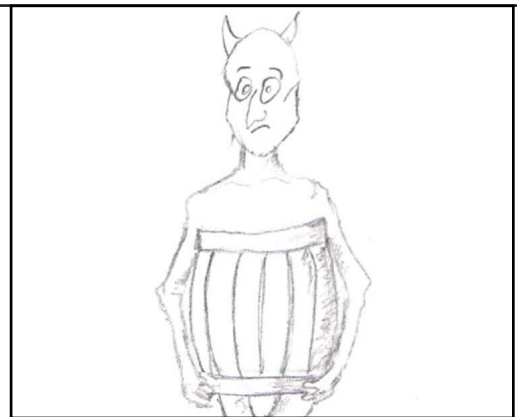
Year of production: _____

Budget: _____

Genre: _____

Plot: The devil has a serious problem. He does not fit into his clothes anymore because he is too fat! So he goes to a tailor and asks him/her to _____
_____

or else he will _____
_____
_____.

But things get complicated when _____
_____
_____

ButMan!

Film star's name: _____

Character's name: _____

Year of production: _____

Budget: _____

Genre: _____

Plot: Poor Jack cannot stop saying the word 'but'! He always finds arguments against what other people say! He wants to _____

but _____
_____.

So he goes to _____

but _____.

Some friends try to help him but _____
_____.

Saturday the 14th

Film star's name: _____

Character's name: _____

Year of production: _____

Budget: _____

Genre: _____

Plot: Judith watched a very scary movie the previous night

so she decides to _____
_____
_____.

An old man _____
_____.

A handsome stranger _____
_____
_____.

Lesson Share ROLE CARDS

Six and the City

Film star's name: _____

Character's name: _____

Year of production: _____

Budget: _____

Genre: _____

Plot: Six thieves escape from a prison and end up in New York. There are three men called _____, _____ and _____, and three women called _____, _____ and _____. However, a dreadful headhunter _____ _____. Trying to escape, they meet _____ and _____ _____.

Herlock Sholmes and the Mystery of the Haunted Wig

Film star's name: _____

Character's name: _____

Year of production: _____

Budget: _____

Genre: _____

Plot: The famous hairdresser, Herlock Sholmes, is asked to help a bald woman. He buys a wig for her but soon she realizes that the wig is haunted! When she wears it during the day it _____ _____ and at night it _____ _____. Herlock is very confused because _____ _____.

John Bond: Always Say Always

Film star's name: _____

Character's name: _____

Year of production: _____

Budget: _____

Genre: _____

Plot: John Bond, the famous pizza cook who became a
secret agent to save his _____,
is asked to _____
_____
_____.

However, when terrorists attack _____
_____.

John will have to _____
_____.

THE VAMPIRE EYRIES

Film star's name: _____

Character's name: _____

Year of production: _____

Budget: _____

Genre: _____

Plot: Two vampires, _____ and _____,
cannot change back to being vampires after having
transformed themselves into bats! They live in a nest
high above _____
_____
and eat _____.

They are both very _____
but when the beautiful, mysterious Alena _____
_____
_____.

The Godmother

Film star's name: _____

Character's name: _____

Year of production: _____

Budget: _____

Genre: _____

Plot: When Tom and Janine, a young couple, decide to choose Charlene M'afia as the godmother to their baby girl they have no idea that she _____
_____
_____.

But when Tom's mother-in-law _____
_____
_____.

THE ULTIMATE ANOTHERMAN

Film star's name: _____

Character's name: _____

Year of production: _____

Budget: _____

Genre: _____

Plot: Joanna Smith, a secretary, meets an attractive man, _____
and falls in love with him. However, when he always rushes off every time they have a date, she can't help asking herself if _____
_____.

However, she doesn't know that he is _____
_____.

And when aliens attack Earth, Anotherman and Joanna _____
_____
_____.