

## 4b Spoken reviews

<b>Text</b>	Spoken reviews of films & tv shows	
<b>Grammar focus</b>	Modals for advice	<b>Vocabulary focus</b> → Adjectives & film/TV show vocabulary
<b>Skills focus</b>	Organising a spoken review	
<b>Objective</b>	Students will be better able to give a natural, spoken review of a film or tv show.	
<b>CEFR</b>	B1 Sustained monologue: Describing experience Can clearly express feelings about something experienced and give reasons to explain those feelings.	

<b>Levels</b>	B1
<b>Ages</b>	Teen and above
<b>Length</b>	1–2 hrs

 **Teaching tip**

These kinds of small, spoken reviews are the perfect tiny text because we give so many of them. They're quick, they're easy and they follow a formula. These can be used for films, TV shows, restaurants, theatre, cafes, songs, food, basically anything that you might give a short, spoken review of to a friend. It can be adapted for different levels as well by using more advanced language or going into the story in more detail. Whatever the topic for the week, consider linking it to their real lives by bringing in one of these and showing them how they can put the language from the week into practice immediately.

 **Procedure**
**Discussion**

- 1 As an introduction tell your students about a film or TV show you've seen and give a brief review of it. Get them to discuss any they've seen recently.
- 2 Once they've discussed them, get your students to record their reviews individually on their phones.

*Tip: you might want to prepare them before the lesson by telling them to bring in their phones and their earphones – most phones will have a voice recorder or they can easily be downloaded for free. Most earphones will have a microphone which will cut down on background noise when they are recording themselves.*

- 3 Tell your students that by the end of the lesson they will have upgraded these recordings and they will be able to compare them to see their progress.

**Spoken reviews**

- 1 Tell your students they are about to listen to two spoken reviews. For their first listening you just want to know what shows/tv shows they are about.
- 2 Play them again and let your students discuss them as they would if they'd heard them in a real conversation i.e. have they seen them or would they like to?

**Skills focus**

- 1 The aim of this section is to give your students a rough structure for a spoken review. This will help them to frame their answer and it is what a listener would expect to hear in this type of conversation.

#	Section	Examples
4	Recommendation	It's on Netflix so you should check it out.
		Give it a watch but don't pay for it. Maybe wait until it comes out on television.
1	Introduction	Have you seen the new Spider man film yet?
		I saw that show, Stranger Things, the other day.
3	Specific opinion	The special effects are awesome and the writing is good but the story is a bit silly.
		Series 2 wasn't great but series 3 is brilliant. The acting is fantastic.
2	Overall opinion	It's ok.
		It is amazing

**Vocabulary focus 1**

- 1 Elicit that in a review you would usually use a range of adjectives and synonyms for good and bad to avoid repetition. Students read the texts and answer the vocabulary questions.

- 1 4
- 2 Amazing/Fantastic/Brilliant = the strongest. Great = next strongest. Good = weakest
- 3 They mean they did not like this series.
- 4 On
- 5 Show/episode/series/acting/special effects/film/writing/story/television/Netflix

- 2 Ask students to decide which of them is the strongest. Which means 'very very good'?

**Vocabulary  
focus 2**

Students match up the words from the text with the definitions.

- 1 Binge
- 2 Silly
- 3 Come out
- 4 Give it a watch
- 5 Check it out

**Grammar  
focus**

Return your students' attention to the recommendations and ask them to discuss the questions. Elicit that you can use "should" or imperative to give advice. With a higher group you could elicit other ways of making a recommendation.

- 1 As a class, discuss the difference between the two recommendations. They are essentially the same, the difference is all in the intonation. Model how a different intonation could make "should" sound like it's worth watching but not to go out of your way to do so.

Elicit that the speakers use the present simple to talk about the story, acting and writing because it is always true and relevant.

**Pronunciation/  
Listening focus**

- 1 The aim of this section is to show how these common grammatical chunks will actually be pronounced in natural speech. Listen to check their ideas and then drill the chunks with your students. Consider asking them to look away or close their eyes as you drill so that you can break the visual link and encourage them to repeat what they hear instead of what they see. Elicit from your students that they don't have to speak like this but they do have to be able to understand it.
- 2 The second 2 questions are all about emphasis. The speaker is trying to get their emotions across and to persuade the listener. Flat intonation in this scenario would sound odd and could cause the listener to doubt the review.

**Prepare to  
speak**

- 1 So often at the end of a lesson, there is a practice stage in which learners repeat a similar activity from the beginning of the lesson and the improvement is difficult to see. The main reason being that they revert to what is comfortable without trying anything new from the lesson. This section aims to give them the time they need to think about where they were, what they now know and how they can apply it.
- 2 Encourage students to listen to their recordings and to decide what features of a successful spoken review they want to focus on improving. Remind them they can choose 1, 2 or all of them.
- 3 Get them up to mingle and pass on their spoken reviews. After each one, they can try to add in new features of a spoken review and you can give feedback as they move about.
- 4 For homework (or in class) get your students to re-record themselves and send both to you for feedback. Ask them to mention in the email what features they are working on and only give feedback on those.

## 4b Spoken reviews



### Discussion

What was the last film/tv show you saw?  
What did you think of it?



### Preparation

Record your answer to the questions above. By the end of this lesson you will have made it better.

### Spoken reviews

Listen to two spoken reviews and discuss the questions:



- 1 Have you seen these?
- 2 Would you like to see them?

I saw that show, *Stranger Things* the other day. It is amazing. I watched the first episode last week and then binged all three series. Series two wasn't great but series three is brilliant. The acting is fantastic. It's on Netflix so you should check it out.

Have you seen the new *Spiderman* film yet?  
It's ok. I mean, the special effects are awesome and the writing is good but the story is a bit silly. Give it a watch but don't pay for it. Maybe wait until it comes out on television.

### Skills focus: Organising spoken reviews

Spoken reviews usually follow a similar structure. Read the reviews and answer the questions below:

- 1 Number the sections below so they are in the correct order. The first is done for you.
- 2 Find examples for each section in the text. Three are already done for you.

#	Section	Examples
	Recommendation	
1	Introduction	Have you seen the new Spider Man film yet?
	Specific opinion	The special effects are awesome and the writing is good but the story is a bit silly.
	Overall opinion	It's ok.

### Vocabulary focus 1

- 1 How many synonyms for "good" can you find? .....
- 2 Which of them are the strongest? .....
- 3 What does the speaker mean by "not great"? .....

- 4 What preposition comes before “television” and “Netflix”? .....
- 5 What nouns can you find related to films and tv shows? What do they all mean? .....

**Vocabulary focus 2**

Match words from the comments to their definitions below:

- 1 Verb: to watch a lot in a short time – .....
- 2 Adjective: not very serious – .....
- 3 Phrasal verb: is available – .....
- 4 Phrase: watch it – .....
- 5 Phrasal verb: watch it – .....

**Grammar focus**

- 1 Underline the two recommendations. Which one uses
  - a a modal verb?
  - b an imperative?
- 2 Is there any difference in meaning between them both?
- 3 What tense do they use to talk about writing, acting, etc?

**Pronunciation/Listening focus**

- 1 Which words will be stressed, linked, weak in the following sentences? Listen to
  - a Check your ideas.
  - b You should check it out.
  - c Have you seen the new Spiderman film yet?
- 2 Why did the speaker stress the words below:
  - a “all”
  - b “amazing” “brilliant” “fantastic”
- 3 Listen again. Why does Speaker 2 stress “are” in “the special effects are awesome”?



**Prepare to speak**

Listen again to your recording from the beginning of the lesson.

- 1 Assess your spoken review using the points on the right.
- 2 Which did you do well?
- 3 Which will you do better next time? (N.B. You don’t have to improve them all this time.)
- 4 Consider how you will do them better.

*A successful spoken review will:*

- Be organised appropriately.  
*(intro/general/specific/recommendation)*
- Contain a range of positive/negative adjectives.
- Use appropriate language points to make a recommendation.
- Describe the film using present tenses.
- Use stress/intonation to carry meaning.