

My basic pattern when I use a movie in the classroom is to watch a scene, have the students read the transcript of that scene aloud, let them ask any questions they want to about the language used, then watch the scene again.

There are innumerable activities and worksheets that can augment this basic procedure. Below you will find some ideas on how to get the most out of the materials I have created for the movie “Frozen”.

### Student Questions After Reading the Transcript:

Don't worry about the students not understanding all the language they have heard and read. Trust them to know how many questions they are ready to hear the answers to. And trust the power of the movie to foster language learning without the students understanding everything. As long as they are following the story enough to be engaged by it, they are learning.

### Songs:

The lowest level students may need you to stop the audio after each line to complete these challenges. But I rarely do this. Even fairly low level students (as long as they are more or less literate) can meet most of the song challenges if the song is just played over and over again.

With higher level students you may want to play the song for them once or twice, *then* give the task. This will challenge them to employ only their memory and language knowledge to complete the tasks before hearing the song again to check their solutions.

### Synopses:

I use synopses in two different ways:

1. At the beginning of each movie lesson, I like to have the students give an off-the-cuff oral synopsis of the movie so far. Each student in turn (usually 15-second turns) contributes at his or her own level. Trust them to do their best, and don't correct mistakes. This is a fluency exercise, not an accuracy exercise. (Accuracy exercises will come later! See the Q&A Worksheets.)
2. I also have composed my own synopsis for each scene. (See the “Synopses” PDF.) The strips get randomly distributed to the students, and they have to put the pieces together in the right order. To make this more challenging for high level students, make a rule that they cannot see each others' pieces. They have to listen carefully to what each other student reads, and compose the pieces into sentences in their heads.

### Q&A Worksheets:

I decided that for each scene of this movie I would create a worksheet focussed on a Q&A format.

To make these grammar tasks challenging for high level students, *don't* give them copies of the worksheet. Have one copy yourself and present the challenges on it to the students orally. If it's still too easy, give them a time limit that will present a realistic challenge.