

INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

Billy Elliot 1 Pre-watching activities A2/B1

Číslo projektu	CZ.1.07/1.5.00/34.0950
Kódování materiálu	VY_32_INOVACE_fcj_cjn09
Označení materiálu	cjn09_billy1.pdf
Název školy	Gymnázium Kladno
Autor	Mgr.Marta Pašková
Anotace	Výukový materiál s metodickými pokyny a pracovním listem pro jazykovou úroveň A2/B1 k osvojení modálních sloves can, can't, have to, not have to
Předmět	Anglický jazyk
Tematická oblast	Anglická gramatika
Téma	Billy Elliot 1-modální slovesa
Očekávané výstupy	Žáci si osvojí a procvičí použití modálních sloves v úvodním textu o Billy Elliotovi a budou schopni aplikovat použití těchto sloves do nových kontextů
Klíčová slova	Modal verb, can, have to, possible, necessary
Druh učebního materiálu	scénář hodiny
Ročník	Studenti úroveň A2/B1
Cílová skupina	nižší stupeň osmiletého gymnázia, čtyřleté gymnázium
Ověřeno	6.6.2014, O2
Pokud není uvedeno jinak, uvedený materiál je z vlastních zdrojů autora	

Metodický pokyn

Předpokládá se, že studenti se již seznámili s modálním slovesem can/can't ve významu umím/neumím, dovedu/nedovedu a budou ho umět používat při komunikačních aktivitách při sledování filmu Billy Elliot, British drama, directed by Stephen Daldry, 2000, 110min.

Billy Elliot 1– Pre-watching activities A2/B1

Methodological instructions I

1. Students work in groups of 3-4 or as a whole class answering the questions:

Which activities do you do at school?

Which activities do you do in your free time?

Which of them do /don't you like?

Acting

Swimming

Dancing

Running

Gymnastics

Singing

Music

Boxing

Example sentences:

I do acting, gymnastics and music. I really like music. I sing in the school choir.

I don't like boxing.

2. Students read the introductory sentences with the teacher. **T** checks that **ST** understand new expressions, e.g. working class, won a place, boarding school.

Reading:

When the musical version of the film Billy Elliot opened in 2005, Liam Mower(12) was one of the actors. Like Billy in the film, he comes from a working class family and he also won a place at the Royal Ballet School. This school is a boarding school – pupils have to leave home and live in the school. It costs 28,000 pounds a year but Liam's family doesn't have to pay! We asked Liam about his new life.

3. **ST** match the questions (1-6) with the answers (a-f) in the interview.

1. How many hours a day do you have to practise?

2. Do you have to practice at weekends?

3. Do you do sport at school?

4. Can you go out of school on your own?

5. Do you have to keep on a special diet?

6. Do you have to study at weekends?

a) Yes, we do exercises on Saturday mornings.

b) We don't have to go to classes but we have to do homework.

c) I practise ballet four hours a day after school.

d) No! We have to go out with a teacher.

e) Yes, we can't eat chocolate and crisps. We can eat sweets sometimes.

f) Yes, we do swimming, running and gymnastics.

(Solution: 1c, 2a, 3f, 4d, 5e, 6b)

T checks answers by asking pairs of students to read aloud the questions and answers.



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4. Grammar practice: modal verbs can, can't, have to, not have to

ST complete the sentences (a- d) from the interview with can, can't, have to, not have to. Then **ST** match them with sentences (1 – 4).

- We-----eat sweets sometimes.
- We-----eat chocolate.
- Pupils-----live at school.
- We-----go to class at weekends.

- It's okay to do it. = It's possible.
- It's okay not to do it. = It's not necessary.
- Do it! = It's necessary.
- Don't do it! = It's not possible.

(Answers: a)can-1, b)can't-4, c)have to-3, d)don't have to-2)

T checks answers and asks **ST** to translate sentences a-d into their own language.

5. **ST** make similar sentences about their school's rules using the cues and their own ideas.

bring animals to class

use mobiles

eat and drink

wear fashionable clothes

listen to the teacher

wear uniforms

6. **ST** work in groups of 3 – 4 talking about the rules in their homes. They use the cues and their own ideas. Whose home is the most relaxed?

*clean the bathroom *cook *do the shopping *hoover *listen to loud music *make the bed in the morning *play computer games *tidy my room *wash up

T monitors but doesn't interrupt student's fluency. **T** makes notes of any general language problems to go over with the class afterwards



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Billy Elliot 1 – Worksheet – A2/B1

A. Pre – watching activities

1. Answer the questions:

Which activities do you do at school?

Which activities do you do in your free time?

Which of them do /don't you like?

Acting	Swimming
Dancing	Running
Gymnastics	Singing
Music	Boxing

Example sentences:

I do acting, gymnastics and music. I really like music. I sing in the school choir.

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3. Match the questions (1-6) with the answers (a-f) in the interview.

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- c) I practise ballet four hours a day after school.
- d) No! We have to go out with a teacher.
- e) Yes, we can't eat chocolate and crisps. We can eat sweets sometimes.
- f) Yes, we do swimming, running and gymnastics.



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5. Make similar sentences about your school's rules using the cues and your own ideas.

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