‘The Answer’ – A Short Film

Circle the words/phrases below that describe the man in the picture.

handsome  long beard  moustache  not very attractive  
nervous  muscular  in his 30s/40s/50s  skinny  average build  
tight hair  curly hair  long-sleeved jumper  beautiful

Create full sentences with the words/phrases above and describe him to your partner.

1. What's he doing?
2. What do you think he will do next?
Now, what’s he doing?

Something happens next to annoy him. Can you predict what will happen?

- ...........................................................
- ...........................................................
- ...........................................................
- ...........................................................
- ...........................................................
Movie Time: ‘The Answer’

1. What does he do with his iPhone?
2. How does he finish shaving?
3. What is ‘The Answer’?
4. How does it work?
5. What do you think the man will do now that he has the power of ‘the answer’?

The Secret:
This short animation is based on the international best-selling book called ‘The Secret’ by Rhonda Byrne. The secret states that if you focus your attention on achieving a goal and believe not only that you can do it, but that you already have done it, you can achieve any goal. If, on the other hand, you focus on the negative, you will attract more negativity into your life. The law of attraction’s principle works on relationships, wealth, possessions and even your health. Thousands of people have found the principles in The Secret to be life-changing. Many people have found it to provide significant relief from stress in that it can provide the reader with more control, a more positive attitude and can help them set clear life goals.
Group Discussion:

Do you believe we all have the power to make things happen if we truly believe?

Task: Setting Goals

I believe I will......

1..
2..
3..
4..
5..
# Teachers Notes

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**Lesson Aim:**

In this lesson, students will meet words/phrases for describing appearance while introducing *‘will’ for future predictions.*

In this communicative lesson, students work in pairs/groups to discuss the short animation, answering questions and reading a review of the book *‘The Secret*, which the short film is based on. As a post task, students will set their own future goals using ‘will’.

**CEFR Student Learning Outcomes:**

- **Reading:**
  - I can understand the main points in magazine stories, especially when they are illustrated.

- **Spoken Interaction:**
  - I can give ask for and give opinions, agree and disagree, in a simple way.

- **Spoken production:**
  - I can summarise a short review of a movie/book for my partner.

- **Written production:**
  - I can write very short, basic sentences using ‘will’ for predictions.

**Lexical Aim:**

- **Describing people:**
  - Handsome, average build, beautiful, tight hair, curly hair, long beard, moustache, skinny, in his 30s/40s.

- **Additional vocabulary such as:**
  - Based on, best-selling, achieve, attract, life-changing, relief

**Interaction Patterns:**

- Pair/group work

**Preparation:**

- Access to Wi Fi for short film
Lesson:

Write ‘The Answer’ on the whiteboard and tell students that they are going to watch a short animated film. Can any of your students explain what an animation is? Has anyone ever watched a short film on youtube before? Elicit the correct pronunciation of ‘answer’. (always a tricky one)

Using Adjectives:

Individually now students look at the picture and circle the words/phrases which they think best describe the man. Do a demo on the whiteboard.

‘He is a very beautiful man.’

What do students think of your sentence? Do they agree? If not, why not? Can a man be beautiful? Will one of your students spot the uncommonly used adjective....??

Give students 2 or 3 minutes for this task.

Now students compare what they have circled with their partners. Encourage students to use FULL SENTENCES when describing the man to their partners.

‘I think he is very handsome’

‘I think he is in his 30s’

‘He has curly hair’

Get feedback and do some on the spot error correction, also focusing on any mispronounced words.

Question Time:

Now, students work with their partners again to answer the two follow up questions.

*Question 3 introduces ‘will’ for future prediction.* Give a demo first – ‘He will brush his hair.’ And elicit one example from the class and write on the board. Give students 3 minutes with their partners. Get feedback and board any errors or new vocabulary which arises.
Making Predictions:

Students now look at the picture on page two and answer the question – ‘Now, what’s he doing?’. Give students a moment to discuss this with their partners.

Tell students that something happens next that really annoys him. Elicit the meaning of ‘annoy’ and ensure all students understand.

In groups of three, students predict 5 things they think will happen next to annoy him. Monitor and support sentence structure and use of ‘will’ for future prediction.

Watching the Short Film:

Tell students that they are going to watch the short film twice. The first time they should just watch and not worry about the English. Play the following short film.

The Answer:

https://www.youtube.com/watch?v=SbQc_JLUH7k

Now, play the film for a second time. After watching this time, students work their groups to answer the questions in the box. Gather feedback and address any problematic vocabulary/grammar which arises on the whiteboard.

Did they enjoy the movie? Why, why not?

The Secret:

Now, students read the text ‘The Secret’. In the same groups, students work together to explain any difficult vocabulary to each other and deduce meaning from context. Get feedback.

Once students understand all the underlined vocabulary, ask students to discuss the main theme of the text and the book, the secret.

Setting Goals:

Students now answer the question – ‘Do you believe we all have the power to make things happen if we truly believe?’ Change the groups and give instructions for the next task; ‘Setting Goals’.

Together, students complete five sentences using ‘I believe I will....’ Monitor and take note of errors made for error correction slot after the task.

Gather feedback, discuss groups’ beliefs and put students into pairs to discuss the errors on the board and to analyse and correct each error.