

## Activity 2: Planning a Trip to the Cinema

**Level:**

CEFR B2

**Time:**

90 minutes

**Resources:**

- ▶ Handouts
- ▶ Board/Smartboard

**Aims:**

- ▶ To be able to skim and scan effectively
- ▶ To raise learners' awareness of the skills tested in Task 3 of the Level 1 Reading exam: skimming, scanning, recognising the purpose of texts, understanding the level of formality, recognising the purpose of images and working out the meaning of vocabulary
- ▶ To feel more confident in reading multiple related texts

**Exam task focus:** Task 3

### Procedure

1. Tell learners they are going to practise skimming and scanning for information. Explain that this is a Level 1 Reading skill that is tested during the exam. The exam therefore deliberately has a large amount of text and a short amount of time to make sure this skill is tested – therefore they **must** learn to skim and scan effectively, or they'll run out of time.
2. Set the context. Tell learners they are going to plan a trip to the cinema. Ask the class as a group whether they enjoy going to the cinema to watch films – have a brief chat about this to set the scene. Teach the word 'genre' and ask learners to come up with as many genres as possible together. Write these all up on the board.

*Several options are: action, horror, kids', comedy, romance and romcom, fantasy, mystery, sci-fi, thriller, Western, drama, documentary, musical, adventure, animation, and then there are sub-genres like martial arts or superhero films. Your learners will no doubt think of even more.*

3. Put learners in groups or pairs and ask them to describe the last film they saw (at home or at the cinema). What genre was it? What genre do they like to watch usually? What genre do they tend to watch if they are with other people (for example family or friends)?
4. Hand out the scenario cards from Handout activity 1. You can either give out the entire handout and allocate a scenario number to each pair or group, or you can cut them up individually and give out just the card. Randomly allocate different cards to each group.

*Note: This activity has been designed so it can be repeated as a small filler activity to practise skimming and scanning as many times as you like, using live data. Cinemas tend to update their film rotation quite quickly, so as long as you allocate different cards each time, the activity should work every couple of weeks or so. You will need access to a computer for each group, and you'll need to direct them to a specific web page which contains a list of film times (all cinemas have this but at the time of writing Odeon have a particularly accessible format and a clickable link to every film's synopsis).*

5. For now, use the invented film information on the handouts. Give out Handout activities 2a – 2e so that they have all the information at once. They will need to scan through to make a quick decision on all five points. To make sure this aim is achieved, be careful not to give them too much time (this will depend slightly on how far they are through the course, but less than 10 minutes is advised). It is important to the structure of this activity that they **do not** check any vocabulary at this stage – they will not be able to do so in the exam and we're simply practising exam techniques here. We will return to the vocabulary later.
6. Take feedback from each group on their decisions. Discuss briefly whether they struggled to find the information they needed quickly, and what tips they have for each other on techniques for skimming and scanning. Remind them that in the Level 1 exam, the questions are always before the texts, and they are advised to read the questions first. This is a **very strong** recommendation. In Tasks 1 and 3 especially, they will waste a lot of time if they attempt to read everything – the test is simply not designed for that.
7. Now ask learners to think individually about the purpose of each set of texts (each set is designed to replicate the kind of text that might appear on a single webpage). Give them two or three minutes to think this through and check their answers as a group. They will be tested on purposes in the exam:

*Set A: To provide the times for different films so that people can choose a time which is suitable for them / to inform people of the timings.*

*Set B: To provide a description of each film so that people can decide if they will enjoy it / to inform people about what the film will be like.*

*Set C: To provide information about pricing, but also to persuade people to choose the offers.*

*Set D: To persuade people to join a membership scheme / to advertise a membership scheme.*

*Set E: To persuade people to buy food / to advertise food deals.*

Note that almost all of the purposes of text in a cinema are both to inform and persuade. They are keen to tell people about what they offer **and** persuade them to visit the cinema.

8. Ask the class as a group whether the texts are formal, informal or neutral, in their opinion. This is simply to highlight the fact that this is a question type on the exam and to get them into the habit of thinking about this for each text they encounter.

*The texts here are all neutral, although the adverts attempt to go for a slightly more informal style in order to make readers feel as though they are interacting with a friend.*

9. Now ask them to look at the images in the texts – what purpose do they serve? Again, there is usually a question on the exam about the purpose of an image, because this is part of the Reading specification (see pages 16-17 of the Level 1 Specifications for a full breakdown of what skills exactly are being assessed in each question).

*The scroll images in Text C are designed to draw the eye to the special offers within them. The star images in Text E serve the same purpose, while the images of food in Text E are designed to make it easy for the reader to imagine the available food. All of these are there to advertise the product more strongly and encourage the reader to make a purchase.*

10. Finally, bring all of these features together to consider how they contribute to achieving the purpose. One of the skills tested in the exam is 'distinguish how language and other textual

features are used to achieve different purposes’. Spend a few moments considering this for each set.

*Set A uses a kind of grid layout to make the information extremely clear. It’s easy to read which pieces of information are repeated. The information is given as raw data, without any connecting sentences used to distract the reader.*

*Set B uses intriguing language to entice the reader. Words like ‘irresistibly charming’ are designed to appeal to the romantic, and, in the final film on the list, questions are used to create information gaps in the reader’s mind, so they will be encouraged to watch the film to find out what happens.*

*Set C uses a very simple layout for the standard pricing for the same reasons as the grid structure in Text A – for clarity. However, the scroll imagery has been added below to draw the eye straight to the special offers. Exclamation marks try to give the impression that this is an amazing deal.*

*Set D also uses plenty of exclamation marks to suggest a great deal, as well as using language like ‘just £15’ to imply that this is not a lot of money. It also repeats ‘and get...’ to highlight what the reader will receive in exchange for this. Sneakily, it also repeats ‘...for free’, which is not entirely accurate considering the membership fee, but is a very common tactic in this kind of membership advertising.*

*Set E uses stars, pictures, exclamation marks and snazzy names for each deal to try and entice the reader into believing that these are great deals. They draw the eye and there are no extra words to distract from the offers - the phrases are not in sentence format.*

11. Another question type on the exam is vocabulary (Qs 14-16 in Task 2 and Qs 28-30 in Task 3). Here learners are expected to ‘Recognise and understand vocabulary associated with different types of text, using appropriate strategies to work out meaning’. They are not expected to know the meaning of each word automatically – most of the vocabulary tested will have several clues to help them work out the meaning from the context, or by using knowledge of the word family (or both). Ask each learner to take **one** of the sets of text, making sure their partners have chosen a different set, and underline any words they weren’t familiar with before the start of the session. Give them a few moments to look at the surrounding text to see if there are any clues as to the likely meaning. They must not look anything up yet.
12. Now give them Handout activity 3 and get them to discuss their ideas in their groups. Each person in the group should have chosen a different set of texts to work with so that between them, they cover a decent amount of vocabulary. The group should work together to create a definition list for all of the words they have chosen.
13. Bring the class together when you feel they are ready and ask groups to share their words and the definitions they decided on. Do the others agree or disagree? Did different groups come up with similar or different definitions? Confirm the meaning of any words or phrases they are still unsure about by the end. At this stage only, they can double check the meanings in their own language for themselves if they still need to.
14. At the end of the lesson, you can share a Task 3 from one of the sample Level 1 Reading papers on the Trinity website (<https://www.trinitycollege.com/qualifications/english-language/ESOL-skills-for-life/ESOL-Skills-for-Life-Level-1-resources/reading>) and ask them to identify which questions fall into the categories we’ve been looking at today (purpose of text, image, skimming and scanning, level of formality, vocabulary). In fact all of the questions in Task 3 test these skills in some way – even questions which test the understanding of a specific part of one of the texts are designed to test skimming and scanning or using organisational features of the texts

to quickly locate the information being asked for. Remind them, again, that they are not expected to read every single word in detail.

15. If you wish, you could round off the session by setting them the Task 3 you have just given out and asking them to complete it under timed conditions (35-45 minutes should be roughly suitable, depending on how close to the exam you are – choose the shorter time if the exam is imminent). Otherwise you could set this for homework, or include it as part of the next lesson.
16. Draw their attention to the exam box at the end of the handouts which explains how this lesson has helped prepare them for Task 3 of the Level 1 Reading exam.

## Handout activity 1

**Look at your card and all of the cinema information. Decide together on the following:**

- ▶ What film you'd like to watch this week
- ▶ Which ticket option would be best for your situation
- ▶ Whether you'll take advantage of any of the food options, or bring your own snacks
- ▶ Whether it would be best to book ahead
- ▶ Whether it would be worth joining a membership scheme

### Scenario 1

You are planning to go to the cinema this week. You are going with your friend's parents, who are both over 65. They prefer to go out during the daytime, and you have made time to join them.

### Scenario 2

You are planning to go to the cinema with your good friend, who is a similar age to you, this week. You have both decided to make Thursday nights 'cinema night'. The idea is that you will watch a variety of different films, but you are keenly aware that your friend is a little squeamish and is not too fond of gory films. There's one other slight issue - you are a night owl but s/he likes to be tucked up in bed by 10pm, so you might have to compromise.

### Scenario 3

You are planning to go to the cinema with your friend and his two children, aged 6 and 8, this week. It is a school holiday and you have time available during a weekday to go with them.

### Scenario 4

You have agreed to accompany your friend and her two younger brothers to the cinema this week. They are teenagers, aged 14 and 16, and are easily bored, but they like action. One of them loves hot dogs and the other loves nachos. It is term time.

## Handout activity 2a

Text A

# Listings

Whispers in the Wind  
Run time 2h10

Saturday – Wednesday 2.30pm and 8pm

The Silent Scream  
Run time 1h50

Saturday – Friday 11.30am and 7pm

Dino Detectives  
Run time 1h30

Tuesday – Friday 10.30am and 4pm

Guardians of the Multiverse  
Run time 2h40

Tuesday – Friday 1.30pm and 5pm

Last Laughs  
Run time 2h20

Tuesday – Friday 3.30pm and 6pm

## Handout activity 2b

Text B

# Films

### Whispers in the Wind

When Emma, a talented artist who has sworn off love, meets the irresistibly charming Jack O' Hanlan in a picturesque Irish coastal town, she convinces herself it's all just a holiday fling and returns to London without even exchanging numbers. But fate has more twists in store than Emma bargained for – she can't shake Jack that easily.

### The Silent Scream

When a group of friends decide to investigate a series of strange occurrences in their isolated village, they get more than they bargained for. Expect plenty of action in this blood-and-guts thriller.

### Dino Detectives

Feeling bored one afternoon, Timmy and his best friend, Lucy, stumble upon a hidden cave filled with dinosaur fossils. To their amazement, the fossils come to life. Before long, with their new dino friends, they form the Dino Detectives, solving mysteries around the coast.

### Guardians of the Multiverse

When a powerful artefact that can manipulate reality falls into the wrong hands, a group of unlikely heroes from different dimensions must come together to save the multiverse. Led by the fearless Captain Nova, the team includes a tech-savvy genius, a mystical sorcerer, a skilled warrior, and a shape-shifting alien.

### Last Laughs

In a quiet suburb in south London, two best friends run a struggling pub. When they discover that their beloved pub is at risk of being shut down, they come up with a series of schemes to save it. Will hosting a new fancy-dress bingo night save the day? Or will they be forced into forming an alliance with the rival pub down the road?

## Handout activity 2c

Text C

# Pricing

Standard Tickets:

Adult £8

Child £5

Senior £6

## Special Offers!

Senior Club deal Monday-Friday before 2pm – over 60s get a free cup of tea and a slice of cake with every entry ticket.

Just £6!

Every day during the kids' holidays, get up to three children's tickets for just £2.50 with each accompanying adult ticket (online advance booking price only – in-cinema cost £5 per child).

## Handout activity 2d

Text D

# Join us!

**Tier 1** – join our club and get priority booking, newsletters, special offers, and a 10% discount on all tickets when you book in advance! Sign up with your email address now for free.

**Tier 2** – become a silver subscription member! Pay just £15 a month and get access to all films for free (excludes cinemas in central London, central Manchester, central Birmingham and films which begin after 6pm on Saturdays).

**Tier 3** – become a gold subscription member! Pay just £20 a month and get access to all films for free.

**Tier 4** – become a platinum subscription member! Pay just £25 a month and get access to all films for free, including exclusive advance screenings. This tier includes a 25% discount on all drinks and snacks, including our promo 'snack attack' deals.

## Handout activity 2e

Text E

# Snack Attack Deals!

### **SWEET ATTACK!**

Small popcorn,  
small cola and a  
bar of chocolate

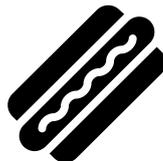
**£4.99!**

### **REGULAR ATTACK!**

Regular soft drink,  
nachos or hotdog,  
regular popcorn

**£10.99!**

Go large for £2 extra!



### **POP ATTACK!**

Large soft drink  
and large  
popcorn

**£8.99!**

### **DOUBLE ATTACK!**

Two small soft  
drinks, two nachos  
or two hotdogs (or  
one of each)

**£9.99!**

## Handout activity 3

**Underline words or phrases you don't know from one of the Texts A – E (choose a different text from your partner). Look carefully at the context and consider the most likely meaning. Now work with your partner to create a possible definition for all of your words. Don't worry about getting it wrong, you can check later.**

**Word or phrase from texts**

**Our definition**

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