



MAX'S MOVIE

TEACHERS GUIDE



INTRODUCTION: Max’s movie is a series of ten episodes produced in Sweden for Swedish students in fourth to sixth grade. In the series we get to know Max, a movie interested and creative but lonely boy in his early teens. Max’s movie is set in a Swedish small town. The series deals with topics like parent-teenager relationship, bullying and friendship.

Each episode begins with an extract from Max’s home-made movie which then is followed by scenes from his real life. Max’s own movie is a parallel to his real life. During the series Max develops from being a very lonely and passive boy into a stronger character with more self-esteem.

In the extracts from Max’s own movie a more challenging English is being used but in the scenes from his everyday life the language is direct and easy to understand for young learners. This gives all students on different levels the possibility to develop their language skills.

In this teachers guide you will find tasks for each episode. In the guide there are also wordlists and short summaries of each episode. Finally you will find a list of suggestions for more tasks.

FOCUS: The classroom work in this teachers guide is focused on letting the young English learners use and develop their English skills in discussions about important and interesting everyday topics. The pupils will use and develop oral and writing skills as well as up to date vocabulary.

Underneath the parts of Lgr 11 that are relevant are highlighted:

Core content, English Lgr 11
In years 4–6

CONTENT OF COMMUNICATION

- Subject areas that are familiar to the pupils.
- Daily situations, interests, people, places, events and activities.
- Views, feelings and experiences.
- Daily life, ways of living and social relations in different contexts and areas where English is used.
- Listening and reading – reception
- Clearly spoken English and texts from various media.

- Oral and written instructions and descriptions.
- Different types of conversations, dialogues and interviews.
- Films and dramatised narratives for children and youth.
- Songs, sagas and poems.
- Strategies to understand key words and context in spoken language and texts, for example, by adapting listening and reading to the form and content of communications.
- Different ways of searching for and choosing texts and spoken English from the Internet and other media.
- Language phenomena such as pronunciation, intonation, grammatical structures, spelling and also fixed language expressions in the language pupils encounter.
- How words and fixed language expressions, such as politeness phrases and forms of address, are used in texts and spoken language in different situations.
- How different expressions are used to initiate and complete different types of communications and conversations.
- Speaking, writing and discussing – production and interaction
- Presentations, instructions, messages, narratives and descriptions in connected speech and writing.
- Language strategies to understand and make oneself understood when language skills are lacking, such as through reformulations.
- Language strategies to participate in and contribute to discussions, such as questions, and phrases and expressions to confirm understanding.
- Language phenomena to clarify and enrich communication such as pronunciation and intonation, spelling and punctuation, polite phrases, and other fixed language expressions and grammatical structures.

SUGGESTIONS ON WORK PROCEDURE

Each episode is approximately ten minutes long. Show each episode twice. Use English subtitles. Let some pupils retell the story (in Swedish or English, depending on the language level of the group) between the showings so you make sure everybody can follow the story.

It can be challenging for your young English learners to use English in classroom discussions. To give all pupils

the same chance to participate you must give them time to prepare. You can ask your students to see one episode at a time as homework at www.ur.se before showing the episode in class. Some of the tasks can also be prepared at home before classes. This will give students the opportunity to prepare at their own pace.

The tasks in this teachers guide are created as class assignments. There are a lot of topics to discuss in Max's movie and this guide focuses on those topics. For more individual work there are self-instructive work sheets for each episode.

The work sheets are appropriate for low-level and mid-level students and can be used as an alternative to the tasks in this teacher's guide or as a complement used alternately.

EPISODE 1 "THE SCRIPT"

Summary: Max has begun making a movie: Tariq and his magic sword. Max writes his script in a black notebook. In school Max is bullied by a group of boys and girls in his class. Max is in love with Amina, one of the girls in the group that bullies him. A new girl, Mia, begins in Max's class. Her sister, Rose, is in a wheelchair.

The group steals Max's script and they force Max into asking Mia "how her sister dances" so he can have his book back. One of the boys films everything with his cellphone.

USEFUL WORDS:

script	manus
kingdom	kungadöme
rescue my daughter	rädda min dotter
arrive	anlända, komma fram
adventure	äventyr
twinkled little stars	blinkade som stjärnor
film director	filmregissör
score a goal	göra mål
wheelchair	rullstol

BEFORE YOU WATCH EPISODE 1:

Prepare your class:

Tell your class that the series is built on extracts from Max's own movie and extracts from Max's own life. Max creates his movie at home but he keeps his script in a black notebook that he always carries with him.

The extracts from Max's own movie are homemade stop motion movies. Max uses action dolls, Barbie dolls and dinosaurs as characters in his stop motion movie. Every episode begins with an episode from Max's own movie.

Show the episode twice. Use English subtitles. Let some pupils retell the story in English or Swedish between the showings so you make sure everybody can follow the story.

TO TALK ABOUT AFTER THE FIRST EPISODE:

- Describe Max. Who is he?
- What do we know about Mia's sister?

Let the pupils discuss the questions in pairs at first. Tell them to collect words that describe the character. Finish up by making a mind map of Max's character on the whiteboard together.

TASK:

What could Max have done instead? Change the last scene.

The last scene in episode 1 is set in the school cafeteria. Amina and her friends tell Max he has to ask Mia how her sister dances or he will not get his notebook back. Mia gets really angry, shoves Max and runs away. The whole scene is filmed by Amina's boyfriend.

Divide the class into groups of 3-4 pupils. Give them time to change the scene and to rehearse it. How much time they need depends on the class and how used they are to dramatize by themselves. Do not give them too much time. About 40 minutes to prepare and rehearse is usually enough.

Tell the class there can't be any violence in their plays.

Let them show their plays to the class.

Discuss which solution the class found most creative and useful.

EPISODE 2 "PAYBACK"

Summary: Mia's sister is upset because Mia is leaving for a football school in England in a month.

The bullies still have Max's script. Mia is really angry with Max. Max explains to Mia what happened and they cooperate to get revenge. One boy's cellphone is broken during the revenge.

Mia's father gets really angry. He decides Mia can only go to football school on two conditions: she has to be well-behaved for one month and she can't play football for one month.

USEFUL WORDS:

payback	hämnad
previously	tidigare
fell into a trap	föll i en fälla
original script	originalmanus
confusing	förvirrande
aim	sikta
he deserved it	han förtjänade det
suggest	föreslå
two conditions	två villkor
be well-behaved	uppföra sig väl

TO TALK ABOUT AFTER THE SECOND EPISODE:

- Describe Mia, the new girl.

Let the pupils discuss the task in pairs at first. Tell them to collect words that describe the character. Finish up by making a mind map of Mia's character on the whiteboard together. If the pupils have difficulties to collect words to describe a person let them start in finding words in Swedish and then translate.

MORE TO DISCUSS:

- Why is Rose, Mia's sister, sad in the beginning of the episode?
- What is a payback? Work out an explanation in English.
- Which is Mia's payback?
- Which is Mia's dad's payback?

TASK:

Mia's father punishes Mia for breaking a boy's cell phone by purpose. He does not know the whole reason why Mia did this. Her father gives Mia two conditions if she wants to go to football school in England: she has to be well-behaved for one month and she cannot practice any football at all for one month.

Questions: Do you think Mia's father's punishment was fair? Why/why not? What do you think he should have done instead?

Divide the class into groups of three. Let them discuss the questions and write down their answers in English. Walk around the class and help them with useful words and expressions.

Let the groups present their answers to the class.

EPISODE 3 "AGAINST THE WALL"

Summary: Max tries to get his book back from the bullies but he fails. They start shooting footballs at him "to teach him how to play football". Mia passes by and helps Max. The bullies finally give the book back to Max.

Mia borrows the book to read the script. Max creates a new doll character for his movie.

USEFUL WORDS:

against the wall	mot väggen
praying for help	be om hjälp
begging for help	be om hjälp
ourselves	(oss) själva
terrified	livrädd, skräckslagen
goal keeper	målvakt
can't use your hands	får inte använda dina händer
important	viktigt

TASK:

Do not give the class any words before you watch episode 3. Tell them that you are going to see this episode twice as usual with English subtitles. The second time you watch the episode all pupils are to be prepared with pen and paper and write down difficult words they hear/see. Tell them to write down words they think are difficult for them or other students in their age.

Collect words on the whiteboard. Work out explanations and translations together. Add the words you find useful if the pupils have missed some.

TO TALK ABOUT AFTER THE THIRD EPISODE:

- What is bully/bullying?
- Could Max have done something to stop the bullying himself?
- When someone is bullied, who do you think is responsible for making it stop?

EPISODE 4 "CHANGES"

Summary: Max has some new ideas for his script but Tariq and Max disagrees about the ideas. Mia has opinions about the script. She finds it "weak" and "boring". Both Max and Tariq are hurt by her comments.

Max argues with Tariq – Max wants to do some of the changes that Mia suggested. At the end of the episode Max rips pages out of his book and flushes them down the toilet.

USEFUL WORDS:

rock	klippa
fit in	passa in
wizard	trollkarl
curious	nyfiken
revenge	hämnd
climbing	klättring
probably	antagligen
honest	ärlig
what's that supposed to mean?	Vad betyder det? (eg. Vad ska det betyda?)
main character	huvudperson
witch	häxa
powers	krafter
advice	råd
good point	bra synpunkt
seriously	seriöst, allvarligt
confused	förvirrad
in search of new adventures	letar efter nya äventyr

TASK:

Same as episode 3: Do not give the class any words before you watch episode 4. Tell them that you are going to see this episode twice as usual with English subtitles. The second time you watch the episode all pupils are to be prepared with pen and paper and write down diffi-

cult words they hear/see. Tell them to write down words they think are difficult for them or others.

Collect words on the whiteboard. Work out explanations and translations together. Add the words you find useful if the pupils have missed some.

Discuss how the pupils can use this method if they want to develop their vocabulary by themselves.

TO TALK ABOUT AFTER THE FOURTH EPISODE:

- How did Max feel when Mia had critique? How do you know? How could you see that?
- What did Max do with his script at the end of this episode? Why? Do you think he did the right thing? Why/why not?
- Two is better than one. Explain the expression!

EPISODE 5 "THE SHOWREEL"

Summary: Max has made changes in the script. Tariq has a new power – he can fly- and he is not in love with the princess any longer.

Max helps his mother to make a showreel to show to Mia's father. Mia visits her father at his work. She asks him to give Max's mother a job. The producer offers Max's mother work as a part-time cleaner.

Mia asks Max if he can take care of her sister Rose, when Mia is at football school.

USEFUL WORDS:

showreel	en samling videoklipp att visas då skådespelare söker jobb
escaped	flydde
chase	jaga
complicated	komplicerat
living room	vardagsrum
trapped	fångad
acting	skådespeleri
act	spela (teater), agera
actor	skådespelare
actress	skådespelerska
moment	ögonblick
cut	här: bryt
hire people	anställa folk
self-esteem	självkänsla
experience	erfarenhet
clean	städa
office	kontor
ask something in return	fråga om något som en gentjänst
scholarship	stipendium

BEFORE YOU SEE EPISODE 5:

Give the class one question: Tariq has changed in this episode. How has Tariq changed?

AFTER THE EPISODE:

Did the pupils find out the answer to the question? The answer: He has got a new power, he can fly. He is not in love with the princess any longer. He does not care about the monsters in the same way as before.

TASK:

Discuss: What is Mia's dream? Max's dream? His mother's dream?

Give the class two minutes in silence. Everybody writes down his/her dream(s). Collect their dreams on the whiteboard, usually the pupils fill up the whiteboard in a wink. Help them to translate the words.

If you want to: let a couple of pupils make a poster of all the dreams to put on the wall.

EPISODE 6 "VISUAL EFFECTS"

Summary: Max's mother is disappointed but starts working as a part-time cleaner in the studio. Max is upset because Mia is leaving. To cheer him up Mia takes Max to her father's job and Max gets to watch when a real movie is made. In return Max shows Mia his own "studio" at home.

USEFUL WORDS:

either...or	antingen...eller
part time	deltid
vacuum cleaner	dammsugare
I'd rather be alone	jag är hellre ensam
cheer you up	muntra upp dig
action	här: "tagning"
set	inspelningsplats

BEFORE YOU WATCH EPISODE 6

Ask the class how the extracts from Max's own movie reflect his own life. Give the pupils time to think about the question while watching episode 6. Discuss the question afterwards. Why do you make a movie/story like this?

TASK:

Discuss: What is a good friend?

Give the class two minutes in silence. Everybody writes down his/her thoughts. Discuss and write down their thoughts on the whiteboard.

WRITING:

Write about a good friend of yours. Your friend does not have to be real; it can be your imaginative friend. Remember, a friend can also be someone in your family or an animal that is dear to you. Describe him/her. What makes him/her a good friend? What do you usually do together? Give an example of a time when you really needed your friend.

EPISODE 7 "THE CAMERA"

Summary: Max's mother does not believe Mia's father has seen her showreel so she brings him a copy herself. He throws it in the bin where she later finds it. She is really disappointed and leaves the studio in anger after having broken a mop.

Mia gets her ticket to London; she will leave a week earlier than planned. Max and Mia use Mia's father's studio to finish Max's movie. Unfortunately a camera falls down and is broken. Mia blames Max for what's happened.

USEFUL WORDS:

awesome	fantastisk
ticket	biljett
even	till och med
bin	sopkorg

TASK:

Same as episode 3: Do not give the class any words before you watch episode 7. Tell them that you are going to see this episode twice as usual with English subtitles. The second time you watch the episode all pupils are to be prepared with pen and paper and write down difficult words they hear/see. Tell them to write down words they think are difficult for them or others.

Collect words on the whiteboard. Work out explanations and translations together. Add the words you find useful if the pupils have missed some.

TO TALK ABOUT AFTER THE SEVENTH EPISODE:

- Have you ever happened to do something wrong that you didn't mean to do? What happened?

EPISODE 8 "BROKEN"

Summary: When the broken camera is found Mia's father also finds the broken mop and suspects that Max's mother is guilty. Two police officers question Max's mother. Mia does not want to tell her father the truth about the broken camera until she is in England.

The bullies come after Max again. They take his Tariq doll and force Max to eat plants to get it back. After he has done as he is told they break the doll.

USEFUL WORDS:

to apologize	att be om förlåtelse
destroy	förstöra
what are you up to?	Vad håller du på med/vad gör du?
cave	grotta
forced him	tvingade honom

TO TALK ABOUT AFTER THE EIGHTH EPISODE:

- What is broken in this episode? Is something else then things broken?

TASK

Play word game! Copy the word game sheets. Cut out the words. Put the word cards into envelopes. Divide the class into groups of three or four pupils.

Give each group one envelope with words. Tell them to pick one card at a time. The one who has the card describes the word to the group. He/she can use English or body language but NOT SWEDISH.

The others try to guess which word there is on the card. When someone has the right answer he/she wins the card. Continue clockwise so everybody has the chance to describe. When time is up, the person who has the most cards is the winner.

EPISODE 9 "A NEW SWORD"

Summary: Max is broken. His mother is broken. She blames herself for being a bad mother. She cleans Max's room and repairs the broken Tariq doll.

Mia finally tells her father the truth. He tells his boss the cleaner is not guilty. But he does not tell her it's his daughter who is to blame. The producer threatens Mia's father that she has to know exactly who is responsible for the broken camera or he will have to quit his job.

Max dresses up as a warrior and goes to the locker room at school and steals the bully's cell phone. He shows the films on the cell phone to the principal who has a serious talk to the bullies.

USEFUL WORDS:

cage	bur
real life	verkliga livet
yet	ännu
patient	tålmodig
by accident	av en slump, olyckshändelse
insurance company	försäkringsbolag
will cover it	kommer att betala/ersätta
set an example	statuera ett exempel
annoying	irriterande
principal	rektor

TO TALK ABOUT AFTER THE NINTH EPISODE:

- Describe Max's mother.

Let the pupils discuss the question in pairs at first. Tell them to collect words that describe the character. Finish up by making a mind map of Max's mother's character on the whiteboard together.

MORE TO DISCUSS:

- What did Max's mother do to help him?
- What could she have done instead?
- Was it a good revenge? Why/Why not?
- Could he have done something else?

TASK

How will this end? Write what you think!

EPISODE 10 "THE FINAL BATTLE"

Summary: Max understands he has to solve his own problems; he can't let Tariq fight his battles.

Mia's father wants Mia to lie and say it was Max who broke the camera. Mia refuses so her father calls his producer and lies himself.

When Max comes back home to Mia her father throws him out. On top of it Mia's father makes her blame Max for the broken camera, in front of Max. Max breaks a window in Mia's house.

Finally, Rose steps in and helps Max. She makes Mia and her father realize they have to ask for forgiveness.

USEFUL WORDS:

final	slutlig
battle	strid
serious	allvarlig
lose one's job	förlora sitt arbete
choice	val
how am I supposed to	hur ska jag kunna
spell	förtrollning
that's it!	Det är nog!
fool	idiot, dumbom
useless	oanvändbar
different	annorlunda, olik

TO TALK ABOUT AFTER THE TENTH EPISODE:

- Why did Max give his action doll to Rose?
- Did you like the ending? Why/Why not?
- What will you remember most from Max's movie? Why?
- What have you learned from watching Max's movie?

TASK

Writing:

Write a letter from Max to Mia in England and tell her about what happens now.

or

Write a letter from Mia to Max in Sweden and tell him what happens now.

EXTRA TASKS

1. Write a summary of one of the episodes.
2. Choose a favorite scene and dramatize
3. Write or discuss what you think will happen in the next episode
4. Make your own wordlists.
5. Make your own crosswords
6. Write sentences with new words.
7. Write explanations of new words.
8. Make your own movies.
9. Make your own word game.