**Topic:** Making the most of film in the classroom

**Level:** Entry 1 - 3 / National 2 – 4 / CEFR A1 - B1

**Time:** 90 minutes plus extension material

**Aims**

* To understand a part of a film
* To describe types of films and something they have seen

**Objectives**

Learners will be able to:

* recognise some film genres
* understand some scenes from a film
* understand types of genre
* describe something they have watched.

**Extension objectives**

**Learners will be able to:**

* write about something they have watched
* read parts of a book.

**Introduction**

Film is invaluable in the prison environment as a way of focusing on communication skills: not only audio, but the body language and facial expressions which are so essential to understanding fellow inmates and officers.

This lesson plan is different from other Offender Learning resources in that it provides templates rather than complete resources. This is so you can use the ideas suggested in the lesson plan with any film you choose to suit your leaners’ interests and to support learning which is relevant to your learners. This does, however, mean you will need to create tailor made activities for your learners using the templates provided. We have chosen vocabulary for emotions, but if this is not appropriate for the film you have chosen, use the templates to create your own activities.

The film you choose can be used independently or with simplified reading texts available through graded readers to provide further reading, pronunciation and vocabulary development. Check online for book availability and level prior to selecting your film.

**Preparation**

**You will need**

* **DVD**: choose an appropriate film for your learners in terms of interest, level, etc. Select a few scenes which are easy to understand from the context or images which tell at least part of the story.
* **Pictures**: stills from the film to display to learners, get these either from the DVD or find some stills on the internet
* **Blurb**: short description of the film with differentiated versions appropriate to the level of your learners (Activity 1). Adapt from the ‘blurb’ on film box. If your class is mixed level, produce a lower and higher level version
* **Comprehension questions**: pre-prepared questions about the blurb text differentiated by level (Activity 1)
* **Template Resource 1** to add alternative or additional emotion adjectives or other vocab items and definitions for the trailers you are using
* **Film trailers**: advertising other films on the DVD you have chosen (Activity 2).
* **Resource 2:** 1 copy cut up per pair of learners. Use **Template Resource 1** to add alternative or additional genres for the trailers you are using
* **Gist and detail questions**: prepare some questions for 1 of the scenes you have chosen either to display or write on the board (Activity 3).
* **Resource 3:** 1 copy cut up per pair of learners (Activity 4). Use **Template Resource 1** to alternative or additional adjectives or vocabulary items
* **Resource 4**: 1 copy of per learner or chosen grammar activity relevant to grammar covered in recent classes or relevant to language in film (Activity 5)

**Extensions**

* **Book of film**: minimum of 1 copy between 2 (Extension activity 1)
* **Resource 5**: Template role cards.

**Procedure**

**Warmer (5 minutes)**

* Display or hand out the film title.
* Display or hand out pictures of some scenes from the film.
* Elicit from the learners what they think the film will be about.

**Activity 1 – Reading and listening (15 minutes)**

* Pre-teach any relevant vocabulary for reading text using Template **resource 1** (your own vocabulary activity matching definitions to meanings).
* Put learners into groups according to their level and hand out a copy of the film ‘blurb’ at the appropriate level for the group.
* Display the comprehension questions you have prepared and elicit the answer to the first question as a model.
* Ask learners to answer the rest of the questions in pairs or small groups.
* Feedback the answers using nominated learners or by showing the correct answers.
* Ask: ‘*What type of film do you think this is?*’ to elicit the genre of the film, but don’t tell them the correct answer.

**Differentiation**

* Learners to be given versions of the blurb according to their level.
* For learners with literacy needs, use choral or paired reading.

**Activity 2 – Listen and respond: genres (20 minutes)**

* Play the trailers for the films other than the one you are going to show and ask: ‘*What type of film do you think this is?*’
* Display **resource 2** picture 1 and elicit what type of film it represents (*comedy*).
* Hand out cut up copies of **resource 2** and ask the learners to match pictures to type of film.
* Show the trailers again and ask the learners to match them to the films in the trailers.
* Elicit how you can tell what type of film from the blurb and trailers e.g. by looking at pictures, language used, key scenes, etc.

**Differentiation**

* Higher level learners: add more or alternative genres using **Template resource 1**.

**Activity 3 – Watching and listening for gist and detail (20 minutes)**

Choose a scene that is easy to understand i.e. it has a lot of action in it. Make sure it’s no more than about 5 minutes.

Group the learners together by level. Play the opening shots of the scene then stop and elicit the possible scenario.

Display the gist questions you have written for this section, play the scene then get learners to discuss the answers in pairs.

Nominate learners to feedback and check.

Give out or display the listening for detail questions, play the scene then get learners to discuss the answers in pairs then check answers.

**Activity 4 – Vocabulary (20 minutes)**

* Elicit adjectives to describe emotions appropriate to the chosen film and write key words on the board.
* Display **resource 3** picture 1 and elicit the emotion (*happy*).
* Hand out **resource 3** to pairs of learners and ask them to match the emotion with the picture or definition.
* Choose scenes in the film to pause at / show, to discuss the emotions.

**Differentiation**

* Use **Template resource 1** to alternative or additional adjectives or vocabulary items relevant to your learners.
* Lower level learners: use a maximum of 4 new vocab items.

**Activity 5 – Grammar (20 minutes)**

* Choose a scene containing the target grammar.
* Play the scene up to 3 times to elicit examples.
* If using **resource 4,** display Task 1 and elicit the different pronunciation for the regular past simple endings).
* Model Task 2, ask learner to complete on their own then compare to their partners.
* Check and drill the pronunciation.

**Differentiation/ extension**

* Use alternative grammar activities related to the film you have chosen.
* Make up matching cards with target language/ grammar using **Template resource 1** cut up.
* Ask learners to prepare a short dialogue using the target language and perform in small groups or pairs. This could be based on 1 of the scenes from the film.
* Learners could write simple sentences using the target language.

**Activity 6 – Speaking and listening**

* Pause the film at a part where it is obvious what is going to happen next and ask learners to tell their partner what they think will happen.
* Repeat with this or a different scene and invite learners to write their own script for this section.
* Learners to role play their script in pairs or small groups.
* Watch scene to compare with what they thought.

**Differentiation/ extensions**

* You could play the scene without the sound instead of asking learners to predict what will happen next.
* More confident learners could perform their scene for the whole class.
* Higher level learners: play the section with subtitles for learners to match their script with the scene.

Higher level learners: introduce language for making predictions e.g. ‘He might… They could… They’ll probably...’ play a scene then stop and ask learners to predict what might happen next.

**Cooler (5 minutes)**

Ask learners to think of something they’ve watched recently, preferably something all learners likely to have watched.

They should describe it without saying the name and the others have to guess.

**Differentiation/ extension**

* Lower level learners: put learners with a partner. This could be someone who speaks the same language. Ask them to think of something they have watched recently and work together to describe it in English.
* They could write about a film or television programme they’ve watched or something they like or know well. This could be in their own language.

**Extension activity 1 – Reading, speaking and pronunciation**

* Group learners with people of the same level. Show a section of the film, and ask learners to take turns reading from the relevant section of the book.
* Monitor and note issues with pronunciation, intonation, stress, vocabulary.
* Feedback common pronunciation issues.
* Upon completion, complete the suggested tasks at the back of the book for writing practice.

**Differentiation/ extension**

* Choose either a few sentences, paragraphs or pages depending on the level of the group.)
* The whole film and book could be watched/ read over the period of several lessons.

**Extension activity 2**

* Very high level learners could watch or read a Shakespeare or other classic play. Or you could find a classic play in translation from one of your learners countries that they may know. Prepare name cards for each of the characters using **resource 4 Template** for them to take turns in role play. This works well in larger groups.
* Lower level learners: as above, but use a modern soap, film or playscript learners are likely to know.

**Template Resource 1 – Matching:** insert your own vocabulary (adjectives, genres, etc.) **✂**

|  |  |
| --- | --- |
| Insert picture or definition here | Insert vocab item here |
| Insert picture or definition here | Insert vocab item here |
| Insert picture or definition here | Insert vocab item here |
| Insert picture or definition here | Insert vocab item here |
| Insert picture or definition here | Insert vocab item here |
| Insert picture or definition here | Insert vocab item here |

**Resource 2 – Matching genres to pictures ✂**

|  |  |
| --- | --- |
| C:\Users\Elizabeth\Downloads\Nexus\comedy.png | comedy |
| C:\Users\Elizabeth\Downloads\Nexus\romance.png | romance |
| C:\Users\Elizabeth\Downloads\Nexus\chick flick.png | chick flick |
| C:\Users\Elizabeth\Downloads\Nexus\history 2.png | history |

**Resource 3 – Adjective matching: Emotions** ✂

|  |  |
| --- | --- |
| C:\Users\Elizabeth\Downloads\Nexus\happy.png | happy |
| C:\Users\Elizabeth\Downloads\Nexus\frightened.png | frightened |
| C:\Users\Elizabeth\Downloads\Nexus\angry.png | angry |
| C:\Users\Elizabeth\Downloads\Nexus\thoughtful.png | thoughtful |

**Resource 4 – Past simple**

1. Words ending with –ed can be pronounced in different ways depending on the number of syllables, and the letter before the – ed ending.

one syllable

played – /pleid/

|  |
| --- |
|  |

Following a soft sound /k/

talked - /tЭ:kt/

|  |
| --- |
|  |

two syllables

hurried - /hurid/

|  |
| --- |
|  |

1. Put the verbs the teacher tells you into the correct column according to their pronunciation

|  |  |  |
| --- | --- | --- |
| /ei/ | /э:/ | /i/ |
| played | talked | hurried |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Resource 5 – Role play cards template** ✂

|  |
| --- |
| Insert character name here |
| Insert character name here |
| Insert character name here |
| Insert character name here |
| Insert character name here |
| Insert character name here |
| Insert character name here |
| Insert character name here |