

Film Festival Season

Topic: Film festivals in England

Aims:

- To activate knowledge of types of film / generate interest in the topic
- To develop understanding in details, vocabulary, discussion

Level: Pre-intermediate and above

Introduction

In England, going to the cinema is one of the most popular leisure activities. Most towns have a cinema, usually one with several screens. These cinemas show all the big films from Hollywood in the USA, and a much smaller number from other countries. However, there are many festivals which show films that may normally not be shown at cinemas. The festivals last for several days and show many films. This plan is based on information about two festivals in England.

Procedure

- Use pictures (from the internet?) of or from famous films to generate interest and get the students thinking about films and film types. Elicit the principal genres – documentary, fiction, comedy, drama, romance, thriller, action, horror...
- Give out **Worksheet A**
- In pairs or small groups, the students answer the discussion questions.
- Following a brief feedback session, introduce the text, using **Worksheet A**.

Reading / Listening exercises

Reading / Listening 1

Aim – Read / Listen for specific information

- Ask students to answer questions 1 and 2
- Give out or play the **text**

Q.1 In which cities are the festivals?

London

Sheffield

Q.2 What is the main difference between the two festivals

Sheffield is a festival for documentary films

London is a festival for fiction films

Reading / Listening 2

Aim: Understanding details

- Give the students **Worksheet B**

 - Students read or listen again to answer the questions.
1. The Sheffield festival lasts...
b...seven days (a week long festival)

 2. The Sheffield festival...
b...offers films and other events (runs training workshops and interviews)

 3. In England, it is common to find...
b...documentaries on the TV (normally documentaries are only seen on TV)

 4. The Sheffield festival takes place in...
a...one cinema only (in a modern cinema)

 5. The London Film Festival is...
a...bigger than the Sheffield festival (two weeks, the largest cinemas)

 6. The films at the London Festival are...
b...watched by many people (attendance figures are high)

 7. At the London festival...
a...some famous people go to see the films (it attracts many glamorous stars)

 8. At this year's London festival the first film is...
b...from Britain (the opening film is British)

 9. At this year's London festival, the final film is...
b...a romance (a love story)

Vocabulary exercise

Aim – match meanings to words

- Give students **Worksheet C**.
- Using the context of the text to help them, ask students to match the words to the definitions.

Alternatively, this could be done as a mingle activity.

- Cut out the words and definitions so each is on its own piece of paper.
- Give each student a word or two.
- Distribute the definitions around the class.
- The students then find the definition(s) for their word(s).
- Feed back to the board, be sure to check and drill the pronunciation.

hosts

to provide the space and equipment for a special event

essential

very important

workshops

a special event where people share and develop ideas

the big screen

the large white area on which the film is shown

proud

to feel satisfaction about something you have done

schedule

a timetable of events

glamorous

more attractive or interesting than the normal thing

attendance figures

the number of people who go to an event

showcase

a time when something is presented in a positive way

contemporary

of the present day, now

Follow up – writing and discussion

Aim – Writing a review, planning a film festival

In this exercise, students write short film reviews. Then, in small groups, they look at a selection of these reviews and plan a film festival.

- This exercise will take at least 45 minutes.
If you do not want to do this all on the same day as the reading/listening, you could set the review writing as a pre-lesson homework. Then, following the reading/listening work, you can go straight into the festival planning stage.
- Or, you could set the writing as homework, following the reading/listening lesson, and then, in the next lesson do the festival planning discussion.
- Alternatively, you could ask the students to only do the writing work.
- The festival planning activity does require making many copies of the students' reviews. If this is not possible, only do the writing exercise.

Writing – a film review

- Give out **Worksheet D**.
- Show the students a model review –you should write this, so that the level is a suitable model for your class.
- Students answer the questions on **Worksheet D** for this model review.
- Students use the questions to help them plan their review.
- Students write their review.
- Students give you their reviews

Discussion – planning a film festival

- Divide the class into small groups.
- Make copies of the reviews. You need enough to give each group a reasonable choice for their festival.
- Give each group a number of reviews.
- Tell the students to read the reviews and select some of them for their festival (for example, 5 from 8).
- Students then follow the instructions on **Worksheet D**.

You could display the final posters in the class, or pass them round the different groups.