

Film Festival Season

Topic

Film Festivals

Aims

- To activate knowledge of types of film / generate interest in the topic
- To develop vocabulary
- To develop speaking skills through a discussion

Age group

Teens

Level

A2+

Time

90 minutes

Materials

- Film Festival Season Student worksheet

Introduction

In the UK, 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

1. Lead-in: Film Genres (5 minutes)

- Use pictures (from the internet or magazines) of or from famous films and see how many students can identify. What can they tell you about them? What types of films are they? Write the word 'Genres' on the board, and explain

	<p>that it refers to ‘types’ of films. Write up the main genres and drill pronunciation – documentary, comedy, drama, romance, thriller, action horror etc. Ask students to say which genres they like the best and the least.</p>
2. Task 1: Discussion (10 minutes)	<ul style="list-style-type: none"> Hand out the worksheet with the discussion questions (Task 1), or alternatively, write the questions on the board. Students answer the questions in pairs or small groups. Get some feedback and make a note of any good vocabulary or errors at this point.
3. Task 2: Reading task 1 (5 minutes)	<ul style="list-style-type: none"> Either give students the worksheet with Task 2 or write the questions on the board. Give the students the text, or you could do this as a ‘live listening’ where you read the text to them. Set a time limit (if the students are reading – about 3-5 minutes) and ask them to answer the first 2 questions. <i>Answers: 1. London, Sheffield, 2. Sheffield is a festival for documentaries, London in a festival for fiction films.</i>
4. Task 3: Reading task 2 (10 minutes)	<ul style="list-style-type: none"> Ask the students to look at the questions in Task 3. Then, either ask them to read the text again, or you could read it to them again, asking them to follow the text this time. Then ask them to answer the multiple choice questions. <i>Answers: 1. b, 2. b, 3. b, 4. a,</i>
5. Task 4: Vocabulary (5-10 minutes)	<ul style="list-style-type: none"> Ask students to match the meanings to the words, using the context to help them. Alternatively, this could be done as a mingle activity. Cut out the words and definitions o each is on its own piece of paper. Give each student a word or two. Distribute the definitions, and ask students to find their words / definitions. Feedback and drill any problematic pronunciation. <i>Answers: 1. e, 2. d, 3. a, 4. c, 5. b, 6. i, 7. j, 8. f, 9. g, 10. h.</i>
6. Task 5: Writing and discussion (15-30 minutes)	<ul style="list-style-type: none"> In this exercise, students first talk about a film that they have seen recently, then write short film reviews. Ask students to think of a film and to tell their partner about it, using the questions as prompts. You could allow your students access to the internet if

	<p>you have it so that they can check information, but they should be able to answer most of the questions without this.</p> <ul style="list-style-type: none"> You might want to write a short model review based on the questions to help them get started with the writing. Monitor and help with any language / spelling etc. Set a time limit, or alternatively set this as a homework task.
7. Task 6: Plan your film festival (15-30 minutes)	<ul style="list-style-type: none"> When students have finished (or as a follow up in the next class), ask students to work in pairs or small groups. Redistribute the film reviews that the students have written so that each group has a number of different ones. Depending on the number of reviews ask students to choose 3-4 for their film festival. Encourage students to think of a theme for the festival and then to answer the other questions on the worksheet. They can make notes and then either present their festival to the rest of the class or design a poster to advertise it. Optionally, at the end of the class, you could ask your students to vote for which festival sounds the best.

Contributed by

Gareth Rees