

BUSTER



UNDERVISNINGSMATERIALE

ENGELSK

Lær at tale om film på engelsk

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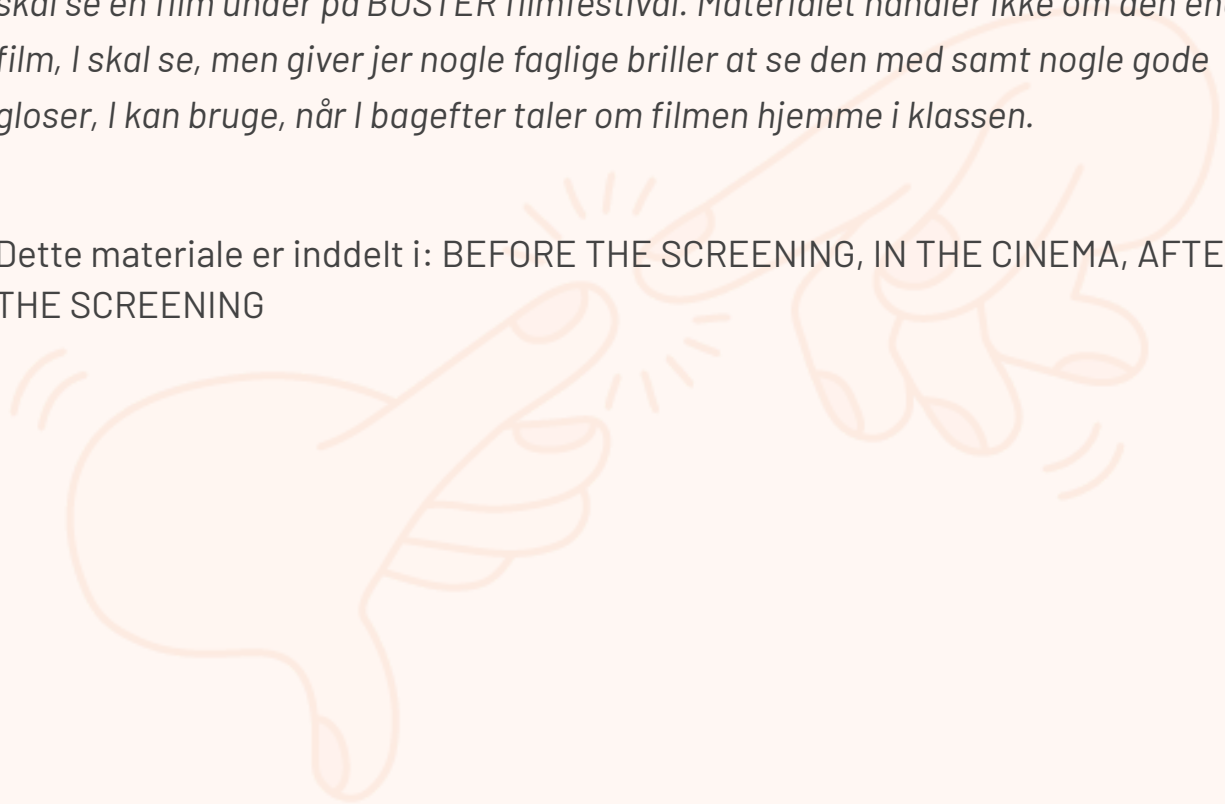
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Hvis der er et land, der har produceret godt med film, så er det USA. Alle vegne vi ser, er der en ny amerikansk serie og film, og det er ikke til at få nok af! Men amerikansk og ikke mindst britisk filmkunst kan være så meget mere end de store glitrende blockbusters. Og det vil vi i BUSTERS filmpakke gerne vise jer noget af, når vi med dette materiale åbner op for at få en bedre forståelse af britisk og amerikansk film, kultur og sprog.

I materialet her arbejder I med at tale om film på engelsk. Det kan I bruge, når I skal se en film under på BUSTER filmfestival. Materialet handler ikke om den ene film, I skal se, men giver jer nogle faglige briller at se den med samt nogle gode gløser, I kan bruge, når I bagefter taler om filmen hjemme i klassen.

Dette materiale er inddelt i: BEFORE THE SCREENING, IN THE CINEMA, AFTER THE SCREENING



PART 1: *BEFORE THE SCREENING*

To prepare you for the films at BUSTER Filmfestival we have made a worksheet that can help you read and understand texts about an english film, help you talk about film genres, and help you talk about your taste in films - all in english!

READ AND UNDERSTAND

When you are going to watch a film it is always a good idea to read a summary of the film before you go and see it at the cinema. In this exercise, you, therefore, have to practice your understanding of a film text. The text you are about to read is for the film 'Mary Poppins' from 1964:

Mary Poppins is the enchanting nanny who, with her bag full of magic and adventure, floats into the hearts of everyone she meets. Not least Jane and Michael as she becomes their new nanny. They quickly find out that Mary is no ordinary nanny, she can magically, make things fly and love fun games! But the children's father, strict banking director George Banks, does not like Mary Poppins' style, nor imaginative and lively children. A modern fairy tale celebrated for its amazing special effects, catchy songs, and Julie Andrews's legendary performance in the title role. The film is based on Pamela Lyndon Travers's children's books of the same name.

Follow up questions:

- What does Mary Poppins have in her bag?
- What type of fairy tale is the film?
- Who has the title role?
- What does the children's father not like?
- What is the film based on?



WHAT GENRES ARE THERE?

There are many different types of films! Think about all the many genres of film you can choose from on Netflix for instance. In this exercise, you have to practice your understanding of what the different genres mean. For example "A romantic film is about love".

Go to groups of 2 and pick three genres to describe. Here are the different genres:

Action, Animated, Documentary, Drama, Horror, Comedy, Mystery, Musical, Science Fiction, Fantasy, Thriller.

Now connect the following descriptions with the correct genre:

A film about love.

A film with violence and explosions

A film about police investigations

A scary film

A film set in future

A film with supernatural elements

A film with drawn or computer-made characters

A film where people sing

A film depicting the real world

A very suspenseful film

A touching and serious film

A film that makes you laugh



YOUR TASTE IN FILMS

Now it is time for you to learn to talk about your taste in films. Find a classmate to talk with and talk about what types of films you prefer:

You can start by saying "I prefer films that..."



And end the sentence with descriptive words such as:

Romantic, suspenseful, scary, funny, touching, calm, beautiful, serious, scientific, inventive, creative.

Or think of your own descriptive words!

THE FILM YOU ARE ABOUT TO WATCH

Find the trailer for the film you are supposed to see and find other informations through google to answer the following questions:

- The film's title is:
- The name of the director of the film is:
- The names of actors who act in the film are:
- The film came out in the year:
- The film is from this country:
- The film's genre is:



CONNECT THE WORD WITH THE PHOTO

In this exercise, you have to draw a line between the word with the picture that matches the word. The words all have a connection with making a film:

Words:

Microphone

Light

Camera

Actor

Costume

Manuscript

Director

Make-up



PART 2: IN THE CINEMA

When you watch the film it's a good idea to keep an eye on different things so you are ready and prepared to work with the film afterwards. Here is a list of things that you should keep an eye on while watching the film:

→ Think about which of the following words you can use to describe the film (you are allowed to use other words as well):

Romantic, scary, sweet, funny, sad, imaginative, exciting, boring, challenging.

→ Do you like the film? Why or why not?

→ Listen carefully and take note of a word you haven't heard before. Write down the meaning of the word.

→ What themes are in the film?

Conflict, family, friendship, childhood, youth, problems, war - or something else?

→ What surprised you in the film? What didn't you understand?

→ What message do you think the film has?

→ Note important elements: the main character, a supporting character, locations, essential plot elements.

PART 3: *AFTER THE SCREENING*

We hope you had a great trip to the cinema! Now you will work with the theme, characters and genre of the film.

SO, WHAT DID YOU THINK OF THE FILM?

1. GENRE AND YOUR TASTE

- a. You have now watched the film and made notes on words that can describe it. Now everyone should share their descriptive words with the class. After this, you should try and talk about what genre the film seems to fit into based on the different words. Maybe it fits into more than one genre?
- b. Did you like the film? Now is the time to learn how to talk about your own taste. Grab a classmate and talk two and two about what you liked or disliked about the film. Think of the descriptive words and genres to explain your taste. You can use these sentences to start the conversation:

"I liked the film because ..."

"I disliked the film because ..."

2. NEW WORDS

Which new words did you learn from watching the film? Take turns saying your new word while your teacher writes it on the board. Talk about what the new words mean.

A CLOSER LOOK AT THE FILM

1. CHARACTERISTICS

When you saw the film you noticed either a person, a location or an essential plot element. Try to describe the thing you kept an eye on. You can use these adjectives as a help: Brave, cowardly, boring, dramatic, sad, smart, stupid, crazy, beautiful, old, young, misunderstood, complicated, big, small.

2. THE THEMES OF THE FILM

What themes did the movie have? Go into groups of two and compare the different themes you have written down.

3. THE MESSAGE OF THE FILM

Talk in your groups of two and two about what the message of the film is. What was it trying to say? Compare your thoughts on what the message was. Do you agree? Was there more than one?

Go back to the class after your group discussion. The teacher will now list all your different messages and themes on the board. Now have a class discussion.

FILM REVIEW

Pretend you are a film critic and make a short film review of the film you have seen with 8 sentences in english.

1. One sentence about what you think the film's theme is
2. One sentence about what you think about the theme
3. One sentence about who the main characters are
4. One sentence about what you think about the main characters
5. One sentence about the main conflict
6. One sentence about what you think about the main conflict
7. One sentence about how the film ends
8. One sentence about what you think about the way the film ended

Read your reviews out loud in class. Notice and talk about what you each put weight on as positive and negative things about your individual film experiences.

REENACT A SCENE

Form a group of three. Think back on the film and talk about a scene that really made an impression on you. Agree on a scene and reenact it as follows:

1. Try to remember what happened in the scene. Create your own lines in english, that sum up what happened in the scene.
2. Decide who you will play in the scene and which lines you have. Rehearse the lines until you feel like you have the pronunciation right.
3. Use one of your phones or equipment from the school and record yourself reenacting the scene.
4. Everyone shows the rest of the class their video, and talks about what it was in the scene that they liked or made an impression on you.

