

AVANT



- **Describing visuals: poster / stills / screen shots and / or asking questions:**
 What can you see? What can you imagine outside this picture?
 Who are the characters? What do they look like? What are they doing?
 What are their thoughts / feelings?
 What do you think they might say (i.e. speech bubbles) Film genre?



- **Visuals (+ film title) - Language focus:**
 Brainstorm on expected vocabulary / phrases connected to characters / story / theme, mind-map on theme



- **Visuals (+ film title)- Content focus:**
 Hypothesis about characters / events / story



- **Context information:**
 Teacher briefly puts the film in context, such as info on (either/or) historical events / period, country or region, theme, film genre / style, reactions to the film, director, actors.



- **Reading:**
 Film summary (adapted to level) , incl. characters, storyline etc...



- **Introduction of key vocabulary and phrases connected to the story or theme of the film.**
 Practice game on same.

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PENDANT

trailer



- **Watch clip with no sound.**
First impressions? Opinions? Feelings? Anything unclear? Hypothesis?

trailer



- **Watch again with no sound, entire clip or stopping to create stills.**
Tasks for different groups in the class:
listing eg. the different xxx you see, list adjectives which describe xxx, ...;
grid characters / locations / events etc... or audit of seen / not seen in clip;
or questions (where? when? who? what? why? how? which emotions? ...);
or running commentary / description (for group who don't see the screen);
or imagine the dialogue / sound track;...

extracts



- **Sound track without visuals** - other possibility, for variety.



extracts trailer

- **Watch clip with sound. Content focus:**
What more do we learn about the situation/characters? Sound track apart from dialogue? Your opinion on / feelings about xxx, ... Language focus: Listening grid of words / phrases heard; who says what?; verify hypothesis made about dialogue; how is such feeling expressed / situation described?...



film

- **Watch film (in sections). Different groups in the class are given different tasks.**
Re. Content: Simple grid / map / calendar to fill in; listing: locations changes, historical or time references; focus on specific characters or events, events/situations which explain the title, ...
Re. Language: spotting specific words/(catch) phrases/lines; listing language used to describe particular event / character / relationship / feeling / issue...



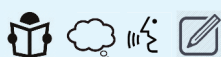
- **Using film with French subtitles:** see re language focus above,...
- **Using film with English subtitles:** spot corresponding French words / phrases / lines

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APRES



- **Assessing comprehension:** True / False questions, MCQ; quiz; open questions
Who says what (possibly linking names/pictures with lines);

summary



- **Reading - Film summary:**
Place key events on a time line; place sentences/paragraphs in the correct order

transcripts



- **Reading - Transcripts of sequences of dialogue:**
Gap exercises, order strips, listen/watch again and find the 7 errors in the transcript, list language used to express xxx,

subtitles



- **Reading - Focus on the French subtitles in one sequence.**
Translate into English; compare subtitles with transcript

opinions

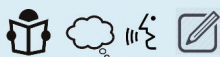


- **Reading:** Critiques' opinions and viewers comments from dedicated maga-zines, websites, social media: Sort vocabulary/phrases according to more or less positive categories; gap exercise; list main positive/negative comments;..

book



- **Reading—The book or extracts from the book the film is based on**



- **Researching:** Different groups read press or web articles/pieces related to film / theme / biography of real character / film maker / actor: information gathering to answer questions and / or to present to others



- **Writing activity:** start or finish sentences about the film (possibly with visual/text clues)

APRES



- **Writing** – A summary /film review/social media comment using a writing frame or in a prescribed number of words



- **Writing** – One line or short descriptive paragraph per sequence



- **Writing** – Speech bubbles or captions for stills; subtitles (for eg. using Clipflair)



- **Writing** a quiz (for class) or interview questions (for film maker/actor)



- **Writing** dialogues and dubbing a sequence (for eg. using Clipflair)



- **Imagining** alternative endings or 'what happens next' (in groups)



- **Role playing** characters in film sequence or in a new situation



- **Introducing / presenting/ describing** the film (to absent students)



- **Discussing** the film in class, Debating the theme linked to the film



- **Presenting** a film review, possibly videoed



- **Completing** a self-assessment page about what 'I can' do about the film (p.5)

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FILM

Belle et Sébastien (Level A1)

Nom:

Classe:

I can name the
colours in the
poster

I can say what the
colours make me
think of

I can say how
many
characters are
in the poster

I can say who
the two
characters in
the poster are

I can say where
the characters
in the poster are

I can say what
the characters
in the poster are
doing

I can predict
what the film is
about

I can identify
animals and items
in the trailer and
complete
an audit form

I can recognize
the names of
the characters
and label their
pictures

I can say which
animals I like or
don't like in the
film and how
much

I can ask a
friend which
animal they like
or don't like

I can write
which animal I
or a friend likes
or don't like



I can say what I
think of the film

I can describe
the setting and
locate it on a
map

I can describe
the family
relationships

I can describe
the main
characters'
personality

I can describe
the plot

I can ask
questions about
the film

I can say how
the film ends

I can read a
short summary
of the film

I can read a
simple critique
of the film

I can write a
short
description of
one of the
characters

I can write my
own comments
about the film