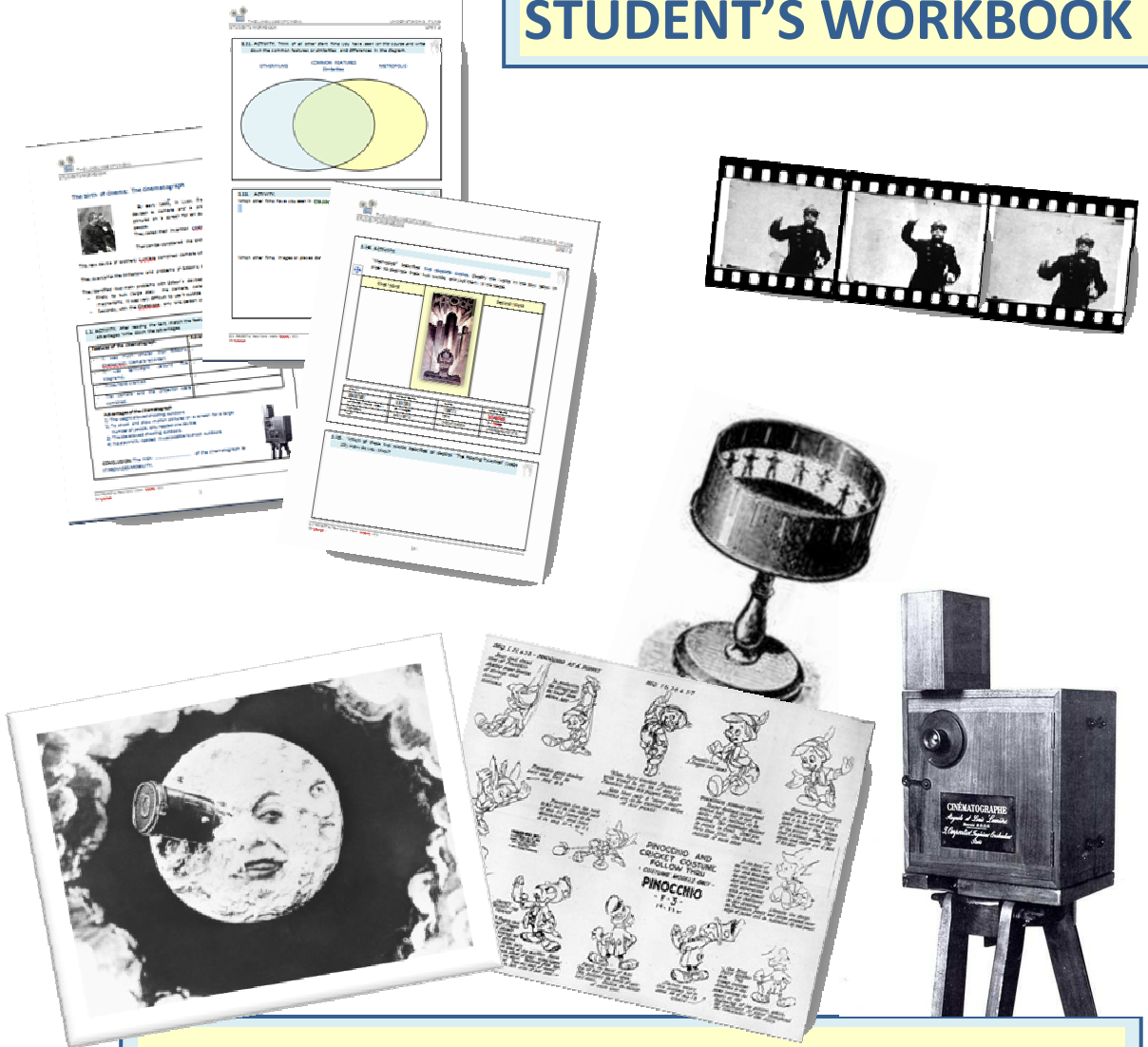


STUDENT'S WORKBOOK



FORGOTTEN FILM FROM BEGINNINGS TO “TALKIES”

CLIL Project
by Rosa Maria Andrés Blanch
2011



STUDENT'S NAME:

Level:



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INTRODUCTION

How much do you know about cinema?

1. **ACTIVITY.** Write down in a box a list of 6 words that you think are related to cinema in the box below. Then compare with your classmate.



2. **ACTIVITY.** How often do you go to the cinema?



I	never	go	to the cinema
He/She		goes	

I	go	to the cinema	once	times	a week
			twice		a month
three	a year				
four					
five					
He/She	goes	more than five			

Use the table and,



A. Write a sentence about yourself.

.....

B. Write a sentence about your classmate.

.....

**3. ACTIVITY.****3.1. WORDSEARCH.** Find 10 words related to cinema.

R	T	F	G	W	S	M	Q	S	A	R	V
D	G	R	H	D	P	I	O	J	G	F	I
X	S	A	D	I	F	G	H	V	J	K	S
C	A	M	E	R	A	S	G	C	I	P	U
V	N	E	Z	E	S	V	B	N	L	E	A
B	I	F	H	C	J	U	Y	P	L	E	L
N	M	R	S	T	O	R	Y	F	U	B	E
Y	A	N	S	O	A	Z	X	F	S	V	F
U	T	B	G	R	Q	O	S	A	I	X	F
O	I	D	F	G	E	U	J	K	O	A	E
L	O	T	S	C	E	N	E	O	N	L	C
M	N	E	G	H	J	K	W	A	C	M	S
R	E	C	O	R	D	I	N	G	F	A	J

3.2. Compare with the words you wrote in question 1. Write down the words that match.**KEY TO THE SYMBOLS USED**

Work individually



Work in pairs



Work in a group of four



Work in plenary



UNIT 1. PRECINEMA

1. LESSON. WHAT IS CINEMA?

The word cinema is shortened from *cinématographe*, coined 1890s by Lumière brothers, who invented it.

Etymology: is a new word from ancient Greek created in XIX century"

- **kinema** "movement," from **kinein** "to move" and **graphein** "to write" "to draw" "to record".

This neologism (new word) was created with the purpose of defining moving images. In 1911, Cinema was defined as the seventh art.

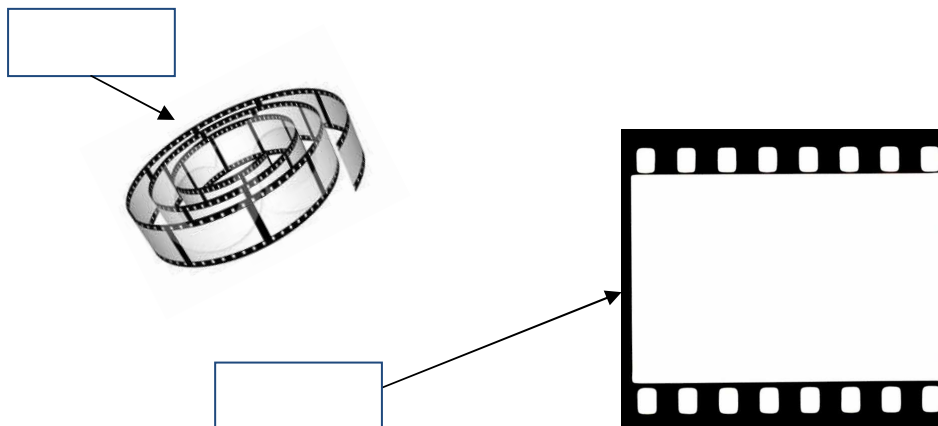
1.1. ACTIVITY: Choose seven of the words from the wordsearch before, and fill the gaps.



"A **film**, also called a or **motion picture**, is a conveyed with moving images. It is produced by photographic images with, or by creating images using techniques or"

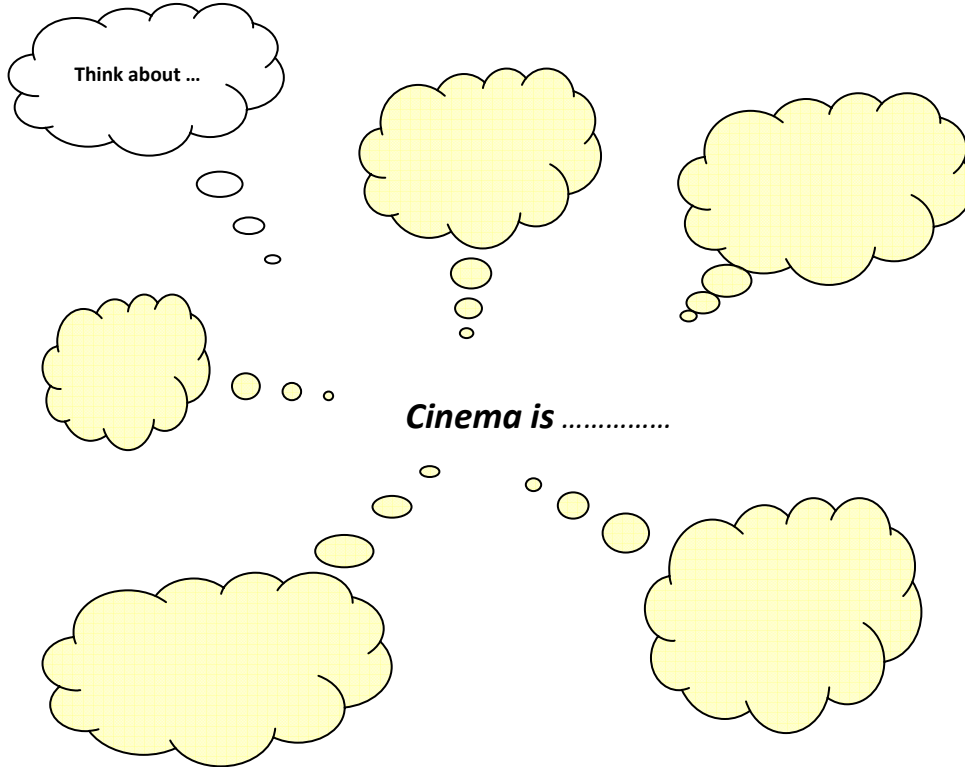
Films are made up of a series of individual images called

What are these?





1.2. ACTIVITY: Write down five words in the clouds to give ideas about what you think cinema is.



1.3. ACTIVITY: Using the following 4 Ws write a question about what you have seen:



- a) What?
Answer
- b) Who?
Answer
- c) When?
Answer
- d) Where?
Answer



1.4. ACTIVITY: Connecting bubbles.

Connect these bubbles with a line/arrow, in order to explain what an illusion is. Put the bubbles in correct order.



and that means

An illusion is

a specific form of sensory distortion

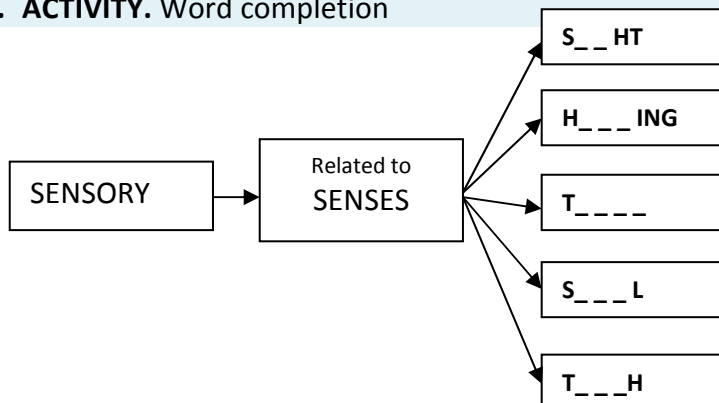
but it is not true

The illusion is generally shared by most people

people think that something is happening

An ILLUSION is.....
.....

1.5. ACTIVITY. Word completion





1.6. What other illusions can you think of? What senses are they related to?



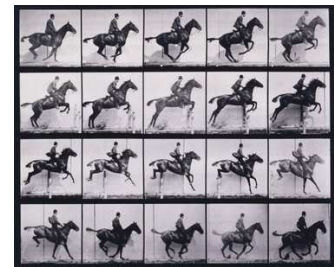
1.7. How did Muybridge make his earliest film?



1.7.1. Fill the gaps with the words in the box below.

- A. He put these pictures in _____ order.
- B. He _____ 16 _____ with a mechanism that activated the cameras as the horse ran by.
- C. He _____ 16 _____ at equal distance from each other.

photographs, cameras, sequential, took, lined



1.7.2. Order the sentences.

- First of all, he

- Secondly, he

- Finally, he



UNIT 1: PRECINEMA

2. LESSON. HOW CAN PHOTOGRAPHS MOVE?

2.1. ACTIVITY. How can photographs move?



1. Whenare shown rapidly in succession, a viewer has thethat motion is occurring.
2. The viewer cannot see the flickering between frames due to an effect known as **persistence of vision**. That means the eye retains a visual image for a fraction of a second after the source is removed.
3. A common name for film in the United States is, while in Europe the term is preferred.
4. The origin of the name "film" comes from the fact that **photographic film** has historically been the primary medium for recording and displaying motion pictures. It is made from a material called



2.2. Activity. Is cinema what Eadweard Muydridge made? Why?



WHAT'S CINEMA?



When **FRAMES** are shown rapidly in succession, a viewer has the **illusion** that motion is occurring



UNIT 1: PRECINEMA

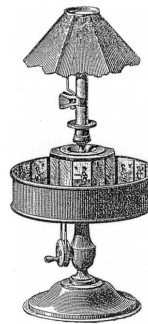
3. LESSON. MOTION PICTURE DEVICES

If somebody asks who invented motion pictures, we should answer that no one can claim this achievement for himself. Many scientists and inventors from 15th to 19th Century contributed to the success of motion pictures.

They shared their knowledge and so many inventions, motion toys and devices began to appear. Motion pictures developed gradually.

DEVICE: A thing or an invention serving a particular purpose especially a mechanical machine or electronic equipment used to carry out one or more relatively simple tasks.

Most of these devices were very easy to use.




None of these devices are electric, but operated mechanically.

3.1. ACTIVITY. Go to the website below and find out devices from 1860 to 1890. Write down their names.

<http://www.victorian-cinema.net/machines.htm>





3.2. ACTIVITY. There are four types of mechanical movement. Draw a line to link the movement with their definition. 

ROTATING

Swinging in alternate directions

LINEAR

Turning in a circle

RECIPROCATING

Moving backwards and forwards

OSCILLATING

Moving in one direction

How do devices shown in pictures on page 8 work? What kind of movement do they use?

3.3. ACTIVITY. 

Thomas Alva Edison (February 11, 1847 – October 18, 1931) was an American inventor, scientist, and businessman who developed many devices that greatly influenced life around the world. Edison is considered one of the most prolific inventors in history, holding 1,093 US patents in his name, as well as many patents in the United Kingdom, France, and Germany. From Wikipedia, the free encyclopedia.

Find out from an Encyclopedia or the Internet the name of his most popular inventions.



With the development of celluloid film, it became possible to capture objects directly in motion in real time.

The celluloid film itself already contains frames.

Brothers Lumière patented film perforations with sequential images and **Tomas Alva Edison** used it in his Kinetoscope.



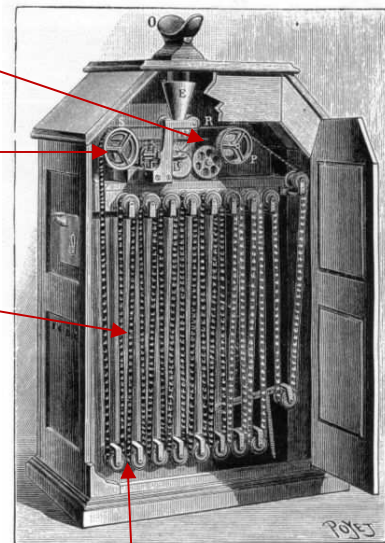
35mm. wide

Each vertically sequenced frame had a rectangular image and four perforations on each side.

This basic format was adopted globally as the standard for motion pictures film, and still remains.

CRANK

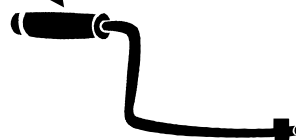
DRUM



PULLEY

In this early device the printed film was attached to many drums and pulleys turned at first by a hand crank and electrically powered for lighting. Later it was completely electrically powered.

The pictures were shown at a variable speed of about 5 to 30 pictures per second, depending on how rapidly the crank was turned.





3.4. ACTIVITY. Make your own moving pictures as Muybridge did in 1878.



Choose between these three possibilities:

- Take 16 pictures with a camera and put them in sequential order.
- Draw 16 simple drawings as you have seen on Power Point and put them in sequential order.
- Go to the link:
<http://www.google.com/images?hl=es&q=Eadweard+Muybridge&um=1&ie=UTF-8&source=univ&sa=X&ei=7B5sTeXnG5H64AbsjqTfCQ&ved=0CckQsAQ&biw=1366&bih=588>

Choose one of the series of Muybridge photographs, cut them and put them in sequential order.

- Put your work in a Power Point and show the illusion on motion.
- Talk about the steps in your project using the language frame below.

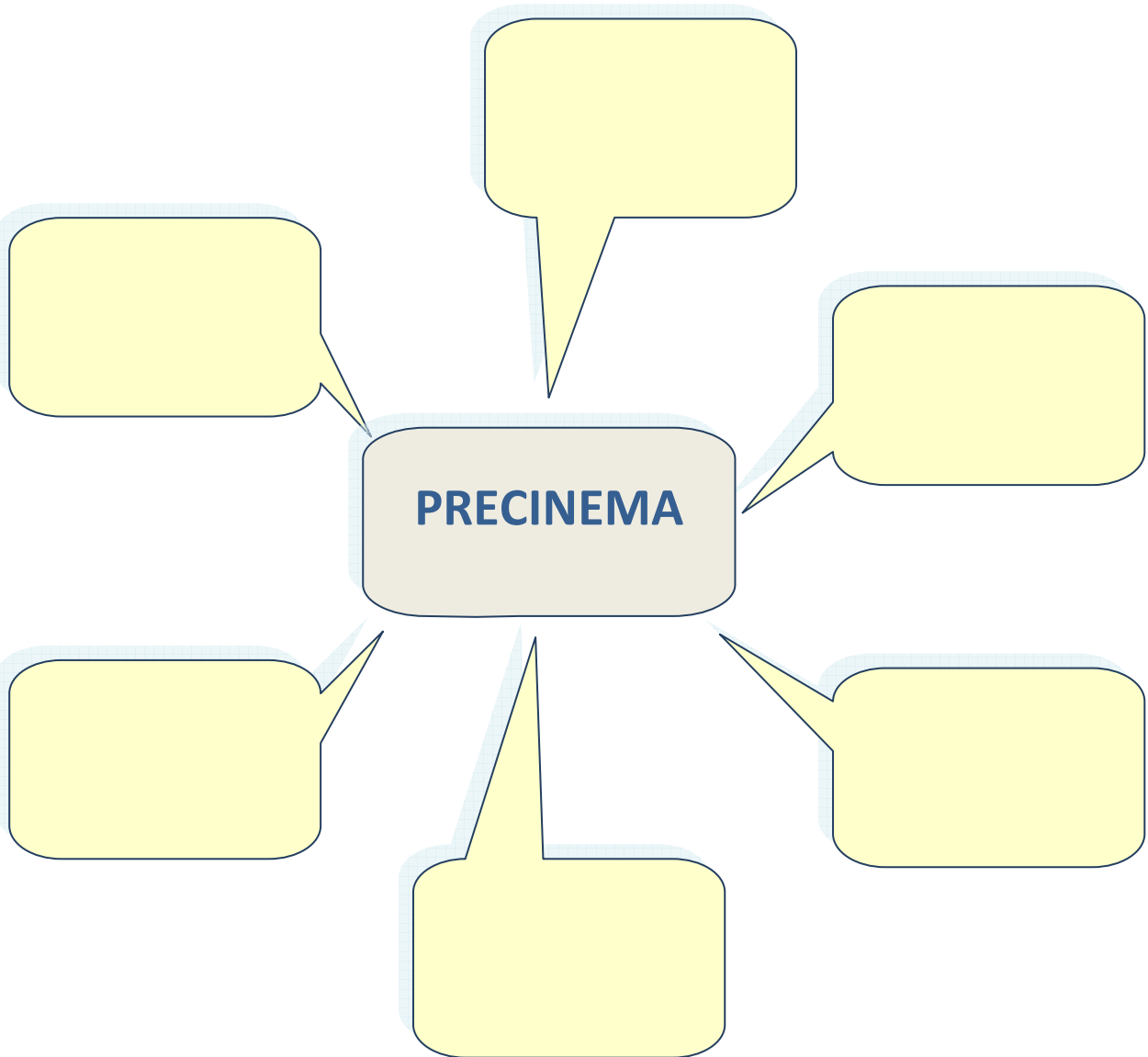
First we	took.....
	drew.....
	visited and chose.....
Then we	uploaded.....
	improved.....
	cut.....
Next we	put them in order.....
	sequenced them.....
Finally we



3.5. ACTIVITY. Write down inside the bubble:



What you learned from Unit 1 about:



What would you like to find out about it?

I would like...



UNIT 1: WORD BANK			
ENGLISH	PRONUNCIATION	CATALAN	SPANISH
ANIMATION			
CELLULOID			
CINEMA			
DEVICE			
DRUM			
FLICKERING			
FRAME			
HAND CRANKED			
HEARING			
ILLUSION			
IMAGE/IMAGES			
KINETOSCOPE			
LINEAR			
MOTION			
MOVEMENT			



UNIT 1: WORD BANK			
ENGLISH	PRONUNCIATION	CATALAN	SPANISH
MOVIE			
OSCILLATING			
PATENT			
PATENTED			
PHOTOGRAPHY			
PICTURE			
PULLEY			
RECIPROCATING			
ROTATING			
SEQUENCE			
SEQUENTIAL			
SHOOTING			
SHOT			
SIGHT			
SMELL			



UNIT 2. THIS IS CINEMA!

1. LESSON. The birth of cinema

1.1. ACTIVITY. Answer this question.



Is cinema what Thomas Alva Edison made?

WHY?



Think about these 4 possible reasons.
Which one do you think is correct?

- | | |
|----|---|
| a) | Films were silent. |
| b) | Films were too short (between 30 and 50 seconds). |
| c) | Only one person at a time could see the images. |
| d) | Films were black and white. |

It is not cinema because

Meanwhile, all over the world other inventors introduced their own motion picture machines or devices at the same time.

<http://www.precinemahistory.net/1895.htm>



The birth of cinema: The cinematograph



By early 1895^{*}, in Lyon, France, Auguste and Louis Lumière devised a camera and a projector that could show motion pictures on a screen for an audience, that's a large number of people. They called their invention **cinématographe**.


That can be considered the birth of film.

This new device of brothers Lumière combined camera with printer and projector.

They overcame the limitations and problems of Edison's Kinetoscope.

They identified two main problems with Edison's devices:

- Firstly its bulk (large size): the camera, called Kinetograph, was a colossal box of mechanisms. It was very difficult to use it outside the studio.
- Secondly, with the Kinetoscope, only one person could experience the films at a time.

1.2. ACTIVITY. After reading the text, match the features of the cinematograph with its advantages. Write down the advantages. 

Features of the cinematograph	Advantages of the cinematograph:
- It was much smaller than Edison's Kinetograph (camera recorder)	-
- It was lightweight (around five kilograms),	-
- It was hand cranked.	-
- The camera and the projector were combined.	-

Advantages of the cinematograph

- 1) The weight allowed shooting outdoors.
- 2) To shoot and show motion pictures on a screen for a large number of people, only needed one device.
- 3) The size allowed shooting outdoors.
- 4) No electricity needed. It was possible to shoot outdoors.

CONCLUSION: The main of the cinematograph is:
IT PROVIDES MOBILITY.





1.3. ACTIVITY. After reading the text, write a new sentence with the words:



- Device:

- Devise:

The birth of cinema: The first film

On December 28th 1895, in Paris, France, brothers Lumière presented the first exhibition of a projected motion picture onto a giant screen to a paying public.



The world's first movie theatre was born.

The 20 minute program included ten short films with twenty showings a day.

1.4. ACTIVITY. Watch the **first film in history** and answer.



Title:

Length:

Where was this film shot?

Is it indoors or outdoors?

Are the people in the film actors and actresses?



Is there a plot or a story line in this film?

Do you think this film was prepared in advance or was it a spontaneous scene?

<http://www.youtube.com/watch?v=HI63PUXnVMw&feature=fvst>



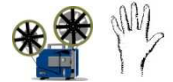
1.5. ACTIVITY. Fill the gaps with the words in the box below.



The new device called provides and therefore it allows filming to be more films. In these shorts there is no plot or They are films about daily life and are called films. They are the first

actuality	story line	mobility
spontaneous	cinematograph	documentaries

1.6. ACTIVITY.



Go to the link:

<http://www.youtube.com/watch?v=2cUEANKv964>

"The arrival of a train at La Ciotat", more commonly known as *Arrival of a Train at a Station*. Is one of the most successful "documentary" of Brothers Lumière.

How do you imagine the reaction of people after seeing these images?



1.7. ACTIVITY. Make a timeline



From now on you'll begin to make a timeline. You'll find it on page 60

Timeline: is a graphic design showing a long bar labeled with dates on it and (usually) events labeled on points where they would have happened. It is used to show events along a period of time and to sequence them.

Every time you find an asterisk (*) write down the event on the date it happened. On page 19 you've got the first one: 1895.



Georges Méliès. The father of special effects

1.8. ACTIVITY. Listen and fill the gaps with the words below.

Who was Georges Méliès?



Georges Méliès was another..... born in Paris in..... From a very early age he showed a particular interest in art specially in and puppetry.

In 1884 he his studies in Later in 1888 he had enough money to buy the famous Robert Houdin.

From that point Méliès worked as a theatrical showman whose performances revolved around and illusionist techniques. He studied while these in London as well as working on his own

Méliès determined to investigate pictures.

When Lumière brothers wouldn't sell him a , he his own camera and then set up Europe's first film studio in

He about five hundred films over the next 15 years, in which he was the financier, the , the scriptwriter, the stage designer and the star in nearly every one. In spite of this, he never really saw himself as a filmmaker, he just enjoyed magic and entertainment.

continued	Theatre	cinematograph
London	Frenchman	stage design
created	full time	tricks
developed	magic	1861
director	moving	1897

Méliès discovered from a filming incident that cinema could manipulate and distort time and space.

As Méliès got more experience with motion pictures, he started experimenting with more complicated camera tricks.

**Méliès used 3 basic special effects.****1.9. ACTIVITY.**

1.9.1. Watch Méliès' films carefully and notice the special effects used.



1.9.2. Watch the Power Point. Then, fill the table. Use words and sentences in table on the next page.



SPECIAL EFFECT	AIM	PROCEDURE
	Used to change one thing into another.	First: Secondly: Then: Next: Finally:
	Used to get the illusion that objects were changing form.	First of all: Then: Finally:
	Used as a common technique in filmmaking for creating ghost like images or adding people who were not originally there.	First of all: Next: Finally:



ACTIVITY

SPECIAL EFFECT	<ul style="list-style-type: none"> - dissolve - stop motion – double exposure
PROCEDURE	<ul style="list-style-type: none"> - Put the camera off - Change the object - Place the camera on a tripod and don't move it. - Record one shot of an object - Record the second object
	<ul style="list-style-type: none"> - Record over the frame already recorded. - Repeat the same process as you did in Stop motion special effect. - Open the camera and roll the film back.
	<ul style="list-style-type: none"> - Record a strip of film already recorded not just one or two frames. - Repeat the same process as you did in Stop motion special effect. - Similar to dissolve effect open the camera and roll the film back.

Georges Méliès films. Websites

* Write down these films on your timeline

1898. L'home des têtes 47''

<http://www.youtube.com/watch?v=8oFnOAnL8Ss>

1899. Cendrillon. Cinderella. 4'24''

<http://www.youtube.com/watch?v=AYmCUFI96PQ>

1901. L'home a la tête de caoutchouc 2'15''

<http://www.youtube.com/watch?v=Z7lsCqjOGic>

1902. Le voyage a la lune. A trip to the moon.

<http://www.youtube.com/watch?v=7JDaOOw0MEE>

1904. The impossible voyage. Part 1

<http://www.youtube.com/watch?v=oHUdyHx6bXk>

Part 2

<http://www.youtube.com/watch?v=mbe8qfigKJQ&feature=related>

Part 3

<http://www.youtube.com/watch?v=q8uTaoiFUIY&feature=related>

1909. Le locataire diabolique. 6'20''

<http://www.youtube.com/watch?v=f-n6EN4DyuE>

Méliès' special effects

http://www.youtube.com/watch?v=Zo0i4snkh_k

<http://www.youtube.com/watch?v=dXwGN2uSsn0>



GEORGES MÉLIÈS: CINDERELLA

Cinderella was a well-known folk tale. When Méliès shot his short film in 1899^{*}, he constructed a narrative with different scenes for the first time.

The word "story" may be used as a synonym of "narrative"

Storytelling requires consideration of the **who, what, where, when, why**. The answer to these questions should become apparent throughout the film.

IMPORTANT!

In films, we use **shots, scenes** and **sequences** to construct a narrative or a story:

Shot: Is a continuous strip of motion picture film, created using a series of frames that runs for an uninterrupted period of time. Shots are generally filmed with a single camera and can be of any duration.

Scene: Is a series of shots which form the same narrative unit and share the same setting as a play.

Sequence: Is a series of scenes which form a distinct narrative unit, usually connected either by unity of location or unity of time. Normally, different sequences don't share the same setting.

COMPARE:

LEVEL	FILM	LITERATURE
1	SHOT	SENTENCE
2	SCENE	PARAGRAPH
3	SEQUENCE	CHAPTER
4	ACT	ACT
5	FILM	BOOK

**1.10. ACTIVITY** Méliès' film "Cinderella" from 1899

As you already know the tale of Cinderella,

First: Cut the photographs or frames

Second: Order the frames to construct a narrative or a story line.

Then: Paste ordered frames in the table.

Next: Read the definitions of "shot", "scene" and "sequence"

Finally: Answer the questions

a) How many shots are there?

There are.....

b) How many scenes are there?

...

How do you know?

I know it because....

c) How many sequences are there?

....

How do you know?

...

1.11. ACTIVITY. Watch Méliès' film "Cinderella" focus on what you already know.

a) Think of the camera position in all scenes throughout the film? Where is the camera placed?

b) Think of the settings. What do they look like?



MÉLIÈS' CINDERELLA. NARRATIVE-STORY LINE	
1	2
3	4
5	6
7	8
9	10

**GEORGES MÉLIÈS: 1902*****LE VOYAGE DANS LA LUNE – A TRIP TO THE MOON**

This film is considered a pioneering, 14-minute science fiction work.

"It was his most popular and best-known work, with about 30 scenes called tableaux.

He incorporated surrealistic special effects, including the memorable image of a rocket ship landing and gouging out the eye of the 'man in the moon.

Melies also introduced the idea of narrative storylines, plots, character development, illusion, and fantasy into film, including trick photography (early special effects), hand-tinting, dissolves, wipes, 'magical' super-impositions and double exposures, the use of mirrors, trick sets, stop motion, slow-motion and fade-outs/fade-ins.

***Although his use of the camera was innovative, the camera remained stationary and recorded the staged production from one position only.*"¹**

**1.12. ACTIVITY.** Watch Méliès' film "A trip to the moon".

- Which special effects can you see?
- Can you differentiate between shots, scenes and sequences?



BLAH, BLAH,
BLAH...

<http://www.youtube.com/watch?v=OUJ4Mh4Elx4&feature=related>

<http://www.youtube.com/watch?v=vZV-t3KzTpW&feature=related>

About the film.

<http://www.filmsite.org/voya.html>

http://en.wikipedia.org/wiki/A_Trip_to_the_Moon



¹ <http://www.filmsite.org/pre20sintro2.html>



UNIT 2. THIS IS CINEMA!

2. LESSON. Silent Cinema

What are silent films?

We call silent film all those films made between the birth of cinema and 1927. Those years before sound came to the movies are known as the "silent era"



A silent film is a film with no synchronized recorded sound, with the recorded image.

Despite many attempts to synchronize sound and image it was not possible until 1927, but, when it happened, cinema was already successful.

From the start, film techniques were a challenge and many filmmakers developed what not many years before the Lumière brothers had started.

In Europe and US, **hundreds of films** were shot **annually** and most of them were not preserved. Some of these films were:

1903*. Edwin S. Porter. **The Great Train Robbery**. The first Western which exploited new techniques such as multiple camera position.

1908*. Segundo Chomón. **El hotel eléctrico**. Chomón was a pioneering Spanish filmmaker that produced many short films in France. He has been compared to Georges Méliès, due to his frequent camera tricks and optical illusions.

<http://www.youtube.com/watch?v=aZFdaqQky2o>

1914*. D.W. Griffith. **The birth of a nation**. It is considered important by film historians due to its length: it is a three-hour film based on the Civil War. Introduce narrative complexity. It was enormously popular.

1916*. D.W. Griffith. **Intolerance**. It was a colossal filled with monumental sets, lavish period costumes, and more than 3,000 extras.

Until this point, European cinema had been the most globally popular and powerful. But film industry in the United States overtook Europe when World War (1914–1918) caused interruption in the European film industries.

The American industry, or "Hollywood", in California became the movie factory for the world, exporting its product to most countries on earth and controlling the market in many of them.



Gradually,

- 1) Silent films became longer.
- 2) The narrative or storytelling became more complex.

2.1. ACTIVITY. Complete the table with suitable sentences in the box below



FEATURES OF SILENT FILM		
	so	silent films can appear unnaturally fast and jerky. Some of them were intentionally shot at slower speeds in order to accelerate the action, especially in comedies.
	so	silent film needs a greater emphasis on body language and facial expression. The audience can therefore better understand what actors feel and what they want to express on screen.
	so	they were really important in silent films when they became longer and had more detail. They were also necessary to understand dialogues and the story.
	so	music was an essential part of any film. Most theatres had a pianist to accompany the film and some had entire orchestras. It gave the audience emotional cues for the action taking place on the screen.

- | |
|--|
| 1. Films were commonly accompanied by live music . Films were silent, but showings or exhibitions were not silent. |
| 2. In silent film the dialogue could be transmitted through an intertitle , also known as a title card . |
| 3. Most silent films were shot at slower speeds than sound films (typically 16 to 20 frames per second as opposed to 24). |
| 4. Silent films had no sound |



Silent comedy and comic films



Comic films began to appear during the "silent era", roughly 1895 to 1930. The visual **humour** of many of these silent films is based on slapstick.

Is the tendency of particular experiences to provoke laughter and provide amusement, fun

Silent comedy emphasises visual and physical humor, and what are known as "sight gags" and "**slapstick**".

Is a type of physical comedy characterized by humour, absurd situations and usually violent action.

2.2. ACTIVITY. What comic physical humour or "slapstick" situations can you think of?





Silent comedy stars

In comedy there were actors of outstanding talent and different styles.

Max Linder (F)
 Charles Chaplin (UK)
 Harold Lloyd (UE)
 Buster Keaton (UE)
 Stan Laurel & Oliver Hardy (UE)

They had great success throughout the world.

Charlie Chaplin

London 1889 - Switzerland 1977

He used mime, he was an actor, a filmmaker, a composer and a songwriter.

Chaplin was one of the most creative and influential personalities of the silent-film era.

He was influenced by his predecessor, the French silent movie comedian Max Linder, to whom he dedicated one of his films.

Chaplin directed and edited his own films and he had a strong affinity for sentimentality. He could make audience feel and think, as well as laugh. He combined comedy and drama.



Chaplin quickly became the most popular star when he created his "Little Tramp" character. The physical attributes of the Tramp which include a pair of baggy pants, a tight coat, a small derby hat, a large pair of shoes, a cane and the famous small mustache.

2.3. ACTIVITY.

The Rink 1916

<http://www.youtube.com/watch?v=5xBXYn-jjzE> 2'56"

The fireman 1916

http://www.youtube.com/watch?v=eosak_OrRfc 10'15"

<http://www.youtube.com/watch?v=LS52AeRKHyo&feature=related> 10'15"

The cure 1917

<http://www.youtube.com/watch?v=kRHGd7P4oGj> 8'33"

<http://www.youtube.com/watch?v=a9kVXwAD0So&feature=related> 9'21"

<http://www.youtube.com/watch?v=2VJjbs0CVw&feature=related> 5'55"

The Gold Rush 1925

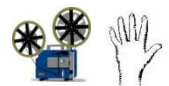
<http://www.youtube.com/watch?v=mtZTIwSluGw> 13'47"

<http://www.youtube.com/watch?v=XZGHR7J1IUQ> 3'53"

<http://www.youtube.com/watch?v=faS7YLVSEVM> 1'31"

The circus 1928

<http://www.youtube.com/watch?v=KjGXaA9xGAY&feature=related> Part 10'14"





Harold Lloyd

UE 1893-1971

Lloyd made nearly 200 comedy films, both silent and "talkies", between 1914 and 1947.

His films frequently contained "thrill sequences" of extended chase scenes.

He is best known for his optimism and the character he created: the "Glasses Character" that represented the ordinary guy up on the screen, a guy with faults and fears, "the boy next door".



2.4. ACTIVITY



Safety last 1923. 7'35"

http://www.youtube.com/watch?v=QEcTjhUN_7U

Bunch of scenes from different films 4'05"

<http://www.youtube.com/watch?v=Zkryy5eru6k&feature=fvst>

Buster Keaton

UE 1895-1966

He is considered one of the greatest actor-directors in the history of film.

He had great success although sometimes he was misunderstood by the audience. He is more suited to modern audiences.

He created his character as himself: he had a beautiful deadpan face, with eloquent large deep eyes.

His nickname was "The Great Stone Face"



2.5. ACTIVITY



Battling Butler 1926. 5'02"

http://www.youtube.com/results?search_query=buster+keaton+boxing&aq=f

Secene from "The general" 1926. 3'25"

<http://www.youtube.com/watch?v=n3xh108cLbo>

Scene from "The college" 1927. 3'48"

<http://www.youtube.com/watch?v=48-WV9jJEwY>



DESCRIBING SHOTS, SCENES AND SEQUENCES

To describe a shot or explain a scene we should think of the **Where, when, who, and what.**

WHERE: it refers to the setting of the story. Where does the scene take place?

2.6. ACTIVITY. Fill in the blank boxes with the suitable keywords.



DESCRIBING A SET

The photograph is surrounded by several empty rectangular boxes for labeling. Yellow arrows point from these boxes to specific elements in the scene: one points to the balcony area, another to the woman on the platform, a third to the man in the foreground, and a fourth to the bar area. A dashed yellow arrow points from the woman to the bar, and another dashed arrow points from the man to the bar.

How would I describe where is it?	
In the bottom right - hand corner	At the top in the middle
In the top right - hand corner	At the bottom in the middle
On the left	On the right
Right in the middle	In the top left - hand corner
In the bottom left - hand corner	Just higher than the middle
In the background	In the foreground
Coming from the background to the foreground	



2.7. ACTIVITY. Choose a scene from one of these three films and describe it.



<http://www.youtube.com/watch?v=48-WV9jJEwY>

<http://www.youtube.com/watch?v=KjGXaA9xGAY&feature=related>

http://www.youtube.com/watch?v=QEctjhUN_7U

Title:

Filmmaker:

Year:

Main actors:

Minute described:

Use these substitution table to help you:

It looks like...	... a pub, a house, a school, a music hall, a stage, a cottage...
It might be...	
There is/are...	
It's a...	

Right in the middle...	there is/ there are	a man on his back/ a woman singing on a stage /a lot of people raising their arms/ a man playing piano/ (...)
In the top left - hand corner...		
On the right...		
In the back ground...		
Coming from the background...		
...		

Description:



Laurel & Hardy

Stan Laurel UK (1890 – 1965) & Oliver Hardy UE (1892 – 1957)

They were one of the most popular comedy teams of the early Classical Hollywood era of American cinema, composed of thin Stan and heavy Oliver.



They became well known during the late 1920s to the mid-1940s. The team also appeared on stage throughout America and Europe. In Spain they were known as "el gordo y el flaco".

Their performances remind the traditional clowns and they were the best representatives of slapstick humour.

2.8. ACTIVITY



The music box 1932. 27'51"

<http://www.youtube.com/watch?v=94nXnNdJzQI>

The Devil's brother 1933

<http://www.youtube.com/watch?v=DiFEFL6ThRl> 1'46"

<http://www.youtube.com/watch?v=0yoPb-amgbs&feature=related> 9'09"

Hollywood party 1936. 8'55"

<http://www.youtube.com/watch?v=g3cvUuRQtSc>

Busy bodies 1933.

<http://www.youtube.com/watch?v=Vvn1NValjWA&feature=related> 8'30"

<http://www.youtube.com/watch?v=DZ8D-bnwBKO> 6'6" Coloured



European filmmakers

There were many great European filmmakers during the Silent Era, but only some of them were really outstanding.

From the birth of cinema till the 1920s comedy was not the most significant type of film in Europe.

GERMAN EXPRESSIONISM

A large number of creative movements began in Germany before the First World War.

Expressionism is the common name for different fields such as architecture, painting and cinema and it reached a peak in Berlin, and in north and central Europe during the 1920s.

The plots and stories of the Expressionist films often dealt with madness, insanity, social criticism and other topics opposed to standard action-adventure and romantic films.

Two genres of silent films that were especially influenced by Expressionism: **horror film and film noir**.

When the Nazis reached the power many of German filmmakers emigrated to Hollywood.

F.W. Murnau

Germany (1888-1931)

Murnau was one of the most influential German film directors of the silent era, and a prominent figure in the expressionist movement in German cinema during the 1920s.

Nosferatu 1922. This film began a trend for Gothic tales of horror. It was considered the first genuine vampire picture. It is considered a masterpiece of the German silent cinema and an important representative of expressionism.



2.9. ACTIVITY Which is the main difference between Laurel & Hardy's films and Murnau's film? http://www.youtube.com/watch?v=patgT_qG65U





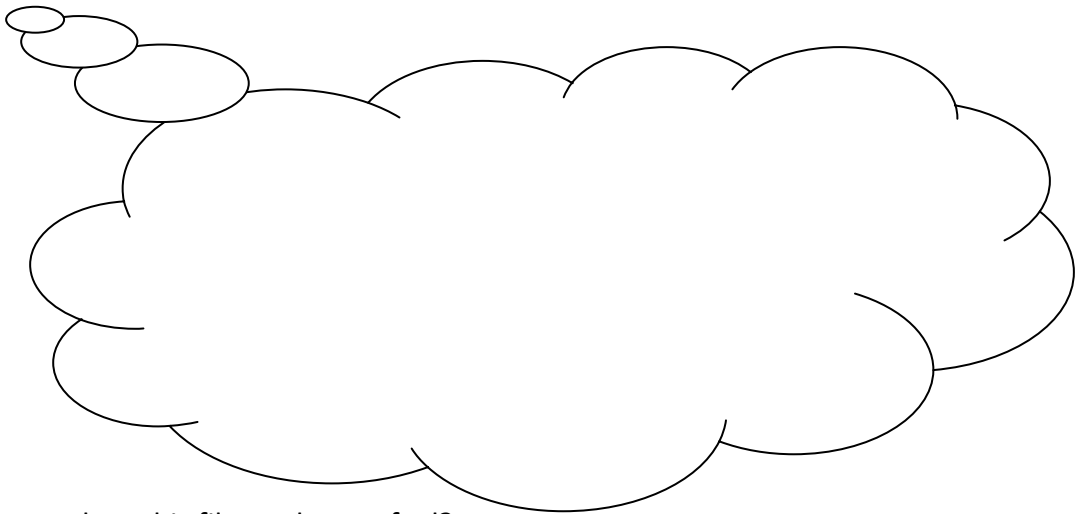
Fritz Lang

Austria 1809 - UE 1976

He was an Austrian-American-German filmmaker and a screenwriter. One of his best silent films is **Metropolis shot in 1927*** in which he collaborated with his wife, science-fiction novelist Thea von Harbou, to write a screenplay based on her novel, Metropolis. It was the most expensive silent film ever made.

Fritz Lang is one of the most outstanding artist of the expressionist movement (see page before).

2.10. ACTIVITY. Write down, inside the bubble, some words to give ideas about what this film suggests to you. Compare your ideas with your partners.



- How does this film make you feel?
It makes me feel...

- Is this a comedy? How do you know?

- Where does the film take place?
 - 1) Is it today?
 - 2) Is it set in the past?
 - 3) How do you know?



<http://www.youtube.com/watch?v=5PAdQ5anhZE&feature=related>



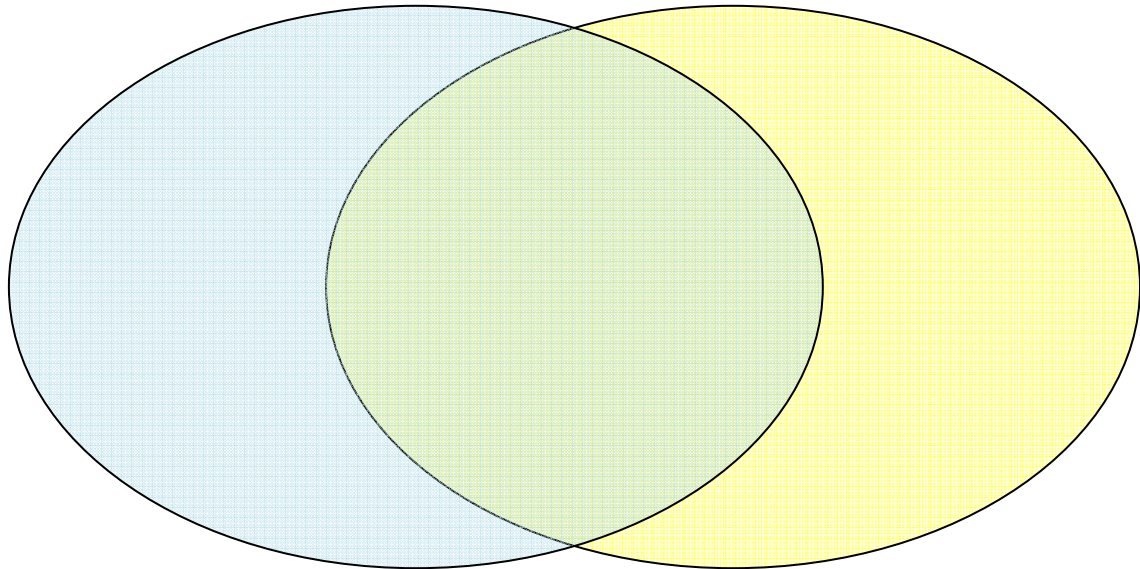
2.11. ACTIVITY. Think about the features of all the silent films you have seen on this course. Write down the similarities and differences between Metropolis and other films in the diagram.



OTHER FILMS

COMMON FEATURES

METROPOLIS



2.12. ACTIVITY.

Which other films have you seen in this course that are described as science fiction?



Which other films, images or places does Metropolis remind you of?

**2.13. ACTIVITY.** Read the text and answer the questions.

The **Roaring Twenties** is a phrase used to describe the 1920s, principally in North America, in Chicago, New York, New Orleans, and Philadelphia, but also in London, Berlin and Paris. The phrase was meant to emphasize the period's social, artistic, and cultural dynamism.

1. Normality returned to politics after World War I, jazz music blossomed and Art Deco peaked. An unprecedented industrial growth, accelerated consumer demand and aspirations, and there were significant changes in lifestyle and culture.
2. The United States gained dominance in world finance.
3. Germany could no longer afford war reparations to Britain, France and other Allies.
4. The second half of the decade becoming known as the "Golden Twenties". In France and francophone Canada, they were also called the "*années folles*" ("Crazy Years"), and in Spain los "Felices años 20".
5. The spirit of the Roaring Twenties was associated with modernity and break with traditions.
6. New technologies, especially automobiles, moving pictures and radio spread to a large part of the population.

Adapted from Wikipedia: http://en.wikipedia.org/wiki/Roaring_Twenties

Does this text describe a happy prosperous period after World War I, or does it describe a declining period of crisis?

It describes...

How do you know?


Because the text talks about...



2.14. ACTIVITY.



"Metropolis" describes **two opposite worlds**. Classify the words in the box below in order to describe these two worlds, and put them in the table.

First World		Second World

Luxury	skyscrapers	poor	oppressed
Exploited	workers	Wealthy	futurism
enslaved/slave class	privileged	elite	Art Déco
Nameless	powerful	industrialists	underground life
Rich			

2.15. Which of these two worlds describes or depicts "The Roaring Twenties" (page 23). How do you know?





2.16. Write down "Metropolis"* on your time timeline, on the date it was shot.



Read the sentences about the influence of historical events occurring during its time and decide which of the three words is suitable in each gap. Compare your ideas with your partners.

The film exhibits the influence of historical events occurring during its time.

1. A time of economic _____ and the rise of _____ in a pre-Hitler Weimar Republic Germany following the First World War. (*capitalism/ misery/ fascism*)
2. The rise of the American _____ movement and unions during the 1920s due to oppressive _____ conditions. (*labor/ working/ unemployment*)
3. The rise of _____ into the US and _____ of workers. (*immigration/ emigration/ exploitation*)
4. It also reflects the _____ modern _____. (*past/ science/ ongoing*)
5. The 1917 _____ revolution in the _____. (*communist/ American/ Soviet Union*)
6. The _____ of poverty with the upper _____ of the Roaring 20s. (*classes/poor/ contrast*)
7. The class struggle.

Sergei Eisenstein

Russia (1898-1948)

Sergei Eisenstein is a Legendary Russian film director. His best known film, **Battleship Potemkin (1925)***, is a classic landmark and visionary film, advancing the art of cinematic storytelling with the technique of *montage* (or film editing), with close-ups to increase tension. It's a historical film.

Metropolis

<http://www.youtube.com/watch?v=7j8Ba9rWhUg&feature=related>

Bibliography

<http://www.filmsite.org/metr.html>

<http://home.comcast.net/~flickhead/Metropolis.html>



UNIT 2. THIS IS CINEMA!

3. LESSON. Sound Cinema : "Talkies"

What are "talkies"?²

3.1. ACTIVITY. Decide which of the two words are corrects.



A **sound film** is a _____ (frame/ motion picture) with _____ (synchronized/ recorded) sound, or sound technologically coupled to image, as opposed to a _____ (silent film/ color film).

The sound films incorporating synchronized dialogue were known as "talking pictures" or "**talkies**".

The idea of combining motion pictures with recorded sound is nearly as old as the concept of cinema itself.

Sound was already recorded and there were an increasing number of motion picture systems to do it: phonograph, kinetophone, chronophone, gramophone, etc... Some of these inventions could transform sound into light waves that were photographically recorded direct onto celluloid.

What happen in 1927?³

The first feature film originally presented as a talkie was **The Jazz Singer**^{*}, released in October 1927.

Warner Brothers produced the first widely-screened feature-length talkie or movie with dialogue.

The revolutionary film was mostly silent, which consisted of a few songs by Al Jolson and a few lines of synchronized dialogue.



The sound era was officially inaugurated.

<http://www.youtube.com/watch?v=24sB2hxrU3g> 2'02"

² Adapted from: http://en.wikipedia.org/wiki/Sound_film

³ Adapted from: <http://www.filmsite.org/20sintro3.html>



3.2. ACTIVITY.



What is the main advantage of silent film compared to talkies?

3.3. ACTIVITY.



Singing in the rain*

- <http://www.filmsite.org/sing.html>
- <http://www.imdb.com/title/tt0045152/>
- [http://en.wikipedia.org/wiki/Singin' in the Rain](http://en.wikipedia.org/wiki/Singin'_in_the_Rain)

Visit the websites and complete the fact file.

FACT FILE	
Title:	
Release date:	
Country:	
Language:	
Length:	
Director:	
Producer:	
Screenwriter:	
Music:	
Distributed by:	
Starring by/ cast:	

**3.4. ACTIVITY.** Answer the questions about the film "Singing in the rain".

The film shows the panic surrounding the transitional period from silent films to talkies in the dream factory of Hollywood of the late 1920s as the sound revolution hit audiences. It is a film that talks about "talkies".

3.4.1. What is the genre of this film?

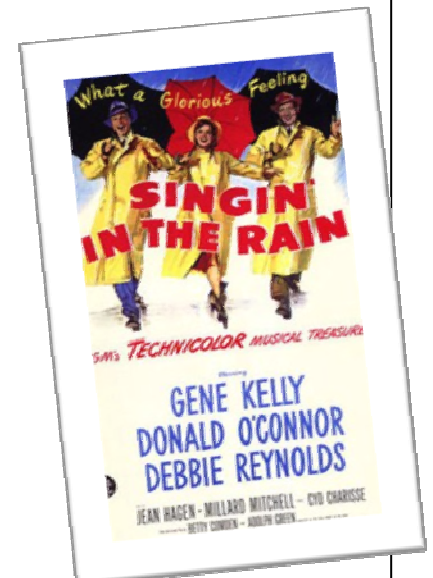
3.4.2. Describe the scene you liked most.

Use this sample:

I like the scene with the _____ best because it shows (who) _____ (doing what) _____ (where) _____ and also (who) _____ (doing what) _____ (where) _____.

Then we see (who) _____ (doing what) _____ (where) _____.

Later (who) _____ appears and (what happens) _____.



Here are many sequences:

<http://www.youtube.com/watch?v=P6CuBK0cgX4&feature=related>

<http://www.youtube.com/watch?v=p7QL46cK7B8>

<http://www.youtube.com/watch?v=BNRJfr5yORY&feature=related>

<http://www.youtube.com/watch?v=FW02c5UNGI0>

<http://www.youtube.com/watch?v=uA3OnIYW5u4>

<http://www.youtube.com/watch?v=uA3OnIYW5u4>

http://www.youtube.com/results?search_query=singing+in+the+rain&aq=0s

**3.5. ACTIVITY**

Read the sentences about sound troubles shown in the film, and then fill the gaps with the most suitable word in the box below.

Film studios were confronted with many problems related to sound:

1. It was not possible to show these films all over the world: the market was restricted for English-language _____.
2. _____ language was not needed. Many Hollywood actors/actresses did not have good _____ and stage experience, and they were no longer employed and they saw their careers shattered.
3. Other actors _____ the transition, but some of them needed elocution lessons from diction coaches.
4. Artistically, acting suffered as studios attempted to record live dialogue, because stationary or hidden _____ impeded the movement of actors.
5. Technically, camera _____ were restricted, and noisy, bulky movie cameras had to be put in booths (sound-proof covers), to avoid picking up camera noise on the soundtrack.
6. Silent film _____ became obsolete, and new investments had to be made for expensive new equipment, technological innovations, and sound-proofed stages
7. Films that began production as silent movies were quickly _____ into sound films.

survived	microphones	body	movements
studios	countries	transformed	voices

Adapted from: <http://www.filmsite.org/sing.html>

**3.6. ACTIVITY.****Modern Times ***

[http://en.wikipedia.org/wiki/Modern_Times_\(film\)](http://en.wikipedia.org/wiki/Modern_Times_(film))

FACT FILE	
Title:	
Release date:	
Country:	
Language:	
Length:	
Director:	
Producer:	
Screenwriter:	
Music:	
Distributed by:	
Starring by/cast:	

Go on line:

<http://www.filmsite.org/mode.html>

- 1) "Modern Times" is a quasi-silent film? What does it mean?
- 2) How many years were there between the beginning of talkies to "Modern Times"?
- 3) What time is the film set? What happened at that time?
- 4) Is this a comedy or is it social protest film? How do you know?

Silent film or talkie?

<http://www.youtube.com/watch?v=MHdmaFJ6W6M>

Scenes

<http://www.youtube.com/watch?v=CRDRHDYhk8>

<http://www.youtube.com/watch?v=pZIJ0vtUu4w>

Flag scene

<http://www.youtube.com/watch?v=dqFU8O53tr4>

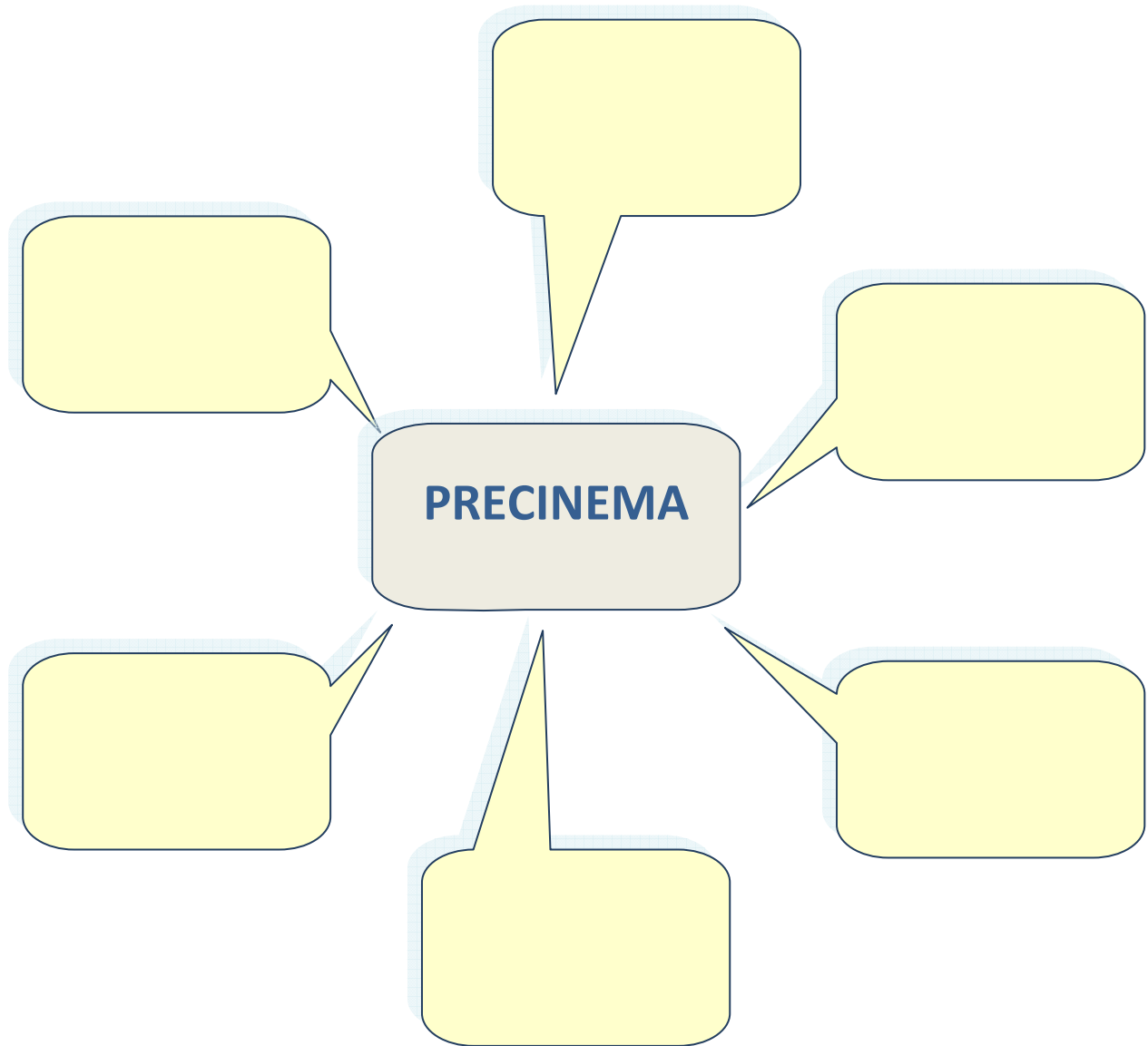




3.6. ACTIVITY. Write down inside the bubble:



What you learned from Unit 2 about:



What would you like to find out about it?

I would like...



UNIT 2: WORD BANK			
ENGLISH	PRONUNCIATION	CATALAN	SPANISH
ACTOR /ACTRES			
APPEAR			
AUDIENCE			
BULK			
CAPTURE			
CINDERELLA			
CINEMATOGRAPH			
DEVELOPED			
DISAPEAR			
DISAPPERED			
DISSOLVE			
DISTORTION			
ENTERTAINMENT			
EXPOSURE			
EXPRESSIONISM			
FEATURE FILM			



UNIT 2: WORD BANK			
ENGLISH	PRONUNCIATION	CATALAN	SPANISH
FEATURES			
FILMMAKER			
GENRE			
HUMOUR			
INTERTITLE			
LENGTH			
MOBILITY			
NARRATIVE			
PERFORMANCE			
PLOT			
PROJECTOR			
RECORDER			
RELEASE			
SCENE			
SCIENCE FICTION			
SILENT FILM			



UNIT 2: WORD BANK			
ENGLISH	PRONUNCIATION	CATALAN	SPANISH
SPECIAL EFFECTS			
SPONTANEOUS			
STORYLINE			
SYNCHRONIZE			
TALKIES			
TECHNIQUE			
THRILLER			
TRIPOD			
VISION			
WIZARD			



UNIT 3. CARTOON ANIMATION

1. LESSON. Early cartoon. From 1919 to 1940

What is animation?

"Animation" derives from the Latin *anima*, the vital force inside every living creature. Animation" is the **technique of giving "soul" or life to inanimate objects**, drawings, etc.

Animated Films have **individual drawings, paintings**, or illustrations which are photographed **frame by frame**.

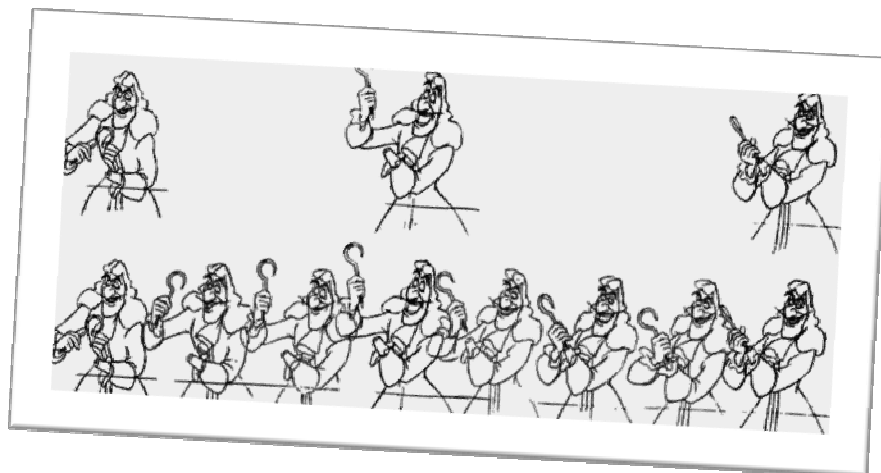
Usually, **each frame differs slightly from the one preceding** it. This gives the **illusion of movement** when frames are projected in rapid succession at 24 frames per second.

Adapted from: <http://en.wikipedia.org/wiki/Animation>

See:

Unit 1: Precinema. Lesson 2: How photographs can move?

What is a cartoon?



An animated cartoon is a short, **hand-drawn** film for the cinema, television or computer screen, featuring some kind of **story or plot**.

(It can be made with computers to look similar to something hand-drawn)



1.1. ACTIVITY.



- How many animated cartoon characters can you think of? Write their names in the table.
- How old do you think they are? Write down the date that you think they were created.

CHARACTER	FIRST APPEARANCE

- Compare your list of characters with the characters shown on Power point. Are any the same? Think of how old they are. Do you think young people will watch Toy Story, Shrek or Pokemon in a hundred years time?
- Write down the list of the older cartoon characters and then record them in your timeline.

**1.2. ACTIVITY.**

Choose 4 characters from the list on activity 1.1., and write down any relevant information about it or important features. Go online.

Compare your ideas with your partners and write them down.

For example:

- _____ was the *first* superstar animated character during the silent era.

1.3. ACTIVITY.

Like other films, creating cartoons is not an individual job but a collective work. Lots of people undertake this task together.

Write down the different jobs needed to make a cartoon:

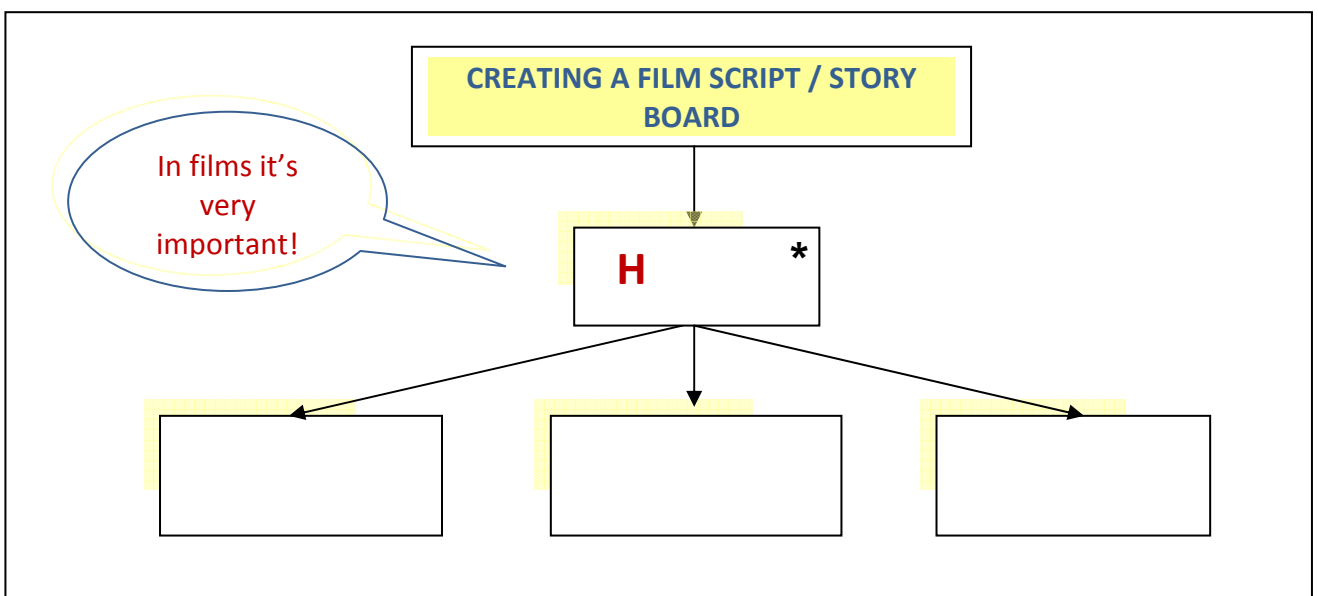
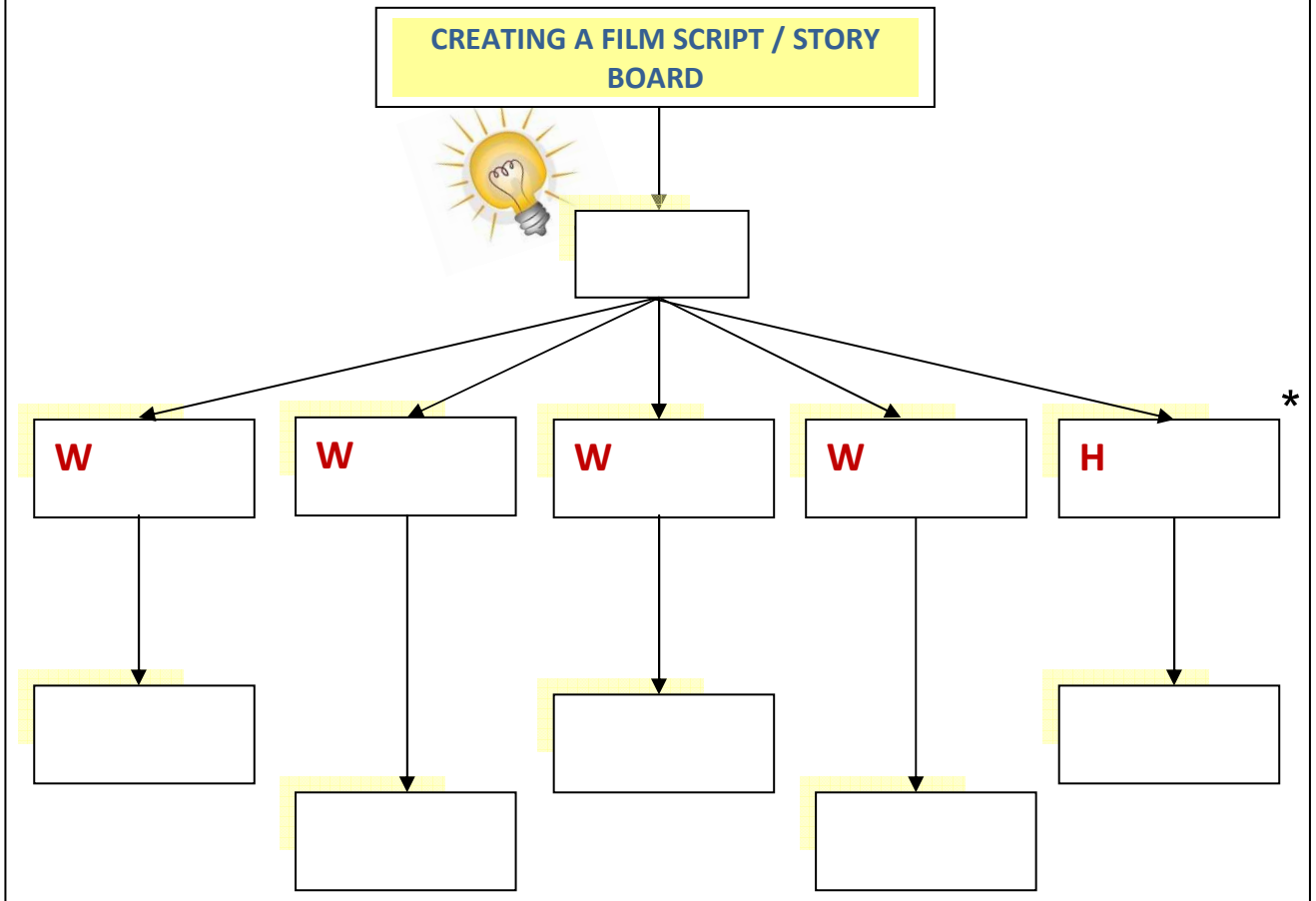


2. LESSON. Creating a film script

2.1. ACTIVITY.



What do you need to consider when creating a cartoon animation?



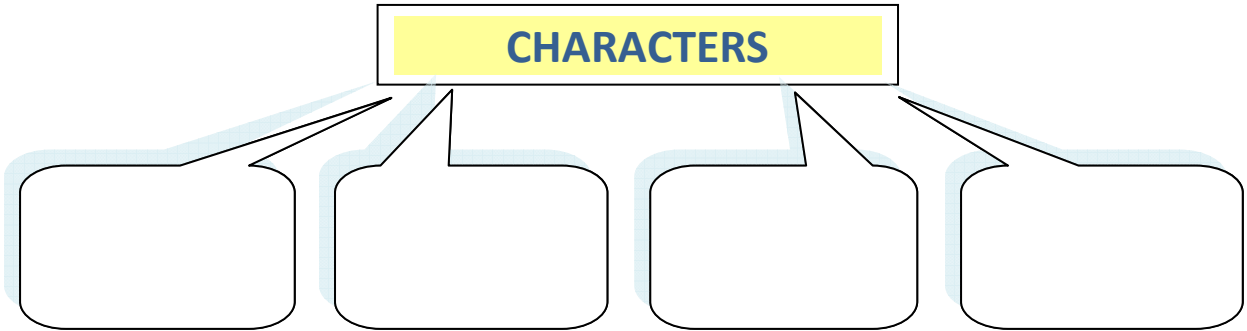


2.2. ACTIVITY

Focus on the characters: In groups of four create one character.



Imagine you are a screenwriter. What should we consider when creating a character?



- 1) Work in 2 pairs: Pair 1: student A- student B; Pair 2: student A- student B.
- 2) Read the dialog that the teacher will give you.
- 3) Create a character. Decide what will be its main features. You have to choose one characteristic from each box. (You can also throw the dice 4 times to decide it).
- 4) Prepare your character with your partner
- 5) P1-SA exchange P2-SB and P2-SB exchange P1-SA
- 6) Read the dialog and roleplay your character.
- 7) Partners should guess what features you are roleplaying.

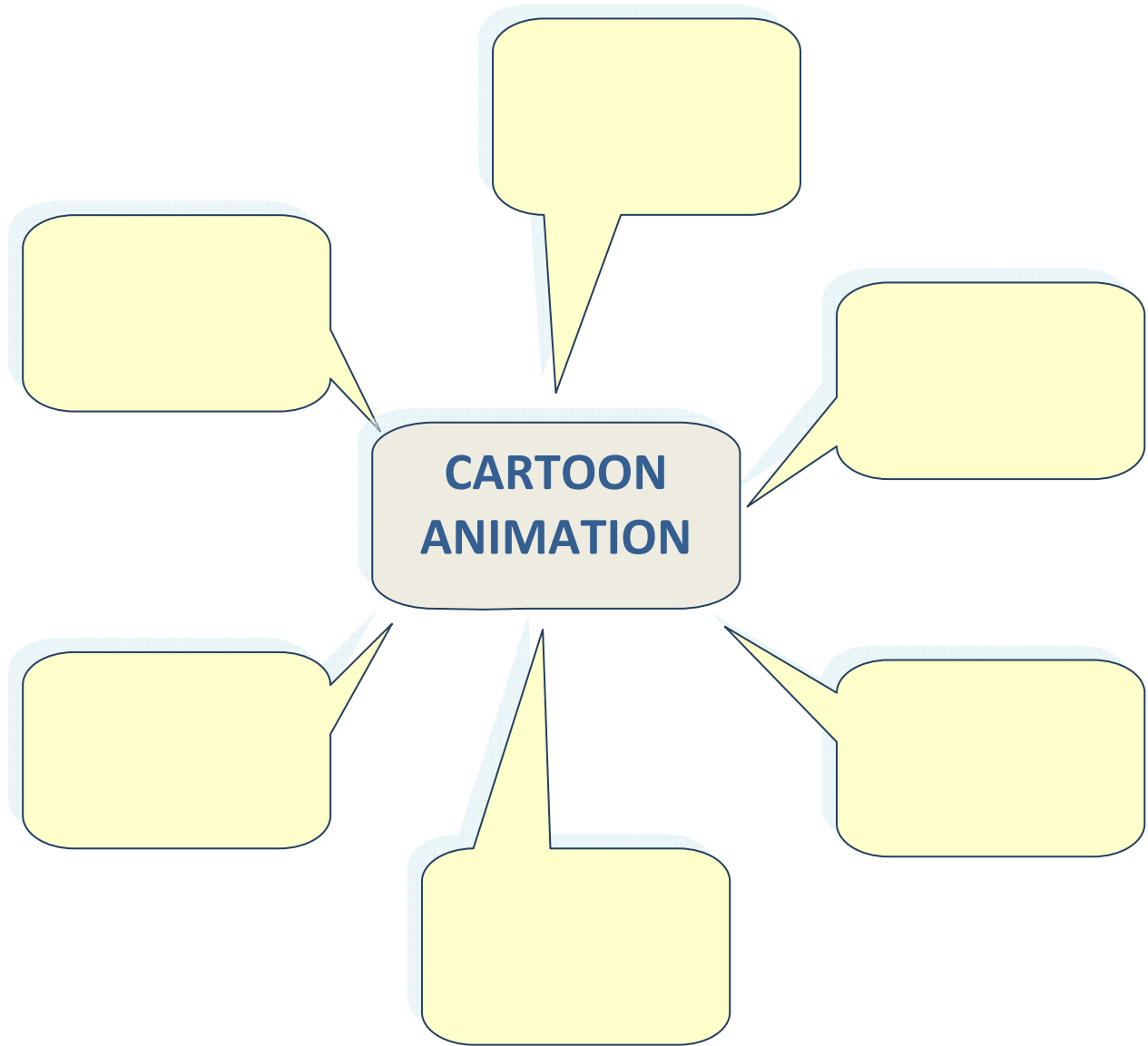
.....		
1 .MAN	2 .WOMAN	1. HAPPY	2.LAZY
3. ANIMAL	4. CHILD	3.AGGRESSIVE	4. SAD
5. OLD WOMAN/MAN	6.	5.ANGRY	6.
.....		
1.HIGH	2.LOW	1.SOFTLY	2.VERY QUICKLY
3.CROACKY	4.SQUEAKY	3.VERY LOUD	4.WITH A NASTY LAUGH
5.	6.	5.	6.



2.3. ACTIVITY. Write down inside the bubble:



What you learned from Unit 3 about:



What would you like to find out about it?

I would like....



UNIT 3: WORD BANK			
ENGLISH	PRONUNCIATION	CATALAN	SPANISH
CARTOON			
CARTOONIST			
CHARACTER			
COMPOSER			
CROAKY			
DESIGNER			
DIRECTOR			
DRAWING			
HAND-DRAWN			
LAUGH			
MUSICIAN			
PLOT			
PRODUCER			



CINEMA STORY TIMELINE		
	1875	
	1876	
	1877	
	1878	Eadweard Muybridge makes his earliest film
	1879	Eadweard Muybridge invented the Zoopraxiscope
	1880	
	1881	
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	1918	
	1919	



CINEMA STORY TIMELINE		
	1920	
	1921	
	1922	
	1923	
	1924	
	1925	
	1926	
	1927	
Wall Street Crash. The Great Depression	1928	
	1929	
	1930	
	1931	
	1932	
Hitler became Germany's president.	1933	
	1934	
	1935	
Spanish Civil War	1936	
	1937	
	1938	
World War II	1939	
	1940	
	1941	
	1942	
	1943	
End World War II	1944	
	1945	







