



FORGOTTEN FILM: FROM BEGINNINGS TO "TALKIES" de Rosa Maria Andrés Blanch està subjecta a una llicència de [Reconeixement-NoComercial-SenseObraDerivada 3.0 No adaptada de Creative Commons](http://creativecommons.org/licenses/by-nc-nd/3.0/)
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| TOPIC: FORGOTTEN FILM. FROM BEGINNINGS TO "TALKIES" | |
| UNIT 1: PRECINEMA | |
| INTRODUCTION | Timing:1h |
| INTRODUCTION | |
| AIMS: Predicting and activating prior knowledge about Cinema and English language. | |
| 1. ACTIVITY | UNIT 1. INTRODUCTION |
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Students work first individually and then in pairs to compare and share information. • There is no need to correct it. | Student's Workbook Page 2 |

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|---|---------------------------------|------------------|----------------|-----------------------------|-----------------------------|--|------|--------|---|----|------------------|------|-----------------------------|-------|--------|------|------------------|-------|-------|-----------------------------|------|------|----------------|--------------------------------------|
| INTRODUCTION | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. ACTIVITY | UNIT 1. INTRODUCTION | | | | | | | | | | | | | | | | | | | | | | | |
| MANAGEMENT/PROCEDURE | RESOURCES | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Students work first individually and then in pairs. • Students ask their partners how often they go to the cinema. <p>• ANSWER KEY:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>I</td> <td>never</td> <td>go</td> <td>to the</td> </tr> <tr> <td>He/She</td> <td></td> <td>goes</td> <td>cinema</td> </tr> </table> <table border="1" style="margin-left: 20px;"> <tr> <td rowspan="2">I</td> <td rowspan="2">go</td> <td rowspan="2">to the cinema</td> <td>once</td> <td rowspan="2">a week a month a year</td> </tr> <tr> <td>twice</td> </tr> </table> <table border="1" style="margin-left: 20px;"> <tr> <td rowspan="4">He/She</td> <td rowspan="4">goes</td> <td rowspan="4">to the cinema</td> <td>three</td> <td rowspan="4">times</td> <td rowspan="4">a week a month a year</td> </tr> <tr> <td>four</td> </tr> <tr> <td>five</td> </tr> <tr> <td>more than five</td> </tr> </table> <ul style="list-style-type: none"> • Ask the students to read answers in plenary. • Correct students spelling and write answers on the board. | I | never | go | to the | He/She | | goes | cinema | I | go | to the cinema | once | a week a month a year | twice | He/She | goes | to the cinema | three | times | a week a month a year | four | five | more than five | Student's Workbook Page 3 |
| I | never | go | to the | | | | | | | | | | | | | | | | | | | | | |
| He/She | | goes | cinema | | | | | | | | | | | | | | | | | | | | | |
| I | go | to the cinema | once | a week a month a year | | | | | | | | | | | | | | | | | | | | |
| | | | twice | | | | | | | | | | | | | | | | | | | | | |
| He/She | goes | to the cinema | three | times | a week a month a year | | | | | | | | | | | | | | | | | | | |
| | | | four | | | | | | | | | | | | | | | | | | | | | |
| | | | five | | | | | | | | | | | | | | | | | | | | | |
| | | | more than five | | | | | | | | | | | | | | | | | | | | | |



| INTRODUCTION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 3. ACTIVITY | UNIT 1. INTRODUCTION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MANAGEMENT/PROCEDURE | RESOURCES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Students work first individually and then in pairs to compare and share information. WORDSEARCH. There are 10 words related to cinema. ANSWER KEY <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr><td>R</td><td>T</td><td>F</td><td>G</td><td>W</td><td>S</td><td>M</td><td>Q</td><td>S</td><td>A</td><td>R</td><td>V</td></tr> <tr><td>D</td><td>G</td><td>R</td><td>H</td><td>D</td><td>P</td><td>I</td><td>O</td><td>J</td><td>G</td><td>F</td><td>I</td></tr> <tr><td>X</td><td>S</td><td>A</td><td>D</td><td>I</td><td>F</td><td>G</td><td>H</td><td>V</td><td>J</td><td>K</td><td>S</td></tr> <tr><td>C</td><td>A</td><td>M</td><td>E</td><td>R</td><td>A</td><td>S</td><td>G</td><td>C</td><td>I</td><td>P</td><td>U</td></tr> <tr><td>V</td><td>N</td><td>E</td><td>Z</td><td>E</td><td>S</td><td>V</td><td>B</td><td>N</td><td>L</td><td>E</td><td>A</td></tr> <tr><td>B</td><td>I</td><td>F</td><td>H</td><td>C</td><td>J</td><td>U</td><td>Y</td><td>P</td><td>L</td><td>E</td><td>L</td></tr> <tr><td>N</td><td>M</td><td>R</td><td>S</td><td>T</td><td>O</td><td>R</td><td>Y</td><td>F</td><td>U</td><td>B</td><td>E</td></tr> <tr><td>Y</td><td>A</td><td>N</td><td>S</td><td>O</td><td>A</td><td>Z</td><td>X</td><td>F</td><td>S</td><td>V</td><td>F</td></tr> <tr><td>U</td><td>T</td><td>B</td><td>G</td><td>R</td><td>Q</td><td>O</td><td>S</td><td>A</td><td>I</td><td>X</td><td>F</td></tr> <tr><td>O</td><td>I</td><td>D</td><td>F</td><td>G</td><td>E</td><td>U</td><td>J</td><td>K</td><td>O</td><td>A</td><td>E</td></tr> <tr><td>L</td><td>O</td><td>T</td><td>S</td><td>C</td><td>E</td><td>N</td><td>E</td><td>O</td><td>N</td><td>L</td><td>C</td></tr> <tr><td>M</td><td>N</td><td>E</td><td>G</td><td>H</td><td>J</td><td>K</td><td>W</td><td>A</td><td>C</td><td>M</td><td>S</td></tr> <tr><td>R</td><td>E</td><td>C</td><td>O</td><td>R</td><td>D</td><td>I</td><td>N</td><td>G</td><td>F</td><td>A</td><td>J</td></tr> </tbody> </table> <p>Across: cameras, story, scene, recording. Down: animation, frame, director, illusion, visualeffectcs, movie</p> <ul style="list-style-type: none"> If students can't solve the wordsearch, help them by writing some words on the board. | 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 | <p>Student's Workbook Page 4</p> <p>Power Point UNIT1:Precinema Slide 1: Wordsearch Slide 2: Key to wordsearch</p> |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



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| TOPIC: FORGOTTEN FILM. FROM BEGINNINGS TO "TALKIES" | |
| UNIT 1: PRECINEMA | |
| LESSON 1: WHAT IS CINEMA? | Timing: 2h30' |
| AIMS: - Present new ideas about cinema. - Students should realize how important it was that inventors shared knowledge before cinema became a reality. | |
| LESSON 1: WHAT IS CINEMA? | |
| 1. ACTIVITIES | |

| 1.1. ACTIVITY | UNIT 1. LESSON 1 |
|--|---|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Students work individually. • Show Power Point slide 4. When students have finished the activity they can check their answers on slide 5. • ANSWER KEY: Movie, story, recording, cameras, animation, visual effects, frame, film. | Student's Workbook Page 5 Power Point UNIT1:Precinema Slide 4-5 |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Basic vocabulary to get into the topic. • Present and simple past. | |

| LESSON 1: WHAT IS CINEMA? | |
|--|--|
| 1.2. ACTIVITY | UNIT 1. LESSON 1 |
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Students work individually. • Give students time to think about what cinema is. • In plenary do a brainstorming to generate a large number of ideas/words orally. • Write on the board the language students provided. • Open answer: Probably students wrote down words such as: actor, director, art, technology, fantasy, special effects, images, emotion, camera, film.... • Don't give students the central word: illusion. Wait until the end of activity 1.3. | Student's Workbook Page 6 Power Point UNIT1:Precinema Slide: 6 |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Basic vocabulary to get into the topic. | |



| LESSON 1: WHAT IS CINEMA? | |
|---|---|
| 1.3. ACTIVITY | UNIT 1. LESSON 1 |
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Play the video inserted on Power Point at http://www.youtube.com/watch?v=UrRUDS1xbNs • Students work individually. • Orally: ask students about what they have seen. • Encourage students to talk • Play it again. • Go to slide 8 (there are the same questions that students have in their workbook) • First students make questions then show slide 9. • Secondly students answer the questions. Then show slide 10. <p>• ANSWER KEY</p> <ul style="list-style-type: none"> a. What? What did you see? The earliest moving image in the world called "The horse in Motion" b. Who? Who made it? Eadweard Muybridge made it. c. When? When was it made? When were these images taken? They were taken in 1878 d. Where? Where was it recorded? It was recorded In Palo Alto, California, in United States. <ul style="list-style-type: none"> • When students finish the activity 1.3, go back to activity 1.2 and ask them what cinema is again. Add in centre of worksheet: Cinema is an illusion | <p>Student's Workbook Page 6</p> <p>Power Point UNIT1:Precinema Slide:7 Video 15" Slide: 8-10</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Question forms • Simple past • Vocabulary related to cinema | |

| LESSON 1: WHAT IS CINEMA? | |
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| 1.4. ACTIVITY | UNIT 1. LESSON 1 |
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Go to Power Point on slide 11, and don't click. • Students work individually to link the bubbles and order them. Then read the definition of what an illusion is. • ANSWER KEY: An illusion is a specific form of sensory distortion and that means people think that something is happening but is not true. The illusion is generally shared by most people. • When students finish, check the answer. Click on slide 11 and check understanding. • Make sure students understand the sentence and the vocabulary. • Write the meaning of distortion on the board if necessary. | <p>Student's Workbook Page 7</p> <p>Power Point UNIT1:Precinema Slide:11</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Distortion: is the alteration of the original shape or characteristic of an object • Sensory: related to senses | |



| LESSON 1: WHAT IS CINEMA? | |
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| 1.5. ACTIVITY | UNIT 1. LESSON 1 |
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Students work individually in a word completion. | Student's Workbook Page 7 |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Sensory: related to senses <ul style="list-style-type: none"> -Sight or vision is the ability of the eye(s) to focus and detect images -Hearing or audition is the sense of sound perception. -Taste or gustation -Smell or olfaction -Touch, also called tactition | |

| LESSON 1: WHAT IS CINEMA? | |
|---|-------------------------------------|
| 1.6. ACTIVITY | UNIT 1. LESSON 1 |
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Students work in pairs. • What other illusions can you think of? What senses are they related to? • Probable answers: optical illusion, magic, mirage, ghost... | Student's Workbook Page 8 |

| LESSON 1: WHAT IS CINEMA? | |
|---|---|
| 1.7. ACTIVITY | UNIT 1. LESSON 1 |
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Students work in pairs • Show slide 12-13 and check the answers with the whole class. • ANSWER KEY: <ul style="list-style-type: none"> A. He <u>lined</u> <u>16</u> <u>cameras</u> at equal distance from each other. B. He <u>took</u> <u>16</u> <u>photographs</u> with a mechanism that activated the cameras as the horse ran by. C. He put these pictures in <u>sequencial</u> order. | Student's Workbook Page 8 Power Point UNIT1:Precinema Slide:12-13 |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Simple past verbs • Sequencing: First of all, secondly, then... | |



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| TOPIC: FORGOTTEN FILM. FROM BEGINNINGS TO "TALKIES" | |
| UNIT 1: PRECINEMA | |
| LESSON 2: HOW CAN PHOTOGRAPHS MOVE? | Timing: 1h30' |
| AIMS: Discover early technology to make photographs move. | |
| LESSON 2: HOW CAN PHOTOGRAPHS MOVE? | |
| 2. ACTIVITIES | |

| 2.1. ACTIVITY | UNIT 1. LESSON 2 |
|---|---|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> Students work individually. Show slides from 14 to 19, to help students understand what "flickering" means. Other things can flicker: starlight, candlelight....it is like blinking eyes very fast. On slide 20 there is a video 1'5" with many early works of Eadweard Muybridge. Show slide 21. Then students do activity 2.1. without using a word bank. Write on the board the language students may not know for questions 3 and 4.. ANSWER KEY: Frames, illusion, movie, film, celluloid. | Student's Workbook Page 9 Power Point UNIT1:Precinema Slide 14-21 |
| LANGUAGE | |
| <ul style="list-style-type: none"> Technical vocabulary related to cinema | |

| 2.2. ACTIVITY | UNIT 1.LESSON 2 |
|--|---|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> Work orally in plenary:" Is cinema what Eadweard Muydridge made?" <ul style="list-style-type: none"> Whether students answer yes or no, ask WHY? After that show slides 22-24 Finally to help students understand what ANIMATION means, show them slides 25 to 39. As an example they can see 14 drawings made by a child of eight years old. Click slides quickly to get the optical illusion of motion. | Student's Workbook Page 9 Power Point UNIT1:Precinema Slide 22-39 |
| LANGUAGE | |
| <ul style="list-style-type: none"> Giving reasons | |



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| TOPIC: | FORGOTTEN FILM. FROM BEGINNINGS TO "TALKIES" | |
| UNIT 1: | PRECINEMA | |
| LESSON 3: | MOTION PICTURE DEVICES | Timing: 1h |
| <ul style="list-style-type: none"> • AIMS: Discover early motion picture devices and explain how they work. To know about Eadweard Muybridge and Thomas A. Edison | | |
| LESSON 3. MOTION PICTURE DEVICES | | |
| 3. ACTIVITIES | | |

| 3.1. ACTIVITY | UNIT 1. LESSON 3 |
|--|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Students work individually. • Show slides 40-42. There, you'll find the same information as students have in their workbook about early devices. After slide 42 go back to 41 and ask students if they can remember the names they have seen. • Ask students if they know any of these devices. • Students visit this website linked in their workbook and at the end of Power Point. http://www.victorian-cinema.net/machines.htm • Students can do this activity as homework. | <p>Student's Workbook Page 10</p> <p>Power Point UNIT1:Precinema Slide 40-42</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Technical names of early cinematic devices | |

| 3.2. ACTIVITY | UNIT 1. LESSON 3 |
|--|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Students work individually to match movements with definitions • ANSWER KEY: ROTATING/ Turning in a circle LINEAR /Moving in one direction RECIPROCATING/ Moving backwards and forwards OSCILLATING /Swinging in alternate directions • Students could demonstrate these movements using their bodies for others to guess. <ul style="list-style-type: none"> • How do devices shown in pictures on page 8 work? By rotating. They rotate. • Show slide 43-44 to check. • Show slide 45: there is a zoopraxiscope: a Muybridge device from 1879. At that point, go to another Power Point titled "zoopraxiscope". It is important that students realize how complex it was to make these devices. Today new technology makes this process easy. | <p>Student's Workbook Page 11</p> <p>Power Point UNIT1:Precinema Slide 43-45</p> <p>Power Point Zoopraxiscope</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Describing movements | |



| 3.3. ACTIVITY | UNIT 1. LESSON 3 |
|--|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Find out what students already know about Edison. • Students read the short text about Edison then report back 3 facts. • Students work individually with an Encyclopedia. They can do it as homework. • They read information from slide 45 to 50. Students will find similar information in their workbook. • They can read it aloud in plenary as if they are museum guides. • Finally watch early Edison films on slide 50 (1'50"). | <p>Student's Workbook Page 11</p> <p>Power Point UNIT1:Precinema Slide 45-50</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Short biography of Edison and his inventions | |

| 3.4. ACTIVITY | UNIT 1. LESSON 3 | | | | | | | | | | | | | |
|---|------------------------|-----------|-----------|------------------------|---------|---------------|---------------|----------|---------|------------------------|---------------------|------------|-------|--|
| MANAGEMENT/PROCEDURE | RESOURCES | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Students work in groups of four. • They choose between these three possibilities: <ul style="list-style-type: none"> • 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. • Students should have time to talk about their project in the class. Then they can do this activity as homework or at school if they can use computers. • They should put their work in a Power Point to show the illusion of motion. • Students talk in plenary about the steps in their project using the language frame below. <table border="1" style="margin-left: 40px;"> <tbody> <tr> <td rowspan="3" style="text-align: center;">First we</td> <td>took.....</td> </tr> <tr> <td>drew.....</td> </tr> <tr> <td>visited and chose.....</td> </tr> <tr> <td rowspan="3" style="text-align: center;">Then we</td> <td>uploaded.....</td> </tr> <tr> <td>improved.....</td> </tr> <tr> <td>cut.....</td> </tr> <tr> <td rowspan="2" style="text-align: center;">Next we</td> <td>put them in order.....</td> </tr> <tr> <td>sequenced them.....</td> </tr> <tr> <td style="text-align: center;">Finally we</td> <td>.....</td> </tr> </tbody> </table> | First we | took..... | drew..... | visited and chose..... | Then we | uploaded..... | improved..... | cut..... | Next we | put them in order..... | sequenced them..... | Finally we | | <p>Student's Workbook Page 13</p> <p>Internet/ Photographic camera/</p> |
| First we | | took..... | | | | | | | | | | | | |
| | | drew..... | | | | | | | | | | | | |
| | visited and chose..... | | | | | | | | | | | | | |
| Then we | uploaded..... | | | | | | | | | | | | | |
| | improved..... | | | | | | | | | | | | | |
| | cut..... | | | | | | | | | | | | | |
| Next we | put them in order..... | | | | | | | | | | | | | |
| | sequenced them..... | | | | | | | | | | | | | |
| Finally we | | | | | | | | | | | | | | |
| LANGUAGE | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Recounting the process of creating their Power Point | | | | | | | | | | | | | | |



| 3.5. ACTIVITY | UNIT 3. LESSON 1 |
|---|--------------------------------------|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none">• To finish and as a conclusion students do the activity. They should write what they think are the most important ideas in this unit.• Students work individually.• Open answer. | Student's Workbook Page 14 |

UNIT 1. PRECINEMA ASSESSMENT

The last activity can be used as assessment.

The teacher assesses this unit through the work done during the classes and the outcome of exercises.

Students hand in their workbooks or a portfolio to the teacher to be checked.



| | |
|---|--------------------|
| TOPIC: FORGOTTEN FILM. FROM BEGINNINGS TO "TALKIES" | |
| UNIT 2: THIS IS CINEMA | |
| LESSON 1: THE BIRTH OF FILM | Timing: 4 h |
| AIMS: - To differentiate cinema and precinema. - Introduce Lumière and Méliès. - To familiarize students with specific vocabulary related to cinema and the earliest film techniques. - To discover the beginnings of film and first silent films. - To create a timeline. - To differentiate shots, scenes and sequences. | |
| LESSON 1: THE BIRTH OF FILM | |
| 1. ACTIVITIES | |

| 1.1. ACTIVITY | UNIT 2. LESSON 1 |
|---|---|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Work orally in plenary. • Show Power Point slide 1. Don't click. • Ask the same question you asked in Unit 1 Activity 2.2. "Is cinema what Thomas Alva Edison made?" • Give students a minute to answer "yes" or "not", and help them with the answer. Click Power point. ANSWER KEY: "no it is not". Students write it down on their worksheet. • Click again. "Why?" is the question. • Show slides 2-5. Orally students fill the gaps (they should know the answer) Click on Power point for answers. On slide 4 show the film before clicking the answer. • Students <u>work in pairs</u> with their worksheet. <ul style="list-style-type: none"> • The important question is WHY it's not cinema? • They should think of 1 or 2 possible answers. Scaffolding: after a few minutes, show students slide 6 with 4 possibilities. • Ask students to write them in activity 1.1. • Show slide 7 for the answer. • ANSWER KEY: <ol style="list-style-type: none"> 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. <p>That's the starting point for next activity.</p> <ul style="list-style-type: none"> • When students have finished the activity they can check their answers on slide 5. • ANSWER KEY: Movie, story, recording, cameras, animation, visual effects, frame, film. | <p>Student's Workbook Page 18</p> <p>Power Point UNIT2: That's cinema Slide 1-7</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Cause- effect: Why? Because. • Present and simple past. | |



| 1.2. ACTIVITY | | UNIT 2. LESSON 1 | | | | | | | | | | |
|--|--|-------------------------------|----------------------------------|---|--------------------------------------|---|--|------------------------|---|---|--|---|
| MANAGEMENT/PROCEDURE | | RESOURCES | | | | | | | | | | |
| <ul style="list-style-type: none"> • Show Power Point slide 8. • Students have more information in their workbook on page.... • First students read the short text about Lumière Brothers to themselves. • Secondly students read it in plenary. Check reading. • Finally students work individually and do activity: -“Match the features of the cinematograph with its advantages”. • ANSWER KEY: <table border="1"> <thead> <tr> <th>Features of the cinematograph</th> <th>Advantages of the cinematograph:</th> </tr> </thead> <tbody> <tr> <td>- It was much smaller than Edison's Kinetograph (camera recorder)</td> <td>- The size allowed shooting outdoors</td> </tr> <tr> <td>- It was lightweight (around five kilograms),</td> <td>- The weight allowed shooting outdoors .</td> </tr> <tr> <td>- It was hand cranked.</td> <td>- No electricity needed. It was possible shooting outdoors.</td> </tr> <tr> <td>- The camera and the projector were combined.</td> <td>- To shoot and show motion pictures on a screen for a large number of people, only needed one device .</td> </tr> </tbody> </table> | | Features of the cinematograph | Advantages of the cinematograph: | - It was much smaller than Edison's Kinetograph (camera recorder) | - The size allowed shooting outdoors | - It was lightweight (around five kilograms), | - The weight allowed shooting outdoors . | - It was hand cranked. | - No electricity needed. It was possible shooting outdoors. | - The camera and the projector were combined. | - To shoot and show motion pictures on a screen for a large number of people, only needed one device . | <p>Student's Workbook Page 19</p> <p>Power Point UNIT1: That's cinema Slide 8</p> |
| Features of the cinematograph | Advantages of the cinematograph: | | | | | | | | | | | |
| - It was much smaller than Edison's Kinetograph (camera recorder) | - The size allowed shooting outdoors | | | | | | | | | | | |
| - It was lightweight (around five kilograms), | - The weight allowed shooting outdoors . | | | | | | | | | | | |
| - It was hand cranked. | - No electricity needed. It was possible shooting outdoors. | | | | | | | | | | | |
| - The camera and the projector were combined. | - To shoot and show motion pictures on a screen for a large number of people, only needed one device . | | | | | | | | | | | |
| <p>LANGUAGE</p> <ul style="list-style-type: none"> • Cause-effect • Present and simple past. | | | | | | | | | | | | |

| 1.3. ACTIVITY | | UNIT 2. LESSON 1 |
|---|--|--|
| MANAGEMENT/PROCEDURE | | RESOURCES |
| <ul style="list-style-type: none"> • Explain students the meaning of these two words and students can do it as a homework. • Open answer. • ANSWER KEY: Definitions: Device: (noun) 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. Devise: (verb) To devise. to create, to develop, to invent ... | | <p>Student's Workbook Page 20</p> |
| <p>LANGUAGE</p> <ul style="list-style-type: none"> • New subject specific vocabulary | | |



| 1.4. ACTIVITY | UNIT 2. LESSON 1 |
|---|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Show Power Point slide 9 • Click on the film. • Tell students that is the first cinema film in history. Then they complete the fact file individually • ANSWER KEY: <ul style="list-style-type: none"> Title: Workers leaving the Lumière factory Length: 46 seconds Where was this film shot? Possible answers: in the street, in front of the factory, at the exit of the factory, Is it indoors or outdoors? Outdoors Are the people in the film actors and actresses? No, they aren't. They are factory workers. Is there a plot or a story line in this shot? No, there isn't. Nothing happens. There are only people leaving the factory. Do you think this shot is prepared in advance or is it a spontaneous scene? It is a spontaneous scene • Explain students that spontaneous means: developing without any planning or preparation | <p>Student's Workbook Page 20</p> <p>Power Point Slide 9</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Prepositions • Short factual answers | |

| 1.5. ACTIVITY | UNIT 2. LESSON 1 |
|---|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Students work individually • They do the activity: Fill the gaps with the words in the box below. • ANSWER KEY: <ul style="list-style-type: none"> The new device called cinematographe provides mobility and therefore it allows shooting more spontaneous films. In these shorts there is no plot or story line. They are daily life films called actuality films. They are the first primitive documentaries. • This activity can be used as a conclusion. | <p>Student's Workbook Page 21</p> <p>Power Point Slide 9</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • New vocabulary related to the birth of cinema | |



| 1.6. ACTIVITY | UNIT 2. LESSON 1 |
|--|---|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Show Power Point on slide 10 • Go to the link: http://www.youtube.com/watch?v=2cUEANKv964 "the arrival of a train at La Ciotat", more commonly known as <i>Arrival of a Train at a Station</i> This is one of the most successful "documentaries" of Brothers Lumière. • Orally ask the same questions you used in activity 1.4. • Go to slide 11. • FOLLOW UP: Discuss as a class. <ul style="list-style-type: none"> -How do you imagine the reaction of people after seeing these images? Early audiences had no idea what to expect before they saw the new invention that turned flickering light into motion pictures. Ask students to imagine how strange it would have been for people who had never seen moving pictures or recorded events. Students have to realize that this film was shot in 1895. People had never seen large screen theaters before. Students should imagine a train rushing towards them. They have to appreciate that this was the first scary film. | <p>Student's Workbook Page 21</p> <p>Power Point Slide 10</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Prepositions • Short answers • Past tenses • Explanations and hypothesis | |

| 1.7. ACTIVITY | UNIT 2. LESSON 1 |
|--|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Students work individually • They begin to make a timeline • Every time students find an asterisk (*) they have to write down the event on the date it happened. The first one is 1895. • ANSWER KEY: The complete timeline it's at the end of the teaching notes | <p>Student's Workbook Page 21</p> |



| 1.8. ACTIVITY | UNIT 2. LESSON 1 |
|---|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Students work individually • Listening. Play it once for them to listen only. Students fill the gaps with the words in the box below. Play it a second time and they check the words. Play it again if necessary. • ANSWER KEY: Who was Georges Méliès? Georges Méliès was another Frenchman born in Paris in 1861. From a very early age he showed a particular interest in art specially in stage design and puppetry. In 1884 he continued his studies abroad in London. Later in 1888 he had enough money to buy the famous Theatre Robert Houdin. From that point Méliès worked full time as a theatrical showman whose performances revolved around magic and illusionist techniques which he studied while in London as well as working on his own tricks. Méliès determined to investigate moving pictures. When Lumière brothers wouldn't sell him a cinematograph, he developed his own camera and then set up Europe's first film studio in 1897. He created about five hundred films over the next 15 years, in which he was the financier, the director, 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. <ul style="list-style-type: none"> • After students have finished the exercise, ask questions about the text. Work orally. | <p>Student's Workbook Page 22</p> <p>Power Point Georges Méliès Slide 2</p> <p>Supplementary materials Audio files. Unit 2. Listening Who was Georges Méliès?</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • New vocabulary related to the subject • Past tense • Intensive listening and spelling | |



| 1.9. ACTIVITY | | UNIT 2. LESSON 1 | | | | | | | | | | | | |
|--|---|---|-----|-----------|--------------------|--|---|-----------------|---|--|------------------------|---|---|--|
| MANAGEMENT/PROCEDURE | | RESOURCES | | | | | | | | | | | | |
| <p>1.9.1. ACTIVITY</p> <ul style="list-style-type: none"> • Show slide 3 and 4. Play one of the earliest Méliès' films "Le Manoir du diable 1896) 3'18" • Work orally. Ask questions about the special effects they have seen. <p>1.9.2. ACTIVITY</p> <ul style="list-style-type: none"> • Show Power Point slide 5. It will help students to understand the concepts of appear and disappear. • Show slide 6. • Show slide 7. Make sure you click only when it is necessary (only once). • Show slide 8. Don't click. • Show slide 9. • From now on students work in pairs, and fill the table. • Show slide 10-14 to check. • ANSWER KEY: <table border="1"> <thead> <tr> <th>SPECIAL EFFECT</th> <th>AIM</th> <th>PROCEDURE</th> </tr> </thead> <tbody> <tr> <td>STOP MOTION</td> <td>Used to change one thing into another.</td> <td> First: Place the camera on a tripod and don't move it. Secondly: Start recording an object from a shot Then: Put the camera off Next: Change the object Finally: Start record again </td> </tr> <tr> <td>DISSOLVE</td> <td>Used to get the illusion that objects were changing form.</td> <td> First of all: Repeat the same process as you did in Stop motion special effect. Then: Open the camera and roll the film back. Finally: Recorder over the frame already recorded. </td> </tr> <tr> <td>DOUBLE EXPOSURE</td> <td>Used as a common technique in filmmaking for creating ghost like images or adding people who were not originally there.</td> <td> First of all: Record a strip of film already recorded not just one or two frames. Next: Similar to dissolve effect open the camera and roll the film back. Finally: Repeat the same process as you did in Stop motion special effect. </td> </tr> </tbody> </table> <ul style="list-style-type: none"> • When finished show the films on slides 15,16 | | SPECIAL EFFECT | AIM | PROCEDURE | STOP MOTION | Used to change one thing into another. | First: Place the camera on a tripod and don't move it. Secondly: Start recording an object from a shot Then: Put the camera off Next: Change the object Finally: Start record again | DISSOLVE | Used to get the illusion that objects were changing form. | First of all: Repeat the same process as you did in Stop motion special effect. Then: Open the camera and roll the film back. Finally: Recorder over the frame already recorded. | DOUBLE EXPOSURE | Used as a common technique in filmmaking for creating ghost like images or adding people who were not originally there. | First of all: Record a strip of film already recorded not just one or two frames. Next: Similar to dissolve effect open the camera and roll the film back. Finally: Repeat the same process as you did in Stop motion special effect. | <p>Student's Workbook Page 23</p> <p>Power Point Georges Méliès Slide 3-16</p> |
| SPECIAL EFFECT | AIM | PROCEDURE | | | | | | | | | | | | |
| STOP MOTION | Used to change one thing into another. | First: Place the camera on a tripod and don't move it. Secondly: Start recording an object from a shot Then: Put the camera off Next: Change the object Finally: Start record again | | | | | | | | | | | | |
| DISSOLVE | Used to get the illusion that objects were changing form. | First of all: Repeat the same process as you did in Stop motion special effect. Then: Open the camera and roll the film back. Finally: Recorder over the frame already recorded. | | | | | | | | | | | | |
| DOUBLE EXPOSURE | Used as a common technique in filmmaking for creating ghost like images or adding people who were not originally there. | First of all: Record a strip of film already recorded not just one or two frames. Next: Similar to dissolve effect open the camera and roll the film back. Finally: Repeat the same process as you did in Stop motion special effect. | | | | | | | | | | | | |
| LANGUAGE | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Vocabulary related to special effect techniques. • Sequencing facts | | | | | | | | | | | | | | |



| 1.10. ACTIVITY | UNIT 2. LESSON 1 |
|---|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <p>Before doing the activity, ask English teachers in your school to collaborate with you. They could explain Cinderella's tale, so the students will know the vocabulary in advance.</p> <ul style="list-style-type: none"> • Show slides 17-21 • Students work in groups of four. • Give them a handout: Cinderella story line, on the next page. • They do the activity step by step. • ANSWER KEY:4,5,9,3,8,10,7,6,1,2. | <p>Student's Workbook Page 26-27</p> <p>Power Point Georges Méliès Slide 17-21</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • New vocabulary related to the subject • Past tense • Intensive listening and spelling | |

| 1.11. ACTIVITY | UNIT 2. LESSON 1 |
|--|---|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Most explanations are in Power Point • Play the film Cinderella on slide 22. Students can check answers and reorder the story line if necessary. (Activity 2.3.) • When finished, check answers with Power Point slide 23-27. Explain differences between shot, scene and sequence. • Students can briefly explain the different scenes orally. • Students answer questions activity 2.4. • Show answers on slide 28, 29. | <p>Student's Workbook Page 26</p> <p>Power Point Georges Méliès Slide 22-29</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • New vocabulary related to the subject • Past tense | |

| 1.12. ACTIVITY | UNIT 2. LESSON 1 |
|---|---|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • This activity can be used as a conclusion and to develop students' enjoyment of the first Méliès' animated films. • Students read the text aloud in plenary. • Play the film "A trip to the moon" 1092. Focus on what they already know about cinema: shots, scenes, sequences, settings and the camera position. http://www.youtube.com/watch?v=OUJ4Mh4Elx4&feature=related http://www.youtube.com/watch?v=vZV-t3KzTpw&feature=related • Tell students they can also watch more films of Méliès at home. • Show slide 31. If you have time, show them "The impossible voyage" 1904. You may show only a few scenes. | <p>Student's Workbook Page 28</p> <p>Power Point Georges Méliès Slide 22-29</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Vocabulary related to special effect techniques. | |



TEACHING NOTES

UNIT 2

1.10 ACTIVITY. CINDERELLA STORY LINE: CUT AND ORDER



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|---|----------------------|
| TOPIC: FORGOTTEN FILM. FROM BEGINNINGS TO "TALKIES" | |
| UNIT 2: THIS IS CINEMA | |
| LESSON 2 : SILENT FILMS | Timing: 7'30h |
| <ul style="list-style-type: none"> • AIMS: <ul style="list-style-type: none"> - To define silent film - To differentiate the genre of films. - To describe shots, scenes and sequences. - Silent comedy stars: Charlie Chaplin, Harold Lloyd, Buster Keaton, Laurel & Hardy - European expressionist filmmakers form silent era: Murnau, Fritz Lang. - To link films with a historical period. | |
| LESSON 2: SILENT FILMS | |
| 2. ACTIVITIES | |

| 2.1. ACTIVITY | UNIT 2. LESSON 2 |
|---|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Show Power Point slides 2-3. Explain what silent cinema is. • Then students work in pairs and do the activity related to the features of silent cinema. • When finished go to Power Point slide 4 and play the film. It is an example to understand the previous exercise. • Ask students which features of silent films they can identify in this part of the film starring Lillian Gish. This part includes the famous closet scene. Do it orally. http://www.youtube.com/watch?v=D9853ozGcsY 6' • Show slides 5-10 with questions and answers. Give students time to think and check the exercise already done • ANWERS KEY: First-3; Second-4; Third-2; Fourth- 1. • Suggestion: On slide 9, ask students to use body language to express what is written on intertitles. | <p>Student's Workbook Page 30</p> <p>Power Point Silent films Slide 2-10</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Vocabulary related to silent film and body language | |



| 2.2. ACTIVITY | UNIT 2. LESSON 2 |
|--|---|
| <p>MANAGEMENT/PROCEDURE</p> <ul style="list-style-type: none"> • Show power point slides 11, 12. • Introduce students to silent comedy and silent comic films. Explain that there are lots of marvellous dramatic, romantic and adventures films, but they will continue with the comedy as it was very successful and is much easier to understand. • Show power point slide 13 to explain what humour means. Then show slide 14 to introduce slapstick. Show only the first bubble. • Ask students what comic physical humour or "slapstick" situations can they think of? They can do it orally. • Next show power point slide 14: the second bubble. Students copy some of the examples. • Show them the first part of "the fireman" (or the complete film if you prefer) to http://www.youtube.com/watch?v=eosak_OrRfc 10'15" • http://www.youtube.com/watch?v=LS52AeRKHYo&feature=related 10'15" • Finally ask students: <ul style="list-style-type: none"> - if they have ever seen a silent film before. - If they have ever seen this actor before. - If they know his name. | <p>RESOURCES</p> <p>Student's Workbook Page 31</p> <p>Power Point Silent films Slide 11-14</p> |
| <p>LANGUAGE</p> | |
| | |



| 2.3. ACTIVITY | UNIT 2. LESSON 2 |
|--|---|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> Show power point slides 16-18. Talk about Chaplin: Students have written information about him in the student's workbook and in Power Point. Students identify the physical attributes of "the Tramp" character looking at Chaplin's picture: "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." From now on, spend several classes playing films to develop student's enjoyment of cinema. Here are some suggestions of the early Chaplin's films (probably only one part on "the Cure" is enough). The Rink 1916 http://www.youtube.com/watch?v=5xBXyn-jjzE 2'56" The cure 1917 http://www.youtube.com/watch?v=kRHGd7P4oGI 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 circus 1928. Part 10'14 http://www.youtube.com/watch?v=KjGXaA9xGAY&feature=related The Gold Rush 1925 http://www.youtube.com/watch?v=mtZTlwSluGw 13'47" http://www.youtube.com/watch?v=XZGHR7J1IUQ 3'53" http://www.youtube.com/watch?v=faS7YLWSEVM 1'31" | <p>Student's Workbook Page 32</p> <p>Power Point Silent films Slide 11-14</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> Physical description of a character | |

| 2.4. ACTIVITY | UNIT 2. LESSON 2 |
|--|---|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> Show power point slides 20, 21. Talk about Harold Lloyd: Students have written information about him in the student's workbook and in Power Point. Students work orally. Ask them the meaning of "he represented the ordinary guy up on the screen, a guy with faults and fears", "the boy next door". Play Lloyd's films to develop student's enjoyment of cinema. Here are some suggestions. 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 | <p>Student's Workbook Page 33</p> <p>Power Point Silent films Slide 20,21</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> Giving reasons | |



| 2.5. ACTIVITY | UNIT 2. LESSON 2 |
|--|---|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Show power point slides 22, 23. • Talk about Buster Keaton: Students have written information about him in the student's workbook and in Power Point. • Students work orally. Ask them if they agree with the definition of Keaton's character: "he had a beautiful deadpan face, with eloquent large deep eyes". "The Great Stone Face" • Play Buster Keaton's films to develop student's enjoyment of cinema. Here are some suggestions. Batling 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-WV9jEwY | <p>Student's Workbook Page 33</p> <p>Power Point Silent films Slide 22,23</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Physical description of a character | |

| 2.6. ACTIVITY | UNIT 2. LESSON 2 |
|--|---|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Show power point slides 24, 27 to describe scene settings • Give students time to do the exercise and then check it with the Power Point. | <p>Student's Workbook Page 34</p> <p>Power Point Silent films Slide 24-27</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • New vocabulary related to the subject. • Prepositions | |

| 2.7. ACTIVITY | UNIT 2. LESSON 2 |
|--|---|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Students choose one of these suggested scenes they have already watched in the class. http://www.youtube.com/watch?v=48-WV9jEwY http://www.youtube.com/watch?v=KjGXaA9xGAY&feature=related http://www.youtube.com/watch?v=QEcTjhUN_7U • If possible students use computers at school to work, if not they can do it at home as homework. • Give students time to do the exercise and then check it with the Power Point. | <p>Student's Workbook Page 35</p> <p>Power Point Silent films Slide 24-27</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • New vocabulary related to the subject. • Description of a scene | |



| 2.8. ACTIVITY | UNIT 2. LESSON 2 |
|--|--|
| <p>MANAGEMENT/PROCEDURE</p> <ul style="list-style-type: none"> • Show power point slides 28, 29 • Talk about Laurel & Hardy: Students have written information about them in the student's workbook and in Power Point. • Students work orally. Ask them to identify slapstick humour situations. <ul style="list-style-type: none"> • Play Laurel & Hardy films to develop student's enjoyment of cinema. Here are some suggestions. <p>The music box 1932. 27'51" http://www.youtube.com/watch?v=94nxxNdJzQI</p> <p>The Devil's brother 1933 http://www.youtube.com/watch?v=DiFEFL6ThRI 1'46"</p> <p>http://www.youtube.com/watch?v=0yoPb-amgbs&feature=related 9'09"</p> <p>Hollywood party 1936. 8'55" http://www.youtube.com/watch?v=g3cvUuRQtSc</p> <p>Busy bodies 1933. http://www.youtube.com/watch?v=Vvn1NValjWA&feature=related 8'30"</p> <p>http://www.youtube.com/watch?v=DZ8D-bnwBK0 6'6" Coloured</p> | <p>RESOURCES</p> <p>Student's Workbook Page 36</p> <p>Power Point Silent films Slide 28, 29</p> |
| <p>LANGUAGE</p> <ul style="list-style-type: none"> • Giving reasons | |

| 2.9. ACTIVITY | UNIT 2. LESSON 2 |
|--|--|
| <p>MANAGEMENT/PROCEDURE</p> <ul style="list-style-type: none"> • Show power point slide 30, and play Nosferatu before giving students any information. • The activity aims to focus on the genre of films. • After watching the film, ask students about the main difference between Laurel & Hardy's films and Murnau's film. Do it orally. Let the students think of the question and answer it, and then show power point slide 31. • Show slides 31-34 to explain what the word "genre" means. • Ask about Nosferatu genre. (the last bubble o slide 34) Students should know that Murnau's film is a "Fiction Horror" film. Ask students if they think this film is still scary. Ask them to describe Nosferatu: pale, tall and thin, with impressive hands with very long nails... The director uses lights to create shadows and focus on the characters. | <p>RESOURCES</p> <p>Student's Workbook Page 37</p> <p>Power Point Silent films Slide 28, 29</p> |
| <p>LANGUAGE</p> <ul style="list-style-type: none"> • New vocabulary related to film. • Synonyms of genre. | |



| 2.10. ACTIVITY | UNIT 2. LESSON 2 |
|--|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> From activity 2.10 to 2.16 students work in groups of four. All these activities are about "Metropolis" by Fritz Lang, and the historical events occurring during its time. Choose the activities depending on the time you have left. Additional information: http://www.filmsite.org/metr.html Show power point slide 35, and play Metropolis by Fritz Lang before giving students any information. http://www.youtube.com/watch?v=5PAdQ5anhZE&feature=related 4'28" After watching the film, students do the activity in groups of four. They have to give some ideas/words about the films suggests them. <ul style="list-style-type: none"> ANSWER KEY: Open answer. Possible answers: science fiction, robot, New York, wealthy people, poor, powerful... Second question students should answer with adjectives. <ul style="list-style-type: none"> ANSWER KEY: Open answer. Possible answers: angry, sad, happy, bored, tired, upset, nervous... Third question: Is this a comedy? How do you know? <ul style="list-style-type: none"> ANSWER KEY: No it is not. Because there is no humour: that means that this film does not provoke laughter and provide amusement, fun. There are not "sight gags" or "slapstick". Fourth question: <ul style="list-style-type: none"> ANSWER KEY: Where does the film take place? In a big city, in a Metropolis/ in a laboratory/ in the underground city. Is it today? No, it is not. Is it set in the past? No, it is not. How do you know? It is an imaginary world set in the future: there are old planes, old fashion clothes, but there are robots we still haven't got, urban motorways, trains on elevated tracks, etc.. Ask students orally: When the film was made, was it set in the past? No it was not. It was set 2026. | <p>Student's Workbook Page 38</p> <p>Power Point Silent films Slide 28, 29</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> Types of film, people, places, feelings Giving reasons | |

| 2.11. ACTIVITY | UNIT 2. LESSON 2 |
|---|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> Students work in groups of four and use a Venn diagram to look at the similarities and differences between Metropolis and other films they have seen in this course. Give them time to do it and then show power point slide 37 with ANSWER KEY. This exercise aims to sort information. | <p>Student's Workbook Page 39</p> <p>Power Point Silent films Slide 37</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> Such as, the same, different... Vocabulary related to genre of film and silent film. | |



| 2.12. ACTIVITY | UNIT 2. LESSON 2 |
|--|---|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Students work in groups of four. <ul style="list-style-type: none"> • First question: Which other films have you seen in this course which are described as science fiction? "A trip to the moon" by Georges Méliès. 1902 • Second question: Which other films or scenes of films does Metropolis remind you of? Open answer • Give students time to think about it and play the film again if necessary. • Then show power point slides 38-45 to check answers and debate in plenary. • It's important that students understand Fritz Lang was ahead of his time and so was his film. | <p>Student's Workbook Page 39</p> <p>Power Point Silent films Slide 38-45</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Films and scenes from films | |

| 2.13. ACTIVITY | UNIT 2. LESSON 2 |
|--|---|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Students work in groups of four. • They read the text and answer the question <ul style="list-style-type: none"> - Does this text describe a happy prosperous period after World War I, or is it described as a declining period of crisis? How do you know? - ANSWER KEY: it describes a happy prosperous period. It talks about: modernity, new technology spread to a large number of people, cultural dynamism, jazz, Art Déco, and "Golden Years" that means rich years, as gold is associated with richness | <p>Student's Workbook Page 40</p> <p>Power Point Silent films Slide 38-43</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Describing a time in history | |

| 2.14. ACTIVITY | UNIT 2. LESSON 2 |
|---|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Students work in groups of four. • They sort the words in the box below in order to understand that the film exhibits two opposite worlds: For one of these worlds it was a happy prosperous period after World War I, and for the other one it was a declining period of crisis. • Students can use a dictionary if necessary. <ul style="list-style-type: none"> - ANSWER KEY: is on Power point slide 46. | <p>Student's Workbook Page 41</p> <p>Power Point Silent films Slide 46</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • New vocabulary related to the class struggle. | |



| 2.15. ACTIVITY | UNIT 2. LESSON 2 |
|---|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> Students work in groups of four and answer the question: <ul style="list-style-type: none"> Which of these two worlds describes "The Roaring Twenties". How do you know? ANSWER KEY: it describes the first world because the word futurism can be related to new technologies such automobiles, radio, and moving pictures; it talks about industrial growth related to wealthy industrialists; it talks about Art Déco, and only rich people could pay Modernist artists... | Student's Workbook Page 42 Power Point Silent films Slide 46 |
| LANGUAGE | |
| <ul style="list-style-type: none"> Giving reasons and justifying them. | |

| 2.16. ACTIVITY | UNIT 2. LESSON 2 |
|---|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> Students work in groups of four and do the activity: <ul style="list-style-type: none"> Read the sentences about the influence of historical events occurring during this time and decide which of the three words is suitable in each gap. Compare your ideas with your partners. Answer key in the Power Point, slides 47,48. <p>At the end of this exercise about "Metropolis" I suggest playing two film clips related to the film: Trailer http://www.youtube.com/watch?v=7j8Ba9rWhUg&feature=related 2'38" Queen. Radio Gaga 1984 http://www.youtube.com/watch?v=GEI4U5KyAS0</p> | Student's Workbook Page 42 Power Point Silent films Slide 46 |
| LANGUAGE | |
| <ul style="list-style-type: none"> Starting historical facts | |



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|---|----------------------|
| TOPIC: FORGOTTEN FILM. FROM BEGINNINGS TO "TALKIES" | |
| UNIT 2: THIS IS CINEMA | |
| LESSON 3 : "TALKIES": SOUND FILM | Timing: 5'30h |
| AIMS: <ul style="list-style-type: none"> - To understand the concept of talkies - To complete a fact file. - To understand the transitional period from silent films to talkies. - To link silent films and Talkies with a historical period. | |
| LESSON 3: "TALKIES": SOUND FILM | |
| 3. ACTIVITIES | |

| 3.1. ACTIVITY | UNIT 2. LESSON 3 |
|--|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • First of all ask students about the meaning of the lesson title. "Talkies". • Show power point slide 2. Show the question "What are talkies?" • Students open their workbooks on page 26. Ask them to decide which of the two words is correct. • Then show them the answer on slide 2 • Tell students about The Jazz Singer. Slide 4. • Play 3 minutes film on Power point, slide 5. | Student's Workbook Page 43 Power Point "Talkies" Sound film. Slide 1-5 |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Defining "talkies" | |

| 3.2. ACTIVITY | UNIT 2. LESSON 3 |
|---|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Show power point slide 6, 7. • Students answer the questions orally in plenary. • Explain that Mary Pickford was one of silent's films most important actress. • Then students do the activity. • ANSWER KEY: slide 7. | Student's Workbook Page 44 Power Point "Talkies" Sound film. Slide 6,7 |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Describing advantages | |



| 3.3. ACTIVITY | UNIT 2. LESSON 3 |
|---|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Show power point slide 9 • Students complete the fact file about the film "Singing in the rain". They can do it before watching the film or after watching it; it's up to you. http://www.filmsite.org/sing.html http://www.imdb.com/title/tt0045152/ http://en.wikipedia.org/wiki/Singin'_in_the_Rain | <p>Student's Workbook Page 44</p> <p>Power Point "Talkies" Sound film. Slide 9</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Technical language related to cinema. | |

| 3.4. ACTIVITY | UNIT 2. LESSON 3 |
|---|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Obtain the film. It is easy to buy it in specialized stores or from Amazon. When you get the film you can play it with English subtitles to scaffold the student's learning. • Watch the film. Be aware of the length: 103': you'll probably need two classes. <p>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=BNRJfr5y0RY&feature=related http://www.youtube.com/watch?v=FW02c5UNGI0 http://www.youtube.com/watch?v=uA3OnlYW5u4 http://www.youtube.com/watch?v=uA3OnlYW5u4 http://www.youtube.com/results?search_query=singing+in+the+rain&aq=0s </p> | <p>Student's Workbook Page 45</p> <p>Power Point "Talkies" Sound film. Slide 9</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Technical language related to cinema. | |



| 3.5. ACTIVITY | UNIT 2. LESSON 3 |
|---|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Students work in pairs. <ul style="list-style-type: none"> - Read the sentences about sound troubles shown in the film, and then fill the gaps with the most suitable word in the box below. <p>Film studios were confronted with many problems related to sound:</p> <ol style="list-style-type: none"> 1.It was no possible show these films all over the world: market was restricted for English-language countries. 2.Body language was no needed. Many Hollywood actors/actresses lacked (had not???) good voices and stage experience, and their marketability decreased. (they stopped to be employed), and they saw their career shattered. 3.Other actors survived the transition, but elocution lessons from diction coaches became a necessity for some of them. 4.Artistically, acting suffered as studios attempted to record live dialogue, because stationary or hidden microphones impeded the movement of actors. 5.Technically, camera movements were restricted, and noisy, bulky movie cameras had to be housed in booths (sound-proof covers), to avoid picking up camera noise on the soundtrack. 6.Silent film studios 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 were quickly transformed into sound films. <ul style="list-style-type: none"> • Here are many sequences. <ul style="list-style-type: none"> http://www.youtube.com/watch?v=P6CuBK0cgX4&feature=related http://www.youtube.com/watch?v=p7QL46cK7B8 http://www.youtube.com/watch?v=BNRJfr5y0RY&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 | <p>Student's Workbook Page 46</p> <p>Power Point "Talkies" Sound film. Slide 9</p> |
| <p>LANGUAGE</p> | |
| <ul style="list-style-type: none"> • Technical language related to cinema. | |



| 3.6. ACTIVITY | UNIT 2. LESSON 3 |
|---|---|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> Obtain the film. It is easy to buy it in specialized stores or from Amazon. When you get the film you can play it with English subtitles to scaffold the student's learning. Watch the film. Be aware of the length: 87': you'll probably need two classes. Students work in pairs and do the activity. Go online: Lots of information. http://www.filmsite.org/mode.html http://www.filmsite.org/search-results.html?cx=006045245358318785752%3A6du8bstgqgc&cof=FORID%3A9&ie=ISO-8859-1&q=modern+times&sa= http://en.wikipedia.org/wiki/Modern_Times_(film) Here are many sequences. Silent film or talkie? http://www.youtube.com/watch?v=MHdmaFJ6W6M Scenes http://www.youtube.com/watch?v=CReDRHDYhk8 http://www.youtube.com/watch?v=pZIJ0vtUu4w Flag scene http://www.youtube.com/watch?v=dqFU8O53tr4 | Student's Workbook Page 47 Power Point "Talkies" Sound film. Slide 10 |
| LANGUAGE | |
| <ul style="list-style-type: none"> Technical language related to cinema. Short answers Past tenses Explanations | |

| 3.7. ACTIVITY | UNIT 3. LESSON 1 |
|---|--------------------------------------|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> To finish and as a conclusion students do the activity. They should write what they think are the most important ideas in this unit. Students work individually. Answer key in Power Point. | Student's Workbook Page 48 |

UNIT 2. PRECINEMA ASSESSMENT

The last activity can be used as assessment.

The teacher assesses this unit through the work done during the classes and the outcome of exercises.

Students hand in their workbooks or a portfolio to the teacher to be checked.



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| TOPIC: FORGOTTEN FILM. FROM BEGINNINGS TO "TALKIES" | |
| UNIT 3: CARTOON ANIMATION | |
| LESSON 1: CARTOON ANIMATION | Timing: 7h. |
| <ul style="list-style-type: none"> • AIMS: • To differentiate animation and cartoon • To introduce the beginnings of cartoon. • To link cartoons with a historical period • To develop students' enjoyment of the first animated cartoon. | |
| LESSON 1: CARTOON ANIMATION | |
| 1. ACTIVITIES | |

| 1.1. ACTIVITY | UNIT 3. LESSON 1 |
|--|---|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <p>Introduction to the activity and the unit.</p> <ul style="list-style-type: none"> • Show power point slide 2-5. Explain what animation and cartoon are. Remind them about Eadweard Muybridge Unit 1. Interesting clips and explanations: http://en.wikipedia.org/wiki/Animation • Tell students that a cartoon is also a comic strip or storyboard, that why we say cartoon animation. • Show the question on slide 6 about differences between animation and cartoon. Then show the keywords to explain it: hand-drawn and story or plot. • Next show slide 7. Orally ask the question: Are cartoons a genre of films? Animation film and cartoon is not a genre. It's a film technique. Ask students to give examples of different genres of cartoon. • Then show slide 8, 9. Encourage students to speak. They should explain that the Egyptian drawing shows something like a sequence of images or frames. Explain what a flipbook is. • After that introduction students do the activity. • They work in pairs. Tell them they have to think of cartoon characters of all times. Tell them not to forget about the films they watched when they were children. • When students finish the activity, show slide 11. Ask them if they recognize the characters, and then show slide 12. • Don't show them "first appearance" column. Ask them to guess it. • Then students copy information in their workbooks. | <p>Student's Workbook Page 53</p> <p>Power Point Cartoon Animation Slide 2-12</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Giving examples of genre of films. • Explaining sequences. • Vocabulary related to cartoon. | |



| 1.2. ACTIVITY | UNIT 3. LESSON 1 |
|---|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • This activity aims to explain why Felix the cat is used in this power point as a logo. Probably he is the least well-known of all the characters. • Show power point slide 13. • Students work in groups of four and choose 4 characters from the list on activity 1.1 and then write down what they think is relevant information about it or an important feature. They do it online. • Students compare their ideas with their partners and write them down. • ANSWERS KEY: Examples: <ul style="list-style-type: none"> - Felix the cat was the <i>first</i> animated character that was a superstar during the silent era. - Snow White and the Seven dwarfs was the first full-length motion picture history, as well as the first animated feature produced in full color. It was produced by Walt Disney. - (...) • Next show clips on Power Point slides 14,16. <ul style="list-style-type: none"> - The first one is the earliest film of Felix the cat. http://www.youtube.com/watch?v=ZbX-BeSY_18 http://www.youtube.com/watch?v=9XwMbEEKR44 - The third one is "Steamboat Willie" the earliest film of Mickey Mouse. http://www.youtube.com/watch?v=nIM60Nwc6CE • I suggest you play: Felix the cat in Hollywood 1923 http://www.youtube.com/watch?v=YQ-i9bE7RV_4 8' Felix the cat plays the role with very important actors such as Charlie Chaplin. Students can recognize the features of silent film. Steamboat Willie. Mickey Mouse 1928 Complete 7' http://www.youtube.com/watch?v=BBgghnQF6E4 | <p>Student's Workbook Page 54</p> <p>Power Point Cartoon animation Slide 13-16</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Explaining who cartoon characters are. • Features of silent film. | |



| 1.3. ACTIVITY | UNIT 3. LESSON 1 |
|--|--|
| <p>MANAGEMENT/PROCEDURE</p> <ul style="list-style-type: none"> • Before students do the activity show power point slide 17. • Play the clip: "How Walt Disney cartoons are made". The films show the process of creating "Snow White and the seven dwarfs". Even if they can't understand the English language, images are quite clear and it won't be difficult. They will realize how difficult it is to create a cartoon. • Play the clips on slide 17, 18. • I suggest you show: Disney's Sleeping Beauty Model http://www.youtube.com/watch?v=nj3hLSP1vFo&feature=related • Go to Power Point slide 19, and show the instruction. • Give students time to think about it: <ul style="list-style-type: none"> - Like other films, creating cartoons is not an individual job but a collective work. Lots of people undertake this task together. Write down the name of different jobs needed to make a cartoon. • ANSWER KEY: on slide 18. • Encourage the students to speak. Ask questions about what the jobs involve. | <p>RESOURCES</p> <p>Student's Workbook Page 54</p> <p>Power Point Cartoon animation Slide 17-19</p> |
| <p>LANGUAGE</p> | |
| <ul style="list-style-type: none"> • Jobs related to creating cartoons. | |



| | | |
|---|---|--------------------|
| TOPIC: | FORGOTTEN FILM. FROM BEGINNINGS TO "TALKIES" | |
| UNIT 3: | CARTOON ANIMATION | |
| LESSON 2: | CREATING A FILM SCRIPT | Timing: 7h. |
| <ul style="list-style-type: none"> • AIMS: • To understand the process of creating cartoons. • To describe characters. • To develop students' enjoyment of the first animated cartoon. | | |
| LESSON 2: CREATING A FILM SCRIPT | | |
| 2. ACTIVITIES | | |

| 2.1. ACTIVITY | UNIT 3. LESSON 2 |
|---|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Students work in pairs and think about the process of creating a film strip/ story board. • Give them time and then show power point slides 20, 21. Show them the tree diagram step by step. Ask questions and encourage them to talk. Tell students what the W's mean. • Tell the students that the course is not a workshop so they are not going to consider "how" to create a cartoon. <ul style="list-style-type: none"> - I suggest: How to make an animated Movie - Must see - http://www.youtube.com/watch?v=GGdWs90J4Qg&feature=related Link at the end of power point • Then, after activity 1.4., go online (youtube) and choose a clip 1 or 1'30" length. It's very easy to find Walt Disney clips. It's up to you. I suggest one of the characters that the students wrote the name in activity 1.1. • Students work in pairs for an orally activity: <ul style="list-style-type: none"> - Student number 1 watches the film. - Student number 2 turns back and doesn't watch the film. - When it finishes student n.1 retells the story to student n.2. - Student n. 2 retells the story to other number 1 students. <p style="text-align: center;">They should consider Where, Who, When, and What.</p> • You can ask students in plenary to check the answer. | <p>Student's Workbook Page 55</p> <p>Power Point Cartoon animation Slide 20,21</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Question words and technical vocabulary • Retelling events from a film. | |



| 2.2. ACTIVITY | UNIT 3. LESSON 2 |
|--|---|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • Go to Power Point slide 22, and show the question. Give students time to think about it. It is the same question that they have in their workbooks. Imagine you are a screenwriter. What should we consider when creating a character? • Then show them slide 23. Students check and write the answers in their workbook. • Divide the students into pairs to create a character. • Give them a handout with a short dialog. You can choose the one you want. Explain they have 15 minutes to read the dialog and prepare the character they want to play. • Then ask students to exchange with other pair, and roleplay the dialog with the new partner. He/she should guess the features of their partner characters. Instructions in the workbook: <ol style="list-style-type: none"> 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 are you playing. <p>FOLLOW UP: to finish the course play a film released in the period from silent films to talkies :</p> <ul style="list-style-type: none"> - I would suggest you a full-length animated feature by Walt Disney: Snow White and the Seven dwarfs; Pinocchio, Fantasia. | <p>Student's Workbook Page 56</p> <p>Power Point Cartoon animation Slide 21</p> |
| LANGUAGE | |
| <ul style="list-style-type: none"> • Personal qualities of characters. • Characteristics of voices. • Adverbs and adjectives. | |

| 2.3. ACTIVITY | UNIT 3. LESSON 2 |
|---|--|
| MANAGEMENT/PROCEDURE | RESOURCES |
| <ul style="list-style-type: none"> • To finish and as a conclusion students do the activity. They should write what they think are the most important ideas in this unit. • Students work individually. • Answer key in Power Point. | <p>Student's Workbook Page 57</p> |

| UNIT 3. PRECINEMA ASSESSMENT |
|---|
| <p>The last activity can be used as assessment. The teacher assesses this unit through the work done during the classes and the outcome of exercises. Students hand in their workbooks or a portfolio to the teacher to be checked.</p> |



| CINEMA STORY TIMELINE | | |
|-----------------------|------|--|
| | 1875 | |
| | 1876 | |
| | 1877 | |
| | 1878 | Eadweard Muybridge makes his earliest film "The horse in motion" |
| | 1879 | Eadweard Muybridge invented the Zoopraxiscope |
| | 1880 | |
| | 1881 | |
| | 1882 | |
| | 1883 | |
| | 1884 | |
| | 1885 | |
| | 1886 | |
| | 1887 | |
| | 1888 | |
| | 1889 | |
| | 1890 | |
| | 1891 | Thomas Alva Edison & Dickinson invent and patent the Kinetoscope |
| | 1892 | |
| | 1893 | |
| | 1894 | |
| | 1895 | Brothers Lumière patent the Cinematograph .Workers Leaving the Lumiere Factory (46 seconds) |
| | 1896 | |
| | 1897 | |
| | 1898 | George Méliès . L'homme des Têtes |
| | 1899 | Georges Méliès . Cinderella. |
| | 1900 | |
| | 1901 | Georges Méliès . L'home a la tête de caoutchouc. |
| | 1902 | Georges Meliès . Le Voyage Dans la Lune - A Trip to the Moon |
| | 1903 | Edwin S. Porter . The Great Train Robbery. |
| | 1904 | Georges Méliès . Le impossible voyage. |
| | 1905 | |
| | 1906 | |
| | 1907 | |
| | 1908 | Segundo Chomón . El hotel eléctrico. |
| | 1909 | Georges Méliès . Le Locataire diabolique. |
| | 1910 | |
| | 1911 | |
| | 1915 | |
| | 1913 | |
| | 1914 | D.W. Griffith . The birth of a nation |
| | 1915 | |
| | 1916 | D.W. Griffith . Intolerance. Chaplin . The Rink. The Fireman |
| | 1917 | Chaplin . The Cure |
| | 1918 | |
| | 1919 | Felix the Cat first appearance. D.W. Griffith . Broken Blossoms. |



| CINEMA STORY TIMELINE | | |
|---|------|--|
| | 1920 | |
| | 1921 | |
| | 1922 | F.W Murnau. Nosferatu |
| | 1923 | Harold Lloyd. Safety Last. Felix the Cat in Hollywood |
| | 1924 | |
| | 1925 | Chaplin. The gold Rush. Sergei Eisenstein. The battleship Potemkin |
| | 1926 | Buster Keaton. Buttlng Butler. The General. |
| | 1927 | Fritz Lang. Metropolis. Buster Keaton. The College. Laurel & Hardy Duck soup. The Jazz Singer: First sound film. |
| Wall Street Crash. The Great Depression | 1928 | Chaplin. The Circus. Walt Disney. Steamboat Willie. Mickey Mouse |
| | 1929 | |
| | 1930 | |
| | 1931 | Chaplin. City Lights |
| | 1932 | Laurel & Hardy. The Music box |
| Hitler became Germany's president. | 1933 | Laurel & Hardy. The Devil's brother. Busy bodies. Walt Disney. Three little pigs |
| | 1934 | |
| Spanish Civil War | 1935 | |
| | 1936 | Chaplin . Modern Times. Laurel & Hardy. Hollywood party |
| | 1937 | Walt Disney. Snow White and the Seven dwarfs |
| | 1938 | |
| World War II | 1939 | |
| | 1940 | Walt Disney. Pinocchio , Fantasia. Chaplin. The Great Dictator |
| | 1941 | |
| | 1942 | |
| End World War II | 1943 | - |
| | 1944 | |
| | 1945 | |