

# English in Mind

Level 5 Project 2 Teacher's Notes

## A group activity: a short film script

Divide the class into groups of four to six. A mix of stronger and weaker students may work best for this project.

### 1 Think up a story

- a) Students work in groups to think up a story, using the photos and questions as prompts. They should keep it fairly simple, as the film would be a 'short' (max. 10 mins). Encourage them to discuss their ideas in English. They will probably have plenty of ideas and it is best not to intervene at this point. Allow them time to work out their story.
- b) One student is chosen as 'group secretary' to note down the story outline and read it back to the group. This does not have to be written out in full, as it is essentially an oral exercise. In weaker groups, choose a stronger student for this role.

### 2 Create characters

- a) Students decide together on which characters they could play in the film. The characters should be imaginary, not themselves.
- b) They should then work individually to write a full description of their character. This can be done for homework.
- c) Students read out their descriptions to the group. Encourage positive feedback.
- d) Other characters may be needed in their film. They should discuss them briefly and make notes.

### 3 Make a storyboard

- a) Show the students the example storyboards on the Project 2 page. Other examples may be found on the internet. Explain that scriptwriters often use them to help visualise their films. Provide them with A3 sheets of paper; two A4 sheets would also be suitable. They should fold them to make eight rectangles. Lines can be drawn following the folds to make eight boxes.

- b) The drawings can be roughly done as sketches. A brief description should be written beneath each picture and speech bubbles used to show some dialogue. Encourage all students in the group to contribute.
- c) One member of the group can hold up the storyboard, whilst others explain the story and the characters to the class. To ensure active group participation, you may wish to avoid using the group secretary for these tasks.

### 4 Write sections of the script

- a) Sample filmscripts can be found on the internet (e.g. [www.bbc.co.uk/dna/filmnetwork](http://www.bbc.co.uk/dna/filmnetwork)). Writing the scripts is best done in pairs, although stronger students may be able to do it alone. They should choose a short scene and write not more than two pages in all. Keen students may wish to script the whole film. This would be excellent, but time-consuming.
- b) Encourage helpful peer correction within the group.
- c) Monitor for errors and fluency, but avoid offering creative ideas unless the students have real difficulty.

### 5 Perform a scene

- a) Students practise performing their scene in groups.
- b) If time permits, students may act out more than one scene per group. Allow them to use chairs, tables, etc. as props. They may have ideas for costumes (e.g. hats, jackets) or other props they could bring from home. Give them time to practise. The performance may be left to the next lesson.
- c) If possible, the scenes can be filmed and shown to the class. The class can give star ratings for each film, either individually, in pairs or in their groups. Encourage them to make positive comments and give reasons for their ratings.