

Мелітопольський державний педагогічний університет  
імені Богдана Хмельницького

## **SHORT FILMS IN FOREIGN LANGUAGE TEACHING**

Методичні рекомендації

щодо використання короткометражних фільмів

у навчанні іноземних мов



Мелітополь, 2020

**378.091.33:811.111(072)**

Рекомендовано навчально-методичною комісією філологічного факультету Мелітопольського державного педагогічного університету імені Богдана Хмельницького (протокол № 5 від 15 січня 2020 р.)

**Рецензенти:**

**Т. В. Караєва**, кандидат педагогічних наук, доцент кафедри іноземних мов ТДАТУ.

**Є. М. Музя**, к. філол. н., доцент, завідувач кафедри англійської мови Мелітопольського державного педагогічного університету імені Богдана Хмельницького.

Методичні рекомендації щодо використання короткометражних фільмів у навчанні іноземних мов / Уклад.: Т. В. Рябуха, Т. І. Харченко, Н. О. Гостіщева, М. В. Ткач. – Мелітополь: МДПУ, 2020. – 40 с.

Методичні рекомендації укладено з метою ознайомлення цільової аудиторії з існуючими технологіями використання короткометражних фільмів у навчанні іноземних мов.

Рекомендації складаються з двох частин: теоретичної та практичної. Теоретична частина містить детальний опис таких підходів до навчання іноземних мов за допомогою фільмів як "Basic Teaching Techniques", "Cs and Ss" та "Tell Me". Окремо розглядається питання щодо контролю та самоконтролю під час вивчення мови за допомогою короткометражних фільмів. Практична частина пропонує конспекти уроків англійської мови з використанням короткометражних фільмів, перелік онлайн ресурсів короткометражних фільмів тощо.

Призначені для викладачів ВНЗ, вчителів ЗОШ, а також здобувачів вищої освіти денної та заочної форми навчання спеціальностей 035.04 Філологія. Германські мови і літератури (переклад включно), 014.02 Середня освіта. Мова і література (англійська), 014.01 Середня освіта. Українська мова і література. Мова і література (англійська).

© Колектив авторів, 2020

© МДПУ ім. Богдана Хмельницького, 2020

# CONTENTS

ПЕРЕДМОВА.....	4
THEORY.....	5
Why Use Short Film in Languages Classrooms?.....	5
Teaching Languages with Film – Some Key Approaches.....	5
➤ "Basic" Teaching Techniques.....	6
➤ "Cs and Ss" Technique.....	14
➤ "Tell Me" Technique.....	16
➤ Other Techniques.....	17
Assessing Language Learning Using Film.....	18
PRACTICE.....	22
Short Film Lessons.....	22
➤ English for Beginners.....	22
➤ The Present.....	25
➤ The Mirror.....	27
➤ The Notebook.....	29
➤ I Forgot My Phone.....	31
List of English Language Short Films On-Line.....	35
List of Silent Short Films On-Line.....	37
REFERENCES.....	40

## ПЕРЕДМОВА

Досвід використання відеоматеріалів у навчанні іноземних мов налічує майже 100 років. Проте, він не втрачає актуальності, оскільки "золоте правило" дидактики – наочність – залишається одним з провідних принципів навчання. Згідно з цим правилом, чим більша кількість органів почуттів бере участь у сприйнятті явища, тим міцніше воно закріплюється в пам'яті. Слухаючи, людина запам'ятовує 15% мовної інформації; при візуальному сприйнятті засвоюється 25%, а коли людина слухає і одночасно дивиться, то в пам'яті залишається приблизно 65% інформації.

Ефективність застосування відеоматеріалів у навчанні іноземних мов пояснюється тим, що вони надають одночасно мовну і візуальну інформацію і, до того ж, емоційний вплив. Все це сприяє більш інтенсивному запам'ятовуванню навчального матеріалу.

Для використання на заняттях доступні різні формати відеоматеріалів: повнометражні художні фільми, короткометражні фільми, мультиплікаційні фільми, телесеріали, музичні кліпи, рекламні ролики, теленовини, інтерв'ю тощо.

Перевага короткометражних фільмів полягає в тому, що їх можна показувати на занятті повністю. Відмінною рисою таких фільмів є незвичайні сюжети і несподівані фінали. Завдяки цьому вивчення іноземної мови може перетворитися на захоплюючий процес. Короткометражний фільм намагається використовувати кожен секунду, щоб справити враження на глядача. Тому в таких фільмах, як правило, досить яскравий відеоряд. Він може бути трохи (а часом – досить сильно) шокуючим, але саме ця особливість змушує глядача максимально ефективно сприймати інформацію.

Слід зауважити, що сам по собі перегляд короткометражного фільму не здатен вплинути на результативність навчання іноземної мови – його потрібно вдумливо вводити в навчальні ситуації, використовуючи певні методики.

Мета "Методичних рекомендацій" – ознайомити викладачів вищих навчальних закладів, вчителів середніх шкіл, а також студентів-філологів з існуючими технологіями використання короткометражних фільмів у навчанні іноземних мов.

Рекомендації складаються з двох частин: теоретичної та практичної.

Теоретична частина містить детальний опис таких перевірених часом підходів до навчання іноземних мов за допомогою фільмів як "Basic Teaching Techniques", "Cs and Ss" та "Tell Me". Окремо розглядається питання щодо контролю та самоконтролю під час вивчення мови за допомогою короткометражних фільмів.

Практична частина пропонує конспекти уроків англійської мови з використанням короткометражних фільмів, перелік онлайн ресурсів короткометражних фільмів тощо.

## Why Use Short Film in Languages Classrooms?

Now with the development and popularity of online video distribution websites, as well as smart mobile filming devices, teachers are in the position to motivate and engage their learners with the language via the medium of video, in particular short film.

What is special about short film as a medium for language learning? What distinguishes it from other resources available on the Internet?

Short film is both engaging and authentic: it offers experiences close to real life, and real use of living language.

Besides, very often short films have something a little special – a quirky story, an unusual setting, a distinctive visual style.

Short film is more manageable in a classroom (and in lesson time) than a feature film: the short running times of the films make repeated viewings possible, and students can acquire very detailed familiarity with the work under consideration.

Short film offers a wide range of learning activities, challenging the most able students or supporting the ones with barriers to learning.

However, short film in itself won't transform learning – it needs to be thoughtfully brought into learning situations, using special techniques and approaches.

### Teaching Languages with Film – Some Key Approaches

In film education, a number of techniques and approaches have been devised, tested, and shared over the years. They are:

— **Basic Teaching Techniques**

— **Cs and Ss**

— **Tell Me**

Eight **Basic Teaching Techniques** include: (1) *Freeze Frame*; (2) *Sound and Image*; (3) *Spot the Shots*; (4) *Top and Tail*; (5) *Attracting Audiences*; (6) *Generic Translations*; (7) *Cross-Media Comparisons*; (8) *Simulation*.

The eight basic techniques are designed to help you unravel the codes and conventions of the moving image, and enable you to use a wider range of film and video texts in the classroom when teaching languages. The techniques are not age-specific.

# 1. Freeze Frame

*(concentrates on the visual language of moving images)*

<p><b><i>What points of language skills do I want to focus on?</i></b></p>	<p><b><i>What do I want pupils to do by the end of the sequence of lessons?</i></b></p>	<p><b><i>What do I want pupils to learn about the language?</i></b></p>
<p><b>POSSIBLE ACTIVITIES</b></p>	<p><b>KEY QUESTIONS</b></p>	<p><b>LEARNING OBJECTIVES</b></p>
<p>Use the video pause button to help the class discuss each shot of a short moving image text or extract (e.g. 60 seconds long) by looking at and discussing:</p> <ul style="list-style-type: none"> <li>➤ What they can see in the ‘frozen’ image; how the elements of the image are positioned in the frame; how lighting and colour affect what is seen.</li> <li>➤ Distance between camera and subjects; camera angle; movement of the camera during a shot.</li> <li>➤ How many shots there are and how the sequence</li> </ul>	<ul style="list-style-type: none"> <li>➤ Why is the shot composed like this?</li> <li>➤ What difference would it make if it were composed differently?</li> <li>➤ Why is the camera positioned in this way?</li> <li>➤ What difference would it make if it were somewhere else?</li> <li>➤ What difference does it make if the order of shots is different or some are missing?</li> </ul>	<p>Pupils should learn that:</p> <ul style="list-style-type: none"> <li>➤ Every element of a visual image can carry meaning.</li> <li>➤ Visual images can be ‘read’ like other texts</li> <li>➤ The position of elements within the image, the colours used, and the lighting, can all affect interpretation.</li> <li>➤ Camera distance (eg close-up, long shot etc), camera angle and camera movement all affect meaning.</li> <li>➤ The number and order of shots affect meaning</li> </ul>
<p><b>Possible follow-up:</b></p>		
<ul style="list-style-type: none"> <li>➤ Use a storyboard or moving image software to change the order of the sequence or eliminate some shots.</li> </ul>		

## 2. Sound and Image

*(highlights the importance of sound in the interpretation of moving images)*

<b>What points of language skills do I want to focus on?</b>	<b>What do I want pupils to do by the end of the sequence of lessons?</b>	<b>What do I want pupils to learn about the language?</b>
<b>POSSIBLE ACTIVITIES</b>	<b>KEY QUESTIONS</b>	<b>LEARNING OBJECTIVES</b>
<ul style="list-style-type: none"> <li>➤ Cover the video screen and ask pupils to listen carefully to the sound track of a short moving image sequence and describe exactly what they hear in this sequence.</li> <li>➤ Pupils should identify the type of text they think it is and identify and describe all the sounds they can hear.</li> <li>➤ They should then guess at the content and style of the images in the sequence.</li> <li>➤ Finally show the complete sequence and invite discussion about how sounds and images affect each other.</li> </ul>	<p><b>About music:</b></p> <ul style="list-style-type: none"> <li>➤ What kind of music is this?</li> <li>➤ What feelings / images does it suggest to you?</li> </ul> <p><b>About sound effects:</b></p> <ul style="list-style-type: none"> <li>➤ What exactly can you hear and what might it represent?</li> </ul> <p><b>About words:</b></p> <ul style="list-style-type: none"> <li>➤ What is said and what can you tell about the speaker(s) from their voice(s)?</li> </ul> <p><b>About silence:</b></p> <ul style="list-style-type: none"> <li>➤ Why do you think the sequence is silent at this point? What might be going on?</li> </ul> <p><b>About the final viewing:</b></p> <ul style="list-style-type: none"> <li>➤ What difference does the sound make to the sequence?</li> <li>➤ What difference would it make if some elements were missing?</li> </ul>	<p>Pupils should learn that:</p> <ul style="list-style-type: none"> <li>➤ Soundtracks can have four elements: music, sound effects, voice and silence. All of these contribute to meaning.</li> <li>➤ Sound effects are of two types: (1) 'atmosphere' (continuous sound); 2) 'spot effects' (short sounds).</li> <li>➤ Sound – particularly music – can set the 'mood' of a text and establish its generic identity (e.g. comedy, thriller).</li> <li>➤ Sound can often do more to 'pin down' the meaning of a sequence than visual images can.</li> <li>➤ Sound can affect not only the way viewers interpret the images but also what they actually think they can see.</li> <li>➤ Off-screen sounds can help to create the impression of three-dimensional space.</li> <li>➤ Silence can also have a powerful effect on the interpretation of a sequence.</li> </ul>
<b>Possible follow-up:</b>		
<ul style="list-style-type: none"> <li>➤ Try out any or all of: different music, different sound effects, a different voice reading the same words, or different words; or eliminate any of these elements.</li> <li>➤ Discuss how this affects the ways the images can be interpreted.</li> </ul>		

### 3. Spot the Shots

*(draws attention to the editing process)*

<b>What points of language skills do I want to focus on?</b>	<b>What do I want pupils to do by the end of the sequence of lessons?</b>	<b>What do I want pupils to learn about the language?</b>
<b>POSSIBLE ACTIVITIES</b>	<b>KEY QUESTIONS</b>	<b>LEARNING OBJECTIVES</b>
<ul style="list-style-type: none"> <li>➤ After their first viewing of a short moving image sequence, pupils guess at the number of shots used.</li> <li>➤ On second viewing, they mark each change in shot, scene location and sound (use pause button if necessary).</li> <li>➤ On third viewing they look carefully at how the shot transitions are created (<i>e.g.</i> cuts, mixes, fades, wipes etc) and whether the sound transitions happen at the same places.</li> <li>➤ They should also time each shot.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How long is this sequence? How much ‘story time’ does it represent?</li> <li>➤ What new information or impression is each new shot giving us?</li> <li>➤ What information or impression does each change in sound give us?</li> <li>➤ Why is this kind of shot transition used? What difference would it make if another type of transition were used?</li> <li>➤ Why are the shots of this length? Does the overall time-scheme of the shots build up a rhythm or a pattern? What is the effect of this?</li> </ul>	<p>Pupils should learn that:</p> <ul style="list-style-type: none"> <li>➤ The number, sequence and duration of shots in a moving image sequence all contribute to its meaning.</li> <li>➤ Screen time and ‘story time’ are usually different.</li> <li>➤ Each new shot should provide new information or impressions: shot changes are not merely ‘to keep viewer interest’.</li> <li>➤ The pace and rhythm of editing and the types of transition used also contribute to meaning.</li> <li>➤ Sound transitions may not match shot transitions: in drama especially they may anticipate them and this can function to maintain or develop moods such as suspense.</li> <li>➤ Certain kinds of shot sequence are highly conventional: <i>e.g.</i> shot/reverse shot in a conversation or interview; or a character looking off-screen is likely to be followed by a shot of what they are looking at.</li> </ul>
<b>Possible follow-up:</b>		
<ul style="list-style-type: none"> <li>➤ Create a script or storyboard to support their analysis of the sequence. Variations on the sequence can then be hypothesised: <i>e.g.</i> eliminating shots or changing the order of the sequence.</li> <li>➤ If the software is available, pupils could digitise and re-edit the shots to try out different sequencing and timings.</li> </ul>		



## 4. Top and Tail

*(shows how moving image texts are produced and circulated to audiences)*

<b>What points of language skills do I want to focus on?</b>	<b>What do I want pupils to do by the end of the sequence of lessons?</b>	<b>What do I want pupils to learn about the language?</b>
<b>POSSIBLE ACTIVITIES</b>	<b>KEY QUESTIONS</b>	<b>LEARNING OBJECTIVES</b>
<ul style="list-style-type: none"> <li>➤ Show the title sequence of any moving image text and use any of Basic Techniques 1 to 3 to help pupils identify its genre and intended audience; to predict its content and ‘message’.</li> <li>➤ Show the production credits at the beginning and/or end of a moving image text and discuss the information they provide about the source and ownership of the text, how it was produced and distributed to audiences.</li> <li>➤ Ask pupils to research a particular job or role in the making of the film that they saw in the credits (<i>e.g.</i> director, producer, etc.). Findings can be presented in role-play: ‘Hot seat’ questioning pupils about ‘their role’ in making a real or imagined moving image text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is this a cinema film or a TV programme?</li> <li>➤ Is it fact or fiction?</li> <li>➤ Who is it for?</li> <li>➤ What is it about?</li> <li>➤ Who made it?</li> <li>➤ Who owns it?</li> <li>➤ Why might it have been made?</li> <li>➤ What roles were involved in making it?</li> </ul>	<p>Pupils should learn that:</p> <ul style="list-style-type: none"> <li>➤ Title sequences identify the text and ‘sell’ it to audiences; they may be very explicit about the text’s genre, content, audience and purpose or they may disguise this to provoke curiosity.</li> <li>➤ Information about who made a text, who financed it, and who owns it, can alert you to the interests it represents – and those it may not represent, or may misrepresent.</li> <li>➤ Many roles may contribute to the production of a moving image text and can affect its content, style and meaning.</li> <li>➤ A moving image text is likely to be produced by one company and distributed by another.</li> </ul>

## 5. Attracting Audiences

*(shows how moving image texts are produced and circulated to audiences)*

<b>What points of language skills do I want to focus on?</b>	<b>What do I want pupils to do by the end of the sequence of lessons?</b>	<b>What do I want pupils to learn about the language?</b>
<b>POSSIBLE ACTIVITIES</b>	<b>KEY QUESTIONS</b>	<b>LEARNING OBJECTIVES</b>
<ul style="list-style-type: none"> <li>➤ In pairs or groups, pupils collect information about how a text has been marketed and circulated to audiences: <i>e.g.</i> TV listings, educational resource catalogues, video catalogues, shop displays, websites, film posters, advertisements, trailers, TV ratings, cinema box office information, reviews, press releases, news items.</li> <li>➤ Groups or pairs present their findings (<i>e.g.</i> as live presentations, poster montages, etc.) to the rest of the class, identifying key issues affecting the success or failure of a text to find its audience and convey its message.</li> </ul>	<ul style="list-style-type: none"> <li>➤ What methods were used to promote this text to audiences?</li> <li>➤ Why were these methods used and not others?</li> <li>➤ Who helped promote this text and why?</li> <li>➤ Did audiences respond as the producers intended? If not, why not?</li> <li>➤ Was media controversy deliberately fostered? Did it help or harm the text? How?</li> </ul>	<p>Pupils should learn that:</p> <ul style="list-style-type: none"> <li>➤ Most moving image texts compete for audiences in a busy commercial market.</li> <li>➤ Moving image texts can be promoted in many different media.</li> <li>➤ Marketing and promotional strategies are central to most of the moving image industries.</li> <li>➤ Most media producers and distributors are part of larger conglomerates and can call upon a range of different companies to help promote their products.</li> <li>➤ Audience responses are measured and fed back into future production and promotion strategies.</li> <li>➤ Most moving image production</li> </ul>

### Possible follow-up:

- Pupils devise an outline for their own moving image text aimed at a particular audience and then design a series of merchandising items/ promotional tie-ins to promote it.

## 6. Generic Translations

*(ways of making changes to moving image texts  
and relating them to other media)*

<b>POSSIBLE ACTIVITIES</b>	<b>KEY QUESTIONS</b>	<b>LEARNING OBJECTIVES</b>
<p><i>What points of language skills do I want to focus on?</i></p>	<p><i>What do I want pupils to do by the end of the sequence of lessons?</i></p>	<p><i>What do I want pupils to learn about the language?</i></p>
<p>➤ Pupils ‘translate’ a moving image text – e.g. documentary, TV news item, TV or film commercial, scene from a feature film – into a print genre such as a newspaper item, a magazine feature, an extract from a novel, a short story or a poem.</p> <p>➤ Pupils translate a print text into moving image form first as script or storyboard, and then if possible as video (a brief extract or ‘try-out’ of one scene).</p>	<p>➤ What can you tell in print that you cannot tell or show in moving images?</p> <p>➤ What can you tell or show in moving images that you cannot tell in print?</p> <p>➤ Which medium do you think is best for the story / information / ideas you are conveying?</p> <p>➤ Is a real ‘translation’ ever possible from one medium to another?</p>	<p>Pupils should learn that:</p> <p>➤ Meaning can change when information is presented in different forms or transposed to another medium.</p> <p>➤ Each medium has its own language, conventions and genres.</p> <p>➤ Moving image is more appropriate for some kinds of content or structure, and print is more appropriate for others.</p>

## 7. Cross-Media Comparisons

*(changing moving image texts and relating them to other media)*

<b><i>What points of language skills do I want to focus on?</i></b>	<b><i>What do I want pupils to do by the end of the sequence of lessons?</i></b>	<b><i>What do I want pupils to learn about the language?</i></b>
<b>POSSIBLE ACTIVITIES</b>	<b>KEY QUESTIONS</b>	<b>LEARNING OBJECTIVES</b>
<p><b>Pupils can use Basic Techniques 1-6 to:</b></p> <ul style="list-style-type: none"> <li>➤ Compare the treatment of an issue in two different media and/or for two different audiences.</li> <li>➤ Compare a key moment from a fictional print text in two different moving image adaptations.</li> <li>➤ Compare treatments of the same theme in factual and fictional forms.</li> </ul>	<ul style="list-style-type: none"> <li>➤ What elements stay the same and what changes (and how?) for the different audiences?</li> <li>➤ How do print and moving image respectively manage ‘literary’ features such as time, character, setting, motivation etc?</li> <li>➤ What is gained and what is lost in each form?</li> </ul>	<p>Pupils should learn that:</p> <ul style="list-style-type: none"> <li>➤ Groups, issues, values or ideas will be represented in different ways according to the form, genre and intended audience.</li> <li>➤ Print texts are open to a range of moving image adaptations.</li> <li>➤ Both documentary and drama can present a theme effectively; the boundary between fact and fiction can be hard to draw.</li> </ul>
<b>Possible follow-up:</b>		
<ul style="list-style-type: none"> <li>➤ Pupils devise an outline for their own moving image text aimed at a particular audience and then design a series of merchandising items/ promotional tie-ins to promote it.</li> </ul>		

## 8. Simulation

*(changing moving image texts and relating them to other media)*

<b>What points of language skills do I want to focus on?</b>	<b>What do I want pupils to do by the end of the sequence of lessons?</b>	<b>What do I want pupils to learn about the language?</b>
<b>POSSIBLE ACTIVITIES</b>	<b>KEY QUESTIONS</b>	<b>LEARNING OBJECTIVES</b>
<p>Pairs or groups of pupils are placed in role as producers of an existing moving image text used in any subject curriculum and asked to produce plans for how they would</p> <ul style="list-style-type: none"> <li>➤ modify or reconstruct it for a different agegroup;</li> <li>➤ sell' the text to a different audience;</li> <li>➤ challenge it critically from a particular point of view;</li> <li>➤ produce an alternative text.</li> </ul> <p>The plans should be presented to the teacher or another group acting as Commissioning Editor or Executive Producer.</p>	<ul style="list-style-type: none"> <li>➤ Why have you chosen this age-group / audience?</li> <li>➤ What in the existing text will not appeal to or be understood by its new audience?</li> <li>➤ What aspects of the text can you use to sell it to its new audience?</li> <li>➤ What methods would be most appropriate to reach that audience?</li> <li>➤ From what point of view are you arguing against the text or for a different version?</li> <li>➤ What evidence are you using to back up your argument?</li> <li>➤ Who is the audience for the new version?</li> </ul>	<p>Pupils should learn that:</p> <ul style="list-style-type: none"> <li>➤ Most moving image texts are produced within editorial and institutional constraints: time, budget, context, purpose etc.</li> <li>➤ Content and form will vary according to audience and purpose.</li> <li>➤ Addressing a different audience can add ethical or legal factors which will affect what can and cannot be said or shown.</li> <li>➤ A critical challenge to an existing text must have good evidence to back it up which can come from both within the text itself and from other sources.</li> <li>➤ Alternatives are possible.</li> </ul>
<b>Possible follow-up:</b>		
<ul style="list-style-type: none"> <li>➤ Pupils devise an outline for their own moving image text aimed at a particular audience and then design a series of merchandising items / promotional tie-ins to promote it.</li> </ul>		

The ‘family’ of "Cs and Ss" techniques comprises: *Character*, *Story*, and *Setting* (categories that could be applied across film, print, and other fiction media) and *Camera*, *Colour*, and *Sound* (categories specific to film).

The ‘Cs and Ss’ approach offers possibilities for vocabulary work; for example, in identifying colours, places, character types and adjectival descriptions of mood.

<b>Universal "Cs and Ss" Techniques</b>		
<b>Character</b>	<b>Story</b>	<b>Setting</b>
<ul style="list-style-type: none"> <li>➤ What do they look like?</li> <li>➤ What are the settings they presented to us in?</li> <li>➤ How do they behave in different situations?</li> <li>➤ How do they interact with other characters?</li> <li>➤ How do they speak? / What do they say?</li> <li>➤ What sound / music is associated with them?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Approaches to studying story in film ought to cover the ways in which events in a narrative are linked together.</li> <li>➤ Strictly speaking, a plot is a nothing more than a sequence of story events (at minimum two) linked together by cause and effect.</li> <li>➤ The famously cited ‘minimal plot’ is ‘the king died and then the queen died of grief’.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interior – either a specially built set in a film studio or an actual location, e.g. a house or car</li> <li>➤ Exterior – either a set in a film studio made to look as if it is outside, or an actual location (which may be used exactly as it is found or adapted to look appropriate for the film).</li> <li>➤ Setting also includes time, duration and period as well as space and place.</li> </ul>

## Specific "Cs and Ss" Techniques

Camera	Colour	Sound
<ul style="list-style-type: none"> <li>➤ In a film, the camera acts almost as a ‘narrator’, leading the viewer through the story via sequences of camera shots.</li> <li>➤ Different types of camera shots are used for different purposes:</li> <li>➤ Extreme Close Up (ECU) is used for moments of high drama;</li> <li>➤ Mid Shots (MS) allow us to see more of a character in his/her setting, performing actions;</li> <li>➤ Long Shots (LS) establish setting, such as the opening one.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The choice of colour contributes to how the film looks and helps to tell the story.</li> <li>➤ It may contribute to overall mood and visual contrast.</li> <li>➤ Many children believe that black and white films are boring.</li> <li>➤ However, black and white can bring out strong and subtle contrasts in light and shade, and heighten facial expressions, whereas in colour, faces can almost be ‘invisible’ to us.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sound helps to tell the story in a film in 2 ways:</li> <li>➤ Sounds within the world of the story (the sounds of the station &amp; the train)</li> <li>➤ Sounds outside the world of the story (the music which accompanies the ‘performance’).</li> <li>➤ The soundtrack may contain several elements, each of which constitutes a ‘layer’ of the story. These layers may be used simultaneously:</li> <li>➤ Sound effects (e.g. the screech of the train’s brakes or the jungle sounds) are often added sounds, not recorded in sync with the picture. They serve to create general or specific atmosphere.</li> <li>➤ Music may be composed, or just chosen from already existing. It gives us strong cues about mood of the scene.</li> <li>➤ Silence can be used as a space between sounds to create a ‘pause for thought’ between actions or dialogue, or to add emphasis to the emotional content of the scene.</li> <li>➤ Dialogue is especially important for learners of another language. Film, as a rich audio-visual medium, can scaffold student’s engagement with spoken language, offering narrative context and cues for hearing and understanding gist and detail.</li> </ul>

The **Tell Me** approach is based on a questioning framework developed for eliciting pupil's responses to the films they saw. This framework was refined over a long period, in an attempt to ensure that the questions were generative – i.e. that they created spaces for pupils to talk extensively and didn't imply the right answer.

<b>Tell Me approach</b>		
<b>Basic Tell Me questions:</b>	<b>General Tell Me questions:</b>	<b>Special Tell Me questions:</b>
<ul style="list-style-type: none"> <li>➤ Was there anything you liked?</li> <li>➤ Was there anything you disliked?</li> <li>➤ Was there anything that you'd never seen in a film before?</li> <li>➤ Was there anything that puzzled you?</li> <li>➤ Was there anything that surprised you?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Have you seen any films like this before?</li> <li>➤ How were they similar? How were they different?</li> <li>➤ How is this different from other films you've seen before?</li> <li>➤ Would you like to know more about how the film was made?</li> <li>➤ What would you like to know?</li> </ul>	<ul style="list-style-type: none"> <li>➤ How much time did the story in the film cover?</li> <li>➤ Are there parts of the story that took a long time to happen but were shown quickly? And vice versa?</li> <li>➤ Were there particular things in the film – shots, sounds, images – that you liked or didn't like?</li> <li>➤ How could you have made the film better?</li> <li>➤ Has anything in the film ever happened to you?</li> <li>➤ What would you tell other people about this film?</li> <li>➤ How many different stories can you find in the film?</li> </ul>

The creativity of films itself, enthusiasm for them also encourage creativity in language production, from speaking about them, role playing scene reenactments, writing in-depth analysis, and even video production. You can ask your learners to write a 'story opener' – a one sentence beginning to a story – that sets out what you think is going on. This is a task that can be carried out in a target language and you could specify a given tense or grammatical form. Beyond this, you might take stills from the sequence and ask learners to match them with sequences of the dialogue, or create speech bubbles for each of the characters.



Learners can firstly watch a film scene or sequence with the sound turned off and then create a voiceover to accompany a film scene or sequence that either comments on the action or voices the implied thoughts and feelings of the characters. This can be done on paper, or using technologies listed below in this step. It's an easy way to use film to support language teaching. Free editing software such as iMovie, Windows Movie Maker, and many online packages, enable learners to interact with moving image material.

**Other ideas using creative technologies include:**

1. Create subtitles to accompany short sequences of spoken dialogue in a short film. This can be done using the subtitling app DoubleSub whereby students can see and create subtitles in two languages for a film or clip. This activity can be done just as easily on paper.
2. Create intertitles between shots or scenes in a film, that recap, summarise, or comment on the action. In motion pictures, an intertitle (also known as a title card) is a piece of printed text that has been filmed and edited in between the images at various points. Again, this can also be done on paper.
3. Dub your own voices onto a sequence of dialogue in a film, by muting or deleting the original and replacing it with your own.
4. Get children to script and perform a dialogue and make that part of a short film. It only needs to be two or three minutes long. And that way, you're assessing their authentic production of language.
5. Hang a number of Role on the Wall templates around the classroom (to coincide with the number of characters you wish to analyse). Ask learners to work in groups, analysing a character each and putting words or sentences in your target language about that character onto a sticky note or the like. During the Role on the Wall activity, learners should be encouraged to note what they would like to ask each character.

## Assessing Language Learning Using Film

Using short films as a context for learning, teachers should ensure that they make the most of opportunities to move pupils' learning forward during film study lessons.

To ensure that assessment is effective, teachers should ask the following three questions from the planning stage when deciding to teach a series of lessons using a short film:

- 1. What do I want pupils to learn?**
- 2. How can I check that they are making progress?**
- 3. What types of outcomes might I look for?**

In addition teachers may want to identify specific points of grammar or language learning skills which they want to teach pupils as they work with a film.

Let's consider each of these three questions in turn.

### What do I want pupils to learn?

At the planning stage, it is important to think about what you want pupils to learn during the film study lessons to give the learning sequence structure and purpose. In practice, this makes a teacher's job easier and more effective because it defines a direction of travel; you will find it easier to structure a sequence of learning activities in relation to the ultimate goal. Here are some examples of the types of learning objectives which you might plan:

**Express  
simple  
opinions**

**Express  
simple  
opinions  
and give  
justification**

**Describe  
the place /  
character**

**Sequence  
events**

### How can I check that they are making progress?

Any teacher have a number of techniques for checking for learning (or assessment for learning). These approaches can apply equally well to film contexts as any other language learning contexts so do not be afraid to use prompts, elimination, or any other strategies that you have in your repertoire. What is important to remember is that checking pupils' progress towards the learning objectives you have identified will help your pupils to feel more secure and motivated in their learning.

If your learning objective is, for example, to extend pupils vocabulary, you could plan learning activities which give pupils the chance to demonstrate whether they can:

- recall a range of film types from memory
- pronounce names of film types accurately
- write the names of different types of films accurately
- match names of film types with film titles
- listen to a sound track and say what type of film it is from – and so on.

Think of this kind of checking how the learning is going as an essential indicator that pupils are making progress. That way by the time you reach a summative testing phase of your film sequence, both you and your pupils can feel secure in demonstrating the learning.

### **What types of outcomes might I look for?**

In reference to assessment, it might help to think of outcomes as a summative test which will prove to you and your pupils that they have made substantial progress during the sequence of lessons based on a short film. In other words, has pupils' learning progressed sufficiently in reference to your original learning objectives to ensure that they can confidently produce a final piece of work which brings together the strands of learning.

Outcomes will depend on starting points, prior learning and the maturity of your students. For example, learners at an early stage of mastering a language might be expected to say, write and use the names of different types of films confidently in short sentences.

Pupils at a more advanced stage might be using their study of a short film to learn, practise and use verb structures in the future tense. An outcome for them might be to predict what happens next, script a simple sequel to the film they have studied, or create a short voice-over or subtitle sequence.

## Thinking About Assessment Using Film

<i>What do I want pupils to learn about the language?</i>	<i>What points of language skills do I want to focus on ?</i>	<i>What do I want pupils to do by the end of the sequence of lessons?</i>	<i>How can I check that pupils are making progress?</i>
LEARNING OBJECTIVES	SUGGESTED LANGUAGE FOCUS / SKILLS ACQUISITION	POSSIBLE OUTCOMES	CHECKING FOR LEARNING
<ul style="list-style-type: none"> <li>Extend vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Memorisation skills</li> </ul>	<ul style="list-style-type: none"> <li>Say, write and use in sentences the names of different types of films confidently</li> </ul>	Can pupils: <ul style="list-style-type: none"> <li>recall film types from memory?</li> <li>pronounce / write names of film types accurately?</li> <li>match names of film types with film titles?</li> <li>listen to a sound track and say what type of film it comes from?</li> </ul>
<ul style="list-style-type: none"> <li>Express opinions</li> <li>Give justification for opinions</li> <li>Make longer sentences</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary: I like / dislike / think that / in my view / in my opinion / I consider that, etc.</li> <li>Use of connectives</li> </ul>	<ul style="list-style-type: none"> <li>Give opinions about a film or character</li> <li>Explain an opinion about a film or character</li> </ul>	Can pupils: <ul style="list-style-type: none"> <li>state likes and dislikes?</li> <li>give additional details to explain their opinion?</li> </ul>
<ul style="list-style-type: none"> <li>Describe a character or setting</li> </ul>	<ul style="list-style-type: none"> <li>Adjective agreement</li> <li>Word order</li> </ul>	<ul style="list-style-type: none"> <li>Describe a character in writing or speaking</li> <li>Identify a film character/setting from a description</li> </ul>	Can pupils: <ul style="list-style-type: none"> <li>understand the meaning of adjectives?</li> <li>use adjectives to describe?</li> <li>use correct word order?</li> </ul>

<ul style="list-style-type: none"> <li>• Sequence events</li> </ul>	<ul style="list-style-type: none"> <li>• Time indicators</li> <li>• Perfect/imperfect tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence the story told in a film using images / sounds for support</li> <li>• Tell the film story using sequencing words</li> <li>• Listen to and match to film dialogue and sequence</li> <li>• Retell all or part of the film story using a range of sequencing words</li> </ul>	<p>Can pupils:</p> <ul style="list-style-type: none"> <li>• listen to film dialogue and match to pictures</li> <li>• match pictures and text from the film in chronological order?</li> <li>• understand and use a range of vocabulary to sequence events in the film (e.g., first of all, then, after...)?</li> </ul>
<ul style="list-style-type: none"> <li>• Summarise</li> </ul>	<ul style="list-style-type: none"> <li>• Time indicators</li> <li>• Perfect/imperfect tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise the film narrative</li> <li>• Retell a story to include more detail / a different ending</li> </ul>	<p>Can pupils:</p> <ul style="list-style-type: none"> <li>• use a range of high frequency verbs in the past to say what happened?</li> <li>• use a range of time indicators?</li> </ul>
<ul style="list-style-type: none"> <li>• Make predictions</li> </ul>	<ul style="list-style-type: none"> <li>• Time indicators</li> <li>• Future tenses / conditionals / modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what happens next</li> <li>• Imagine a sequel to a film</li> </ul>	<p>Can pupils:</p> <ul style="list-style-type: none"> <li>• use a range of high frequency verbs in the future or conditional to say what will or might happen?</li> <li>• use a range of time indicators?</li> </ul>

# Short Film Lessons

## 1. English for Beginners



**Language level:** Intermediate (B1) – Upper Intermediate (B2)

**Learner type:** Teens and adults

**Time:** 90 minutes

**Activity:** Speaking about reasons for and benefits of learning a language, and watching a short film

**Topic:** Learning a language

**Language:** Vocabulary related to language learning, present continuous and gerund as subject of a sentence

**Materials:** Short film "English for Beginners"  
<https://www.youtube.com/watch?v=tU5Rnd-HM6A>

### Step 1

Pair your students and ask them to explain to their partner why they are learning English. Give them some examples such as:

- *I'm learning English to help me get a job.*

- *I'm learning English because I need it to get into university.*
- *I'm learning English because I need it when I travel.*
- *I'm learning English because I need it for my job.*

### **Step 2**

Hold a plenary discussion based on your students' reasons for learning English.

### **Step 3**

Put your students into small groups and ask them to come up with as many reasons why people study a new language as possible.

### **Step 4**

Hold another plenary discussion on the reasons people learn a new language.

### **Step 5**

In their same groups ask your students to answer the following questions:

*What are the benefits of learning a new language?*

Give them some example answers such as:

- *Learning a new language helps you to communicate with lots of different people.*
- *Learning a new language helps you to understand other people and their cultures.*
- *Learning a new language makes you more open-minded.*

### **Step 6**

Hold a plenary discussion based on the benefits of learning a new language.

### **Step 7**

Tell your students they are going to watch a short film in which they see a man learning a new language. As they watch their task is to notice the different strategies and techniques the man uses to learn the language.

Show the film until 02:00.

### **Step 8**

Pair your students and ask them to compare their answers.

### **Step 9**

Get feedback on the techniques and strategies the man uses:

- *he reads grammar explanations,*
- *he repeats the conjugation of verbs,*
- *he listens to and repeats short expressions,*
- *he labels objects with post-it notes,*
- *he watches films and repeats expressions.*

### **Step 10**

Ask your students how effective they think each of these techniques and strategies are for learning a new language. Ask them to come up with any other strategies which they find useful when learning a new language.

### **Step 11**

Ask your students why they think the man is learning English.

### **Step 12**

Tell them they are going to watch the rest of the film in which they will see why the man is learning English. Show the rest of the film.

### **Step 13**

Elicit that the man is learning English because his son lives in Britain and he has a granddaughter he has never met before who he wants to communicate with in English.

### **Step 14**

Explain that the short film was commissioned by Allegro, a Polish online auction shopping platform.

### **Step 15**

Ask your students to discuss the following questions:

- *What adjectives would you use to describe the film?*
- *How does the film make you feel?*
- *What is the film's message?*



## 2. The Present



**Language level:** Pre-intermediate (A2) –Intermediate (B1)

**Learner type:** All ages

**Time:** 90 minutes

**Activity:** Practising vocabulary, watching a short film, predicting the ending of a film, and speaking

**Topic:** Teenagers and disability

**Language:** Adjectives to describe character

**Materials:** Short film "The Present"

<https://www.youtube.com/watch?v=WjqIU5FgsYc>

### Step 1

Divide the class into an even number of groups. Tell half of the groups that they have to come up with positive adjectives to describe character; the other groups have to come up with negative adjectives to describe character. Give them 10 minutes to come up with their adjectives.

### Step 2

Pair students so that there is one member of the group who came up with the positive adjectives and a member of the group who came up with the negative adjectives in each pair. Their task is to compare their adjectives and to try to match the positive adjectives with a negative adjective. If they have not got the opposite of an adjective, they should try to supply it.

### **Step 3**

Get feedback from the whole class, and write up the most common positive and negative adjectives.

### **Step 4**

In their pairs ask your students to discuss the following question:

- *What adjectives are normally used to describe teenagers?*

Encourage students to use both positive and negative adjectives.

### **Step 5**

Hold a plenary discussion on the question.

### **Step 6**

Tell your students they are going to watch a short film in which they see a teenage boy. As they watch they should think of adjectives to describe the boy and his behaviour.

Show the film until 02:41.

### **Step 7**

Get feedback from the whole class on the boy's character and behaviour.

### **Step 8**

Show the film until 02:41 again. Ask them to summarise the story the film tells.

### **Step 9**

Ask students to predict the rest of the film.

### **Step 10**

Tell your students they are going to watch the rest of the film. As they watch they should compare their ending with what they see in the film.

### **Step 11**

Ask your students to discuss the following questions in small group:

- *Was the ending surprising?*
- *How does the film make you feel?*
- *Has your opinion of the boy's character changed?*
- *Does the film have a message?*

### **Step 12**

Hold a plenary discussion based on the questions.

### **Homework**

Students write a composition based on the point of view of the mother or the boy.

### 3. The Mirror



**Language level:** Intermediate (B1) - Upper-intermediate (B2)

**Learner type:** Teens and adults

**Time:** 60 minutes

**Activity:** Watching a short film, speaking and writing

**Topic:** Life and growing up

**Language:** to look like, to be like, vocabulary related to age, face, body, mood and actions

**Materials:** Short film "The Mirror"

[https://www.youtube.com/watch?v=7FQL6D\\_GDk8](https://www.youtube.com/watch?v=7FQL6D_GDk8)

#### Step 1

Show your students this image and ask the following questions:

- *How old is the boy?*
- *Where's he from?*
- *What does he look like?*
- *What do you think he's like?*



## **Step 2**

Tell your students that the image is from the start of a short film called *The Mirror*. Put them into pairs and ask them to discuss these questions:

- *What do you think you are going to see in the film?*
- *What story do you think the film will tell?*
- *Get the predictions of the whole class.*

## **Step 3**

Show the film and then discuss whose predictions were most accurate.

## **Step 4**

Tell your students they are going to watch the film again. This time they should focus on the following things:

- age:
- face:
- body:
- mood:
- actions:
- objects in bathroom:

Put them into small groups and ask them to list what they see in the film for each category. This will generate a lot of vocabulary, encourage students to use dictionaries to find vocabulary they need.

## **Step 5**

Put the groups together to compare their lists and then write up the definitive suggestions on the board in the six different categories.

## **Step 6**

Ask students how the film makes them feel.

## **Homework**

Ask students to write a composition in which they are the character in the film. They should write a narrative describing how they feel and what is happening in their life throughout the film.

## 4. The Notebook



**Language level:** Pre-intermediate (A2)- Intermediate (B1)

**Learner type:** Teens and adults

**Time:** 60 minutes

**Activity:** watching a short film, speaking and writing

**Topic:** Household Chores

**Language:** Household Chores

**Materials:** Short film "The Notebook"

<https://www.youtube.com/watch?v=1N7PP3yf6no&t=3s>

### Step 1

Write "household chores" on the board. Elicit or explain that they are tasks or duties that have to be done regularly at home such as cleaning and cooking.

### Step 2

Pair your students and ask them to think of as many household chores as they can. Ask them to use the gerund form, for example, washing up.

### Step 3

Write the chores the students mention on the board.

### Step 4

Write the following verbs on the board:

- Do
- Make
- Take

### **Step 5**

Ask your students to connect as many of the chores they mentioned as they can with one of the verbs.

### **Step 6**

Go through typical collocation such as:

- *Do the cooking, the cleaning, the washing, the washing up, the dusting.*
- *Make the bed, breakfast / lunch / dinner, a snack, a cup of tea / coffee.*
- *Take the trash / rubbish out, take the dog for a walk.*

### **Step 7**

Put your students into small groups. If your students are children or teenagers ask them to discuss the following questions:

- *What household chores do you do?*
- *Do you think you should do more?*

If your students are adults ask them to discuss the following questions:

- *What household chores did you use to do when you were a child?*
- *Do you think you should have done more?*

### **Step 8**

Get feedback from the whole class on what chores they do or used to do.

### **Step 9**

Get feedback from the students and try to elicit the following chores:

*mopping, doing the washing, doing the cooking, looking after a toddler, doing the cooking, doing the washing up, making a bed, taking out the trash, doing the washing, hanging out the washing, doing the ironing, watering the plants, sweeping, feeding the dog, tidying a room, putting away toys, doing the vacuuming, and taking the dog for a walk.*

### **Step 10**

Pair the students and ask them to discuss the following questions:

- *Why is the boy doing the household chores?*
- *What is he writing in his notebook?*

After the students have discussed the questions get feedback from the whole class.

### **Step 11**

Tell the students they are going to watch the film again and while they watch think about the two questions. Show until 01:39.

### **Step 12**

Ask the students to answer the two questions.

### **Step 13**

Tell the students they are going to watch the film again, but this time they are going to see a little more of it. Show the film and pause at 01:45.

### **Step 14**

Ask the students what the boy has written in his notebook. Elicit or explain that he has written the chores he has done, the time it has taken and the total time of 120 minutes. Ask your students why they think he has written this.

### **Step 15**

Now show the film until 02:06 and ask the students if they were correct. Ask them what the boy says. Elicit or explain that he says “I’ve been saving you time so you can come to my play”, and that he did the tasks so that his busy mother would have time to come to see him act in his school play.

### **Step 16**

Pair the students and ask them to discuss the following questions:

- *How does the film make you feel?*
- *How does the mother feel?*
- *How would you describe the boy?*

### **Step 17**

Hold a plenary session based on the three questions.

### **Step 18**

Tell the students that the film is actual an advert for an insurance company. Ask them if this changes the way they feel about the film.

### **Homework**

Ask the students to write a composition from the perspective of the mother or the boy on what happened in the story and their emotions.



## 5. I Forgot My Phone



**Language level:** Intermediate (B1) – Upper Intermediate (B2)

**Learner type:** Teens and adults

**Time:** 90 minutes

**Activity:** Watching a short film, speculating and speaking

**Topic:** Mobile phones

**Language:** Present continuous tense; modal verbs of speculation and vocabulary related to mobile phones.

**Materials:** Short film "I Forgot My Phone"

<https://www.youtube.com/watch?v=OINa46HeWg8&list=RDOINa46HeWg8&index=1>

### Step 1

Tell the learners they are going to hear, but not see a short film in which a young woman is in a variety of different situations. As they listen they should try to recognise any sounds they hear, try to work out what the girl is doing, what is happening in the film, and decide what story the film tells. Play the film with sound only.



## Step 2

Put the students into small groups and ask them to compare what sounds they can identify and what they think the young woman is doing, and what is happening in the film.

## Step 3

Tell the students you are going to show the film again, but that this time you are going to pause and ask them what they can hear, what the young woman is doing, and what is happening.

Pause at the following points:

00:08; 00:13; 00:35; 00:49, 00:58; 01:05; 01:10; 01:18; 01:26; 01:40 and 01:55.

## Step 4

Get feedback from the learners each time you pause and discuss what the young woman might be doing and what might be happening. Help them with any vocabulary they need.

## Step 5

Now tell the learners they are going to watch the film. Their task is to say what the young woman is doing and what is happening at each of the points that you paused at. Show the film and pause at each point.

**00:08** – She's lying in bed with her boyfriend while he looks at his mobile.

**00:13** – She's jogging in the mountains, trying to enjoy the view while her boyfriend talks on his mobile.

**00:35** – She's in a restaurant with some friends trying to tell an anecdote while they look at their mobiles.

**00:49** – She's walking on the beach while a man's proposing to his girlfriend and taking a selfie.

**00:58** – She's on a swing in the park next to a young girl who's looking at her mobile.

**01:05** – She's drinking pink champagne with a friend who's taking a selfie.

**01:10** – She's at a stand-up comedy show and the person next to her is looking at his mobile.

**01:18** – She's at the bowling-alley and all her friends are using their mobiles.

**01:26** – She's at a concert and the audience are all videoing the concert.

**01:40** – She's bringing out the cake at a birthday party while everybody is videoing.

**01:55** – She's in bed and turns out the light to go to sleep while her boyfriend is looking at his mobile.

### **Step 6**

Tell the students they are going to watch the film a third time. As they watch they should think about how the young woman feels at each stage of the film.

### **Step 7**

Ask the students how they think the young woman feels at each stage of the film.

### **Step 8**

Ask the students what they think the message of the film is.

### **Step 9**

Pair the students and ask them to discuss the following questions:

- *Have you ever used your mobile phone in any of the way you saw in the film when you were with another person?*
- *How do you feel when other people use their mobile phones when they're with you?*
- *Which of the things do you find most annoying?*

### **Step 10**

Tell the students that all of the uses of the mobile phone in the film could be considered negative and anti-social. Pair them and ask them to think of many positive uses of mobile phones as they can in two minutes.

# English Language Short Films

## **Aesop's fables**

[https://www.youtube.com/watch?v=C\\_VqCyjd75E](https://www.youtube.com/watch?v=C_VqCyjd75E)

## **All That we Share**

<https://www.youtube.com/watch?v=jD8tjhVO1Tc>

## **Bells - Reader directed by Greg Gray**

<https://www.youtube.com/watch?v=Yy7fxLwfOnQ>

## **Be More Dog**

<https://www.youtube.com/watch?v=G3eZY8Dv4ew>

## **The Bookmobile**

<https://www.youtube.com/watch?v=11OvHcgh-E4>

## **Brain Divided**

<https://www.youtube.com/watch?v=wPsnxfTB5pM>

## **Dialdirect - The Notebook (advert)**

<https://www.youtube.com/watch?v=83x2--jZ8Nc>

## **Educate the Heart**

<https://vimeo.com/54303086>

## **English for Beginners**

<https://www.youtube.com/watch?v=tU5Rnd-HM6A>

## **Faith**

<https://www.youtube.com/watch?v=2-QJYS9Vg7c>

## **Futurestates | Plastic Bag | ITVS**

<https://www.youtube.com/watch?v=YuJ31bu01mM>

## **Get Service**

[https://www.youtube.com/watch?v=D38S9o\\_6qnc](https://www.youtube.com/watch?v=D38S9o_6qnc)

## **Giving Tree movie spoken By Shel Silverstein**

<https://www.youtube.com/watch?v=1TZCP6OqRIE>

## **John Lewis Christmas adverts**

<https://www.youtube.com/watch?v=RSxOjBIjyhI>

## **Life**

[https://www.youtube.com/watch?v=mWZ6b\\_I-Djg](https://www.youtube.com/watch?v=mWZ6b_I-Djg)

## **Mr Bean Goes to the Dentist**

<https://www.youtube.com/watch?v=VumrpL6RS0>

## **Nadia**

[https://www.youtube.com/watch?v=ffqp6f0\\_rzw](https://www.youtube.com/watch?v=ffqp6f0_rzw)

**Pantene : A Deaf Violinist - Commercial**

<https://www.youtube.com/watch?v=Ect56804xfA>

**Short film to practice emotions**

<https://www.youtube.com/watch?v=nTII0cyUbQo>

**Story Writing**

<https://www.youtube.com/watch?v=ac7I6UDSuOQ&t=343s>

**The DNA Journey**

<https://www.youtube.com/watch?v=tyaEQEmt5ls>

**The Notebook**

<https://www.youtube.com/watch?v=1N7PP3yf6no&t=3s>

**The Parrot Sketch - Monty Python's The Flying Circus**

<https://www.youtube.com/watch?v=npjOSLCR2hE>

**The Pink Panther - I Would Like to Buy a Hamburger**

<https://www.youtube.com/watch?v=Z6oeAdemFZw>

**The Power of Words**

<https://www.youtube.com/watch?v=Hzgzim5m7oU>

**The Present**

<https://www.youtube.com/watch?v=WjqIU5FgsYc>

**Two Cars, One Night. NZ film by Taika Waititi**

<https://www.youtube.com/watch?v=gyz6p97McS8>

**Voice Recognition Elevator in Scotland**

[https://www.youtube.com/watch?v=sAz\\_UvnUeuU](https://www.youtube.com/watch?v=sAz_UvnUeuU)

## **Silent Short Films**

(for use when teaching any language)

**Alike**

<https://www.youtube.com/watch?v=KW8T6-FR3Ec&t=67s>

**A Love Story**

<https://www.youtube.com/watch?v=SN3fvUu0SMs&feature=youtu.be>

**A Social Life**

[https://www.youtube.com/watch?v=GXdVPLj\\_pIk](https://www.youtube.com/watch?v=GXdVPLj_pIk)

**Balance**

<https://www.youtube.com/watch?v=vZiEt5RUYSk>

**Charlie Chaplin - The Lion's Cage**

<https://www.youtube.com/watch?v=mpjEyBKSfJQ>

**Colours**

[https://www.youtube.com/watch?v=Rw1F\\_1--Poc](https://www.youtube.com/watch?v=Rw1F_1--Poc)

**Cuerdas**

<https://www.youtube.com/watch?v=QUhmfeR9OZc>

**Delivery**

<https://www.youtube.com/watch?v=VMiZ3oFEZtw>

**Demi-Paire**

[https://www.youtube.com/watch?v=p\\_uBkg1-r-0](https://www.youtube.com/watch?v=p_uBkg1-r-0)

**Disconnect to Connect**

<https://www.youtube.com/watch?v=7ae0tzVo8Fw>

**Doll Face**

<https://www.youtube.com/watch?v=z16hNj1uOkY>

**El Vendedor du Humo**

<https://www.youtube.com/watch?v=dwWqMgddes4>

**I'm Truly Sorry (Short Bullying Movie)**

<https://www.youtube.com/watch?v=qcvTsFqptS8>

**Father and Daughter**

<https://www.youtube.com/watch?v=8fR5L-XA6ug>

**Kater**

[https://www.youtube.com/watch?v=u\\_YesSRRsf8](https://www.youtube.com/watch?v=u_YesSRRsf8)

**La Migration Bigoudenn**

<https://www.youtube.com/watch?v=8bqp9cJ4L0U>

**Last Minute Solution**

<https://www.youtube.com/watch?v=bNFvuO2SEx0>

**La Queue de la souris**

<https://www.youtube.com/watch?v=oOMFPNKm3SU>

**Le Building**

<https://www.youtube.com/watch?v=Q-GPEi-24ek&t=10s>

**Le Train d'enfer**

<https://www.youtube.com/watch?v=eVctEfsnDpk>

**Liebeskrank**

<https://www.youtube.com/watch?v=oORC0M9JzNM>

**Lili**

<https://www.youtube.com/watch?v=QzTQ4njlkgQ>

**Oktapodi**

<https://www.youtube.com/watch?v=badHUNI2HXU>

**Our Man in Nirvana**

[https://www.youtube.com/watch?v=mZ\\_XMXYydOg](https://www.youtube.com/watch?v=mZ_XMXYydOg)

**Partly Cloudy**

<https://www.youtube.com/watch?v=PfyJQEIsMt0>

**Szalontudó / Tripe and Onions**

<https://www.youtube.com/watch?v=crbEwQJMZC8>

**Simon's Cat**

[https://www.youtube.com/results?search\\_query=simon%27s+cat](https://www.youtube.com/results?search_query=simon%27s+cat)

**Taps**

<https://www.youtube.com/watch?v=gOUaY90QU7I>

**Teeth**

<https://www.youtube.com/watch?v=87AkeWncgwU&t=4s>

**The Adventures of a Cardboard Box**

<https://www.youtube.com/watch?v=XnbhLwNUQ-Y&t=3s>

**The Elevator**

<https://www.youtube.com/watch?v=Q-TQQE1y68c>

**The Fantastic Flying Books of Mr. Morris Lessmore**

<https://www.youtube.com/watch?v=Ad3CMri3hOs>

**The Girl and the Fox**

<http://www.girlandthefox.com>

**The Importance of Being Bilingual**

<https://www.youtube.com/watch?v=wFH3BtWR-tA>

**The Last Knit**

[https://www.youtube.com/watch?v=M6ZjMWLqJvM&list=PLAmtxmbHNFk492NfYZhIwIhugCAa5o\\_2&index=27](https://www.youtube.com/watch?v=M6ZjMWLqJvM&list=PLAmtxmbHNFk492NfYZhIwIhugCAa5o_2&index=27)

**The Man and the Thief**

[https://www.youtube.com/watch?v=P5MLKUnnT\\_A&feature=youtu.be](https://www.youtube.com/watch?v=P5MLKUnnT_A&feature=youtu.be)

**The Mirror**

[https://www.youtube.com/watch?v=7FQL6D\\_GDk8](https://www.youtube.com/watch?v=7FQL6D_GDk8)

**The Most Beautiful Thing**

<https://www.youtube.com/watch?v=IP8psM4LWXk>

**The Reader**

[https://www.youtube.com/watch?v=sUwPhY\\_eacc](https://www.youtube.com/watch?v=sUwPhY_eacc)

**Video That Will Change Your Life**

<https://www.youtube.com/watch?v=PT-HB12TVtI>

**URS**

<https://www.youtube.com/watch?v=cka8kaujONw>

## REFERENCES

1. British Film Institute, Ciné-minis: Thinking About Film (Cs and Ss). 12 p.  
<http://old.bfi.org.uk/education/teaching/cineminis/>
2. British Film Institute, Ciné-minis: Teaching With Short Films (Tell Me). 5 p.  
<http://old.bfi.org.uk/education/teaching/cineminis/>
3. British Film Institute, Moving Images in the Classroom: Basic Teaching Techniques. 8 p.  
<https://www.bfi.org.uk/sites/bfi.org.uk/files/downloads/bfi-education--2019-06.pdf>
4. Donaghy K. (2016). The Seven Best Silent Short Films for Language Teaching.  
<http://kierandonaghy.com/seven-best-silent-short-films-language-teaching/>
5. Donaghy K. (2016). The Seven Best Short Films for ELT Students  
<http://kierandonaghy.com/seven-best-short-films-elt-students/>
6. Donaghy K. (2016). The Seven Best Short Animated Films for the Language Classroom  
<http://kierandonaghy.com/seven-best-animations-language-classroom/>
7. Donaghy K. (2016). The Seven Best Short Films to Introduce Values  
<http://kierandonaghy.com/seven-best-short-films-introduce-values/>
8. Donaghy K. (2016). The Seven Best Short Films to Promote Empathy in ELT  
<http://kierandonaghy.com/seven-best-short-films-empathy/>
9. Donaghy K. (2016). The Seven Best Film and Video Resource Sites  
<http://kierandonaghy.com/seven-best-film-and-video-resource-sites/>
10. Donaghy, Kieran (2016). The Seven Best Video Websites for Students  
<http://kierandonaghy.com/seven-best-video-website-elt-students/>