

Market a Movie!

THEME:	LEISURE (FILM)		
LANGUAGE:	ANY (FRENCH, SPANISH)		
STANDARD(S):	COMMUNICATION	CULTURES	CONNECTIONS
	1.2 1.3	2.2	3.1

Time Frame:

Two class periods of 50-60 minutes

Materials Needed:

- Current target culture movie summaries from magazines, television guides, newspapers, etc. (French movie summaries are provided)
- Construction paper and markers or colored pencils
- Five video jackets in the L2 from target culture films (Spanish samples provided)
- Multitrait rubric (provided)

Description of Task:

Pre-Reading:

Students brainstorm in English about the kinds of information included in movie summaries such as main characters, setting, genre, plot development, etc.

Reading:

Working in pairs, students read several movie summaries found in the entertainment section of target culture magazines, newspapers, etc. (See French examples provided). They select the film that intrigues them most and read this summary again carefully. The teacher asks students to note the descriptive adjectives and other vocabulary used to describe the film.

Level:

Novice-High

Purpose:

To read for comprehension and use written and visual communication to attract an audience.

Communicative Function(s):

Imaginative: Expanding ideas suggested by a piece of reading

Language Structure(s):

Descriptive adjectives

Cultural Aspects:

Introduction to target culture movies

Modalities:

Reading

Writing

Pre-writing task:

The teacher distributes different target language video jackets to five small groups of students (one jacket per small group; see Spanish examples provided). Students carefully examine the jacket and read the summary found on the back cover. Then they focus on how the pictures and descriptive adjectives reflect the movie summary.

Writing task:

Back in their pairs, students design a video jacket for the movie summary previously selected. They should include drawings that are pertinent to the story and use language that might encourage others to see the film. These movie jackets could then be placed on a bulletin board in the classroom or in the halls of the school.

Assessment:

To assess the movie jackets designed by the students, a “multitrait” rubric can be used (see example provided). The rubric will allow the teacher and students to determine the quality of the work.

Extensions:

Suggestions for adapting the task for various levels:

For beginning levels:

- Students match lists of American films with their titles provided in the target language.
- Students scan movie jackets from the target culture for information about the movie. Then students can look for which films were made in the U.S. and which films are international.

For advanced levels:

- Students perform a short commercial for a familiar film. In this activity, they will try and persuade the class to see or purchase the film.

- More advanced students could do a “Siskel and Ebert” style movie review with a partner.

Other extensions:

Students perform (live or on video) their favorite scene from a movie or write a critical review of a movie they have seen in the target language.

Cultural extensions:

- Students can discuss the types of American films that make it to an international audience and why this might be. They discuss the relatively small number of international films making it to the U.S. audience and reflect on reasons.
- Students can investigate and then discuss the role of film in society. They compare and contrast the target culture and their home culture. They can research questions such as:
 - In the target culture, do people watch movies at home or in the theater?
 - Are ticket prices higher or lower than in the U.S.?
 - Do they watch U.S. films? If so, which types?
 - Do they export films to the U.S.? If so, which types?
 - How are films marketed in the target culture? In what ways does this differ from the U.S. culture?
 - Are films dubbed or subtitled in various cultures? How might this affect their popularity?

References and Resources:

This lesson makes use of the following authentic material:

Website: <http://www.periscope.fr/index1.shtml>

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Reflections:

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