

Film and cinema

<b>LESSON OBJECTIVE</b>	In this lesson, students learn about adapting a book into a screenplay for the purposes of cinema.
<b>LANGUAGE REFERENCE</b>	<b>Unit 9:</b> <i>chapter, dramatic, leave out, novel, read out, scene, science fiction</i> ; Reported speech <b>Unit 10:</b> <i>screen, social networking, website</i> ; The passive

**WARMER**

Ask students about their favourite films. Write some of these questions on the board: *What are your favourite types of films? What types of films do you dislike? Do you prefer watching films at the cinema or on DVD? Which are your favourite films? Do you know if your favourite films are also books? If so, have you read the book version too? Did you prefer the film or the book version? Why? Have a class discussion to find out students' answers to the questions.*

- In pairs, students discuss the questions. Elicit answers from around the class to find out why they think a book would be adapted for the screen. A book is usually adapted for the purposes of a wider audience, for people to see a book they have enjoyed as a film or a TV programme, or for those who don't like or don't have the time to read to be entertained by the film or TV version, which is often much shorter.

The photos show the film and the book version of *The Martian*, a 2015 Hollywood cinema release. Find out if students know anything about this film or book, and whether they have heard of the film's main actor, Matt Damon, and any other films he has starred in. Elicit what students think the film/book may be about from the photos.

- Students read the text and find the points that answer the question.

**Answers**

A screenplay needs to be different from the original novel because it has to be adapted to work on screen. A book is always longer than a film, so a screenwriter needs to make changes to the novel for it to work as visual entertainment rather than reading material.

Before reading the text again, write the words in the *Vocabulary focus* box on the board and ask students to find them in the text. Pre-teach some of the more complex words if necessary.

- Students read the text again in detail and write the correct answers.

**Answers**

- B (book)   2 B (book)   3 S (screenplay)
  - B (book)   5 S (screenplay)
- 4 Focus the students' attention on the vocabulary in the word box and ask them to scan the text to find the correct answers.

**Answers**

- scene   2 character   3 visual effect   4 plot
  - screenwriter   6 novel   7 author   8 actor
- 5 In pairs, students discuss the questions. Elicit answers from the class.
- Non-fiction books like biographies and autobiographies are often made into films. Also plays, comic books, TV series, historical events, video games, etc are often made into films. Sometimes an interesting magazine or newspaper article can attract the attention of a filmmaker too. These are often true stories as people are interested in watching films based on true stories. On some occasions, a film idea is completely original. This means it is not based on an existing book or true story.
  - An adapted screenplay is a rewritten version of an existing story – a novel or other type of book, or a true story. An original screenplay is the screenwriter or filmmaker's own idea. It is not based on an existing story.

**?? DID YOU KNOW?**

Direct the students' attention to the *Did you know?* box and read the two interesting facts about screenplays.

**PROJECT**

- Students work in pairs. Allow them the time to discuss their favourite books and to choose one that they would like to work on. In their free time, students read the first chapter of the chosen book and think about how they might adapt it into a film. Ask students to bring the book into class for the next session.
- Allow them time to write their screenplay of the first chapter of their book. They should think about how the opening scenes of their screenplay need to work as a film and make any necessary changes and cuts to the chapter to create something that is visual and dramatic. Remind students that film scenes need dialogue to carry a story, and they should include interesting dialogue as well as brief scene descriptions.
- Set deadlines for the presentations. Invite pairs to read out their screenplays, choosing classmates to help act out the dialogue. Discuss the screenplays and ask students which adaptation they feel would work best as a film.