

INTERVIEWS... *Match Point*



These 7-minute interviews are included on the *Match Point* DVD produced by BBC Films and Thema Prods in 2005.

Level: Intermediate to Upper-Intermediate

Objectives:

- To revise and practise the formulation of questions and answers
- To practise the following learning strategies:
 - Viewing for main ideas
 - Note-taking
 - Summarising

Pre-viewing tasks

1. You are going to listen to some crew members of the film *Match Point*.

a. *Who are they?* Match the names with their corresponding pictures.



Woody Allen

Scarlett Johansson as Nola

Emily Mortimer as Chloe

Jonathan Rhys Meyers as Chris

b. Make your own predictions. *Who is going to be interviewed?*

2. Below is a list of topics. Tick the ones that are likely to be discussed in the interviews.

MAIN TOPICS OF THE FILM

DIRECTOR

SETTING

THE CAST

SCRIPT

PRODUCTION

MUSIC

AUDIENCE'S OPINION

MAKING THE PICTURE

PLOT

CHARACTERS' PERSONALITY TRAITS

ANY OTHER TOPICS?.....

While-viewing task

Fill in the gaps with the following information. *Who were really interviewed? Which topics were discussed? What questions were they asked?*

Name:.....

Topic:

a).....

Topic:

b).....

Name:.....

Topic:

c).....

Topic:

d).....

Topic:

e).....

Name:.....

Topic:

f).....

Topic:

g).....

Topic:

h).....

Topic:

i).....

Topic:

j).....

Post-viewing tasks

1. Answer the following questions.

- a. What is the film about?
- b. What are its main topics?
- c. Where has the picture been filmed?

2. Discuss the following questions in pairs.

- a. Have you ever interviewed someone? If so, what was your experience like? What kind of questions did you ask?
- b. Have you recently watched any interviews on TV? Who was interviewed? Did she/he answer any personal questions? Why are people so interested in celebrities' private lives?
- c. If you had the chance of asking questions to a celebrity, who would you interview and why? What kind of questions would you ask her/him?
- d. Would you like to be a celebrity? What are its pros and cons?

Follow-up tasks

1. Work in pairs. One of you is a journalist who is in charge of interviewing a famous person whereas your partner is the celebrity. Design the interview i.e. its questions and answers. Then act it out.

2. Work individually.

- a. Choose one of the crew members of the film:



- b. Surf the net and get information about one of them. Then write an essay including place and date of birth, interests, personal life, career, etc.

3. With a partner write the script for one scene of *Match Point*. Bear in mind the main topics of the film. Then act it out.

KEY

NAMES	MAIN TOPICS	POSSIBLE QUESTIONS
Scarlett Johansson	<i>a) Opinion about the film</i>	<i>What's your opinion about the picture?</i>
	<i>b) Nola's personality traits</i>	<i>How would you describe the character you played?</i>
Jonathan Rhys Meyers	<i>c) Chris's personality traits</i>	<i>What's Chris like?</i>
	<i>d) The plot</i>	<i>What's the plot of the film?</i>
	<i>e) The director</i>	<i>What's your impression on the director's work?</i>
Woody Allen	<i>f) Main topics</i>	<i>What's the story about?</i>
	<i>g) The Cast (Jonathan)</i>	<i>What's Jonathan like?</i>
	<i>h) The Cast (Scarlett)</i>	<i>What's Scarlett like?</i>
	<i>i) Making the picture - the setting - the script</i>	<i>What was this experience like?</i>
	<i>j) The music</i>	<i>Why does the film feature a soundtrack of opera?</i>



A Christmas Caper (2005)

A Christmas Caper is a computer-animated 10-minute short produced by DreamWorks Animation. It was included on the Madagascar DVD in 2005, when the film was released.

Level: Intermediate to Upper-Intermediate

Objectives:

- To activate and learn new vocabulary related to a specific word domain
- To practise the following learning strategies:
 - Viewing for main ideas
 - Note-taking
 - Summarising
- To integrate the following functions:
 - Describing animals, their features and habits
 - Comparing and contrasting animals
 - Asking questions

Pre-viewing tasks

In pairs, discuss the questions below.

- a. Do you like animated films about animals? Have you seen any? Which one(s)?
- b. Do you like penguins? What do you know about these animals?
- c. We are going to watch a short called *A Christmas Caper*, which deals with the adventures of four penguins who live in the Central Park Zoo and are trained as spies. In pairs, predict what the short is about.

While-viewing tasks

1. As you watch the short, identify the main characters (The penguins: Skipper, Kowalski, Private and Rico).

_____ is the youngest penguin of the quartet. He slips out of the Central Park Zoo on Christmas Eve to find a present for a lonely polar bear.

_____ is the leader of the group: he barks orders all the time and he is the only one who knows the 'penguin credo' -*never swim alone*-.
_____ is in charge of the analysis of every risky situation: he uses an abacus to count the number of penguins.

_____ has a scar and spiky hair. He speaks just a few English words (*eggnog* and *kaboom*). He is the warrior of the team and carries dynamite.

2. Read the parts of the script below and organise them in chronological order.

- Skipper:** Where's the Private?
Kowalski: Unknown, sir. It would appear that he's missing.
Skipper: Missing? Hoover Dam! Wait, there he is. He just went to bed.
[pulls off sheets, revealing a bowling pin underneath]
Skipper: What the... *[slapping the pin]*
Skipper: What have you do with Private? Talk, Mister!
Kowalski: Skipper, over here.
Skipper: *[to pin]* I'll deal with you later.
-
- Kowalski:** Oh, no. He must be all alone out there by himself.
Skipper: He's one of us, men. You all know the penguin credo.
Kowalski: Never bathe in hot oil and Bisquick?
Skipper: No.
Skipper: No, that's the walrus credo. It's "Never swim alone." Private's out there all by himself, and we never leave one of our own.
Kowalski: Oh, yeah.
Skipper: Let's go.
-
- Private:** Thanks for rescuing me Skipper.
Skipper: Think nothing of it young private. It's the least we could do. You remember the penguin credo.
Private: What does deep-frying in Bisquick have to do with any of this?
Skipper: Not that one, the other one! Never swim alone! Alone! On Christmas! Don't you get it? Come on people, do I have to explain this to everybody?
-
- Skipper:** Hold on a second! Something's missing!
Kowalski: Cranberries: check! Eggnog: check!
Skipper: Give me a headcount.
Kowalski: *[grabs abacus]* We have three heads, sir!
Skipper: Where's the private?
Kowalski: Unknown sir! It would appear that he's *[grabs milk carton]*
Kowalski: missing! *[shows milk carton with a big 'missing' advert for the private]*
-
- All:** *[singing]* Jingle Bells, monkeys smell
Melman laid an egg
Marty thinks that Alex stinks
And the camels say, "Oy vey!"

Post-viewing tasks



Skipper as seen in the short

1. Below are some viewers' comments on **A Christmas Caper**. In pairs, discuss which of the evaluative chunks you feel identified with. Give reasons.

Hilarious, 18 Oct 2005 [Author: yoda3010@yahoo.com from United States]

I haven't seen *Madagascar* yet, but because of this, I want to. I don't care if I have to buy *Madagascar* just for the penguins, I will. I'll give you insight on what to watch out for without giving away too much: the bowling pin, "kaboom!", the #1 rule of penguins. If you liked *Madagascar*, you'll love this. I have always been a fan of short animated films. My girlfriend and I both thought this was one of the funniest we've seen in years.

More minutes of boredom, 18 Oct 2005 [Author: Ross Kendra]

A Christmas Caper added more minutes of tedium to the beginning of the movie, what with the lackluster trailers and pre-show commercials. I must admit I'm already biased against the Dreamworks movies, and frankly the penguins were just not funny. I laughed once, I think, and it wasn't from the boss penguin cursing with "shittake mushroom" and the like. Is that really the best they can do for humor?

An ad in disguise, 12 Oct 2005 [Author: [Jette Kernion](#)]

I never did see *Madagascar*, so I may be biased, or perhaps I'm missing some in-jokes. But I usually love watching penguins, especially animated penguins. Penguins make anything funnier. So why was *A Christmas Caper* so terrible and unfunny? [...] Finally, I've had more than enough of the kind of pretend-vulgar humor that only works if you're young enough not to be allowed to use vulgarity. The intended humor throughout the short was loud and dumb and about as subtle as the smell of Stinking Bishop cheese. [...] *A Christmas Caper* is an ad in disguise for the DVD of *Madagascar*, which will be released on Nov. 15. The only people who laughed at all during the short were the little kids behind us, who now have *Madagascar* characters in their heads and can nag their parents for the DVD for Christmas.

Funnier than Madagascar, 30 Dec 2005 [Author: DanB-4 from Canada]

The Penguin Christmas Caper is a blisteringly funny and fast paced little short that is far funnier than the film from which it spun. Private, the least insane of the gang of Madagascar Penguins, decides to venture out into the streets of New York to buy a present for the lonely Polar Bear, who is all alone on Christmas. He is mistaken for a chew toy, and brought home by an old lady to be a present for her vicious, salivating but tiny dog. The rest of the crew embark on a rescue mission. Skipper barks orders, Kowalski has the logistics and Rico just wants to blow something up. The jokes are in every line, and every corner of every frame of this short. It's ten minutes well spent.

2. Look at task (a) in the previous stage and use the main characters' names to reconstruct the story in the animated short. Also include the key words below.

Christmas Eve - zoo - lost - old lady - Polar bear - Mr Chew - poodle - present - rescue - snowman - dynamite - caper - explosion

.....

.....

.....

.....

.....

.....

Follow-up task

Doing research

a. In the pictures below there are different types of penguins. Though they share most general aspects as to physical features and eating habits, there are many differences according to the species they belong to. Which breed of penguins would you like to learn more about? In pairs, select ONE type of penguin and find information on:

- their behaviour
- their life cycle
- their habitat
- reproduction (how baby penguins are hatched and born –mating and birth processes-, how adult penguins feed and protect their chicks)
- diet (how they get their food)
- conservation and survival (that is, how they defend themselves from predators, their growth process and life span, the main causes of death for the species you have explored)



King Penguin



Little or blue penguin



Macaroni penguin



Gentoo penguin



Adelie penguins



Magellanic penguin

b. Which is the most interesting fact you learnt after working on this project?

Did you enjoy working on the Madagascar Penguins? If so, here are other films to watch!!!



Happy Feet



March of The Penguins

You can also browse through Partytown Penguins <http://www.partytown.com/penguins> and you will find an amazing list of the best sites about penguins (*how to adopt a penguin, cartoons, educational material, news items, school projects, conservation, fun sites, music, poetry and stories and many other penguin-related sites*).



The Enchanted Island of Madagascar (2005)

The Enchanted Island of Madagascar is a computer-animated 7-minute documentary produced by DreamWorks Animation. It was included on the Madagascar DVD in 2005, when the film was released.

Level: Intermediate to Upper-Intermediate

Objectives:

- To use vocabulary related to description of places
- To practise the following learning strategies:
 - Getting the main ideas
 - Note-taking
- To integrate the following functions:
 - Describing places and locations
 - Comparing and contrasting places
 - Recommending a place to visit
 - Suggesting a possible course of action
- To practice the following grammar point:
 - Modals

Pre-viewing tasks

1. In pairs, consider the following questions:

- a. Have you ever been on an island?
- b. Islands are natural phenomena and there are very many in the world. Think of three big islands that you have heard of.
- c. Look at the picture below. Which continent do you associate with it?
- d. Have you ever been to Madagascar? Have you ever heard of it?



2. We are about to watch a documentary on Madagascar. Predict which phrases are likely to be used in the audiovisual text.

- | | |
|------------------------|-----------------------------|
| - breathtaking views | - teeming wildlife |
| - bustling streets | - wide open spaces |
| - cultural melting-pot | - unspoilt forests |
| - delicious food | - world-class art galleries |
| - dramatic scenery | - historic buildings |
| - exotic animals | - elegant architecture |
| - interesting flora | - gorgeous waterfalls |
| - lively nightlife | - volcanic waters |
| - ancient baobabs | - snow-capped mountains |
| - romantic atmosphere | - spectacular buildings |

While-viewing task

Watch the documentary and complete the chart below.

Name of island:	_____
Geographical location:	_____
Capital city:	_____
Size:	_____
Climate:	_____
Population:	_____
Language(s):	_____
Special geographical features:	_____
Main vegetation:	_____
Natural resources:	_____
Landscape:	_____
Transport and communication:	_____
Wild life:	_____
Economy:	_____
Ethnic groups:	_____
Religion:	_____

Post-viewing tasks

1. Discuss the following questions with a partner and jot down main ideas.

a. Why is Madagascar –according to the documentary- “a living laboratory for science”?

.....

b. What do filmmakers (director and crew) say about this island? How did the idea of the film come up?

.....

c. What was the main objective of the filmmakers?

.....

2. Read the texts below.

a. In pairs, identify:

- the problems presented in them (e.g. the forests are disappearing, factories pollute rivers, etc.)
- the potential danger of extinction of wild species in Madagascar

b. In small groups, discuss what *should/can/must be done*.

c. Then find additional information on *what is being done* in order to save plant and animal life on the island (for a start, you can consult the websites in the box below the texts).

Text 1

The real Madagascar is no comedy

Researchers cite extinction fears on unique island

"If you stop the clearing, you consign the islanders to a life of even greater poverty," Dollar said. "If you don't stop it, you consign some of the world's rarest species to extinction."

Some logging is also lucrative business. Just this week, Madagascar announced it had intercepted a shipment of more than 500 tons of hardwood cut from protected rainforests and destined for Asia.

Time may be running out for the real-life counterparts of the lemurs, fossas and other endangered animals featured in the animated comedy "Madagascar," experts are warning. "Right now, the sword of Damocles is hanging over Madagascar," Duke University conservation scientist Luke Dollar said in a statement. Virgin forests that are home to many of the island nation's species are being burned for charcoal or cleared for subsistence farming by islanders driven by extreme poverty, he noted.

Spotlight on lemurs as well

Cognitive neuroscientist Elizabeth Brannon, another Duke researcher, hoped the movie will highlight the island's lemurs. She's carried out experiments using touch-screens, Plexiglas boxes holding raisins and buckets hiding grapes to show that ringtail and mongoose lemurs have a surprising ability to learn sequences of pictures and to discriminate quantities. "We've only been studying ringtails and mongoose lemurs so far," she said. "But our hope is to study many different prosimian species."

Dollar noted that 85 percent of the country's plants and animals are endemic to Madagascar, in other words they can't be found in the wild anywhere else on Earth. Some could be lost within five years if the clearing continues at the current pace, said Dollar, who has spent five of the last 10 years in Madagascar tracking the island's top predator, the fossa. An elusive relative of the mongoose, fossas have been known to kill and eat bush pigs three times their size. Today, only about 2,500 of the cat-like creatures survive.

'Free Willy' effect sought

Dollar said he hoped the movie "Madagascar" will increase public interest in fossas and the island's other rare species. "We're hoping for a 'Free Willy' phenomenon," Dollar said, referring to the 1993 movie that sparked broad public interest in protecting whales. "If moviegoers leave the theater thinking, 'Madagascar — what a wild place, we need to save it,' then we might be able to start generating more support to turn things around." Dollar added that Madagascar would make a great eco-tourism destination, given its pro-environment government and tropical beaches. "This is one of the 10 places everyone should see before they die," he said. "It's one of the strangest, most endangered ecosystems on Earth — the only place where we're still discovering and describing new species nearly every month."

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<http://www.msnbc.msn.com/id/8049550/>

Madagascar

The world's fourth-largest island, Madagascar, separated from present-day Africa some 160 million years ago, carrying with it a varied terrain that ranges from tropical rain forests to mountainous plateaus to spiny desert. Its geographical isolation and diversity explains why this "mini-continent," along with the neighboring Indian Ocean Islands, boast an array of animal and plant life found nowhere else on the planet. The most remarkable aspect of the fauna and flora of Madagascar is the incredible array of ancient families - evidence of lineages that have persisted only here. There are 22 endemic families of plant and animal on the island, many more than in any other hotspot.

Lemurs could serve as Madagascar's ambassadors for conservation, with more than 50 different types of lemur unique to the island. Among them are Berthe's mouse lemur (*Microcebus berthae*), the world's smallest primate, the hairy-eared dwarf lemur (*Allocebus trichotis*), and the indri lemur (*Indri indri*), a high-flying forest acrobat known for its tree-jumping prowess. Other endemic mammals include the fossa (*Cryptoprocta ferox*), a powerful predator that looks like a cross between a dog and a cat, and the giant jumping rat (*Hypogeomys antimena*).

Madagascar and its surrounding islands also lay sole claim to myriad species of palms, orchids, and six of the world's eight baobabs, bottle-shaped trees that store large reserves of water in their bulging trunks. The trees provide nesting habitat for some 115 endemic bird species, including the Cuckoo-roller (*Leptosomus discolor*) and the mesites (family Mesitornithidae), both probably ancient relicts with no close relations elsewhere.

REDUCING POVERTY, SAVING FORESTS

Slash-and-burn agriculture, cattle grazing, mining, and unchecked logging have denuded much of Madagascar, stripping roughly four-fifths of the country's forests. Recent studies by the Center for Applied Biodiversity Science (CABS) at Conservation International (CI) indicate that if the rate of forest reduction remains at current levels, all of Madagascar's forests will be lost within 40 years.

The devastation has wiped out dozens of species of flora and fauna, threatens hundreds of others, and poses risks to the nation's roughly 17 million people. Their reliance on the land for their economic welfare makes preservation of Madagascar's forests doubly crucial.

CI is working with local communities, government agencies, and wildlife organizations to expand the country's network of nature reserves and to raise awareness about the need to nurture its natural bounty. Moreover, CI supports local professionals, local NGOs and country officials to promote ecotourism and sustainable farming practices. Active engagement of local communities in conservation of the land and its wildlife will yield dual benefits by reducing poverty and saving the island's natural assets for generations to come.

<http://www.ecomiles.com/?q=node/11539>

Explore Madagascar: www.conservation.org/madagascar

Programs: [Population and Environment](#)

CEPF: [Madagascar and Indian Ocean Islands Ecosystem Profile](#)

Hotspots: [Madagascar and Indian Ocean Islands](#)

GCF: [Madagascar Project Highlight](#)

Videos: [Mikiaka Manantena: A Cry of Hope](#)

Videos: [Fanamby](#)

Fanamby: www.fanamby.org/mg/en/index.php

Visit Madagascar: www.visitmadagascar.org

WBUR Presents: [Madagascar](#)

Duke University Primate Center: primatecenter.duke.edu

Follow-up tasks

1. Design a brochure for a tour on an exotic island on earth. Think about the following:

- *When to go (spring, autumn)?*
- *Activities (trekking, etc.) to do?*
- *Geographical features (waterfalls, springs, reefs, bays, hills, mountains?)*
- *Clothes to take (sun? rain?)*
- *Food (traditional dishes?)*
- *Places to visit?*
- *Festivals, habits and customs of the people on the island*
- *Wildlife, conservation of the environment?*

2. Write an article -an argumentative piece- on a controversial issue of your choice (e.g. *Zoos: for or against?*; *Saving Madagascar's wild life: an impossible mission?*)

3. Find information on a charity that protects wild animals (e.g. *The Global Conservation Organisation, The Monkey Sanctuary Trust, The Royal Society for the Prevention of Cruelty to Animals*). Your class has recently won € 10,000. You can give this money to one of those charities or you can spend it to help animals in another way. In groups of four, make a proposal with a list of ways of spending the money.

4. You have been shipwrecked in the South Pacific. You managed to float on a raft with a few of your possessions to the island of In article-format, describe your first impressions of the island and how you spent your first day: how did you get food and drink? where did you sleep? etc. Start your text like this: *"I looked around me in wonder. Was I really on a deserted island?"*... End it like this: *"And so I lay down to sleep, exhausted after a long day and wondering what the next day would bring."*

Project work

Comparing and contrasting large islands

Have you ever considered researching large islands of the world (e.g. Cuba, Malvinas, Sicily, Greek Islands, Japan, etc.)? Find information about an island of your choice and compare it with all that you already know about Madagascar. Consider the following aspects:

- size
- population
- geographical features
- main cities
- scenery
- climate
- cost of living
- animal life
- plants and other species
- languages spoken



WHAT'S YOUR SEASON?

What's your season? is a five-minute activity included on the Bambi DVD Disc 1. In this game children or teenagers are engaged in finding out which season their personality is best suited for.

Level: Intermediate to Upper-Intermediate

Objectives:

- To revise, consolidate or introduce new lexical options
- To integrate the following functions:
 - Talking about imaginary situations
 - Describing people's personalities
 - Asking questions
- To practice the following grammar point:
 - Second conditional

Pre-playing tasks

1. If you lived in the forest what changes would you observe in each season?
2. Match the words or phrases below with their corresponding picture.

a. **Pond:** a small area of water that is smaller than a lake



b. **Mud pie:** a little ball of wet earth made by children as a game

c. **Flower chain:** flowers that are connected or next to each other forming a line



d. **Berries:** small soft fruits with small seeds

e. **Tree fort:** a wooden structure built in the branches of a tree for children to play in



f. **River clay:** heavy sticky earth that can be found in rivers



g. **Hollow tree:** a tree that has an empty space inside

h. **Meadow:** a field with wild grass and flowers

i. **Bird's nest:** a place made by a bird to lay its eggs and to live in



j. **Waterfall:** a place where water from a river falls down over a rock

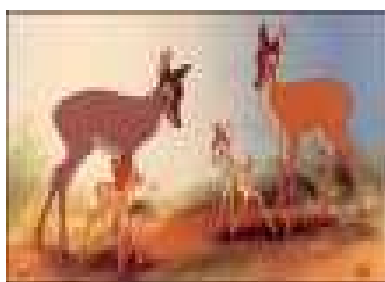


3. Below are some pictures about different situations in Bambi's life. Read the following instructions and carry out the task in pairs.

Student A: Your partner is Bambi. Ask him/her questions about the hypothetical situations illustrated in these pictures. Use *What would youif?*



Student B: Your partner is Bambi. Ask him/her questions about the hypothetical situations illustrated in these pictures. Use *What would youif?*



While-playing tasks

1. Go to *Games & Activities*. Then select *What's your season?* In this game you will answer different questions which have been written down in the activity below, but some words are missing. Listen to the first question and fill in the gaps before choosing the correct answer. Do the same with the other questions. At the end of the activity you will find out the season that best suits your personality. Good luck!

- a. What 1)..... you like to 2)..... most with Bambi and his friends on a chilly October day?
- b. What 3)..... you do if you 4)..... sliding in the snow with your animal friends and accidentally 5)..... hurt?
- c. Which summer activity 6)..... you like to do most?
- d. Where 7)..... you rather 8)..... exploring?
- e. What 9)..... you do if you 10)..... lost in the woods and it 11)..... to snow?

2. What kind of person are you? You will be able to listen to the results only once, so pay attention in order to fill in the gaps.

a) I'm a person	b) I'm a person	c) I'm a person	d) I'm a person
<ul style="list-style-type: none"> ○ Outgoing ○ Energetic ○ Full of enthusiasm ○ Great imagination ○ Playing games ○ Love adventure ○ Talent for motivating other people ○ Trying new things ○ Make exciting and outgoing friends 	<ul style="list-style-type: none"> ○ Patient, cold and quiet ○ Like relaxing and playing indoors ○ Take you time to get ready ○ Think before you act ○ Daydream a little too much ○ Move slowly and steadily ○ Understand people's feelings ○ Make loyal and caring friends 	<ul style="list-style-type: none"> ○ Creative, spontaneous and full of personality ○ Make up new projects and games ○ Quick-thinker ○ Enjoy life ○ Like playing outside and spending time with friends ○ When something bothers you, you don't like it at all ○ Like working things out ○ Carefree and active ○ Make outgoing and entertaining friends 	<ul style="list-style-type: none"> ○ Faithful, caring and friendly ○ Organise and plan out your day ○ Flexible ○ Fine mind ○ People admire you because you can handle yourself under pressure ○ Like helping others ○ Keep deepest secrets ○ Well-balanced and easy going ○ Make dependable and sensitive friends

Post-playing tasks

The profile and I

- a. What's your favourite season? Why?
- b. Read your personality profile. Does it coincide with your real personality?
- c. Compare your results with your friends'. Any coincidences?

Follow-up tasks

- a. Write your own personality profile. Add characteristics that really portray your personality. Also include features from the other boxes when necessary.
- b. If you could turn into one of Bambi's animal friends, which one would you like to be? Explain the reasons of your choice in a short paragraph.

KEY

- 1)**
1. would
 2. do
 3. would
 4. were
 5. got
 6. would
 7. would
 8. go
 9. would
 10. got
 11. started

- 2)**
- a) A Spring person
 - b) A Winter person
 - c) A Summer person
 - d) A Fall person

PREVIEWS

Level: Beginner through Advanced

Objectives:

- To introduce, revise and practise key vocabulary related to films
- To activate and develop the following learning strategies:
 - Getting the main idea
 - Taking notes
 - Summarising
 - Inferencing and hypothesising about the main issues dealt with in films

Pre-viewing task

We are going to watch some previews of three different films so that, afterwards, you can all decide which film you would like to see and discuss in class.

In pairs, decide on the following points:

- (a). Which film have you really enjoyed watching and would like to see over and over again?
- (b). Who is your favourite actor/actress?
- (c). Which is your favourite **genre**?

comedy drama romance action thriller

While-viewing task

As you watch the previews, take notes to complete the chart below.

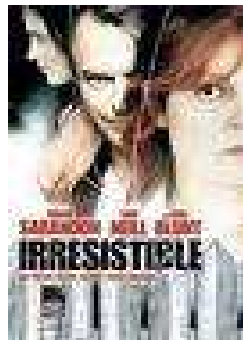
Preview 1

Title:
Genre:
Characters:
Setting:
Plot:



Preview 2

Title:
Genre:
Characters:
Setting:
Plot:



Preview 3

Title:
Genre:
Characters:
Setting:
Plot:



Alternative procedures:

Students can sit with their back to the TV screen so that they cannot see the pictures. Or they can see the pictures with sound off.

Post-viewing tasks

1. Team up in pairs and compare your worksheets. Then, agree on a suitable summary of each film. When you are ready, the previews will be played again so that you can evaluate the accuracy of your summaries.
2. In small groups of three or four students, discuss which film you would most/least like to see and why. At the end of the lesson we will vote and decide which whole film will be watched later on.

KEY

Title: ***The Departed (2006)***

Preview 1

Genre: Crime / Drama / Thriller

Characters: Frank Costello (Jack Nicholson), Billy Costigan (Leonardo DiCaprio), Colin Sullivan (Matt Damon)

Setting: Boston, USA

Plot: The story revolves around a rivalry between the Massachusetts State Police and an Irish-American gang presided over by Frank Costello. Billy Costigan and Colin Sullivan just-graduated officers from the State Police Academy. From there, their paths diverge as they follow opposite sides of the law: the former works for the police department, the latter is Costello's right-hand man. Costigan has been hand-picked for a crucial job: infiltrate Costello's inner circle, while Sullivan is chosen to infiltrate the state police and leak information to his boss. Both of them know there are leaks, but neither is aware of the truth about the other's position. What will happen when their paths cross?

Title: ***Irresistible (2006)***

Preview 2

Genre: Drama / Thriller

Characters: Sophie Hartley (Susan Sarandon), Craig (Sam Neill), Mara (Emily Blunt)

Setting: Melbourne, Australia

Plot: Children's book illustrator Sophie Hartley is suffering from a creative block and is convinced that she is being stalked by her husband, Craig. She becomes increasingly suspicious of his fidelity and, prompted by a series of disturbing coincidences, is certain that Mara - Craig's luscious co-worker- wants her children, her husband and her life. Sophie's uncertainties lead to obsessive behaviour with increasing risks including breaking into Mara's home. Yet, no one believes her. Forced to prove her sanity, she grows increasingly paranoid and becomes a brittle woman on the edge... Is she just imagining things? In the end, she becomes completely caught up in her obsession, turning stalker herself - and she makes a discovery which turns out to be more frightening than her worst fear.

Title: ***Click (2006)***

Preview 3

Genre: Adventure / Comedy / Fantasy

Characters: Michael Newman (Adam Sandler), Donna (Kate Beckinsale)

Setting: USA

Plot: Michael Newman is a hard working architect who has little time for his loving wife Donna and his two kids. He's too busy working for his jerky boss. One night, after discovering that he can't turn on the TV, he heads out in search of a new remote. He eventually gets the ultimate universal remote which was developed by an eccentric inventor; the only caveat is that he cannot return it. His new electronic device allows him to manage not only the TV but his entire life. He can fast-forward and rewind his reality, skipping unpleasant busywork and arguments with his wife while re-living pleasant times, like their first date. But the remote is dangerous, and he starts using it as a substitute for living through bad times. Worse still, it's an intelligent remote and it fast forwards through large chunks of his life. By the end, he has learned wisdom, but at a terrible price: he has lost control of his own life! Will he be given a second chance? Will he be able to get his life back before it is too late.

