

Module 13

LEARNING ENGLISH FROM FILMS

Learning English from Films 13

(3 classes with subsequent review)



Objectives *Objectives*

At the end of this module, I will be able to affirm:

Now I can . . .

Now I know . . .

- ☐ 1. identify common verbs in a small video.
- ☐ 2. identify commonly used words in a small video.

Many language instructors and learners agree that a very effective way to learn a language is with videos and movies. Films provide easy access to language content and settings. Watching films uses both audio and visual paths to learning language. It presents language in full cultural context with real people and settings, providing a whole-language experience. Both the verbal and nonverbal content are present, focusing the learner's attention on the actors, their language, and their actions. Films lower the learner's affective filter by capturing attention, increasing motivation, instilling self-confidence, and reducing anxiety.



Films allow for a prespeaking or listening phase and some limited reading. When the instructor presents these passive skills first, the learner can ease into the language learning process in preparation for developing the active skills of speaking and writing.

Next to real-life language experiences with native speakers, films provide the best exposure to language in a non-contrived context.



Advance Organizer for Teaching ESL–EFL Using Films

The learning process outlined here is time-tested and effective.

1. Give a brief introduction to the film: title, type (fact, fiction), setting, main characters, several interesting or key points of the story. For the example used in this lesson: President Gordon B. Hinckley tells a story of an older boy and his young companion.

- a. The boys find an old coat and a badly worn pair of shoes by the roadside.
- b. What happens with the shoes?
- c. What is the farmer's reaction?
- d. How do the boys feel?

Explain that the film contains many of the common verbs.

2. Play the film. The example is at <http://www.mormonchannel.org/video/mormon-messages?v=911029440001>.

- a. Ask learners for any new sound, word, phrase, or sentence they heard.
- b. As learners provide these, the instructor puts them into context, gives a similar word or briefly explains meanings, models them, and asks learners to repeat the words or phrases. This should be a quick activity.
- c. Replay the film.



Use several of each type of question. Question all main points. Allow learners to ask some of the questions.

Learners respond to “yes” questions on the main points:

Instructor: President Hinckley tells a story? Learner: Yes.

Learners respond to “no” questions on the main points:

Instructor: President Hinckley reads a story? Learner: No.

Learners respond to fade-out questions or statements:

Instructor: President Hinckley tells a . . . ? Learner: story.

Learners respond to inquisitive questions on the main points:

Instructor: What does President Hinckley tell? Learner: A story.

Learners respond to indirect questions:

Instructor: John, ask Mary what President Hinckley tells. John: Mary, what does President Hinckley tell?

Mary: A story.

Instructor: John, what did Mary say? John: A story.

Learners respond to direct commands:

Instructor: John, tell Mary that President Hinckley tells a story. John: Mary, President Hinckley tells a story.

Instructor: Mary, what did John say? Mary: President Hinckley tells a story.

Learners, with instructor’s help, reconstruct a selected part or two of the film:

Do this sentence-by-sentence in the correct order. The instructor prompts as needed.

Learners respond to direct questions based on the story:

Instructor: Where did President Hinckley find the story? Learner: In a book his father had published.

Instructor: What did his family do together? Learner: They sang, prayed, listened together.

Instructor: What stories did his mother read to them? Learner: Book of Mormon stories.

Instructor: How did his father tell them stories? Learner: Out of his memory.

Note: From here on, most, if not all, questions can be asked in past or present tense. It would be good practice to go through the story once in present tense and once in past tense and even to alternate as seems natural.

Instructor: Where are (were) the two boys walking?

Learner: Along a road.

Instructor: What do (did) they find on the side of the road?

Learner: An old pair of shoes.



Homework Reading and Practice

1. Replay film from <http://www.mormonchannel.org/video/mormon-messages?v=911029440001>.
 - a. Give learners a copy of the Homework Learning Activities. Read (normally) each paragraph aloud while learners listen and read the script silently.
 - b. Learners then take turns reading aloud. This should be a quick activity.
 - c. Explain the Homework Learning Activities and assign learners to complete them.
2. Have the learners write a sentence or two as dictated by a instructor. Or, dictate several questions and have the learners write the questions and their answers. The learners' language levels should be accommodated and slightly challenged.
 - a. Ask two or three learners to write their responses on the blackboard during this exercise.
 - b. Walk around and put a check mark above any errors for learners to correct.
 - c. Finally, ask learners to provide answers as needed.
3. Treat each paragraph in the story with the steps in 2.a–c. A long story will take a long time to treat each paragraph this way, so you may choose to only treat a few paragraphs.



In-Class and Homework Assignments

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President Gordon B. Hinckley tells a story of an older boy and his young companion. The boys find an old coat and a badly worn pair of shoes by the roadside.

What happens with the shoes?

What is the farmer's reaction?

How do the boys feel?



In-Class and Homework Learning Activity

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- 1 Watch film at
<http://www.mormonchannel.org/video/mormon-messages?v=911029440001>
- 2 Watch film and "shadow talk" what you hear.
- 3 Listen to the film while reading the script below.
- 4 Complete the learning activities below the script.



We sang together. We prayed together. We listened quietly while Mother read Bible and Book of Mormon stories. Father told us stories out of his memory.

I still remember one of those stories. I found it recently while going through a book he had published some years ago. Listen to it.

An older boy and his young companion were walking along a road which lead through a field. They saw an old coat and a badly worn pair of men's shoes by the roadside. And in the distance they saw the owner working in the field. The younger boy suggested that they hide the shoes, conceal themselves, and watch the perplexity on the owner's face when he returned.

The older boy thought that would not be so good. He said, "This owner must be a very poor man from the looks of his clothes."

So after talking the matter over, at his suggestion, they concluded to try another experiment. Instead of hiding the shoes, they would put a silver dollar in each one and see what the owner did when he discovered the money.

So that's what they did.

Pretty soon the man returned from the field, put on his coat, slipped one foot into his shoe, felt something hard, took it out, and found a silver dollar. Wondrous surprise shone upon his face.

He looked at the dollar again and again, turned around and could see nobody, then proceeded to put on the other shoe, when to his great surprise, he found another dollar.

His feelings overcame him.

He knelt down and offered aloud a prayer of thanksgiving, in which he spoke of his wife being sick and helpless and his children without bread. He fervently thanked the Lord for this bounty from unknown hands, and he invoked the blessings of heaven upon those who had given him this needed help.

The boys remained hidden until he had gone.

They'd been touched by his prayer and felt something warm within their hearts. As they left to walk down the road, one said to the other, "Now, really, don't you have a good feeling?"



Fill in the blanks with the missing words from the story script.

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We _____ together. We _____ together. We _____ quietly while _____ read Bible and Book of Mormon _____. Father _____ us stories out of his _____.

I still _____ one of those stories. I _____ it recently while _____ through a _____ he had published some _____ ago. Listen to _____.

An older _____ and his young companion _____ walking along a _____ which lead through a field. They _____ an old coat and a badly worn _____ of men's shoes by the _____. And in the _____ they saw the _____ working in the field. The younger _____ suggested that they _____ the shoes, conceal themselves, and _____ the perplexity on the owner's _____ when he returned.

The older boy _____ that would not be so good. He _____, "This owner must _____ a very poor _____ from the looks of his _____."

So after _____ the matter over, at his suggestion, they _____ to try another _____. Instead of hiding the shoes, _____ would put a

silver _____ in each one and _____ what the owner _____
when he discovered the _____.

So _____ what they _____.

Pretty _____ the man returned _____ the field, put on his
_____, slipped one _____ into his shoe, felt something
_____, took it out, and _____ a silver dollar. Wondrous
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He _____ at the dollar again and _____, turned around and
could _____ nobody, then proceeded to put on the _____ shoe,
when to his great _____, he found _____ dollar.

His feelings _____ him.

He knelt _____ and offered aloud a _____ of thanksgiving, in
which he _____ of his _____ being sick _____ helpless and
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heaven upon those who had _____ him this needed _____.

The boys _____ hidden until he had _____.

They'd _____ touched by his prayer and felt _____ warm within
their _____. As _____ left to walk _____ the road, one said
to the _____, "Now, _____, don't you _____ a good
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Part A

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Write your responses to the following questions.

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Film:

Date:

1. Character Description

List your favorite character in this film and describe him or her—good, bad, funny, serious, and so on. Also, list any other characters you would like to include.

2. Interactions

Describe interactions and relationships between characters in this film.

3. Conflicts, Conditions, Obstacles

Describe any brave or noble acts, difficulties, or settings of the characters in the film.

4. Most Interesting Part

Describe the most interesting part of this film for you and state why you liked it.

5. Expressions and Idioms and Their Meanings

List any expressions or idioms you found in this film. Write their meanings. (For help, you can search for idioms at <http://oels.byu.edu/learner/idioms/idiomsmain.html>. If available, you can also ask a native speaker of English.)

6. Your Personal Observations (Answer the following questions.)

- a. Did you like this film? Why or why not?
- b. What did you like most about this film?
- c. How did this film make you feel?
- d. What have you learned from this film?
- e. Do you have any other comments on this film?



Part B (to improve listening, speaking, reading, writing, and comprehension)

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Write your answers to these questions. Say the words aloud as you write them.

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1. When President Hinckley was a boy, what did he and his family do together?
2. What did their mother read to them?
3. Where did President Hinckley find the story he tells in this film?
4. Where were the two boys walking?
5. What did they find on the side of the road?
6. What was the person they saw in the distance doing?

7. What did the younger boy suggest they do?
8. What did the older boy think about this suggestion or plan?
9. What did the older boy say about the owner of the clothes and shoes?
10. After talking it over, what did the two boys conclude?
11. What did the man do when he returned from the field?
12. What did he feel when he slipped one foot into his shoe?
13. What did he find when he took his foot out of the shoe?
14. What was his reaction, and what did he do?
15. What happened when he put on his other shoe?
16. What overcame him?
17. What did he do next?
18. What did he speak of in his prayer?
19. For what did he thank the Lord?
20. On whom did he invoke a blessing?
21. How did this experience affect the two boys?
22. As they walked away, what was the final comment the older boy made to the younger boy?

