

Presentación de la Narrativa 7: Teen Film Awards



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Converging Grounds Narrativa 7 Teen Films Awards

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1. ¿Qué es Converging Grounds?

El Plan Distrital de Segunda Lengua de la Secretaría de Educación del Distrito (SED) ha diseñado tres líneas estratégicas para 2018. La línea de Ambientes de Aprendizaje busca apoyar y acompañar a los colegios del sistema educativo del Distrito para impactar en las prácticas docentes y fortalecer el nivel de lengua en docentes y estudiantes. Dentro de esta línea *Converging Grounds* o “Áreas Convergentes” surge como una estrategia de la SED, en alianza con el British Council, para generar un ambiente de inmersión comunicativa y cultural sostenible en las IED de Bogotá, a través de diversos medios, herramientas y escenarios cuya instrumentalización busca generar experiencias significativas en las IED.

La implementación de esta estrategia extracurricular y transmedia, por medio de recursos mixtos y de la interacción con agentes culturales (este papel puede ser asumido por el docente), tiene el objetivo de poner a los estudiantes en contacto con otras culturas, al tiempo que conocen y valoran la propia. Así, a través del uso de narrativas (historias) e interacciones entre agentes culturales (este papel puede ser asumido por el docente) y estudiantes, *Converging Grounds* propende por la activación de saberes previos, la generación de conexiones con áreas de interés particulares y el fomento de nuevas experiencias de uso de la lengua y de conocimientos interculturales.

1.1 ¿Cómo se generará la inmersión durante la estrategia?

La inmersión se genera a partir de 4 ejes temáticos que determinarán su aporte cultural: Teatro y cine, música, deportes y tecnología. Cada eje se desarrolla en narrativas con los siguientes componentes:

- Un eje temático general: contexto en el que se alojan todos los contenidos básicos y las actividades de las tres fases alimentando el desarrollo de la narrativa.
- Una temática específica: historia que se construye a partir de un conjunto de actividades en tres fases distintas.
- Fases: etapas en las que se desarrollan las narrativas propuestas.

1. Storytelling: campaña de expectativa de la narrativa en las IED a cargo de los docentes de inglés.

2. Storyliving: desarrollo de diferentes actividades relacionadas con la narrativa, a través de la interacción con agentes culturales (este papel puede ser asumido por el docente), para fomentar la comunicación en la segunda lengua y la presentación de aspectos culturales de interés para los estudiantes. En las narrativas 1 y 2 se incluyen actividades específicas por nivel (A1, A2, B1) a manera de guía para los docentes. A partir de la narrativa 3, los docentes pueden producir materiales por nivel con base en las sugerencias extraídas del MCER.

3. Mediación digital: actividades dispuestas en la página de Red Académica de la SED que permiten a los estudiantes conocer los desenlaces de las historias, a través del desarrollo de las tareas allí dispuestas a manera de ejercicios de práctica y cierre de las narrativas.

Durante la Narrativa 7, se realizará una campaña de expectativa en la fase de *Storytelling* con afiches y una actividad en clase en la que estudiantes y docentes se familiarizarán con la entrega de los *Teen Films Awards*. Luego, en la fase de *Storyliving*, los estudiantes realizarán actividades en las que, en el marco de temas relacionados con el cine, harán uso del inglés fuera del aula para fortalecer el proceso de aprendizaje del mismo. Finalmente,

durante la fase de mediación digital, los estudiantes accederán a un ambiente virtual con ejercicios interactivos en los que votarán por sus actores y escenas favoritas.

1.2 Participantes y roles

La estrategia involucrará tanto a miembros de la comunidad educativa, como a personal del British Council. Los siguientes son los roles de los participantes en cada fase de la narrativa:

Fase	Rol	Funciones
Fase 1: Storytelling	Personal British Council	<ul style="list-style-type: none"> Divulgar información sobre la estrategia y la narrativa. Proporcionar materiales e instrucciones para asegurar la efectividad de la campaña de expectativa.
	Directivos docentes IED	<ul style="list-style-type: none"> Familiarizarse con la estrategia y mantener contacto con personal del British Council y docentes para garantizar los espacios para la campaña de expectativa.
	Docentes IED	<ul style="list-style-type: none"> Colaborar con el personal del British Council para la instalación y funcionamiento de la campaña de expectativa. Realizar una actividad de preparación indicada en una guía proporcionada por el British Council para preparar a los estudiantes para la fase 2.
	Estudiantes	<ul style="list-style-type: none"> Participar en la campaña de expectativa y actividades de preparación para la fase 2.
Fase 2: Storyliving	Directivos docentes y docentes IED	<ul style="list-style-type: none"> Apoyar la logística, a través de la asignación de espacios y recursos para el desarrollo de la fase <i>Storyliving</i> en la IED.
	Agentes culturales (papel que puede ser desempeñado por el docente)	<ul style="list-style-type: none"> Implementar las acciones consideradas para la preparación, ejecución y cierre de la fase <i>Storyliving</i> en las IED. Liderar el desarrollo de actividades culturales <i>in-situ</i> de acuerdo con los lineamientos diseñados para la estrategia.
Fase 3: Mediación digital	Estudiantes	<ul style="list-style-type: none"> Participar en la práctica por medio de actividades interactivas en Red Académica de la SED.
	Docentes IED	<ul style="list-style-type: none"> Proporcionar información sobre la ubicación de los ejercicios (páginas web) y promover la práctica en ellos.

Tabla 1. Participantes de la Narrativa 7

1.3 Personajes de la Narrativa

Los siguientes son los personajes que están incluidos durante el desarrollo de esta narrativa.






	Personaje	Descripción
	<p>Alice</p>	<p>Adolescente morena, de pelo negro y sonriente. Es actriz y presentadora de un canal musical. Ella es la conductora de los <i>Teen Films Awards</i> y está encargada de promocionarlos y luego presentarlos.</p>
	<p>Anthony</p>	<p>Adolescente blanco y rubio, sonriente. Es actor de películas de acción. Está nominado al premio como mejor héroe.</p>
	<p>Camila</p>	<p>Adolescente blanca y de pelo negro. Es la actriz joven más cotizada. Está nominada como mejor villana y una de sus películas está nominada al premio a la mejor escena romántica.</p>
	<p>Marco</p>	<p>Adolescente blanco, de pelo negro y hermosa sonrisa. Es actor de comedias. Está nominado como mejor villano y una de sus películas está nominada al premio a mejor escena cómica.</p>
	<p>Ted</p>	<p>Adolescente blanco, de pelo rojo y expresión seria. Es actor de películas románticas. Está nominado al premio como mejor héroe y dos de sus películas están nominadas al premio a mejor escena romántica.</p>

Tabla 2. Personajes de la Narrativa 7

Por medio de esta narrativa el estudiante activará sus saberes lingüísticos previos sobre biografías y secuencias cronológicas de eventos; en el aspecto cultural se destaca el conocimiento sobre cine y premios.

2. Fases de la Narrativa 7

Cada narrativa tendrá tres fases: *Storytelling*, *Storyliving* y mediación digital. A continuación, se explicará cómo se trabajarán estas fases en la Narrativa 7.

1

Storytelling

El colegio recibirá un set de 5 afiches.

Cada pieza presentará a un personaje de la narrativa y de fondo tendrá a los adolescentes que siguen a los artistas y algunas pistas sobre la clase de premios a la que está dedicada la narrativa.

Se espera que con la ayuda de los afiches los estudiantes se familiaricen con los personajes y premios que se trabajarán en el *Storyliving* y en la Mediación digital.

2

Storyliving

Los agentes culturales llegarán preguntando por los personajes y temas de los afiches, así como por los gustos de los estudiantes en materia de cine: actores, actrices, películas favoritas y si ven las entregas de premios como los Oscar o los MTV. Los personajes se presentarán. Para visitar las estaciones, los estudiantes conformarán tres equipos de 5 a 7 integrantes. Cada estación representará una categoría de los *Teen Films Awards*.

Los estudiantes realizarán actividades orientadas a adquirir conocimiento sobre los premios que se otorgan en los *Teen Films Awards*. Para esto, deben organizar y completar oraciones sobre eventos en pasado en orden cronológico. El aprendizaje sobre los nominados les ayudará a tomar decisiones al momento de votar en la mediación Digital.

3

Mediación digital

Alice le recordará a los estudiantes algunos datos importantes sobre los artistas y escenas nominadas a los *Teen Films Awards* y trabajados en las estaciones durante el *Storyliving*. Los estudiantes podrán ver las opiniones y votaciones de otros adolescentes así como dar su propio voto para conocer a los ganadores de los premios.

Gráfica 1. Fases de la Narrativa 7

3. ¿Cómo se implementará la fase Storytelling?

En la fase *Storytelling*, los estudiantes vivirán una experiencia de acercamiento a la historia que desarrolla la narrativa. La institución educativa recibirá un set de cinco piezas gráficas (afiches) que servirán de contextualización para la historia que se desarrollará a través de las tres fases del ciclo transmedia propuesto. Este set servirá como campaña de expectativa para las actividades a desarrollar durante el *Storyliving*, por lo que se recomienda que los afiches queden distribuidos en toda la IED, y en lugares visibles para los estudiantes.

Junto con las piezas gráficas se distribuirá una guía con la que los docentes de las IED participantes de la estrategia reforzarán la campaña de expectativa. El propósito de la guía es que los docentes lleven al aula una práctica pedagógica que le permita a los estudiantes conocer un poco más acerca de la narrativa, y se preparen para las actividades del *Storyliving*. Esta práctica pedagógica tendrá una duración aproximada de 30 minutos, y se propone que, adicionalmente, los docentes recorran la IED con los estudiantes para observar los afiches, y sean motivados a discutir a propósito de la información contenida en los mismos.

El tipo de actividades que pueden acompañar el momento de *Storytelling* son aquellas que permitan a los estudiantes: Expandir el contexto de la inmersión, activar saberes previos, relacionar con experiencias pasadas, evocar experiencias similares y elaborar lluvias de ideas.

3.1 Instrumentos de la Narrativa 7 -Fase Storytelling

Los instrumentos para llevar a cabo la narrativa son los siguientes: 5 afiches alusivos a la narrativa que se entregarán a las IED para ambientar la fase 1.

Estos proponen la campaña de expectativa de la siguiente manera:



The future is now

CONVERGING Grounds

Best Hero Award ★

BRITISH COUNCIL

Plan Distrital de Seguridad Lingüística

ALCALDÍA MAYOR DE BOGOTÁ D.C.

BOGOTÁ MEJOR PARA TODOS

Can you believe that? Like, seriously?

CONVERGING Grounds

Best Comedy Scene ★

BRITISH COUNCIL

Plan Distrital de Seguridad Lingüística

ALCALDÍA MAYOR DE BOGOTÁ D.C.

BOGOTÁ MEJOR PARA TODOS

Love always finds the way

CONVERGING Grounds

Best Romantic Scene ★

BRITISH COUNCIL

Plan Distrital de Seguridad Lingüística

ALCALDÍA MAYOR DE BOGOTÁ D.C.

BOGOTÁ MEJOR PARA TODOS

3.2 Guía para docentes Fase Storytelling

Teen Film Awards



Dear teacher,

My name is Alice and I am a TV presenter. Soon, I will host the famous Teen Film Awards, a night to celebrate the best young artists in the film industry. The awards are given to the artists based on the votes of teenagers and we want your students to vote for their favourite actors. But before they can vote, they need to know the nominated artists and the award categories. Let's see who the nominees are in the *Teen Film Awards*.

Step 1 – What do students know about films and awards?

In order to elicit the students' existing knowledge of films and awards, ask them about the film genres they can remember and write them on the board (you can add some if they do not remember many). Make sure the list includes drama, romance, action, horror and comedy. Ask for their favourite genre and favourite actors and actresses of each genre too.

Ask students questions like:

- What is your favourite type of film?
- How often do you watch films?
- Do you usually watch films at home or at the cinema?
- Who is your favourite actor/actress? What is his/her most famous role?
- What are the most popular films and scenes in this genre?

Step 2 – What I know about films!

- Ask students to get into groups of maximum 3 people.
- Students will have to make a list of awards categories they can remember.
- Tell students that there are some awards given based on votes by critics and some others are given based on votes of viewers. The categories are different and usually awards given by viewers have more original and fun categories. Ask if the students have seen awards like "Nickelodeon Kids Choice Awards", "MTV Movies and TV Awards" or "Teen Choice Awards".
- Ask your students to create their own film awards based on real films. They have to make a list of the categories for the awards (B1 students can also include the criteria for choosing the winners). Then, students have to make a list of 3 – 5 nominees per category. If there is enough time, the group can choose a winner and say why the actor/actress or the scene is the best in the category.

- The groups will socialise the name of their awards and categories they created. Then, they will read the list of actors or films (from actual films) they nominated and see if other groups agree on the nominees and winners.

Outcomes

A1 Students may write only key words or short phrases for the categories. Accept this outcome as long as they cope with the task. Allow the use of Internet and slight modifications of real awards.

A2 Students may write complete sentences using a larger variety of tenses and sufficient control in terms of vocabulary and agreement, although some inaccuracy may occur. Allow the use of internet and slight modifications of real awards.

B1 Students are expected to write with more elaboration. Their repertoire is likely to be wider in terms of lexical resources and variety of structures.

Ideas for Teachers

- Take a walking tour around the school and help students to gather important information by asking them questions like: "So, what kind of film could this poster be about? Who do you think this character is?"
- After the walking tour, socialise what students saw in the posters and write the information on the board. Underline or circle the names of film genres.
- After you finish the brainstorm, ask your students to do some research about film awards. Use questions like:
 - *What were the film industry awards?*
 - *When did the Academy (Oscar) Awards begin?*
 - *Which film has received the biggest number of awards?*
 - *Have your favourite actor and actress received any awards?*
- With more advanced students, ask more elaborate questions using the structures you are learning in class at the moment.
- Teach or review vocabulary and expressions related to films and to giving an opinion:

A1

Vocabulary: actor, actress, camera, cinema, film, picture, television, see/watch, romantic

Communication: Expressions for expressing and justifying opinion:

- I think that ... Ryan Reynolds is a good actor.
- I believe (that) ... Jennifer Lawrence has two Oscar awards.
- In my opinion, Coco is the best animated film.

Tenses: Nouns + Adjectives (This film is funny. /That film is beautiful).

Present simple (This film is funny. / I don't like horror films. /Is "romance" a film genre?)

Present continuous (What types of films are people watching?)

A2

Vocabulary: advertisement, cartoon (animated film), comic, fan, poster, screen

Communication: Expressions for describing an actor/character in a movie:

- He/she was born in (city/year).
- She/he started acting at the age of...
- The actor/actress won his/her first award in (year).
- The actor/actress has won 15 Oscars during his/her career.
- (Name of an actor/actress) is very talented.

Award categories:

- My favourite award category is Best Film.
- The most important awards in the film industry are the Oscars.
- They include a total of 24 different categories.
- Some categories include Best Director, Best Foreign Language Film and Best Original Song.

Tenses: Present perfect: (Have you ever watched film awards? / I haven't watched film awards yet).

Past simple (Robin Williams was a great actor. / Titanic was a successful film).

B1

Vocabulary: act, animated, appear in (a film), audience, biography, celebrity, character, direct, director, documentary, drama, fiction, to film (verb), film crew, horror, perform, play (act), review, role, scene, science fiction, set, studio, thriller

Communication: Expressions to describe feelings/thoughts according to the movie's genre:

- It makes me feel nervous when I am watching a horror film.
- I find it interesting to watch documentaries.
- I appreciate a film with well-designed fiction scenes.
- The performance of the lead actress in that drama film was extremely good.

About actors/actresses

- It is essential for an actor/actress to be self-confident.
- Working under pressure, the director could become a very bad-tempered person.
- The actor who won the Best role-played Award is an easy-going person.

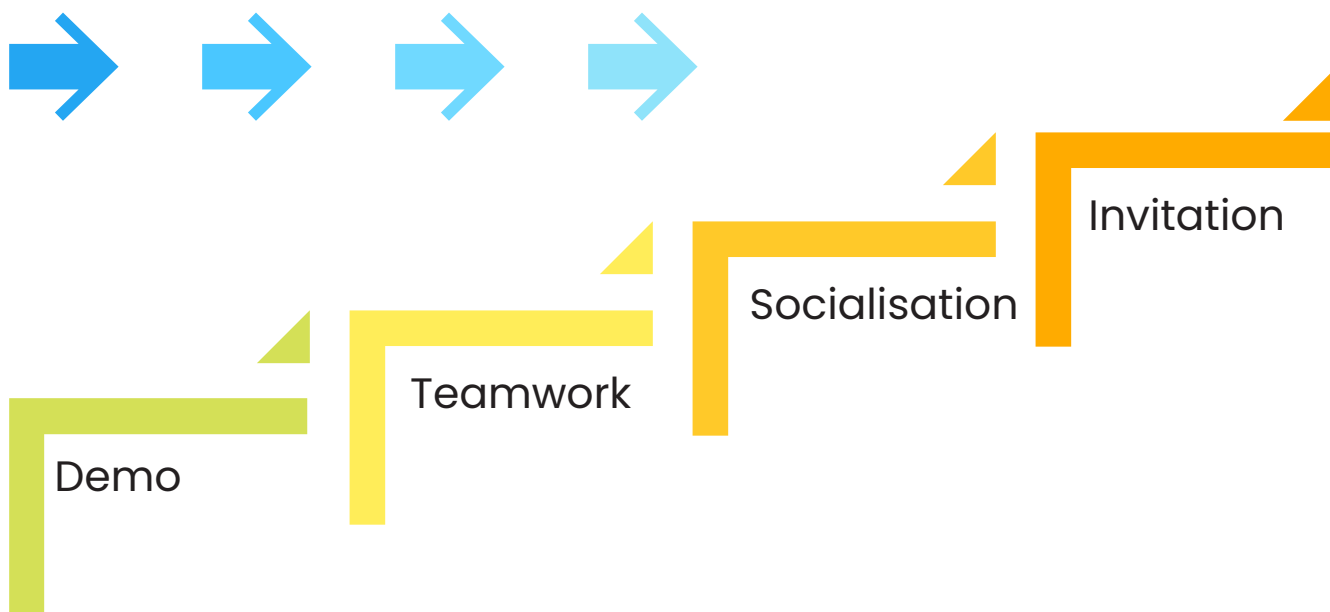
Grammar: Present continuous: ***I am enjoying*** the film as much as a concert of my favourite band.

The film crew was working hard to delight the fans with a new film.

Compound adjectives: A compound word consisting of two or more words linked together to produce a word (adjective) with a new meaning (well-designed, open-minded)

4. ¿Cómo se implementará la fase Storyliving?

En la fase de *Storyliving* los asistentes experimentarán situaciones que requieren interacción entre ellos y con los agentes culturales. Aquí se espera que, por medio de estrategias de colaboración y liderazgo, los asistentes logren resolver problemas específicos que varían en complejidad y elaboración según su nivel de inglés.



En primera instancia, los agentes culturales harán una puesta en escena (*demo*) que servirá como ambientación de la jornada. Se espera que esta actividad ilustre el contexto de la narrativa y motive a todos a participar en las actividades del día. Seguidamente, los asistentes serán ubicados en grupos de 7 a 10 integrantes, dependiendo de la cantidad de participantes (*teamwork*). Cada equipo visitará varias estaciones resolviendo problemas y ganando incentivos.

Los agentes culturales se ubicarán en 5 estaciones distribuidas a lo largo del lugar destinado en la institución educativa para la actividad. Cada grupo de estudiantes deberá visitar las distintas estaciones con el fin de completar un reto de duración de 15 minutos. La complejidad de los retos varía dependiendo del nivel de inglés del estudiante o grupo. Los docentes serán contactados con antelación para acordar el material que se debe utilizar; el concepto del maestro le indicará a la persona a cargo de la inmersión el material que debe preparar: A1, A2 o B1 y en casos excepcionales, se incluirá material mixto, es decir, de dos niveles distintos. La resolución satisfactoria de cada tarea le permitirá al grupo obtener incentivos pequeños que los llevarán a obtener un premio más grande al final del trabajo por estaciones.

El día cerrará con la socialización de los logros obtenidos y el reconocimiento a los desempeños destacados (*socialisation*). En una corta ceremonia se hará mención de los participantes y/o equipos que se destacaron durante las actividades por distintas razones.

Finalmente, se invitará a la comunidad a hacer parte de la experiencia de mediación digital que se propone para la culminación del ciclo de cada narrativa (*invitation*).

4.1 Guía de implementación para la Fase de *Storyliving*

Demo

En la narrativa 7 se presentan Alice (actriz y presentadora de los premios, a los que también está nominada) y sus amigos: Anthony, Camila, Marco y Ted, quienes son jóvenes actores. Alice es la presentadora de los *Teen Film Awards* y en esta narrativa estará en compañía de sus amigos más famosos quienes además están nominados a algunas de las categorías más importantes de estos premios. En compañía de Alice, los estudiantes conocerán a los nominados en cinco categorías: mejor héroe, mejor villano, mejor escena romántica, mejor escena de acción y mejor escena cómica.

Alice: Hi, guys! I'm Alice and I'm very excited to be here today presenting the Teen Film Awards! It's great to have awards only for young actors and actresses voted for by young people like you. It's amazing to see all these fans here. Let's celebrate the best young artists!

Anthony: Hello! My name is Anthony and I am an actor. Most of my films are action films. I love speed and danger. I like to act in scenes with cars and motorcycles. I also like horror films, and I have acted in a couple of these. They are fun to make! But action is definitely my favourite genre! So if you enjoy the scenes where I catch bad guys, vote for me as best hero!

Camila: Hello, everyone! My name is Camila and I am an actress. Becoming an actress has been my dream since I was a little girl. I participated in all school theatre plays. I love acting. My favourite genres are science fiction and romantic films. But sometimes, I feel a bit shy when I have to kiss the protagonist. This year I have been in many films. Do not forget to vote for me as best hero! Oh, I almost forgot, vote for my romantic scene too!

Marco: Hi, I'm Marco and I bet I am the funniest guy in this room! Well, when you are not very good looking, you only have one option: be funny! So, here I am! Thank God girls think a sense of humour is attractive. Just kidding! I enjoy playing pranks and saying funny things to make people laugh. If you want me to keep making you laugh, you'd better vote for me in the funniest scene.

Ted: Hello. My name is Ted and unlike my funny partner or my adventurous friend (pointing at Anthony), I am a very simple guy. I enjoy simple pleasures like playing sports with friends, reading and going to parties. The problem is... I always end up meeting beautiful girls, just like in my films. It's like love is in the air, constantly. But I guess there is nothing wrong with falling in love if you meet a special and beautiful girl like Camila, right? Well, if you liked our scene, vote for us as best romantic scene.

Alice: Wow! So many famous celebrities! I am very lucky because they are my friends too and they are not only great on the screen, they are lovely people too. We are going to have an amazing ceremony! But first, we need to meet more of these artists and the categories their films are nominated for. So, let's meet them.

Todos los personajes se ubican en diferentes estaciones y se preparan para la realización de las actividades programadas.

Al finalizar esta dinámica, el docente de inglés o la persona de la institución a cargo de la actividad debe dar las instrucciones a los estudiantes para que se dirijan hacia la estación correspondiente.

Teamwork

Durante este momento los estudiantes rotarán por cada una de las cinco estaciones propuestas para la jornada.

La persona a cargo de la actividad dará instrucciones detalladas sobre el trabajo por estaciones, tiempos y rotación de los equipos.

Socialisation

La totalidad de los participantes se reúnen en el lugar donde se realizó el demo (inicio del *Storyliving*). La persona a cargo de la actividad les pregunta a los estudiantes si les gustó conocer a los jóvenes artistas y quién fue su favorito. También de las categorías de los premios que les gustaron y por quién votarían.

Invitation

La persona a cargo de la actividad invitará a los estudiantes a visitar la mediación digital para conocer cómo han votado los demás estudiantes y para que ellos mismos puedan votar y elegir a los ganadores de los *Teen Films Awards*.

4.2 Teamwork – Estaciones Narrativa 7

Teen Films Awards

Name of the station: Best Hero

Participants: 5 groups of 5-7 students.

Timing: 15 min.

Key themes: Biographies, past events

Overview: Students are going to form teams to answer questions related to film awards. The teams take turns answering questions. At the end of the round, the group with the most points wins the game and gets the profile of a film hero. At the end of the activity, each team has to read aloud the profile of one of the heroes.

Aim: Students will be better able to tell and understand biographies of film celebrities.

Layout: A space with a desk where you can put the papers with the profiles.

Materials:

- Posters with questions.

Setting: Location with a desk where the papers with the profiles will be kept.

Clue/reward: A clapper board.

Introductory character script: Camila (a young actress)

Hello, everyone! My name is Camila and I am an actress. Becoming an actress has been my dream since I was a little girl. I participated in all school theatre plays. I love acting. My favourite genres are science fiction and romantic films. But sometimes, I feel a bit shy when I have to kiss the protagonist. This year I have been in many films. Do not forget to vote for me as best hero, I saved the planet from an alien invasion! How awesome was that?

Methodology:

Time	What	Step-by-step	Materials
0:00 - 1:00 min.	Welcome students	Greet students and make sure that they have not participated yet in this station.	
1:00 - 3:00 min.	Present the character	<p>If you are female, present your script and perform the character.</p> <p>If you are male, tell participants that Camila is an amazing actress. She is nominated in different categories because she participated in many films this year. At this station, students will see the profiles of the best heroes. Students will get the profiles of the heroes, so they can decide which one to vote for.</p>	
3:00 - 5:00 min.	Introduction of the activity	<ol style="list-style-type: none"> 1. Ask students how they know if a person is a true film fan, or what film fans usually do and know. 2. Ask if they consider themselves big fans of films, a specific genre or an actor/actress. Try asking very specific questions about actors or films students say they love. e.g. <p>A1: Student: I am a fan of Harry Potter. You: Who is the author of Harry Potter?</p> <p>A2: Student: I am a fan of Jennifer Lawrence. You: Where was she born?</p> <p>B1: Student: My favourite film is Toy Story You: When did the first Toy Story film premiere?</p>	

5:00 - 12:00 min.	Instructions for the activity	<ol style="list-style-type: none"> 1. Tell students that you are going to play <i>Who Wants to Be the Biggest Film Fan?</i> which is a variation of Who wants to be a Millionaire? 2. Ask students if they can remember how the game is played. If they cannot remember, make the rules clear. There is one presenter and one participant, the presenter reads the question and four options and the participant must choose one of the options. Each group has the chance to receive help with the options “ask a friend” or “ask the audience”, but they can only use each lifeline once. 3. Tell students that every time they answer a question correctly, they will get a part of the profile of a hero. Tell them that they have to organise the parts to create a profile. 4. Play with the questions in the materials. Adapt the questions depending on students’ level of proficiency. For example: A1: Who was the actress in <i>The Beauty and the Beast</i> in 2017? A2: Which actress starred in <i>The Beauty and the Beast</i> in 2017? B1: Who was Belle played by in the 2017 film <i>Beauty and the Beast</i>? 5. There are three heroes, assign the profile of one of the heroes to each group (e.g. group one - hero 1, group 2 - hero 2, group 3 - hero 3. Depending on the number of groups you may end up with 2 groups with the profile of hero 1 and that is fine. The important thing is to distribute profiles of the three heroes). Every time a group answers a question correctly, the group receives a part of the profile of their hero. At the end, the group has to organise the facts to create a profile. 6. The game ends when the students answer all the questions and a group organises all hero profile parts they received. 	Posters with questions
12:00 -14:00 min.	Closing	<p>Ask students to read the hero’s profile aloud to the other groups.</p> <p>After reading all the profiles, ask questions to make sure they understood all of them.</p>	
14:00 -15:00 min.	Invitation	<p>Recap the profiles of three heroes whose profiles were organised and read. Then, ask students who their favourite hero was and who they will vote for.</p> <p>Tell them to continue on to the next station or visit the digital interaction.</p>	

Vocabulary and expressions:

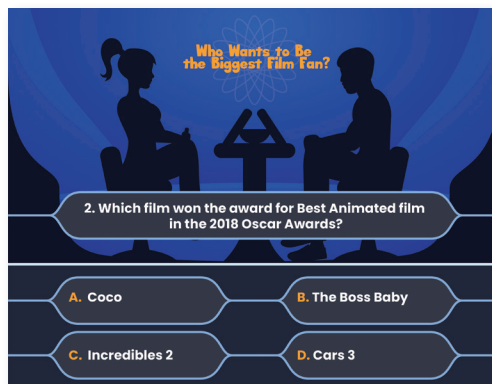
A1	<p>Tenses: Present simple, present continuous, can to express ability. Claire (She) is a gymnast. / Fran (He) is a doctor. / Lily (She) is a student. She saves lives. / He cures people. / She communicates/speaks with aliens.</p> <p>Students' interaction: Can you repeat that? Can you read the question again, please? My answer is (a/b/c/d). I think the answer is (a/b/c/d).</p>
A2	<p>Tenses: past simple, could for past ability, present perfect simple Claire was an Olympic gymnast. / Fran lost his best friend. / Lily defended the Earth. Claire could use superpowers. / Fran could study very hard. / Lily could concentrate a lot.</p> <p>Students' interaction: Can you repeat the question, please? You asked for..., right? Coco won different awards. I don't remember, but I believe/I guess the answer is (a,b,c,d).</p>
B1	<p>Tenses and structures: Past simple: past events, past continuous: parallel past actions, continuous actions interrupted by the past simple tense, past perfect simple: narrative, reported speech, passive voice, relative clauses</p> <p>When was the award of best film given to The Godfather? / The best film award was given to The Godfather in the year...</p> <p>Students' interaction: My final answer is (a,b,c,d). I'm sure/confident the answer is (a,b,c,d).</p>

Review and Conclusions

If there is enough time, ask students why they think so many films are about heroes. Ask if they think anyone can be a hero and which unusual reasons can make someone become a hero.

Materials

Who Wants to Be the Biggest Film Fan?



Who Wants to Be the Biggest Film Fan?

3. In which months do the Oscar awards usually take place?

A. January - February B. February - March
C. April - May D. June - July

4. What were the names of the sisters in the film Frozen?

A. Elsa - Sophie B. Linda - Laura
C. Anna - Elsa D. Anna - Dina

5. What is the name of the baby in the film Incredibles 2?

A. Dash B. Don
C. Jack D. James

6. How many Oscar awards nominations did the series of Harry Potter receive?

A. 8 B. 12
C. 15 D. 20

7. What is the name of Lightning McQueen's girlfriend?

A. Bonnie B. Lola
C. Cruz D. Sally

8. Which film won the award for best film in 2018?

A. The Shape of Water B. Get Out
C. Lady Bird D. Call me by Your Name

9. What is the name of the famous actor who participated in Moana?

A. Leonardo DiCaprio B. Will Smith
C. Dwayne "The Rock" Johnson D. Robert Downey Jr.

10. Which film received the Academy award for best Animated film in 2017?

A. Moana B. Zootopia
C. The Red Turtle D. My Life as a Zucchini

Heroes' Profiles

Hero 1		Hero 2		Hero 3	
The actress Alice is Claire, an English hero.	Claire was born in Liverpool, England.	The actor Ted is Francesco, an Italian hero.	Francesco was born in Rome, Italy.	The actress Camila is Lily, a German hero.	Lily was born in Frankfurt, Germany.
Claire discovered she had superpowers when she was 8 years old.	When Claire was a teenager, she saved her best friend when she fell from a bridge.	Fran was a brilliant child at school.	Fran's best friend died when they were in school.	Lily was an athlete since she was a child. She was disciplined and good at sports.	Lily was also a great student. She was incredibly intelligent.
Claire became an Olympic gymnast to use her super flexibility when she was 18.	Now Claire is an adult, but she keeps training as a gymnast and saving lives.	Fran became a doctor because he wanted to save lives.	Fran studied really hard and discovered the cure for many diseases.	When Lily was in college, aliens invaded earth and she was called on for a mission.	Lilly communicated with aliens and defended earth from their aggressiveness.

Teen Film Awards

Name of the station: Best Villain

Participants: 5 groups of 5-7 students.

Timing: 15 min.

Key themes: Biographies, past events.

Overview: One student from each group is going to describe milestones in the life of a villain. The student can give clues but without using certain key words. If the team can guess within 1 minute, they score one point. The group with the most points wins. The milestones are pieces of the biography of an actor nominated for the Best Villain category. Students must take notes or keep in mind the events and will be asked about them at the end of the activity. If there are any events missing, the person in charge of the station can provide them, so that students know who their favourite villain is and vote for him/her.

Aim: Participants read out biographies.

Layout: A space with a desk to keep cards with actions.

Materials:

- Action cards.

Setting: Location with a desk where the cards with pieces of biographies will be kept.

Clue/reward: A director's chair.

Introductory chapter script: Alice (a young actress)

As you already know, my name is Alice and I am an actress. I am not only the presenter of the awards; I have also been nominated in the category Best Villain. I was nominated for my role as Christina Evans, a bad girl who bullies others at school. I love to act as a bad girl, it is so much fun. Am I a great villain or what?

Methodology:

Time	What	Step-by-step	Materials
0:00 - 1:00 min.	Welcome students	Greet students and make sure that they have not participated in this section yet.	
1:00 - 3:00 min.	Present the character	If you are female, present your script and perform the character. If you are male, tell participants that Alice is a sweet girl, but she is such a good actress that she can play bad girls. She is nominated for Best Villain and students will get a description of her character and two more so they can decide which one to vote for.	

3:00 – 5:00 min.	Introduction of the activity	<p>Start by asking students if they can remember some villains from Hollywood films. Then, give them clues so they can guess the names of some villains. E.g.</p> <p>A1:</p> <p>The Joker: He is a villain. He had an accident and lost his wife. He wears make-up. He hates Batman.</p> <p>A2:</p> <p>Dr Octopus: He was a scientist. He stole money to create a machine. He studied the energy from the sun.</p> <p>B1:</p> <p>Lex Luthor: He is a millionaire. On several occasions, he defeated a famous hero by using kryptonite. In his view, the hero of the film is a threat to humanity.</p>	
5:00 – 12:00 min.	Instructions for the activity	<ol style="list-style-type: none"> 1. Tell students that they are going to guess events in the lives of villains in order to make a profile of the character before voting. 2. Explain that students will receive a card with a milestone and 3 words they cannot say. They cannot use real names either. The team has to guess the action to get a point. If the person describing the action says the word or one of the forbidden words, the team loses and cannot score the point. 3. Play the game with the cards in the materials section. Students may ask for clues and the student representing the action can use his/her head or hands to confirm or deny. These are some expressions students can use: <p>A1: Is it about school? Are you studying? Are you meeting people?</p> <p>A2: How many words does the sentence have? Did she meet a friend? Did she start school?</p> <p>B1: Is the milestone related to school? Is this milestone related to work? Are you pretending to take dance lessons?</p> 4. Assign a villain to each team 5. Ask students to create a profile of the villain. <p>Villain 1 – Christina Evans</p> <p>Villain 2 – Dr Johnson</p> <p>Villain 3 – Crazy Driver</p>	

12:00 - 14:00	Closing	Ask students to read aloud or tell the other groups the villain's profile. After reading all the profiles, ask questions to make sure they understood each villain's story.	
14:00 - 15:00	Invitation	Ask students who their favourite villain was, if s/he reminds them of another villain and who they will vote for. Tell them to continue to the next station or visit the digital interaction.	

Vocabulary and expressions:

A1	<p>Tenses: Present simple, present continuous, can to express ability Christina (She) is a student. / Dr Johnson (He) is a scientist. / Crazy Driver is a young driver.</p> <p>Christina likes to bully students. / Dr Johnson wants to save pets. / Crazy Driver loves cars.</p> <p>Students' interaction: Is it about school? Are you studying? Are you meeting people?</p>
A2	<p>Tenses: Past simple, could for past ability, present perfect simple. Christina used her popularity to spread gossip. / Dr Johnson decided to make pets sick. / Crazy Driver stole an expensive car.</p> <p>Students' interaction: How many words does the sentence have? Did she meet friends? Did she start school?</p>
B1	<p>Tenses and structures: Past simple: past events, past continuous: parallel past actions, continuous actions interrupted by the past simple tense, past perfect simple: narrative, reported speech, passive voice, relative clauses.</p> <p>He is a villain who has a lot of money. / He hates Superman, who is a threat to humanity.</p> <p>Students' interaction: Is the milestone related to school? Is this milestone related to work? Are you pretending to take dance lessons?</p>

Review and Conclusions

If there is enough time, ask if they would rather play the part of a hero or the part of a villain and the reasons for their choice. Ask if students think villains should be punished at the end of each film or if they should sometimes win.

Materials

Game Cards

Villain's Profiles

Villain 1 – Christina Evans

She is a school bully. Christina was a very spoiled girl when she started in kindergarten. All the teachers loved her because she was cute and smart. In the first year of school, she met her best friends. They were all smart, but she was the most beautiful of all. She became very popular and by the time she started high school, she was a leader at her school. She used her power to spread gossip about a girl she disliked. From that moment, she began treating other girls very badly.

Villain 2 – Dr Johnson

He was a shy boy. He had problems talking to other children. He loved science class at school. He used to read a lot about nature. He had only one friend who was his chemistry teacher. He studied a lot to become a scientist. He decided to make pets sick and people then thought he was a villain. But actually what he wants to do is to make people understand that pets do not belong in the city and should be taken back to the habitats where they belong.

Villain 3 – Crazy Driver

He is a young driver who wants to steal classic cars. When he was a child, his family was very poor. His cousin taught him to drive when he was 12 years old. At 15, he started working for a criminal gang. He loves all types of cars, especially classic ones. After he stole an expensive car, he became obsessed with having a collection of stolen classic cars.

Villain 1 – Christina Evans	
Milestone: She started school.	Forbidden words: - Study - Begin - Subjects
Milestone: She met her best friends.	Forbidden words: - Girls - Students - School
Milestone: She became popular.	Forbidden words: - Famous - Other students - Like her
Milestone: She spread a gossip.	Forbidden words: - Talk about - Whisper - Information

Villain 2 – Doctor Johnson	
Milestone: He was a shy boy.	Forbidden words: - Timid - Talk - Kid
Milestone: He loved science at school.	Forbidden words: - Subject - Biology - Study
Milestone: He studied a lot.	Forbidden words: - Read - Learn - Much/very
Milestone: He decided to make pets sick.	Forbidden words: - Animals - Home - Ill

Villain 3 – Crazy Driver	
Milestone: He was a poor child.	Forbidden words: - Kid - Money - Difficult
Milestone: He learned to drive.	Forbidden words: - Car - First time - Lessons
Milestone: He started working for a criminal group.	Forbidden words: - Job - Crime - Organization
Milestone: He stole an expensive car.	Forbidden words: - Automobile (synonyms of car) - Thief - Much money

Teen Film Awards

Name of the station: Best Romantic Scene

Participants: 5 groups of 5-7 students.

Timing: 15 min.

Key themes: Film industry, past events.

Overview: Students are going to play hangman on a board with words related to the film industry. When a team guesses a word, it will receive a card with a part of the story. Students must organise the stories following a chronological sequence. The first team to organise a story wins the game. At the end of the activity, each team has to read the story they organised.

Aim: Participants will be better able to organise events chronologically.

Layout: A space with a wall for a board where students will play hangman.

Materials:

- Board.
- White board markers.
- Pieces of paper with romantic stories.

Setting: Location with a desk, a white board on a wall and bags where the parts of the stories will be kept. Space on another desk or on the floor where students can organise parts of stories.

Clue/reward: A popcorn bucket.

Introductory chapter script: Ted (a young actor)

Hello. My name is Ted and unlike my funny partner or my adventurous friend, I am a very simple guy. I enjoy simple pleasures like playing sports with friends, reading and going to parties. The problem is... I always end up meeting beautiful girls, just like in my films. It's like love is in the air, constantly. But I guess there is nothing wrong with falling in love if you meet a special and beautiful girl like Camila, right? At this station, you will learn the romantic stories of 3 films that are nominated in the category Best Romantic Scene.

Methodology:

Time	What	Step-by-step	Materials
0:00-1:00 min.	Welcome students	Greet students and make sure that they have not participated in this station yet.	
1:00-3:00 min.	Present the character	If you are male, present your script and perform the character. If you are female, tell participants that Ted is an incredibly handsome and romantic actor. He and his films are nominated for Best Romantic Scene and students will get a description of those scenes so they can decide which one to vote for.	

3:00–5:00 min.	Introduction of the activity	<p>Start by asking students about their favourite romantic films and scenes. Ask questions like these and adapt depending on students' level of proficiency:</p> <p>A1:</p> <ul style="list-style-type: none"> • Do you like romantic films? • What is your favourite romantic film? <p>A2:</p> <ul style="list-style-type: none"> • What romantic scenes can you remember? • Who is your favourite romance actor/actress? <p>B1:</p> <ul style="list-style-type: none"> • Who is the actor/actress who plays the best romantic roles? • Would you like to act in romantic films? Why/why not? 	
5:00–12:00 min.	Instructions for the activity	<ol style="list-style-type: none"> 1. Tell students that you are going to play hangman and the reward for guessing each word is a piece of paper with part of a romantic scene. 2. Ask students if they can remember the rules of hangman. If they cannot remember, make them clear. One student gets a card with a word on it. They read the word aloud and draw a line for each letter it has. Their classmates guess the letters in the word; if they get one correct then that letter is written above the corresponding line. For each incorrect answer, the student who knows the word draws part of the picture. The game ends when either the word is successfully guessed or the picture is completed. 3. Play hangman with words related to the film industry, such as: <ul style="list-style-type: none"> A1: actor, actress, camera, cinema, film, picture, television, see/watch, romantic. A2: advertisement, cartoon (animated film), comic, fan, poster, screen. B1: audience, biography, celebrity, character, direct, director, documentary, drama, fiction, film-maker, horror. <p>Give each group a piece of paper with a part of a story every time they guess a word.</p> 4. The game ends when a group completes one of the stories, and when you check that the order is correct. If approaching the seven minute limit for the activity and no team has finished, give away the pieces they need. The winner will be the first team to organise the parts. 	<ul style="list-style-type: none"> ▪ White board/ ▪ white board markers. ▪ Pieces of paper with parts of stories
12:00 - 14:00 min.	Closing	<p>Ask students to read aloud the story they completed. After reading all the stories, ask questions to make sure they understood all of them.</p>	<p>Pieces of paper with parts of stories</p>

14:00 – 15:00 min.	Invitation	Ask students if they liked the scenes and which one they will vote for. Tell them to continue to the next station or visit the digital interaction.	
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Vocabulary and expressions:

A1	<p>Vocabulary: actor, actress, camera, cinema, film, picture, television, see/watch, romantic.</p> <p>Students' interaction: Is this the correct order? Is this right?</p> <p>Teacher's note: <i>If necessary, review all the letters of the alphabet (take additional time to review those letters students tend to confuse: a-e-i, j-g, b-v /</i></p>
A2	<p>Vocabulary: advertisement, cartoon (animated film), comic, fan, poster, screen</p> <p>Students' interaction: Is this the correct order of the story? Are we organising the story correctly?</p> <p>Teacher's note: <i>If necessary, quick review of letters students tend to confuse: a-e-i, j-g, b-v /</i></p>
B1	<p>Vocabulary: act, animated, appear in (a film), audience, biography, celebrity, character, direct, director, documentary, drama, fiction, to film (verb), film-maker, horror, perform, play (act), review, role, scene, science fiction, set, studio, thriller.</p> <p>Students' interaction: Have we finished? Are the lines in the correct order? Is the order of the lines different?</p>

Review and Conclusions

If there's enough time, remind students that watching films can be very relaxing and entertaining. Tell them it is a nice leisure activity and that many films have educational messages or themes too.

Materials

Cut out scenes.

Scene 1 – Survivors of an Accident

Scene 1 – Survivors of an Accident

Laura: I thought I had lost you forever.

Charles: I'm always here for you. I was there when you were a child and I am here now.

Laura: Yes, I know. I always count on you. You are so important in my life.

Charles: You are really important for me too! What would I do without you?

Laura: We don't want to find out.

Scene 2 – The Gossip

Scene 2 – The Gossip

Ryan: It's so sad that you believed all those lies.

Becky: I'm sorry, but there were so many people talking about it.

Ryan: People will always talk, but it doesn't mean what they say is true.

Becky: I know. I'm sorry. I will always believe you.

Ryan: It's OK. The important thing is that we are back together.

Scene 3 – Long Distance Love

Scene 3 – Long Distance Love

Max: Wait, don't hang up.

Isabella: Why? Is everything OK? Is there something wrong?

Max: I miss you. This time away has been the worst.

Isabella: I miss you too. You have no idea how much!

Max: Will you marry me when you come back?

Teen Film Awards

Name of the station: Best Comic Scene

Participants: 5 groups of 5–7 students.

Timing: 15 min.

Key themes: Actions in the past.

Overview: Students are going to play Pictionary on a board with words that denote actions. The words they guess help them complete a part of the story they received. Students must complete the story in order to win the game. At the end of the activity, each team has to read the story they have completed.

Aim: Participants fill in the blanks to complete stories.

Layout: A space with a wall for a board where students will play Pictionary or butcher's paper on the wall to draw.

Materials:

- Board / Butcher's paper.
- White board markers.
- Pieces of paper with comic stories.

Setting: Location with a desk, a white board/paper on a wall and bags.

Clue/reward: A camera.

Introductory chapter script: Ted (a young actor)

Hi, I'm Marco and I bet I am the funniest guy in this room! Well, when you are not very good looking, you only have one option: be funny! So, here I am! Thank God girls think a sense of humour is attractive. Just kidding! I enjoy playing pranks and saying funny things to make people laugh. If you want me to keep making you laugh, you'd better vote for me in the funniest scene. At this station, you will complete 3 comic scenes of 3 films that are nominated in the category Best Comic Scene.

Methodology:

Time	What	Step-by-step	Materials
0:00 - 1:00 min.	Welcome students	Greet students and make sure that they have not participated in this section yet.	
1:00 - 3:00 min.	Present the character	If you are male, present your script and perform the character. If you are female, tell participants that Marco is a very talented stand-up and comedy actor. One of his films is nominated for the category Best Comic Scene and students will get a description of those scenes so they can decide which one to vote for.	

3:00 – 5:00 min.	Introduction of the activity	<p>Start by asking students about their favourite comedy films and scenes. Ask questions like these and adapt depending on students' level of proficiency:</p> <p>A1:</p> <ul style="list-style-type: none"> • Do you like comedy films? • Who is your favourite comedy/funny actor? <p>A2:</p> <ul style="list-style-type: none"> • What makes you laugh? • What comic scenes can you remember? <p>B1:</p> <ul style="list-style-type: none"> • Who is the actor/actress who plays the best comedy roles? • Do you know what stand-up comedy is? (If they don't know, explain) • What do you prefer: stand-up comedy or comic films? 	
5:00 – 12:00 min.	Instructions for the activity	<ol style="list-style-type: none"> 1. Tell students that you are going to play Pictionary. Each word that students guess completes a story they received on paper. 2. Ask students if they can remember the rules to play Pictionary. If they cannot remember, make them clear. A student will be given a word. After s/he reads the word, she has to draw it on a board or piece of paper. The student drawing cannot speak or gesture, but they can move their head to confirm or deny what other students are guessing. The rest of the students of the group have to try to guess the words. When someone from the group guesses a word, the group gets a point and can use the word to complete the story they were given on paper. Model the activity with the help of a student. 3. Play Pictionary with verbs that describe physical actions, such as: <p>A1: <i>Catch</i> <i>Ride</i> <i>Build</i> <i>Get hurt</i> <i>Invite</i> <i>Take off</i> <i>Fall</i> <i>Send</i></p>	

5:00 - 12:00 min.	Instructions for the activity	<p>A2: Break a vase Forget to wake up Leave the room Speak another language Go to a competition Go to the stadium Skate on ice Learn to swim</p> <p>B1: Learn about technologies Use your headphone Meet your hero See fireworks Feel sick in your stomach Camp in the woods Go to the beach on holidays Hang out with friends</p> <p>The game ends when a group completes one of the stories and when you check that the words are written correctly. If approaching the seven minute limit for the activity and no team has finished, give away the words they need. The winner will be the first team to complete their scene.</p>	<ul style="list-style-type: none"> • White board/ paper • white board markers. • Stories with blanks on pieces of paper
12:00 - 14:00 min.	Closing	<p>Ask students to read aloud the scene they completed/wrote.</p> <p>After reading all the scenes, ask questions to make sure they understood all of them.</p>	Pieces of paper with parts of stories
14:00 - 15:00 min.	Invitation	<p>Do a quick recap of the scenes. Then, ask students if they liked the scenes and which was their favourite.</p> <p>Tell them to continue to the next station or visit the digital interaction.</p>	

Vocabulary and expressions:

A1	<p>Actions vocabulary:</p> <p>Catch a ball, drink a soda, ride a horse, build a tree house, hurt your hand, lose your keys, take off your sweater.</p> <p>Students' interaction: Is it a ball? Is that a horse? Is the verb 'to drink'?</p>
A2	<p>Actions vocabulary:</p> <p>Break a lamp, fall over, forget to wake up, leave the room, learn another language.</p> <p>Go to a competition, Go to the stadium, Skate on ice, Learn to swim</p> <p>Students' interaction: Are you drawing a stadium? Are you drawing a skate? Is it breaking? Did you set the alarm clock?</p>

B1

Actions vocabulary:

Learn about technologies, use your headphones, meet your ___? , watch a firework display , have a stomach-ache, camp in the woods, go to the beach on holidays, hang out with friends.

Students' interaction: Is it a drawing of a hero? Does it represent feeling sick?

Review and conclusions

Tell students that humour can be difficult to understand in a foreign language because sometimes cultural references are different. For example, people laugh when somebody talks about a politician or a singer that is not famous in your country. Ask if this has happened to them. You can give examples of jokes you did not understand at first. Encourage them to read and watch TV in English so they become more familiar with the cultures of other countries.

Materials

Cut out scenes

Scene 1 – An Embarrassing Fall

Scene 1 – An Embarrassing Fall

One day, I wasn't doing much. So, I decided to _____ with my two best friends. But my best friend invited his cousin, who is a really pretty girl. We were just watching the baseball game and _____ when a player hit the ball towards our section. I thought I could _____ and look good for my friend's cousin. Unfortunately, I lost balance and I _____. That was terribly embarrassing. Of course, I looked like a fool and she laughed at me.

1. go to the stadium

2. sending a text

3. catch the ball

4. fell over

Scene 2 – The Worst First Date

Scene 3 – I'll Never Go Camping Again

No, I won't go camping. It is dangerous and uncomfortable. I hate it. It all started when in our senior year we _____. First, we made our tent and _____. That was such a silly idea, that's for children. I ended up really tired, but my friends went to the river. I followed them and told them I wanted to _____. They laugh at me and didn't even teach me! That night I was so tired, I didn't set the alarm clock. I _____ and my friends painted a moustache and glasses on my face. We were camping so there were no mirrors and I walked like that the whole morning. I really hated that trip.

1. went on a camp trip

2. build a treehouse

3. learn to swim

4. forgot to wake up

Scene 3 – I'll Never Go Camping Again

Scene 2 – The Worst First Date

Lucy was a girl I really liked the first year of college. After, a couple of months, I finally asked her out on a date. I arrive to her place and she was not ready. She needed to get ready so she _____. When I took my backpack off, I _____ in her living room. I got nervous and tried to hide the pieces behind the sofa, but I _____. When she returned, I was bleeding. She looked at me worried and confused. So I _____ and wrapped around my hand. She had to take me to the hospital on our first date!

1. left the room

2. broke a lamp

3. hurt my hand

4. took off my sweater

Teen Film Awards

Name of the station: Best Action Scene

Participants: 5 groups of 5-7 students.

Timing: 15 min.

Key themes: Films

Overview: Students are going to play charades to represent actions typically found in action films. A student represents each team and they have to pick a card and mimic the action on the card. The first team to guess the action gets a point. The winner will be the team with most points. Students must use the actions in order to guess the plot of the film. At the end of the activity, each team has to tell the plot of one film.

Aim: Participants make guesses about film plots.

Layout: A space with a desk on which to keep cards with actions.

Materials: Pieces of paper with actions.

Setting: Location with a desk where the actions related to the stories will be kept. Space for 4-7 students to mimic an action at the same time.

Clue/reward: A golden award.

Introductory chapter script: Anthony (a young actor)

Hello! My name is Anthony and I am an actor. Most of my films are action films. I love speed and danger. I like to act in scenes with cars and motorcycles in the films I participate in. I also like horror films and I have acted in a couple of these. They are fun to make! But action is definitely my favourite genre! So if you enjoy the scenes where I catch bad guys, vote for me as best hero! Oh, and vote for my film in the Best Action Scene category!

Methodology:

Time	What	Step-by-step	Materials
0:00-1:00 min.	Welcome students	Greet students and make sure that they have not participated yet in this station	
1:00- 3:00 min.	Present the character	If you are male, present your script and perform the character. If you are female, tell participants that Anthony is an amazing action actor. He and his films are nominated for Best Action Scene and students will get a description of those scenes so they can decide which one to vote for.	

3:00 – 6:00 min.	Introduction of the activity	<p>Start by asking students about action films in which the following actors starred:</p> <ul style="list-style-type: none"> • Tom Cruise (Mission Impossible). • Vin Diesel (The Fast and the Furious). • The Rock (Jumanji – San Andreas). • Jennifer Lawrence (The Hunger Games). • Hugh Jackman (X-Men). <p>Some questions could be:</p> <p>A1: What famous films is The Rock in?</p> <p>A2: In which films does Jennifer Lawrence act?</p> <p>B1: Which films has Hugh Jackman starred in?</p> <p>You can do the opposite and ask about the stars of certain action films:</p> <ul style="list-style-type: none"> • Mad Max • Mission Impossible • Skyfall, Agent 007 • The Fast and the Furious • X-Men • The Avengers <p>Some questions could be:</p> <p>A1: Who are the actors in Mad Max?</p> <p>A2: Who starred in Mission Impossible in 2018?</p> <p>B1: Who stars in X-men?</p>	
6:00 – 12:00 min.	Instructions for the activity	<ol style="list-style-type: none"> 1. Tell students that you are going to play charades to reconstruct scenes of famous action films. 2. Ask students if they can remember the rules of charades. If they cannot remember, make them clear (The student participating picks a card without showing it to anyone, the student mimes the action for all the groups without saying words or making sounds. However, the student cannot confirm or shake their head to deny something their group is saying. The group that guesses the action first, gets one point). Model the activity with the help of a student. 3. Play charades with words related to the following films: <p>Film 1 – Secret Agent Film</p> <ul style="list-style-type: none"> • Climb a mountain. • Fly a helicopter. • Run up/down the stairs of a high building. • Deactivate a bomb. 	Cards with actions

5:00 – 12:00 min.	Instructions for the activity	<p>Film 2 – Car-racing film</p> <ul style="list-style-type: none"> • Have a car race. • Ride a motorcycle. • Celebrate a victory. • Get arrested. <p>Film 3 – Superhero film</p> <ul style="list-style-type: none"> • Rob a bank. • Run on buildings’ roofs. • Destroy a building with a massive weapon. • Fight and catch a villain. <p>4. The game ends when the students guess all the actions. The winner will be the team that guessed the most actions.</p> <p>5. Assign one type of story (film 1, film 2 or film 3) to each group. They have to recreate a film with those scenes.</p>	Cards with actions
12:00 – 14:00 min.	Closing	<p>Ask students to read aloud to the other groups the plot of a film that includes all the actions they guessed. It can be a film that already exists or it can be invented by students.</p> <p>After reading all the stories, ask questions to make sure they understood all of them.</p>	
14:00 – 15:00 min.	Invitation	<p>Ask students if they liked the scenes and which one they will vote for.</p> <p>Tell them to continue to the next station or visit the digital interaction.</p>	

Vocabulary and expressions:

A1	<p>Tenses: Present simple, can for ability, present continuous.</p> <p>Do you climb a mountain? Can you ride a motorcycle? Are you flying a helicopter?</p> <p>Students’ interaction: This film is about... The protagonist is ... In this film, people...</p>
A2	<p>Tenses: past simple, could for past ability, present perfect simple.</p> <p>Did you rob a bank? Did you get arrested?</p> <p>Students’ interaction: A similar film was ... The film was about... The best action scene was...</p>

B1

Tenses: Past simple, past continuous, past perfect simple, passive voice, relative clauses.

Is the bank being robbed? Is the criminal being caught? Was someone arrested by the police?

Students' interaction: We find the film entertaining because... The role of the hero is ... The film made us feel...

Review and Conclusions

If there is enough time, ask students who mimed the actions how they felt while acting. Ask if any of the students would like to pursue an acting career and what are the pros and cons of becoming an actor.

Materials

Poster with expressions



Cards with actions



5. ¿Cómo se implementará la fase de Mediación digital?

El componente de mediación digital es la tercera y última fase del ciclo transmedia de cada narrativa. Consiste en actividades interactivas dispuestas en Red Académica que le permiten a los estudiantes llegar a un desenlace de la historia sobre la cual trata la narrativa a través del desarrollo de las tareas allí dispuestas. Este momento se plantea como ejercicios de práctica estrechamente relacionados con las actividades planteadas en la fase de *Storytelling* y, en especial, de las estaciones en la fase del *Storyliving*.

Se espera que el componente de mediación digital se desarrolle en las instituciones. Este trabajo deberá ser guiado por los docentes de inglés en una sesión de una hora académica por narrativa. Se sugiere que antes de iniciar con el trabajo en este componente, el docente realice una recapitulación de la narrativa y ejercicios de predicción u opinión sobre cómo creen los estudiantes que terminará o se resolverá la historia desarrollada en la narrativa.

5.1 ¿Cuáles son los componentes de la Mediación digital?

Cada mediación digital incluye 4 etapas, en las cuales habrá 1 o más diapositivas. A continuación se describe cada etapa.

Etapa	Descripción
Contextualización	Bienvenida al estudiante. Incluye el nombre de la narrativa y los personajes que intervendrán en ella. 1 a 3 diapositivas.
Práctica	Ejercicios interactivos en los que los estudiantes deberán usar los conocimientos adquiridos durante las fases de <i>Storytelling</i> y <i>Storyliving</i> . Se presentan actividades por cada nivel A1, A2 y B1 del MCER. 3 diapositivas por nivel del MCER.
Cierre	Resumen de cómo se concluye o resuelve la historia desarrollada durante la narrativa. 1 diapositiva.
Invitación	Invitación a seguir participando de las actividades de <i>Converging Grounds</i> . 1 diapositiva.

Tabla 1. Momentos de la mediación digital

Contextualización e instrucción (arrastrar, completar, etc.)

Conteo de dispositivos

Slide 4/14

Let's see what celebrities think of the category Best Villain. Look at the picture and then drag the words to complete the summary with the correct words.

I really liked to see Luca as *Dr Johnson*. He was smart and people thought he was bad, but he was a good person. The film was not good, but he didn't look too bad.

Options

better
handsome
worse

I preferred Anthony as *Crazy Driver*. He was energetic and funny, but he did not seem to be very smart. He was a horrible person, but he looked very handsome. The film was really good.

Anthony looked more _____ than Luca.
Crazy Driver was a _____ person than *Dr Johnson*.
Crazy Driver was a _____ film than *Dr Johnson*.

Send

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Botón de verificación

Flecha de navegación

Imagen 1. Partes de la diapositiva de práctica

5.2 Recursos de la mediación digital de esta Narrativa

Para acceder a los recursos de esta narrativa, debe acceder a la siguiente dirección:

<https://www.redacademica.edu.co/catalogo/welcome-teen-films-awards>

También puede acceder usando el siguiente código QR.



6. Ficha Técnica para Teen Films Awards

Narrativa	Teen Films Awards
Objetivo Comunicativo	Participa en conversaciones cortas en las que brinda información sobre sí mismo, sobre personas, lugares y eventos que le son familiares. (DBA, 2016)
Objetivo lingüístico	Describe, de manera oral, personas, actividades, eventos y experiencias. (DBA, 2016)
Componente intercultural	Los estudiantes narran de manera oral experiencias o historias conocidas. Además mantienen discusiones acerca de temas preparados previamente y relacionados con aspectos del séptimo arte y premiaciones relacionadas con el mismo. (CSI, 2016)
Recordatorio- MCER Y DBA	<p>A1:</p> <p>MCER: Puede presentarse a sí mismo y a otros, pedir y dar información personal básica sobre su domicilio, sus pertenencias y las personas que conoce.</p> <p>DBA: Comprende el tema e información general de un texto corto y sencillo, valiéndose de ayudas tales como imágenes, títulos y palabras clave.</p> <p>A2:</p> <p>MCER: Sabe describir en términos sencillos aspectos de su pasado y su entorno.</p> <p>DBA: Hace exposiciones breves sobre un tema académico relacionado con su entorno escolar o su comunidad y tiene en cuenta: hechos relevantes, detalles concretos y vocabulario específico.</p> <p>B1:</p> <p>MCER: Es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo de estudio o de ocio.</p> <p>DBA: Narra de manera oral o escrita experiencias personales o historias conocidas.</p>



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