

# Animation

## Topic

British Animation

## Aims

- To practise speaking by asking and responding to questions
- Review question formation
- Practice reading skills
- To design a cartoon character and write a comic strip

## Age group

13-17 and adult

## Level

B1-B2

## Time

85 - 125 minutes

## Materials

- Animation Student worksheet
- Presentation

## Introduction

This lesson is based on British animation and some tasks require visual aids so it does require a little more preparation on your part than the other Essential UK lessons. The British animation industry has seen

## Lesson Plan

something of a boom in recent years with the success of creations such as Bob the Builder, Nick Park's Wallace and Gromit or the film Valiant.

Task 1 looks at pictures of cartoon characters and Task 2 gets students talking to each other about animation. Task 3 involves watching a clip of some British animation for students to comment on and Task 4 is a reading task about the making of Valiant. Task 5 and Task 6 are creative tasks where students have the chance to create a cartoon character and a comic strip.

### Procedure

<p><b>1. Task 1 – Flash the face (10 minutes)</b></p>	<ul style="list-style-type: none"> <li>This task requires you to get some pictures of cartoon characters and pictures of characters from animated films. <b>Note:</b> Pick characters from a variety of countries including some that are from the country you teach in or are popular there. You could get the pictures from the internet.</li> <li>Tell the students you are going to flash them a picture of a famous 'person' and you want them to tell you who it is.</li> <li>When they have guessed the characters select a few of the most popular ones and ask students to tell you what they know about them. Add a few British classics such as Postman Pat, Bob the Builder or Thomas the Tank Engine</li> <li>If the students don't know who they are use this as an opportunity for learners to ask questions about them.</li> </ul>
<p><b>2. Task 2- Find the animation fans (25 minutes)</b></p>	<ul style="list-style-type: none"> <li>This is a find somebody who activity to get students speaking to each other and finding out who is interested in animation. Tell students they have to put different class mates in each row, they can't just talk to one person.</li> <li>Check they know how to ask the questions before they stand up to mingle with each other and if necessary write them up on the board for students to refer to. Encourage them to ask follow up questions. You can use <b>slide 2</b> to help set up the activity. E.g.                       "do you have a favourite cartoon?"                      "have you watched any cartoons this week?"                      "are you a good artist?" etc.</li> </ul>
<p><b>3. Task 3– Let's watch a clip! (10 minutes)</b></p>	<ul style="list-style-type: none"> <li>For this task you will need to have access to a projector and a clip of a British animated film or series. If it's the first time you are using video in class, try to have it</li> </ul>

## Lesson Plan

	<p>set up and ready to go before the students arrive to avoid any technical hitches when you have the room full of students!</p> <p><b>Note:</b> If you have a projector and Internet access you could share a clip from the internet - see <b>Appendix 1</b></p> <ul style="list-style-type: none"> <li>• If you have limited time, five minutes of viewing would be enough for students to complete the task.</li> <li>• If time isn't a problem you could watch if you combine with some 'while you watch' or 'after you watch' tasks. See <b>Appendix 2</b>.</li> </ul> <p><b>Note:</b> This could be the end of lesson 1</p>
<b>4. Task 4 – Reading: Animation flies home (15 minutes)</b>	<p>This is a reading task for higher level students from the (no longer available) British Council Culture Lab site.</p> <ul style="list-style-type: none"> <li>• Before students do the reading comprehension on Worksheet 2/ <b>slide 3</b>. Show them some pictures of the characters from Valiant and use them to explain the title. You'll find pictures on <a href="http://en.wikipedia.org/wiki/Valiant_%28film%29">http://en.wikipedia.org/wiki/Valiant_%28film%29</a></li> </ul>
<b>5. Task 5 - Design your own cartoon character (30 minutes) OPTIONAL</b>	<ul style="list-style-type: none"> <li>• Put your learners into groups. Tell your students they have got a job with a production company and they are going to design a new character for an animated film. Use worksheet 1 or <b>slide 4</b>.</li> <li>• Give an example of a character and ask a student to draw what they think the character would look like. Ask students who like drawing and divide the budding artists up into different groups. When all the groups have finished show the group all the characters and you could have a class vote on which one is the best.</li> </ul>
<b>6. Task 6 – Make your own comic strip (30 MINUTES) OPTIONAL</b>	<ul style="list-style-type: none"> <li>• Put students in pairs for this task. Use a large sheet of A3 paper and get students to make the comic strip as big as they like and use different shapes and designs.</li> <li>• You could also use some online tools for this if you have access to a computer room – for example using this website: <a href="http://www.makebeliefscomix.com/">http://www.makebeliefscomix.com/</a></li> </ul> <p><b>note:</b> Try to share an example comic strip with learners</p>
<b>Useful links</b>	<p><a href="http://www.dfilm.com/moviemaker/index.html">http://www.dfilm.com/moviemaker/index.html</a> - free website for making short animations</p> <p><a href="http://www.makebeliefscomix.com/">http://www.makebeliefscomix.com/</a> - free website for making cartoon strips</p> <p><a href="http://www.britishanimationawards.com/">http://www.britishanimationawards.com/</a> British Animation Awards website</p>

### Contributed by

Jo Budden; Edited by Suzanne Mordue

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

## Appendix 1 – Watching a clip

<https://youtu.be/mmqJxSICYLA?si=oHug1hC5TDtEbrHC> - Short clip of Wallace and Gromit

If using the Wallace and Gromit clip you could give the following vocabulary beforehand:

Cracker: A hard, salty biscuit that is usually eaten with cheese/ colloquially used to mean 'crazy'

Gerroff: A colloquial form of 'get off'

Vac: Short form of vacuum cleaner

Dustpan: Used with a brush to collect dirt when cleaning a floor

Tyke: naughty child

Check the clip for any other lexis your learners may not know.

### Alternative clips that can be used:

Bob the Builder: <https://youtu.be/jX77tE5desM?si=q95aF6lpcDPAzpAt>

Fireman Sam: <https://youtu.be/NNopiA3JtII?si=Y8JvzSrZeBqzkV73>

Shaun the sheep: <https://youtu.be/nEbcZtoZNR8?si=Ez2Dj21FeLwMmy7T>

## Appendix 2

### While you watch activities

- Listen for the highlighted vocabulary and note who uses it
- Write key words to remember the action in the clip.

### After watching activity

- Write some true or false sentences about the clip
- Recount the sequence of events in pairs