Free teacher resource | A2 – C1 | Printable

English Through Film Teacher Kit

Ready-to-use lesson sheets, listening activities and a speaking assessment rubric to turn any short film scene into a structured English lesson.

01 How to use the kit and choose a scene

02 25-minute lesson plan (teacher sheet)

03 Scene worksheet (learner sheet, photocopiable)

04 Six listening activities

05 Two sample lessons: job interview and polite disagreement

06 Speaking rubric and class score sheet

Version 1.0 · October 2026 · Free to use and adapt with attribution.
Online version and updates: e-dutainment.com/en/english-through-film-teacher-kit

01 · GETTING STARTED

How to use this kit

Learners often understand far more English than they dare to speak. A short film scene brings natural speed, contractions, intonation, body language and context into the classroom in two or three minutes. But watching alone is not enough: a scene becomes a lesson when learners have a task before, during and after viewing, and when they reuse the language out loud.

> **The principle:** one scene, one language goal, 25 minutes. Learners move from understanding (gist, detail) to noticing (useful expressions), to imitating (shadowing), to producing (role-play).

What the research says

Webb and Rodgers (2009) analysed 318 film scripts: the 3,000 most frequent word families, plus proper nouns and marginal words, cover about 95% of the words in film dialogue. A meta-analysis by Montero Perez, Van Den Noortgate and Desmet (2013) found positive effects of captioned video on listening comprehension and vocabulary learning.

Choosing the right scene – checklist

- ☐ Two to three minutes long, with a clear interaction between characters
- ☐ One communicative function: complaining, apologising, negotiating, disagreeing, persuading…
- ☐ Speech that is clear enough for your learners' level (avoid heavy overlapping dialogue below B1)
- ☐ Content appropriate for your group (language register, age, workplace context)
- ☐ A legal source: official trailer, studio channel, licensed platform or your institution's subscription
- ☐ Five to eight useful, reusable expressions in the dialogue

Level guide

Level	Suitable scenes	Subtitles
A2	Animated films, simple everyday exchanges, very visual situations	Learners' language first, then English
B1 – B2	Sitcoms, workplace series, short dialogues with recurring situations	English subtitles on the second viewing
C1	Dramas, legal or business series, fast and idiomatic exchanges	No subtitles, then English subtitles to check

25-minute lesson plan

Scene: _____
Duration: ____ min **Level:** _____

Language goal: _____
Target expressions: 5 to 8

Step	What the teacher does	What learners do
1 · Warm-up 3 min	Shows a still from the scene. Asks: where are they? what is their relationship? what will happen?	Answer in pairs, then share one idea with the class.
2 · Gist 4 min	Plays the scene once, without subtitles. Asks two gist questions only.	Answer: what does the main character want? do they get it?
3 · Detail 5 min	Plays the scene again with English subtitles.	Complete the gap-fill or tick the target expressions they hear.
4 · Language focus 5 min	Writes the expressions on the board. Discusses meaning, register and intonation. Models each one.	Repeat; decide whether each expression is formal or informal, polite or direct.
5 · Shadowing 3 min	Plays 3 or 4 key lines, pausing after each one.	Repeat at the same speed and with the same intonation as the actor. Optional: record on a phone.
6 · Role-play 5 min	Gives a new situation requiring the same function. Assesses two or three pairs with the rubric.	Act out the situation using at least three target expressions.

Target expressions

Expression	Meaning / when to use it	Register

Homework: learners find one more example of the same language function in a series they watch and bring the line to the next lesson.

Scene worksheet

Name: _____ Date: _____ Scene: _____

1 Before watching – predict

Look at the picture. Where are they? Who are they? What do you think will happen?

2 First viewing – the big picture

a) What does the main character want? _____
b) Do they get it? Why / why not? _____

3 Second viewing – expression hunt

Tick the expressions you hear. Only some of them are in the scene.

Expression	Heard?	Who says it?

4 Tone detective

Listen to the line again. How does the speaker feel? Circle one and explain which clue helped you (stress, speed, pitch, face).

angry · ironic · polite · nervous · enthusiastic · surprised Clue: _____

5 Your turn – role-play card

Situation: _____
Use at least three expressions from the scene. Partner A starts. Swap roles after two minutes.

6 My new expressions

04 · ACTIVITY BANK

Six listening activities for any scene

Mix and match these activities. Each one gives learners a clear reason to listen, which is what turns watching into learning.

1. Gist questions

Two or three questions about the general situation, asked before the first viewing.

Level A2+ · 3–4 min

2. Expression hunt

A list of eight expressions, of which only five appear in the scene. Learners tick the ones they hear.

Level A2–B2 · 4 min

3. Who said it?

Lines from the dialogue shown out of order. Learners match each line to a character and reorder them.

Level B1+ · 5 min

4. Tone detective

One line played without images. Learners identify the emotion and the clues: stress, speed, pitch.

Level B1+ · 5 min

5. Silent viewing

The scene with the sound off. Learners predict the dialogue from gestures and faces, then compare.

All levels · 6 min

6. Shadowing

Learners repeat short lines right after the actor, copying rhythm and intonation.

Level A2+ · 3–5 min

Subtitle strategy

Viewing	Subtitles	Why
First	None	Trains gist listening and tolerance of uncertainty
Second	English	Links sounds and spelling; helps segment fast speech
Third (optional)	None	Checks progress; learners notice what they now understand

Avoid subtitles in the learners' first language once they reach B1: they let the brain skip the English.

05 · SAMPLE LESSONS

Two ready-to-adapt lessons

Choose a legally available scene that matches each situation. The expressions below are common, natural English; tick the ones that appear in your scene and add any others.

Lesson A – The job interview (B1–B2)

Language goal: talking about strengths, experience and motivation.

Useful expressions: "I've been working in… for…" · "One of my main strengths is…" · "In my previous role, I was responsible for…" · "What attracted me to this position is…" · "Could you tell me more about…?" · "I'm looking for an opportunity to…"

Role-play: Learner A interviews Learner B for a job they would really like. B must use three expressions; A asks two follow-up questions.

Pronunciation focus: contracted forms (I've, I'm) and sentence stress on key words.

Lesson B – Disagreeing politely (B2–C1)

Language goal: expressing disagreement without damaging the relationship.

Useful expressions: "I see your point, but…" · "I'm not sure I agree with that." · "That's one way of looking at it." · "Can we look at this from another angle?" · "I take your point, however…" · "Let's not get ahead of ourselves."

Role-play: two colleagues disagree about a deadline. They must reach a compromise in three minutes using at least three expressions.

Pronunciation focus: falling-rising intonation to soften disagreement.

Speaking rubric

Score each criterion from 1 to 4 after a scene-based task (role-play, summary, discussion). Total out of 16. Descriptors are aligned with the broad expectations of the CEFR; this is not an official CEFR assessment.

Criterion	1	2	3	4
Fluency	Long pauses; single words or memorised phrases	Short turns; hesitates often to find words	Fairly even pace; pauses mostly to plan ideas	Natural flow; rephrases smoothly when stuck
Use of target language	Does not use the expressions from the scene	Uses one or two, not always in context	Uses at least three appropriately	Uses them naturally and adapts them
Pronunciation and intonation	Frequent errors hinder understanding	Understandable; flat or word-by-word	Clear; stress and intonation carry meaning	Uses intonation to express attitude
Interaction	Answers only when asked	Reacts but rarely keeps it going	Asks, agrees, disagrees, keeps it moving	Manages the exchange, repairs misunderstandings

4–7: focus on shadowing and short guided role-plays · **8–11:** more free speaking and reuse of expressions · **12–16:** longer discussions, debates and simulations.

Class score sheet

Learner	Fluency	Target language	Pronunciation	Interaction	Total /16

ABOUT

Sources, legal use and credits

Sources

Webb, S. and Rodgers, M. P. H. (2009). The lexical coverage of movies. *Applied Linguistics*, 30(3). doi:10.1093/applin/amp010
Montero Perez, M., Van Den Noortgate, W. and Desmet, P. (2013). Captioned video for L2 listening and vocabulary learning: a meta-analysis. *System*, 41(3). doi:10.1016/j.system.2013.07.013
Council of Europe – Common European Framework of Reference for Languages (CEFR).

Using film clips legally

- [ ] Use clips from legal sources: official trailers, studio channels, licensed educational platforms or your institution's subscriptions.
- [ ] Keep extracts short and focused on the teaching goal.
- [ ] Check your country's rules and your institution's licences for classroom screening.

About e-dutainment

This kit is published by the team behind e-dutainment, an English learning solution built on licensed film and TV scenes, interactive exercises and pronunciation practice, developed by Marmignon Brothers, a Qualiopi-certified training organisation based in France.

Share and adapt freely. Please credit "e-dutainment" and link to e-dutainment.com/en/english-through-film-teacher-kit when you reuse these materials.

Discover the method behind this kit: e-dutainment.com/en/the-e-dutainment-method