

THE PLAGIARIST

An author with bad ideas does something bad.

Before watching: Read through the **glossary** to familiarize yourself with the expressions. Just by looking at the glossary, what do you think the movie will be about?

to appreciate	<i>att uppskatta</i>
the real deal	<i>äkta vara</i>
decline	<i>nedgång</i>
to confirm	<i>att bekräfta</i>
littered	<i>full av</i>
infantile	<i>barnslig</i>
mundane	<i>tråkig</i>
rubbish	<i>struntprat</i>
to eclipse	<i>att överskugga</i>
flop	<i>flopp, misslyckande</i>
to dwell on	<i>att ältä, uppehålla sig vid</i>
failure	<i>nederlag</i>
achievement	<i>bedrift</i>
devastated	<i>förstörd</i>
to adjust	<i>att anpassa sig</i>
payment	<i>betalning</i>
a gent	<i>en gentleman</i>
to conclude	<i>att sammanfatta</i>
fatally	<i>dödlig</i>
fatality	<i>dödsfall</i>
injury	<i>skada</i>
speechless	<i>mållös</i>
moving	<i>(här) gripande, rörande</i>
amateurish	<i>amatöraktig</i>
vibrant	<i>vibrerande, livfull</i>
recognition	<i>(här) erkännande</i>
pushy	<i>påstridig</i>

While watching: Pause the movie at **8:05** and discuss together as a group.



Discuss together

1. Who is in this movie?
2. Where does the movie take place?
3. What do you think will happen next?

After watching: Read through the questions below and answer them.

What is your understanding of what happens in the movie?

A. Answer these questions for yourself at first, then discuss them in pairs.

1. Who is Jason Harlow and what does he do?
2. Who is Jemima Worthy? What does she want Jason to do?
3. What is Jason's reaction to Jemima's request?

B. Answer these questions in pairs:


1. What are the reviews on Jason's first book? How does he feel about that?
2. Who calls him after he published his first book? What do the people calling him say? What are his reactions to that?
3. What are Jason's reactions upon reading Jemima's novel?

C. Answer these questions together as a group:

1. Why do you think Jason decides to steal Jemima's novel? In what ways do you think he would have acted had he known the outcome of it? What do you think he would have done differently or the same?
2. What do you think Jemima's thoughts were when she realized what Jason had done?
3. Why do you think the movie is called the Plagiarist? What do you think the deeper meaning of the title could be? See if you can think of more meanings to it than just one.
4. What do you think is the message of the movie? What can we learn from it?
5. How do you think the movie makers want us to feel after having watched the movie?

What to do next

Choose one or more out of the following exercises to work with.

-  Write:

Sit in a group of 3-4 people and work both individually and as a group.

Jemima's novel was called "Total Eclipse". Write a beginning of your own novel with the same title. You choose what the story is about, but it has to be relevant in some way to the title. Write for 15 minutes, then exchange papers with each other. Pass your story to the person sitting on your left and give each other feedback according to "three stars and a wish". Lift three things that are really good with each other's stories and name one thing you wish for with it. Hand each other back your novels with the comments. Write for another 15 minutes and edit your story from the feedback you got.

Discuss in the group: In what ways was the feedback helpful? How did it feel to get feedback from a friend? How was it to give someone else feedback?

-  Discuss and Improvise:

Work in groups of three or four and discuss how you could approach someone you admire to ask for their advice. How could you approach someone without it feeling too awkward?

What could be the benefits from asking someone you admire for help with something?

Improvise that you want to ask someone for help. One of you pretend to be someone the other person admires. The other person pretend you want to approach the first and ask for advice on something that means a lot for you. The person/s that are left watch the scene and give feedback on the scene. What can be done differently? What was good with it? Take turns so that everyone in the group gets to try all of the roles.

-  Debate:

Work as a whole class. Divide the class in two. Half of the class will argue for the actions of Jason Harlow in this movie. Half of the class will argue against them. Take some time to prepare your arguments within the group. What will your arguments be? What do you think the other group's arguments will be? What will your counter arguments to them be? Make sure everyone in the group is included and that everyone has something to say. When both groups are ready, start the debate. Make sure to set time limits for the arguments (e.g. 30 seconds) so that it is rapid and that no one takes too long.

Deeper discussions



“The Plagiarist” is an English movie about an author. For these exercises, work in smaller groups of 3-4 and research on the internet.

- Look into the following concepts and see what you can find about them.
 - Plagiarism. What is it? What does it involve? What can be the punishments for plagiarism?
 - Agent. What is an agent and why does an author need one? How common is it that authors have an agent? What do authors that don't have agents do?
 - Novel. What is a novel? What type of format is it? What other types and forms of books are there?
 - Prose. What is prose? When is it used? When is it not used? Which types of books have prose?
 - Writer's block. What is it? What are the theories of the reasons behind it? How can it be treated?
 - Second book syndrome. What is it? When does it occur? How can it be avoided?
 - Brainstorming. What is it? When is it mainly used? How could it help an author?
- One of the most common areas where plagiarism is often debated is in the music industry. Which famous cases of musical plagiarism can you find? What was discussed in these cases? What was the outcome of them?
- The movie is filled with figures of speech. What do these figures of speech mean?
 - The real deal
 - To eclipse a flop
 - To pick oneself up
 - To beat the traffic
 - Total eclipse
 - It came to me
 - Like a bolt of lightning
 - To be on board

Arbetsbladet är skrivet av Nina Olivier

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