

Film and TV

TV / Fantasy series

Teacher's notes



Age: Teenager/Adults

Level: Upper intermediate (B2)

Time: 90+ minutes (plus 45 minutes with optional project)

Activity: In this lesson, students will:

1. practise speaking about families, relationships and the fantasy genre;
2. improve listening comprehension of real-life English from online videos;
3. study new vocabulary related to family as well as phrasal verbs to describe relationships between people;
4. research (and later invent) families and present the information to a classmate.

Language focus: speaking, listening, vocabulary, reading

Materials: one copy of the worksheet per student, a PC or projector, an internet connection in the classroom, the optional project will require the use of smartphones or computers

Notes:

1. **WARNING:** This lesson refers to two online videos taken from fantasy series. While these videos don't contain explicit material, you should watch the videos before the lesson to judge whether they are appropriate for the particular group of students. The first video (*Stranger Things*) contains a brief image of a young boy holding a gun.
2. This lesson contains exercises which focus on listening, speaking, vocabulary and reading. If you wish to maximise class time for listening and speaking, you could ask students to complete the grammar and vocabulary exercises as preparatory homework before the lesson. It would then only be necessary to quickly correct these parts in class. The exercises which could be done as preparatory homework are marked with a symbol.

1. Vocabulary (10 minutes)

Aims: to revise and expand vocabulary for family members, to get students thinking about fantasy series and the role of families within them

Procedure: Ask students to give an example of a famous family from a TV series. Try to elicit the different members of the family (mother, son, etc). Tell them that the diagram contains the family tree of an imaginary ('fantasy') royal family. Ask students to work in pairs to interpret the diagram and complete the ten words underneath. Monitor them as they do this and help weaker pairs by suggesting some of the letters of certain words. Elicit the answers and focus on the correct pronunciation. Finally ask students for suggestions of other family members (see final question). Write some of these suggestions on the board, focusing on lesser-known words.

Key:

1. children, 2. grandparents, 3. great-grandmother,
4. siblings, 5. sister-in-law, 6. nephew, 7. niece,
8. grandson, 9. partner, 10. fiancé

2. Speak (15 minutes)

Aims: to provide spoken practice of language related to imagination and family, to provide a chance for students to incorporate vocabulary from the previous task

Procedure: Ask students to discuss the questions in pairs, encouraging them to try to incorporate some of the vocabulary from the previous task. If there are students who don't know much about fantasy books or series, tell them to describe a famous fairy tale (e.g. Little Red Riding Hood). Monitor students as they speak and help them with difficult vocabulary. At the end, provide feedback and focus on language students used which will be useful for later tasks (related to imagination, family, relationships, etc).

3. Listen and speak (15 minutes)

Aims: to provide listening practice of understanding a TV show, to provide spoken practice of language related to imagination and family relationships

Procedure: Play the video. Ask students in pairs to briefly compare answers to the four questions. Play it again and let students decide their final answers. Elicit the answers. Ask students to briefly discuss the final questions in pairs. Give feedback. Focus on ideas which

Film and TV

TV / Fantasy series

Teacher's notes

students have mentioned which could be relevant to the next task (phrasal verbs to describe relationships).

Key:

- a. *An owl attacked a woman because it confused her hair with a bird's nest.*
- b. *The policeman says that when a child disappears, in 99% of cases the child is with a family member. The mother asks the policeman to consider the 1% of cases where the child is not with a family member and has genuinely disappeared.*
- c. *She says that the boy is hiding.*
- d. *The policeman speculates that perhaps the missing boy saw some event which he shouldn't have seen (and so perhaps he needed to escape for his own safety).*

4. Vocabulary (20 minutes, 10 extra if doing the Kahoot activity)

Aims: to revise and expand vocabulary related to family members, to understand short texts about family backgrounds, to study phrasal verbs which describe family relationships

Procedure: Ask students to work in pairs in pairs. Refer them to the example in 4a (grandfather, grandmother, etc). Give them two to three minutes to complete the table. Allow them to refer to dictionaries if necessary. Elicit the answers and ask students to think about whether there are equivalents for these words in their native languages. Some of the words (e.g. 'godmother') are culturally-specific so you may need to explain the concept.

Key:

stepbrother, stepsister, stepmother, stepfather, stepchild, half-brother, half-sister, godmother, godfather, godchild

If you want to provide further practice of vocabulary from this task and task 1, you could now play the related Kahoot game. To do this, open the Kahoot on the class computer by clicking on the link below. You will see a Game PIN on screen.

<https://play.kahoot.it/#/k/dddfc67-9976-4675-befa-736c3d64cc73>

Allow each student to sign in on their phone by going on to the Kahoot website and entering the PIN. Then start the game, allowing students to play individually.

Now refer students to task 4b. Try to elicit any previous knowledge which students might have about the family backgrounds of Adele, Obama or Katy Perry. Then ask them to complete the task in pairs. Give them about 10 minutes to read the texts and complete the phrasal verbs exercise. Monitor them as they do this and help weaker pairs by asking them comprehension questions related to the texts. Elicit the answers and perhaps provide further examples of some of the phrasal verbs. Ask the students if they can describe any other famous person with an unusual family background.

Key:

1. *to fall out*
2. *to look up to (somebody)*
3. *to tell (somebody) off*
4. *to grow apart*
5. *to pass away*
6. *to bring (somebody) up*
7. *to get on (somebody)*
8. *to look down on (somebody)*
9. *to move out*
10. *to split up*

5. Listen and speak (15 minutes)

Aims: to provide further listening practice of understanding a TV scene related to fantasy and families, to provide spoken practice of talking about families, relationships and power

Procedure: Play the video. Ask students in pairs to briefly compare answers to the four questions. Play it again and let students decide their final answers. Elicit the answers.

Key:

- a. *She decides that the prince will be her advisor.*
- b. *People in her kingdom are now free because it's no longer possible to buy or sell people as slaves.*
- c. *The queen has a good relationship with the poor (common) people in her kingdom but she doesn't have the support of the rich people.*
- d. *The queen says that the system is like a rotating wheel: one family is on top, then another, then another. The prince*



Film and TV TV / Fantasy series

Teacher's notes

thinks that she wants to stop this rotating system and says that it's not possible. She says that she doesn't just want to stop it, she wants to completely break it.

Ask students to briefly discuss the final questions in pairs. Give feedback, focusing especially on language to describe family and relationships.

6. Speak (15 minutes)

Aims: to consolidate vocabulary studied in previous tasks, to provide spoken practice of issues related to family relationships and power

Procedure: Students work in pairs. Read the instructions aloud and tell students that it is important that they fill an entire minute when talking about each item. Explain that this 'talk for a minute' format is very common in many oral exams so it is a good idea to practise it. Their partner needs to control the time, listen and perhaps react to what has been said once the minute is up. Remind students to alternate turns and to make an effort to incorporate new language from this lesson. Monitor as they speak. At the end, provide feedback.

7. Optional project (45 minutes)

Aims: to consolidate and incorporate language from the lesson related to families and relationships, to allow students to personalise the topic of the lesson by researching their own surnames, to help students with long-term memory of the content of the lesson by asking them to create an imaginary family.

Procedure: Ask the class if any student knows the history of their surname. If so, ask this student if they would mind sharing some of this information with the class. Tell the students that this project has two parts: first to research your own surname, then to create an imaginary royal family from a fantasy world.

Read aloud the instructions of Step 1. Tell students that they only need to write a very brief history of their surname. Allow students to work individually. Give them 7–8 minutes to research and complete the form at the end of the student worksheet (see Step 2). Monitor the class as they do this and help weaker students. Put the students in pairs to complete Step 3. Listen to the students as they explain the history of their surnames and provide feedback in the end.

Put students into small groups. Begin Step 4 by asking students who watch *Game of Thrones* to explain the idea of a family House. Then read the instructions aloud. Perhaps open the two links to the crest-generating websites on the board. Ask students to read the example of House Dubois and tell them they have about 15 minutes to create a similar description of their invented House. Monitor each group as they do this. Follow the instructions for Step 5. Bring the project to a close by carrying out the class vote (tell students that they can't vote for the name, crest or motto that their own group created).



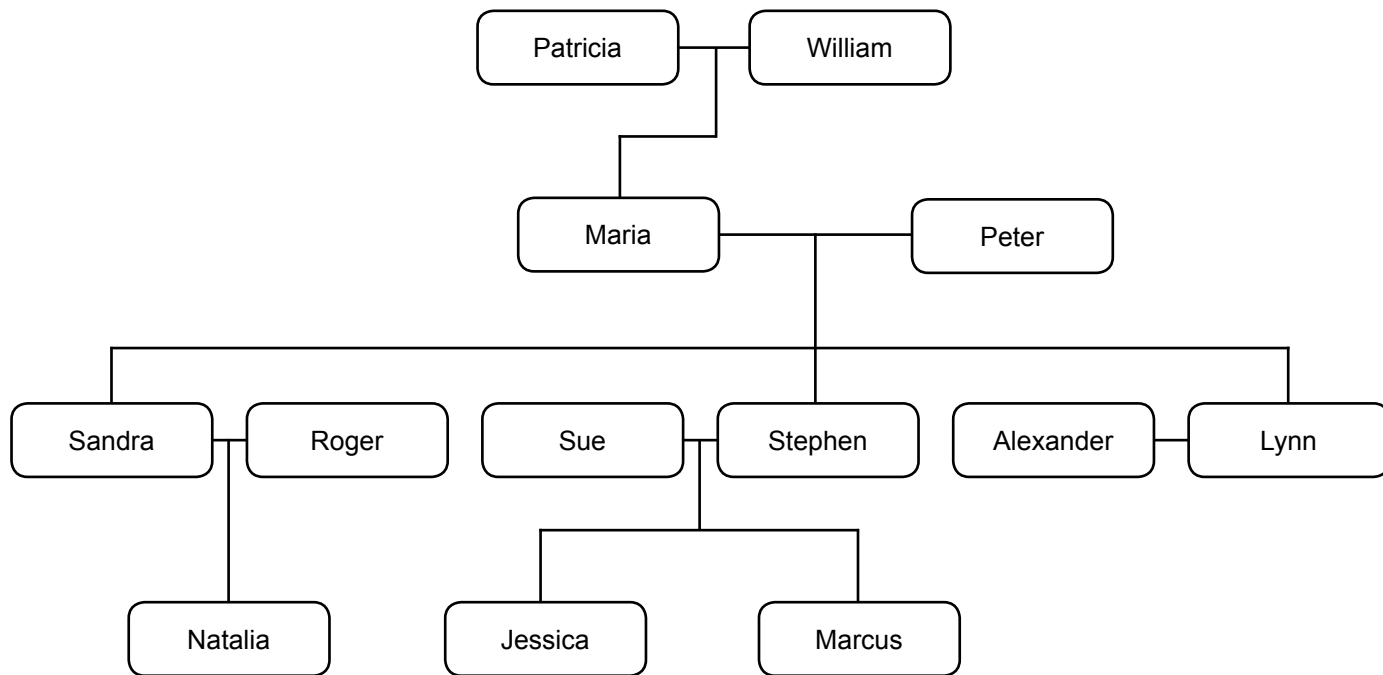
Film and TV

TV / Fantasy series

Worksheet

1. Vocabulary

Many fantasy TV series are related to the lives of fictional families. Look at the diagram of a family tree. Then complete the ten words below.



Example: Natalia is the daughter of Jessica's aunt. So Natalia is Jessica's cousin.

- Peter and Maria have two daughters (Lynn and Sandra) and one son (Stephen). So Peter and Maria have three _____.
- Sandra is the granddaughter of Patricia and William. So Patricia and William are Sandra's _____.
- Patricia is the mother of Natalia's grandmother. So Patricia is Natalia's _____.
- Sandra has one sister (Lynn) and one brother (Stephen). So Sandra has two _____.
- Sue is married to Sandra's brother. So Sue is Sandra's _____.
- Marcus is the son of Sandra's brother. So Marcus is Sandra's _____.
- Jessica is the daughter of Sandra's brother. So Jessica is Sandra's _____.
- Marcus is the son of Peter's son. So Marcus is Peter's _____.
- Stephen and Sue are a couple but they are not married. So Stephen is Sue's _____.
- Lynn and Alexander are going to get married next month. So Alexander is Lynn's _____.

Can you think of any other useful vocabulary to describe members of the family?



Film and TV TV / Fantasy series

Worksheet

2. Speak

With a partner, discuss the questions below.

- Briefly describe your own family tree.
- Describe a family from a TV series. (Example: *Modern Family*, *Family Guy*, *Game of Thrones*, *The Simpsons*, *The Cosby Show*, *The Fresh Prince of Bel Air*, etc).
- Are you a fan of fantasy novels, TV series or movies? If so choose one of your favourites and describe the basic story.

Novels	<i>The Lord of the Rings</i> , <i>His Dark Materials</i> , <i>Discworld</i> , <i>Harry Potter</i> , <i>The Chronicles of Narnia</i> , <i>Alice in Wonderland</i> , <i>Charlie and the Chocolate Factory</i>
TV series	<i>Buffy the Vampire Slayer</i> , <i>True Blood</i> , <i>Charmed</i> , <i>Penny Dreadful</i> , <i>Lost</i> , <i>Westworld</i> , <i>Twin Peaks</i>
Movies	<i>The Wizard of Oz</i> , <i>The Neverending Story</i> , <i>Edward Scissorhands</i> , <i>Star Wars</i> , <i>Mary Poppins</i> , <i>Avatar</i> , <i>The Curious Case of Benjamin Button</i> , <i>Beetlejuice</i>

3. Listen and speak

Watch this trailer for *Stranger Things* (Netflix), a series about a young boy from a small town who goes missing. In the trailer we see the boy, his friends, his worried mother and the policeman who needs to find him. Listen carefully and answer the questions below.

www.youtube.com/watch?v=BKLI6zAuhiA

- What does the policeman say is the worst thing that has happened since he started working in the town?
- What conversation do the policeman and the mother have about statistics?
- Where does the young girl say the missing boy is?
- At the end of the trailer, what hypothesis do we hear the policeman express?

Discuss with your classmate:

Would this trailer convince you to watch the series? Explain.

When you were a child, did you have a lot of freedom or were your parents very strict?

These days, people have a huge interest in TV series and books about fantasy worlds. Why do you think this genre is so popular?

Film and TV

TV / Fantasy series

Worksheet

4a. Vocabulary

Work in pairs. Look at the table below. Create as many words as possible by combining a prefix with a noun.

The first pair to identify all the correct words is the winner. Use a dictionary if necessary.

Example: grand → grandmother, grandfather, grandchild (it is not possible to say 'grandsister' or 'grandbrother')

Prefix	Noun
grand	brother
step	sister
half	mother
god	father
	child

Check your understanding of the words above using the related Kahoot: <https://kahoot.it>

4b. Vocabulary

Read the three short texts about famous people with unusual family backgrounds. Then complete the table with the corresponding phrasal verbs from the texts.

Adele

British singer Adele doesn't **get on with** her father. When she was three years old, her father decided to **move out of** the house and he went to live in a different part of the UK. Soon after this, her father and mother **split up** and her father started a relationship with another woman. Adele only used to speak to her dad a few times a year. However, in 2011 he did an interview with a magazine and revealed personal details about Adele's life. After this, the two **fell out** and these days they don't speak at all.

Barack Obama

Barack Obama had a complicated childhood. His father was from Kenya but went to Hawaii to study at university. There, his parents got married and had Barack, but they got divorced five years later. His father returned to Kenya and didn't keep in touch, so he and Barack **grew apart**. His mother travelled a lot and Barack was **brought up** by his grandparents for many of his teenage years. Despite the divorce, Barack always **looked up to** his father because of the nice stories that his mother used to tell him. Barack's father visited Hawaii again when Barack was a teenager and the two had a chance to talk. Sadly, his father **passed away** a few years later after a car accident in Kenya.

Katy Perry

With her wild music and fun lifestyle, pop star Katy Perry certainly doesn't **take after** her parents. Both her mother and father are strict Christians and they don't approve of their daughter's career. Katy says that her parents **look down on** people who don't agree with their values. In fact, her mother once wrote an article asking people to pray for Katy. They also **tell Katy off** for wearing inappropriate clothes and for writing songs which are not typically Christian.

Definition	Phrasal verb from the text
example: to behave in a similar way to your parents	to take after (somebody)
1. to have an argument and end a friendship/relationship	
2. to admire somebody	
3. to talk to somebody in an angry way because he/she has not acted correctly	
4. to slowly lose contact with a person and become distant from him/her	



Film and TV TV / Fantasy series

Worksheet

Definition	Phrasal verb from the text
5. to die	
6. to take care of a child who is growing up (and give him/her food, a house, education, etc)	
7. to have a good relationship with somebody	
8. to think that you are superior to somebody	
9. to leave your family home and start to live in a different house	
10. to end a romantic relationship	

5. Listen and speak

Watch this scene from *Game of Thrones* (HBO) in which a queen is talking to a prince she has captured. She is the queen of one kingdom but would like to become the queen of all the land. They mention the surnames of various powerful families in their world. Listen carefully and answer the questions below.

www.youtube.com/watch?v=CO1S9o1u3II

- The queen decides a new role for the prince. What is this role?
- What has the queen achieved in her kingdom?
- What type of relationship does the queen have with the rich people in her kingdom?
- At the end of the scene, both characters compare the political system to a wheel. Explain this metaphor.

Discuss with your classmate:

Do you watch *Game of Thrones*? If so, explain its basic idea.

Describe a powerful family. This could be a famous royal family or perhaps a well-known family in your country. Try to use some of the phrasal verbs from the previous task.

6. Speak

Work in pairs. Each student needs to speak for one minute about each of the statements in their list from the table below. Explain whether you agree or disagree with the statement and give your reasons.

Student A	Student B
• People aren't very interested in royal families these days. Royalty is an old-fashioned idea.	• Children with lots of siblings tend to have happier childhoods.
• It is a natural stage of life for teenagers to rebel against their parents.	• Most parents these days are overprotective and this is not good for children.
• Most parents aren't strict enough these days so kids are getting ruder and less disciplined.	• These days, friends are as important as family.
• A family is more balanced when both parents have jobs.	• Teenagers these days have a more difficult time than teenagers twenty years ago.
• A pet can be as important as family.	• These days, marriage is not really necessary. Maybe it won't exist in the future.



Film and TV TV / Fantasy series

Worksheet

7. Optional project

Step 1:

Use your phone to research your surname. If you would prefer not to use your own surname, perhaps search for the surname of one of your grandparents or somebody else close to you. Do your search in English. For example, if your surname is 'Rossi' then go to a search engine and type in 'Rossi surname history'. Some useful free websites are:

www.wikipedia.org

www.ancestry.com/learn/facts

www.houseofnames.com

Step 2:

Fill in the form at the end of this worksheet. Try to answer as many of the questions as possible.

Step 3:

Work in pairs. Describe the history of your surname to your partner.

Step 4:

Work in groups to invent your own noble House. The story of *Game of Thrones* is based on various powerful families who fight against each other. Each family is known as a House. There are many websites which can help you create a crest and decide a motto such as www.jointherealm.com/sigil.html and www.mytribe101.com/crest.

Example

Name: House Dubois*

(* if you wish, create a surname using some of the letters from the surname of each member of your group)

Homeland: The mountains of southern France.

Family description: King Fernand, Queen Tulu and their seven children

Family drama (try to incorporate new vocabulary from this lesson): Queen Tulu doesn't **get on with** her sister, Lady Leblanc. In fact, it was Lady Leblanc who was originally going to marry King Fernand until her prettier sister Tulu decided that she wanted him as her husband. The two sisters had an argument and fell out. They haven't spoken in years and have **grown apart**. Lady Leblanc is very angry. She has a fairy godmother who has put a spell on Tulu to make her ugly.

Family motto: 'Never trust your sister'

Family crest:



Step 5:

Sit with classmates from different groups. Describe the House which you have created. Have a class vote to decide which name, crest and motto best represents your whole class.



Film and TV TV / Fantasy series

Worksheet

Surname Search

- The surname I have chosen to research is: _____
- People with this surname typically live/lived in: _____
- People with this surname often emigrated to: _____
- Does the surname have a meaning?
(e.g. The surname 'Rossi' comes from the Italian word 'rosso' which means 'red'. It is thought that it was originally a nickname for people in Italy who had red hair.)
- Were there specific types of jobs that people with this surname did?
- Does the surname have a crest? If so, do a simple sketch in the box.
- Does the surname have a motto?
- Were there any famous people who had this surname?
Describe them.
- Any other interesting information?
(if possible, try to incorporate some of the phrasal verbs from Task 4)

What if I can't find any information on my chosen surname?

- (a) Search for a different surname – perhaps your mother's surname or one of your grandparents' surnames.
- (b) Search for the information in your native language and then translate it into English.