

Film and TV

Film / Romance movies

Teacher's notes

Age: Teenager/Young adults

Level: Intermediate / Upper intermediate (B1/B2)

Time: 90 minutes (+ 30 minutes optional for 'Write a chat')

Activity: In this lesson, students will:


1. practise speaking about romance and relationships;
2. improve listening comprehension of real-life English from movie trailers;
3. incorporate new vocabulary, phrasal verbs and idiomatic expressions for describing relationships;
4. utilise new language from this lesson in order to write an imaginary chat on an online dating app.

Language focus: speaking, listening, vocabulary, reading

Materials: one copy of the worksheet per student, one copy of the 'chat' template per pair of students, a PC or projector, an internet connection in the classroom.

Notes:

1. **WARNING:** This lesson refers to two online trailers for romance movies. 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.
2. **WARNING:** As the topic of romance is central to this lesson, it contains some questions which some students could find personal. Some questions ask students to talk about relationships from their own lives or from people they know. Other questions ask students to give their opinions on relationships. As a teacher, you should read through the student worksheet before using it and judge if all parts are suitable for your particular group of students.

3. This lesson contains exercises which focus on listening, speaking and vocabulary. 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. Speak (10 minutes)

Aims: to develop interest in the topic of the lesson, to provide spoken practice, to identify target language related to romantic relationships which students might already know

Procedure: Ask students to briefly discuss the questions in pairs. Monitor their responses. If there are students who are not interested in romance movies, explain that the lesson will contain useful language which can be used in a variety of non-movie situations (e.g. talking about human relationships in general). At the end of the activity give some feedback, drawing attention to good language which students used. Focus particularly on language that was used which will be useful for the lesson (phrasal verbs, emotions, etc).

2. Vocabulary (15 minutes)

Aims: to introduce adjectives of feelings and expressions which will allow students to describe romantic relationships.

Procedure: Students work in pairs. Give them about five minutes to complete 2a. Monitor the class, and for weaker pairs perhaps help them to find the words and then decide amongst themselves which definition corresponds. Remind students not to worry if they don't understand all the vocabulary from the definitions at this stage. Elicit the answers to 2a.

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Key:

+ + + + + R E T T I B +
 + + + + + + + + + + + +
 + + + + + + + + + + + +
 T R U S T F U L + + + +
 D E T A U T A F N I + H
 F R U S T R A T E D + O
 + E X C I T E D + + + P
 + + + + + + + + + + E
 V I N D I C T I V E + F
 H E A R T B R O K E N U
 + + + + + + + + + + L

1. *hopeful = optimistic; when you feel positive about the future*
2. *frustrated = when you feel irritated because you can't change a situation*
3. *excited = enthusiastic; when your heart is beating very fast, perhaps because you're going on a date with an interesting person*
4. *vindictive = when you feel angry and want revenge*
5. *infatuated = when you feel a little obsessed with a person and can't stop thinking about them (e.g. when a teenager has a crush on their favourite popstar)*
6. *heartbroken = when you feel very sad, maybe because your partner has dumped you and now your relationship is finished*
7. *trustful = when you believe that you can completely depend on another person*
8. *bitter = when you feel angry and sad, perhaps because your partner has cheated on you (this word is also the opposite of 'sweet')*

Allow another few minutes for students to complete 2b. Elicit the answers to 2b. To ensure correct understanding, perhaps you could also elicit examples of the various expressions (e.g. 'When Brad Pitt was with Jennifer Aniston, he cheated on her!'). In a monolingual class, students could decide if they have similar expressions in their own language.

Key:

| Expression | Definition |
|----------------------------------|---|
| 1. To go on a date with somebody | D. To have a romantic meeting with somebody (e.g. going to the cinema or a restaurant) |
| 2. To take revenge on somebody | C. To do something bad to a person because in the past he/she did something bad to you |
| 3. To have a crush on somebody | E. To find somebody very attractive and dream about having him/her as your partner |
| 4. To dump somebody | A. To tell your partner that you want to finish the relationship |
| 5. To cheat on somebody | B. To be in a relationship with somebody but having a secret affair with a different person |

3. Listen and speak (15 minutes)

Aims: to provide listening practice of understanding dialogue from a movie, to allow students to hear correct usage of expressions which they have just studied, to provide practice of speaking about relationships

Procedure: Play the trailer. Ask students in pairs to briefly compare answers to the four questions. Play it again and let students decide their final answers in pairs. Elicit the answers. Ask students to briefly discuss the final questions in pairs. Encourage them to use vocabulary from Task 2. Give feedback.

Key:

- a. She needs to borrow the boy's car because she has various things that she needs to do.
- b. Her boyfriend cheated on her so now he is her ex-boyfriend and she wants revenge.
- c. She leaves little clues like a poster near her window and small messages on pieces of paper.
- d. She believes that people need to take risks and not live their lives in a safe way.

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4. Read and vocabulary (20 minutes)

Aims: to practice reading for gist, to introduce new expressions related to relationships and dating, to focus on the exact meaning of these expressions

Procedure: Tell the students that they are going to read a short text which describes online dating apps. Ask them if these apps are common in their country and whether they know the names of any famous such apps. Give the students a time limit of about five minutes to read the text, emphasising that they are only reading for gist so not to worry about missing words or difficult parts. Monitor their progress. For weaker students, help them to understand the text by giving them short explanations for certain words from the text. Put students in pairs. Ask them to decide the answers to 4a (a–d). Then elicit the correct answers.

Key:

- a. *She thought that she would meet a man in a more old-fashioned, spontaneous way.*
- b. *She saw him on a dating app and asked him to go on a date.*
- c. *No. He decided to return to his ex-girlfriend.*
- d. *She thinks they're fun but she doesn't know if they will help her to find her dream man.*

In the same pairs, students complete 4b. Tell them that they should arrive at the correct answers by reading the context of the sentence and also by elimination. Elicit the correct answers and focus on the exact meaning of each expression. For difficult expressions, elicit further examples (e.g. 'live up to' – 'I had been very excited about the new *Star Wars* movie, but when I saw it, it didn't live up to my expectations').

Key:

- 1. *dreams*; 2. *chemistry*; 3. *sense*; 4. *out*; 5. *up*; 6. *me*;
- 7. *up*; 8. *back*; 9. *true*; 10. *life*

5. Listen and speak (15 minutes)

Aims: to provide further listening practice of understanding dialogue from a movie, to consolidate ideas and vocabulary from the previous task, to provide practice of speaking about dating and love

Procedure: Play the trailer. Ask students in pairs to briefly compare answers to the four questions. Play it again and let students decide their final answers in pairs. Elicit the answers. Ask students to briefly discuss the final questions in pairs. Encourage students to use expressions from the previous task. Give feedback, focusing on language related to relationships.

Key:

- a. *The computer saw that the man had recently broken up with somebody.*
- b. *She wants to learn a lot of things and discover herself.*
- c. *His ex-wife says that the man has always wanted a relationship with an imaginary person because he isn't capable of interacting with a real person.*
- d. *She says that she wants to allow herself to feel joy because life is short.*

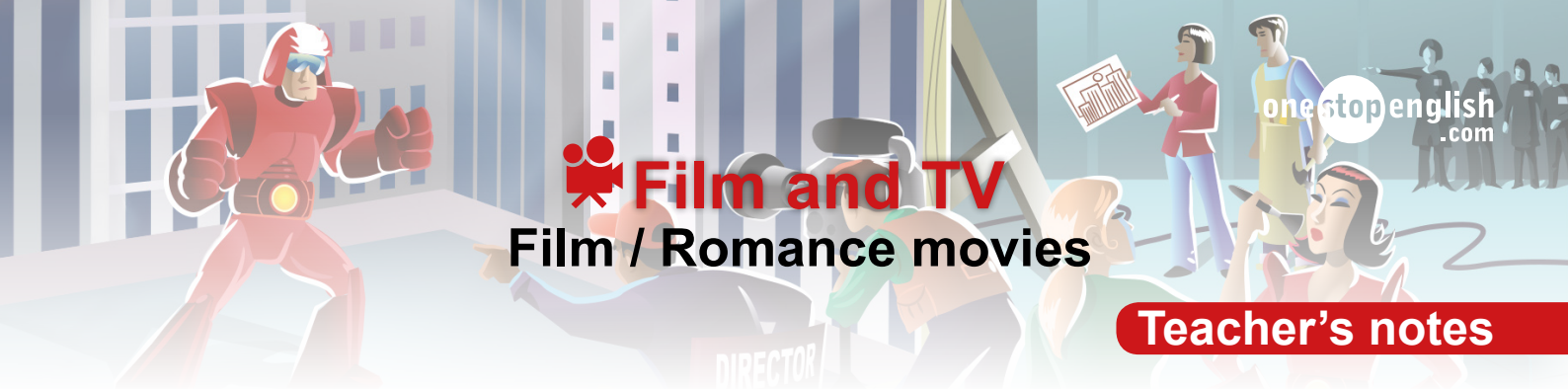
6. Speak (15 minutes)

Aims: to provide spoken practice of relationships vocabulary studied in this lesson, to allow students to give more in-depth explanations of relationships by referring to relationship stages

Procedure: Tell students that they are going to describe the different stages of a relationship. Ideally, they would do this to tell the story of a couple from a movie, but if they don't know any plots well enough, they could use an example from their own lives. Tell them to think and decide which couple they are going to talk about. Put students in pairs. First ask them to read the stages diagram and clarify any doubts which they may have. Then tell them that they each have about 3–4 minutes to describe these stages with regard to the particular couple that they have chosen. Encourage the use of new language which has been studied in this lesson. Monitor the speaking task and provide feedback.

7. Write a chat (optional, 30 minutes)

Aims: to consolidate new language from the lesson, to provide a safe environment to practise the written use of language related to dating and flirting, to potentially upload an online chat which will aid long-term recall of language from the lesson



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Procedure: Divide students into pairs and tell them that they are going to see six profiles from an imaginary dating app. Allow them a few minutes to read the six profiles and formulate opinions about each character (e.g. whether this person's profile makes them seem sincere, pretentious, friendly, etc). Give students a few minutes to read the instructions and chat from Step 2. Ensure that they have understood the chat correctly by asking questions like 'Why did Sandra finish the conversation?' and 'What type of person does Tom seem to be?' Ask students to follow the instructions in Step 3

to complete the chat in pairs. If your class know each other quite well, you could suggest that each pair swap telephone numbers so that they could complete the chat on their smartphones (rather than using the photocopied template). Set a time limit of about 7–8 minutes to write the chat. Monitor the progress of each pair as they write, helping them with colloquial expressions and reminding them not to write formally. Once the chats have been completed, ask students to mix and allow other classmates to read their chat. Provide feedback and perhaps select the funniest or most romantic chat.