

# Film and TV

## Film / Biopics

### Teacher's notes



**Age:** Teenager/Young adults

**Level:** Upper intermediate (B2)

**Time:** 90 minutes (+ 30 minutes for the optional webquest)

**Activity:** In this lesson, students will:

1. revise and expand vocabulary for describing personality;
2. provide oral practice of describing different types of people;
3. improve listening comprehension of real-life English from movie trailers;
4. do online research of inspirational people and then utilise new language from this lesson to present the findings to classmates.

**Language focus:** speaking, listening, vocabulary, word formation

**Materials:** one copy of the worksheet per student, a PC or projector, an internet connection in the classroom

#### Notes:

1. **WARNING:** This lesson refers to two online trailers for *biopics* (biographical pictures or movies = films about the lives of famous people played by actors). 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 second trailer contains a mildly shocking moment when one character suffers a violent fall.
2. 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. Vocabulary (10 minutes)

**Aims:** to revise and expand adjectives of personality

**Procedure:** Put students into small groups and ask them to follow the instructions on the worksheet. Point out that it's a competition so they should work quietly so as not to reveal their answers to other groups. After 90 seconds, get them to swap sheets. Monitor as they correct, and take note of impressive words and perhaps a few with errors. Write these on the board and elicit either a definition or a correction for each. You may also want to suggest some more adjectives which you have thought of yourself. Once the board contains various (correct) words, refer students to the final page of the student worksheet. Allow them to decide in groups which category would be best for each adjective. Monitor and make sure that they have understood the words correctly. The students will return to this final sheet in later tasks, leaving them at the end of the lesson with a list of adjectives for future revision.

#### 2. Speak (10 minutes)

**Aims:** to personalise and develop interest in the topic of the lesson (people and personality), to provide spoken practice, to identify target language related to personality which students might already know

**Procedure:** Ask students to discuss the questions in pairs. Monitor their responses. If there are students who have not seen any of the suggested movies, encourage them to talk about a biography that they have read or simply a famous person who they admire. 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 (movie vocabulary, descriptions of people).

#### 3. Listen and speak (15 minutes)

**Aims:** to provide listening practice of understanding dialogue from a movie, to provide spoken practice of movie-related language and of reacting to the clip

**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 in pairs. Elicit the answers. Ask students to briefly discuss the final questions in pairs. Give feedback. Focus on ideas which students have mentioned which will be relevant to the following activity (descriptions of character).

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**Key:**

- a. He suggests that they provide the money for the movie themselves.
- b. She asks whether they will have to put their whole house or just their pool up for sale to get money for the movie.
- c. They didn't have a lot of money or free time but they had fun. They were new film-makers who used to try out different techniques, so they both needed to be risk-takers.
- d. He obviously feels that his creative freedom has disappeared in recent years and so he wants to get it back.

#### 4. Vocabulary (20 minutes)

**Aims:** to expand vocabulary for describing personality, to practise word formation where students create adjectives by adding prefixes and/or suffixes

**Procedure: (for crossword option)** Students work in pairs. Set a time limit of 7–8 minutes to complete the crossword. Encourage them to use dictionaries only if they are really stuck. Monitor as they complete the task and help weaker groups by providing some of the letters for certain words or elaborating the definition. Elicit the correct answers. Focus on pronunciation.

**Key:**

Across → 1. easygoing, 3. driven, 5. bright, 6. moody, 11. witty, 12. sensible, 13. reliable, 14. tough

Down → 2. affectionate, 4. fussy, 7. quiet, 8. persistent, 9. stubborn, 10. diligent

**Procedure: (for Kahoot option)** Open the Kahoot on the class computer by clicking on the link below, or searching Kahoot with the key words onestopenglish and biopics to find the game. You will see a Game PIN on screen.

<https://play.kahoot.it/#/k/c92082a2-a8ce-42c6-925c-acd6c3d7ee5a>

Allow each student to sign in on their phone by going onto the Kahoot website and entering the PIN. Then start the game, allowing students to play individually. At the end of the game, choose the winner. Then leave the answers on the screen so that students can copy them onto their worksheet (the Kahoot definitions are the same as the crossword clues, but the Kahoot option is easier than the crossword as the game has a multiple choice format).

Ask students to work individually to complete 4b. First give them about a minute just to read the text and then elicit its general idea (that people's characters change as they grow

older). Focus on the example of the word 'fearless' and remind students that to complete this task, they will need to create adjectives by using suffixes (like '-less', '-ful', etc) and perhaps negative prefixes (like 'un-', 'de-', etc). Give them about five minutes to complete the task. Monitor and help weaker students. Then ask each student to compare with a classmate. Elicit the correct answers. Again refer students to the final page of the worksheet and ask them to work in pairs to categorise each adjective from Tasks 4a and 4b.

**Key:**

- 1. bossy, 2. inconsiderate, 3. moody, 4. unreliable, 5. responsible, 6. resourceful, 7. ambitious

#### 5. Listen and speak (15 minutes)

**Aims:** to provide further listening practice of understanding dialogue from a movie, to consolidate vocabulary from the previous task, to provide spoken practice of this vocabulary

**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. Give feedback, perhaps focusing on the correct pronunciation of new words from previous tasks.

**Key:**

- a. This is an expert who investigates the relationship between space and time.
- b. They predict that he will only live for another two years.
- c. His wife is surprised because the computer voice has an American accent (Stephen Hawking is English). The technician doesn't see why this should be a problem.
- d. We hear that the man has proved people's expectations to be wrong both with regard to science and his personal life.

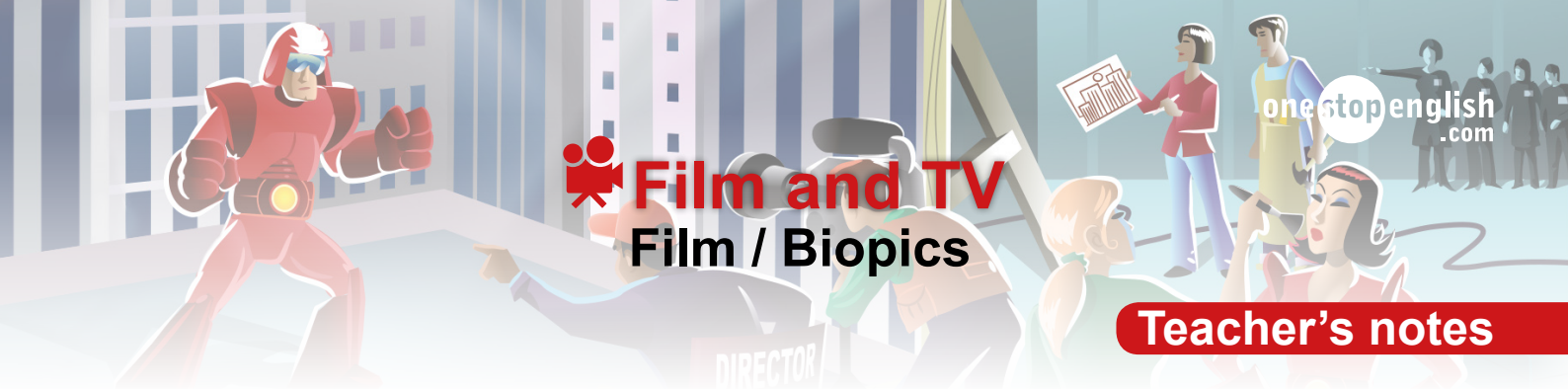
#### 6. Speak (10 minutes)

**Aims:** to provide spoken practise of describing people, to encourage students to broaden the language of previous tasks by talking about people who they don't admire

**Procedure:** Ask students to discuss the task in pairs. Monitor their responses and remind them to share the talk-time equally. At the end of the activity give some feedback, drawing attention to new language from this lesson which students used.

#### 7. Webquest (optional, 30 minutes)

**Aims:** to consolidate language from the lesson related to personality, to promote autonomous



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learning by asking students to research topics online in English, to practise giving a small-scale presentation of research/findings

**Procedure:** Divide students into groups of five. Make sure that each group has at least one strong student. Assign a real-life hero (A–E) to each group. For classes with more than 25 students, you will need to assign the same real-life hero to more than one group. For groups smaller than 25, you might want to only use two or three of the real-life heroes.

Tell students to follow the worksheet instructions for Step 2. Give them about 10 minutes. Monitor their progress. For weaker groups, help them to understand difficult words/ideas and direct them towards websites with clear explanations. For stronger groups, encourage them to elaborate the information by looking on various websites. Make sure that all members of the group understand the information about the real-life hero that they will need to talk about.

Form new groups as outlined in Step 3. Give each speaker about two minutes to talk about the hero they have researched. Encourage the use of online photos/video and promote questions from the rest of the group. Give feedback on speaking.

**Key:**

**Rick Rescorla** died in the Twin Towers on September 11th 2001. He was the director for security at Morgan Stanley. Before the attack, he always had a feeling that something bad would happen so he made the employees practise evacuations regularly. On September 11th, after the North Tower was struck, the employees of the South Tower were all told to remain calm and stay in their offices. Rick ignored this instruction and evacuated over 2,700 workers.

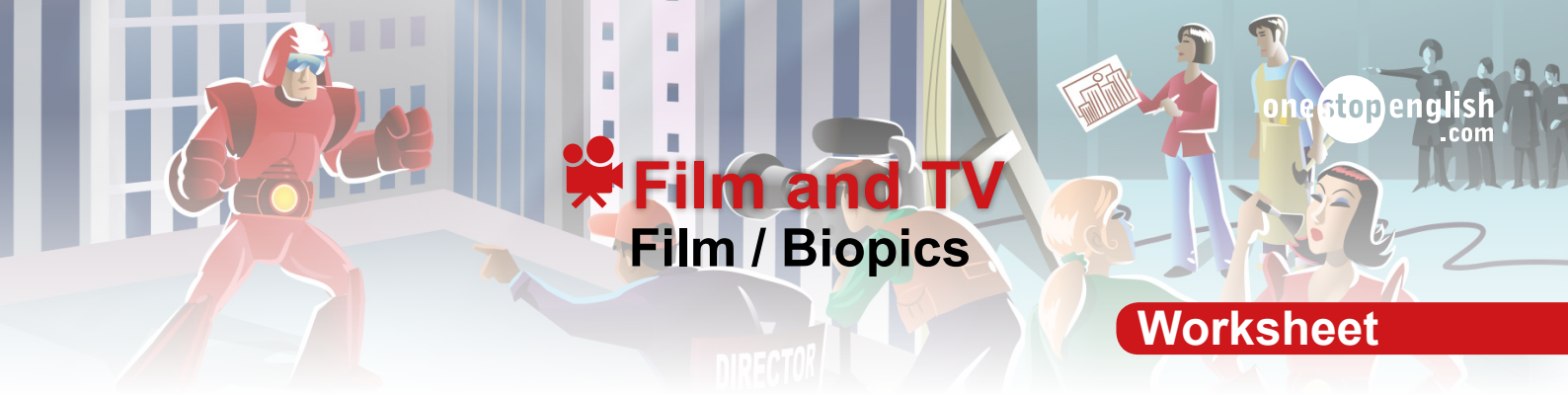
He then returned to the building to check for other workers but unfortunately died in his efforts.

**The Gulabi Gang** is a group of female activists in northern India. They campaign against violence to women and have a distinctive uniform of a pink sari. They often carry bamboo sticks and use them to defend themselves and to attack men who have been violent to women. They also work to provide food and education in communities.

**Phoenix Jones** describes himself as the superhero of Seattle. He wears a gold and black superhero suit with a bulletproof vest and patrols the streets of the city. He has been involved in various rescues and once saved a man who was about to be murdered. He has often been featured on TV news and is the leader of a group of similar real-life superheroes in the city. His real name is Ben Fodor. He is highly skilled in martial arts and MMA.

**Max Yasgur** was the farmer who allowed his land to be used to hold the Woodstock festival in 1969. The event was initially supposed to be held in another area but the permission was denied. When the organisers asked Max if they could use his land, Max's conservative neighbours were strongly against the idea and accused him of being sympathetic to the hippies. Max agreed to rent his land for the three-day event and the original estimate of 40,000 attendees quickly grew to a historic 400,000.

**Edith Garrud** fought for women's right to vote as part of the Suffragette movement in England. She was an expert in the Japanese martial art of jujitsu and taught it to a team of 30 women. Together, they formed a team to act as the bodyguards to the leader of the Suffragette movement. They often defended themselves against the police officers who wanted to beat them and arrest them.



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### Worksheet

#### 1a. Vocabulary

Work in small groups. On a separate sheet, write as many adjectives of personality as you can. You have 90 seconds to complete the task.

Example: Maria is really **adventurous**.

After 90 seconds, exchange your sheet with another group and count how many correct suggestions they gave. Which group is the winner?

#### 1b. Vocabulary

Your teacher will write some of the class suggestions on the board. In your groups, write the words in the table at the end of this worksheet. Decide which category is most appropriate.

#### 2. Speak

Discuss the questions below with your classmate.

- Talk about a person in your own life who you admire (family, friends, etc).
- Talk about a famous person from your country who you admire.
- Describe a movie you have seen which tells the true story of a person's life. Examples:

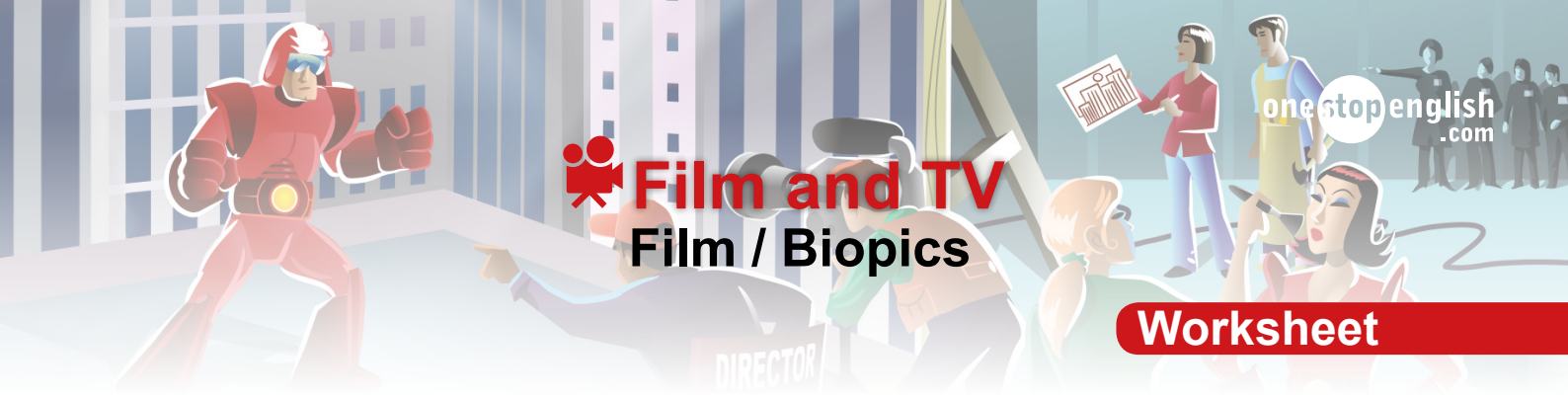
*Schindler's List / Braveheart / The Wolf of Wall Street / The King's Speech / Catch Me If You Can / Milk / Erin Brockovich / Malcolm X / Jackie / Sully*

#### 3. Listen and speak

Watch this scene from Hitchcock, a movie about the famous film director Alfred Hitchcock. In this scene, he feels sad because the production companies don't want to provide money so that he can make his movie Psycho. Listen carefully and then answer the questions below.

[www.youtube.com/watch?v=mQt5wJvk5qs](http://www.youtube.com/watch?v=mQt5wJvk5qs)

- a. What does he suggest to fund the movie?
- b. After he makes this suggestion, what question does his wife ask?
- c. What does he say about their lives and personalities when they were younger?
- d. Why is it so important to him to make this movie?



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### Worksheet

Discuss with your classmate:

From watching this scene, how would you describe the personalities of Hitchcock and his wife?

Have you seen *Psycho* or any other Hitchcock movies? If so, describe.

People often need to choose between following their dreams and earning money. Has this ever happened to you or anybody you know? Explain.

### 4a. Vocabulary

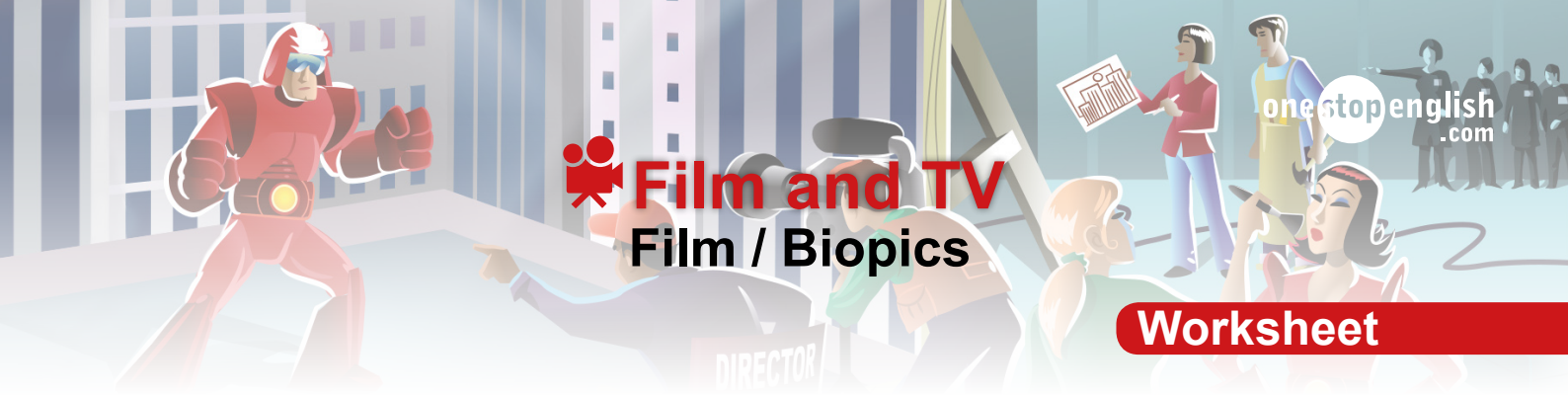
Work in pairs to complete the crossword below. If necessary, use a dictionary to help you.

Alternatively, you could complete this activity on Kahoot, if your teacher tells you to. If you do so, remember to write the correct answers next to the definitions below once you have finished the game.

Kahoot link: <https://kahoot.it/>

1				2												





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### Worksheet

#### Across

1. a person who is relaxed and doesn't worry about little problems
3. a person who has a lot of ambition and always follows their goals
5. a person who is clever and understands new ideas very quickly
6. a person who has emotions which are difficult to predict and who is often angry or sad (this is common for teenagers)
11. a person who is funny in an intelligent, fast way
12. a person who is logical and has a lot of common sense
13. a person who you can always depend on
14. a person who has a strong character and can survive in very difficult conditions

#### Down

2. a person who finds it easy to express love
4. a person who is a perfectionist and who it is very difficult to satisfy
7. a person who doesn't talk a lot
8. a person who continues to follow their goal, even when circumstances make it difficult
9. a person who never changes their attitude or opinions, even if they are not correct
10. a person who does their work very carefully and always completes their obligations

#### 4b. Vocabulary

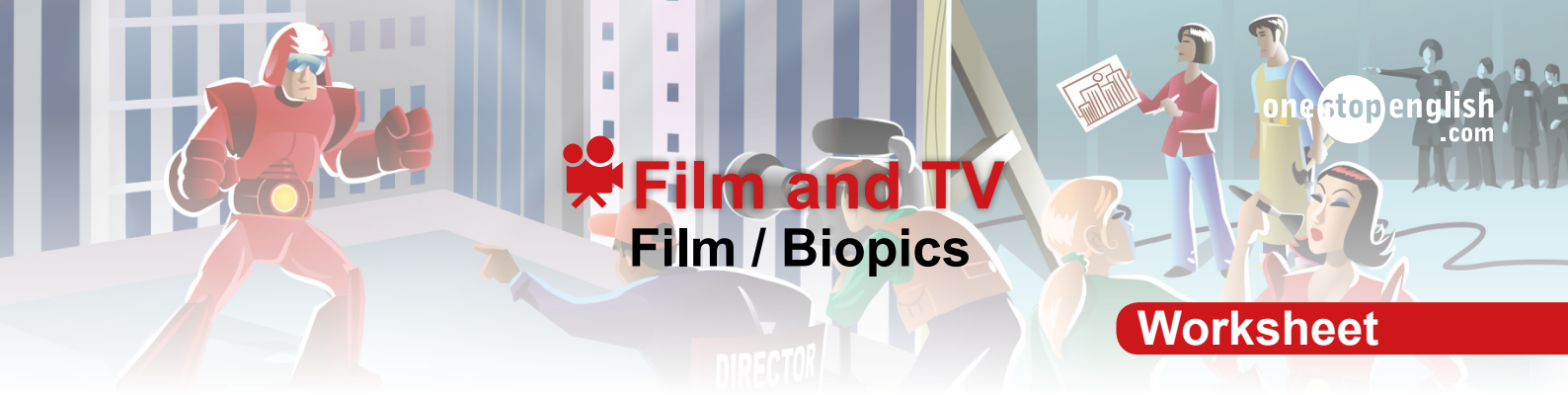
Read the short text 'Changing personalities'. Modify the words in the table to create appropriate adjectives for each gap.

You might need to add a negative prefix to the adjective.

(0) FEAR	(1) BOSS	(2) CONSIDER	(3) MOOD
(4) RELY	(5) RESPONSIBILITY	(6) RESOURCE	(7) AMBITION

#### Changing personalities

In my life, I've been many different people. As a child, I didn't have a lot of inhibitions. I never thought about risks and I was completely (0) fearless. My sisters tell me I was really (1) \_\_\_\_\_, always giving orders like a little dictator! I'm not sure if I improved much when I became a teenager. I couldn't see past my own little world and now I realise that I was quite (2) \_\_\_\_\_ to the feelings of my friends and family. I was always (3) \_\_\_\_\_ and I used to start so many arguments with my mother. On top of that, I had no organisation



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### Worksheet

skills and I was completely (4) \_\_\_\_\_, always arriving late and forgetting promises that I had made to other people. Things started to change when I became a young adult. I left home and had to learn how to become a (5) \_\_\_\_\_ adult. I didn't have a lot of money so I needed to become (6) \_\_\_\_\_, using the few things that I had to survive in the big, scary world. It was only when I learned to depend on myself that I started to become (7) \_\_\_\_\_ and realised that I can achieve whatever goals I set for myself.

Now add the adjectives to the table at the end of this worksheet. Decide which category is most appropriate.

### 5. Listen and speak

Watch the trailer for *The Theory of Everything*, a movie about the life of the famous scientist Stephen Hawking.

[www.youtube.com/watch?v=Salz7uGp72c](http://www.youtube.com/watch?v=Salz7uGp72c)

- What definition is given for the work of a cosmologist?
- When diagnosing the man's illness, what prediction do the doctors make?
- How do people react when he starts using a computer to speak?
- What do we hear about the man's reaction to people's expectations of him?

Discuss with your classmate:

From watching this trailer, how would you describe the personalities of Stephen Hawking and his wife?

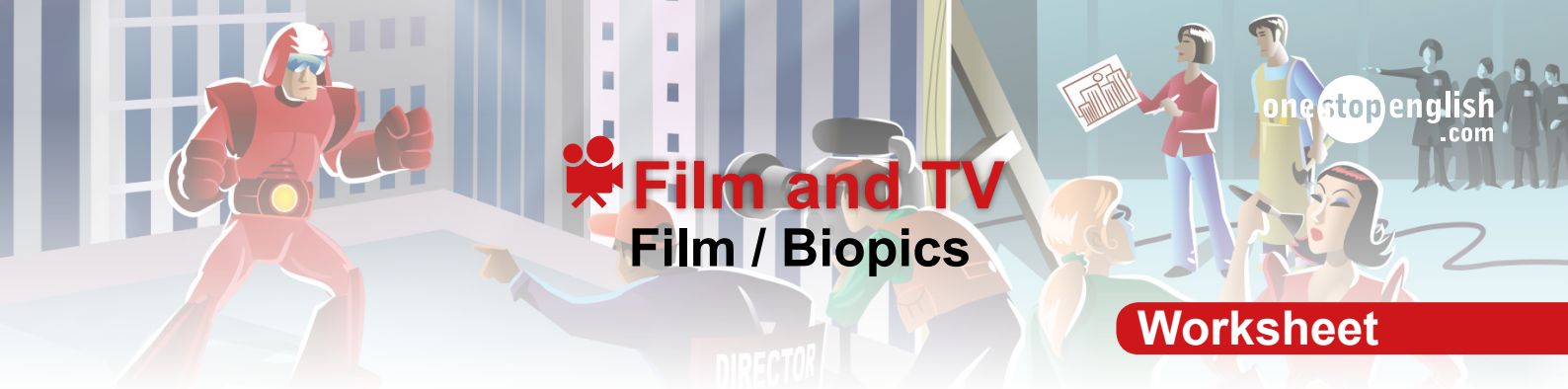
Describe an inspiring person you know who has a type of disability (from your own life or a famous person).

Examples: Helen Keller, Christy Brown, Frida Kahlo, Stevie Wonder, Ray Charles, Christopher Reeve.

### 6. Speak

Talk in pairs. From the list that follows, select one person who you admire and one person who you don't admire. For each of the two, talk about the items below.

- Why this person is famous
- The person's character
- Whether this person seems/seemed to enjoy their fame
- General public opinion on this person



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Influencers	Donald Trump / Hillary Clinton / Angela Merkel / Barack Obama / Queen Elizabeth II / Eva Peron
Creators	Sigmund Freud / Quentin Tarantino / Mark Zuckerberg / JK Rowling / Bill Gates / Albert Einstein / Steve Jobs
Performers	Marilyn Monroe / Beyoncé / Penelope Cruz / Adele / Tom Cruise / Madonna / Michael Jackson / Justin Bieber
Athletes	Lionel Messi / Serena and Venus Williams / David Beckham / Lance Armstrong / Pele / Usain Bolt / Cristiano Ronaldo
Defenders of human rights	Mother Teresa / Nelson Mandela / Malala / Martin Luther King

### 7. Webquest (optional)

Divide into five groups. Each group is going to investigate different real-life heroes.

#### Step 1

Your teacher will tell you which real-life heroes correspond to your group.

Group A: Rick Rescorla

Group B: The Gulabi Gang

Group C: Phoenix Jones

Group D: Max Yasgur

Group E: Edith Garrud

#### Step 2

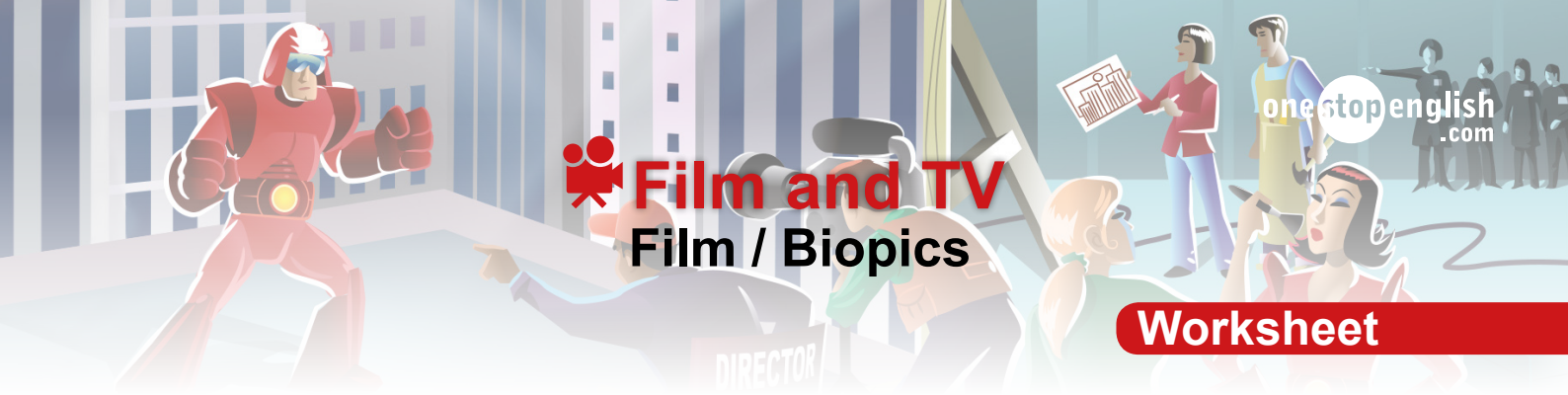
You have ten minutes to research this person on your smartphone. Work together as a group. Use Wikipedia and other websites. Make some notes which will allow you to:

- Describe why this person is seen as a hero
- Describe what you imagine the personality of this person to be
- Say whether you agree with this person's actions

#### Step 3

Form new groups of five people in which each member has researched a different hero. Each member should explain the results of their research and answer any questions that your new groupmates may have. Use online photos or videos if they are relevant and appropriate.





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### Worksheet

#### Adjectives of personality

Positive character adjectives	Neutral character adjectives	Negative character adjectives
<p>Example: Maria is really <b>adventurous</b>.</p>	<p>Example: Tim is really <b>talkative</b>.</p>	<p>Example: James is really <b>bossy</b>.</p>