

From Titanic to American Sniper: the biggest lies in fact-based movies

Level 1: Elementary – Teacher's notes

Article summary: The author describes inaccuracies in *The Blind Side*, *Captain Phillips*, *Titanic*, *Patch Adams*, and *American Sniper*.

Time: 60–90 minutes

Skills: Reading, Speaking

Language focus: Vocabulary: collocations

Materials needed: One copy of the worksheet per student

1. Warmer

- a. The purpose of this activity is to introduce the topic of fact-based films and how much accuracy can be expected in them.

2. Key words

- a. Divide the class into two groups. Assign each half of the class one half of the items (1–5 or 6–10). Then, sub-divide each group into pairs and ask them to complete the activity. Once completed, ask them to compare their answers with other pairs. Then, regroup students so they can exchange their answers and complete the rest of the items.

Key:

1. *adopt, adopted*
2. *court*
3. *pirate, pirates*
4. *crewmember, crewmembers*
5. *sue, sued/is suing*
6. *aristocrat, aristocrats*
7. *accurate*
8. *activism*
9. *dumb*
10. *medal, medals*

3. Comprehension check

- a. Ask students to read the statements and identify key words in each statement. Then, ask them to scan the text and decide if the statements are true or false.

Key:

1. *False. He doesn't want a relationship with them.*
2. *True*
3. *False. He received emails warning him of the pirates.*
4. *True*
5. *False. Kilts were invented only later, and he was an aristocrat.*
6. *False. He killed a passenger and himself.*
7. *True*
8. *False. They may not have seen each other, and they were enemies.*

4. Key language

- a. Students could be asked to do this exercise in pairs and highlight the phrases in the article.

Key:

1. *a teenager*
2. *a relationship*
3. *a story*
4. *a lifeboat*
5. *an autograph*
6. *a medal / an Oscar*
7. *a verdict*

- b. Ask students to do this individually and then ask and answer the questions in pairs.

Key:

1. *telling*
2. *ask for*
3. *won*
4. *adopt*

5. Discussion

- a. Allow students time to note their ideas about each statement and encourage them to say why they agree or disagree.

6. In your own words

- a. Ask students to reflect on the films they mentioned in the warmer. Have them choose a film and research its accuracy and the historical events the film is based on.

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- b. Give students time to make notes and prepare to share with the class. They can then share their findings in small groups.