

French miss: is the future of movie kissing in jeopardy?

Level 2: Intermediate – Teacher's notes

Article summary: The article discusses the use of CGI as a replacement for physical kisses between actors in films, using an example from a recent film, and suggests some possible ways this may change things in the future.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Vocabulary: phrases

Materials needed: One copy of the worksheet per student

1. Warmer

- a. Students should look at the pictures for context and read the film summary. They can then discuss the questions to personalise their responses. Answers will vary, but students need some background context for the article.

2. Key words

- a. Students can do this exercise individually or in pairs. Encourage them to try to understand the meaning of the words from the context and the definition given to them, but allow them to use a dictionary if necessary.

Key:

- | | |
|-----------------------|-----------------------|
| 1. <i>co-star</i> | 9. <i>revealed</i> |
| 2. <i>romcom</i> | 10. <i>Perspex</i> |
| 3. <i>stand-in</i> | 11. <i>airbrushed</i> |
| 4. <i>CGI</i> | 12. <i>fake</i> |
| 5. <i>Chemistry</i> | 13. <i>leads</i> |
| 6. <i>Streaming</i> | 14. <i>Cheating</i> |
| 7. <i>comeback</i> | 15. <i>morph</i> |
| 8. <i>disinfected</i> | |

3. Comprehension check

- a. Students should draw lines to match the people on the left to the parts of the sentences to the right. They can check their answers using the article.

Key:

1. *Jonah Hill and Lauren London have a CGI kiss in the film You People.*
 2. *Stuart Heritage didn't like the film.*
 3. *Andrew Schulz spoke about the CGI kiss on a podcast.*
 4. *Lindsay Lohan used a stand-in for a kiss in a recent film.*
- b. This activity asks students to summarise the four ways films fake kissing. Answers may vary but should resemble the below.

Key:

1. *CGI*
2. *using a stand-in*
3. *kissing through plastic screens*
4. *using actors' real-life partners*

4. Key language

- a. Students can complete the activity individually and check answers in pairs. Encourage them to find and underline the phrases in the text so they can see them in context.

Key:

1. *in jeopardy*
 2. *raise all kinds of questions*
 3. *It's hard to know what to make of it.*
 4. *On the one hand, ... On the other hand, ...*
 5. *This isn't really that much of a big deal.*
 6. *raises a lot of issues*
- b. Students can personalise the language they learned in task A by writing sentences. Remind students that choosing the vocabulary they will find the most useful will help them to remember it. During feedback, ask volunteers to share one or two of their sentences.

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5. Discussion

- a. In small groups, students should have small discussions using the prompts. The first asks for a director or film-studio point of view and the second asks for an actor's point of view. Students can use the article to give evidence for their ideas or use their own ideas. The final prompt asks students to think about the future of CGI and its use for things such as kissing in films.

6. In your own words

- a. Students will need access to the internet for this activity. They should find a clip of the CGI kiss from *You People* mentioned in the article. There are plenty of clips available online. In pairs, students should discuss whether they can tell the kiss was fake. Ask them to give reasons for their ideas.
- b. Students will research other scenes they remember from famous movies and research whether they were real or fake and how they were filmed. Depending on class size, they can present in pairs, small groups, or as a whole class.