### P.S I Love You - Teachers Notes:

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<th>Level:</th>
<th>B2</th>
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<tr>
<td>Author:</td>
<td>Aoife McLoughlin</td>
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<td>Lesson Aim:</td>
<td>To introduce students to new lexis to describe movies. By the end of the lesson, students will be able to discuss movies using this new vocabulary and will practice listening and reading skills through watching a YouTube clip and reading a letter. In groups, students will then write a plot for a rom-com!</td>
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#### CEFR Student Learning Outcomes:

- **Listening:** I can follow TV drama and the majority of films in standard dialect.
- **Reading:** I can understand the main points in informal letters relating to my personal interests.
- **Spoken Interaction:** I can take an active part in conversation, expressing clearly my feelings naturally with effective turn-taking.
- **Written Production:** I can write clear, detailed descriptions on a variety of subjects related to my field of interest.

#### Lexical Aim:

- **Adjectives to describe movies:** Soppy, gripping, tedious, fast-paced, awe-inspiring, moving, graphic
- **Lexis from text:** Chick-lit, grieving widow, late husband, ease, move on, cope, tug at, to move (emotionally)

#### Interaction Patterns:

- Pair work
- Group work
- Whole class

#### Preparation:

- Wi-Fi connection for movie clips

#### Task Time:

- 120 minutes.
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<th>Procedure</th>
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<td>Write ‘P.S’on the whiteboard and ask students where they might see this written (on a letter) and its meaning. If students ask what it stands for – Post Scriptum. Now, write ‘I Love You’ beside it and ask students why someone would write ‘P.S I love You’ at the end of a letter.</td>
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<th>Handout One:</th>
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<td>Draw students attention to the picture and ask them if they’ve ever seen this picture before. If nobody has, tell them it’s a movie. Elicit what genre of movie they think it might be (romantic). Elicit other words for romantic movies. (chick-flick, rom-com)</td>
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In groups of three, students will now discuss the three questions. Ask them to read the questions first and if they don’t understand the meaning of the words / phrases in bold, ask them to ask their partners or take a guess at what it might mean. Get brief feedback here before discussion starts.

Now, groups discuss the questions together. After they have answered the questions and worked out the meaning of the vocabulary from the context given, guide them towards the next task – to describe a movie they have watched lately, using some of the adjectives they have just met. If students have any difficulty deducing meaning from the contexts given, support them by offering more sample sentences until they are clear on meaning.

Now, tell students you are going to show them a trailer of the movie and ask them to think about adjectives they would use to describe the movie.

<table>
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<tr>
<th>P.S I Love You Trailer</th>
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<tr>
<td><a href="http://www.youtube.com/watch?v=CZzW6_hr068">http://www.youtube.com/watch?v=CZzW6_hr068</a></td>
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Gather feedback and add to whiteboard, marking stress patterns on adjectives. Would students like to watch this movie or not? Why / why not? Have a short discussion at this point.

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<th>Handout Two:</th>
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<td>Students now read the Plot of the movie. Some of the words are underlined. After reading once, students now work with their partners to discuss meaning of the bold/underlined words. Gather feedback.</td>
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In pairs, students now summarise the movie plot. Now mix students with other pairs to compare their summaries of the plot.

Now that the students have new partners, ask them to answer the question at the bottom ‘Do you think Gerry’s letters were a good idea to help Holly move on with her life?’
### Procedure

Tell students that they are about to hear a reading of ‘The Last Letter’ that Gerry sent to Holly. What do they think might be in the letter? Get some ideas from the class.

Now, play the clip. When the man has stopped reading the letter, stop the clip at 2.17 minutes.

**The Last Letter**
http://www.youtube.com/watch?v=4AEaf79biR8

Give students **2 minutes with their partners** to discuss what they understood from the letter.

**Handout Three:**
Give students handout three of the letter to read and discuss anything they don’t understand with their group. If you feel it’s necessary, you could again play the reading of the letter at this point so that students can read along and focus on pronunciation.

Elicit who they think the man might be. **(a possible love interest, good friend)**

What do they think is going to happen next? **(They kiss)** - Get some ideas.

Play the clip again and when they are kissing, stop the clip again.

Again, give students a minute to discuss what they think is going to happen after the kiss. **(The man and Holly feel nothing. He says ‘it’s like kissing my sister.’)**

Now, Holly writes to Gerry – **What does she say to him?** Play clip for students from 4.48 minutes.

Dear Gerry,
You said you wanted me to fall in love again and maybe one day I will but there are all kinds of love out there. This is my one and only life and it’s a great and terrible and short and endless thing and none of us come out of it alive. I don’t have a plan except it’s time my mum laughed again. She’s never seen the world; she’s never seen Ireland so I’m taking her back to where we started. Maybe now she’ll understand.

Stop the clip at 5.45 minutes and ask students to compare what they have heard.

Next, Holly meets an old friend and his Dad. **Who is the friend? Do they think he is a good friend? (Holly met him when she was in Ireland but couldn’t start a relationship with him because she was getting flashbacks of Gerry) What do your students think is going to happen next?**

Stop the clip and give two minutes for pair work. **(There is a connection between Holly and her old friend and her mum and his dad)**

Now in groups, students have to write a plot for a rom-com! Get them to share their ideas with other groups afterwards and choose one that you would pay to watch in the cinema.