Discussion:

1. What kind of movies are you into?
2. Do you tend to watch soppy movies?
3. Can you work-out the meaning of the adjectives below with your partner?

Describe a movie you’ve seen lately using some of these adjectives....
The Plot

This best-selling chick-lit novel, written by Ireland’s Cecilia Ahearn was a massive hit with readers worldwide and went on to be adapted in Hollywood for the big screen. The movie stars Oscar winner Hilary Swank and Hollywood hunk Gerald Butler and follows the life of a young grieving widow who discovers that her late husband has left her tasks to be completed in ten monthly letters, all intended to help ease her pain and help her move on with her life.

This is a heart-warming, yet tear-jerking tale of a young couple's unconditional love and how Holly struggles to cope when her husband, Gerry, dies of a brain tumour.

This beautiful story will tug at your heart strings and no matter how many times you watch this movie, it will never fail to move you.

Do you think Gerry’s letters were a good idea to help Holly move on with her life?
The Last Letter

Dear Holly,

I don't have much time. I don't mean literally, I mean you're out buying ice cream and you'll be home soon. But I have a feeling this is the last letter, because there is only one thing left to tell you. It isn't to go down memory lane or make you buy a lamp, you can take care of yourself without any help from me. It's to tell you how much you move me, how you changed me. You made me a man, by loving me Holly. And for that, I am eternally grateful. Literally. If you can promise me anything, promise me that whenever you're sad, or unsure, or you lose complete faith, that you'll try to see yourself through my eyes. Thank you for the honour of being my wife. I'm a man with no regrets. How lucky am I. You made my life, Holly. But I'm just one chapter in yours. There'll be more. I promise. So here it comes, the big one. Don't be afraid to fall in love again. Watch out for that signal, when life as you know it ends.

P.S. I will always love you.

Gerry
Write a plot for a Rom-Com!

This is a story about.....
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. Students will discuss movies using the target vocabulary and 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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<td>CEFR Student Learning Outcomes:</td>
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  **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. |
Lead In:
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.

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)

Discussion:
In groups of three, students 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 ask and answer the questions. 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.

P.S I Love You Trailer
http://www.youtube.com/watch?v=CZzW6_hR068
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.

Reading/Speaking:
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. 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?’
Listening:
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.

Reading/Speaking:
Give students a copy of the letter to read and discuss anything they don’t understand with their group. If you feel it’s necessary, you could play the reading of the letter again 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.