

Hollywood Clichés (video lesson)

level: intermediate (B1) +
time: 60 min

class: group
skills: speaking, listening, writing

Warm up

1. Tell your students you've just seen a really good film and let them *guess* which one it was. They'll ask you yes/no questions and have to find out its name. Remember to choose one that your students are likely to know well. You might also want to choose one from point 2, provided your students are already familiar with it.

Hollywood blockbusters

2. On YouTube choose 3 *film trailers* that have recently been made. You could use these:
The Hobbit: <http://www.youtube.com/watch?v=cOHJQkBtMWs>
Night at the Museum: http://www.youtube.com/watch?v=KMKk7Dn_-Y
The Time Being: <http://www.youtube.com/watch?v=2yLGgNheu7Q>
but feel free to adapt the list so that it fits your students' interests. Make sure there's enough variety to suit everyone's taste!
Then, watch the trailers and ask your students to identify the genre of each movie and tell you what they can understand about the plot from the trailer. This is also an ideal stage to revise some language you covered previously (e.g. if you practised modal verbs, let them speculate about the plot; if you introduced extreme adjectives, ask them to evaluate the films etc.).
3. Put your students into groups of 3 and tell them they're *going to the cinema together* and have to agree on which film they want to see. Monitor and help with any language if necessary/take notes for later correction.
4. Ask your students which of these films they think were made in Hollywood and what makes them think so. 'What are the *qualities of a typical Hollywood blockbuster*? Do you enjoy watching them? Why/why not?'
5. Put your students in pairs and ask them to tell each other about *the last movie they saw* that was made in Hollywood (Student A) and the last one that was not (Student B).

Hollywood clichés

6. As a group, ask your students to think of as many *Hollywood clichés* as possible. If they're not sure what exactly you mean by that, start with one yourself (my favourite one: women wake up wearing perfect make-up).
7. Watch this extract from *Transporter 3* <http://www.youtube.com/watch?v=4pO329of1QU> and ask your students which of the clichés from point 6 they can see in it (possible answers: the whole gang against the main hero; attacking him one by one, although they heavily outnumber him; after a fight the hero is leaving without injuries and wearing a perfectly clean shirt; ...).

8. Give your students the worksheet and ask them to *complete the gaps* with any words they find suitable. Let them check answers in pairs first, then as a whole class.
(answers: 1. if 2. to 3. in/on 4. at 5. been 6. in/on 7. be 8. are 9. make 10. wheel 11. seen)
9. Ask them: 'Which of the clichés do you like best?'

Cooler

10. Say names of the movies your students have mentioned today and ask them to sum up the cliché they could see in it with one short sentence.

Homework

11. Ask your students to choose one cliché from the worksheet and write a short text-a comment for an online movie database-about a movie they've seen it in.

Hollywood clichés

It does not matter 1. ___ your gang is heavily outnumbered in a fight involving martial arts, your enemies will still wait patiently 2. ___ attack you one by one.

If you are a young, pretty woman, it is possible to become a world expert 3. ___ nuclear fission 4. ___ the age of 22.

A detective can only solve a case once he has 5. ___ suspended from duty.



If you start dancing 6. ___ the street, everyone you meet will know all the steps.

During all police investigations, it will 7. ___ necessary to visit a strip club at least once.

You 8. ___ very likely to survive any battle in any war unless you 9. ___ the mistake of showing someone a picture of your sweetheart back home.

Even when driving down a perfectly straight road, it is necessary to turn the steering 10. ___ from left to right every few moments.

The Eiffel Tower can be 11. ___ from the window of any building in Paris.