

# FILM ENGLISH

## Two Fingers

**Language level:** Intermediate (B1) – Upper Intermediate (B2)

**Learner type:** Teens and adults

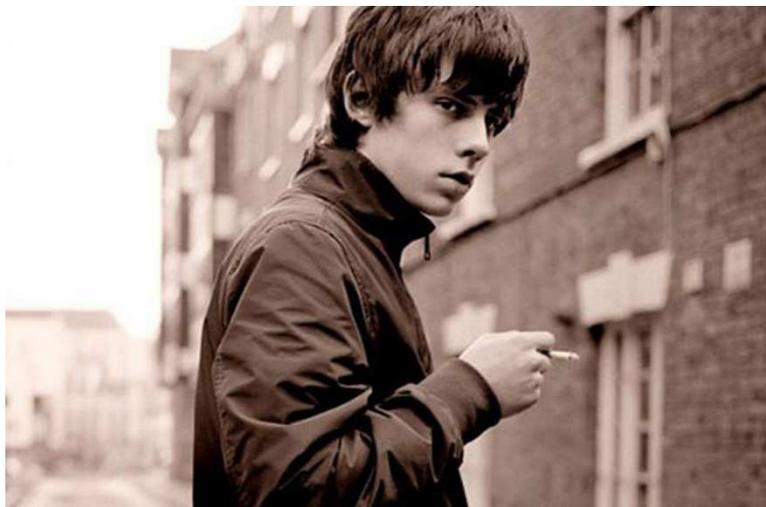
**Time:** 90 minutes

**Activity:** Watching a short film, speaking about the problems faced by young people, reconstructing a story and lyrics

**Topic:** Problems faced by young people

**Language:** Slang expressions

**Materials:** Short film and two lyrics videos



## Overview

This EFL lesson plan is designed around a short film by [Jamie Thraves](#) used as a music video for Jake Bugg and his song *Two Fingers*. Students watch a short film and a lyrics video, speak about the problems faced by young people, and reconstruct a story and lyrics.

### Step 1

Ask the learners what are typical problems which young people face in their country.

### Step 2

Tell the learners they are going to watch, but not hear, a young man who has some problems. As they watch they should say what problems are shown.

Show the film.

Link: <http://bit.ly/1oEAefJ>

### Step 3

Get feedback from the learners on the problems the young man has. Possible answers: he feels alienated from his family, he has problems in his relationship with his mother, his mother and her partner drink too much, there is domestic violence at home, and he may be unemployed.

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## Step 4

Tell the learners they are going to watch the film again. As they watch they should try to remember the story the film tells.

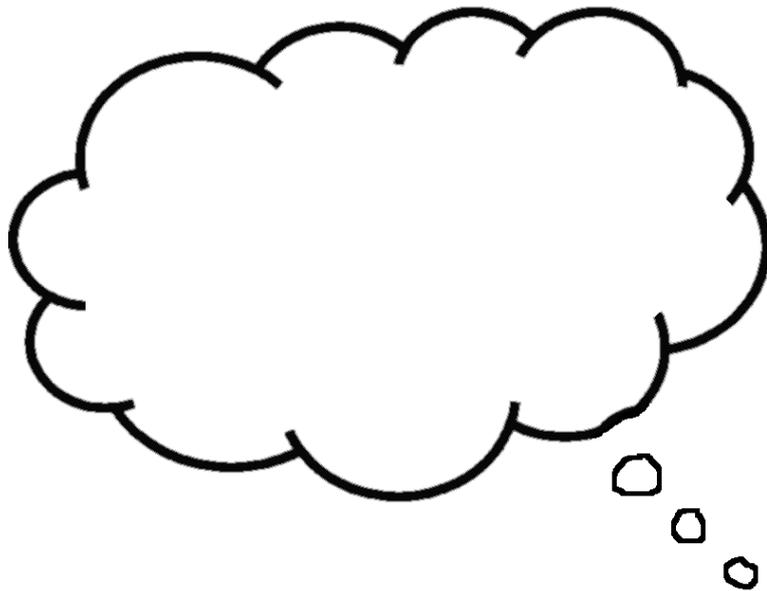
Show the film.

## Step 5

After watching they should make some notes and then try to reconstruct the story with a partner. Ask learners to retell the story.

## Step 6

Draw a thought bubble on the board or hand out copies of the thought bubble below.



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Elicit or explain that they are used in comics, cartoons and graphic novels to show what a character is thinking.

Tell them they are going to watch the film again and consider what the young man and other characters are thinking at key points in the film.

Show the film.

## **Step 7**

The learners draw thought bubbles and complete them with what the characters are thinking. The learners compare their thought bubbles with a partner.

## **Step 8**

Tell the learners that the film is a video for a song sung by the young man. Ask them to predict the lyrics of the song.

## **Step 9**

Play the film with sound and ask the learners to note down any words or expressions they understand.

## **Step 10**

Put the learners into small groups and ask them to try to reconstruct the lyrics.

Show the film.

**Step 11**

Show the video with the lyrics and ask the learners to compare their lyrics with the actual lyrics. If the learners find the first lyrics video too difficult show them the second one.

First lyrics video: <https://vimeo.com/60251409>

Second lyrics video: <http://bit.ly/1mOGkJ8>

It will probably be necessary to explain some words and expressions.

**Glossary**

Clifton - a working class area of Nottingham, UK which is the home town of the singer Jake Bugg.

hold two fingers up - the act of using only the middle and index fingers, while bending the other fingers at the second knuckle, and with the palm facing the signer mean "fuck you" in the U K.

skin up a fat one - to roll a joint.

the feds - a slang expression to describe the police.

White Lightning - a brand of very strong cider in the UK.

**Step 12**

Hold a plenary discussion based on the following questions:

Does the song have a message?

Do you think the film goes well with the lyrics of the song?

Are the problems shown in the film the same types of problems faced by young people in your country?

## Homework

The learners write an article on problems faced by young people in their country and put forward possible solutions.

**I hope you enjoy the lesson.**

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