

Warm-up

First, put students in groups of four. Give them three minutes to write the names (in Spanish) of as many Latin American films as possible. Then, have each group take turns reading the name of one of their films. Next, groups get a point for each title they have, but the others do not. Finally, set a Find Someone Who with the films and have students mingle.

Sample questions:

1. *Have you seen Amores Perros?*
2. *Did you like Perfume de Violetas?*
3. *Do you want to see Amar Te Duele?*

Teaching Tip

For Exercise 2

First, before students read the text, have them discuss in trios whether they think Latin American films have a unique 'look and feel' and why or why not. Then, draw their attention to the instructions for Exercise 2, highlighting the connection—the 'look and feel' of the films and the distinction—of the title's meaning. Finally, ask volunteers to share their opinions with the rest of the class.

Differentiation Strategy

For Exercise 3

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 6.

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

Exercise 4

Arts

How does the style of Latin American films affect the audience?

01 Work with a classmate. Look at the title of the podcast script and predict what it will be about. Write your notes.

Answers will vary.

02 Read "Is Latin America in Living Color?" and explain the connection between the title and the topic.

Possible answer

Latin American films have a unique look and feel, tend to address serious social issues, and have unresolved endings. The title refers to the idea that the Latin American cinema depicts its society's reality poignantly and vibrantly.

03 Read the podcast script again and answer the questions. Then, compare your answers with a classmate.

1. What themes are often addressed in Latin American films?

social issues and inequality

2. What is notable about the style?

It's slower-paced, more silent, and has less dialogue.

3. What effect does it have on the audience?

The audience can reflect on the story, but it's uncomfortable.

Is Latin America in Living Color?

Host: I watched *Roma* on the weekend, and I have to say, while I enjoyed it, I noticed it was pretty different from other movies I've seen, so today, I'm joined by Professor Susana López, who teaches film studies and is here to talk about what makes Latin American cinema distinct. Welcome!

Prof. López: Thank you for inviting me. First and foremost, it's true that Latin American cinema looks and feels different from Hollywood films. One crucial difference is the content. Historically, Latin American cinema was part of what's known as "Third Cinema," which focuses on social issues and inequality and uses films to raise awareness of concerns instead of pure entertainment.

Host: I have noticed that many, not all, Latin American films include these issues. Does the style feel different?

Prof. López: Latin American films, and others outside the Hollywood universe, tend to be **slower-paced**, leaving the audience time to reflect instead of being pulled along by the story. There's also less dialogue and more silence, which can be uncomfortable but is a common **stylistic tool**. In addition, local **dialects** and locations are front and center, so a Colombian film will look and sound different than a Mexican film; however, the more Latin American films you watch, the easier they will become to identify.

Host: Let's talk about the endings of Latin American films. Do they all end with no resolution to the central issue? It's not very satisfying and very **anticlimactic**.

Prof. López: It can be frustrating, but remember that this film style is more realistic. Therefore, it's complex, encouraging many filmmakers to **eschew** tidy endings and leave the story open to the audience's interpretation.

Host: Thanks! This has inspired me to look for and enjoy the differences in Latin American films.



04 Work in a small group. Follow the instructions.

1. Individually find the trailer online for a Latin American movie you have seen or would like to see.
2. Take turns showing each other the trailers of the films.
3. As a group, decide which film you will watch and why.

Language Structures and Functions Tip

For Exercise 6

First, write the five words from Exercise 5 on the board. Ask: *What other meanings do these words have?* As students answer, clarify the alternative meanings. Next, pair up students based on their Zone of Proximal Development. Then, each pair chooses two of the homographs from the list. They are given a prompt related to Latin American films, such as: *You two became friends after watching Roma or Amores Perros. You're pitching a new Argentine or Chilean film to Netflix. You're film critics arguing over the best director in Latin America.* Afterward, ask students to write a two-minute conversation (script-style or bullet-point dialogue). The conversation must include the two assigned homographs using their less common, alternate meanings. The conversation should still sound natural and be about Latin American cinema. Finally, pairs take turns performing or reading their conversations. After each one, the class tries to identify the homographs used, explain their meanings in the context, and share whether they sound natural or creative. Finally, if time allows and you deem necessary, review the grammar point in more detail.

Teaching Tip

For Exercise 7

First, ask students to get into groups of four and read their messages aloud. Then, have listeners answer these questions about the message: 1. *What film does the writer recommend?* 2. *Why?* 3. *What homographs and meanings do they use?* 4. *Would you like to see the film? Why or why not?* Finally, the exercise will be closed by inviting students to share the films they have heard about and why they would like to see them.

Differentiation Strategy

For Exercise 5

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 6.

Wrap-up

First, before class, choose a situation for a Latin American film, such as a family having to move to another country because of military conflict. Then, have students work in groups to create a proposal for the film. Next, have them include the following: *Where is the film set? What is the main plotline? What genre is it? What is the 'look and feel'? Do you have ideas for directors or actors?* Finally, groups will be asked to present their film ideas.

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

Exercise 8

 05 Identify if the homograph used in each sentence is correct "C" or incorrect "I." Correct the incorrect ones.

1. Latin American directors often highlight real social struggles, making there films more emotionally powerful than most Hollywood blockbusters.
2. The final shot lingered on the empty street, reinforcing the main character's loneliness.
3. This film had a somber tone, so it wasn't easy to here the dialogue.
4. Many Latin American films end without a complete plot resolution, leaving viewers with questions instead of easy answers.
5. The central row of the film was how the characters disagreed with each other.

I there / their

C []

I here / hear

C []

C []

 06 Work with a classmate and write a conversation about Latin American films using the other meanings of some of the homographs in Exercise 5. Answers will vary. 07 Write a message to a friend recommending a Latin American film for them to see. Use five homographs in your message. Answers will vary. 08 Work in a small group to create a Latin American film festival for your class. Follow the instructions.

1. Choose four iconic Latin American films to show.
2. Write synopses of the films' stories and explain their importance in the history of Latin American cinema.
3. Share your ideas with the other groups.
4. Choose the four best films to show.
5. Plan a showing of the films in your class.

