

Warm-up

First, start the session by projecting stills from famous war movies, such as *Saving Private Ryan*, *Dunkirk*, *Zero Dark Thirty*, *Eye in the Sky*, and *The Imitation Game*. Then, elicit the names of the movies (if possible), but focus on what the films have in common: war. If they don't know them at all, elicit from them some recent titles about war. Next, have them discuss what they like or dislike about this film genre in small groups. Finally, ask volunteers to share their conclusions with the rest of the class.

Teaching Tip

For Exercise 2

First, have students work in pairs to discuss the meaning of the expression and the play on words in the title. Then, have students research this meaning and other expressions, including more idioms related to war. Next, have students get together in groups of four, exchange expressions they found online, and test their classmates. Close the exercise by eliciting the title's meaning as 'to demonstrate conviction to your ideals or values'; the pun is the concept of 'guns' in war and wars predicated on conflicts in ideals or ideologies. Finally, volunteers should be invited to share other expressions they know.

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 do war documentaries shape our view of conflict?

01 What's the difference between a war movie and a war documentary?

Answers will vary.

War Movie	War Documentary

02 Read "Sticking to Your Guns" and write an explanation of the title.

03 Read the text again and complete the sentences about war documentaries past and present.

War documentaries of the past:

- were made by professional filmmakers.
- used to unite citizens.
- used music and narration to stir up emotions.

War documentaries now:

- are filmed on high tech phones.
- are shown on social media.
- are created by people living the war.



Sticking to Your Guns

Historically and today, video (first **cinematic** war **documentaries** and now a range of videos presented through social media) has been used to demonstrate the horrors of war to civilians. Not only has video been used, but even when the objective is to present the **truth**, it's used a combination of fact and emotion to move the audience to action, leading us to the question: Is video ever the whole truth?

Filmmakers created footage during World War II that informed the public, showed the war's violence, pain, and suffering, and united the citizens in the cause. Authentic images are edited and **framed** to create the film's story. Then, music and narration shape the final product. So, is it reality or one person's version of it?

Today's war filmmakers are living war soldiers and civilians. Their cameras and crew are phones, and their films are **livestreams** and TikToks. No sooner will an explosion or attack happen than you'll find various posts documenting it. So, are these films more 'real' than professionally filmed documentaries? No, because they also present a perspective and a narrative. They are influenced by the desire to create a **viral** video that attracts a large and diverse audience. War documentaries and live feeds alert us to the tragedy of war. Still, as with all media, we must ask ourselves what decisions the filmmaker made, because films depicting war can influence how we feel and what we believe.



04 Work with a classmate. Follow the instructions.

- Go online and find a scene from a war documentary.
- Watch it to identify the narrative the filmmaker is creating.
- Identify the emotions the scene triggers.
- Present your scene and analysis to another pair.

Language Structures and Functions Tip

For Exercise 6

First, if appropriate for your group, model the task with an example sentence. Then, elicit the type of inversion and, if needed, provide a sentence with NO inversion to be adapted. Next, invite students to generate sentences and post them on the physical or digital whiteboard, using a tool such as Canva to share the sentences or Kahoot to gamify the revision process. Afterward, elicit any needed corrections from volunteers. Finally, if time allows and you deem necessary, review the grammar point in more detail.

Teaching Tip

For Exercise 7

First, have pairs exchange texts to review the use of inversions. Then, have students read their news story aloud (or record it) in a whole-class news program. Before class, decide if you'll have a live news program or if students will record it. Next, have students help set up a news program desk and background. Then, invite each pair to read their stories aloud for the news program. Give the audience a listening task and a rubric that includes grammar accuracy, relevant content, effective delivery, etc. Finally, close the exercise by reviewing the listening task.

Differentiation Strategy

For Exercise 8

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 2b.

Wrap-up

First, close the session with an extension of Exercise 8. After students have presented their plan, invite groups to discuss the pros and cons of each proposal. Finally, end with a whole-class discussion to reach a consensus on a proposal.

Flexi Exercises

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

Exercise 5

05 Match to create sentences.

- | | |
|--|---|
| 1. Not only do modern war documentaries present facts, | a. how their framing choices influence public opinion. |
| 2. Seldom have filmmakers been so aware of | b. were carefully framed to support a specific national narrative. |
| 3. Only by analyzing camera angles and editing | c. but they also shape emotions through selective framing. |
| 4. Little did viewers know that the powerful scenes in early war documentaries | d. can we understand how deeply framing affects the viewer's perception of war. |



07 Work with a classmate. Create a news story about a war. Use inversions from Exercises 5 and 6. Answers will vary.

06 Create sentences using the inversions as sentence prompts. Write two more on your own. Answers will vary.

- So powerful were the images that ...

- No sooner had he taken the picture that ...

- Not only was she living in a war zone, she ...

- Only by recording the..., could they...

- _____

- _____

08 With a group, discuss the following questions. Then, share your answers with the class.

- › If your country were at war, how would you try to bring the world's attention to the problem?
- › Create a plan and present it to the class.