

# FILM ENGLISH

## Julio Díaz

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

**Learner type:** Teens and adults

**Time:** 90 minutes

**Activity:** Listening, watching a short video, speaking and writing

**Topic:** Empathy

**Language:** Second conditional and colloquial words and expressions

**Materials:** Short video



## Overview

This ELT lesson plan is designed around a short video by [Story Corps](#) in which a young man explains what he did when he was mugged at knifepoint. In the lesson students talk about an imaginary situation, listen to a story, watch a video, speak, and write an account of an incident from another person's perspective.

### Step 1

Read out the following situation to your students:

"You are coming home after a hard day when you are held up at knifepoint by a teenager."

Elicit or explain that to be held up at knifepoint means someone threatens you with a knife and wants to take your money.

### Step 2

Pair your students. Ask them to imagine they are in this situation and to discuss the following questions:

- How would you feel in this situation?
- What would you do?

### Step 3

Hold a whole class discussion based on the questions from the previous stage.

**Step 4**

Tell your students they are going to hear a young man called Julio Díaz describe what he did when he was coming home after a long day at work and was held up at knifepoint by a teenager. As they listen they should answer the following questions:

- What did Julio do when he was held up?
- Why was his reaction unusual?

Play the video twice without projecting the video onto a screen.

Link: <https://vimeo.com/178051564>

**Step 5**

Get your students to compare their answers.

**Step 6**

Hold a whole class discussion on what your students have understood, but do not tell them if they are right or not.

**Step 7**

Tell your students they are now going to watch a video in which they will see animated images and the transcript of what Julio says. As they watch they should check how accurate their answers were. Play the video with sound and image.

**Step 8**

Get your students to explain what they have understood.

**Step 9**

Dictate the following questions:

- Where was Julio when he met the teenager?
- As the teenager was walking away, Julio said, "Hey, you forgot something." What did he offer him.
- Where did they go together?
- Who came to talk to Julio?
- How did Julio treat the people who came to talk to him?
- What two things did the teenager give to Julio at the end?
- What did Julio give the teenager?

**Step 10**

Tell your students they are going to watch the video again. As they watch they should answer the questions.

**Step 11**

Go through your students' answers to the questions.

**Step 12**

Play the video again, this time pause after each phrase and elicit or explain the colloquial vocabulary and expressions such as "you know", "I'm like", "go get dinner", "man", "so, he's like", "I'm like" etc.

**Step 13**

Pause the video at 02:24 where you see the caption:

"You know, I figure, you treat people right, you can only hope that they treat you right. It's as simple as it gets in this complicated world."

Elicit or explain that "figure" is a colloquial way of saying I think or I believe.

Ask them to discuss the meaning of the sentence.

**Step 14**

Ask students to discuss the following questions:

- What do you think of the way Julio acted?
- Can you think of any adjectives to describe Julio?
- How do you think the teenager felt after he went for dinner with Julio?

**Homework**

Ask your students to imagine that they are the teenager in the story and to write an account of the incident and how it affected him. They should write their account in the first person singular.

I hope you enjoy the lesson.

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