

7.35 in the Morning [7.35 de la mañana]

Lesson Ideas

Questions

- What is the woman expecting when she enters the cafe?
- Why does the woman call the cops directly?
- What does the relationship between the characters say about gender politics in contemporary Spain?

Activities

Please note: these activities are intended as suggestions for the type of activities that might be used with this film for a variety of different age groups; the activities can of course be adapted by the teacher to the age and experience of their specific class.

Pre-Watching Activities

- Ask pupils to share what might be happening in their life at 7:35 in the morning and why so many people are already up and about in the film.
- Ask the class to share their experiences of eating out in Spain, when and where people eat, and the differences with the UK. Tie this into café roleplays and an appreciation of Spanish café and restaurant culture.
- Ask the class to predict the possible storylines from the title.
- Export a selection of stills from the film – use these to expand on what may be happening. Discuss the characterisation of the main characters, the setting, storyline, and try to sequence stills.

Watching

- Listen (without visuals) from 0m 00s – 0m 18s and share ideas about setting and possible vocabulary in the target language.
- Stop at 1m 20s, share ideas about who and what they've seen and heard so far and predictions for what might happen next.
- Watch from 1m 20s to 4m24s (when the detonator is revealed), share ideas about who and what they've seen and heard so far and predictions for what might happen next.
- Watch from 4m 24s to the end.
- Review 0m 18s – 1m 34s in (end of silent section) – what noises would you expect to hear?
- Check and correct sequencing from pre-view activity.

Analysing

- Discuss the back stories of the characters involved. What is the relationship between the two characters and what evidence can you glean from the film to support this?
- Carry out a full similarities/surprises/patterns/puzzles grid analysis. In the 'Similarities' quadrant, focus the class's attention (if needed) on the similarity to music videos and musicals and how this film plays with these conventions. In 'Patterns' encourage the class to discuss the function of music in the film and talk about why the film is shot in black and white and not colour.

Follow-up and cross-curricular activities

- Art & Design / ICT: Talk about students' personal opinions of the film and characters. Ask them to write a review and design a film poster (incl. title, critic's quote, strap line) or trailer for the film.
- Literacy: Synopsise the film either in writing or through pair working. Students might also want to produce a comic book style synopsis of the film.
- Literacy: Create an extended piece of writing/film/comic of story with alternative ending.
- Literacy: Write a newspaper report about the crime.
- Music: Working in groups compose and perform a catchy Spanish song and dance for an everyday/tricky situation.