

Jungle Love

Aims

- To explore the genre of romance.
- To encourage students – both male and female – to read the book.

1 Tell students that *Jungle Love* is categorised as a romance. Ask students what traditional romance stories they are familiar with (e.g. *Cinderella*, *Bridget Jones*, etc.). Discuss what usually happens in these stories and write the main points on the board.

Possible points: 1 Boy meets girl, 2 There is some obstacle to their being together, 3 This gets resolved and they melt into each others' arms to live happily ever after.

Teach students what a blurb is (the write-up about the story on the back of the book). Ask students to read the Blurb for *Jungle Love* (next page). Ask them whether they feel *Jungle Love* is a traditional romance or not.

- 2 Ask students whether they think romances are only for women or whether men can enjoy them too. Have the males in the class been to see a romantic film or read a romantic book? Discuss the fact that many films and novels about other subjects include a romance and ask students for examples of these.
- 3 Tell students that the story in *Jungle Love* is told by two different women – Jennifer and Lisa, who have only just met but have to share hotel rooms while on holiday. Ask students to read the character extracts about Jennifer and Lisa in Extracts 1. Ask students for their reactions – they should have realised that Jennifer is enjoying the holiday and Lisa is not. Ask students which character they sympathise with most and why. Ask them to make a list of what is most important to them when they go on holiday. They should then pick the most important thing from their list (good weather, good nightlife, etc.) and walk around the room until they find someone with the same priority. They should then tell each other why this is important to them and feed back to the whole group. Which type of holiday does their priority go with? An adventure holiday or a package holiday?
- 4 Ask students to read Extract 2, which gives further character information about Jennifer and Lisa. Using both Extracts 1 and Extract 2, ask students to work in pairs to think of some adjectives to describe Jennifer and Lisa's characters. They can use their dictionaries if necessary. Students then report back to the whole class. Write their adjectives up on the board.
- Or:** Write some mixed-up adjectives on the board and ask students to say which suit Jennifer or Lisa better.

Suggested mixed-up adjectives: enthusiastic, imaginative, tiring, relaxed, practical, tidy, untidy, neat, scheming, dissatisfied, complaining, organised, disorganised, sensual

5 Place the students in pairs, and ask one student to pretend to be Lisa, the other Jennifer (males could call themselves Louis or John if they prefer, while still basing their characters on those of Lisa or Jennifer). Ask students to role-play a conversation as Jennifer/John or Lisa/Louis about something they have both done (e.g. a boat trip along a jungle river or a visit to some Mayan ruins). They should have opposite opinions about the trip – one hated it and the other loved it.

6 Read out Extracts 3 and 4. Ask students to guess which one is Lisa and which is Jennifer. (3 is Jennifer and 4 is Lisa). They should conclude that the two girls are actually quite similar, at least in their approach to men and romance.

7 By the end of *Jungle Love*, Jennifer and Lisa have almost become friends. Ask students to speculate about why this should be so.

Answer: They have discovered that Ian, who they are both attracted to, has been pursuing both of them. They therefore have something in common and are – if only temporarily – united against him.

Remind students of their discussion in Activity 1. Ask students how the ending of *Jungle Love* compares to the traditional romances they were discussing.

8 Working in pairs, ask students to come up with an alternative ending to *Jungle Love*. These should then be shared with the whole class. How many are similar? How do these new endings compare to the traditional romances they were discussing in Activity 1?

9 If there are enough copies of the book, ask students to read *Jungle Love*.

Optional extras:

- 1 Ask students to pick one of their previously discussed traditional romances and change its ending to be more like the ending of *Jungle Love*.
- 2 In *Jungle Love* Jennifer is very interested in spotting the different birds, animals and plants of Belize. Divide students into two teams, and, using dictionaries if necessary, ask them to come up with the names of ten types of bird. The winning team gets a point. Then ask the teams to name ten different animals. Again, the winning team gets a point. If there is a tie at this stage, ask them to name ten different plants or trees.
- 3 In *Jungle Love* Lisa takes part in a game called Pass the Orange. Provide two teams with an orange each and ask them to play Pass the Orange. Team members should stand side by side in a row. At the teacher's command, they should attempt to pass the orange up the row without using their hands. The winner is the team whose orange gets to the end of the row first.

Jungle Love

Blurb

The kiss was just amazing. I knew instantly that Ian was the one for me. 'You're lovely,' he said. 'Absolutely lovely. But I can't do this. Not until I've broken things off with Caroline. It just wouldn't be fair.'

On holiday in the Caribbean, Lisa and Jennifer are both attracted to Ian. And Ian likes both of them. But what about his girlfriend, Caroline? And then there's Pete . . .

Extracts 1

Jennifer

. . . I was standing at the edge of a rain forest with my eyes closed. The smell of the warm, wet leaves was so strong it was quite delicious and the sounds were magical; hundreds of different birds were singing unfamiliar songs in the treetops all around me. Somewhere, out in the heart of the jungle, wild animals were hunting for food. Belize is so mysterious and exciting – a place where anything could happen. And I, Jennifer Wilson, am here, a part of it all.

Lisa

Day thirteen of the holiday and so far I've seen seven different hotel rooms, nine hundred and sixty-eight hummingbirds and the latest in a very long line of Mayan ruins – this time at Altun Ha or somewhere. By the time we got back to the hotel, I was hot, tired and desperate for a shower. The tour bus is unbelievably basic; forget air conditioning, half the windows don't even open properly. I'm not sure what we've paid our money for, to be honest.

Extract 2

Lisa

. . . I haven't bothered to unpack all my clothes. Most of them are still lying neatly in their plastic wallets. I always pack my clothes in plastic wallets; they've got zips at the tops, so there's no chance of anything getting wet if it rains. And I can always find what I want quickly, because I've got one wallet for underwear, another wallet for socks and so on . . .

I like the sound of the zips. It reminds me that the plastic wallets are a really practical idea. Not only that, but, although Jennifer's never said anything, I know the sound of the zips really annoys her. Her body goes all sort of stiff when I'm getting my clothes out of the wallets.

Jennifer

Lisa and her zips! I can't imagine how long it must have taken her to pack her suitcase with all those terrifyingly practical plastic wallets . . . days probably. Whereas I just threw everything into my case at the very last minute. I suppose that's why half my clothes don't match and all of them are untidy. But at least I feel reasonably relaxed. Lisa never seems to be relaxed. It's exhausting just listening to her.

Extract 3

'Goodnight, pretty lady,' he said. 'I'm going to ask you about a moonlight swim again another time.'

I looked back and waved, knowing that if he invited me again, then next time I might just be persuaded to say yes.

Exactly as I'd decided to say yes when Gary from the sports centre had asked me to have dinner with him that time Pete was away on business.

You see, I'm afraid that basically I've got a slightly weak character. Sometimes I say yes when I know I should say no.

I'm not always a good girl.

Extract 4

'You'll need to show me what to do,' I said, sensing an opportunity to get closer to him. 'I'm no good with binoculars. By the time I've managed to point them in the right direction, whatever I want to look at has usually disappeared.'

He fell for it. 'Come on then,' he said, smiling. 'Come over here. I'll show you what to do.'

Which was how I ended up exactly where I intended to end up when I first started to walk across the sand towards Ian – in his arms. OK, so he wasn't holding me in his arms so that he could *kiss* me, he just had his arms around me to help me to get the binoculars in the right position. But it was a start!