

SEMINARIO : EI USO DEL CINE EN EL AULA. COSLADA 2017-18

LEARNING TO UNDERSTAND, DISCUSS AND INTEGRATE THE DIFFERENT.

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Película	- Edward Scissorhands - Frankenstein - It
Título de la actividad	Learning to understand, discuss and integrate the different.
Nivel	B2- C1
Entorno educativo	Escuela Oficial de Idiomas de Coslada
Objetivos	<p>1. Emplear secuencias de películas para crear un contexto de interés y debate comunicativo en clase y para narrar una historia a partir de imágenes.</p> <p>2. Trabajar la descripción detallada de lugares, personajes/monstruos y emociones.</p> <p>3. Expresar las diferencias y los contrastes. Hablar de los elementos de la integración social.</p> <p>4. Hablar de los miedos personales.</p> <p>5. Escribir un relato de miedo después de escuchar una música inquietante.</p> <p>6. Repaso y consolidación del adjetivo en inglés.</p> <ul style="list-style-type: none"> - Gradable/non gradable adjectives. - Expressing feeling with ED- ING adjectives/ - Personality adjectives. - Adjective suffixes - Compound adjectives. - Idioms with adjectives.
Edward Scissor-hands	<p>Actividades de previsionado.</p> <ul style="list-style-type: none"> - Minidrama: class role play - Discussion: how did the “MONSTER “ feel, how did the rest of the students feel. - Teacher elicits vocabulary from class : strong adjectives, gradable/non gradable. ED /ING, personality adjectives . - Quick grammar revision. (photocopies) - Pairwork: Brainstorm on Edward Scissorhands. Pairs/ Report to class.
Actividades durante el visionado	<p>ESCENA 1: Visionado.</p> <p>2º Visionado sin sonido alumnos narran historia en parejas.</p> <p>3. Actividad : descripción y comparación de ambientes (pueblo, castillo) y de personajes Peg y Edward. Toda la clase. Profesor lanza preguntas para elicit vocabulario específico.</p> <p>4. ¿Qué va a suceder cuando Edward llegue al pueblo? ¿Rechazo o adaptación? ¿A qué puede</p>

	dedicarse Edward? Oficios, actividades etc.. Escena 2- Visionado. ¿A qué se dedica Edward, cómo cambia ?
Actividades postvisionado	<ul style="list-style-type: none"> - ¿Puede alguien tan diferente integrarse? ¿Conoces algún caso? ¿Qué se necesita para integrar lo diferente? ¿Quién se beneficia de ello? - Alumnos repasan el Vocab Feelings worksheet. - En parejas cuentan la historia, pueden elegir el punto de vista de Edward, Peg, otro personaje. HOMEWORK:
	Escribir un párrafo largo desde el p. vista de un personaje
	Worksheet de vocabulary and feelings

TEACHERS GUIDELINES to elicit vocab from students

1. Compare the two settings

- The neighborhood and the old inventor's house. • **color – bright pastels • lighting - bright • style of houses – very similar except for the colour • neighbors – gossips, women stay at home, men work.**

• Old Inventor's house (Edward's home) • **color – dark greys, black • lighting – shadows, darkness • style/ feature of house – gothic and unique • Edward’s father (the old inventor) – loving, kindness**

2. Describe the characters Edward: • **appearance (costuming) • very gothic • extremely pale white skin • dark eyeliner around his eyes • long black, tangled hair • many scars on his face because he can’t touch it without hurting himself – not disfiguring to the point of being scary, just enough so appears vulnerable. • black clothing that appears almost mechanical as though it’s a part of him – includes straps, buckles, leather • mannerisms including speech (acting style). • stiff, almost ‘robotic’ movements, partly because of his dangerous scissor hands • very softly spoken and quiet, speaks quickly • quiet, doesn’t speak often, which makes him seem shy and awkward • voice pitch is high like a child • voice lacks the same emotion/ inflection as a normal person • very polite and humble •**

Peg : She knocks on doors and sells Avon cosmetics • She appears to be the only woman who works in the neighborhood • She’s kind and adopts Edward like he’s her own son. • Peg accepts Edward and treats him with love and kindness eg. Welcomes Edward into her family’s home • Peg is unique compared to the other neighborhood women as she works and is willing to first go to the old inventor’s house and secondly welcome Edward into her family.

3. Story: **What do the neighborhood women originally think of Edward?? • Peg and Bill’s neighbors, particularly the women, treat Edward as an interesting and unique guest. They find his scissorhands exciting. They also get Edward to cut and decorate their gardens, cuts their hair and their dogs’ hair. What is different about Edward in the middle part of the story? • As Edward becomes renowned for his gardening and hair-cutting skills, the viewer sees a change in his manner and appearance. He no longer appears awkward and shy, but when cutting hair (etc) he appears supremely confident. The director makes him look like an artist by dressing him in a long white coat and showing his scissorhands move in a similar way to a painter. • Edward is also becoming better at socializing with other people and becomes part of the neighborhood.**

2. FRANKENSTEIN

Película	- Frankenstein
Título de la actividad	Learning to understand, discuss and integrate the different.
Actividades Pre-Visionado	<ul style="list-style-type: none"> - Warm up activity: 6 Cards with the names of “, monsters” Dracula, E:T, Dr Jeckyll/Mr Hyde, Alien, The Minotaur, Frankenstein. Students discuss them and describe them in small groups and read to class to guess name. - Revise :Describing people Adjective suffixes. - Adjectives describing jobs.
Actividades durante el Visionado	<ul style="list-style-type: none"> - View the Fire scene. - View scene of Monster and Mary. <p>DIVIDE CLASS IN TWO GROUPS play both scenes without sound and students have to describe what they see, the action.(Each group will focus on one of the scenes only.)</p> <p>In pairs they will retell the story: Student A, from the monster’s point of view.Student B from another character’s point of view.Both will explain what he did and why.</p>
Actividades Post-Visionado	

3. IT

Película	- IT
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Actividades Pre-Visionado	<p>Compound adjectives and Idioms. Grammar revision</p> <ul style="list-style-type: none"> - Students discuss their fears/phobias
Actividades durante el Visionado	<p>-Scene 1: Boys jumping off cliff.-Scene 2: Boy and clown/ Class discussion and analysis on what makes this scene so scary .Opinions and vocabulary on board.</p> <p>Students act out dialogue between boy and clown.</p>
Actividades Post-Visionado	<p>HOMEWORK:. Escribir un relato de miedo, de encuentro con un monstruo, después de escuchar y elegir una música de thriller inquietante.</p>

