

UNIT 8

GIANTS, MONSTERS, TRUE LOVE...



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CLASS FEATURES

LEVEL:	1 st course of Bachillerato.
TYPE OF CLASS:	Mixed-ability, large class (25 students).
TIME OF THE YEAR:	Second term.
LENGTH OF THE UNIT:	4 sessions of 50 minutes.

DIDACTIC OBJECTIVES

For students to discuss the topic of the unit: the world of fantasy and imagination.

For students to read and talk about fairy tales in English.

For students to draft texts appropriate to the topic of the unit using strategies of planning, writing and revising.

For students to revise their knowledge of zero and first conditionals.

For students to talk and write about conditions which are always true or which will be fulfilled in the future.

For students to understand the importance of the sound /ʌ/ in English.

For students to show an interest in the literature of the foreign language.

CONTENTS

1. Listening, speaking and interaction

Putting the lines of a script from the movie *The Princess Bride* in the correct order, according to the context.

Listening to the fragment of the movie to which the script refers to and checking that they have put the lines in the right order.

Completing session four about monosyllabic words which contain the sound /ʌ/.

Discussing which fairy tales they know in English.

Talking to a partner about situations that are very likely to happen using zero and first conditionals.

Developing basic listening and speaking strategies.

Using visual and other non-verbal contextual clues, as well as the previous knowledge about a topic or situation transferred from the mother tongue to the foreign language.

Valuing the foreign language as a vehicle for communication.

2. Reading and writing

Reading a number of examples of sentences which contain zero and first conditionals and understanding how they are formed and when they are used.

Being able to tell the difference between zero and first conditionals.

Finding all examples of zero and first conditionals they find in a given text.

Writing simple sentences and short texts in which they express conditions which are always true or which will be fulfilled in the future.

Learning to use educational information technology programmes in order to read and

write simple messages.

Paying attention to how texts are written and using the vocabulary and grammar structures which have been taught in class.

3. Knowledge of the language

a). LINGUISTIC KNOWLEDGE:

- LANGUAGE FUNCTIONS AND GRAMMAR:

Wh-questions.

Zero conditional; first conditional.

- LEXIS:

Vocabulary related to the book (*The Princess Bride*).

- PHONOLOGY:

Pronunciation of the sound /ʌ/ in English.

b). REFLECTIONS ON THE LEARNING PROCESS:

Students become interested in reading stories and tales in English.

Students appreciate working in groups and participating actively in the classroom.

Students search the internet to find specific information they need in order to carry out particular tasks.

Students show a positive attitude towards the classroom activities and a good behaviour towards their classmates and the teacher.

Students review the vocabulary and grammar they have learnt and use both orally and in writing.

4. Sociocultural aspects and intercultural awareness:

Using the adequate registers according to the situation.

Showing an interest in reading books, magazines, newspapers in the foreign language and developing a reading autonomy.

Knowing and valuing the literature and cultural elements of the countries in which English is spoken.

Appreciate the literature as a source of pleasure and showing a critical view towards it.

Reflecting on the similarities and differences of the customs, behaviour, attitudes, values or beliefs of the speakers of the foreign language.

Showing an interest in establishing communicative exchanges and in knowing cultural information about the countries where the foreign language is spoken.

Recognition of the importance of the foreign language as a means of accessing useful knowledge for their academic future.

INTERDISCIPLINARY SUBJECTS

Spanish Language.
Literature.

EDUCATION IN VALUES

Respect for other people's customs and respect for the participation of others in the classroom activities.
Respect for other countries, their languages, cultures and customs.

ASSESSMENT CRITERIA

The unit will have an initial, continuous and final assessment.

INITIAL: It will check the students' attitude to and interest in the topic, providing a warm-up for the tasks that will follow.

CONTINUOUS: As detailed in the activities.

FINAL: The students' interest and participation in the activities will be taken into account. Special attention will be given to students with any particular needs, by means of providing different activities designed especially for them. Both extra and reinforcement activities are provided at the end of the unit.

BIBLIOGRAPHY/ INTERNET SITES

FOR SESSION ONE

About Robin Wright

<http://www.imdb.com/name/nm0000705/>

<http://robinwright.org.es/>

FOR SESSION TWO

The Princess Bride, by William Goldman:

WILLIAM GOLDMAN, *The Princess Bride*. London: Harcourt, 1973.

Online Oxford Dictionary:

<http://www.oxforddictionaries.com/es>

FOR SESSION THREE

Grammar books:

VINCE, Michael. *Advanced Language Practice*. Oxford: Macmillan, 2004. Online

FOR SESSION FOUR

Fragment of *The Princess Bride*

<http://www.youtube.com/watch?v=qbX1U1tx9aw>

ACTIVITIES

Session 1, Task 1

TIME:	20'.
SKILLS:	Reading, Speaking, Listening.
MATERIAL:	Transparency, Overhead Projector, Computers.
ASSESSMENT:	Initial, to check the students' knowledge of the topic.
STAGE:	Presentation.
GROUPINGS:	Closed Pairs.
TASK:	The students are given a few trivia facts about the life of a famous American actress. Using computers, they connect to the Internet and try to establish who the facts refer to. The teacher displays a series of photographs on the overhead projector to help them. The students are asked to find one more interesting fact about the person in question, Robin Wright.

Session 1, Task 2

TIME:	30'.
SKILLS:	Reading, Writing, Speaking and Listening.
MATERIAL:	Photocopies.
ASSESSMENT:	Continuous, with the teacher conducting and monitoring the students' progress.
STAGE:	Controlled Practice.
GROUPINGS:	Closed Pairs.
TASK:	In the same pairs as before, the students read different biographies of Robin Wright. They write five wh-questions, which they then pass to their partners for them to answer.

Session 1, Task 1

- *Who is this woman? Here are a few tips to help you:*



She was born Texas in 1966.

Her parents divorced when she was two.

She began modelling as a teenager and later turned to acting.

She has turned down roles in blockbusters such as *Jurassic Park*, *Batman Forever* and *Sabrina*.

She is best known for her roles of Buttercup in *The Princess Bride* and Jenny in *Forrest Gump*.

- *Look for information on the Internet to establish who the woman is. You also need to find out one more interesting fact about her.*

- Read the following text and then write five questions for your partner:

VERSION A

A fiercely independent actress known for never trading on her blonde good looks, Robin Wright Penn strayed even further from the mainstream when she married iconoclast actor-director Sean Penn in 1996. Though she's appeared in such audience favourites as *The Princess Bride* (1987) and *Forrest Gump* (1994), the list of blockbusters she's turned down is far longer. Wright Penn has also followed his lead by vehemently shunning the spotlight, at least in matters unrelated to her craft.

Born on April 8, 1966 in Dallas and raised in San Diego by her divorced mother, Robin Wright Penn got her first glimpses of show business as a model in Paris and Japan, having pursued that line of work only to raise money for a trip to Europe. Ditching her thoughts of ministering to the poor, Wright Penn heeded the advice of her modelling agent and made her acting debut in the soap opera *Santa Barbara*. Three times nominated for daytime Emmys, Wright Penn caught the eye of Rob Reiner, who cast her as Princess Buttercup in his beloved fairytale *The Princess Bride*. Proud and unrelenting, Buttercup nonetheless had a passive role in the events of that comic romantic fantasy, and Wright Penn determined to play neither the princess nor the victim in future projects. This resolve prompted her to reject scripts for *Jurassic Park* (1993), *Batman Forever* (1995), and *Sabrina* (1995), among others.

The famously picky actress finally relented to Robert Zemeckis, agreeing to play Jenny, the title character's decade-spanning love interest in *Forrest Gump*, the 1994 Best Picture winner. In 2001, she was cast as Jack Nicholson's love interest in her husband's third film, *The Pledge*, which earned critical but not popular acclaim. Her willingness to eschew vanity has never been more evident, as Wright Penn donned a pair of crooked fake teeth to emphasize her character's lower-class upbringing.

As she has retreated into a family life, focusing more on her husband and children than in forging a traditional career, Wright Penn has also made some curious choices that have defied her typical abhorrence for the mainstream. One such example was starring in the Kevin Costner romance *Message in a Bottle* (1999). Wright Penn also appeared in M. Night Shyamalan's *Unbreakable* (2000). After essaying the role of a mother whose daughter appears to have been blessed by Immaculate Conception in the 2003 drama *Virgin*, Penn would make a powerful impression with her role as a questionable cab fare in the post-9/11 racism drama *Sorry, Haters*.

Session 1, Task 2 (part b)

- Read the following text and then write five questions for your partner:

VERSION B

Actress Robin Wright Penn's earliest credits belied her status as one of the most dependable and versatile actresses of the late 1990s and early 2000s. She achieved the dream of many performers by balancing regular appearances in Hollywood blockbusters like *The Princess Bride* (1987) and *Forrest Gump* (1994), with more independent-minded features like *Nine Lives* (2005). Penn's co-star in several of these projects was acclaimed actor-director Sean Penn, with whom she shared what seemed to be one of the most on-and-off again marriages in Hollywood.

The daughter of a pharmaceutical executive and a sales director for the Mary Kay cosmetics firm, Penn was born Robin Gayle Wright in Dallas, TX on April 8, 1966. Her parents divorced when she was only two, leading the family to relocate to San Diego with her mother Gayle and brother Richard. Tall, willowy, and blonde, she was a natural for teen modelling, and began working abroad while only 14. After graduating high school, Penn's manager encouraged her to explore acting. She was soon snapped up for the role of Kelly Capwell, the lead ingénue on *Santa Barbara*.

In 1987, Penn was tapped by director Rob Reiner to play Princess Buttercup in *The Princess Bride*, a charming romantic comedy-fantasy which developed a considerable fan base on home video and DVD. Penn returned to acting in 1994 as Jenny, the object of Tom Hanks' affections in Robert Zemeckis' blockbuster *Forrest Gump*. The massive project gave Penn a substantial role which required her to age several decades over the course of the film. For her efforts, she was nominated for several awards, including a Golden Globe and Screen Actors Guild Award. Penn followed this with the title role in Pen Densham's unconventional take on Daniel Defoe's *Moll Flanders* (1996) opposite Morgan Freeman and Stockard Channing. That same year, after a brief separation from Sean Penn, she married him and added his surname to her professional name.

From 2005, Penn was a staple in independent, character-driven fare. In 2006, she co-starred as Jude Law's girlfriend, as well as the mother of an emotionally unstable child in Anthony Minghella's unusual mystery-drama *Breaking and Entering*, which yielded a British Independent Film Award nomination for her.

Penn's on-screen efforts in 2007 could not have been further apart in regard to subject matter or substance: she was the mysterious Strange Lady in the controversial *Hounddog* and she provided the voice and physical movements for Danish Queen Wealthow in Robert Zemeckis' animated take on *Beowulf*.

ACTIVITIES

Session 2, Task 1

TIME:	15'.
SKILLS:	Reading, Writing, Speaking and Listening.
MATERIAL:	Computers, Digital Blackboard.
ASSESSMENT:	Continuous, with the teacher conducting and monitoring the students' progress.
STAGE:	Presentation.
GROUPINGS:	Individual Work.
TASK:	The students are asked asked to match nouns with pictures, and verbs with their definitions, if necessary using monolingual dictionaries. The activity is corrected orally.

Session 2, Task 2

TIME:	15'.
SKILLS:	Reading and Writing.
MATERIAL:	Photocopies.
ASSESSMENT:	Continuous, with the teacher prompting and helping the students.
STAGE:	Presentation.
GROUPINGS:	Individual Work.
TASK:	The students predict the answers to a series of true/false questions.

Session 2, Task 3

TIME:	20'.
SKILLS:	Reading, Writing, Speaking and Listening.
MATERIAL:	Photocopies.
ASSESSMENT:	Continuous, with the teacher conducting and monitoring the students' progress.
STAGE:	Controlled Practice.
GROUPINGS:	Individual Work.
TASK:	The students now read the text to confirm their predictions from the previous task. The activity is corrected orally.

Session 2, Task 1 (part a)

- In pairs, match these nouns with the pictures:



www.photovisi.co

farm

will

stallion

stables

candles



- *Now match these verbs with their definitions. You can use a monolingual dictionary if you need to:*


spoil

loath


taunt

reek

fetch



**have a bad
smell, stink**



go get

indulge someone

provoke

hate, detest, abhor

- *Before reading the text, predict whether the following statements are true or false:*

- Buttercup is very concerned about her looks.
- The farm boy always gives Buttercup the same answer.
- The farm boy has been working for Buttercup's father since his parents died.
- Buttercup loves to ride her horse and provoke the young man.
- Buttercup's father intends to leave the farm boy some land in his will.
- Buttercup seldom brushes her hair or washes her face.
- Buttercup's favourite pastime is to boss the boy around.
- Buttercup's parents tell her off a lot.
- The farm boy's hovel is very untidy.
- Buttercup's father is fond of the farm boy.

- *Now read the text to confirm your answers:*

Buttercup, of course, at fifteen, knows none of this. And if she ever does, she will find it totally unfathomable. How can someone care if she is the most beautiful woman in the world or not? What difference can it make if you are only the third most beautiful? Or the sixth? (Buttercup at this time is nowhere near that high, being barely in the top twenty, and that primarily on potential, certainly not on any particular care she takes of herself. She hates to wash her face, she loathes the area behind her ears, and she is sick of combing her hair and does so as little as possible.) What she likes to do, prefers above all else really, is to ride her horse and taunt the farm boy.

The horse's name is "Horse" (Buttercup has never had much imagination) and it comes when she calls it, goes where she steers it, does what she tells it. If she asks the farm to do something, he will do what she tells him, too. Actually, he is more a young man now, but he had been a farm boy when, orphaned, he had come to work for her father, and Buttercup refers to him that way still. "Farm Boy, fetch me this"; "Get me that, Farm Boy –quickly, lazy thing, trot or I'll tell Father".

"As you wish."

That is all he ever answers. "As you wish." Fetch that, Farm Boy. "As you wish." Dry this, Farm Boy. "As you wish." He lives in a hovel out near the animals and, according to Buttercup's mother, he keeps it clean. He even reads if he has candles.

"I'll leave the lad an acre in my will." Buttercup's father will often say. (They had acres then).

"You will spoil him if you do," Buttercup's mother always answers.

"If a man slaves for many years, he should be rewarded". Then, rather than continue the argument (they had arguments then too), they will both turn on their daughter.

"You haven't bathed," her father says.

"I have, I have" from Buttercup.

"Not with water," her father continues. "If you don't bathe, you will reek like a stallion."

"I've been riding all day," Buttercup will explain.

"You must bathe, Buttercup," her mother joins in. "The boys don't like their girls to smell of stables".

ACTIVITIES

Session 3, Task 1

TIME: 15'.
SKILLS: Reading, Writing, Speaking and Listening.
MATERIAL: Photocopies.
ASSESSMENT: Continuous, with the teacher monitoring the students' progress.
STAGE: Presentation.
GROUPINGS: Homogeneous Groups.
TASK: The students look at examples of the zero conditional and the first conditional and are asked to recognise the differences between them.

Session 3, Task 2

TIME: 15.
SKILLS: Reading, Writing, Speaking and Listening.
MATERIAL: Photocopies.
ASSESSMENT: Continuous, with the teacher conducting and monitoring the students' progress.
STAGE: Controlled Practice.
GROUPINGS: Homogeneous Groups.
TASK: In the same groups as before, the students now look at the text on *The Princess Bride* again and they underline all the examples of the zero and first conditional they find.

Session 3, Task 3

TIME: 20'.
SKILLS: Reading, Writing, Speaking and Listening.
MATERIAL: Photocopies.
ASSESSMENT: Continuous, with the teacher monitoring the activity.
STAGE: Semi-Controlled Practice.
GROUPINGS: Homogeneous Groups.
TASK: In the same groups as before, the students are asked to classify the examples they found in the previous activity into zero or first conditionals and to create their own sentences.

Session 3, Task 1

- *Look at the following sentences and be prepared to explain the differences in meaning and construction between the zero conditional and the first conditional.*

If Buttercup gets bored, she picks on the farm boy.

If the farm boy has time, he cleans his hovel.

The farm boy brushes Buttercup's horse if she asks him.

...

Buttercup's father will give the farm boy some land if he works hard.

Unless Buttercup bathes more often, she will never find a boyfriend.

If Buttercup pays attention to her looks, she will be the prettiest girl in town.

- *Look at the text on The Princess Bride again and underline all the examples of conditionals that you encounter:*

Buttercup, of course, at fifteen, knows none of this. And if she ever does, she will find it totally unfathomable. How can someone care if she is the most beautiful woman in the world or not? What difference can it make if you are only the third most beautiful? Or the sixth? (Buttercup at this time is nowhere near that high, being barely in the top twenty, and that primarily on potential, certainly not on any particular care she takes of herself. She hates to wash her face, she loathes the area behind her ears, and she is sick of combing her hair and does so as little as possible.) What she likes to do, prefers above all else really, is to ride her horse and taunt the farm boy.

The horse's name is "Horse" (Buttercup has never had much imagination) and it comes when she calls it, goes where she steers it, does what she tells it. If she asks the farm to do something, he will do what she tells him, too. Actually, he is more a young man now, but he had been a farm boy when, orphaned, he had come to work for her father, and Buttercup refers to him that way still. "Farm Boy, fetch me this"; "Get me that, Farm Boy –quickly, lazy thing, trot or I'll tell Father".

"As you wish."

That is all he ever answers. "As you wish." Fetch that, Farm Boy. "As you wish." Dry this, Farm Boy. "As you wish." He lives in a hovel out near the animals and, according to Buttercup's mother, he keeps it clean. He even reads if he has candles.

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"If a man slaves for many years, he should be rewarded". Then, rather than continue the argument (they had arguments then too), they will both turn on their daughter.

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"I have, I have" from Buttercup.

"Not with water," her father continues. "If you don't bathe, you will reek like a stallion."

"I've been riding all day," Buttercup will explain.

"You must bathe, Buttercup," her mother joins in. "The boys don't like their girls to smell of stables".

- Now classify the conditionals that you have found in the previous activity into zero or first conditionals and then create five more of your own sentences:

Zero conditional	First conditional
	If she ever does , she will find it totally unfathomable.

EXAMPLES

...

TIME: 15'.
SKILLS: Listening, Writing, Speaking and Reading.
MATERIAL: Overhead Projector, Digital Blackboard.
ASSESSMENT: Continuous, with the teacher monitoring the students' pronunciation.
STAGE: Presentation.
GROUPINGS: Individual Work/Whole Class.
TASK: The students are given a short fragment of the script from *The Princess Bride* whose lines have been altered. They are asked to put them back in the correct order.

Session 4, Task 2

TIME: 20'.
SKILLS: Reading, Writing, Speaking and Listening.
MATERIAL: Photocopies of the Transcript.
ASSESSMENT: Continuous, with the teacher prompting the students and offering suggestions.
STAGE: Production.
GROUPINGS: Heterogeneous Groups.
TASK: The students watch the fragment of the film *The Princess Bride* and check if they have put the lines of the script in the logical order. Then they explain the meaning of an idiom that appears in the script.

Session 4, Task 3

TIME: 15'.
SKILLS: Reading, Writing, Speaking and Listening.
MATERIAL: Photocopies of the Transcript.
ASSESSMENT: Continuous, with the teacher prompting the students and offering suggestions.
STAGE: Production.
GROUPINGS: Heterogeneous Groups.
TASK: The students are asked to think of as many words containing the sound /ʌ/, as in *love*, as they can.

Session 4, Task 1

- *The following is a short fragment of the script from the movie The Princess Bride whose lines have been altered. Put them back in their correct order.*

GRANDFATHER	Buttercup loved to ride her horse. She had a great time tormenting the farm boy that worked there. His name was Westley, but she never called him that. Nothing gave Buttercup as much pleasure as ordering Westley around.
WESTLEY	As you wish.
GRANDFATHER	"As you wish" was all he ever said to her.
BUTTERCUP	Farm boy, polish my horse's saddle. I want to see my face shining in it by morning.
WESTLEY	As you wish.
GRANDFATHER	That day she was amazed to find out that when he was saying "As you wish", what the meant was, "I love you". And even more amazing was the day she realized she truly loved him back.
BUTTERCUP	Farm boy, put these flowers in water... if you don't mind.

- *Now check that you have put the lines of the script in the correct order.*

GRANDFATHER Buttercup loved to ride her horse. She had a great time tormenting the farm boy that worked there. His name was Westley, but she never called him that. Nothing gave Buttercup as much pleasure as ordering Westley around.

BUTTERCUP Farm boy, polish my horse's saddle. I want to see my face shining in it by morning.

WESTLEY As you wish.

GRANDFATHER "As you wish" was all he ever said to her.

BUTTERCUP Farm boy, put these flowers in water... if you don't mind.

WESTLEY As you wish.

GRANDFATHER That day she was amazed to find out that when he was saying "As you wish", what the meant was, "I love you". And even more amazing was the day she realized she truly loved him back.

- Think of five more monosyllabic words with the sound /ʌ/, as in love. Here are a few examples:

