

Extensión Universitaria UNED

El cine, herramienta de innovación educativa. Educar la mirada para ser un espectador competente II

Propuesta de Unidad Didáctica

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Introduction

Short film: *We've All Been There*, by Nicholas Clifford. It is an almost 7-minute film, which can be addressed both to teenagers and young adults with a B1/B2 CEFR-level. It is based on the short story *What Goes Around Comes Around*.

Objectives

The objectives of this class are:

1. To practice the present perfect.
2. To identify language connected to empathy.
3. To identify intercultural differences.
4. To practice their speaking.
5. To analyse the cinematographic elements in the short film.

Class structure

Outline of the class:

1. Warm-up (10 minutes)
2. Watching the film (20 minutes)
3. Reading, Grammar and Vocabulary (20 minutes)
4. Speaking and Reading (50 minutes)

This lesson plan would be aimed for 1st of Bachillerato students in a city, for example, Barcelona. According to actual data, there are more or less the same number of boys and girls and the size class is about 32 people. So we will consider 17 male students and 15 female students.

Warm-up (10 minutes)

To introduce this topic in the classroom, I will start by asking my students if they know what a short film is, if they have watched any. I will also ask them if they have ever experienced themselves or if someone they know has experienced economic issues.

Afterwards, I will show the following image from the short film and ask them what they think the movie will be about.



View the short film (20 minutes)

After the 10-minute activity of the warm-up, I will reproduce the Short Film *We've All Been There*:



Questions

1. How many characters are there?
2. Which are the two main problems?
3. What does the man do?
4. What does the girl work at?
5. What does she ask for? Why?
6. How would you summarise the film with one sentence? Which title would you use?
7. How is the story narrated? Are there flashbacks? Flashforwards? Does it help to tell the story?
8. Which is the effect the music has? Are there different types of music in the short film?
9. Where do you think the story happens? Why?
10. Is the short film what you expected?

Reading, Grammar and Vocabulary (20-30 minutes)

In a previous class, I will have presented the following grammar lesson:

As you know, there are different verb tenses in English: present simple, present continuous, past simple, past continuous... One new verb tense is the present perfect. We use the present tense for past actions related to or that continue into the present. **This is the most complicated verb tense for students because there is no direct translation, and it relates to many other tenses.** So, when do we use the present perfect?

- With an ongoing action that started in the past but has not been completed: *I **have played** the piano since the age of three.* **Here we find a first problem: we can use the present perfect and the present perfect continuous interchangeably if and only if the action has not been completed and it is not a stative verb.** However, there is a difference between both tenses. If we use the present perfect, we are not emphasising anything, just referring to the verb. On the other hand, if we use the continuous, we highlight how long the action has taken. For example, *I **have lived** in Marbella my whole life.* *I **have been living** in Marbella my whole life.* In the first sentence, the focus is that you live in Marbella. In the second sentence, you emphasise that you have lived there all your life.
- An action completed multiple times in the past and is likely to happen again in the future. It is important to remember that **it can occur again**. If not, you would use the past simple.
- You finished very recently (*just now*). For example, *I **have just brushed** my teeth.*
- A change over time (the typical thing a grandmother says to her granddaughter: *You **have grown** so much*).
- An uncompleted action that we expect to finish. **We always use this type in the negative (not)**. For example, *The jury **has not reached** a verdict yet.*
- To add significance to a completed action. When you have accomplished or achieved something, or to give a dramatic effect or with rare events, for example, *I **have met** the love of my life! Macbeth **has killed** the king.*
- In the passive voice: *She **has been given** an award.*

Note: we do not use the present perfect with a specific time. We do not say: **I have gone for a walk on Tuesday*, but *I went for a walk on Tuesday*. **But**, we use the present perfect if the time is general. For example, *I **have gone** for a walk every Tuesday for a year.*

We form the present perfect using the following scheme: Subject + Verb to have (conjugated in present simple) + Verb in past simple (-ed/-d or second column of irregular verb's list).

After reviewing the basic concepts of the present perfect, I will give them the transcription of the video and ask them to search for the three present perfects:

- 0s [film whirrs]
- 5s [thunk!]
- 7s Hello? Can you hear me?
- 12s Hello?
- 14s [phone beeps]
- 17s [door slams]

18s [heavy music in car]
30s [banjo music plays]
57s [music fades]
1:14 Jess: Oh Cass, do you have a sec?
1:16 Cass: If I said no would it matter?
1:18 Jess: Um, well something really big has come up and I need more hours.
1:21 Cass: Same as you and everybody else.
1:23 [noisy chatter]
1:27 Cass: Sorry about the wait.
1:31 Jess: What about an advanced pay or something?
1:33 Cass: No.
1:35 Jess: Or I could take day shifts because the tips are a heaps better?
1:37 Cass: Jess, if you don't like the arrangements quit.
1:40 Jess: Why do you need to be such a...
1:42 Cass: Such a what? You think you get special treatment because you're pregnant?
1:47 Jess: Please?
1:51 Cass: [sighs]
1:56 Cass: Don't make this my problem. If you can't look after your baby now, I can't help you.
2:04 [rousing guitar music plays]
2:18 [tires splash]
2:24 [bell rings]
2:28 [door closes]
2:33 Jess: Wow it's really coming down!
2:35 Woman: Thank you.
2:37 Jess: No worries. Do you want to sit?
2:38 Woman: Oh, look at you!
2:40 Jess: Yeah, can't miss me.
2:42 Woman: Is it a boy or girl?
2:44 Jess: We are praying for a girl but the way it's kicking is telling me it's otherwise.
2:48 Woman: Is this your first?

2:50 Jess: Yes, it's kind of scary.

2:53 Woman: When's it due?

2:55 Jessica: Next month.

2:56 Woman: Next month? Oh my goodness, you should be at home resting.

3:00 Jessica: Yeah, um well with the baby and everything I have to work.

3:04 Woman: I'm so sorry I didn't - I didn't mean to...

3:07 Jessica: No, um let me know when you're ready.

3:12 [phone beeps]

3:18 Woman: Oh!

3:20 [knock, knock, knock]

3:27 Man: Your tire's flat.

3:29 Woman; Well, I'm so glad you came along to tell me that.

3:32 [phone clatters]

3:35 Man: Nice car.

3:37 Woman: Yes, they said there will be people coming along soon.

3:40 Man: Look why don't you just pop the boot. Let me get at the tire.

3:45 Man: Have a look around. How long you been waiting already?

3:54 [boot latch clicks]

3:58 [guitar music plays]

4:14 [spoon scraping plate]

4:20 Woman; Are you from around here?

4:22 Man: A few towns over. Out this way looking for work.

4:26 Woman: How's that going?

4:28 [tire lever clatters]

4:29 Man: Arrgh!

4:31 Man: Arrgh [exhales]

4:38 Jess: Here we go. Oh, thanks I'll just grab your change.

4:47 [boot slams]

4:52 Man: Well, you're all set.

4:55 Woman: Go on, you need it. Go on.

5:14 Man: Thanks, but no thanks. We've all been there hey.

- 5:25 Woman: You're a good man.
- 5:27 Man: [chuckles] I'm quite the catch.
- 5:30 [till slams]
- 5:33 [customers chatter]
- 5:37 [soft piano plays]
- 5:55 [uplifting music plays]
- 6:00 [door slams]
- 6:02 [engine stutters]
- 6:07 [uplifting music continues]
- 6:34 Jess: You'll never guess what happened to me today.

Using another tool, Language Reactor, a Chrome extension to learn a language with Netflix, YouTube, websites, etc., I will show them the words that they don't know in this level, which are:

- Advanced.
- Arrangements.
- Banjo.
- Beep.
- Boot.
- Clatters.
- Exhale.
- Fade.
- Guitar.
- Heaps.
- Kicking.
- Latch.
- Let me get at something.
- Lever.
- Noisy.
- Pop the boot.
- Pregnant.
- Resting.
- Rousing.
- Scary.
- Scraping.
- Sec.
- Something comes up.
- Splash.
- Spoon.
- Stutter.
- Thunk.
- Till.
- Tire flat.
- Tires.
- To be quite the catch.
- To come along.
- To come down.
- To have a look around.
- Uplifting.
- Whirr.

Based on the context, I will ask them if they know what they mean. If they do not, we will search them in an online dictionary.

Speaking and Reading (50 minutes)

As I will have said in the beginning, this short film is based on the short story *What Goes Around Comes Around*¹, which is an English proverb.

Depending on how much time the students have spent with the other activities, I will ask them to read the short story and compare the differences between the film and the story:

One day a man saw an old lady, stranded on the side of the road, but even in the dim light of day, he could see she needed help. So he pulled up in front of her Mercedes and got out. His Pontiac was still sputtering when he approached her.

Even with the smile on his face, she was worried. No one had stopped to help for the last hour or so. Was he going to hurt her? He didn't look safe; he looked poor and hungry. He could see that she was frightened, standing out there in the cold. He knew how she felt. It was those chills which only fear can put in you.

He said, "I'm here to help you, ma'am. Why don't you wait in the car where it's warm? By the way, my name is Bryan Anderson."

Well, all she had was a flat tire, but for an old lady, that was bad enough. Bryan crawled under the car looking for a place to put the jack, skinning his knuckles a time or two. Soon he was able to change the tire. But he had to get dirty and his hands hurt. As he was tightening up the lug nuts, she rolled down the window and began to talk to him. She told him that she was from St. Louis and was only just passing through. She couldn't thank him enough for coming to her aid.

Bryan just smiled as he closed her trunk. The lady asked how much she owed him. Any amount would have been all right with her. She already imagined all the awful things that could have happened had he not stopped. Bryan never thought twice about being paid. This was not a job to him. This was helping someone in need, and God knows there were plenty, who had given him a hand in the past. He had lived his whole life that way, and it never occurred to him to act any other way.

He told her that if she really wanted to pay him back, the next time she saw someone who needed help, she could give that person the assistance they needed, and Bryan added, "And think of me."

He waited until she started her car and drove off. It had been a cold and depressing day, but he felt good as he headed for home, disappearing into the twilight.

A few miles down the road the lady saw a small cafe. She went in to grab a bite to eat, and take the chill off before she made the last leg of her trip home. It was a dingy looking restaurant. Outside were two old gas pumps. The whole scene was unfamiliar to her. The waitress came over and brought a clean towel to wipe her wet hair. She had a sweet smile, one that even being on her feet for the whole day couldn't erase. The lady noticed the waitress was nearly eight months pregnant, but she never let the strain and aches change her attitude. The old lady wondered how someone who had so little could be so giving to a stranger. Then she remembered Bryan.

After the lady finished her meal, she paid with a hundred dollar bill. The waitress quickly went to get change for her hundred dollar bill, but the old lady had slipped right out the door. She was gone by the time the waitress came back. The waitress wondered where the lady could be. Then she noticed something written on the napkin.

¹ <https://www.moralstories.org/goes-around-comes-around/#close>

There were tears in her eyes when she read what the lady wrote: "You don't owe me anything. I have been there too. Somebody once helped me out, the way I'm helping you. If you really want to pay me back, here is what you do: Do not let this chain of love end with you."

Under the napkin were four more \$100 bills.

Well, there were tables to clear, sugar bowls to fill, and people to serve, but the waitress made it through another day. That night when she got home from work and climbed into bed, she was thinking about the money and what the lady had written. How could the lady have known how much she and her husband needed it? With the baby due next month, it was going to be hard....

She knew how worried her husband was, and as he lay sleeping next to her, she gave him a soft kiss and whispered soft and low, "Everything's going to be all right. I love you, Bryan Anderson."

Finally, to speak their speaking, I will ask them to tell me if they have seen any instances of empathy during the short film. If they can't think of any examples, I will give them a few and repeat the question.

For this part, I would like them to concentrate on any words related to empathy, how do they feel it during the video, to tell me a time when they have felt empathy for someone else. I will also ask them to tell me which is the meaning of the movie and how it is related to the title: We've all been there and What goes around comes around.

While asking them these questions, I will also try to make them focus on the differences they see between Australia (the country where the film was made) and Spain, and also if they think the short film represents the idea of the text better or worse than the short story and why (that way, they can reflect on cinematographic elements).