Task 10. Listening and reading. As a follow-up exercise, students read an extract of the legend of *Beowulf* as it was translated into modern English. They explain to their partner what they have read and make a list with the words they do not know. Then they listen to the same fragment in Old English. This is a good opportunity to talk about features of the Old English language like letters which are not present in English nowadays: þ, ð or æ, the use of inflections or the pronunciation and phonetic writing.

Dunor cymð of hætan & of wætan = Thunder comes from heat and from moisture.

The nouns *hæte*, ‘heat’, and *wæta*, ‘moisture’, both have the inflection -an because they are in the dative case.

Task 11. Figures of speech. How was *Beowulf* written. We begin by explaining the following terms: *kennings*, *alliterations* and *caesuras*.

a) Kenning: type of figurative language where a compound noun is used instead of a single word noun. Kennings taken from *Beowulf* include: *sky candle* = the sun, *battle-sweat* = blood, *light of battle* = sword, *ring-giver* = king and kennings taken from modern English are: *bookworm* = a person who reads a lot, *rug rat* = toddler.

b) Alliteration: a series of words with the same consonant sound, which are very common in tongue twisters as in: *Peter Piper Picked a Peck of Pickled Peppers*. They are also frequently used in the world of advertising: “You’ll never put a *better* bit of *butter* on your knife.” (Slogan for *Country Life butter*) or "The *daily* *diary* of the American *dream.*" (A slogan of *The Wall Street Journal*).

c) Caesura: a break in a verse either marked by commas or the symbol (||) to indicate a pause or natural phrase end.

Once these key concepts are clear, students create their own kennings. For example: *God* = world maker, *clouds* = sky cotton. They will be encouraged to create power point presentations or flashcards containing a list of kennings that describe a specific term. They present their kennings to the class, who will have to guess the hidden concept, as in the example:

- a love-giver
- a cake-maker
- a child slapper
- a homework-helper
- a heat-giver
- a sky-light
- a tan-producer
- a heaven-face
a problem-solver                           a moon-enemy \textbf{Answer: the sun}

a discipline-monster  \textbf{Answer: a mother}

To practice alliteration, students can bring and read examples of tongue twisters in class as part of a light-hearted activity (A good cook could cook as many cookies as a good cook who could cook cookies).

And to practice prosody, students could read aloud a passage from \textit{Beowulf} (both the Old English and modern English versions) and pretend to recite it with the sophistication and natural flow of a “scop”. They must put an emphasis on caesuras and recite the poem with a dramatic impact. This will give us a chance to reinforce correct stress, rhythm and intonation. We could even run a scop competition for the best recitation of \textit{Beowulf}.

\textbf{Task 12. Writing and speaking.} In small groups students prepare a speech to convince the class that they should be chosen to confront Grendel. They must talk about their courageous acts and their nobility of character, any special achievements, abilities or personal qualities that make them suitable to be selected by the king as the perfect warrior, able to annihilate a bloodthirsty monster. They must use examples of the 6\textsuperscript{th} century vocabulary studied in class and, whenever possible, the figures of speech and prosody learnt in the lesson. Boasting and showing off should be the aim of this task.

\textbf{Example:} My dear Lord, I am Beowulf, a fearless warrior of special courage and ability, with the strength of thirty men in each hand. I have come to you to help you defeat the immortal monster that is terrorizing your kingdom...

\textbf{Task 13. Vocabulary development: Monsters.} Brainstorm evil creatures or monsters from ancient mythology or from the fictional world such as: Monster, zombie, witch, hag, beast, giant, dragon, foe, fiend, villain, savage, werewolf, titan, barbarian, centaur, alien, dryad, satan, vampire, ghost, spirit, Hulk, phantom, ogre, medusa, devil, goblin. Now match up these words (Titan, zombie, vampire, witch, werewolf, alien, satan) with the definitions below.

(1) The Lord of Evil, a rebellious angel that tempts humans to commit a sin. (2) A nasty person________

(1) A giant in Greek mythology, son of Uranus and Gaea, who ruled the earth until he was defeated by Gods. (2) Big in size or powerful, someone who stands out for their great achievements.__________

(1) Once a human, this creature came back to life, and it is often referred to as the walking dead. (2) Someone who behaves in a strange way due to exhaustion or illness. ______________

(1) A dead person who comes back to life at night to suck human blood. (2) Those who prey on others.________________________

(1) An evil woman, usually old and ugly, who practices black magic. (2) Also, to deceive with charm__________________

(1) A person who transforms into a wolf under a full moon. (2) Someone hairy______________________

(1) A creature from another planet that comes from outer space. (2) Different in nature, character, appearance or nationality________________

Many of these words are used in everyday English nowadays. Students read the examples and fill in the gaps with the most suitable “monster” words:

a. The new ship is a true ________ of the sea. (Titan)

b. If I don’t have plenty of rest, I will be a __________ tomorrow. (Zombie)

c. He described businessmen as__________ who made a living from the suffering of others. (Vampires)

d. Softly-spoken, she __________ me with her lovely smile and charming personality. (Witched)

e. It is completely __________ to my nature to deceive others. (Alien)

\textbf{Task 15. Creative writing.} The teacher makes a selection of pictures of monsters of different sizes, colours and appearance. Children’s books are a good source for pictures. Give one picture to each group of students (around 4/5 students per group). Students produce a creative piece of writing by describing the monster (physical features) and explaining its evil powers to spread terror among its kingdom. They present their stories to the class. Then they do the
opposite. They create a legend about a good monster that spreads peace and harmony around the world. For example, (this is an idea taken from one of my own student’s creative project), a monster that sneezes rainbows to paint the world with happiness and love. We should start by providing students with appropriate vocabulary and expressions (body parts: wings, fangs, scales; adjectives: bloodthirsty, evil…) as a springboard for production. Students should also be provided with a selection of sample descriptions to read through.

**Task 16. Film viewing.** To end this unit, students finally watch the film *Beowulf* and focus on the differences between the film and the book. They could study similarities and differences like how Grendel’s mother is portrayed or where Beowulf is buried. Do these differences have any significance? Why do you think that film adaptations from the book include such dramatic differences?

**CONCLUSION**

Projects manifest attempts to escape boredom in the bilingual classroom. It is advisable that students’ place in 6th century England should equal their place in the social and cultural structure in which they live. It makes little difference whether we discuss 6th or 21st century literature. What makes a difference is how students relate to these worlds. The only way to make the literature lesson work is to adopt the point of view of our students. We must look at teenagers from a variety of perspectives in order to adopt an appropriate teaching approach and adapt it to their needs. This includes looking at the world through the eye of students with a specific purpose in mind towards which the whole lesson is aimed. Students are an essential part of the language lesson, but they are often taken for granted. A successful lesson can only be derived from the way we treat our students as an indispensable factor to take into consideration when planning the literature lesson. It is “They”, the students, and not “We” as teachers or “It” as the lesson itself that matters. As a result, their interests cannot be neglected as we must attempt to bridge the gap between fiction and reality, between the 6th century and the 21st century world by establishing appropriate interrelationships between the two realms. These two worlds are not so far apart as it may seem at first sight. They have elements in common. Beowulf and his enemy Grendel are present in the 21st century classroom if we succeed in demonstrating how such values as honour and courage prevailed throughout history and are highly integrated into present day men and women.

The way students feel and think and the way their modern day heroes perceive the world around them is not different from the way Beowulf felt and reacted in 6th century England. The lesson must therefore be planned and devised with reference to the values students encounter in the world that surrounds them. Beowulf is Katniss from the Hunger Games, with her determination and courage. He is a superhero like Superman or the Incredible Hulk. He represents any of those heroes students encounter in comic books and films as the values these heroes embody do not differ from those present in our students’ surrounding environment.

The resistance to approach an old form of literature can only be overcome when the end corresponds to students’ everyday values and interests. In sum, the conditions conducive to the success or failure of the literature lesson arise from our ability to reduce the distance between students’ contemporary lives and Beowulf’s 6th century world.

**Bibliografía**

- https://www.youtube.com/watch?v=yiBaSqO7n9U