

SCREEN SCOTLAND
SGRÌN ALBA



SCREENING
SHORTS

The Present

National 3 English and Literacy Unit



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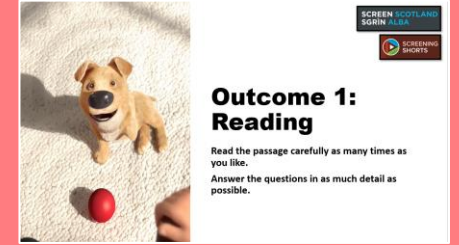


Outcome 1: Reading

Read the passage carefully as many times as you like.

Answer the questions in as much detail as possible.

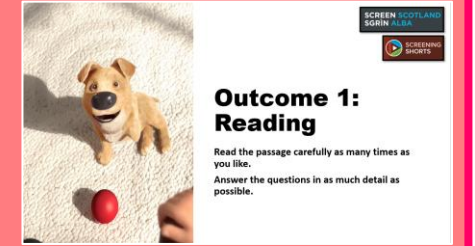
Pets and Mental Health



- 1 Pets are more than just cute, cuddly creatures that we enjoy spending time with. After all, there's a reason people often describe their cat or dog as part of their family: they make us feel better when they're around, both physically and emotionally.
- 2 Dr. Larena Davis from The Recovery Village Cherry Hill says, "Ancient Greeks found that horses appeared to lift the spirits of those very ill." Today, scientific research continues to document these kinds of positive effects. Here are just a few that have been shown:
 1. **They help us feel loved.** "Pets can increase our oxytocin levels," says Davis. Oxytocin is often called the "love" hormone because it helps us to develop bonds with others, including our babies. Researchers have found that when dogs and people look at each other, they both get a surge in oxytocin.

[Science Says: This Is How Pets Help Your Mental Health \(psychcentral.com\)](https://psychcentral.com)

Pets and Mental Health



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2. They make us feel less lonely. Pets are our companions — they can make us feel loved and accepted, no matter what. “No matter where you are in life, pets are excited to love you and be loved in return,” explains Davis. “They don’t care how much money you have, where you live, or what you do. They just love you. Pets provide endless amounts of love that fight feelings of stress, loneliness, sadness, and other negative emotions.”

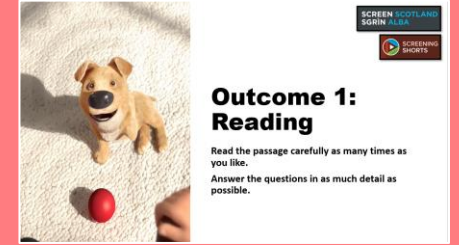
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3. They lower stress and anxiety. Pets can help people worry less, which has a good effect on stress and anxiety levels. “Spending time with animals can decrease levels of [the stress hormone] cortisol,” says Davis. A 2015 study found that growing up with a pet dog was associated with lower levels of anxiety in childhood and a 2018 study found that therapy dogs helped university students who were stressed.

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4. They encourage you to go outside and exercise more. Certain pets, like dogs, need regular exercise and time outdoors, so if you have a dog, you’re more likely to leave the house, get fresh air and do more exercise. This can be especially helpful for people living with some mental health conditions. Even a short walk around the block has been shown to reduce anxiety, depression, and negative mood.

Pets and Mental Health



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5. They help take care of us. Service dogs can help people manage medical conditions by performing specific tasks. For example, “people with service dogs know that their dog will alert them to seizures,” says Geraghty. “This takes a huge level of stress off a person as they can feel more confident that their canine friend is watching over them.”

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Pets of all types can help give people companionship, comfort, and a sense of routine. But is one animal better than another to boost your mental health?

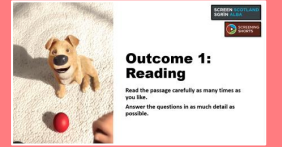
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Most research has focused on the mental health benefits of horses and dogs. For example, a 2016 study found dog owners had the highest overall feelings of well-being, compared to cat owners and non-pet people. This could be for a lot of reasons, says Davis. The greater sense of reward may be because they require more responsibility: you might feel a bigger boost to your self-esteem because you’re taking care of them and getting outside more.

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But, ultimately, “whichever animal a person feels connected to is the best animal for them,” says Dr. Melissa Geraghty, a psychologist. “For some people that is dogs, cats, birds, but for others it’s horses or lizards.”

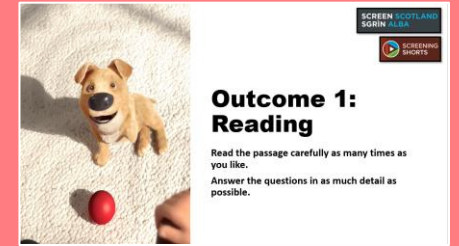
Reading Questions



No.	Question	Marks
1	Look at paragraph 1. Explain why is it good to have pets around. Use your own words where possible.	2
2	Look at paragraph 2. What is interesting about what the Ancient Greeks learned?	1
3	Look at paragraph 3. Explain two things we learn about oxytocin.	2
4	Look at paragraph 4. The writer lists three things pets do not care about. Why do they use a list to make this point?	1
5	Look at paragraph 5. What did the 2015 and 2018 studies reveal?	2
6	Look at paragraph 6. What three things might you do if you have a dog?	3
7	Look at paragraph 7. What word/phrase does the writer use to show how special a dog can be?	1
8	Look at paragraph 8. Two different types of sentence are used here. What are they?	2
9	Look at paragraph 9. Choose a word that shows having a pet can be positive. Explain why you chose that word.	2
10	Look at paragraph 10. What is the best animal for people?	1

TOTAL MARKS: 17

Outcomes and Assessment Standards: N3 Literacy

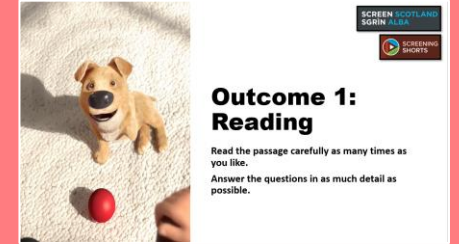


The learner will:

1. Read and understand simple word-based texts by:

1.1 Selecting and using relevant information	PASS?	COMMENT
1.2 Showing awareness of aspects of language	PASS?	COMMENT
1.3 Showing awareness of effectiveness	PASS?	COMMENT

Outcomes and Assessment Standards: N3 English



The learner will:

1. Understand, analyse and evaluate simple written texts by:

1.1 Identifying the main idea	PASS?	COMMENT
1.2 Showing awareness of aspects of language choice	PASS?	COMMENT



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Outcome 2: Listening

Watch the film carefully as many times as you like.

Answer the questions in as much detail as possible.

'The Present'

(Jacob Frey, 2014)



The film tells the story of Jake, who spends his time indoors playing video games. Jake's mum wants him to find other interests and so one day she brings home a little surprise for her son.

At first, Jake is less than impressed with his gift and goes back to playing his video games. But, after a little time, he realises how special his gift really is – and we realise why Jake just wants to stay indoors.



[Present, The — Jacob Frey, 2014 | Screening Shorts](#)

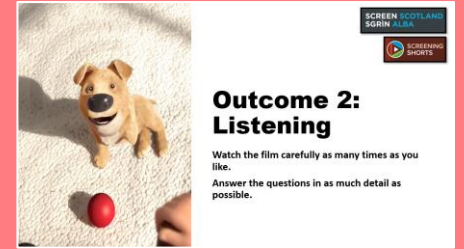
Listening Questions



No.	Question	Marks
1	How would you describe Jake at the start of the film?	1
2a	What does Jake think about his new present at first? How do we know this?	2
2b	What changes his mind?	1
3	Pause the film at 00:09, 00:44, 01:05, 02:40 and 03:10 minutes. Describe how each character is feeling at this point. What do you see that tells you this?	5
4	Watch the film from 02:00 to 02:50. Look out for two moments when Jake starts to change his mind about the puppy. How do we know the change has happened?	2
5a	Jake and the puppy are, for most of the film, shown on their own in the camera shots. Why do you think that has been done?	1
5b	Watch the end of the film from 02:50 – what is different in how Jake and the puppy are shown here? (Think about camera shots). What does it reveal?	2
6	Why do you think the reveal of Jake's disability was left until the end of the film?	1

TOTAL MARKS: 15

Outcomes and Assessment Standards: N3 Literacy



The learner will:

2. Listen to and understand simple spoken communication by:

1.1 Selecting and using relevant information	PASS?	COMMENT
1.2 Showing awareness of aspects of language	PASS?	COMMENT
1.3 Showing awareness of effectiveness	PASS?	COMMENT

Outcomes and Assessment Standards: N3 English



The learner will:

2. Understand, analyse and evaluate simple spoken language by:

2.1 Identifying the main idea	PASS?	COMMENT
2.2 Showing awareness of aspects of language choice	PASS?	COMMENT

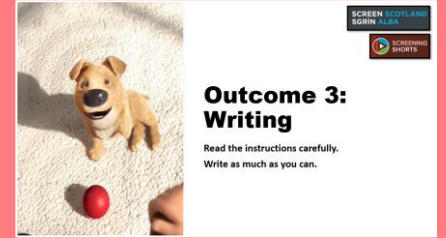
Outcome 3: Writing

Read the instructions carefully.

Write as much as you can.



Film Review Guide



- This frame will help you to write a film review of 'The Present' by guiding you through the process.
- This is your chance to share **your opinions** on the film. There are no wrong or right answers.
- You can write your ideas up as notes first if you like.
- Use the **headings** to keep your work in paragraphs.
- **Spell-check** your work when you are finished.



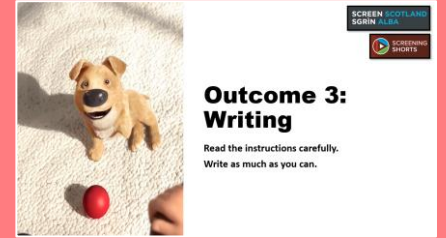
Film Review

Paragraph 1: Introduction	<ul style="list-style-type: none">• Give the title of the film.• Say who the director of the film was.• Say when the film was released.• Write a brief description of what happens in the film.	NOTES
Paragraph 2: Character	<ul style="list-style-type: none">• Explain who the characters in the film are.• Explain what we learn about the characters and their lives.• Give an example of something interesting or unusual a character does in the film.• Say whether you would want to get to know these characters. Explain why you would / would not want to meet them.	NOTES

Film Review

Paragraph 3: Setting	<ul style="list-style-type: none">• Explain who the characters in the film are.• Explain what we learn about the characters and their lives.• Give an example of something interesting or unusual a character does in the film.• Say whether you would want to get to know these characters. Explain why you would / would not want to meet them.	NOTES
Paragraph 4: Evaluation	<ul style="list-style-type: none">• Say whether you did or did not like the film.• Explain why / why not, giving at least two reasons.• Try to use a range of adjectives to describe how you feel.	NOTES

Outcomes and Assessment Standards: N3 Literacy

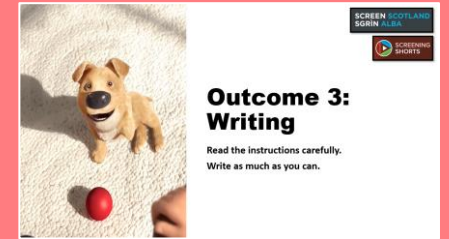


The learner will:

3. Write simple technically accurate texts by:

3.1 Organising ideas appropriately in writing	PASS?	COMMENT
3.2 Selecting and using simple language including the use of appropriate spelling, grammar, and punctuation	PASS?	COMMENT

Outcomes and Assessment Standards: N3 English



The learner will:

1. Produce simple written texts by:

	PASS?	COMMENT
<p>1.1</p> <p>Selecting ideas and content, using a simple format and structure, appropriate to purpose and audience</p>		
<p>1.2</p> <p>Applying knowledge of language in terms of language choice and technical accuracy</p>		

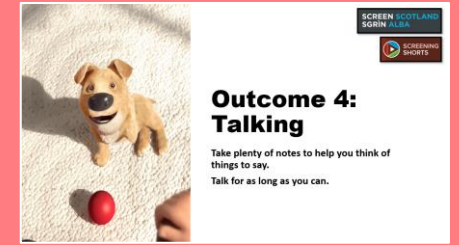


Outcome 4: Talking

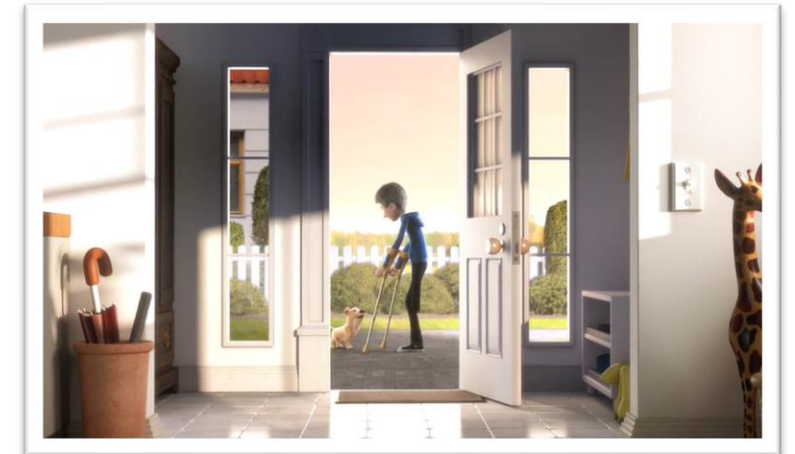
Take plenty of notes to help you think of things to say.

Talk for as long as you can.

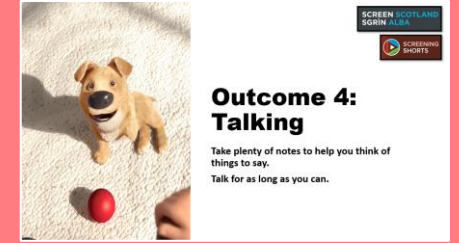
Task: You and Your Pet



- Think about all the things you learned about pets and their benefits from the Reading task. Read the passage again to help if you like.
- Think about what you saw in the film 'The Present'. Watch it again to help if you like.
- Do you have a pet? If so, what is so good about your pet? What benefits do they bring to your life?
- If you don't have a pet, what kind would you like? What benefits do you think that pet would bring to your life?



Talking Questions

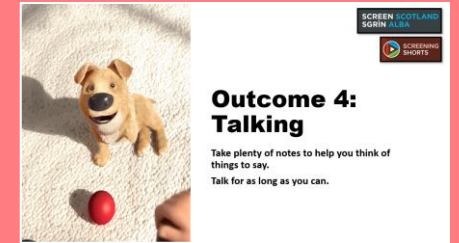


- You will be asked these questions for your talking assessment.
- Read them carefully. Take notes on the sheet to help you answer them.

1. What kind of pet do you have? / What kind of pet would you like to have?
2. Why did you choose this pet?
3. What benefits does / would this pet bring to your life?
4. Are there any negative things about this pet? What are they?

Question to consider	What you might say
What kind of pet do you have? / What kind of pet would you like to have?	
Why did you choose this pet?	
What benefits does / would this pet bring to your life?	
Are there any negative things about this pet? What are they?	
Other points you'd like to make.	

Outcomes and Assessment Standards: N3 Literacy

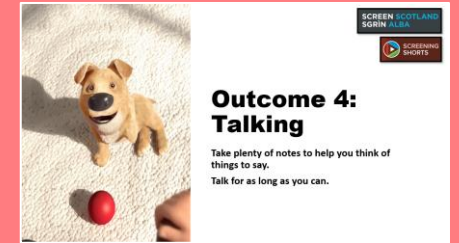


The learner will:

4. Talk to communicate, as appropriate to audience and purpose, by:

4.1 Organising ideas appropriately in spoken communication	PASS?	COMMENT
4.2 Communicating effectively through the selection and use of simple spoken language	PASS?	COMMENT
4.3 Using non-verbal conventions	PASS?	COMMENT

Outcomes and Assessment Standards: N3 English



The learner will:

2. Participate actively in simple spoken activities by:

2.1 Selecting ideas and content, using a simple format and structure, appropriate to purpose and audience	PASS?	COMMENT
2.2 Applying knowledge of language in terms of language choice	PASS?	COMMENT
2.3 Communicating meaning at first hearing	PASS?	COMMENT
2.4 Using some aspects of non-verbal communication		

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Credits

Resource developed by Gail Robertson on behalf of Screen Scotland.

Original material adapted from [Screening Shorts](#) and Psych Central.

For more information on Film Education resources and opportunities, go to [Home](#)
[| Screen Scotland](#).