Introduction

This resource pack is for use with the first Shrek movie. It’s divided into two sections: teaching notes and worksheets. If the teaching notes for the scene you’re using refer to worksheets, you’ll find them in part two of the pack.

Each activity relates to one scene. You can do the scenes in sequence over a number of lessons (so that eventually the students see the whole movie) or choose one at random which suits the language point you’re teaching in a particular lesson. Some activities last fifteen minutes, others will run to forty five minutes. I suggest you watch the scene you plan to use a few times and do the worksheets yourself before trying them in class.

Good luck and I hope your students enjoy the activities.

Brian Boyd
Scene 1

Start: Beginning of the film...when the story book first appears.
Finish: When Shrek tears a page out of the book.

Before watching - discuss fairytales with students. Can students name some (give a few examples if they’re stuck)? How do fairytales usually begin (once upon a time)? How do they usually end (happily ever after)? Brainstorm on the board, some of the things often found in traditional fairytales (such as gold, fairies, magic, castles, princes, witches, wicked stepmothers etc).

Before watching - students do the worksheet activities for this scene.

While watching - students watch the scene to check their answers.

Scene 2

Start: Shrek opens the toilet door.
Finish: The song ends, and we see Shrek sneaking up on the mob.

Before watching - divide the class in half, A and B. Put students in pairs so that all pairs have an 'A' and a 'B'. Give each student a copy of their respective word list. Allow them time to check the list and ask about any words they don’t know. Note: the lists for A and B are different and each student should keep their list secret.

While watching - in each pair, 'A' watches the scene and 'B' has her back to the screen. 'A' describes everything that is happening on the screen (example: he’s opening a door, and now he’s having a shower and he’s cleaning his teeth and he’s.....). Encourage students to describe the scene in full sentences, rather than shouting random words. Meanwhile, 'B' ticks off any words that 'A' says which appear on her word list. After the scene has ended, 'A' scores one point for each word that she managed to say from the list (in English). Now play the scene again and reverse the roles. 'B' watches
and describes while 'A' ticks off the words (remember, it's a different list the second time). Whoever scores highest, wins.

Then - students exchange lists and see what words they missed. Play the scene a third time and all students watch, trying to spot the vocabulary words they missed out. This time around, let the film run until Shrek throws away the wanted poster and walks off.

![Shrek](http://www.grammarmancomic.com)

**Scene 3**

Start: When you see a sad gnome looking out of a barred window.

Finish: Donkey goes out of the house and Shrek slams the door after him (before nightfall).

Before watching - tell students that they will be having a quiz about this scene. Questions will be about the things they see and also about what characters say.

While watching - students can make notes if they want. You might want to play the scene twice, to allow them more chance to write.

After watching - students work in pairs doing the 'true or false' quiz sheet.

Then - play the scene again to check answers (pause the film to confirm).
Scene 4

Start: Shot of the cauldron hanging over a log fire.
Finish: Shrek and Donkey leaving the swamp (on their way to see Farquaad).

Before watching - tell students they just need to watch and remember as much as possible of what happens.

After watching - in pairs, students tell each other everything they can remember from the scene. For a weaker class, allow them to do this in their first language.

Then - watch the scene again but play 'what happens next?'. Pause the video at 10 key places and ask questions. You need to be very familiar with this scene as pausing too late will give away the answers. Encourage students to answer with complete sentences. This could be done as a team quiz.

<table>
<thead>
<tr>
<th>Pause when...</th>
<th>ask students...</th>
<th>answer...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The glass of drink appears</td>
<td>What does he put in the drink?</td>
<td>He puts an eye in the drink.</td>
</tr>
<tr>
<td>2. After Shrek looks at the door and sets the glass down</td>
<td>What does Shrek do next?</td>
<td>He pulls a candle/dirt/wax/something out of his ear.</td>
</tr>
<tr>
<td>3. We see Donkey leaning on the window sill watching Shrek</td>
<td>What does the donkey do next?</td>
<td>He goes to sleep/He lies down and sleeps.</td>
</tr>
<tr>
<td>4. Shrek looks beneath the table</td>
<td>What animal does Shrek see next?</td>
<td>He sees a mouse/some mice.</td>
</tr>
<tr>
<td>5. A mouse is on Shrek’s shoulder</td>
<td>What does the mouse do next?</td>
<td>It bites Shrek’s ear.</td>
</tr>
<tr>
<td>6. The instant we see the wolf in the bed (need to be quick here)</td>
<td>What does the wolf say next?</td>
<td>It says &quot;What?&quot;</td>
</tr>
<tr>
<td>7. Shrek says &quot;All right! Get out of here! All of you! Move it!&quot;</td>
<td>Where do they run?</td>
<td>They run into the house.</td>
</tr>
<tr>
<td>8. Shrek asks who knows where Farquaad is?</td>
<td>Who speaks next?</td>
<td>The donkey speaks next.</td>
</tr>
<tr>
<td>9. Shrek says &quot;...off my land and back where you came from&quot;</td>
<td>What do they do next?</td>
<td>They all cheer/clap/shout/make noise.</td>
</tr>
<tr>
<td>10. Shrek and donkey set off. A man with a torch comes into view.</td>
<td>What does Shrek do next?</td>
<td>He takes the fire/light/torch from the little man.</td>
</tr>
</tbody>
</table>

http://www.grammarmancomic.com
Scene 5

Start: Hand slams a glass down on a table.
Finish: Farquaad says “we're going to have a tournament.”

Before watching - students do the verbs worksheet in pairs. Feedback and check everyone has them right. Now tell the students that eight of the infinitives are in the scene they will watch and eight aren’t. They must listen carefully to the dialogue and identify the eight infinitives they hear during the scene. Note: HEAR (not see an action).

While watching - students listen carefully and circle the eight infinitives that can be heard (run, catch, eat, know, become, make, do, and have).

After watching - Students compare notes in pairs. Then feedback as a class and board the eight infinitives. When all students have agreed on the answers, you can play the scene again and students raise their hands when they hear each one.
Scene 6

Start: Shrek and Donkey arrive outside the city of Duloc.
Finish: Shrek says “What kind of quest?”

Before watching - split the class into teams with three to five students per team. Give each team the worksheet with the signs on it. Tell them they’ll get points for spotting the signs in the scene they’re about to watch - but they also need to watch everything else carefully as there will be a quiz too.

After watching - Give each team ten free points to start. They take turns to name a sign they saw during the scene. They get 2 points for a correctly named sign but they lose 2 points if they name a sign that wasn’t in the scene.

Then - Play a trivia quiz based on the scene. Teams get three points for a correct answer. If they can’t answer, pass it to the next team for two points and then the next team for one point.

Quiz questions:

1. Name three animals you saw in this scene? (donkey, horse, bird)
2. Who says “It’s quiet … too quiet“? (Shrek)
3. How many guards are standing behind Lord Farquaad? (two)
4. What did Shrek eat? (nothing)
5. What furniture did Shrek use as a weapon? (a chair)
6. What colour are Lord Farquaad’s clothes? (Red)
7. What does ‘quest’ mean? (adventure/task/journey)
8. What letter of the alphabet is on the town’s flags and banners? (‘f’)
9. How did Shrek open the beer barrel? (he hits it with a mug/tankard/cup)
10. How many guards did the donkey kick? (one)

Finally - give out the script for the conversation between Shrek and Faquaad at the end of the scene. This should be cut up into pieces. First team to assemble it correctly gets ten points. You can then play the whole scene again and students can check the answers and read through the assembled script as they listen.
Scene 7

Start: Shrek and Donkey walking through a field of sunflowers.
Finish: They cross the bridge and enter the castle. Donkey says "I was talking about the dragon, Shrek."

Before watching - students look at the 'what do you think?' sheet in pairs or small groups. They discuss the questions. For weaker students, you can read through the questions as a class and check for understanding. If possible, generate some discussion (why is he unhappy? etc).

While watching - students think about the questions and watch how Shrek and Donkey interact. They can also jot notes on the sheets.

After watching - go through the questions again. Encourage debate if different groups have different answers. Write some useful phrases and words on the board (such as 'a little bit', 'quite sad', 'I think that', 'friendly') and ask the students to write a few paragraphs about the relationship between Shrek and the Donkey. For less able students, write a paragraph or two of your own and put some deliberate spelling mistakes in it for them to correct.
Scene 8

Start: We first see the inside of the dragon's castle.
Finish: They escape across the bridge leaving the dragon howling forlornly.

Before watching - have a quick fire verb quiz. The teacher says a verb and points at a student. The student responds with the past simple of the verb (eg: teacher: “understand”, student: “understood”). Go faster and faster, pointing at random students.

While watching - ask students to note down any actions they see in the scene (not sentences, just the verb)

After watching - give students the sentence list sheet. Students discuss the list in pairs and try to decide which ones did or didn’t happen in the scene. Alternatively, put the sentence list on an OHT and do it as a whole class activity. You might want to tell the students that there are 6 false sentences or you could keep that number secret and let them decide for themselves.

Then - play the scene again and pause it after various actions from the sentence list. Ask the class ‘What did he do?’ ‘What did they find?’ and so on. Students reply with full sentences.
Scene 9

Start:   Fiona slides down the slope and says “You did it!”
Finish:  Shrek and Donkey look at the sky. Shrek says “That’s the moon.”

Before watching - give students the word balloons worksheet. Drill each sentence and encourage students to stress the underlined words.

While watching - students try to spot which character says each sentence on the sheet. They can write F, S or D for Fiona, Shrek or Donkey beside each balloon.

After watching - check answers. Now write up these sentences on the board:

Why didn’t he tell me he was hungry?
I really like your red shoes.
The dog didn’t eat the meat.

Number the underlined words in each sentence. Read each one twice but put stress on a different word each time. Students listen and try to hear which word has the stress on it (they can hold up a number of fingers to indicate which word they think you stressed). They can then practice this in pairs, taking turns to test each other.

You can discuss how the meaning can change depending on which word is stressed.

Example:
The dog didn’t eat the meat. (it was the cat that ate it)
The dog didn’t eat the meat. (but it stole the meat)
The dog didn’t eat the meat. (but it stole some cake from the table)
Scene 10

Start: Camera pans from the moon through Farquaad’s bedroom window.
Finish: Fiona’s picture is shown in close-up in the magic mirror.

Before watching - give students the word puzzle and allow them time to read through the clues. Explain that they will see the scene more than once.

While watching - the scene is very short. Play it then give students some time to solve whatever clues they can. Repeat this as many times as the students need - it could be six or more viewings.

After watching - students work in groups or pairs comparing answers and filling in any gaps still remaining. Now put the puzzle on an OHT and invite students to come to the board one by one and write in a word until the puzzle is solved as a whole class activity.
Scene 11

Start: Fiona comes out of the cave.
Finish: The balloons drift up into the sky.

After watching – give the students the 'Fiona's Diary' worksheet. They can work in pairs trying to fill the gaps. After five minutes, replay the scene to help their memories.

Then - join pairs together to form groups of four. Set students the task of writing Shrek's diary for the same day. Give the students fifteen or twenty minutes and to ensure all students participate, instruct them to change 'secretaries' (writer) every five minutes. One student from each group can then read their diary entry aloud.
Scene 12

Start: They arrive at the windmill and see Farquaad’s tower.
Finish: Shrek sits down alone and looks at the tower in the distance.

Before watching - write these sentences on the board:

1. Donkey is sick.
2. Shrek is good at cooking.
3. Fiona is afraid of the dark.
4. Donkey is afraid of the dark.
5. Shrek is afraid of telling Fiona his true feelings.
6. Shrek goes to get more firewood.

Tell students they must think about whether these sentences or true or false while they watch the next scene.

While watching - students can jot notes

After watching - give the students some time to discuss their ideas in small groups before feeding back. Then go through the sentences as a class. Students have to say whether each sentence is true or false and they should try to justify their answer.

e.g. I think Donkey isn’t sick. Fiona and Shrek said he looked sick because they want to stop walking. Fiona doesn’t want to go to Farquaad’s castle yet. Shrek doesn’t want Fiona to go.
Scene 13

Start: Donkey enters the windmill, calling for the princess.
Finish: Donkey lies down to sleep beside the fire.

While watching - students use the spell worksheet, and try to recreate the spell Fiona recites. You should rewind the reading of the spell several times, pausing after each play to give them time.

After watching - you could ask the students to work in pairs to write spells of their own. They can also decide what effects their spell has and how it can be broken. The finished spells can be illustrated and used to make a classroom display.
Scene 14

Start: Fiona is in the windmill, pulling petals off the sunflower.
Finish: The song ends, and Shrek hears a noise outside.

While watching - students listen to the song, 'Hallelujah' and try to fill the gaps in the words (see worksheet), choosing from the words in the boxes on the right.

You may need to play the song more than once.

After watching - students can compare their answers in pairs before feeding back. You can play the song one more time for students to check their answers.
Scene 15

Start:  Shrek comes out of his house and finds Donkey in the swamp.  
Finish: The dragon carries them into the air.

Before watching - give the students the worksheet for this scene and ask them to match the sentence halves.

While watching - students check to see if they have matched the halves correctly.

After watching - ask students to turn over their worksheets. Now read out the first part of each sentence and students try to remember the second part. After testing a few stronger students, ask the students to practice this activity in pairs, taking turns to test one another.
Scene 16

Start: The start of the wedding ceremony.
Finish: The end of the wedding scene.

Before watching - give the students the worksheet for this scene and read through the sentences as a class. Tell the students that they will hear each sentence in the scene that follows, but that each sentence has one word wrong.

While watching - students listen for the sentences and try to replace the incorrect words with the words that are actually spoken.

After watching - before checking the answers, let the film go to the end so that the students can enjoy the final song of the film, 'I'm a Believer'.
Section 2 - the worksheets
Scene 1 – worksheet 'a'

Match words from list 'A' with definitions from list 'B'

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>lovely</td>
<td>not afraid</td>
</tr>
<tr>
<td>enchantment</td>
<td>tried</td>
</tr>
<tr>
<td>terrible</td>
<td>ended, stopped</td>
</tr>
<tr>
<td>brave</td>
<td>trapped</td>
</tr>
<tr>
<td>attempted</td>
<td>very bad</td>
</tr>
<tr>
<td>broken</td>
<td>magic, a magical spell</td>
</tr>
<tr>
<td>locked away</td>
<td>the most tall</td>
</tr>
<tr>
<td>tallest</td>
<td>very nice</td>
</tr>
</tbody>
</table>

Now read this story. Try to fill the gaps using the words from list 'A'.

Once upon a time there was a ________ princess. But she had an ____________ on her, of a fearful sort, which could only be _______ by love's first kiss. She was ___________ in a castle guarded by a ___________, fire-breathing dragon. Many __________ knights had ____________ to free her from this dreadful prison but none prevailed. She waited in the dragon's keep, in the highest room of the ___________ tower for her true love and true love's first kiss.
Scene 1 – worksheet ‘b’

Now find words from the story which go with each of these pictures...

http://www.grammarmancomic.com
Scene 2 - worksheet

**Student A**

<table>
<thead>
<tr>
<th>fish</th>
<th>run/running</th>
<th>window</th>
</tr>
</thead>
<tbody>
<tr>
<td>see/seeing</td>
<td>green</td>
<td>toilet</td>
</tr>
<tr>
<td>mud</td>
<td>sit/sitting</td>
<td>stick</td>
</tr>
<tr>
<td>draw</td>
<td>mirror</td>
<td>dirt/dirty</td>
</tr>
<tr>
<td>clean/brush</td>
<td>break/broke/broken</td>
<td>eat/eating</td>
</tr>
</tbody>
</table>

---

**Student B**

<table>
<thead>
<tr>
<th>paint/painting</th>
<th>kiss/kissing</th>
<th>shirt</th>
</tr>
</thead>
<tbody>
<tr>
<td>wanted</td>
<td>people</td>
<td>water</td>
</tr>
<tr>
<td>hear/hearing</td>
<td>smile/smiling</td>
<td>picture</td>
</tr>
<tr>
<td>fire</td>
<td>tree</td>
<td>teeth</td>
</tr>
<tr>
<td>look/looking</td>
<td>laugh/laughing</td>
<td>men</td>
</tr>
</tbody>
</table>

http://www.grammarmancomic.com
Scene 3 - worksheet

Read these 12 sentences about the scene you have watched. Decide if each sentence is 'true' or 'false'. Write 'T' for True or 'F' for false beside each sentence.

1. The man sold the witch for thirty five pieces of silver.
   
2. The puppet's hat was yellow.
   
3. The donkey kicked the fairy into the air.
   
4. The man behind the donkey was carrying three pigs.
   
5. The donkey said "Look at me! Look at me! I can fly!!"
   
6. The sign on the tree said 'Keep out'.
   
7. The ogre's shoes were blue.
   
8. The ogre picked up the donkey by his feet.
   
9. The ogre told the donkey to "Stop talking!!"
   
10. The sign's near the ogre's house read 'Keep out' and 'Beware of Shrek'

11. When the donkey said "Please? Please?" the ogre said "No! No!"

12. The donkey slept outside the ogre's house.
Scene 5 – worksheet

Change each of these verbs from the past simple to the infinitive. For example grew = grow, saw = see

ran = ________________    woke = ________________
caught = ________________    became = ________________
ate = ________________    did = ________________
understood = ________________    had = ________________
slept = ________________    swam = ________________
knew = ________________    fell = ________________
rang = ________________    made = ________________
threw = ________________    drank = ________________
Scene 6 – worksheet ‘b’ (cut along dotted lines before class)

<table>
<thead>
<tr>
<th>Faquaad:</th>
<th>People of Duloc … I give you our champion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shrek:</td>
<td>What?!?</td>
</tr>
<tr>
<td>Faquaad:</td>
<td>Congratulations ogre. You’ve won the honour of embarking on a great and noble quest.</td>
</tr>
<tr>
<td>Shrek:</td>
<td>Quest? I’m already on a quest. A quest to get my swamp back!</td>
</tr>
<tr>
<td>Faquaad:</td>
<td>Your swamp?</td>
</tr>
<tr>
<td>Shrek:</td>
<td>Yeah! My swamp, where you dumped those fairytale creatures.</td>
</tr>
<tr>
<td>Faquaad:</td>
<td>Indeed. All right ogre I’ll make you a deal. Go on this quest for me and I’ll give you your swamp back.</td>
</tr>
<tr>
<td>Shrek:</td>
<td>Exactly the way it was?</td>
</tr>
<tr>
<td>Faquaad:</td>
<td>Down to the last slime-covered toadstool.</td>
</tr>
<tr>
<td>Shrek:</td>
<td>And the squatters?</td>
</tr>
<tr>
<td>Faquaad:</td>
<td>As good as gone.</td>
</tr>
<tr>
<td>Shrek:</td>
<td>What kind of quest?</td>
</tr>
</tbody>
</table>

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Scene 7 - worksheet

**What do you think?**

Does Shrek like the donkey?  Why?

Does the donkey like Shrek?  Why?

Is Shrek happy or sad?  Why?

Does Shrek have lots of friends?

Does Shrek want lots of friends?  Why?

Does the donkey have lots of friends?  Why?

Is the donkey happy or sad?  Why?

Would you like to be Shrek’s friends?  Why?

Would you like to be the donkey’s friend?  Why?

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a) The donkey kicked the dragon.
b) Shrek took the hat from the donkey.
c) Shrek looked at the tower.
d) The donkey ran away from the dragon.
e) Shrek kissed the princess.
f) The donkey read a book.
g) Shrek pulled the dragon’s tail.
h) Shrek flew through the air.
i) The donkey talked to the dragon.
j) The princess lay on the bed.
k) Shrek clapped his hands.
l) Shrek gave flowers to the princess.
m) Shrek broke the door.
n) They ran down the stairs.
o) The dragon touched the donkey.
p) The princess and Shrek jumped into the water.
Scene 9 - worksheet

I really don’t think this is a good idea.

Well … yes actually.

Of course you are.

What are you doing?

Sometimes things are more than they appear.

No … that’ll take longer.

I’ll be waiting for him right here.

Why do you want to talk about it?

Do you know what I think?

What is so funny?
### Across

<table>
<thead>
<tr>
<th></th>
<th>What colour is the bear’s bow?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>What animal is on the floor?</td>
</tr>
<tr>
<td>8</td>
<td>What shape is the mirror?</td>
</tr>
<tr>
<td>9</td>
<td>What is the first thing you see?</td>
</tr>
<tr>
<td>10</td>
<td>What shape is Farquaad’s bed?</td>
</tr>
<tr>
<td>11</td>
<td>What is the first thing Farquaad says?</td>
</tr>
<tr>
<td>13</td>
<td>How many stools are in the room?</td>
</tr>
</tbody>
</table>

### Down

<table>
<thead>
<tr>
<th></th>
<th>What does the mirror show?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What does the mirror do first?</td>
</tr>
<tr>
<td>2</td>
<td>What is the last thing Farquaad says?</td>
</tr>
<tr>
<td>3</td>
<td>What animal is the blanket made from?</td>
</tr>
<tr>
<td>4</td>
<td>How many candles are in the room?</td>
</tr>
<tr>
<td>6</td>
<td>What colour is the first dress you see?</td>
</tr>
<tr>
<td>7</td>
<td>What colour are the second pair of shoes?</td>
</tr>
<tr>
<td>9</td>
<td>What is Farquaad looking at?</td>
</tr>
<tr>
<td>12</td>
<td>What is Farquaad holding?</td>
</tr>
</tbody>
</table>
I had a really _________ day today. I _______ up very early. Shrek and Donkey were still __________ so I went for a __________. I ________ a song to a __________. Unfortunately it exploded. I decided to ______ the three _______ that were in its nest. I _____________ breakfast for all three of ____.

After we ______ breakfast we started __________ to Duloc. In the ____________ we met some __________. They ___________ to save me from Shrek. They ___________ Shrek was a monster. They sang a ________ and did a _________. They made me feel so _____________, so I fought ________. Shrek and Donkey looked really ___________.

Then ___ noticed that _________ had an arrow in his butt. I sent __________ into the woods to find a __________ flower with __________ thorns. __________ I pulled _____ arrow out, and we set off again.

________ had so much fun. The ______ was shining. We made balloons out of a __________ and a _____________. I think maybe Shrek ___________ me. He looks so ____________ but he’s really ___________. Now I’m not sure if I want to marry Lord Farquaad.
Fiona’s Spell

B_ n______ o__ w__,

B_ d__ a________.

T___ s____ b_ t_ norm...

U____ y__ f__ true love’s first k__ ...

A__ t___ t___ love’s t____ form.

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Hallelujah

I've heard there was a _______ chord
That David played and it the ______ the Lord
But you don't really care for ______ do you?
It goes like this - the fourth, the ______
The minor fall, the major ______
The baffled ______ composing Hallelujah

Hallelujah, hallelujah, hallelujah, hallelujah

Maybe I've been here _________
I know this room, I've _______ this floor
I used to live _________ before I knew you
I've _________ your flag on the marble arch
_________ is not a victory march
It's a cold and it's a _________ hallelujah

Hallelujah, hallelujah, hallelujah, hallelujah

And all I ever learned from ______
Was how to shoot at ______ who outdrew you
And it's not a cry you can hear at ______
It's not ______ who's seen the light
It's a ______ and it's a broken hallelujah

Hallelujah, hallelujah, hallelujah, hallelujah
Hallelujah, hallelujah, hallelujah, hallelujah
In the next scene ...

1. Donkey is ...
2. Shrek tells ...
3. Shrek walks away ...
4. Donkey says that friends forgive ...
5. Shrek goes ...
6. Shrek finds out that Fiona wasn’t ...
7. Shrek and Donkey want to ...
8. The dragon ...

... carries them to Farquaad’s castle.
... Donkey to back off.
... building a wall.
... talking about him.
... each other.
... stop the wedding.
... from Donkey.
... into the toilet.
scene 16 – worksheet

Lord Farquaad: Go ahead.
Shrek: I don’t have time for that.
Lord Farquaad: Now what does he need?
Shrek: Fiona, I want to talk to you.
Fiona: I wanted to show you yesterday.
Donkey: Celebrity marriages … they never succeed, do they?
Fiona: I was supposed to be attractive.
Donkey: I was hoping this would be a nice ending.