TEACHER'S GUIDE

recursos

Didactic Project

3º & 4º PRIMARY EDUCATION STAGE

Be cool!

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1. JUSTIFICATION OF THE PROPOSAL

- Theatre as a tool for stimulating and encouraging the student to discover, learn and apply the language he/she has learned.
- The plays present civic content and are also focused on an educational/student environment that will allow the students to identify with the values contained therein.
- The scripts, apart from allowing the play to be performed in the theatre thus creating the recreational and aesthetic aspect, also allow communicative functions, vocabulary and grammatical structures to be developed. These can be worked on beforehand in class using a series of worksheets to facilitate understanding of the plot and contribute to language learning. This didactic material is adjusted to the level of the students according to the objectives stipulated for the relevant level by the M.E.C.D.

2. OBJECTIVES:

General:

- Listening to and understanding messages in a variety of verbal exchanges, using the information transmitted to complete specific tasks.
- Expressing oneself and interacting orally in simple and common situations, using verbal and non-verbal procedures and adopting a respectful attitude.
- Writing a variety of texts with different endings with the help of templates and models.
- Reading various texts in order to understand them, extracting general and specific information in accordance with a pre-established goal.
- Valuing a foreign language as a mean of communication and understanding among people with different places of origin, culture and languages.
- Contributing to the student's knowledge of linguistic, geographic and cultural features of the country where the foreign language is spoken.
- Understanding that theatre is a source of pleasure and personal enrichment, thus fostering his/her interest in it.

Specific:

- Fostering interest in participating in oral exchanges about routines and situations from daily life in the relevant foreign language.
- Working on language prosody: aspects of phonetics, rhythm, accentuation and intonation.
- Familiarizing the student, from the start, with the plot and different characters in order to facilitate comprehension of the performance during the play.
- Developing two communicative functions per level, providing the student with all the syntactic, grammatical, lexical and phonetic knowledge that make up the relevant functions in order for the student to be able to grasp them.
- The four basic skills that each reader needs to control in order to communicate optimally will also be worked on: listening and reading comprehension (L.C.-R.C.) and written and oral expression (W.E.-O.E).

3. METHODOLOGY

Presentation of Material:

The didactic worksheets included with the material, available to both students and teachers, are designed to be completed over four **60 minute sessions** . The idea behind this is that the worksheets should be integrated into the class routine, reinforcing or applying previously acquired knowledge or introducing new but simple content on languages for a certain level.

Material Structure:

The objective of the **first, second and third sessions** is to give the students the necessary hints in order for them to be able to watch the play without any comprehension problems on the day it is performed.

The **fourth session** will be focused on expression. After having seen it, the student will be allowed to express his/her opinion on the performance (comparing the play's actual ending with the ending he/she had previously imagined; comparing the behaviour of the actors with his/her own).

BEFORE THE PERFORMANCE

3º & 4º PRIMARY EDUCATION		OBJECTIVES	COMPETENCIES
SESSION 1	Activity 1	• Familiarisation with the plot.	• R.C. • W.E.
	Activity 2	• Familiarisation with the characters.	• R.C. • W.E.
	Activity 3	• Discerning sounds.	• L.C.
SESSION 2	Activity 1	• Discerning sound.	• L.C. • O.E.
	Activity 2	• Testing your knowledge.	• L.C.
	Activity 3	• Listening to a song.	• L.C. • W.E.
SESSION 3	Activity 1	• **Grammar :** Reported Speech.	• L.C. • W.E. • O.E.
	Activity 2	• Testing your knowledge. • Making hypothesis.	• L.C. • W.E.
	Activity 3	• Listening to a song.	• L.C.

AFTER THE PERFORMANCE

3º & 4º PRIMARY EDUCATION		OBJECTIVES	COMPETENCIES
SESSION 4	Activity 1	• Verifying your hypotheses.	• O.E.
	Activity 2	• Describing the performance as a whole.	• W.E.
	Activity 3	• Role play.	• L.C. • O.E.

APPROACH CHOSEN:

Although our main objectives are to foster interest in theatre and to help the student to grasp two new communicative functions, our approach is intended to be fun, visual and aimed at communication. In fact, on these worksheets, we can find many activities presented as games and which also provide moments of fun in class. Finally, all sessions require the student to express him/herself, with activities focusing on situations from daily life or even acting. As such, the goal is to offer activities as an alternative to the class's routine and to make learning a second language more attractive. All of this work is presented as project of the utmost interest: seeing a play in a foreign language.

ADVICE AND RECOMMENDATIONS:

Before starting on the worksheets and the activities proposed therein, the students must have the play in order to go on to read it. Similarly, given that there are many activities requiring useful and modern resources, there must also be a CD player in the classroom for listening to the scenes and songs. All this material (play, CD, worksheets) is available on the following website: **www.recursosweb.com**

In the student section, the sessions are spread out over several worksheets. As such, it is advisable to make as many copies as there are students as soon as possible. As soon as the students have the worksheets, they will be able to complete them, following the instructions given for each exercise and with help from additional materials such as dictionaries and reference manuals in class.

In the teacher's section, you will find all the activities designed for the students as well as the answer key with all the correct answers for all the questions.

Each activity on the didactic worksheets is designed to train the four basic skills in foreign language acquisition: Listening Comprehension, Reading Comprehension, Written Expression and Oral Expression.

Through these skills, a range of vocabulary, grammatical structures and phonetic aspects are worked on in order to develop a series of communicative functions that we consider key for understanding the play as well for applying them to real situations.

In addition to the presence of the different basic skills, the sessions follow a sequential order. As such, it is important to complete each and every one of the sessions, from the introduction of the plot to the storyline and characters, culminating in the resolution of the play. Therefore, completing the didactic worksheets before going to see the play is necessary to reinforce the overall comprehension of the play and, at the same time, we create excitement and expectations that could very well be completely found upon leaving the theatre.

B Before

SESSION 1: SYNOPSIS AND CHARACTERS

Activity 1: The Synopsis

Read the synopsis of BE COOL!
Take a look! Here is a glossary of words to help you:

WHOLEHEARTED: without any doubts
FAN: someone who admires and supports a famous person etc.
ECCENTRIC: someone who behaves in a strange and unusual way
BECOME TO BE : to begin to be something
PRIZE: award
TO WIN: to get a prize in a game or competition
FAR FROM: not near.
FULFIL THE DREAM: obtain what you desire.
UPSET: unhappy or worried because something unpleasant has happened
STAND BY: to continue to support someone when they are in a difficult situation

Charlie, Carol and Dick are wholehearted fans of the eccentric pop artist Lady Lo-Ro. The three of them take part in a Tv Contest in which the prize was a trip to New York, a ticket for the next concert that the artist will offer in the city and a vip pass that will give them the opportunity to meet her.

Carol an Dick become to be the winners and Charlie, far from resigning himself not to going to the concert with Carol, plans to steal Dick´s ticket.

After several tries, Charlie succeeds deceiving his mates and steals their tickets. Carol will have to decide between going to the concert with Charlie, fulfil the dream of meeting Lady Lo-Ro in person and leaving the poor Dick alone and upset, or forget about the concert and stand by Dick. Finally decides to abandon Dick and Charlie and goes to the concert alone where he will meet his idol. How will the meeting between Charlie and Lady Lo-Ro go?...

B Before

SESSION 1: SYNOPSIS AND CHARACTERS

Take a look!
Compose the sentences with the words under each square to reveal the heading and draw the pictures of the described scene.

Dick, Charlie and Carol take part in a TV contest.	Dick and Carol are the winners.	Charlie is very angry.
Charlie steals the tickets to them.	Charlie, Carol and Dick fly to New York.	Dick and Carol believe that they have lost their tickets.
Charlie invites Carol to the concert.	Carol stands by Dick.	Charlie and Lady Lo-Ro are introduced.

B Before

SESSION 1: SYNOPSIS AND CHARACTERS

Activity 2: The Characters

Read the Scene 1 and 2 and match the characters with the following adjectives:

Take a look! There are glossaries to help you:

DICK:	STRONG, KIND, AWKWARD
CAROL:	VAIN, SWEET, LOYAL
CHARLIE:	DECEITFUL, LIAR, ASTUTE
LADY LO-RO:	FAMOUS, ECCENTRIC, COOL

STRONG– DECEITFUL– FAMOUS– KIND – LIAR – ECCENTRIC– AWKWARD
VAIN – SWEET –LOYAL – COOL – ASTUTE

Answer the following questions about the characters :

Who is your favourite character?

_____

Who do you think is the funniest? Why?

_____

_____

Imagine you happened to be in the same situation as Charlie and you lose the chance of meeting your favourite artist. Would you react the same?

_____

_____

Are you a real fan? Describe a celebrity that you admire. Explain the qualities you most like about him/her.

_____

_____

_____

_____

_____

_____

B Before

SESSION 1: SYNOPSIS AND CHARACTERS

Activity 3: What's happening?

Listen to TRACK 3 (Scene 3) of BE COOL! Complete the words below from what you hear.

What can you hear ?

Charlie:

So, that was the first part of my story.
I was terribly confused I was furious.
I wouldn't be meeting Lady Lo-Ro after all. I had to think of something. Finally I thought up a plan:
First: I would buy a flight to New York spending all my savings. Second: I would steal Dick's ticket so I would meet Lady Lo-Ro with Carol!!! All that seemed like a simple plan, but it turned out to be a lot more complicated.
Oh! We are at the airport! Here they are! I need to hide!

What do you think they are doing in this extract?

_____

_____

_____

_____

_____

_____

B Before

SESSION 2: UNDERSTANDING THE PLAY

Activity 1: Verb tenses

Listen to TRACKS 1 (Scene 1). Charlie is presenting us the story. Fill in the gaps.

Hello! My name is Charlie. I'm eighteen years old and I live in Luton, which is a small town near London.
Do you know that I love Lady Lo-Ro? She is my favourite pop star. Have you ever heard her song Be Cool? That's a hit!!! I think this is the best song that anyone ever written.
Well, one day I was at home watching TV. I was really bored, I remember. Suddenly, I saw an advertisement on TV.
A new TV contest called How much do you know about Lady Lo-Ro?
Wow!! I knew everything about her. I couldn't believe it. I had to enter the contest!!
The prize was a trip to New York and a ticket for her last concert of the season!!
I promised myself I would win the contest and I almost did. I got to the finals of the contest but...
Come with me and I will tell you my story.

In pairs, practise the following questions:

- **What does it mean to be cool?**
- **How is a cool person?**
- **Do you know anyone cool?**
- **Would you like to be cool?**

B Before

SESSION 2: UNDERSTANDING THE PLAY

Activity 2: Knowing Lady Lo-Ro

Listen again to TRACKS 1 and 2 (Scene 1). Charlie, Dick and Carol are in the TV contest. Answer the following questions:

1. ¿ What does Lady Lo-Ro sing?

- ❒ Rock
- ☑ Pop
- ❒ Soul

4. In which country is Luton?

- ❒ Denmark
- ❒ Netherlands
- ☑ England

5. What is the name of the TV contest in which Charlie, Dick and Carol participate?

- ❒ Are you Lady Lo-Ro´s fan?
- ❒ Do you want to know Lady Lo-Ro?
- ☑ How much do you know about Lady Lo-Ro?

6. What is Lady Lo-Ro´s favourite animal?

- ❒ Mammoths
- ❒ Dragons
- ☑ Parrots

7. What is Lady Lo-Ro´s favourite food?

- ❒ Carrots
- ❒ Hot Dogs
- ☑ It is not well-defined in the show.

B Before

SESSION 2: UNDERSTANDING THE PLAY

Activity 3: The Song "Let's go to New York"

Listen to TRACK 9, the song in Scene 3 "Let's go to New York". Be careful, there are lines that have been added to the verses. **Can you underline them?**

LET'S GO TO NEW YORK

In New York I want to be
Because New York is a beautiful city
There's no better place
That's my philosophy
That's my swing
It's where I'm going to live

Ain't no place in this world
Where I would rather be
New York is the best city
That's my philosophy
That's my swing
In New York I want to live

You'll be a star
If you do it right
If you want to be happy
Walking on the streets
You'd better hold on tight
Hold on tight
Hold on tight

New York New York
In the neon lights
New York New York
In the long streets
You and I through the night

B Before

SESSION 3: THE ENDING

Activity 1: Reported Speech

Listen to TRACK 15 (Scene 5). Lady Lo-Ro and Charlie do not speak directly.

Transform the following sentences into reported speech.

Lady Lo-Ro said to the bodyguard: "Keep him away!"

Lady Lo-Ro told the bodyguard to keep him away.

Charlie asked the bodyguard : Has she got a disease?

Charlie asked the bodyguard if she had a disease.

Charlie said to Lady Lo-Ro: I don't know what to say !

Charlie told Lady Lo-Ro he didn't know what to say.

Lady Lo-Ro said to the bodyguard: Don't let him get close to me!

Lady Lo-Ro told the bodyguard not to let him get close to her.

Charlie said to Lady Lo-Ro: I'm so sorry if I have offended you!

Charlie told Lady Lo-Ro he was sorry if he had offended her.

In pairs hold a conversation using reported speech.

B
Before

SESSION 3: THE ENDING

Activity 2: Towards The End

Listen to TRACKS 14 y 15 (Scene 5).

Think about the extract from Scene 6 that you have just listened to. Do you still think that Lady Lo-Ro is cool? Do you think Lady Lo-Ro will be able to recover herself? Will Charlie, Dick and Carol become friends again?

Write a few lines about what you think is going to happen. Here are some ideas to help you:

Lady Lo-Ro is very upset with what Charlie said because…
To be cool means…
Dick and Carol should forgive Charlie because …

B Before

SESSION 3: THE ENDING

Activity 3: Song Be Cool !

Listen to TRACK 13, the song in Scene 5 ***"Be Cool"***.

Be careful, there are lines that are not correct. Can you put them in order?

BE COOL

If you're worried or uncertain
If your feelings are hurt
Be your best friend tonight
Keep things light

Keep your worries out of sight
Play it cool tonight
Play it cool, just be cool, don't be shy

Just be cool!
Playing like a fool
Just be cool!
Walking on the moon

If you're worried or uncertain
If your feelings are hurt
Be your best friend tonight
Keep things light

Keep your worries out of sight
Play it cool tonight
Play it cool, just be cool, don't be shy

Just be cool!
Playing like a fool
Just be cool!
Walking on the moon

Just be cool!
Playing like a fool
Just be cool!
Walking on the moon

SESSION 4: Express Yourself!

Activity 1: The End of the Play And Your Impressions

Now you have seen BE COOL!! Was it how you imagined it to be? Compare the real thing with what you imagined the play to be.

Look back at Activity 2 in Session 3 when you acted out scenes from the play in groups. Which version did you prefer - your performance or the actors' performance in the play?

I prefer my ending / the real ending / my interpretation of the characters / the actor's interpretation because……

..more (+)…

- *original*
- *entertaining*
- *boring*
- *interesting*
- *dynamic*
- *emotive*
- *creative*
- *realistic*

..it was…

A After

SESSION 4: Express Yourself!

Activity 2: Value the Play

Did you enjoy BE COOL!? What did you think?

Theatrical criticism. To be able to analyze a show you should think about several things:

- General evaluation of the show.
- Plot.
- Topic.
- Message.
- Acting.
- Adaptation.
- Scenography.
- Dressing.
- Atmosphere.
- Music.

Write a sentence for each:

Use verbs such as “to like”;” to love”, “to enjoy”.

Use verbs such as “to hate”; to prefer ……. to ……».

A After

SESSION 4: Express Yourself!

Activity 3: Role Plays

Here there are three extracts from the play. Choose one to act out in groups.

Extract One (Track 5):

CHARLIE: *Hey! Here they are. She looks sick! Yes! I have an idea! (He dresses as a nurse) How do I look? That's perfect!!*
Hello!! Are you Ok? Is anything wrong here?
CAROL: *No, we are fine thanks!! I just wanted to sit down because I feel sick and I wanted to rest a while.*
CHARLIE: *I knew that!*
DICK: *What do you mean?*
CHARLIE: *Well, I am a nurse!*
CAROL: *I see.*
CHARLIE: *And I knew you needed my help!!*
CAROL: *That's very kind of you but I...*
CHARLIE: *Oh!! Your face is so white...*
DICK: *What a weirdo.*
CHARLIE: *Please!! Do as I say and you will get better.*
CAROL: *But...*
CHARLIE: *And you will have a nice flight. Trust me.*
DICK: *Do it!! Let's try to get rid of him as soon as we can.*
CHARLIE: *Oh!! That's so rude! I'm just trying to help! Be polite.*
DICK: *Don't stick your nose in other people's business.*
CAROL: *Ok!! I'll do whatever you suggest.*
CHARLIE: *Lie on this bench down here, and I need something for you to...*
CAROL: *For me to what?*
CHARLIE: *Yes!! Your bag!! Can I have your bag for her head to rest on?*
DICK: *My bag?*
CAROL: *I want him to go!! Please give him your bag!*
CHARLIE: *Ok...!! Now breathe!!*
DICK: *That's crazy!*
CHARLIE: *Breathe out!!*

SESSION 4: Express Yourself!

Extract Two (Track 7):

CHARLIE: ***(Charlie appears dressed as a policeman)*** *Hello guys! What can I do for you?*
DICK: *There was a thief around here.*
CHARLIE: *A thief!!*
CAROL: *Yes!! He was about eighteen. Tall, dark hair, brown eyes and dressed as a nurse.*
DICK: *He wasn't that tall!!*
CAROL: *Well, he was taller than me.*
DICK: *Is that tall!! Honey bunch, I am tall, you're short.*
CAROL: *I am not short!! How dare you?*
CHARLIE: *Ok. Was he tall or not?*
CAROL: *He was as tall as you, more or less.*
CHARLIE: *Was he attractive?*
DICK: *I don't know.*
CHARLIE: *I'm asking her...*
CAROL: *Well. Yes, I think he was cute.*
DICK: *Is this important?*
CHARLIE: *Yes I want to know her opinion.*
CAROL: *Yes, he had a lovely face, I think.*
CHARLIE: *Oh!!*
DICK: *Sir, the thief is going to escape if you continue flirting.*
CHARLIE: *Ok! Did he steal anything from you?*
DICK: *No, fortunately I realised that he was a thief!*
CHARLIE: *You're both very clever. May I see your passports please?*

SESSION 4: Express Yourself!

Extract Three (Track 16):

BODYGUARD: *You have to meet a fan!*
LADY LO-RO: *Again? I hate fans!*
BODYGUARD: *We will be quick with this one!*
BODYGUARD: *He's a boy from London! Here he is!*
Charlie.
Lady Lo-Ro!!!
LADY LO-RO: *Don't let him to get close to me! I'm allergic!*
CHARLIE: *Oh!! This is a dream come true for me!!*
LADY LO-RO: *For me too!*
CHARLIE: *Lady Lo-Ro...*
BODYGUARD: *Well.*
LADY LO-RO: *Oh! Did you come from London to say nothing?*
CHARLIE: *Sorry! I am shy! I don't know what to say!*
LADY LO-RO: *Oh!! That makes me feel sleepy! Oh!! Keep him away!*
BODYGUARD: *Sorry boy! You cannot get too close to Lady Lo-Ro.*
CHARLIE: *But why?*
BODYGUARD: *Let me ask her! Excuse me Lady! Why don't you want him to approach you?*
LADY LO-RO: *I am Lady Lo-Ro! I cannot be touched by anyone! I am too cool!*
CHARLIE: *She's not in her right mind!*
BODYGUARD: *She said she cannot be touched!*
CHARLIE: *Has she got a disease?*
BODYGUARD: *Do you have a disease?*
LADY LO-RO: *What? Doesn't he know who I am?*
CHARLIE: *Oh! Finally she's coming closer!*

OTHER SHOWS
3º & 4º PRIMARY EDUCATION

Jungle Book ***(In English)***
Magic Beans ***(In English)***
La vuelta al mundo en ochenta días

Be cool!

Didactic Project elaborated by
Amalia Guerreiro Iglesias

Charlie, Carol and Dick are mad fans of Lady Lo-Ro, the most sensational singer of all time. They want to dress like her, do their hair like her, talk like her, and be as cool as her. Now they've got the chance to travel to New York and meet her, but they only have two tickets. What will happen? An entangled comedy, perfect for your students to practise their English to the beat of the music.

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