

1º & 2º SECONDARY 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

1º & 2º E.S.O.		OBJECTIVES	COMPETENCIES
SESSION 1	Activity 1	<ul style="list-style-type: none"> Familiarisation with the plot. 	<ul style="list-style-type: none"> R.C. W.E.
	Activity 2	<ul style="list-style-type: none"> Familiarisation with the characters. 	<ul style="list-style-type: none"> R.C. W.E.
	Activity 3	<ul style="list-style-type: none"> Making plans. 	<ul style="list-style-type: none"> L.C. O.E.
SESSION 2	Activity 1	<ul style="list-style-type: none"> Grammar : Must /Have to 	<ul style="list-style-type: none"> L.C. W.E.
	Activity 2	<ul style="list-style-type: none"> Testing your knowledge. 	<ul style="list-style-type: none"> R.C.
	Activity 3	<ul style="list-style-type: none"> Listening to a song. 	<ul style="list-style-type: none"> L.C. O.E.
SESSION 3	Activity 1	<ul style="list-style-type: none"> Grammar : Present Perfect 	<ul style="list-style-type: none"> W.E.
	Activity 2	<ul style="list-style-type: none"> Testing your knowledge. Making hypothesis. 	<ul style="list-style-type: none"> L.C. W.E.
	Activity 3	<ul style="list-style-type: none"> Grammar : Reported Speech 	<ul style="list-style-type: none"> W.E. O.E.

AFTER THE PERFORMANCE

1º & 2º E.S.O.	OBJECTIVES	COMPETENCIES
SESSION 4	Activity 1	<ul style="list-style-type: none">• Verifying your hypotheses.• O.E.
	Activity 2	<ul style="list-style-type: none">• Describing the performance as a whole.• W.E.
	Activity 3	<ul style="list-style-type: none">• 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! Put the words in the correct order. And then put the phrases in order following the story.

1. The / concert / Charlie / to / invites / Carol

Charlie invites Carol to the concert.

2. TV contest / Dick, Charlie and Carol/ take part/ in /

Dick, Charlie and Carol take part in TV contest.

3. Dick and Carol/ winners /are / the /

Dick and Carol are the winners.

4. introduced / are / Charlie / Lady Lo-Ro / and

Charlie and Lady Lo-Ro are introduced.

5. That / tickets / Dick and Carol / lost / believe / they / have / the

Dick and Carol believe that they have lost the tickets.

6. angry / is / Charlie / very

Charlie is very angry.

7. by /Carol / stands / Dick

Carol stands by Dick.

8. them / tickets / the / Charlie / steals / to

Charlie steals the tickets to them.

9. New York /Charlie, Carol and Dick / fly / to

Charlie, Carol and Dick fly to New York.

ORDER:

2, 3, 6, 8, 9, 5, 1, 7, 4



Before

SESSION 1: SYNOPSIS AND CHARACTERS

Activity 2: The Characters



Take a look! Read the Scene 1 and Scene 2. What are your conclusions about the characters? Write at least three adjectives defining each character following your first impressions.

DICK: STRONG, KIND, AWKWARD

CAROL: VAIN, SWEET, LOYAL

CHARLIE: DECEITFUL, LIAR, ASTUTE

LADY LO-RO: FAMOUS, ECCENTRIC, COOL



Answer the following questions about the characters :

If you were an actor which role would you like to play? Why?

What did you think about the characters in the story? Complete these sentences with your opinions.

1. I thought _____ was the most interesting character, because
_____.

2. _____ was the most interesting character, because _____.

3. I felt sorry about _____, because _____.

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



SESSION 1: SYNOPSIS AND CHARACTERS

Activity 3: Making plans



Listen to TRACK 3 (Scene 3) of BE COOL! What do you think they are doing in this extract?



In pairs, choose one of the following options and explain what would you do to achieve it.

- To get an autograph from your favourite artist.
- To get a table in an expensive restaurant
- To tell a friend an unpleasant news that will affect him/her.
- To get a job in a strange city
- To organise a surprise party to your brother.



SESSION 2: UNDERSTANDING THE PLAY

Activity 1: must / have to



Listen to TRACK 1 (Scene 1).

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.



Explain what does Charlie means when he says : *I had to enter the contest!!*



Complete the following table:

FORM	AFFIRMATIVE	NEGATIVE
MUST	Must	Must not/mustn't
Example.		
HAVE TO	Have to	Don't have to
Example.		

B

Before

SESSION 2: UNDERSTANDING THE PLAY



Write sentences using must and have to with the following verbs:

- to come
- to eat
- to arrive
- to study
- to make
- to play
- to sleep
- to bring



Before

SESSION 2: UNDERSTANDING THE PLAY



Activity 2: Asking questions

Read the Scene 3 and answer the following questions:

1. How does Charlie buy the ticket to New York?
 asking money for their parents
 stealing the flying tickets to Dick and Carol
 spending his savings

2. How does Charlie dress like to deceive Carol and Dick?
 like stewardess and nurse
 like stewardess and police
 like nurse and police

3. ¿How does Carol describe the thief?
 is as tall as the policeman
 is not as tall as the policeman
 is the same height as the policeman

4. What is the policeman asking Carol and Dick for?
 their passports
 their tickets
 their bags

5. Why does Carol feel sick?
 she has a cold
 she has a headache
 she is frightened of flying

6. Why does the policeman want to know if Carol thought that the thief was handsome or not?
 he needs a description to catch him
 the policeman and the thief are same person
 the policeman is interested in the answer

B

Before

SESSION 2: UNDERSTANDING THE PLAY**Activity 3: Song Be Cool !**

Listen to TRACK 13, the song in Scene 3 “**Be Cool**” and fill the gaps below:

**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



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 3: THE ENDING

Activity 1: Present perfect



Read the following sentences in past simple from Scene 2 and put them in present perfect.

I pressed my buzzer before you.

I have pressed my buzzer before you.

It wasn't before.

It hasn't been before.

They were asking for real animals.

They have been asking for real animals.

I didn't say that. It was Charlie.

I haven't seen that. It has been Charlie.

That was so fake.

That has been so fake.



Explain which is your favourite TV contest and what does it consist in.



SESSION 3: THE ENDING



Activity 2: Towards The End

Listen to TRACK 11 (Scene 4) and fill the gaps.

- CAROL:** Come on!! Get the tickets out! We've arrived!
- DICK:** Yes! Oh No!! The tickets are gone!!
- CAROL:** What are you saying?
- DICK:** I put them in this pocket.
- CAROL:** Are you sure?
- DICK:** Completely sure.
- CAROL:** Is this a joke? Have a look in the other pocket!!
- DICK:** No, we've lost them.
- CAROL:** Did you say we? I didn't lose anything! It's your fault!
- DICK:** Carol please! Don't be unfair to me!
- CAROL:** How could you lose the tickets? You knew this was really important for me!
- DICK:** They were here! I'm sure!
- CHARLIE:** Oh Dick! You're such an irresponsible person!
- CAROL:** Lady Lo-Ro! I won't meet her.
- CHARLIE:** Carol!! I've got a little surprise for you!
- CAROL:** What?
- CHARLIE:** Look!! This is what I bought on E-bay! Two tickets!
- CAROL:** COh!
- DICK:** Why did you buy two tickets?
- CHARLIE:** Oh! The reason...Well.
- CAROL:** Yes? You were coming on your own!
- DICK:** You paid one hundred pounds for two tickets?
- CAROL:** Not in your dreams.
- CHARLIE:** Yes!!
- CAROL:** Confess!!!
- CHARLIE:** Oh! I have to find an excuse.
- DICK:** Come on!! We are waiting for an explanation.
- DICK:** Mmm...
- CHARLIE:** I just bought them! I promise.
- CAROL:** Ok! We trust you!
- CHARLIE:** Ufff!! Carol you know I'd love to go to the concert with you...
- CAROL:** CThat would be so cool! I accept.
- DICK:** Oh!
- CAROL:** I'm so sorry Dick!
- DICK:** You can go if you want! I'll wait for you around here!
- CAROL:** Try to understand!! It's my dream! I've never been so close to her!
- DICK:** Yes, I know.
- CHARLIE:** Come on Carol!! We are late.
- CAROL:** Dick!
- DICK:** Don't worry Carol.
- CAROL:** Should I go? Should I stay?



SESSION 3: THE ENDING

Think about the extract from Scene 4 that you have just listened to.



Write a few lines about what you think is going to happen. Use the following expressions to mean possibility and probability in the future.

- To be sure/certain to: without any doubt
 - To be bound to: certain or extremely likely to happen
 - To be liable to: tends to be
 - To be likely to: is probably that
 - To be unlikely to: is not probably that



Before

SESSION 3: THE ENDING

Activity 3: 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.



After

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».



After

SESSION 4: Express Yourself!

Activity 3: Role Places



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!!
CAROL: Hello!! Are you Ok? Is anything wrong here?
CHARLIE: 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 Two (Track 15):

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

1º & 2º SECONDARY EDUCATION STAGE

A Christmas Carol (*In English*)

The Canterville Ghost (*In English*)

Entremeses

Tres sombreros de copa

Les Misérables (*En Français*)

Be cool!

Didactic Project elaborated by
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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.

recursos