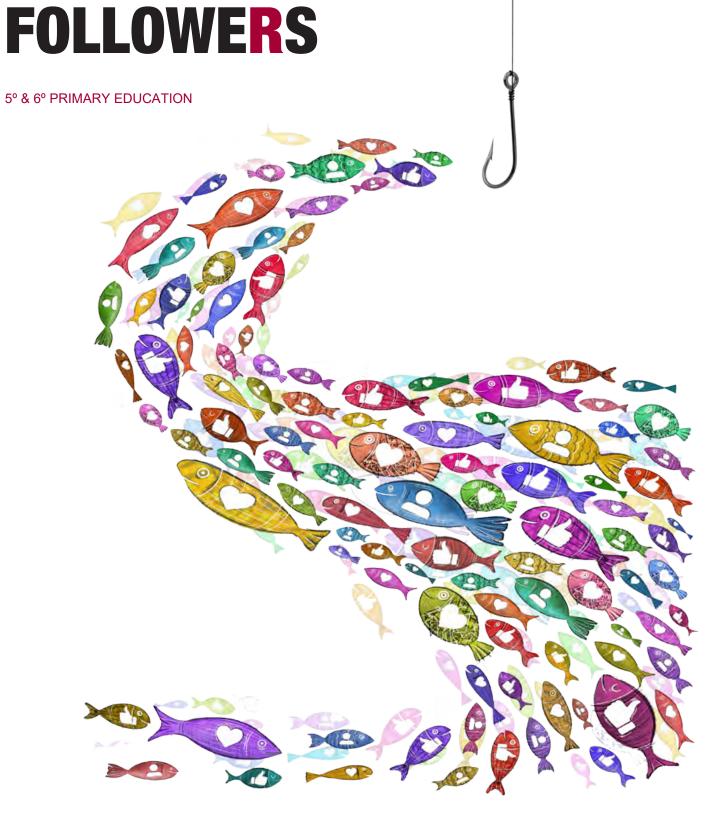


Teacher's Guide





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1. JUSTIFICATION OF THE PROPOSAL

Theatre as a tool for stimulating and encouraging students to discover, learn and apply the language they have learned.

The plays present social content and are focused on an educational/student environment twith values that the students can easily identify.

Apart from being written for live performance in a theatre for recreational and visual purposes, the scripts also help to develop communicative functions, vocabulary and grammatical structures. These aspects 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 Ministry of Education.

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 communications 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 student interest in this cultural activity.

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.

Familiarising 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).





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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 preparation 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 the play the students will be allowed to express their opinions 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

All the sessions are structured as follows:

GRADE 1		OBJECTIVES	SKILLS
SESSION 1	Activity 1	Familiarisation with the plot	R.C. W.E
	Activity 2	Familiarisation with the characters	W.E R.C.
	Activity 3	Vocabulary	W.E R.C.
SESSION 2	Activity 1	Testing your knowledge	R.C W.E
	Activity 2	Discriminating sounds	O.E.
	Activity 3	Discriminating sounds	O.E
SESSION 2	Activity 1	Grammar: Expression	R.C W.E
	Activity 2	Grammar: Modal Verbs	W.E. R.C
	Activity 3	Discriminating sounds	O.E



AFTER THE PERFORMANCE

GRADE 1		OBJECTIVES	SKILLS
SESSION 3	Activity 1	Expression	O.E.
	Activity 2	• Role play	L.C. O.E.

SK	LLS
R.C. Reading C W.E.Written Exp L.C. Listening C O.E. Oral Expres	oression omprehension





SELECTED APPROACH:

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 communication-based. 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 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. All this material is available on the following website: www.recursosweb.com

In the student section, the sessions are spread out over several worksheets. 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.

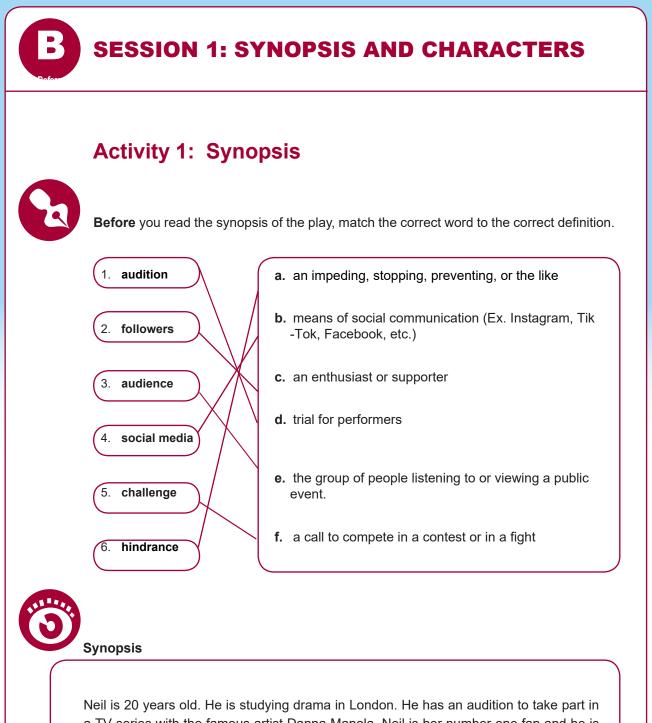
In the teacher's section, you will find all the activities designed for the students as well as the answer key with all the correct answers for all the questions.

Each activity on the didactic worksheets is designed to work 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. It is therefore 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 in order to reinforce the overall comprehension of the play and, at the same time, to create excitement and expectations that could very well be completely realised upon leaving the theatre.

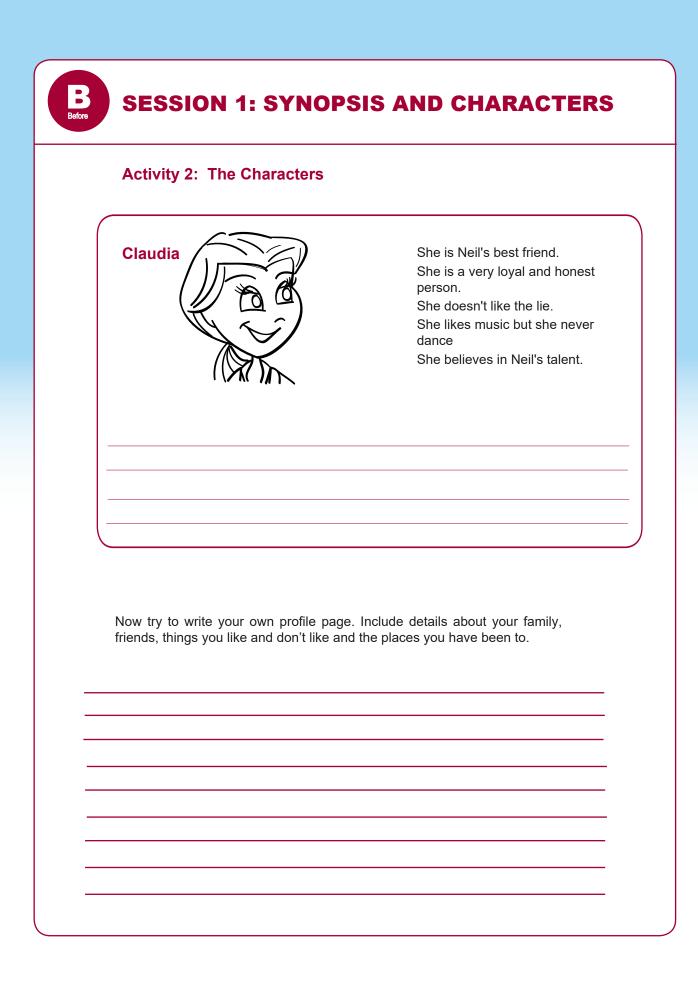




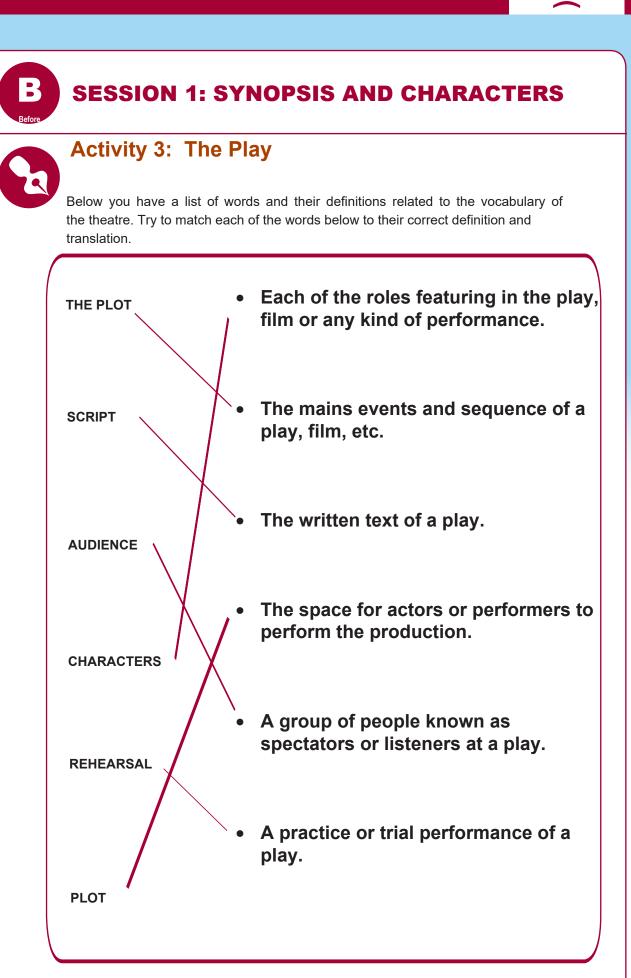
a TV series with the famous artist Danna Manola. Neil is her number one fan and he is really excited. The audition is a success for Neil, but there's a problem: Neil doesn't have enough followers on social media and that's a hindrance to his career. He and Danna Manola have a well defined plan to get a lot of followers in a short time, but that means tricking the audience with a fake challenge. Claudia is Neil's friend. She believes in the Neil's habilities and she wants Neil to be honest. She encourages him not to participate in the lie. Will she succeed...?



SESSION 1: SYNOPSIS AND CHARACTERS Activity 2: The Characters Take a look! Below is Danna Manola's social media profile. Have a look and hopefully it will give you some ideas. Then try to write about Neil, Claudie and your own profile. Danna Manola She is 20 years old. She is a star. She is the most famous artist in United Kingdom. She loves the social media. She has a lot of followers. Hi there! My name is Danna Manola and I am the most famous artist in UK. Welcome to my social media page. Here you will find loads of pictures and information about me and my life, including the things that I like and don't like and all of the things I do every day! I'm 20 and I love to share my life with my followers online. I think I live a really cool life! I am so popular with everybody. He is 20 years old. Neil He live in London. He comes from Bristol. He is studying drama. He is a Danna Manola's fan. He has a few followers. Hello! I am Neil I...

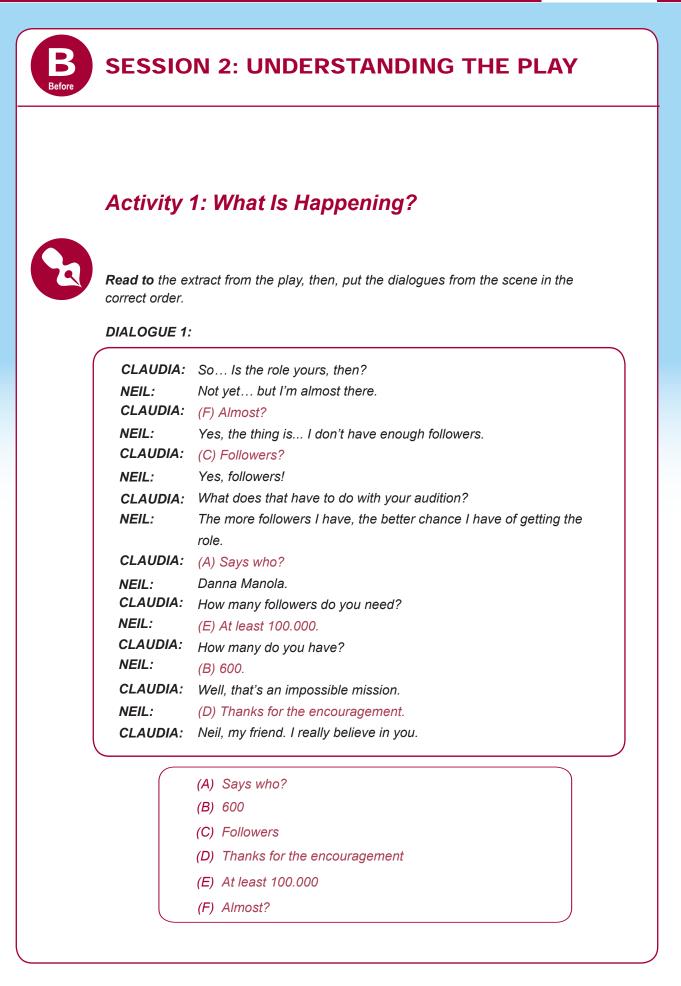


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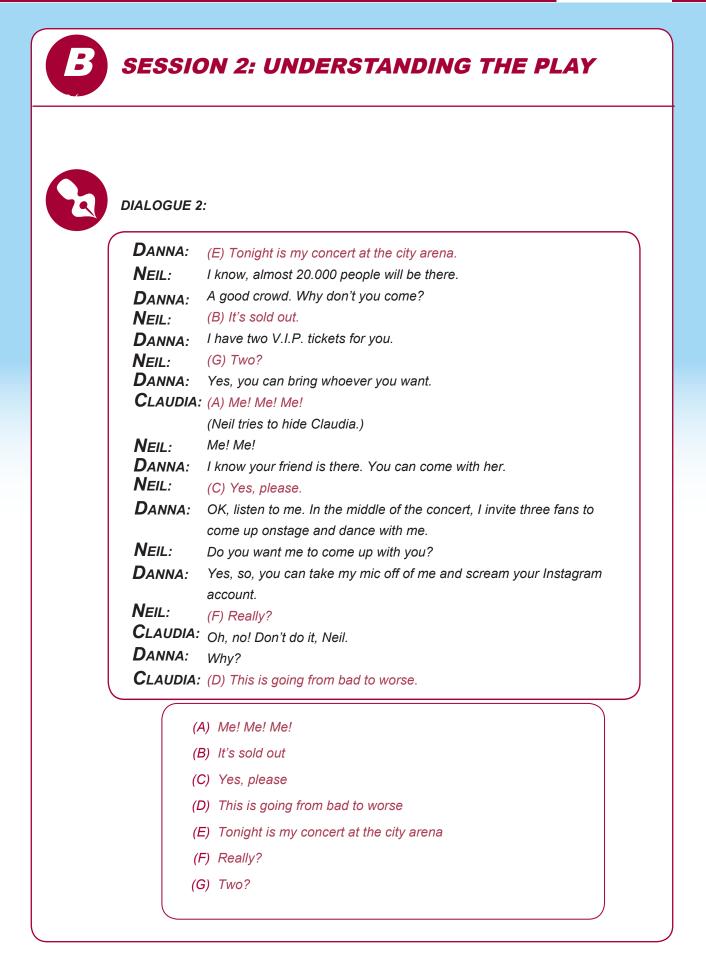


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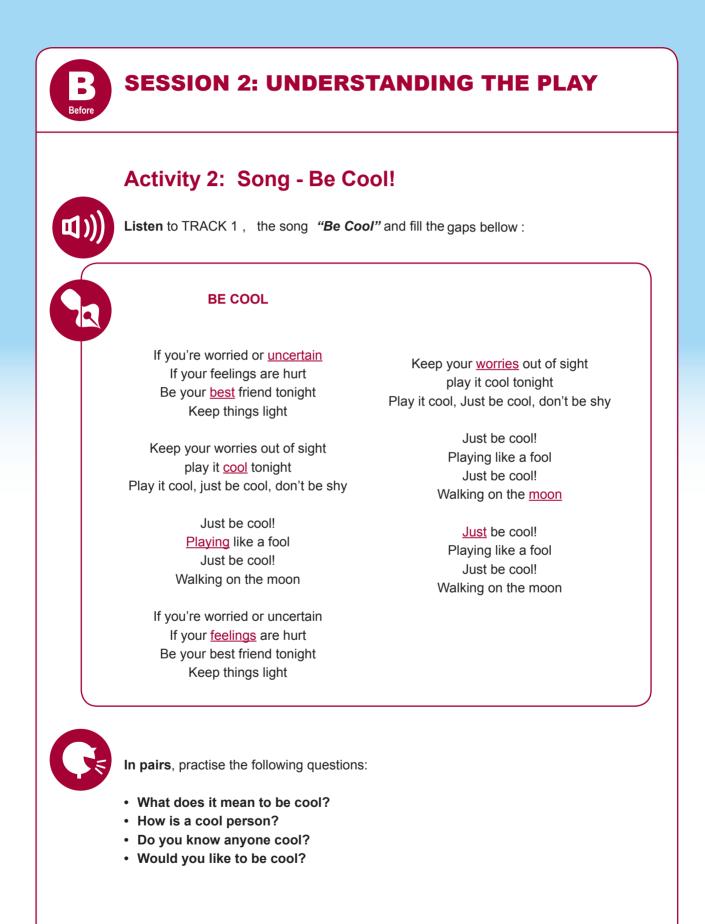














B SESSION 2: UNDERSTANDING THE PLAY

Activity 3. Song - A Typical Love Song

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Listen carefully to the song, "Typical Love Song" **(TRACK 2)**, and try to complete the missing words. The first letter of each word has been given to help you.

TYPICAL LOVE SONG

This is a typical love song I love you Sha la la la la la la la

She was lookin so damn fine Thinking of her all the time I met this lady She got me crazy

I've never felt like this before He took me closer to heaven I met this guy Oh my gosh let's go

This is a typical love song Sha la la la la I love you It´s a typical, a typical song Sha la la la la l love you lt´s a typical, typical Typical, typical, typical love song

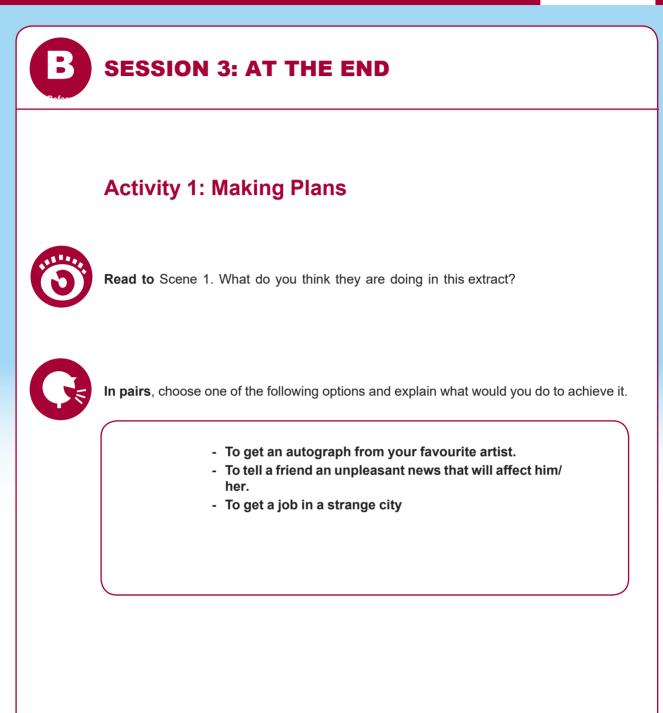
I know It's hard to get her She's a special girl

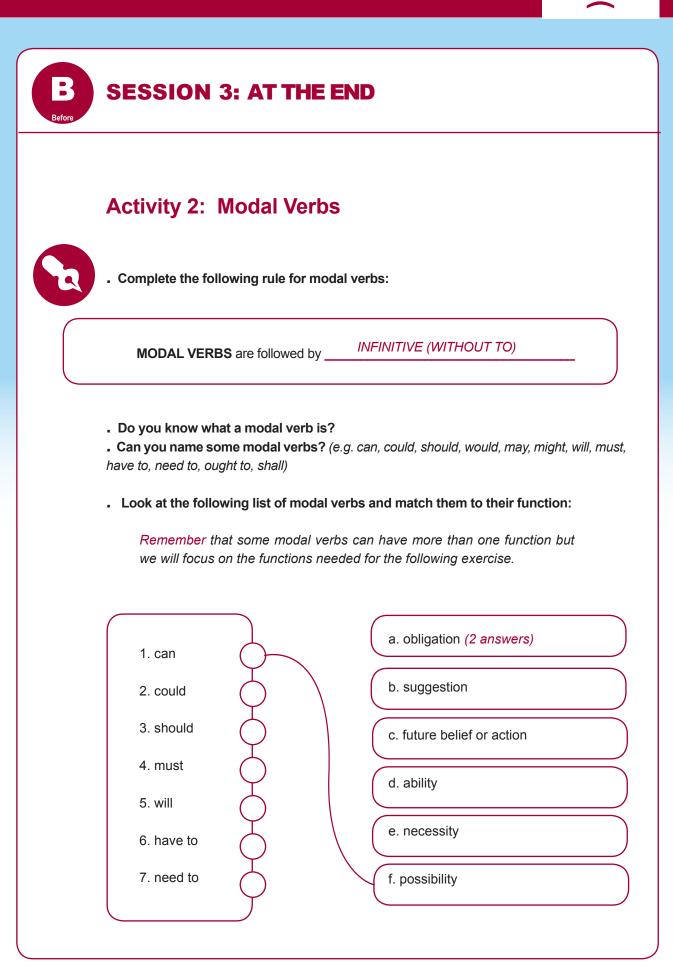
Sha la la la la I love you

I know It's hard to get him **he's a special guy**

Sha la la la la I love you, I love you This is a typical love song ...

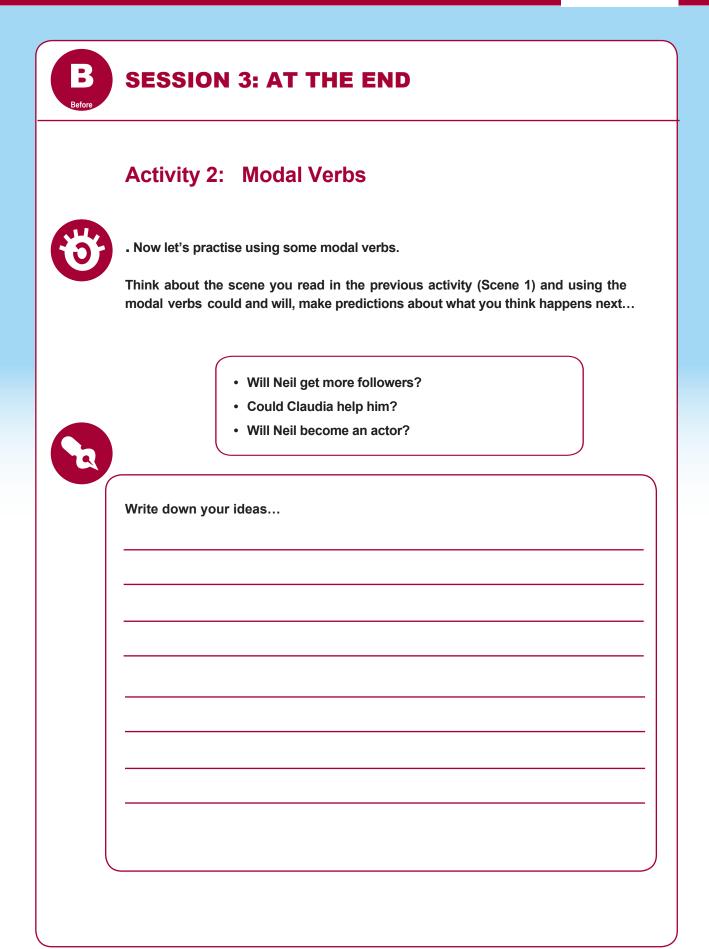






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Activity 1: A Review
Now that you have seen the play, who was your favourite character? Why?
My favourite character was because he/she was
• original
entertaining
interesting
energeticsensitive
creative
realistic
My favourite part was when he/she
Do you like the idea of playing your favourite character?
Yes/No, because
In short
In my opinion



SESSION 4: Express Yourself!

Activity 2: Role Play

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

Extract I (from Scene 2)

NEIL:	What?
C LAUDIA:	You have to trust on your talent.
NEIL:	Yes Yes You are right.
CLAUDIA:	Good!
NEIL:	But I need more followers to do that.
CLAUDIA:	Oh no!
NEIL:	Please, help me!
CLAUDIA:	How can I help you?
NEIL:	l am good at dancing, I should do a live
CLAUDIA:	dance. That's a good idea.
NEIL:	OK, let's go live on
CLAUDIA:	Instagram. ????????????????????????????????????
NEIL:	There we go.
	(Neil starts dancing very well.)
CLAUDIA:	Wow! You are the best, buddy.
NEIL:	How many viewers do I have?
CLAUDIA:	Let me check! Seven!
NEIL:	That's nothing.
CLAUDIA:	Now you've lost one now Six!
NEIL:	l can't give up!
	(Times passes.)



Extract II (fro	om Scene 3)
Danna:	You have to be quickest in putting up your hand. So, guys, raise your han in 3, 2, 1 you and you! You can come with me to stage.
	(They are all on stage.)
	(To volunteer one.)
Danna:	What's your name?
	How old are you? Are you good at dancing?
Danna:	But you need to find a special gesture when you finish your dance so spin and gesture!
	Very good.
	(To volunteer two.)
	Hi, my friend! What's your name? Do you live here in this city?
	Okay, what's the name of your school?
	Wow! Do you have many fans in here?
	OK, let's rehearse your final pose. Jump and pose, OK? One, two, three!
	Very good!
D	(Applause.)
DANNA:	Ok! You two are friends, right?
NEIL:	Yes, my name is Neil.
C LAUDIA:	I'm Claudia, but I've never danced before.
NEIL:	Claudia! I know you can dance!
CLAUDIA:	I'm so embarrassed that I'm going to cry!



SESSION 4: Express Yourself!

Extract III (from Scene 3)

CLAUDIA:	I thought you were my friend.
NEIL:	I don't want to be your friend anymore. Please, leave the stage.
CLAUDIA:	But
NEIL:	Leave the stage
	(She leaves the stage, very sad.)
DANNA:	Well, dear audience, I apologise for all this inconvenience
	(She approaches Neil.)
	Thank you, handsome. You danced very well May we have your Instagram
	username? I am sure everyone wants to follow you.
NEIL:	Sure! My Instagram username is lamneilstory.
DANNA:	lamneilstory. Follow him, everyone!
	(Claudia is still in the crowd.)
CLAUDIA:	No! He's an impostor!
DANNA:	What's going on?
CLAUDIA:	They know each other. They're lying to you.
DANNA:	Security!
NEIL:	Yes! Security! Throw her out!
CLAUDIA:	No! Listen to me guys, they had a plan all along. They wanted to get followers for
DANNA:	Neil. She's a liar.
C LAUDIA:	Don't fall for it, people. Danna wants Neil to be cast in her TV show.
NEIL:	Oh, no! She's revealing everything.

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FOLLOWERS

Didactic Project by Elena Valero Bellé



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