

# TAKE AWAY



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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 they 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 said level by the MEFP.

## 2. OBJECTIVES:

### General:

- Listening to and understanding messages in varied verbal exchanges, utilizing the transmitted information to carry out concrete 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 they interest in it.

### Specific:

- Fostering interest in participating in oral exchanges about routines and situations from daily life in the said foreign language.
- Working on language prosody: aspects of phonetics, rhythm, accentuation and intonation.
- Familiarizing the student, from the start, with the story's 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 said functions in order for the student to be able to grasp them.
- The four basic competencies 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 sessions of 60 minutes**. 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 session** 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 objectives of the **second and third sessions** have a more communicative goal. They are designed to allow the student grasp two communicative functions (one per session).

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 they had previously imagined; comparing the behavior of the actors with his/her own).

## BEFORE THE PERFORMANCE

5º & 6º E.P.		OBJECTIVES	COMPETENCIES
SESSION 1	Activity 1	<ul style="list-style-type: none"> <li>Familiarisation with the plot.</li> </ul>	<ul style="list-style-type: none"> <li>R.C.</li> <li>W.E.</li> </ul>
	Activity 2	<ul style="list-style-type: none"> <li>Familiarisation with the characters.</li> </ul>	<ul style="list-style-type: none"> <li>R.C.</li> <li>W.E.</li> </ul>
SESSION 2	Activity 1	<ul style="list-style-type: none"> <li>Testing your knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>L.C.</li> </ul>
	Activity 2	<ul style="list-style-type: none"> <li>Listening to a song.</li> </ul>	<ul style="list-style-type: none"> <li>L.C.</li> <li>W.E.</li> </ul>
	Activity 3	<ul style="list-style-type: none"> <li>Listening to a song.</li> </ul>	<ul style="list-style-type: none"> <li>L.C.</li> </ul>
SESSION 3	Activity 1	<ul style="list-style-type: none"> <li><b>Grammar :</b> Reported Speech.</li> </ul>	<ul style="list-style-type: none"> <li>L.C.</li> <li>W.E.</li> <li>O.E.</li> </ul>
	Activity 2	<ul style="list-style-type: none"> <li>Testing your knowledge.</li> <li>Making hypothesis.</li> </ul>	<ul style="list-style-type: none"> <li>L.C.</li> <li>W.E.</li> </ul>
	Activity 3	<ul style="list-style-type: none"> <li>Listening to a song.</li> </ul>	<ul style="list-style-type: none"> <li>L.C.</li> </ul>

## AFTER THE PERFORMANCE

5º & 6º E.P.		OBJECTIVES	COMPETENCIES
SESSION 4	Activity 1	<ul style="list-style-type: none"><li>• Verifying your hypotheses.</li></ul>	<ul style="list-style-type: none"><li>• O.E.</li></ul>
	Activity 2	<ul style="list-style-type: none"><li>• Describing the performance as a whole.</li></ul>	<ul style="list-style-type: none"><li>• W.E.</li></ul>
	Activity 3	<ul style="list-style-type: none"><li>• Role play.</li></ul>	<ul style="list-style-type: none"><li>• L.C.</li><li>• O.E.</li></ul>

## 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. Regarding the visual aspect, it must be pointed out that majority of the activities are based on images or cartoons. 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 book in order to go on to read it. All this material can be requested when booking tickets for the theatre. The material is also available on the following website: [www.recursosweb.com](http://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: Auditory 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 characters and the plot to the storyline, 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.



## SESSION 1: SYNOPSIS AND CHARACTERS

## Activity 1: The Synopsis



Read the synopsis of TAKE AWAY.

Take a look! Here is a glossary of words to help you:

**ENDS UP:** termina  
**BY CHANCE:** por casualidad  
**SOLVE:** resolver  
**FAME:** fama  
**FAST FOOD:** comida rápida  
**CONTEST:** concurso  
**CONFRONTATION:** enfrentamiento  
**PROPOSAL:** propuesta  
**INFLUENCER:** influencer  
**ESTABLISHMENT:** establecimiento

Complete the following synopsis of the show with the glossary terms.

Oscar and Matt are two brothers who work in a fast food **establishment**. One day, Penny, a famous **influencer**, comes to the shop to place a **fast food** order. Oscar falls in love with her instantly. **By chance**, he **ends up** making a heart-shaped pizza. Penny shares on her social media and Oscar and Matt become instantly famous. For Oscar, **fame** goes to his head and he doesn't accept any new **proposal** from Matt. This will create a **confrontation** between the brothers that Penny sets out to **solve** with a TV **contest**. Who will be the winner?





## SESSION 1: SYNOPSIS AND CHARACTERS

**Take a look!**

Draw the pictures of the described scene.

1

Oscar and Matt work together in a fast food establishment.

2

Penny goes to the store and places an order and Oscar is very nervous.

3

Penny shares on her social networks an image of the heart-shaped pizza and this becomes a viral image.

4

Oscar doesn't listen to Matt and just wants to make heart-shaped pizzas.

5

Oscar and Matt are take part in a TV contest.

6

Matt drops out of the contest and Oscar is the winner, but...



## 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:

**OSCAR:** IMPULSIVE, PROUD, TALENTED, ROMANTIC

**MATT:** HARDWORKING, UNDERSTANDING, RESERVED, PATIENT

**PENNY:** FAMOUS, CHARISMATIC, CREATIVE, INFLUENTIAL

CHARISMATIC - CREATIVE - FAMOUS - HARDWORKING - IMPULSIVE - INFLUENTIAL -  
PATIENT - PROUD - RESERVED - ROMANTIC - TALENTED - UNDERSTANDING



**Answer the following questions about the characters :**

- Who is your favourite character?

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- Who do you think is the funniest? Why?

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- Imagine you happened to be in the same situation as Matt and Oscar and an influencer enters your establishment to order food. What would you do?

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

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## SESSION 2: UNDERSTANDING THE PLAY

## Activity 1: Verb Tenses



Fill in the blanks with the verb in parentheses correctly conjugated.

- OSCAR:** Hello!
- MATT:** Hello! May I (TO HELP) **help** you?
- PENNY:** Sure, (LIKE + CONDITIONAL) **I'd like** a pepperoni pizza to take away.
- OSCAR:** Of course. It (TO TAKE + FUTURE) **will take** twenty minutes.
- PENNY:** No worries. (TO WAIT + FUTURE) **I'll wait** over here.
- PENNY:** Good!
- OSCAR:** Isn't she Penny Rogers? The influencer? The host of the TV show Battle Chef?
- MATT:** (*To the audience.*) Yes, it (TO BE + SIMPLE PAST) **was** me. (TO BE + PRESENT) **I'm**
- PENNY:** Penny Rogers, (TO BE + PRESENT) I'm 19 years old and I also (TO LIVE) **live** in Newcastle. I (TO HAVE + PAST) **had** two million followers on Tik Tok and IG
- MATT:** IG?
- PENNY:** Instagram.
- MATT:** Oh!

**In pairs**, practise the following questions:



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







## SESSION 3: THE ENDING



## Activity 1: Reported Speech

Transform the following sentences into reported speech.

Matt said to Oscar: "We can do other things"

Matt told Oscar that they could do other things.

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Oscar said to Matt: "I am not a good cook"

Oscar told Matt that he was not a good cook.

---

Penny said to audience: "At the beginning, the vegan food wasn't very successful"

Penny told the audience that, at the beginning, the vegan food wasn't very successful.

---

Oscar asked Matt: "How many salads did you sell?"

Oscar asked Matt how many salads he had sold.

---

Matt said to Penny: "He discovered the heart-shaped pizza because of me"

Matt told Penny that he was the one who introduced him to the heart-shaped pizza.

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**In pairs** hold a conversation using reported speech.



## SESSION 3: THE ENDING



### Activity 2: Towards The End

Read scene 3 in which Matt and Oscar have a heated argument they want to resolve **by participating in a TV contest. How do you think the play will end?**

- a. In the final scene, Matt and Oscar, despite their differences, decide to put their egos aside and work together to prepare an amazing dish for the TV contest. Their collaboration leads to a surprising and successful outcome, mending their relationship in the process.
- b. As the TV contest approaches, Matt and Oscar's rivalry escalates, leading to a dramatic showdown on live television. However, their intense competition sparks a creative energy that results in a culinary masterpiece, leaving the judges and audience in awe.
- c. In a twist of fate, Matt and Oscar realize that the TV contest was never about winning for them, but rather a means to rediscover their passion for cooking and their friendship. They withdraw from the competition, choosing instead to open a restaurant together, where they can showcase their culinary talents harmoniously.
- d. Just as the TV contest begins, Matt and Oscar face a series of unexpected challenges that threaten to derail their chances of winning. Through quick thinking, adaptability, and teamwork, they overcome these obstacles and present a remarkable dish, ultimately winning the contest and solidifying their bond.



**Choose one of the previous answers and justify it.**

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## SESSION 3: THE ENDING



## Activity 3: Battle Chef Song

Listen to TRACK 2, the Battle Chef Song



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

## BATTLE CHEF SONG

*Battle chef battle chef  
Don't be scared  
Don't pretend to be deaf  
Come on join us  
Battle Chef*

*Welcome to the Battle Chef TV Show,  
Where food becomes an art,  
let the flavors flow,  
From the savory to the sweet,  
the spices high,  
A gastronomic battle,  
where champions vie.*

*Battle chef battle chef  
Don't be scared  
Don't pretend to be deaf  
Come on join us Battle Chef*

*Battle chef battle chef  
Don't be scared  
Don't pretend to be deaf  
Come on join us  
Battle Chef*

*Lights, camera, action,  
the stage is set,  
The Battle Chef TV Show,  
a culinary duet,  
With knives in hand and aprons tied,  
They're ready to create, side by side.*

## BATTLE CHEF SONG

*Battle chef battle chef  
Don't be scared  
Don't pretend to be deaf  
Come on join us  
Battle Chef*

*Lights, camera, action,  
the stage is set,  
The Battle Chef TV Show,  
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With knives in hand and aprons tied,  
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*Battle chef battle chef  
Don't be scared  
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Come on join us  
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*Welcome to the Battle Chef TV Show,  
Where food becomes an art,  
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the spices high,  
A gastronomic battle,  
where champions vie.*

*Battle chef battle chef  
Don't be scared  
Don't pretend to be deaf  
Come on join us Battle Chef*





## SESSION 4: Express Yourself!



### Activity 1: The End of the Play And Your Impressions

Now you have seen TAKE AWAY!! 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?

actor's interpretation because.....

I prefer my ending / the real ending / my interpretation of the characters / the

..it was...

..more (+)...

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



## SESSION 4: Express Yourself!

### Activity 2: Value the Play

Did you enjoy TAKE AWAY? 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 .....».

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## 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:*

***(Three people meet in the street.)***

PENNY: Hey guys!  
 OSCAR: Penny, Matt  
 PENNY: Oscar!  
 OSCAR: How are you doing?  
 MATT: I'm fine thanks  
 PENNY: It's been a long time  
 OSCAR: Indeed  
 MATT: Hey, I'm sorry, I'm really busy. I gotta go.  
 OSCAR: Yeah, me too!  
 PENNY: Yes, I'm in a hurry too.  
 MATT: What a coincidence!  
 PENNY: Do you know what?  
 MATT: What?  
 PENNY: I've been missing you guys.  
 OSCAR: Oh!  
 Oscar & MATT: Well, I need to go now!  
 PENNY: I'd love to see you soon guys! We should meet up sometime.  
 Oscar & MATT: Yeah. We should!  
 PENNY: Bye!

***(Penny stops time.)***

PENNY: Hello everyone! This is such an uncomfortable situation, isn't it?  
 But still better than the last time they saw each other, two months ago.  
 OSCAR: I hate you.  
 MATT: I hate you more.  
 OSCAR: I hate you more than I hate anything in the world!  
 MATT: I hate you more than I hate anything in the universe.  
 OSCAR: I hate you more...

## SESSION 4: Express Yourself!

*Extract Two:*

OSCAR: Hello!

MATT: Hello! May I help you?

PENNY: Sure, I'd like a pepperoni pizza to take away.

OSCAR: Of course. It will take twenty minutes.

PENNY: No worries. I'll wait over here.

OSCAR: Good!

MATT: Isn't she Penny Rogers? The influencer?  
The host of the TV show Battle Chef?

PENNY: **(To the audience.)** Yes, it was me. I'm Penny Rogers.  
I'm 19 years old and I also live in Newcastle.  
I had two million followers on Tik Tok and IG

MATT: IG?

PENNY: Instagram.

MATT: Oh!

PENNY: I'm talking to the audience. You are not supposed to be here.  
You are in the past right now.  
Well, at the time everybody said that their pizzas were the best in town.  
So I had to try them.

MATT: Let me explain you who Penny Rogers is...  
She hosts the most famous TV show... Battle Chef.  
Do you know the song? Battle chef, Battle chef.  
I'll sent you a pdf so come with us to battle chef...

PENNY: Yes, this is my show.

OSCAR: Excuse me, are you Penny Rogers?

PENNY: Yes, it's me!

**(They fall in love.)**

## SESSION 4: Express Yourself!



### Extract Three:

PENNY: Thank you very much for coming to this wonderful show!  
Today the cooking universe will change because we will have a brand, new star! Today we will have the best chef ever! Let's welcome tonight's contenders Matt Green, big applause for him.  
And the other contender is his brother Oscar Green! How are you guys?

OSCAR: I'm good, ready to beat my brother!!

PENNY: Oh!

MATT: Not even in your dreams!

OSCAR: We're brothers but we don't talk to each other!

MATT: Yes, I'm the more handsome one.

OSCAR: I hate you!

PENNY: Ok! Let's go to the heart of the matter. OSCAR: Heart? What heart?  
Mine is perfectly good!

MATT: Sure!

PENNY: I mean, let's go straight to the point!

OSCAR: What point?

PENNY: Whatever... Ok! You are the contenders today!

MATT: And I will win.

OSCAR: Not even in your dreams.

PENNY: Guys! Go to your places. Let's start the competition.

MATT: Oh! I am so nervous I've got the shakes.

OSCAR: You will bite the dust.

PENNY: They are big rivals. This is going to be very exciting.

OSCAR: Grrr!!!

PENNY: First test!!!

MATT: How many tests do we have?

PENNY: Two!

MATT: Wow I thought it was just about cooking.

OSCAR: Eeeerrrr...

PENNY: Be quiet, we don't have all night.

OSCAR: Sorry!

PENNY: First test. How to teach a chef!

OSCAR: I don't know how to do it!

MATT: This is so difficult!

## OTHER SHOWS

5º y 6º CURSO DE EDUCACIÓN PRIMARIA

Los tres mosqueteros

En busca del respeto perdido

Le jour de la marmotte (*En français*)

## TAKE AWAY

Didactic Project elaborated by  
Elena Valero Bellé



**Get ready for the main course of this season!** A mad comedy in which a group of high school students will have to navigate the craziest situations in the best English lesson of the year. You will relish this delicious show, seasoned with wit, songs and plenty of humour, and which we will deliver straight to the theatre for your enjoyment.

