

# FAIR PLAY

5° & 6° PRIMARY EDUCATION



## INDEX

1. JUSTIFICATION OF THE PROPOSAL	3
2. OBJECTIVES	3
3. METHODOLOGY	4
4. ACTIVITIES	5

**BEFORE THE PERFORMANCE...**

<b>SESSION 1: SYNOPSIS AND CHARACTERS</b>	<b>8</b>
ACTIVITY 1: SYNOPSIS	8
ACTIVITY 2: THE CHARACTERS	10
ACTIVITY 3: SEQUENCE OF EVENTS	12
<b>SESSION 2: UNDERSTANDING THE PLAY</b>	<b>13</b>
ACTIVITY 1: ASKING QUESTIONS	13
ACTIVITY 2: PRACTICING QUESTIONS	15
ACTIVITY 3: THE SONG: HERE WE GO!	16
<b>SESSION 3: THE ENDING</b>	<b>17</b>
ACTIVITY 1: SYNONYMS	17
ACTIVITY 2: TOWARDS THE END	19
ACTIVITY 3: ROLE PLAYS	21

**AFTER THE PERFORMANCE...**

<b>SESSION 4: EXPRESS YOURSELF</b>	<b>23</b>
ACTIVITY 1: THE END OF THE PLAY AND YOUR IMPRESSIONS	23
ACTIVITY 2: THE PLAY IN GENERAL	24
ACTIVITY 3: THE SONG: FAIR PLAY	25

## 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 social 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 help to develop communicative functions, vocabulary and grammatical structures. 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 Ministry of Education

## 2. OBJECTIVES

### GENERAL:

- Listening to and understanding messages in a variety of verbal exchanges, using the information transmitted to carry out 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 a variety of texts in order to understand them, extracting general and specific information for a pre-established goal.
- Valuing a foreign language as a mean of communication and understanding between people with different places of origin, culture and languages.
- Acquiring 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 an interest in taking part in oral exchanges about routines and situations from daily life in the 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 the play, in order to facilitate comprehension of the performance at the theatre.
- 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 skills that each reader needs to develop 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 for the worksheets to be integrated into the class routine, reinforcing or applying previous knowledge or introducing new but simple content for a specific level.

**Structure of Material:**

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 of the performance.

The fourth session will focus on expression. After having seen the play, the students will be allowed to express their opinions on the performance (comparing the actual ending with the ending they had previously imagined; comparing the behaviour of the actors with their own).

The sessions are structured as follows:

## BEFORE THE PERFORMANCE

1º&2ª ESO.		OBJECTIVE	SKILL
SESSION 1	Activity 1	<ul style="list-style-type: none"> <li>Familiarisation with the characters</li> </ul>	<ul style="list-style-type: none"> <li>W.E.</li> </ul>
	Activity 2	<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 3	<ul style="list-style-type: none"> <li>Discriminating sounds</li> </ul>	<ul style="list-style-type: none"> <li>L.C.</li> </ul>
SESSION 2	Activity 1	<ul style="list-style-type: none"> <li>Grammar</li> </ul>	<ul style="list-style-type: none"> <li>W.E.</li> </ul>
	Activity 2	<ul style="list-style-type: none"> <li>Testing knowledge</li> </ul>	<ul style="list-style-type: none"> <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>Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>W.E.</li> </ul>
	Activity 2	<ul style="list-style-type: none"> <li>Discriminating sounds</li> </ul>	<ul style="list-style-type: none"> <li>W.E.</li> </ul>
	Activity 3	<ul style="list-style-type: none"> <li>Talking about the play</li> </ul>	<ul style="list-style-type: none"> <li>O.E.</li> </ul>

## AFTER THE PERFORMANCE

1º&2ª ESO.		OBJECTIVES	COMPETENCIES
SESSION 4	Activity 1	<ul style="list-style-type: none"><li>• Writing opinions</li></ul>	<ul style="list-style-type: none"><li>• O.E.</li></ul>
	Activity 2	<ul style="list-style-type: none"><li>• Talking about the play</li></ul>	<ul style="list-style-type: none"><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>• W.E.</li><li>• O.E.</li></ul>

## 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 entertaining, visual and communication-based. Indeed, on these worksheets, we can find many activities presented in the form of games, which also provide moments of fun in class. Finally, all sessions require the students to express themselves, with activities focusing on situations from daily life, or even role play. As such, our goal is to offer activities as an alternative to the routine of the classroom routine and to make learning a second language more appealing. 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](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: 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.



## SESSION 1: SYNOPSIS AND CHARACTERS

### Activity 1: The Characters



. The characters from *Fair Play* are introducing themselves. Can you help them? Use the information in each box to make up sentences for each character.

#### Barry

- He plays American football
- His team is called The Lions
- He is the star player on the team
- He wants to be a professional player
- His teammate is called James

*Hello, my name is Barry. I am an American football player. My team is called The Lions and I am the star player on the team! I want to be a professional player. My teammate.*

---



---

#### James

- He is an American Football Player
- He plays for The Lions
- He is not a good player
- He is very cute
- He is Barry's teammate

*Hi! My name is James. I ...*

---



---



---



---



## SESSION 1: SYNOPSIS AND CHARACTERS

### Pam

- She is a cheerleader
- She is Barry and James' friend
- She is bossy but she is also funny
- She can't really dance or sing
- She has pom-poms

*Hello! I am Pam. I...*

---

---

---

---

### Maggie

- She is a football coach
- She plays football really well
- She is very pretty
- She can't dance
- She is Pam's friend

*Hey! My name is Maggie. I...*

---

---

---

---



## SESSION 1: SYNOPSIS AND CHARACTERS

### Activity 2: The Synopsis



. Read the Synopsis of *Fair Play*. Here is a glossary of words to help you:

- *teammate*: *compañero/a de equipo*
- *team*: *equipo*
- *the worst*: *el peor*
- *league*: *liga*
- *(to) lose*: *perder*
- *cheerleader*: *animador/a*
- *coach*: *entrenador/a*
- *(to) quit*: *renunciar / dejar*
- *matches*: *partidos*
- *shocked*: *sorprendido/a*
- *(to) substitute*: *sustituir*
- *(to) break*: *romper / poner fin*
- *losing streak*: *racha perdedora*

Barry and his **teammate** James are American football players. They live in the city of Los Angeles in the United States of America. They play for their school football **team** called *The Lions*. The problem is that they are **the worst team in the league!** Barry and James believe that the reason they always **lose** is because of their **cheerleader**, Pam. She can't sing or dance very well, but this is just an excuse!

When their **coach**, Mr Smith, **quits** because the team is losing too many **matches**, Pam has a plan. She sends her friend, Maggie, to coach the team. The boys are **shocked** that their new coach is a girl! At first, they don't believe she can do the job, but when they see that she is a great American football player, they decide to give her a chance.

Barry and James also think she is very pretty and they compete to get her attention.

On the day of the match, Pam is sick and can't be the team's cheerleader, so Maggie has to learn how to sing and dance to **substitute** her.

The big question is, what will happen on match day? Will the team **break** their **losing streak** with Maggie as their new coach, and cheerleader?



## SESSION 1: SYNOPSIS AND CHARACTERS



. Using the synopsis to help you, write one main point or event from the story in each box to summarise the play. Make sure they are in the correct order. Number 1 and 8 have been done as examples.

<p><b>1</b> Barry and James are American football players from Los Angeles.</p>	<p><b>2</b> Pam is the team's cheerleader.</p> <hr/> <hr/> <hr/>
---	--

<p><b>3</b> The coach quits his job because the team is always losing.</p> <hr/> <hr/>	<p><b>4</b> Maggie becomes the team's new coach.</p> <hr/> <hr/>
--	--

<p><b>5</b> The Boys are shocked that Maggie is a girl.</p> <hr/> <hr/>	<p><b>6</b> Maggie shows the boys she is really good at football.</p> <hr/> <hr/>
---	---

<p><b>7</b> Pam is sick and cannot cheerlead the next match.</p> <hr/> <hr/>	<p><b>8</b> Maggie has to learn how to sing and dance like a cheerleader.</p>
--	---



### SESSION 1: SYNOPSIS AND CHARACTERS

#### Activity 3: Sequence of Events



Listen to **TRACK 2** (Scene 1) of *Fair Play*. In the box below is part of the dialogue from the play.

Complete. Does the scene relate to any of the points you summarised in the previous exercise? If so, write the number in the box below.

What can you hear ?

**JAMES:** You can't be a football coach .

**MAGGIE:** You guys are talking nonsense .

**BARRY:** He's completely right .

**MAGGIE:** Could you explain to me why?

**JAMES:** Girls are not good at sports .

**MAGGIE:** Who said so?

**BARRY:** That's just the way things are.

**JAMES:** That's just how it is.

5

What is Pam doing here?

(Depends on  
interpretation  
of previous  
activity)



## SESSION 2: UNDERSTANDING THE PLAY

### Activity 1: Modal Verbs



- Complete the following rule for modal verbs:

**MODAL VERBS** are followed by           *INFINITIVE (WITHOUT TO)*          

- Do you know what a modal verb is?
- Can you name some modal verbs? (e.g. *can, could, should, would, may, might, will, must, have to, need to, ought to, shall*)
- Look at the following list of modal verbs and match them to their function:

*Remember that some modal verbs can have more than one function but we will focus on the functions needed for the following exercise.*

1. can
2. could
3. should
4. must
5. will
6. have to
7. need to

a. obligation (*2 answers*)

b. suggestion

c. future belief or action

d. ability

e. necessity

f. possibility



## SESSION 2: UNDERSTANDING THE PLAY



. Now read the following extract from scene 3 and fill in the gaps choosing the most appropriate modal verb from above and using the verbs in brackets. Number 1 has been done for you.

*\*\* There may be more than one correct answer.*

- MAGGIE:** What happened to Pam?  
**JAMES:** She's sick. She (1) can't cheerlead for us tomorrow. (not cheerlead)  
**BARRY:** Oh no!
- JAMES:** We (2) \_\_\_\_\_ cancel the match. (cancel) **should / must / have to**  
**MAGGIE:** We're not going to cancel anything.  
**JAMES:** But, how (3) \_\_\_\_\_ we play without a cheerleader? (play) **will / can**  
**BARRY:** We (4) \_\_\_\_\_ be motivated to win. (not be) **won't**  
**JAMES:** There's nothing we can do!  
**MAGGIE:** Keep calm my dears...  
**BARRY:** We (5) \_\_\_\_\_ find a solution. (find) **have to / must / need to**  
**MAGGIE:** Don't you know any other cheerleader?  
**JAMES:** No  
**BARRY:** We (6) \_\_\_\_\_ find a girl... (find) **have to / must / need to**  
**JAMES:** Yeah! A girl!  
**BARRY:** She (7) \_\_\_\_\_ be very good at sport. (be) **has to / must / needs to / should**  
**JAMES:** I have a girl in mind who loves sport.  
**MAGGIE:** Guys.  
**BARRY:** She (8) \_\_\_\_\_ know us very well. (know) **has to / must / needs to / should**  
**JAMES:** Hey, I guess we have the perfect match, literally!  
**BARRY:** A girl who (9) \_\_\_\_\_ refuse... (not refuse) **couldn't**  
**JAMES:** No, she couldn't.  
**MAGGIE:** Please, guys don't tell me that you're thinking of me.



## SESSION 2: UNDERSTANDING THE PLAY

### Activity 2: Let's Practise!



. Now let's practise using some modal verbs.

Think about the scene you read in the previous activity and using the modal verbs could and will, make predictions about what you think happens next...

- Will Maggie become the team's cheerleader?
- Could she be a better cheerleader than Pam?
- Will she learn all the dance moves?
- Could she make a fool of herself?



Write down your ideas...

---

---

---

---

---

---

---

---

---

---



## SESSION 2: UNDERSTANDING THE PLAY

### Activity 3: The Song: Here We Go!



. Listen to Track 5 (Scene 2) “Here We Go!”

Can you fill in the missing words?

#### HERE WE GO!

*I like playing football  
I'm the best on the team  
I'm better than all the rest  
I like playing football  
It's always been my dream*

*We love playing football  
But our team is no good  
We love playing football  
Barry loves it most of all!  
But we always lose*

*We should play together  
All in one, big team  
We should play fair  
Being friends forever  
Fair play let's be fair!*

*Here we go,  
Here we go  
We should play together*

*Here we go,  
Here we go  
Being friends forever*

*They like playing football  
But they are no good  
They are really terrible!  
They like playing football  
But they always lose*

*Here we go,  
Here we go  
We should play together*

*Here we go,  
Here we go  
Being friends forever*

*Here we go,  
Here we go*



## SESSION 3: THE ENDING

### Activity 1: Synonyms



. Do you know what a synonym is?

*A word that has a similar meaning to another word e.g. big and large*



. Below is a scene from the end of the play. Look at the word invincible in the fourth line of the dialogue. There are three synonyms for this word in the rest of the dialogue. Can you find them?

*unbeatable - bullet-proof - indestructible*



. Now, match the words below to the correct underlined synonyms in the dialogue (numbers 1 to 6).

great	<u>4</u>	terrible	<u>1</u>
anxious	<u>5</u>	motivate	<u>2</u>
trainer	<u>6</u>	cute	<u>3</u>



. Now, using a dictionary or thesaurus to help you, find synonyms for the underlined words in the dialogue below (numbers 1 to 6).

. Then, share your synonyms with your classmates and see how many different possibilities you have found altogether.

**BARRY:** We will be the Champions today!

**JAMES:** We won't be the Lions anymore

**BARRY:** We will be... The Fighters!

**JAMES:** No... I prefer The Lions. We don't need to change our name because we will be invincible!



## SESSION 3: THE ENDING

**BARRY:** Unbeatable!

**JAMES:** Bullet-proof!

**BARRY:** And we will have the best cheerleader ever.

**JAMES:** And her name is Maggie the Indestructible!!

*(Maggie appears dressed as a cheerleader.)*

**MAGGIE:** Give me an L, Give me an I, give me an O, give me an N, and Give me an S..... LIIIIIOOOOONSSSS!!!

**BARRY:** Very good!

**JAMES:** Don't tell her that! It was ( 1 ) horrible.

**MAGGIE:** Do you think I did it well?

**BARRY:** You were great!

**JAMES:** No, she wasn't.

**BARRY:** We need to ( 2 ) encourage her!

**MAGGIE:** What are you guys talking about?

**JAMES:** We think... (Barry slaps him)

**BARRY:** He loves the way you sing and dance!

**MAGGIE:** Thanks James, you're ( 3 ) adorable!

**BARRY:** He is indeed!

**COMMENTATOR:** Welcome to this ( 4 ) wonderful evening.

Our football teams are ready to play-

**BARRY:** Let's go! We will win!

**MAGGIE:** I'm really ( 5 ) nervous guys!

**BARRY:** Don't forget you are our ( 6 ) coach!



. How many more examples of synonyms can you think of ?



## SESSION 3: THE ENDING

### Activity 2: Towards The End



. Listen to Track 6 (Scene 4). It is the final match of the season and the team's first match with Maggie as their new coach.

Choose the correct answer for each question.

1. How does the commentator describe Maggie?:

- Short and pretty
- Beautiful and charming
- Tall and sporty

2. What is the other team called?

- The Cool Cats
- The Hot Dogs
- The Funky Goats

3. What can't Maggie remember?

- The team's name
- Her dance moves
- Her name

4. What does the team need to change?

- Their captain
- Their tactics
- Their shoes

5. What do Maggie and James do at the end of the listening?

- They leave the football field
- They have a fight
- They swap places





## SESSION 3: THE ENDING

### Activity 3: Role Plays



. Here are two extracts from the play. Choose one to perform in groups for your classmates.

#### EXTRACT ONE:

**MR. SMITH:** Guys...

**BARRY:** Sorry, Mr. Smith, but they were really hard to beat.

**JAMES:** And they were cheating for the entire match...

**BARRY:** Yeah!

**MR. SMITH:** Sorry guys, but I can't keep training you.

**BARRY:** Are you kidding right?

**MR. SMITH:** No, I am not. Sorry Barry, but you'll need to find out another coach. You are always losing games. It's ridiculous. I should leave.

**JAMES:** Mr. Smith, please... Stay!

**MR. SMITH:** No! Bye!

**BARRY:** Oh no!

**PAM:** Oh Yes!

**BARRY:** What are we going to do? We need another coach for the final match!

**PAM:** When is the final match?

**BARRY:** Next week.

**JAMES:** We will be relegated to the lowest division if we lose the final match.

**BARRY:** We need to find a coach for the final match.

**PAM:** Hey! I know someone!

**JAMES:** We don't want a cheerleader. We need a good coach.

**PAM:** I mean it. I've got the perfect coach for you.

**BARRY:** Is he good at coaching?

**JAMES:** Is he strong?

**BARRY:** Is he brave?

**JAMES:** Could he train us?

**BARRY:** Is he available?

**PAM:** You should be here tomorrow morning for your first training. Trust me! You have found the perfect person for that. Bye!

**BARRY:** So mysterious!



## SESSION 3: THE ENDING

### EXTRACT TWO:

- BARRY:** I love the way you coach, Maggie.
- MAGGIE:** I'm glad to hear that.
- BARRY:** Oh look! There's a flower here.
- MAGGIE:** What?
- BARRY:** I was wondering if you've got an extra heart. Mine seems to have been stolen.
- MAGGIE:** This can't be happening.
- BARRY:** This is affecting you, isn't it?
- MAGGIE:** Gosh!
- BARRY:** Do you have anything to do after the training session?
- MAGGIE:** Yes Barry. I must go home and rest.
- BARRY:** But...
- MAGGIE:** And you should do the same.
- BARRY:** I guess you're not understanding. I mean...
- MAGGIE:** I know perfectly well what you mean.
- BARRY:** Do you?
- MAGGIE:** Of course I do. But I am your couch and you must respect me.
- BARRY:** Sorry.
- MAGGIE:** Don't be sorry. Just work hard for the match.
- BARRY:** Ok (Barry leaves. Enter James, holding a note.)
- JAMES:** Hi Maggie.
- MAGGIE:** Hi James.
- JAMES:** Maggie... I just want you to know that...
- MAGGIE:** What did I do wrong?
- JAMES:** I don't know how to say it.
- MAGGIE:** Just do it.
- JAMES:** I am so lucky to have met you.
- MAGGIE:** Me too....
- JAMES:** But... (Reading from the note.) Your dad must be a thief, because he stole the stars out of the sky and put them in your eyes.
- MAGGIE:** This is too much for me.
- JAMES:** Wait (Still reading.) Do you have a twin sister?
- MAGGIE:** No.
- JAMES:** Then you are officially the most beautiful girl in the world.
- MAGGIE:** Enough!



## SESSION 4 : EXPRESS YOURSELF

### Activity 1: The end of the play and your impressions

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



. Think about *Activity 3* in *Session 3* when you acted out scenes from the play in groups. Which version did you prefer - your interpretation or the actor's interpretation in the play?

#### I prefer

my ending /  
the real ending /  
my interpretation of the characters /  
the actor's interpretation  
because *it was*.....

more....

less....

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





## SESSION 4 : EXPRESS YOURSELF

### Activity 3: The Song: Fair Play



. Listen to *Track 15*. Here is the final song: “Fair Play”. Sing along and perform it to your classmates.

#### FAIR PLAY

*I just wanted to win so much  
Couldn't think of anything else  
I wanted to get your vote  
And play in the match*

*Here we go, here we go*

*And all I want is to be a star  
Couldn't think of anything else  
So I just started to cheat  
Because I am just no athlete*

*Here we go, here we go*

*We're gonna play fair  
Even when you lose  
We're gonna play fair*

*Now you choose*

*I want to pass like the best  
And score the free kicks  
With all kinds of tricks  
So we can win, win, win*

*Here we go, here we go*

*We're gonna play fair  
Even when you lose  
We're gonna play fair*

*Now you choose*

*I just wanted to win so much  
Couldn't think of anything else  
All I want is to be a star*

*I just wanted to be the best  
Couldn't think of anything else  
All I want is to be a star*

*We're gonna play fair  
Even when you lose*

## OTHER SHOWS

5° & 6° PRIMARY EDUCATION

A Christmas Carol (*In English*)

Oliver Twist

## Fair Play

Didactic Project elaborated by  
Nawaf Numen González



Sometimes fairness... isn't what it seems. In this comedy full of chaos, mistakes and rule-breaking, two very unusual teams face each other in the craziest match of the year. Distracted players, referees messing with their whistles and a mascot with more charisma than strategy. Anything can happen when the game starts and the rules... are optional. A show to make you laugh, move and learn English through absurd games, crazy ideas and impossible goal-scoring. Totally adapted to your level of English, the high school's strangest and funniest team is waiting for you down at the theatre. The ball's in your court now.

