

FOLLOWERS

1º & 2º E.S.O.



INDEX

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

**BEFORE THE PERFORMANCE...**

SESSION 1: SYNOPSIS AND CHARACTERS	8
ACTIVITY 1: THE SYNOPSIS	8
ACTIVITY 2: THE CHARACTERS	9
ACTIVITY 3: THE PLAY	11
SESSION 2: UNDERSTANDING THE PLAY	12
ACTIVITY 1: WHAT'S HAPPENING?	12
ACTIVITY 2: SONG - BE COOL	14
ACTIVITY 3: SONG - A TIPYCAL SONG LOVE	15
SESSION 3: AT THE END	16
ACTIVITY 1: MY WORST HABIT	16
ACTIVITY 2: MODAL VERBS	17
ACTIVITY 3: MAKING HYPOTHESES	19

**AFTER THE PERFORMANCE...**

SESSION 3: EXPRESS YOURSELF!	20
ACTIVITY 1: A REVIEW	20
ACTIVITY 2: ROLE PLAYS	21

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 with 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).

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 3		OBJECTIVES	SKILLS
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"> W.E R.C.
	Activity 3	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> W.E R.C.
SESSION 2	Activity 1	<ul style="list-style-type: none"> Testing your knowledge 	<ul style="list-style-type: none"> R.C W.E
	Activity 2	<ul style="list-style-type: none"> Discriminating sounds 	<ul style="list-style-type: none"> O.E.
	Activity 3	<ul style="list-style-type: none"> Discriminating sounds 	<ul style="list-style-type: none"> O.E
SESSION 3	Activity 1	<ul style="list-style-type: none"> Grammar: USED TO 	<ul style="list-style-type: none"> R.C W.E
	Activity 2	<ul style="list-style-type: none"> Grammar: Modal Verbs 	<ul style="list-style-type: none"> W.E. R.C
	Activity 3	<ul style="list-style-type: none"> Connectors 	<ul style="list-style-type: none"> O.E

AFTER THE PERFORMANCE

GRADE 1		OBJECTIVES	SKILLS
SESSION 3	Activity 1	<ul style="list-style-type: none"> • Expression 	<ul style="list-style-type: none"> • O.E.
	Activity 2	<ul style="list-style-type: none"> • Role play 	<ul style="list-style-type: none"> • L.C. • O.E.

SKILLS

R.C. Reading Comprehension
W.E. Written Expression
L.C. Listening Comprehension
O.E. Oral Expression

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.



SESSION 1: SYNOPSIS AND CHARACTERS

Activity 1: Synopsis



Before you read the synopsis of the play, match the correct word to the correct definition.

1. **audition**

2. **followers**

3. **audience**

4. **social media**

5. **challenge**

6. **hindrance**

a. an impeding, stopping, preventing, or the like

b. means of social communication (Ex. Instagram, Tik-Tok, Facebook, etc.)

c. an enthusiast or supporter

d. trial for performers

e. the group of people listening to or viewing a public event.

f. a call to compete in a contest or in a fight



Synopsis

Neil is 20 years old. He is studying drama in London. He has an audition to take part in 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 abilities 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



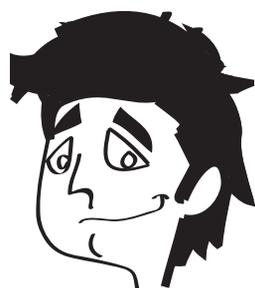
- She is 20 years old.
- She is a star.
- She is the most famous artist in United Kingdom.
- She loves the social media.
- She has a lot of followers.

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.

Neil



- He is 20 years old.
- 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...



SESSION 1: SYNOPSIS AND CHARACTERS

Activity 2: The Characters

Claudia



- She is Neil's best friend.
- She is a very loyal and honest person.
- She doesn't like the lie.
- She likes music but she never dance
- She believes in Neil's talent.

Now try to write your own profile page. Include details about your family, friends, things you like and don't like and the places you have been to.

B

Before

SESSION 1: SYNOPSIS AND CHARACTERS**Activity 3: The Play**

Below you have a list of words and their definitions related to the vocabulary of the theatre. Try to match each of the words below to their correct definition and translation.

THE PLOT

- Each of the roles featuring in the play, film or any kind of performance.

SCRIPT

- The mains events and sequence of a play, film, etc.

AUDIENCE

- The written text of a play.

CHARACTERS

- The space for actors or performers to perform the production.

REHEARSAL

- A group of people known as spectators or listeners at a play.

PLOT

- A practice or trial performance of a play.



SESSION 2: UNDERSTANDING THE PLAY

Activity 1: What Is Happening?



Read to the extract from the play, then, put the dialogues from the scene in the correct order.

DIALOGUE 1:

- CLAUDIA:** *So... Is the role yours, then?*
- NEIL:** *Not yet... but I'm almost there.*
- CLAUDIA:** *(F) Almost?*
- NEIL:** *Yes, the thing is... I don't have enough followers.*
- CLAUDIA:** *(C) Followers?*
- NEIL:** *Yes, followers!*
- CLAUDIA:** *What does that have to do with your audition?*
- NEIL:** *The more followers I have, the better chance I have of getting the role.*
- CLAUDIA:** *(A) Says who?*
- NEIL:** *Danna Manola.*
- CLAUDIA:** *How many followers do you need?*
- NEIL:** *(E) At least 100.000.*
- CLAUDIA:** *How many do you have?*
- NEIL:** *(B) 600.*
- CLAUDIA:** *Well, that's an impossible mission.*
- NEIL:** *(D) Thanks for the encouragement.*
- CLAUDIA:** *Neil, my friend. I really believe in you.*

- (A) Says who?*
- (B) 600*
- (C) Followers*
- (D) Thanks for the encouragement*
- (E) At least 100.000*
- (F) Almost?*



SESSION 2: UNDERSTANDING THE PLAY



DIALOGUE 2:

- DANNA:** *(E) Tonight is my concert at the city arena.*
- NEIL:** *I know, almost 20.000 people will be there.*
- DANNA:** *A good crowd. Why don't you come?*
- NEIL:** *(B) It's sold out.*
- DANNA:** *I have two V.I.P. tickets for you.*
- NEIL:** *(G) Two?*
- DANNA:** *Yes, you can bring whoever you want.*
- CLAUDIA:** *(A) Me! Me! Me!*
(Neil tries to hide Claudia.)
- NEIL:** *Me! Me!*
- DANNA:** *I know your friend is there. You can come with her.*
- NEIL:** *(C) Yes, please.*
- DANNA:** *OK, listen to me. In the middle of the concert, I invite three fans to come up onstage and dance with me.*
- NEIL:** *Do you want me to come up with you?*
- DANNA:** *Yes, so, you can take my mic off of me and scream your Instagram account.*
- NEIL:** *(F) Really?*
- CLAUDIA:** *Oh, no! Don't do it, Neil.*
- DANNA:** *Why?*
- CLAUDIA:** *(D) This is going from bad to worse.*

- (A) Me! Me! Me!*
- (B) It's sold out*
- (C) Yes, please*
- (D) This is going from bad to worse*
- (E) Tonight is my concert at the city arena*
- (F) Really?*
- (G) Two?*



SESSION 2: UNDERSTANDING THE PLAY

Activity 2: Song - Be Cool!



Listen to TRACK 1 , the song “**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?



SESSION 2: UNDERSTANDING THE PLAY

Activity 3. Song - A Typical Love Song



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*

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
I love you
It'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 ...*



SESSION 3: AT THE END

Activity 1: My Worst Habit



Social media use can become a bad habit too. Do you have any bad habits such as picking your nose, snoring in your sleep, putting your shoes on the sofa, never making your bed, talking with your mouth open?

USED TO + INFINITIVE

TO BE + USED TO + VERB (ING)

TO GET + USED TO + VERB (ING)



In English, talk to your partner about your worst habit. You can use the words and phrases in the box below to help you.

My worst habit is/was

I used to.....

I'm used to

It is/was bad because.....

I try to stop but.....

My friends/parents say

I will get used to

B

Before

SESSION 3: AT THE END**Activity 2: 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 3: AT THE END

Activity 2: Modal Verbs



. Now let's practise using some modal verbs.

Think about the scene you read in the previous activity (Scene 1) and using the modal verbs **could** and **will**, make predictions about what you think happens next...

- Will Neil get more followers?
- Could Claudia help him?
- Will Neil become an actor?



Write down your ideas...



SESSION 4: **EXPRESS YOURSELF!**



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
- energetic
- sensitive
- 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!

Extract II (from Scene 3)

DANNA: *You have to be quickest in putting up your hand. So, guys, raise your hands 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!

(Applause.)

DANNA: *Ok! You two are friends, right?*

NEIL: *Yes, my name is Neil.*

CLAUDIA: *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.*
- CLAUDIA:** *Don't fall for it, people. Danna wants Neil to be cast in her TV show.*
- NEIL:** *Oh, no! She's revealing everything.*

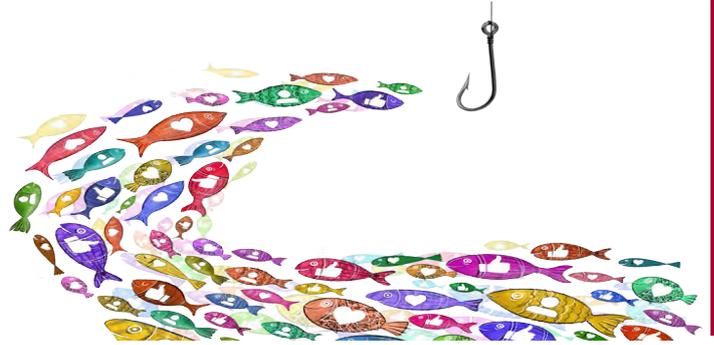
OTHERS SHOWS

1º & 2º E.S.O.

20.000 leguas de viaje submarino

FOLLOWERS

Didactic Project by
Elena Valero Bellé



What would a teenager in order to get a million followers?

Come and find out with this entertaining parody that will surprise you all the way through. Humour and ingenuity come together here for a fresh comedy, full of recognisable yet unpredictable situations. Accept the challenge and you will have the best English class of the year.

