

5º & 6º PRIMARY 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 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 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

5° & 6° PRIMARY EDUCATION		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>
	Activity 3	<ul style="list-style-type: none"><li>Discerning sounds.</li><li>Making plans</li></ul>	<ul style="list-style-type: none"><li>L.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><li>O.E.</li></ul>
	Activity 2	<ul style="list-style-type: none"><li>Testing your knowledge</li></ul>	<ul style="list-style-type: none"><li>R.C.</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><li>W.E.</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

5° & 6° PRIMARY EDUCATION		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. 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](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 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 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 and 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?...*





SESSION 1: SYNOPSIS AND CHARACTERS



**Take a look!**  
Compose the sentences with the words under each square to reveal the heading and draw the pictures of the described scene.

Dick, Charlie and Carol take part in a TV contest.	Dick and Carol are the winners.	Charlie is very angry.
Charlie steals the tickets to them.	Charlie, Carol and Dick to New York.	Dick and Carol believe that they have lost their tickets.
Charlie invites Carol to the concert.	Carol stands by Dick.	Charlie and Lady Lo-Ro are introduced.



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 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: What’s happening?



Listen to TRACK3 (Scene 3) of BE COOL! Complete the words below from what you hear.



What can you hear ?

Charlie:

So, that was the part of my story.  
I was terribly confused I was furious.  
I wouldn't be meeting Lady Lo-Ro after all. I had to think of something. Finally I thought up a plan:  
First: I would buy a        to New York spending all my savings. Second: I would steal Dick's ticket so I would meet Lady Lo-Ro with Carol!!! All that seemed like a simple plan, but it turned out to be a lot more complicated.  
Oh! We are at the airport! Here they are! I need to hide!



What do you think about Charlie’s plans?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write an alternative plan for Charlie to go to Lady Lo-Ro’s concert with Carol. Use conditionals.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Can you guess what will happen in the story? Use simple future.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



SESSION 2: UNDERSTANDING THE PLAY

Activity 1: True or False?



Listen to TRACK 1 (Scene 1). Charlie is presenting us the story.

*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.*

Choose between true or false for each sentence.

	TRUE	FALSE
Charlie is            years old.		✓
Luton is a big town near London.		✓
Lady Lo-Ro is a famous soul singer.		✓
The song Be cool! Is a hit.	✓	
Charlie's favourite singer is Lady Lo-Ro.	✓	
Charlie knew about the TV contest from an advertisement in a magazine.		✓
The TV contest is called "All you know about Lady Lo-Ro".		✓
Charlie promised a friend he was going to the concert.		✓
Charlie knows everything about Lady Lo-Ro.	✓	



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 2: Who said to whom?

Read the Scene 3. Who said to whom?



- We’re soon going to meet Lady Lo-Ro

CAROL TO DICK

- It’s really good to go on this trip with you.

DICK TO CAROL

- No, we are        thanks!! I just wanted to sit down because I feel sick and I wanted to rest a while.

CAROL TO CHARLIE

- Well, I am a nurse!

CHARLIE TO DICK AND CAROL

- You’re a very ungrateful person. I was just trying to help.

CHARLIE TO DICK

- Sir, the thief is going to escape if you continue

DICK TO CHARLIE



## SESSION 2: UNDERSTANDING THE PLAY

### Activity 3: The Song “Let’s go to New York”



**Listen to** TRACK 9, the song in Scene 3 “Let’s go to New York”. Be careful, there are lines that have been added to the verses. **Can you underline them?**



#### LET’S GO TO NEW YORK

In New York I want to be  
Because New York is a beautiful city  
 There’s no better place  
 That’s my philosophy  
That’s my swing  
 It’s where I’m going to live

Ain’t no place in this world  
 Where I would rather be  
New York is the best city  
 That’s my philosophy  
That’s my swing  
 In New York I want to live

You’ll be a star  
 If you do it right  
If you want to be happy  
 Walking on the streets  
 You’d better hold on tight  
 Hold on tight  
 Hold on tight

New York New York  
 In the neon lights  
 New York New York  
In the long streets  
 You and I through the night



## SESSION 3: THE ENDING

### Activity 1: 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.



## SESSION 3: THE ENDING



### Activity 2: Towards The End

Listen to TRACKS 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 fill in 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

[illegible]



## SESSION 3: THE ENDING

### Activity 3: Song Be Cool !



Listen to TRACK 13, the song in Scene 5 “Be Cool”.



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

#### 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*



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...



## 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 .....».

[illegible]



## SESSION 4: Express Yourself!

### Activity 3: Role Plays



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!! Hello!! Are you Ok? Is anything wrong here?*

**CAROL:** *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 Three (Track 16):

**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

### 5º & 6º PRIMARY EDUCATION

#### *A Christmas Carol (In English)*

#### La vuelta al mundo en ochenta días

## Be cool!

Didactic Project elaborated by  
Amalia Guerreiro Iglesias



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.

