

FOLLOWERS

3º & 4º E.P.



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	
SESSION 2: UNDERSTANDING THE PLAY	12
ACTIVITY 1: SYNONYMS AND ANTONYMS	12
ACTIVITY 2: THE GREAT SHERLOCK HOLMES	14
ACTIVITY 3: PAST SIMPLE PASSIVE	15
SESSION 3: THE ENDING	16
ACTIVITY 1: ASKING FOR	16
ACTIVITY 2: INFORMATION THE	17
ACTIVITY 3: TOWARDS THE END	18



AFTER THE PERFORMANCE...

SESSION 4: EXPRESS YOURSELF !	19
ACTIVITY 1: THE END OF THE PLAY AND YOUR IMPRESSIONS	1
ACTIVITY 2: VALUE THE PLAY	20
ACTIVITY 3: 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.
- Using 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 1		OBJECTIVES	SKILLS
SESSION 1	Activity 1	<ul style="list-style-type: none"> • Familiarisation with the plot • Prepositions 	<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.
SESSION 2	Activity 1	<ul style="list-style-type: none"> • Synonyms and antonyms 	<ul style="list-style-type: none"> • R.C. • W.E •
	Activity 2	<ul style="list-style-type: none"> • Writing Descriptions • Testing your knowledge 	<ul style="list-style-type: none"> • W.E • • O.E.
	Activity 3	<ul style="list-style-type: none"> • Grammar: Past Simple Passive 	<ul style="list-style-type: none"> • W.E •
SESSION 3	Activity 1	<ul style="list-style-type: none"> • Making hypotheses 	<ul style="list-style-type: none"> • W.E • • O.E.
	Activity 2	<ul style="list-style-type: none"> • Grammar: Adverbial Clauses 	<ul style="list-style-type: none"> • W.E • • R.C.
	Activity 3	<ul style="list-style-type: none"> • Writing news 	<ul style="list-style-type: none"> • W.E •

AFTER THE PERFORMANCE

GRADE 1		OBJECTIVES	SKILLS
SESSION 4	Activity 1	<ul style="list-style-type: none"> • Verifying your hypotheses 	<ul style="list-style-type: none"> • O.E.
	Activity 2	<ul style="list-style-type: none"> • Describing the performance as a whole 	<ul style="list-style-type: none"> • W.E
	Activity 3	<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 dancing
- 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.



SESSION 1: SYNOPSIS AND CHARACTERS

Activity 3 : The Characters



Read the quotes from each character of the play and choose one of the following adjectives to describe them.

NERVOUS – PUZZLED – EMBARRASSED - HONEST - IMPATIENT - PESIMISTIC

Neil: *"Oh sorry. I've on pins and needles."*

Adjective: nervous

Casting

Director: *"Ok, we don't have much time... Let's start!"*

Adjective: impatient

Claudia: *"This is going from bad to worse."*

Adjective: pesimistic

Danna: *"What's going on?"*

Adjective: puzzled

Danna: *Sorry for this mess. It's all my fault?*

Adjective: embarrassed

Claudia: *"They know each other. They're lying to you."*

Adjective: honest



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 .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



BE COOL

<p>If you're worried or uncertain If your feelings are hurt Be your best friend tonight Keep things light</p> <p>Keep your worries out of sight play it cool tonight</p> <p>Play it cool, just be cool, don't be shy</p> <p>Just be cool! Playing like a fool Just be cool! Walking on the moon</p> <p>If you're worried or uncertain If your feelings are hurt Be your best friend tonight Keep things light</p>	<p>Keep your worries out of sight play it cool tonight Play it cool, Just be cool, don't be shy</p> <p>Just be cool! Playing like a fool Just be cool! Walking on the moon</p> <p>Just be cool! Playing like a fool Just be cool! Walking on the moon</p>
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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. 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: EXPRESS YOURSELF!

Activity 1: The End of the Play And Your Impressions



Now you have seen FOLLOWERS, was it how you imagined it to be?
Compare the real thing with what you imagined the play to be.

I prefer my ending / the real ending / my interpretation of the characters / the actor's interpretation because.....

I prefer my ending / the real ending / my interpretation of the characters / the actor's interpretation because.....

..it was...

...more (+)...

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



SESSION 3: Express Yourself!



Activity 3: Role Play

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

Extract I (from Scene 2)

- SHERLOCK:** *That uniform looks good on you. Wait! Let me see... Your name is James Watson... You're from the north of England, your father is a doctor, and you spend a lot of time writing, am I correct?*
- WATSON:** *My name isn't James, it's John.*
- SHERLOCK:** *James... John... What's the difference?*
- WATSON:** *There's a huge difference!*
- SHERLOCK:** *Did I get the rest of it right?*
- WATSON:** *Yes! You were absolutely right. How did you do that? Is that some kind of magic trick?*
- SHERLOCK:** *No magic. Pure deduction. The name tag on the suitcase says J. Watson.*
- WATSON:** *Now I understand.*
- SHERLOCK:** *(To the audience.) I chose the most common name beginning with a J. John would have been my second option.*
- WATSON:** *Of course.*
- SHERLOCK:** *Your particular shoes are not made in the city. I saw a very similar pair when I was in the north of England.*
- WATSON:** *How do you know I'm a writer then?*
- SHERLOCK:** *I just saw the calluses on your finger. A writer's trademark.*
- WATSON:** *Really?*
- SHERLOCK:** *And finally... Why is a sixteen-year-old boy like you reading a book on medicine that is so hard to find in bookshops?...*
- WATSON:** *My dad is a Doctor.*
- SHERLOCK:** *My name is Holmes, by the way, Sherlock Holmes. (To the audience.) You can't imagine the way he was looking at me by this point. He thought I was completely mad. He made a good impression on me. Short...*
- WATSON:** *Hey!*
- SHERLOCK:** *I meant small! Clumsy!*
- WATSON:** *Hey!*
- SHERLOCK:** *Uncoordinated. Anyway, he looked like an exceptionally good person, and I knew he was going to be my best friend. (To Watson.) We're late for physics class, Watson. We need to sharpen your mind.*

SESSION 3: Express Yourself!

Extract II (from Scene 3)

- MRS. GAMAL: *Children! Could you explain why you are not in class right now?*
- SHERLOCK: *We were just showing the new pupil around the school, Mrs Gamal.*
- MRS. GAMAL: *He has plenty of time to see the school properly. But now you should all be in class. Come on!*
- WATSON: *With all due respect, Mrs Gamal, there's no need to be rude.*
- MRS. GAMAL: *Go!*
- WATSON: *She's a real character isn't she? Who is she?*
- SHERLOCK: *She's the housekeeper. She's Egyptian and she's nice... sometimes. I wonder what she is carrying in that sack?*
- WATSON: *The bear is black.*
- SHERLOCK: *What's that?*
- WATSON: *The riddle. The bear is black!*
- SHERLOCK: *Wrong again, but please don't interrupt me when I'm concentrating on something.*
- WATSON: *About what Sherlock?*
- SHERLOCK: *Let's follow her!*
- (The kids follow the housekeeper, but she realises she's being followed.)*
- MRS. GAMAL: *How many times do I have to tell you that you should be in class?*
- SHERLOCK: *Milady, you dropped a piece of paper when you were talking to us, and we were wondering if fell out of your sack.*
- MRS. GAMAL: *I'm not carrying papers in my sack.*
- WATSON: *What are you carrying then?*
- MRS. GAMAL: *What do you expect a housekeeper to be carrying? Dirty sheets and clothes for the laundry.*
- ELIZABETH: *It looks very heavy.*
- MRS. GAMAL: *If all you do is think about what a housekeeper is carrying to the laundry you will end up just like me. Cleaning other people's shirts.*
- WATSON: *I beg you pardon?*
- MRS. GAMAL: *(Winking.) I meant other people's sheets. Come on!. If I don't see you going to class right now, I will report you to the headmaster immediately.*

SESSION 3: Express Yourself!

Extract III (from Scene 5)

SHERLOCK: *Watson, my friend! I was so worried about you! What happened to you? Why did you scream like that?*

WATSON: *I was in the bathroom when suddenly, I saw her...*

ELIZABETH: *Who?*

WATSON: *Mrs Ramsay.*

ELIZABETH: *(Madly.) That's a lie! She's dead. She was found dead! Everybody knows that!*

SHERLOCK: *Elizabeth, calm down! Why are you acting like that? Please continue Watson!*

WATSON: *She appeared right in front of me, and I could see her eyes. They were very weird, Holmes. They looked so cold, as if they were not from this earth. She was like a monster. Oh god, I think she's the most terrible sight I've ever seen. Oh my friends, I'm so scared now.*

SHERLOCK: *You said she was like the ghost of Mrs. Ramsay. How did you know it was her?*

WATSON: *She told me (He does an impression of her) She said: I'm Mrs Ramsay, the literature teacher.*

SHERLOCK: *Did she say anything else?*

WATSON: *She said that someone was going to kill us if we didn't mind our own business, just like she was killed.*

ELIZABETH: *Liar!*

SHERLOCK: *Don't worry, Watson. We are here now, and we won't let anything happen to you. What is that?*

(Watson has stained his trousers.)

WATSON: *Oh! It's so embarrassing. Mrs Ramsay appeared just before I got to the toilets and...*

ELIZABETH: *Oh! That's disgusting!*

SHERLOCK: *Don't worry, my friend. Let's hurry back to our room so you can get changed.*

WATSON: *Oh my god! Thanks for looking for me. If not I would have been here all night and.... Aaaaah!*

(Mrs Gamal appears.)

OTHERS SHOWS

3º & 4º PRIMARY EDUCATION

Peter Pan

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.

