

FOLLOWERS

5° & 6°



5

B
Before

5

A
After

6
6

6

first, second third sessions

(comparing the play's actual ending with the ending he/she had previously imagined; comparing the behaviour of the actors with his/her own.)

		Familiarisation with the plot
		Familiarisation with the characters
		Familiarisation with the characters

Verifying your hypotheses		

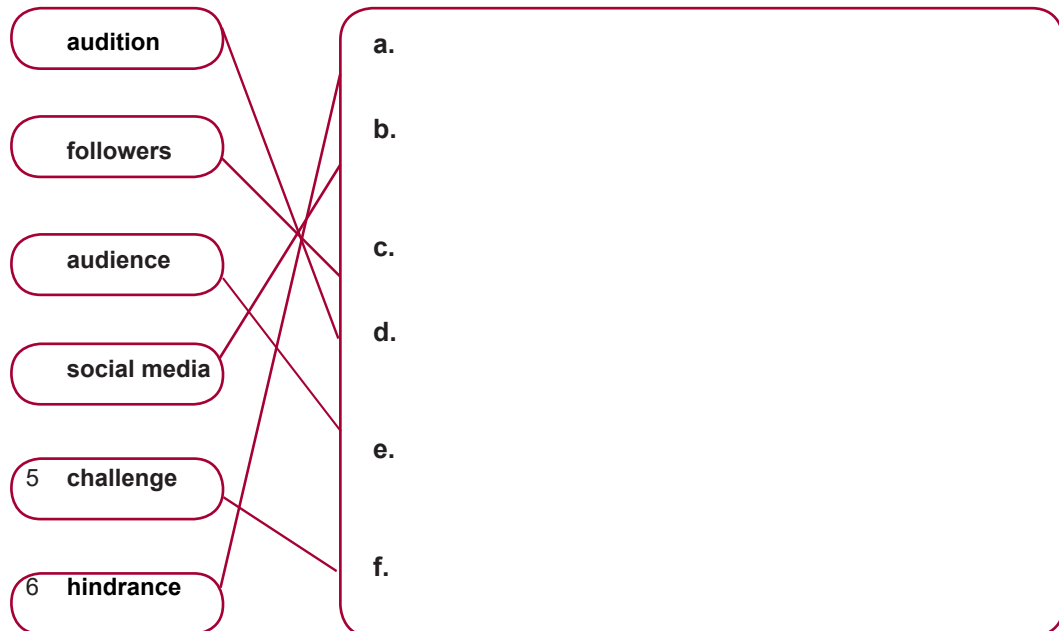


SESSION 1: SYNOPSIS AND CHARACTERS

Activity 1: Synopsis



Before you read the synopsis of the , match the correct word to the correct

audition		a.
followers		b.
audience		c.
social media		d.
5 challenge		e.
6 hindrance		f.



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!

**Danna
Manola**



Neil



Hello! I am Neil I...



SESSION 1: SYNOPSIS AND CHARACTERS

Activity 2: The Characters

Claudia





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

DIALOGUE 1:

CLAUDIA:

NEIL:

CLAUDIA:

NEIL:

CLAUDIA:

NEIL:

CLAUDIA:

NEIL:

CLAUDIA:

NEIL:

CLAUDIA:

NEIL:

CLAUDIA:

NEIL:

6

CLAUDIA:

NEIL:

CLAUDIA:

6



SESSION 2: UNDERSTANDING THE PLAY



DIALOGUE 2:

(Neil tries to hide Claudia.)



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 . A Typical Love Song



Listen carefully to the “*Typical Love Song*” **RACK** 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: UNDERSTANDING THE PLAY

Activity 1: Making plans



Read to Scene 1. What do you think they are doing in this extract?



In pairs, choose one of the following options and explain what would you do to achieve it.

- To get an autograph from your favourite artist.
- To tell a friend an unpleasant news that will affect him/her.
- To get a job in a strange city

B

Before

SESSION 3: UNDERSTANDING THE PLAY**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: UNDERSTANDING THE PLAY

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 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 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 3: Express Yourself!



Activity 3: Role Play

Extract I (from Scene 2)

(Neil starts dancing very well.)

(Times passes.)

SESSION 3: Express Yourself!

Extract II (from Scene 3)

(They are all on stage.)

(To volunteer one.)

What's your name?

How old are you? Are you good at dancing?

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.)

SESSION 3: Express Yourself!

Extract III (from Scene)

(She leaves the stage, very sad.)

(She approaches Neil.)

(Claudia is still in the crowd.)

OT
5° & 6°

