

En la Luna Teatro

Teatro Educativo



Guía didáctica

So what?



www.enlalunateatro.com



En la luna teatro

Espectáculo: *So what?*

Edad: de 12 a 17 años.

A proposal to bring children to the theater

"Movies will make you famous; Television will make you rich; But theatre will make
you good."

Terrence Mann



INTRODUCTION

Children need to go to the theatre as much as they need to run about in the fresh air.

So the grown-ups who should be responsible for providing these good and necessary things - teachers, politicians, parents - don't always notice until it's too late; or they pretend that art and theatre and so on are not necessities at all, but expensive luxuries that only snobbish people want in any case; or they claim that children are perfectly happy with their computers and video games, and don't need anything else.



Students need art and music and literature; they need to go to art galleries and museums and theatres;

The experience of being in the audience when a play or an opera is being performed is not simply passive. It's not like watching TV; it's not even like going to the cinema. Everyone in that big space is alive, and everyone is focused on one central activity. And everyone contributes. The actors and singers and musicians contribute their performance; the audience contribute their attention, their silence, their laughter, their applause, their respect.

And they contribute their imagination, too. The theatre can't do what cinema does, and make everything seem to happen literally. There are no pixels on the stage; what happens is caused by physical bodies moving about in real space, not by computer-generated imagery on a screen.

But the result of this imaginative joining-in is that the story becomes much more real, in a strange way. It belongs to everyone, instead of only to the performers under the lights. The audience in the dark are makers, too. And when it all works, the experience we take away is incomparably richer and fuller and more magical than it would ever have been if all we did was sit back passively and watch.

When we are adults, and if we're lucky enough to have developed the habit, we can find our own way to plays and operas, but children can't do it on their own. They need to be helped into the experience by people who've been there before, and who can excite their curiosity. A little knowledge helps a great deal. A theatre especially set up for children helps even more; and plays presented by people who know how to perform for children without talking down to them, or being facetious, or leaving their brains behind, are best of all.





OBJETIVOS

El objetivo de esta presentación es reflexionar sobre una experiencia didáctica diferente, con relación a la mejora de los contenidos y aspectos de carácter oral en el aprendizaje de una segunda lengua.

OBJETIVOS ESPECÍFICOS:

- Aprendizaje del vocabulario relativo a las obras que se van a representar
- Mejorar el nivel de expresión oral en el área de Inglés
- Mejorar el nivel de comprensión oral en el área de Inglés.

Temas principales de "So What?"

So What? se compone de siete escenas:

1. **Scene one: In airport**
2. **Scene two: In restaurant.**
3. **Scene three: In museam.**
4. **Scene four: Phone Calls.**
5. **Scene five: Tamesis.**
6. **Scene six: Tokyo.**
7. **Scene seven: Home.**



A través de ellas, conoceremos a los dos personajes que forman parte de esta historia: Jennie y William y con ellos viajaremos a lo largo de todo el mundo.

So What? es una obra cómica, llena de equívocos y situaciones hilarantes. Gracias a ellas, el alumno/a podrá familiarizarse y mejorar su comprensión oral en el área de inglés.





Trabajaremos....

A lo largo de la representación se trabaja y refuerza:

1. Scene one: in airport

- Vocabulario típico de un viaje en avión.
- Presentaciones.

2. Scene two: in restaurant

- ¿Cómo se pide comida? ¿Cómo se ordena un menú?



3. Scene three: in museum.

* En la escena tres, igual que en las precedentes, los alumnos aprenderán cómo preguntar sobre la profesión de una persona.

4. Scene four: Phone calls.

- * En esta escena los alumnos observarán una conversación telefónica.
- * Trabajaremos las descripciones físicas.
- * Cómo dirigirse telefónicamente a una agencia de aviones.

5. Scene five: Támesis.

* La escena cinco constituye un ejemplo de cómo pedir indicaciones en una ciudad.

6. Scene six: Tokyo.

* Acerca de las grandes metrópolis y una escena típica en el cine. Trabajaremos y ampliaremos vocabulario acerca de una situación que se desarrolla dentro de un cine.

7. Scene seven: Home.

* La última escena se desarrolla en una consulta médica. Supone un final sorprendente y cómico para la obra.





ACTIVITIES BEFORE DE PLAY

In airport

What you know about airport vocabulary?



1. A trip on an airplane is called a _____.
2. A flight within one country is called a _____ flight.
3. A flight between different countries is called an _____ flight.
4. The letters and numbers which identify an airplane making a specific flight are called a _____.
5. Ordering a seat to be held for you on the day you want to travel is called making a _____.
6. A printed piece of paper which allows you to travel on an airplane is a _____.
7. The first thing to do at the airport is _____, which means to register as a passenger for a flight.
8. A document which identifies you as a citizen of a certain country and which allows you to travel to other countries is called a _____.
9. A stamp in your passport which allows you to travel to another country is called a _____.
10. The selection of a specific seat for a trip on an airplane is called _____.
11. A seat next to the window in an airplane is called a _____.
12. A seat next to the passage between the rows of seats in an airplane is called an _____.
13. The suitcases and bags which contain your belongings are called _____.
14. A bag which you carry with you on the airplane is called a _____ bag.





15. A small ticket with printed numbers that identify your baggage is called a baggage _____.
16. A printed card which allows you to get on an airplane is called a _____.
17. A door which leads from the airport building into an airplane is called a _____.
18. The area where you pick up your baggage after a flight is called _____.

Vocabulary:

- Flight (1)
- Domestic (2)
- International (3)
- Flight number (4)
- Reservation (5)
- Ticket (6)
- Check in (7)
- Passport (8)
- Visa (9)
- Seat assignment (10)
- Window seat (11)
- Aisle seat (12)
- Baggage (13)
- Carry on (14)
- Claim check (15)
- Boarding pass (16)
- Claim (17)
- Baggage claim (18)



LA CAVERNA

STARTERS

Tomato Soup

A delicate creamy soup

Smoked Cod

Slices of cod served with brown bread and butter

Calamari

Pan Fried or Grilled Calamari

MAIN DISHES

Scallopine Di Vittelo La Caverna

Veal with fresh mushrooms and roasted peppers with a touch of cream

Roasted Atlantic Salmon

Pan roasted salmon with artichoke hearts, asparagus and plum tomatoes in a white wine sauce

Chicken Grana

Dipped in parmigiano, sautéed in lemon and wine sauce

DESSERTS

Chocolate Mousse Cake

Carrot Cake

Ricotta Cheese Cake

Tiramisu

DRINKS

Wide selection of teas and ground coffees

Freshly-squeezed orange juice

Variety of beers

WINE LIST

White wines

Chardonnay, 2002, Napa Valley

Sauvignon Blanc, 2003, Santa Ynez

Red Wines

Merlot, 2002, Central Coast

Cabernet Sauvignon, 1998, Napa



At the Restaurant

Practice: Eating Out

1. Find items on the menu which belong to these groups. Add other words to each category using a dictionary if necessary.

- fruit & vegetables:
- meat:
- fish & seafood:
- dairy products:
- other food types:
- drinks:

2. At a restaurant: Who says what? Have a look at the phrases below and try to decide whether they're used by the Guest(s) or the Waiter.

- a. Good evening. I booked a table for two.
- b. Oh, yes, sir. Your table is over there.
- c. The wine is excellent.
- d. You choose.
- e. Are you ready to order?
- f. How's yours?
- g. Now, how about a dessert?
- h. Can we get the check?
- i. Could we have some mineral water, please?
- j. Sure. I'll be right back.
- k. I'll get this.

3. Using the words below, complete the following extract of a conversation that you might overhear in a restaurant.

Like – choose - order - excellent – ready- come - drink - shall - sound - have recommend





A: Let's _____ first.

B: What do you _____?

A: Let's see... The lamb is usually _____ here. It _____ with potatoes and a salad.

B: That _____ nice.

W: Are you _____ to order?

A: I'll _____ the lasagne.

B: And I'd _____ the lamb, please.

W: What would you like to _____?

A: _____ we order a bottle of wine?

B: That'd be lovely. You _____.

A: Well, then, a bottle of Bordeaux.

3. Discuss the following questions:

- How often do you go to a restaurant?
- Do you like eating out or at home?
- What is your favorite restaurant?
- What is your favorite food to order there?
- When was the last time you went to a restaurant?
- Is there any difference between a restaurant, café, bar, pub, cafeteria?

Practice: Greetings and Introductions

1. Complete the following conversations with the most appropriate words or phrases.

M = Martin, J = Jacqueline

M: Excuse me, _____ Jacqueline Turner?

J: Yes, that's _____.

M: May I _____ myself? I'm Martin Young. How do you do?

J: _____, Mr Young.





C = Chris, F = Frank

C: Hello, Chris Evans. Mind if I join you?

F: Oh, _____ not. Frank Richards.

C: _____ to meet you, Frank. So how are you finding the conference so far?

F: Actually, I've only arrived this morning.

C: All right. I ...

L = Lin, D = Dan, P = Peter

L: Dan! Good to see you again. _____ are things?

D: Hello, Lin. Fine, thanks. Pretty busy, as always, I suppose. Can I introduce you to a colleague of _____, Peter Winston? Peter, this is Lin Farrell.

P: Nice to meet you, Ms Farrell.

L: Nice to meet you, too. _____, call me Lin.

P: Then you _____ call me Peter.

TELEPHONING

Vocabulary

area code / dialling code

bad line

busy / engaged

enquiries

extension

number

phone/home/office/work/mobile/fax number

receiver

telephone book/ directory

to ring





switchboard operator

wrong number

telephone charge

telephone box/ booth

telephone network

telephone bill

answerphone/ answering machine

missed call

voice mail

voice message

Important phrasal verbs

call back/ ring back

cut off

get through

speak up

hang up

hold on

look up

pick up

put on

put through

PRACTISE

Vocabulary

1. *Complete the sentences with the most suitable word.*

a. If you don't know his number, why don't you look it up in the

_____?

b. The phone's _____. Would somebody answer it, please?





- c. I called you a while ago, but your line was _____.
 - d. The telephone _____ has been increased.
 - e. I left her a message on the _____, but she didn't call me back.
 - f. Our telephone _____ was enormous last month. I had to call abroad several times, so it is not a big surprise.
 - g. I'm sorry, it's a _____. I can't hear you very well.
 - h. Sorry, you have the _____ number.
2. Complete the sentences with the most suitable phrasal verb.
- a. 'The phone's ringing.' – 'I'll _____ it _____.'
 - b. Sorry, I've got to go now. I'll _____ you _____ later.
 - c. 'Could I speak to Mr Barrington, please?' – 'I'll _____ you _____.'
 - d. I tried to call you several times last night, but I couldn't _____.
There must have been something wrong with the lines.
 - e. I was going to explain the details when suddenly we were _____.
 - f. Could you _____ for a moment. I'll check the figures for you.
 - g. Why don't you _____ his number in the directory?
 - h. I was waiting for a couple of minutes but there was no answer, so I _____.
 - i. Could you _____ Harry _____? I'd like to talk to him as well.
 - j. Sorry, I can't hear you very well. Could you _____?





ACTIVITIES AFTER THE PLAY

Acting Exercises for Students

You have seen a play....

Freeze!

Two students improvise the scene "in airport". After a minute or so, a student from the audience might yell "Freeze!" The two actors freeze in their pose. The student from the audience replaces one of the actors, assuming that same pose. That student must now begin a new scene, based on the pose he is in.

Why?

This game helps a student to explore their physical world and how it relates to acting. It also stretches their imagination.

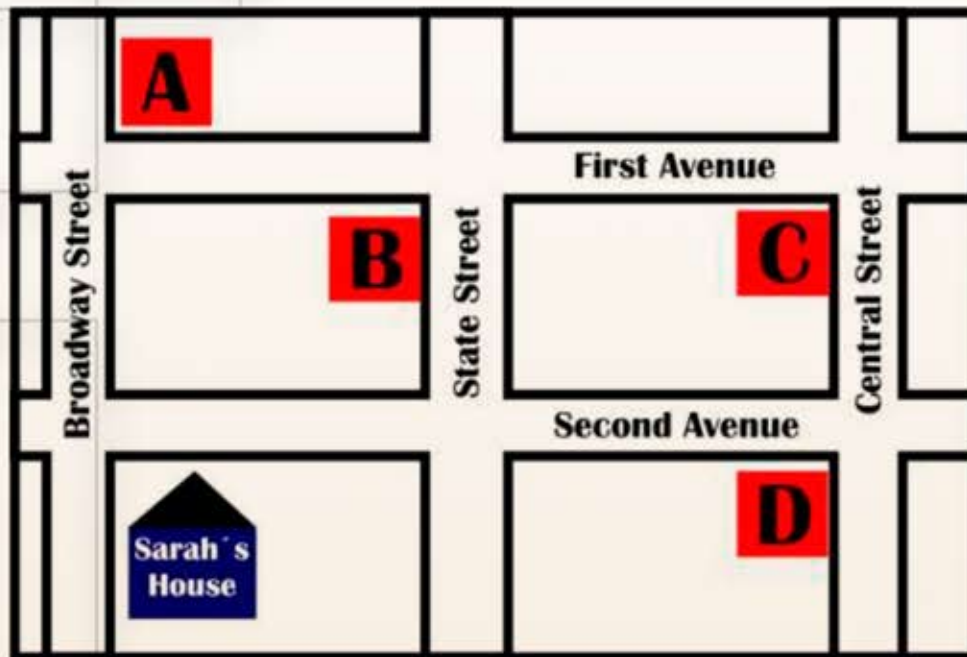
Giving Directions

1.- Solve the wordsearch.- There are 15 places.





2.- Choose the correct option from the box.-



Today is your birthday, you invited Sarah, and you are giving her directions to get to your home.-

You.- Hi! Sarah, What are you doing tonight?

Sarah.- Nothing, Why?

You.- Because, today is my birthday, and I'm having a party. Do you want to come?

Sarah.- Great! Where do you live?

You.- Ok, from your house, Walk straight ahead on Broadway Street, then turn right on First Avenue, walk two blocks, my house is on the corner of First Avenue and Central Street.

WHICH ONE IS MY HOUSE?



**Listen and answer**

Listen "Tamesis track" and then...answer the questions!

"The River Thames flows through southern England. It is the longest river entirely in England and the second longest in the United Kingdom, behind the River Severn. While it is best known because its lower reaches flow through central London, the river flows alongside several other towns and cities.

The Thames, from Middle English Temese, is derived from the Celtic name for the river. The name probably meant "dark".

1. Thames is the second longest river in the UK. Which is the longest?

- A. Humber
- B. Trent
- C. Severn
- D. Great Ouse

2. What's means the name of the river?

- A. Light
- B. Dark
- C. Red
- D. Water



Adjectives to describe character and personality

Read the sentences below and fill in the blanks with one of the adjectives from the LIST:

ARROGANT	FRANK	RELIABLE	SENSITIVE	SYMPATHETIC
CAUTIOUS	KIND	SELF CONFIDENT	STRICT	TALKATIVE
COWARDLY	PROUD	SELF CONSCIOUS	STUBBORN	WELL-BEHAVED
DISHONEST	PUNCTUAL	SELFISH	VAIN	WITTY

1. If I were you, I wouldn't trust Joanna. She's very _____ and she's always trying to cheat people.
2. My Math teacher is very _____ but I look up to him because he also works hard and he is very respectful.
3. I took my cousin's children to the cinema yesterday. I was surprised how _____ they are. They have very good manners.
4. When I told my boss that my father was seriously ill, he was very _____.
5. Maggy is such a _____ girl!. She always comes out with clever and amazing remarks about any sort of things.
6. I hate _____ people who only think and care about themselves. What's about everybody else's rights?
7. He's a hundred per cent sure that he is going to succeed in the film industry. He's very _____.
8. I regret being so _____ with her about her new boyfriend but I like giving my opinion straightaway.
9. My friend Sally always wears glasses because she's very _____ about the scar on her eyebrow.
10. You can trust her. She is very _____. If she says she won't tell anybody, she won't.