

The Switch

A worksheet to accompany
Vienna's English Theatre's 2011/2012 touring production

Warm-Up

Before reading the play or watching the performance ...

- Looking at the title, what is the play all about, do you think? Choose one of the options below and say why you think so. Then go around the classroom and ask at least three colleagues. Do you all agree?
 - a. a girlie band consisting of **Seven** members, all dressed up as **WITCHes**
 - b. a DJ who has a massive mixing desk (*Mischpult*) with lots of switches
 - c. a Body swap (transmigration) story
 - d. a PC/PS adventure game

Looking at the cast (list of characters) ...

- What do you know about the characters in the play?

The main characters' names are and

Dan's friend is called and both boys are obsessed with

Nutter's real name is He is a

Mr is Kim's and one of her

Work-Out

Scene 1

- Try and describe the setting in the beginning of the play, i.e. where is the action happening, what time of the day is it, what is the weather like, what does the room look like, etc. Work either on your own or with a partner. Think or talk about it first, then write the scene down and/or make a drawing. Use as many adjectives as possible to make your description really visual! Then share 'your scene' with a partner, another group or the class.
- Why, do *you* think, is Kim so angry and frustrated? Choose one of the options below and say why you think so:
 - a. Dan is very untidy and she always has to clean up after him
 - b. She's had a bad day at work, she is very tired and just wants to relax
 - c. She is worried about the rent she owes
 - d. She is stressed and lonely

Transmigration means aliens land on and take over earth .	T	F
Aliens can only breathe oxygen.	T	F
Humans in alien form die after a few days.	T	F
Dan is the only one who can save the earth and mankind.	T	F

- Kim tells Dan that she is worried about him spending so much time alone with his games. What does she think he should do instead? Do you agree with her? Does the situation sound familiar? Talk to a partner or discuss the issue in class. Alternatively, write a short paragraph. Think about the following issues:

- ✓ Are you a gamer? How much time do you usually spend gaming every day?
- ✓ Are you often so involved in the game that you don't notice the time?
- ✓ Have you ever been up until after midnight because you wanted to finish a game?
- ✓ Do you always make sure your homework is done *before* you start gaming?
- ✓ Do you usually play *with* your friends or alone/online?
- ✓ How do your parents feel about the time you spend on gaming?
- ✓ Do *you* think *your* parents are really worried or just going on at you?

- What causes Kim and Dan getting an electric shock? Why do the lights go out?
- They are feeling their way around in the dark, bumping into things. Why can't Kim use the torch?
- Put the following sentences into the right order, numbering them 1-12.

- Kim/Dan thinks it's just a bad nightmare and tells Dan/Kim to pinch himself.
- Dan/Kim picks up his controller and realizes he's got painted fingernails.
- Kim/Dan guesses the hallucination could have been caused by sandwiches.
- Both check their bodies and find out that they have changed.
- Kim/Dan tells him that she's now got acne.
- Dan/Kim is worried because he thinks this is really strange.
- Kim/Dan calls the hospital and asks about body swapping.
- They enter their bedrooms again and notice there's something different.
- Dan/Kim is shocked because he feels he's much older.
- They both scream and are really confused.
- Kim/Dan hopes everything will be back to normal in the morning.
- People at the hospital think Kim/Dan is drunk.

- What is a mass hallucination? Google the term or look it up in Wikipedia (use German language sites)!
- INFO: If you are not sure what *body swap* means, here's a little help:
 - two people (or beings) exchange minds and end up in each other's bodies; or, their bodies change and their minds stay where they are. In cartoons the two people usually keep their voices so we know who is who.
 - Body swapping can happen through magic or wishes – characters switch back after having changed or gained a better understanding of the other's life (e.g. *Vice Versa*, *Freaky Friday*).
 - Technology or gadgets which don't really work properly can also cause swaps. Here is usually a mad, sometimes evil, scientist at work.
 - Sometimes amateur authors write body swap stories and publish them on the internet.

- Roleplay
 - a. With a partner, act out the scene, starting at the point when the lights go off and they are tapping around, bumping into things. This should be really funny. Then start discovering the changes in your bodies and try to express the feelings of shock, panic, trying to find an explanation, etc.). Either follow the playscript or make up your own dialogue.

Scene 3

- Right or wrong? Tick the respective boxes below.

On the next morning everything is back to normal.	<input type="checkbox"/> yes	<input type="checkbox"/> no
Kim/Dan is telling herself to stay calm.	<input type="checkbox"/> yes	<input type="checkbox"/> no
If the world had gone crazy, it would be on the news.	<input type="checkbox"/> yes	<input type="checkbox"/> no
Dan/Kim wakes up and thinks it's been a strange dream.	<input type="checkbox"/> yes	<input type="checkbox"/> no
He can't believe what happened and screams 3 times.	<input type="checkbox"/> yes	<input type="checkbox"/> no
Kim/Dan is looking forward to being a teenage boy.	<input type="checkbox"/> yes	<input type="checkbox"/> no
Dan/Kim doesn't want to be a middle-aged mum.	<input type="checkbox"/> yes	<input type="checkbox"/> no
He thinks it's like in <i>Freaky Friday</i> , a horror movie.	<input type="checkbox"/> yes	<input type="checkbox"/> no
He expects Kim/Dan to know what to do because she is an adult.	<input type="checkbox"/> yes	<input type="checkbox"/> no
They decide to just wait until they get back into their own bodies.	<input type="checkbox"/> yes	<input type="checkbox"/> no
Kim/Dan is going to school to do her son's exam for him.	<input type="checkbox"/> yes	<input type="checkbox"/> no
Dan/Kim has to go to Kim's practice and cancel all appointments.	<input type="checkbox"/> yes	<input type="checkbox"/> no

- Why, do you think, is Kim/Dan rattling on about the actors in one of the films Dan/Kim mentions? Is it because

- ❖ she is confused and doesn't know what else to say?
- ❖ she wants to show Dan that she knows the films?
- ❖ she is just babbling away because she is in shock?
- ❖ she doesn't think Dan should watch those films?

Choose one of the statements and say why you think so.

- Do you know any of the films Dan is talking about? Or any other Body swap movies? If so, which? Here are some tasks for you:
 - ✓ If any of you know one (of these) film(s), try to tell the class what happens and what the story is. Also say if you liked it or not, and why!
 - ✓ Check the internet (Google) and find out more information about the films Dan is talking about: *Freaky Friday*, *Vice Versa*, *Seventeen Again*. Divide the class into three groups. Each group puts together a poster presentation/fact file on one of the films (German title, when was it made, who are the actors, what is the story, etc.). If possible, add a few film stills, pictures, reviews, and so on (mini-project)
 - ✓ With a partner, think about body swapping. Who/what would you like to swap with/turn into (e.g. a famous actor, politician, singer, a comic character, your grandfather, your English teacher, a lion, snake, a dinosaur, a river, a mountain, a tree, a cloud, ...)? Why?
 - ✓ If you were transmigrated into an alien, what would you look like? Describe yourself and/or make a drawing, then tell/show the class. Explain why.
 - ✓ Imagine you body-swapped with your pet or favourite animal. Describe one day in your life as pet/animal. Either talk to a partner, or write a short description. Remember also that there

are things *you* could do which animals usually can't (e.g. talk, drive, play football, play with a console, ...).

- Can you imagine why Dan/Kim is so worried about Kim/Dan drawing attention to herself at school?
- His mother asks Dan/Kim to treat her clients
 - friendly
 - politely
 - rightly
 - correctly
 - carefully

Scene 4

- Jason, Dan's friend, is waiting for him when Nutter turns up. What does he want from Jason? Why?
- Why, do you think, is Mark nicknamed 'Nutter'? Have you ever come across the word? What does it mean? Check in your dictionary and find the translation:

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Does the name fit the character? If not, try and suggest another nickname that suits him better.

- The sentences below are all mixed up! Can you put them back into order?

Jason asks if the 'Old Bag' (his horrible old mum) stopped Dan from gaming again.	1
Kim/Dan is only trying to do the best for her son.	2
He says Dan usually doesn't look smart and isn't wearing aftershave.	3
He also mentions that his online rank got much better.	4
He says if his mother were like Dan's, he would kill himself.	5
Jason is confused because Kim/Dan acts and looks quite different.	6
Jason warns Kim/Dan that Nutter has got it in for them today.	7
She doesn't know him and asks who he is.	8
Jason is telling Kim/Dan about his kill streak of twenty last night.	9
Kim/Dan is wearing her son's school uniform and walks straight past Jason.	10

- INFO: *pwn*, *noob*, *kill streak*, *online rank*

Have you ever heard of/come across any of these words? If you are a gaming freak, you might have. Perhaps you only know similar expressions in German? Here's a little help for you:

PWN

- slang term in internet-based video game culture, means to beat, conquer, defeat
- spelling: probably a typo of the word *own* (the letters *o* and *p* are next to each other on the keyboard)
- mainly in written form, different ways of pronunciation; /'pɔʊn/ is popular

NOOB

- slang term for newcomer, not very experienced person (newbie → noob)
- mostly used in online gaming, sometimes spelt *n00b*
- *Noob Saibot*, a character in the videogame *Mortal Kombat*

KILL STREAK

- records the number of PvP kills (*player versus player*) performed in a row without dying
- Killstreak Rewards are special bonuses for killing a certain number of enemies in a row without dying

ONLINE RANK

- particularly in War Game strategy; in German games often referred to as *Highscore*

- Roleplay
 - a. With a partner, act out the scene between Jason and Kim/Dan. Playing Kim/Dan, remember to act like an adult and a mother (not recognizing Jason when she walks in, looking different, not knowing what Jason is talking about, the way she feels when Jason calls her 'old bag', ...).
Playing Jason, be very excited about your score at the game, rattling away ...
Either follow the playscript or invent your own dialogue! After the roleplay, talk about how you felt in your respective roles. Was it difficult/easy/strange to play the parent?
 - b. Alternatively, act out the short scene between Jason and Nutter. Again, make sure that body language, mime, gestures, voice, etc. match the types of characters they are. Be as creative as possible. How did it feel to be bullied, your money being taken from you?

Scene 5

- Skim through the text quickly. Then, without looking at the text, complete the sentences below:

When Dan/Kim gets to Kim's practice, the goes off.

He is trying to find the in Kim's As soon as the stops, the starts ringing. He picks it up and tells, who has hurt his , that there are no left. He tells him to take a and stand on for an

- Dan doesn't always remember that he is – literally – in his mother's shoes.
 - ✓ Read through the text and underline or highlight all words/sentences in which he responds in his own way rather than in his mother's.
 - ✓ Why does he sound different to the caller?
 - ✓ What does he mean when he says '*too much information*'?
 - a. That's very interesting ...
 - b. I don't really want to know ...
 - c. Tell me more ...
 - ✓ Can you put on a 'bunged-up' voice? How do you sound when you are bunged-up?
 - ✓ What do you think of the advice Dan gives Mr Clarkson? Is this likely to ease the pain?
- Look at the funny scene where Dan talks to the skeleton, then mark the statements below **T** (true), **F** (false) or **NT** (not in the text):

Dan gives the skeleton a pat on the shoulder

'No Body' won the skeleton beauty contest.

Dan sticks one of his fingers up the skeleton's nose.

Then he puts a pair of glasses on the skeleton.

He would like to use the skeleton to scare Jason at Halloween.

The skeleton's arms and legs are dangling in the air.

Dan puts on some music and dances around with the skeleton.

The phone rings and Dan drops the skeleton.

- What do you think Dan means when he tells the skeleton that 'they were all in last year's Christmas crackers'? If you are not sure about Christmas crackers, look it up on the internet or ask your teacher.
- Do you know any (English) jokes? If yes, tell it to your partner or the class. If not, why not check the internet and find a few really funny jokes in English?
- INFO: Meanings of the word 'cracker'. The word has actually several meanings. Look at the list below and put a tick to the meanings you know. Then try and write down one sentence for each meaning:

- a biscuit (to eat with cheece)
- a beautiful, sexy-looking girl (slang)
- a really funny joke (which makes you laugh very hard)
- something outstanding (e.g. a cracker of a goal - ein Spitzentor)

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Compound nouns: *nutcracker*

firecracker

Phrasal verb: *to crack (somebody) up* =
(hint: compare 'abbrechen vor Lachen' in German)

to crack up =
(hint: compare 'zusammenkrachen, -brechen' in German)

Idiom: *I'll crack you one* =
(hint: compare 'ich knall' dir eine' in German)

- Who is on the phone? What is the person saying to Dan?
- Roleplay
 - a. Who would like to have a go at playing Dan dancing with the skeleton? Just ask a partner to pretend to be a skeleton (standing there stiffly, arms dangling at his/her side) and act out the scene (greeting, shaking hands, putting finger to nose, moving jaws, dancing, ...). Of course you can use your own words, invent your own movements, make jokes – in short, be a real clown and give your colleagues a good reason to 'crack up' (i.e. make them laugh really hard)!

Scene 6

- Back at Dan’s school, Jason and Kim/Dan are getting ready to take the exam. Read through the text and highlight/underline any words/sentences which tell us that there’s something different about Dan/Kim. Then answer the following questions:

- ✓ What is Jason talking about?
- ✓ Is Kim/Dan interested in what he’s telling her? Say why not!
- ✓ Why does she want to sit down right at the back?
- ✓ How does she deal with Nutter?
- ✓ Kim/Dan expects the test to be quite easy for her. How do we know that she is finding it difficult?

- Look at the next scene (in the gym), again marking any words/statements which show that Kim/Dan is thinking and acting in an adult, often feminine, way. Think about/discuss the following issues:

- ✓ Kim assumes that Dan likes PE. Why is that, do you think?
- ✓ With a partner, think about what type of teacher Mr Hoadley is. The pairs of opposites below will help you to describe his personality and what he might look like!
There might be some adjectives you don’t know. Before you look them up in your dictionary, try to guess what their meaning could be!

<i>strict – lenient</i>	<i>muscular – thin</i>	<i>friendly – hostile</i>
<i>nice – nasty</i>	<i>athletic – delicate</i>	<i>pleasant – unpleasant</i>
<i>quiet – loud</i>	<i>kind – harsh</i>	<i>soft – hard</i>
<i>strong – weak</i>	<i>active – lazy</i>	<i>cruel – tender</i>

- ✓ Which of the adjectives below best describes for *you* the way Kim/Dan talks to Mr Hoadley? Say why you think so.

polite	adult	feminine	respectful	honest	friendly
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- ✓ If Dan had started to feel tired during the workout, do *you* think he would have stopped to have a rest? Why/why not? Talk to a partner. Also discuss what *you* would do in a similar situation.
- ✓ Mr Hoadley tells Kim/Dan that *he* is ‘behaving like a big girl’. How do big girls behave, according to the PE teacher? Look at both, the *girls’* and the *boys’ points of view!* Discuss with a partner, in small groups, or in class!
- ✓ Kim/Dan feels it’s not fair to get detention. Look at the teacher’s answer. Does this sound familiar to you? It’s an answer teenagers often get from adults. How do *you* feel in situations like this? Talk to a partner. The words below might help you:

frustrated – helpless – powerless – angry – aggressive – cheesed off – indifferent – hurt – misunderstood – upset – offended – embarrassed – or

- The third scene at Dan’s school takes place in the school dining hall. This is when Kim/Dan has to deal with Nutter, the bully. As before, read through the text and highlight any references showing us that adult ways of dealing with certain issues is different to that of teenagers.

- ✓ What does Jason think about the way Kim/Dan dealt with Mr Hoadley? Say why.
- ✓ What is a *freaky geek*? Why does Nutter call Dan *geekie*? First try and guess, then check your dictionary. Was your guess right?
- ✓ In the *T-diagram* below, make a list of all things Kim (the adult) handles in a different way than Dan (the teenager) would have. The first example has been done for you.

<i>teenager</i>	<i>adult/parent</i>
e.g. Let's go. Nutter's here. Just ignore him.	e.g. If you must know

- When Kim/Dan talks to Nutter, she doesn't use 'teen-speak' but adult language/style and adult reasoning, i.e. she is handling the situation from a mother's (adult) point of view. Very often the adult way of handling certain situations seems strange to teenagers. Talk to a partner or discuss in class:
 - ✓ Did you expect Kim/Dan to floor Nutter when he attacks her? Why/why not.
 - ✓ Do *you* think Dan or Jason would have dared to provoke Nutter? Say why/why not.
- Roleplay
 - a. With a partner, act out the short scene before and during the exam. If you are playing Kim/Dan, make sure the audience can *see* how difficult you are finding the test!
 - b. If you decide to act out the gym-scene, make it really funny by screaming and shouting like a drill sergeant (Mr Hoadley), and huffing, sweating and moaning (Kim/Dan).
 - c. Playing Kim/Dan in the dining hall-scene, put on your best adult/parent tone of voice and surprise the audience when you trip Nutter up. If you are Nutter, be really aggressive and provocative.

Scene 7

- What happens in Kim's practice? Put the following sentences in order, numbering them from 1-15.
 - Mr Telford demands treatment because Kim hasn't paid the rent.
 - Dan/Kim can't bear to look at Mr Telford and doesn't want to touch him.
 - When he gets up from the sofa, Mr Telford is no longer in pain.
 - Mr Telford seems to enjoy the massage and keeps moaning and groaning.
 - Dan/Kim has no idea what to do and how to treat Mr Telford.
 - He puts on some rubber gloves and starts massaging his patient.
 - Dan/Kim is playing on his Game Boy when there is a knock on the door.
 - Mr Telford wants a massage and takes his trousers off.
 - Dan is happy because his mother will be pleased.
 - Dan's Head Teacher calls and asks 'Kim' to come to the school straight away.
 - Mr Telford has hurt his back, is in pain and can't stand up straight.
 - The massage is getting really rough.

- He is very pleased and tells 'Kim' to take the rent she owes as payment.
- Mr Telford thinks it's the best massage he's ever had.
- He says it's an emergency and he needs treatment urgently.

- As in the previous scenes, Dan/Kim tends to forget he should actually act and behave like his mother. Highlight or circle any references in the text (e.g. when he talks about 'Mum' or 'she', or when he has no idea what to do with Mr Telford).

- With a partner, describe Mr Telford, both physically and the kind of person he seems to be. Talk about it first, then write a short paragraph and/or make a drawing. Share *your* Mr Telford with other pairs or the class. The list of words below might help you:

middle-aged – unpleasant – strange – insistent – simple – selfish – self-pitying – nasty – fussy – bad-tempered – harsh – talkative – forceful – heavy – or

- Mr Telford seems to be a rather 'physical' man. Complete the sentences below:

Mr Telford asks Dan/Kim where and starts
 He his trousers
 and tells Dan/Kim he needs He's lying
 with just and on.

Dan/Kim starts off gently but Mr Telford tells him to
 He's moaning and groaning and seems to

When Dan/Kim tells him that he needs to leave, Telford wants him to
 When he, the pain
 Telford thinks Dan/Kim is

- Roleplay
 - a. If you decide to act out the massage scene, make sure 'Mr Telford' talks a lot, e.g. describing exactly where the pain is, when and how he hurt himself, how it feels, etc. Don't forget to moan and fuss and move slowly, holding your back as if 'in pain'. Try and have a pair of rubber gloves for Dan/Kim. Please be careful, though, and not too rough – you don't want to hurt your acting partner!

Scene 8

- When Dan/Kim arrives, Kim/Dan is waiting outside the Head Teacher's office. Kim/Dan tells him about how she dealt with Nutter. How does he react?
 - He is very grateful and proud that his mother hit the school bully.
 - He wanted her to keep a low profile and now he is worried that the bullying will get worse.
 - He congratulates her and tells all his friends about it.
 - He is very angry with her and apologizes to Nutter.
- With a partner or in small groups, talk about the situation. How would *you* have reacted? Why?

- Look closely at the way Dan/Kim talks to his mother. He sounds rather like a parent talking to a teenager. Example: *I knew I couldn't trust you* Highlight or underline such statements in the text.
- His mother asks Dan/Kim if he was nice to Mr Telford. She is obviously worried about her landlord. Complete the statements below:

Kim is worried about because he is a

Dan is worried about because he is a

- In Mr Simkin's office Dan/Kim is trying very hard to play the worried mother. However, the issues which Mr Simkins wants to discuss are the problems he's trying to deal with, both at home and in school. So most of the time it's himself talking, not Dan/Kim. For Mr Simkins this must be
 - confusing
 - irritating
 - amusing
 - annoying
 - or
- Have a look at the conversation. Are the statements below true or false? Tick 'yes' for true, 'no' for false!

- | | | |
|--|------------------------------|-----------------------------|
| Dan got into a fight with Mark and knocked him unconscious . | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Mr Simkins is not surprised because Dan is a quite naughty boy. | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Dan's father left several years ago. | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Nobody understands how difficult this is for Dan. | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Kim is always in a bad mood, stressed and nagging Dan. | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Mr Simkins is aware that Mark Haddon is a nasty bully. | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| The bullying is so bad Dan doesn't want to go to school anymore. | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| If victims report the bullying, it'll get even worse. | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| The school is quite happy with Dan's behaviour. | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| The teachers think he should be a bit quieter in lessons. | <input type="checkbox"/> yes | <input type="checkbox"/> no |

- Imagine you were a fly on the wall on Parents' Evening. How would *you* feel if you overheard a teacher praising or criticizing you? Choose three adjectives each from the lists below and say why:

<i>Praise</i>	<i>Criticism</i>
proud happy motivated grateful indifferent pleased joyful	angry disappointed indifferent furious revengeful hurt demotivated

- Why does Mr Simkins think Dan's mother is 'a bizarre woman'? What does the word 'bizarre' mean?

Look it up in your dictionary or the internet:

- How does Dan describe the meeting with Mr Simkins to Kim? True or false:

Mr Simkins was really angry.	<i>T</i>	<i>F</i>
They were going to expel Dan/Kim from school.	<i>T</i>	<i>F</i>
Dan/Kim talked Mr Simkins out of it.	<i>T</i>	<i>F</i>
Mr Simkins wants to see Kim/Dan now.	<i>T</i>	<i>F</i>
Mr Simkins can be very strict.	<i>T</i>	<i>F</i>

- Roleplay
 - a. Here is your chance to slip into the role of your teacher or Headmaster! Act out a dialogue/ conversation between a parent and a teacher. With a partner, take a few minutes beforehand to agree on your story: either follow the playscript, or make up your own dialogue (this could be either praise or criticism, or both).

Scene 9

Just before Kim/Dan goes into the Head Teacher’s office, she asks Dan/Kim to go back to the practice to check the phone. Complete the paragraph below. When he gets there

.... there are on the answer phone.

Dan not to look at them now but to

..... . He gets out his

..... when there is a knock at the door. It is

with and a on his face.

He has also brought and wants to seduce Kim/Dan. He tells her that rent if they could be ‘friends’ and he could ‘visit’ her from time to time. He tries to cardigan, and when he doesn’t stop, Dan/Kim Telford is

..... and is going to

- How do you feel about this scene? Choose one of the options below and say why:
 - I think it's hilariously funny because
 - It puts me off because
 - What a horrible man
 - If it had been Kim (adult woman), she would have handled it better because
 - No big deal
- Mr Telford doesn’t want ‘to take no for an answer’. Try and explain the phrase. If you need help, check your dictionary.

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- Do you think that ‘a bunch of flowers’, ‘a silly grin on his face’, ‘a bottle of wine’ and some compliments

is really enough to seduce a woman you hardly know? Have a chat with a partner or in class.

- Here are some of Mr Telford's statements. Have a look at them:

*Don't you want to finish me off?
Oh, we are not in any hurry, are we?
What a tease you are!
... if we became friends we could forget about little things like the rent.
Let's get to the serious business.
Closer, closer.
..... it feels very hot in here. Why don't you let me help you take off*
*Now don't be like that.
.....you know you like me really.*

He is obviously only interested in a physical relationship. What does that tell you about his attitude towards women? This issue could also be discussed in your German or Religion classes.

Scene 10

- Now we are back in Kim's and Dan's home. Dan/Kim is making tea when Kim/Dan gets back from school. Dan/Kim is still the parent (asking how school was, offering a cup of tea) and Kim/Dan still the teenager (the horrible PE teacher, the usual '*I'm very disappointed in you*' rubbish). Look at the text and mark the line when they go back to their real selves. Read through the scene. What did they find out about each other? Fill in the *T-diagram* below:

<i>Kim</i>	<i>Dan</i>
e.g. Kim was so wrapped up in her own problems she couldn't see that Dan needed help as well	e.g. Dan didn't tell her about the bullying because she had so many problems anyway

- Dan tells Kim about how he 'treated' Mr Telford and how he was trying to seduce him. How does he explain why he kicked Mr Telford and ran away?
- What is the next step for them? The sentences below are all mixed up! Can you put them back into order?

In the films, the characters get to learn something about each others lives.	1
She is an alien and has to get close enough to Dan to sting him.	2
As they are getting into the play, Kim spills her tea over the console	3
There was a thunderstorm and they got an electric shock.	4
They look at themselves and realize they are back in their own bodies.	5
Then they communicate better and understand each other's point of view.	6
They go over last night's events again to find out what was different.	7
Kim suggests to play the game together.	8
In Dan's game, aliens take over the bodies of humans.	9
To change back, they have to create the same conditions.	10
When her tentacle touches him, she can take his human form.	11
They order a pizza to celebrate.	12
Suddenly both of them get an electric shock again.	13
He has to try and stop her from getting him.	14

- How have Dan and Kim changed? Choose the right word/form to complete the following sentences:

Both of them are very *happy/happily* to be back in their own bodies again. Dan feels thirty years *more young/younger*. When Kim *playfully/playingly* pushes him, he tells her that he knows now just how *dead/deadly* she can be. He is also much more *considerable/considerate* now. Kim is going to find *more goodly/better* premises for her *practical/practice*. Dan tells her that all the people he *talked to/told to* on the phone were really *disappointed/appointed* that she couldn't *treat/trick* them. He promises to get a *Sunday/Saturday* job to help with the money.

Cool-Down

- Did you like the play? Why/why not?
- Is there a scene you thought was particulary funny/sad/upsetting? If so, which?
- Did you like the characters? Which character did you like best?
- Was there any character you didn't like at all? Say who/why.
- Did you expect the play to end the way it does? Why? Why not?
- Would you like to suggest a different ending for the play?

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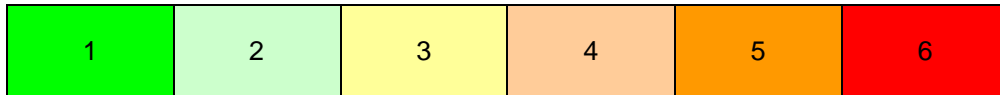
.....

.....

- Did you act out any of the roleplays suggested in this worksheet?

If yes, which one? Did you enjoy it? Was it fun?
If no, why not? Don't you like roleplaying? Was there not enough time?

- Did you find the language in the play easy or difficult to understand? Mark it on the scale below:



- 1 = very easy, didn't need any help
- 2 = easy, and the footnotes helped
- 3 = I understood most of it but not every word/sentence
- 4 = I understood what the play is about but needed to ask quite often
- 5 = I needed a lot of help from my teacher/colleagues
- 6 = too difficult – I didn't understand much and wasn't really interested

Teaching notes

Body swap

In the **INFO on p.3** I have tried to summarize the main features of the so-called **body swap** films in a simple, straightforward way. If you are interested in investigating this genre further, look in Wikipedia (plenty of links). There are also numerous websites (just putting the term into Goggle will yield thousands of entries) and, of course, detailed sites to go with various films. Occasionally students are asked to do some research on the internet; I have suggested, though, to look for information on German language sites, because looking at English language sites might raise more questions than it answers.

Topic words: Gaming

There are some 'new' words (slang terms in internet-based video game culture) which you might not be able to find in a Student's Dictionary (or any dictionary, for that matter). Again I have tried to provide easy, simple explanations (**p.5,6**). For more detailed explanations or etymologies please refer to Wikipedia and Google.

Vocabulary

On **p. 7** there is an example for **extended vocabulary work**: based on the word '*cracker*' I have tried to show your students just how much 'lexical competence' can be triggered off by one single word in a 20-page play. If you like this kind of activity, encourage and support your students (as suggested in most textbooks) to draw up word networks with personalized sample sentences to build up and extend their own range of vocabulary.

Roleplays

In the *Workout section*, at the end of each scene, I have suggested a few roleplay activities. These roleplays also lend themselves for *differentiation* purposes (e.g. weaker students can just follow the script, better students might want to invent their own dialogues, and more advanced learners may well design their own parallel/different story). Roleplays based on scene 9 ('seduction') have been deliberately omitted. It is up to your discretion to get students to act the scene out.

Competences and Skills

Formats like *True/False*, *sequencing* activities (put into the right order), *Multiple Choice*, and choosing the correct form have been used repeatedly but not exclusively. There are also comprehension and *gap-fill* tasks, and plenty of vocabulary work (collocations, nuances in meaning, etc.). Partner tasks, group activities and roleplays offer enough opportunity to practice *spoken production* and *spoken interaction*. Sometimes students are encouraged to *write* short paragraphs. As the exploitation strategies in this worksheet are based on reading and working through the text, *text skills and reading strategies* are central. Watching the play being performed, your students will have to activate their *listening strategies and skills*.