

The setting of the play ...

6. Where is the play set?
7. What can you study at a *School of Performing Arts*? Is it like Grammar School or Business/Technical College? Are there similar schools in Austria? If yes, find an example or two.
8. Read through the stage directions. In small groups, visualise the location and make a sketch. Compare your design with other groups. What is similar, what is different?
9. *The change of character is by attitude rather than by costume change.* What exactly does this mean? How does it work? Work with a partner or discuss the issue in class.
10. Why, do you think, should the music be live? What does the author want to achieve?

Work-Out

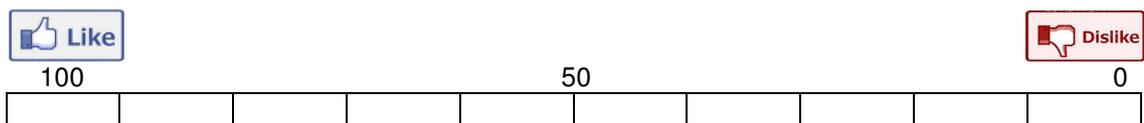
Scene 1

1. How does the play open? What kind of/which song are the characters performing, do you imagine? Say why and discuss your choice with your colleagues.
2. How does Emma describe herself? Look at the statements below and underline/highlight the ones you think are correct. Now look at sentences you haven't marked. What is wrong with them?
 - a. Emma Woodhouse is seventeen years old and very ambitious and capable.
 - b. Her dad is a successful businessman and earns lots of money.
 - c. He's been telling Emma for years that she's good at whatever she does.
 - d. She would like a boyfriend now but her dad feels she should wait.
 - e. A boyfriend would distract her from her career at this stage.
 - f. She is in her second year at Hollyhills.

3. Work with a partner or in small groups. Look at Emma's introduction again. From the list below, choose three adjectives/phrases which, in your opinion, best describe Emma's attitude/tone. Say why you think so. Compare with other pairs or groups. Do you all agree? Why/why not?

cool – casual – vain – arrogant – honest – self-confident – convinced of her qualities – superficial – capable – ambitious – talented – realistic – conceited – self-obsessed – goal-oriented – obedient – self-centred – mature – organised – or what?

4. First, Emma introduces Elton and Marty. With a partner, look at the short exchanges in the text. What is her attitude towards them? How '*popular*' are they with Emma? Put an '*E*' for Elton and an '*M*' for Marty in the (for you) appropriate section of the 'like-scale' below! Then compare with other pairs, or the class. Do you all agree?



5. After introducing Amy, her *BFF*, Emma makes sure we know that she is the most popular girl in the school. She didn't mention it in her introduction before. Why, do you think, is she telling us now? Discuss this issue in class.
6. True or false? Read through the text, then circle the correct letter next to the sentences below.

Amy wants to tell Emma about everything she got up to in the summer.	T	F
She was in Italy and met Santos, a very good-looking waiter.	T	F
She has a photograph on her mobile and talks to him on Skype every day.	T	F
Amy's mother doesn't think it's a good idea to date a waiter.	T	F
Amy knows Emma likes match-making and is very good at it.	T	F
Emma doesn't want anybody or anything to interfere with her career.	T	F
One of the new girls has a nice laugh and dresses very alternatively .	T	F
Emma likes her and has decided to make friends with her.	T	F
She wants to help her look sexy and find a hot boyfriend.	T	F
Emma brought together two teachers – they are getting married now.	T	F
She delivered love letters and forged text messages.	T	F
Amy is not sure why Emma wants to bother with the new girl.	T	F

7. Elton wants Emma to sing a duet with him at the *end-of-the-week* concert and suggests a James Morrison song. Look at the statements below and choose two which feel right for you. If none of them apply, write your suggestion on the dotted line. Compare with a partner or discuss in class.

- The James Morrison song is his favourite and he would like to share it with Emma.
- He he's asked Amy which song Emma particularly likes so he can impress her.
- Maybe he thinks some of Emma's success might rub off on him.
- He wants to be her boyfriend and singing is the only way he can get through to her.
- It's not the duet he's interested in, he wants an affair with her.
- A joint performance would be an ideal opportunity to start a relationship.
-

8. Do you know *Broken Strings* by James Morrison? Do you like it? Listen to a recording or watch the video clip on YouTube, then work through the following tasks:

- ◆ Apparently the song is a duet. Who are the artists? Where are they from?
- ◆ Look at their discographies and find at least three well-known songs each. Compare with your colleagues! How many different tracks did you come up with?
- ◆ Download the lyrics from the internet and have a look at the text. Work with a partner or in small groups. What is the song all about?
- ◆ What kind of feelings does the song evoke in you? Jot down at least three adjectives to describe what the song makes you feel. Then find a partner and explain to him/her why it makes you feel this way.

9. Jacob has apparently been waiting for Emma to give her a lift in his car. As a first impression, how would you describe the relationship between them? Choose one of the options below and say why!

- | | |
|-------------------------------------|---|
| a. they are like brother and sister | c. he's a very important person in her life |
| b. she simply takes him for granted | d. he feels responsible for her |

10. Are Jacob and Elton friends, do you think? Why/why not?

Scene 2

1. Put the following sentences into the right order, numbering them 1-12.

- | | |
|---|-------|
| Emma hasn't mentioned Harriet to Jacob before. | |
| She tells him she's planning to bring Elton and Harriet together. | |

Lots of girls are after Elton because he is good-looking and fit.

Then she's going to get out of it and arrange for Harriet to sing with him.

Emma hasn't even spoken to Harriet yet.

Jacob thinks Elton is a creep and doesn't like Emma to hang around with him.

First Emma is going to agree to a duet with Elton.

The loud rock music in the car is giving Emma a headache.

He watched Elton pose in front of the dressing room mirror.

Jacob tells Emma she should stop interfering in other people's lives.

She wants to know why Jacob was so unfriendly to Elton.

Emma tells Jacob that Elton has asked her to sing a duet with him.

2. Check your answer to question 9/Scene 1. Did you get it right? Well done!

3. What does Jacob really think of Elton, and why?

- With a partner, scan the text for words/phrases referring to Elton's appearance/character and underline them. Are they positive or negative?
- From what you know about him so far, does Elton strike you as self-obsessed? Why/why not?
- Jacob clearly dislikes Elton. Why is that, do you think?

- ❖ Jacob is angry because girls prefer Elton to him
- ❖ Jacob is worried that Emma might fall for Elton and get hurt
- ❖ Jacob is jealous of Elton's looks
- ❖ Jacob is jealous because he's in love with Emma himself

4. Jacob, Emma and Amy use different words to refer to Emma's matchmaking. Who said what? Look at the words/phrases below and match them with the right person. The first one has been done for you.

project	
match-making magic	Emma
interfering into other people's lives	
sorting out other people's love lives	
challenge	Jacob
schemes	
distractions	
getting people together	Amy
plan	

5. Emma's plan is to agree to a duet with Elton first but then to *cry off and get him to sing with Harriet*. How do you feel about this? Look at the statements below and discuss them with a partner. Which one(s) do you agree with, and why?

- It's really unfair on both, Elton and Harriet! Emma is very immature!
- Emma should sort her own (love) life out, rather than other people's!
- Elton and Harriet should be grateful that Emma is trying to get them together.
- Emma apparently thinks she is doing them a favour - rather arrogant of her!
- She's only 17 and acts so very superior. She should come off her high horse!

6. Do you think Jacob is right to tell Emma to *stop interfering in other people's lives*? From the statements below, choose the one you feel is most appropriate. If you don't agree with any of them, write down your own ideas on the dotted lines.

- Yes, he's obviously more mature and sees through her *Read through the* .
- No, as long as it doesn't concern him, it's none of his business what she does.
- He probably means well but she is right to tell him he is *middle-aged!*
- As they have known each other for a long time, she's more likely to listen to him.

➤

.....

Scene 3

1. Read through the conversation between Emma and Harriet. Then look at the sentences below. Are they **T**(rue), **F**(alse) or **N**(ot in the text)?

- | | |
|---|---|
| Harriet has just started her vocal warm-up. | <input type="checkbox"/> T <input type="checkbox"/> F <input type="checkbox"/> N |
| Emma compliments her on her singing. | <input type="checkbox"/> T <input type="checkbox"/> F <input type="checkbox"/> N |
| Harriet doesn't know who Emma is or what she does. | <input type="checkbox"/> T <input type="checkbox"/> F <input type="checkbox"/> N |
| Emma has heard Harriet sing on her audition day. | <input type="checkbox"/> T <input type="checkbox"/> F <input type="checkbox"/> N |
| Harriet wants to go and drops her music (sheets). | <input type="checkbox"/> T <input type="checkbox"/> F <input type="checkbox"/> N |
| Emma helps her pick up the sheets and knocks over the music stand. | <input type="checkbox"/> T <input type="checkbox"/> F <input type="checkbox"/> N |
| They talk about life at the school and both think it's very exciting. | <input type="checkbox"/> T <input type="checkbox"/> F <input type="checkbox"/> N |
| Harriet is nervous because she is not so self-confident. | <input type="checkbox"/> T <input type="checkbox"/> F <input type="checkbox"/> N |
| Emma tells Harriet to make sure she's seen with the right people. | <input type="checkbox"/> T <input type="checkbox"/> F <input type="checkbox"/> N |
| Harriet likes Marty because he's funny and tells stupid jokes. | <input type="checkbox"/> T <input type="checkbox"/> F <input type="checkbox"/> N |
| Emma warns Harriet about Marty because he is dangerous. | <input type="checkbox"/> T <input type="checkbox"/> F <input type="checkbox"/> N |
| In order to be part of Emma's clique Harriet has to ignore Marty. | <input type="checkbox"/> T <input type="checkbox"/> F <input type="checkbox"/> N |
| Emma's plan has to succeed because Harriet likes it. | <input type="checkbox"/> T <input type="checkbox"/> F <input type="checkbox"/> N |
| Emma likes Jacob but thinks he is too patronizing. | <input type="checkbox"/> T <input type="checkbox"/> F <input type="checkbox"/> N |

2. Why, do you feel, is Harriet so nervous when Emma starts talking to her? Choose one of the statements below and tell a partner why you think so. Do you agree? Why/why not?

- Harriet thinks it's awesome that the star of the school (=Emma) is talking to her.
- Harriet is a nervous type of girl who frightens very easily.
- Harriet hasn't quite settled in and has to get used to everything/-body.
- Harriet is embarrassed because she is so clumsy and awkward.

3. Imagine you are in Harriet's situation: a very popular colleague invites you to join her group of friends – under certain conditions! Look at the questions below and discuss the issue in pairs or small groups.

- ✓ What, according to Emma, are the advantages of *hanging out with* her?
- ✓ Harriet quite likes Marty. Why shouldn't she *be seen having anything to do with him*?
- ✓ Do you think Harriet should go round to Emma's house?

4. Emma tells us that *the stakes have risen*. Have you heard this phrase before? If no, go to Task a. If yes, continue with Task b.

- a. Look up the phrase in your (online) dictionary. What is the meaning?
- b. In which context does the phrase usually appear?

5. Jacob knows about Emma’s plan – which makes her apparently even more determined to succeed. If you had the opportunity, what would you tell Emma? Choose one of the options below and say why!

- Stop playing games with other people and grow up!
- It’s not going to be easy to change Harriet but you can do it! Go ahead!
- You nasty little bitch!
- Mind your own business and leave Harriet and Marty alone!
- Now you can show Jason how boring and patronising he is!
-

Scene 4

1. What do we know about the characters so far? Who likes/dislikes whom? Put the appropriate icons in the grid below. One example has been done for you.

☺ =like ☹ =dislike 😐 =not sure/don't know

	Emma likes/dislikes	Jacob likes/dislikes	Harriet likes/dislikes	Elton likes/dislikes	Marty likes/dislikes
Emma					
Jacob					
Harriet					
Elton		☹			
Marty					

2. Harriet visits Emma at her house and is very impressed by the size of it. Look at Emma’s response:

Oh, do you think it is? Doesn’t seem big to me - I mean there is only six bedrooms and four bathrooms, but I suppose I’m used to it.

Which of the following words/phrases best describe Emma’s attitude? With a partner, agree on two which you feel are most appropriate. Talk to other pairs. What do they think?

casual – playing it down – showing her superiority – proud – making Harriet feel inferior – taking it for granted – arrogant – pleased – unaware – indifferent – used to it – ... or what?

3. Emma is trying to tell Harriet that *she is not making the best of herself*. With a partner or in small groups, consider the following issues:

- How do you feel about the way she goes about it? What, if anything, could she do in a different way? How?
- What do you think of Emma’s offer to give Harriet some clothes she herself doesn’t wear anymore?
- Harriet is not so unhappy with her appearance. How is Emma trying to get her round to her way of thinking? Is this fair?
- Do you think a change of clothes/style is enough to *fit in, to be accepted*? Why/why not?
- Which other characters in the play seem to be very focussed on clothes, style, being ‘fit’ – i.e. looks in general? Underline all respective references you can find in the text.

Scene 5

1. Match the sentences below with the corresponding name(s). The first one has been done for you!

Emma

Jason

Harriet

Elton

... has to stop practising because ... needs the room.

... has apparently lost her voice and cannot sing today.

... asks if they can sing together next Friday.

... feels uncomfortable in her new clothes.

... thinks Harriet looks beautiful.

... wants to know why Emma is whispering.

... and ... don't think this is such a good idea.

... discovers that Emma's voice is getting better.

2. Emma is very manipulative and blithely ignores other characters' feelings and wishes. Looking at the text again, do you think this is ...

- ✓ really unpleasant and irritating
- ✓ hilariously funny
- ✓ self-centred and disrespectful
- ✓ to everybody's advantage

3. Neither Elton nor Harriet are really pleased being manipulated - which doesn't stop Emma, however.

- a. Elton is disappointed and not interested in Harriet. Underline or highlight all references in the text. What happens when he's leaving?
- b. Using a different colour, underline/highlight Harriet's misgivings. How does she feel about Elton by the end of Scene 5?

4. Imagine you are either Harriet or Elton. How would you feel being (ab)used like that? Discuss in class.

Scene 6

1. Have a look at Scene 6. Skim through the text quickly. Then, without looking at the text again, complete the following multiple choice tasks:

Why does Emma not want Harriet to dance with Marty?

- a. she doesn't like Marty
- b. she is jealous because she wants to dance with Marty herself
- c. she wants Harriet to have a good time with other boys
- d. she knows Marty is in love with her

Emma is talking to Harriet ...

- a. like a teacher to a student
- b. like a girl to her best friend
- c. like parents to their disobedient children
- d. like a therapist to her client

Frankie is at the party because ...

- a. Geoff and Cassie got married and have invited him
- b. he's heard about Emma and wanted to meet her
- c. he wants to offer Emma a part in a Westend production
- d. he's been to Hollyhills himself and wanted to visit some old friends

Harriet faints and Frankie looks after her. When Marty asks Emma what happened, she ...

- a. informs that Harriet's been taken ill
- b. tells him that Harriet's too good for him
- c. complains that Harriet just pretended to faint in order to spoil Emma's fun
- d. tells him Harriet thinks he's a moron and he should leave her alone

When she asks Elton to call a taxi, he offers to share it because...

- a. he wants to make sure Harriet got home safely
- b. he wants to be alone with Emma
- c. he doesn't want Emma to go home with Frankie
- d. he wants to invite Emma for a drink in a nice bar

2. Emma tells us that she's *really got to keep an eye on that girl* (=Harriet). Why is that, do you think? What does she mean?

3. When Frankie catches Emma looking at him and is coming over to her, how would you describe Emma's reaction? Look at the words/phrases below and circle the two you think are most appropriate:

breathless – casual – nervous – excited – confused – annoyed – flustered – curious – surprised – worried – flattered – pursued – honoured – embarrassed – confident – hopeful – ... or what?

4. How do you feel about the way Emma talks to Marty? Do you think this is right/fair? Talk to a partner and/or discuss in class.

Scene 7

1. During the taxi ride, Elton is trying to get close to Emma and kiss her. First look at the text again, then read through the statements below. Tick or put a cross next to the one you agree with most. Then get together in small groups, discuss the suggested statements, as well as other possible options, come up with a group result and write it down on the dotted line. Compare with other groups!

- ◆ Typical – just because all the girls are after him, he thinks he's God's gift to women – and that it's enough to tell a girl she's beautiful and she'll fall straight into his arms!
- ◆ Well, what did Emma expect? She knew he wanted her and she's been stringing him along, promising to sing a duet with him, then crying off/telling silly lies ...
- ◆ They are quite similar in as they only think about themselves. Emma was only nice to him because she wanted her plan to succeed; Elton has an oversized ego and thought it was all about him.
- ◆
- ◆
- ◆

2. Look at Emma's reaction to Elton calling Harriet a *clumsy geek*! Look at the options below and choose the one you think is most appropriate and say why!

- a. Emma is really shocked about Elton's insulting remark.
- b. She pretends to be shocked – but deep down she agrees with him.
- c. She realizes for the first time that Jacob is right about Elton's character.
- d. She is put off by Elton's attitude – but even more so that her plans have been messed up.

Scene 8

1. It's time for Emma to admit failure – to Harriet, Jacob ... and herself? Look at the dialogue with Harriet and discuss the following issues with a partner:
 - Do you think this is an awkward and embarrassing situation? If yes, how so? If no, why?
 - How do you feel about the way Emma is handling it? Is it hard for her to admit that she's been wrong? (Tip: *a bit wrong* – *completely wrong*)
 - What, if anything, could/would you have done differently?
 - Harriet runs off crying. Is she **a.** really upset **b.** jealous **c.** confused **d.** ... or what?

2. Now Emma has to confess to Jacob that he's been right all along. It's only a very short exchange. With your partner, consider the issues below:
 - Jacob says he's *not going to gloat*. With the help of a dictionary, find a synonymous expression (=an expression with a similar meaning) and write it on the line below:

 - What do you think of Emma's response? Is she
 a. grateful b. aggressive c. indifferent d. frightened ?
 - What, do you think, makes Emma more angry: the fact that Jacob was right, or the fact that he feels sorry for Harriet (and not for Emma, because her plan failed?). Say why!

3. You have probably come across similar exchanges before. In which situations or scenarios – i.e. who might be talking to whom (who is reprimanding, who is being reprimanded)?
 - parents (father/mother) and child/teenager
 - brother and sister
 - man and woman or husband and wife
 - teacher and student
 - best friends
 - other

4. Think about a situation when you had to admit that you've made a mistake or were wrong about someone/-thing.
 - a. On a piece of paper, briefly outline the situation and the person(s) involved. Then write a short dialogue similar to the ones you've just read/talked about. Finish off by reflecting on your feelings (anger? guilt? relief?).
 - b. Roleplay: Find a partner and compare your notes. Then act out your dialogues, making it very realistic (i.e. voice, gestures, expressing your feelings).

5. Right or wrong? Tick the respective boxes below.

Emma's only consolation is her best friend, Amy.	<input type="checkbox"/> yes	<input type="checkbox"/> no
Frankie calls Emma and invites her to a shopping trip.	<input type="checkbox"/> yes	<input type="checkbox"/> no
Emma is delighted that Frankie has a good dress sense.	<input type="checkbox"/> yes	<input type="checkbox"/> no
Frankie is older and knows a lot about films and musicals.	<input type="checkbox"/> yes	<input type="checkbox"/> no
Amy loves to listen to his stories about life on Broadway.	<input type="checkbox"/> yes	<input type="checkbox"/> no
Although they've only just met, Emma has fallen in love with him.	<input type="checkbox"/> yes	<input type="checkbox"/> no
Amy wants to know if they have made love already.	<input type="checkbox"/> yes	<input type="checkbox"/> no
Emma's dad invites Frankie for dinner on Friday.	<input type="checkbox"/> yes	<input type="checkbox"/> no

Scene 9

1. It's Friday – duet time for Elton and Harriet. First read through the stage directions. Describe the atmosphere in the School Theatre. Is it

unpleasant – awkward – embarrassing – uncomfortable – uneasy – weird – aggressive – angry – difficult – disturbed – provoking – irritating - ... or what?

2. How do you feel the way Elton just walks out, leaving Harriet alone on the stage? Look at the statements below. Do you agree with any of them? If yes, which? If not, what do you think? Say why!

- In a way, it's understandable! Elton is angry because he wanted to perform with Emma, and she didn't respond to his advances in the taxi. Both of them were manipulated by Emma.
- Elton might be angry about not getting anywhere with Emma, but that doesn't give him the right to be nasty to Harriet. His aggression should be directed against Emma.
- Emma should feel really guilty and stand up for Harriet – after all, she kept convincing Harriet that Elton is interested in her.
- They all are working towards a career 'in the limelight' – there's going to be a lot of competition and nastiness around (media, paparazzi). If Harriet keeps apologizing and bursting into tears, maybe she should rethink her career plans!
- Harriet should have followed her gut feeling! She wasn't happy with the change of style, she knew Elton wasn't interested in her, and she should just have enjoyed having fun with Marty – and told Emma to stuff it!
-
-

3. Jacob finishes the song with Harriet – and saves the day! Even Emma is impressed! Why did he do it, do you think? Talk to a partner or discuss in class!

4. Jacob's mum invites her to dinner on Saturday (her dad is away, remember!). Emma tells him about Frankie and is quite irritated by his reaction. Does he know something she doesn't? What could that be? Can you guess?

Scene 10

1. As arranged, Frankie turns up at Emma's house at 7:30 pm sharp. Look at the sentences below and circle either **T** for True or **F** for False!

Frankie brings along chocolate, biscuits and home-made meat pies.	T	F
His favourite movies are Brokeback Mountain and Star Wars.	T	F
He compliments Emma on her lovely home.	T	F
Emma chooses Brokeback Mountain because she's seen it 17 times.	T	F
Frankie thinks Jake Gyllenhaal is a great actor.	T	F
Watching the film, Emma is trying to get closer to Frankie.	T	F
Frankie's new aftershave is by Yves St Laurent and smells nice.	T	F
He tells Emma that he works out regularly in the fitness centre.	T	F
During the film he gets quite emotional and pushes Emma away.	T	F
Emma starts unbuttoning her top because she feels hot.	T	F

Frankie tells her he loves watching films with his boyfriend Stefan. **T** **F**

He invites Emma to come and visit them in London. **T** **F**

2. Check your guesses in question 4, Scene 9. Did you guess correctly?
3. Frankie is quite impressed by Emma's home. Which of the other characters have visited her there? When? Find the respective passage in the text and compare the two. Are they similar or different?
4. Have another look at the list of words/phrases describing Emma's attitude towards her elegant home (Worksheet, p. 6). Would you choose the same words now, or not? If not, which? Say why!
5. Emma tells Frankie that *an average four-year-old's got more design sense than my Dad*. What, if anything, does this statement tell us about her attitude towards her Dad?
6. Take another look at the 'seduction scene'. Do you think it is
 - a. very romantic
 - b. totally ridiculous
 - c. really funny
 - d. dead boring
 - e.
7. Roleplay time! Act out the scene in class. Prepare a nice, cosy setting (i.e. put together chairs for a sofa, etc.). Get together in pairs and discuss how you are going to set the scene up. You can either follow the script or create your own dialogues and personae. Decide on the outcome: is there going to be a 'happy ever after' couple, two disappointed people, or ... what else? There could also be a third (or even more) person(s) involved (e.g. Emma's Dad comes turns up ...). Make it as realistic/funny/dramatic as possible. Video the performances or take photographs (perhaps for a poster presentation). When all performances are finished, do a class vote! Do not base your vote on the individual acting/role-playing abilities only but take into consideration the most original storyline/script/ending.

Scene 11

1. Harriet is telling Emma that she is over Elton. Have a look at the gapped text below and fill in the blanks to complete the text:

Emma is quite surprised to hear that Harriet

Harriet tells her that she Elton's things because she's

..... Emma first thinks it's, then

Harriet confesses that it's and that she is sure

..... because he keeps

Emma doesn't like this and Harriet

is very and runs She thinks

Emma is really and just

2. Compare this exchange between Emma and Harriet with the previous one(s). Are they similar or different? If you think they are different, make notes in the grid below. The following bullet points will help you. Then find a partner and discuss your results!

- Who addresses whom (first)?
- General atmosphere coming across – has it changed?
- Emma (first amiable, persuasive; now ?)
- Harriet (first quiet, complying; now?)

	<i>Emma</i>	<i>Harriet</i>
first contact	Emma starts talking to Harriet	Harriet starts talking to Emma
Scene 3/4		
Scene 5/6		
Scene 8/9		
Scene 11		

3. Harriet is upset and tells Emma that she's *just jealous*. Look at the text and underline/highlight all words/phrases referring to Emma's relationship with Jacob. Now compare with a partner: same or different? Say why! What does Emma realize all of a sudden?

4. Jacob enters and sees that Emma is upset. The sentences below are all mixed up! Put them back into order (draw lines). Careful – one sentence does not fit in! The first one has been done for you!

- | | |
|--|----|
| She wanted to bring Harriet and Elton together but he made a pass at her. | 1 |
| Jacob confesses that he's fallen in love with Emma . | 2 |
| Emma is so happy she can't wait to tell Harriet about Jacob. | 3 |
| Emma wants to leave but Jacob asks her what happened. | 4 |
| Harriet fancying Jacob has made Emma realize how she feels about Jacob. | 5 |
| She tells Jacob that Harriet thinks she's in love with him – and he with her. | 6 |
| They are now dating and Emma' even started to like his rock music. | 7 |
| Jacob is suspicious that this is another of Emma's matchmaking projects. | 8 |
| He cares for her so much that sometimes he is a bit patronising and <i>middle-aged</i> . | 9 |
| Jacob wants to take Emma out on a date in the evening. | 10 |
| Emma thinks he is looking for Harriet. | 11 |
| Emma knows she's that she's got things really wrong about Frankie. | 12 |

5. Has Emma changed in the course of the play, do you think? If yes, how? From the list below, pick out two words which, for you, describe her appropriately now. Then compare with activity 3/Scene 1 (page 2).

insecure – guilty – disappointed – confused – disbelieving – embarrassed – stupid – sad – doubtful – afraid – nervous – angry – disturbed – down – bewildered – irritated – ... or what?

6. Expressing one's feelings for another person can be quite difficult – especially in a situation when one is not really sure if the other person feels the same way. Jacob seems more confident than Emma. Why is that, do you think? Talk to a partner.

7. Imagine you care for someone very much and want to tell him/her. How would you go about it? Either choose one of the options below or write down your 'action plan' on the lines provided.

- I'd invite him/her to a romantic candlelight dinner and try to assess the situation.
- Probably best to send a text – and see what happens.
- I'll post it on Facebook or twitter it!
- In the disco/at a clubbing – if it doesn't work out, there are at least lots of people to talk to!
- Send an old-fashioned (hand-written) letter.
- First go for a walk, then stop at McDonalds or a café, and then just put my cards on the table.
- Arrange for a study/revision session at home, then watch a video ... !

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8. How does the play end? Complete the sentences below!

Marty and Harriet He
..... and thinks Harriet has Elton
.....with Amy. She says she's but she
still wants to in summer. They are going to
..... . Jacob and Emma
on the *Grease* tour. They made and met
..... . Emma with Jacob and has stopped

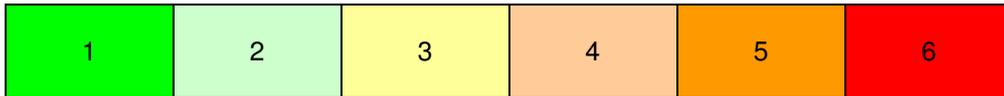
Cool-Down

1. What do you think? Answer the following questions. Either work with a partner or in small groups. Alternatively, write down your answers on a piece of paper.

- Did you like the play? Say why/why not?
- Is there a scene you thought was particularly funny/sad/upsetting? If so, which?
- Did you like the characters? Which character did you like best?
- Was there a character you didn't like at all? Who? Why?
- Which character(s) can you most easily identify with? Why?
- Did you expect the play to end the way it did? Why? Why not?
- If not – what kind of ending would you have expected/hoped for?
- Would you like to suggest a different ending for the play?

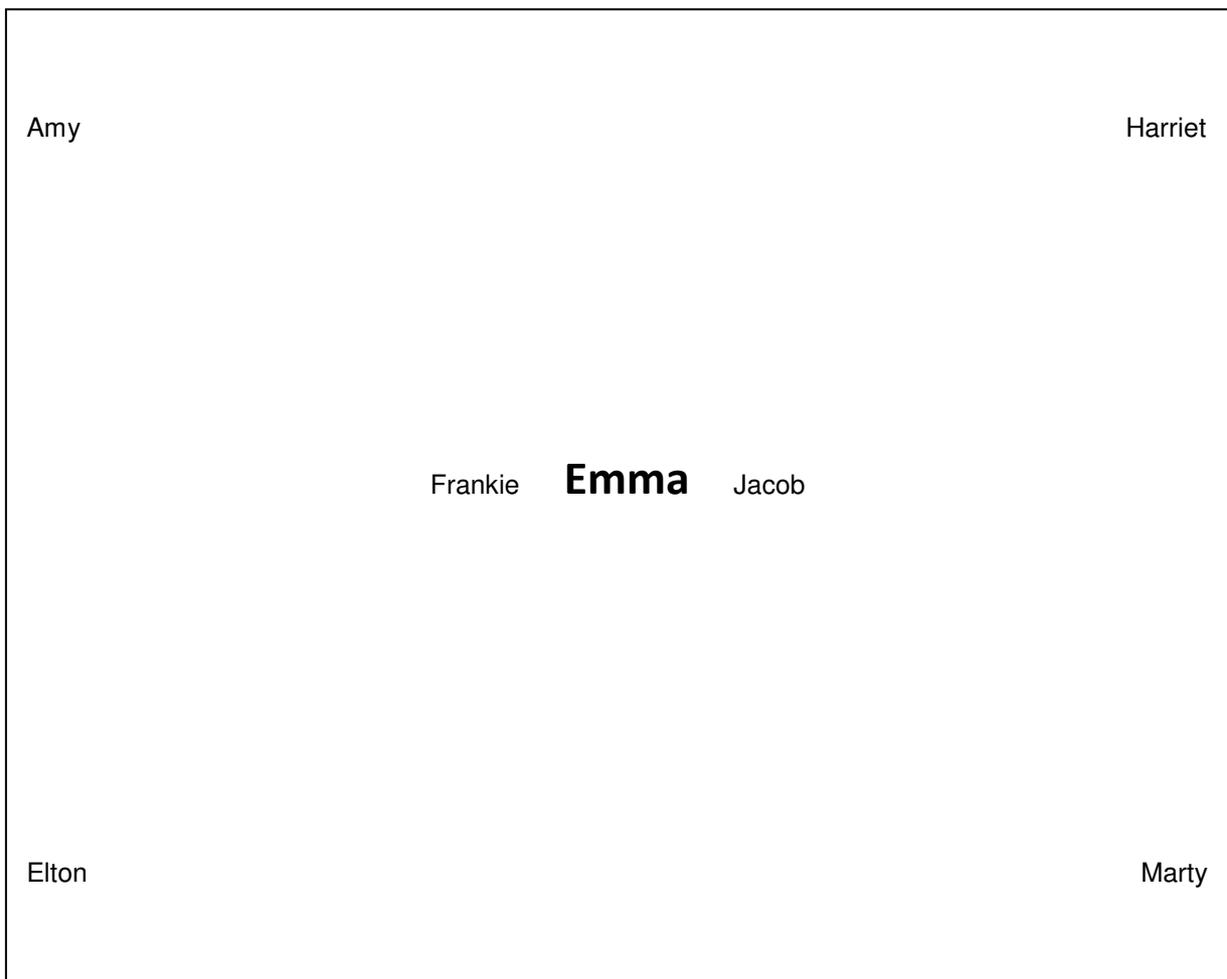
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- By the end of the play there are three couples: Jacob and Emma, Marty and Harriet, and Elton and Amy. With a partner or in small groups, choose one of the three and speculate how their story might continue.
 - Did you get drawn into the action easily? Why/why not?
 - What do *you* feel the message of the play is?
 - Did you find the language 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

2. Having worked through the play, you may want to look on how the characters relate to each other. Some characters undergo changes, others don't. In groups, take a big sheet of paper and draw up a 'character network'. Indicate any connections/differences, and reflect on the nature of these connections. Use different colours for each of the characters to visualize the relationships between them. When you have finished, each group presents their results to the class. A class discussion may follow as a round-up.



Notes for Teachers

- **This worksheet ...**

... is a **collection of activities and strategies** to support students – and teachers – working through this play. Obviously it's a question of teaching time available just how much you will be able to work at/with the play. This worksheet is **by no means exhaustive or complete**. It's entirely up to you to decide what to use and what to leave out, so please **feel free to be selective**.

The idea is to **put students on the right track**, to gently guide them towards going beyond the surface, without going too much into detail or demanding too much. The idea is for students to get some **feeling of what one can get out of a text**, and **how** (text skills = core **competence**). One main vehicle to do that is **vocabulary work**, offering synonyms and antonyms, **rephrasing sentences** with **True/False** options, or **offering multiple choice tasks**.

Multilevel-tasks which lend themselves to **differentiation and individualisation**, as well as giving **your students** the opportunity to practice **self-directed learning and learner autonomy** by offering different **activities to choose from**.

- **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**.

- **Act it out! ...**

... A few scenes in the play lend themselves to (parallel/free) roleplay activities. For **linguistic/kinesthetic/interpersonal** students who like acting, this will be very entertaining. Students can and should be as **creative** as possible. These roleplays are also quite useful for **differentiation** purposes (e.g. weaker students can just follow the script, better students may actually invent their own dialogues, and more advanced learners may well design their own parallel/different/opposite stories).

- **Vocabulary development ...**

... There is plenty of vocabulary work to encourage and support your students to **build up and extend** their **vocabulary**, focusing on nuances of meaning, collocation, register, synonyms, etc. They can practice **dictionary skills**, or (as suggested in most textbooks) draw up **word networks** with **personalized sample sentences** to extend their own range of vocabulary.