

THE MAKEOVER

A worksheet to accompany
Vienna's English Theatre's 2024/2025 touring production
by Helena Hirsch

Pre-reading/viewing Warm-Up

For making notes, or do any of the writing tasks that you'll be asked to do in the course of working through the play, use A4 sheets or set up a word doc ('**play file**' = **PF**). **Bonus Tasks** are tasks that usually involve online research. Sometimes there are two or more, so you have a choice. Kudos to you (Hut ab!) if you do all of them!

1. Looking at the title, *The Makeover*, what do you think the play is all about?
 - a. What is a *makeover*? If you are not certain, first ask around if any of your colleagues know. If not, look it up in your dictionary/online.
 - b. From the title only, guess what the story might be about. Note down your thoughts in your **PF**. Then get together in pairs/small groups and compare your ideas. Agree on one and present it to the class.
 - c. ****Voc****: Can you think of any *synonyms* (i.e. words with a similar meaning, which perhaps appear in different contexts) for the word *makeover*? If not, check online and find at least three such words. In your **PF**, write one sentence each, using the synonyms you found.

2. **a.** Look at the cast and the setting of *The Makeover* (p. 5, p. 8 ff). Who are the main characters? Complete the sentences:

..... studied She has just graduated and is starting an internship in a famous designer company. Tom is a student of and is Ali's He shares a flat with who is also a

- b.** The individual scenes take place in different locations. Where does the story start and end? Which other locations are there? Write them down in your **PF**. How are they linked up? Why is that, do you think?

3. There are 9 scenes in the play, each of which has a title. With a partner or in small groups, go through your text booklets and make a list of the headlines by filling in the blanks below:

Scene 1
Scene 2
Scene 3
Scene 4
Scene 5
Scene 6
Scene 7
Scene 8
Scene 9

In small groups, speculate what's going to happen in the play. Look closely at the individual headlines and try to come up with a possible storyline. Write down your 'version' of the play in your **PF**. The stage directions, if there are any, might also help you. Once you have read the play or seen the performance, compare your guesswork in class. Did you get close, or were you way off?

✚ Bonus task 1: Can you remember a time when *you* had a makeover, i.e. when you decided to completely change your style (clothes, hairdo, make up, accessoires, etc.)? Write a short paragraph and add it to your **PF**. Why not add a 'before and now' photograph to illustrate your makeover.

- a. If yes, who or what influenced you? Do you think this makeover also changed your personality at all? How? Were/are you happy with 'the new you'?
- b. If not, do you think you might want to try it some time? Why/why not?

Work-Out

Scene 1: Graduation Day

1. **a.** Which degree did Ali get?
- b.** What does 'Awarded first class honours' mean? Google the term. What is the equivalent in Austria?

2. **a.** The student is taking a photograph of Ali. Did Ali know about this? Did she agree to an interview beforehand? Talk to a partner. Is it a correct procedure to interview her when she just received her degree and her family is waiting? Say why/why not. Compare with other pairs.
- b.** The student also wants to record the interview. How do you feel about the way she asks Ali. Choose one of the options below. Say why.
 - I think that's perfectly alright. At least she is asking.
 - It sounds as if she's expecting Ali to agree.
 - Ali should feel flattered that she's being interviewed.
 - Or ...

3. **a.** How does Ali describe the feeling when she got up on the stage to receive her scroll and people were applauding?

- b.** First, think of a situation when *you* had such a feeling (e.g. when you received top marks in school, or you won a sports competition, etc.). Then find a partner and describe in detail why you felt that way. How would you expect your partner to respond?

4. ****Voc**:** What is the difference between a *job* and an *internship*? Look up the terms.

5. **a.** Does Ali only recommend the course programme? What else, apart from design, has she learned? Complete the statements:
 In these three years,
- b.** According to Ali, it's not about, but more like

6. **a.** Look at part of the conversation between Ali and the student (p. 7, 'Really ...you get there'). What is important for a journalist?
- b.** Talk to a partner. What is the interviewer studying? Why is she doing the interview?

c. Does the student take her job seriously, do you think? Choose one of the options below. Say why.

- Yes, she is very pushy, just like reporters have to be.
- Well, she doesn't even study journalism, just wants her CV to look good ('*aiming for the top*')
- Her social skills leave a lot to be desired, and she's not well prepared.
- She just pushes on with the interview, not considering Ali's feelings.
- Or ...

7. a. Who or what was Ali's main achievement at university?

b. What did she want to do with Harry? Circle the correct word: *rearrange him*
redesign him
reproduce him


c. What was the idea behind 'project Harry'?


8. ****Voc****: What is the difference between *redesign* and *makeover*? Both mean *change*. With a partner, find simple sentences and look at the different contexts (compare task 1/c on p. 1).

9. Why, do you think, does Ali not want the 'outcome of her project' published? Choose one of the options below. Say why.

- She finds it embarrassing.
- It has got nothing to do with the university programme.
- It is personal and, therefore, nobody's business.
- She doesn't really trust the interviewer.
- Or ...

10. Compare Ali and the student. Which of the two girls is more reflective and mature, do you think? Say why.

 Bonus task 1: Is it possible to change how you are? Is it possible to change others? Should it be possible? Can a human being really be redesigned? Or, just like a computer/robot, reprogrammed? In small groups, discuss this issue. Do some internet research, and write up a short summary of your ideas, as well as your final answer. All groups put up their results up on the board. One student of each group presents the group's findings. Finally, discuss in class.

 Bonus task 2: Ali is going to do her internship at Stella McCartney's. Have you ever heard or come across this company before? Do some online research and find out:

- What kind of company is it?
- Who is Stella McCartney?
- What are the company's signature products?

Put together a fact sheet or a poster presentation, including photographs and credentials (i.e. what stars and influencers say about her designs). Compare with some colleagues. Do *you* like the designs? Say why/why not.

Scene 2: First Impressions

1. Talk to a partner. Who is Tom? What does Tom's flat look like? What does he do to impress Ali? What does Ali think of him? Why is having a boyfriend important for Ali?

2. Who is *Timothée Chalamet*? Have *you* heard of him before? What does he do?

- a. If yes, find at least three colleagues who know him, as well. What is he famous for?
- b. If not, ask colleagues who do, or find information on him on the internet. Put together a short bio fact sheet for your **PF**.

3. ****Voc****: What is the difference in meaning between *run-down* and *funky*? Why does it depend on how one looks at it? Look in your dictionary/online, find one synonym for each and use them in a sample sentence.
4. **a.** Who does Tom share the flat with? In your text booklet (p. 8 – 9), highlight or underline the words Tom uses to describe Harry. Is he serious when he tells Ali that Harry might be a vampire? Say why/why not.
- b.** In pairs or small groups, describe Harry’s appearance and behaviour when he joins Ali and Tom. If (one of you like(s) drawing, make a sketch. What kind of impression do *you* get of Harry so far? Say why.

5. What is the relationship between the three characters in the beginning of the play? Complete the sentences:

Ali is

Tom is

Harry is

6. Skim-scan read p. 9 – 12 in your text booklet. Then, with a partner, discuss and work through the following tasks. Don’t forget to make notes in your **PF**.
- a.** How do you feel about Harry jumping over the back of the sofa, making Ali spill her drink, sitting between Ali and Tom, and touching Ali. Is this ‘normal’, friendly behaviour, do you think?
- b.** Harry is paying Ali a lot of compliments in Tom’s presence. How do you feel about this? OK or not?
- c.** Do you think it’s OK that Harry does just not take Tom’s hints to disappear? Is that fair?
- d.** Harry is not going to any lectures, doesn’t take his studies too seriously. Does this make sense?
- e.** Does Harry have a realistic view at being a writer? Say why/why not.
- f.** Eventually, Harry disappears. What happens when he gets back? Fun or ‘just too much’?

7. How does Harry come across to *you* in this scene? Choose three of the following words/phrases which, for you, best describe Harry? Compare with some colleagues and say why you think so.

funny – a complete nutcase – crazy – over the top – childish – friendly – playful – silly – lazy – doesn’t take things seriously – immature – unrealistic – fancyful – infuriating – unpleasant – annoying – or....?

8. **a.** There seem to be two things Ali and Harry agree on. Complete the sentences below:


University is about

They both like

- b.** Tom and Harry seem to be quite different, however. In your text booklet, highlight or underline at least 5 words, phrases or sentences which show what Tom thinks of Harry. Compare with some colleagues.

9. There is one thing Harry seems to dislike and avoid as much as possible. Choose one of the options below. Say why:

- Going to university and sit in lectures
- Hard work and effort
- Planning things and sticking to the plan

 **Bonus task 1:** Who or what are *Gautier, Quant, Gucci, Choo, Westwood, McQueen*? Have a look at their websites. What are those designers famous for? Do they stand for more classic or eccentric design? Choose one of them and put together a fact file, including biographies and pictures of their signature designs. Find out if any of your colleagues has chosen the same designer. If yes, get together and compare your notes. Would you buy clothes, shoes and accessories from this designer, if you could afford them? Say why/why not.


Extra bonus: Which of the designers listed above have/had a personal connection to Austria?

- ✚ Bonus task 2: There are, of course, several other *big names* in the fashion industry. In small groups, make a list of at least 5 more *big players*. Same procedure as in Bonus task 1: Have a look at their websites and put together fact files. Add short biographies and pictures of their signature designs. Which price segment are those companies in? Compare with other groups.
- ✚ Bonus task 3: Harry prefers meeting Ali to sitting in a lecture talking about *Graham Greene*. Google the author and collect information (biography, which literary genre, how many books has he written, etc.) Also mention if you have read any of his books (did you like them? Why/why not), or seen a film?
Extra bonus: What is his most famous book? What is it all about and where does the story take place?
- ✚ Bonus task 4: What about *Charles Dickens*? Like for Graham Greene, collect information on life and works, and put together a fact sheet. In pairs or small groups, talk about the books by Charles Dickens that you have read (either in German or in English). Which story is particularly popular at Christmas time? Why?

Scene 3: And Harry makes three

1. **a.** Whenever Ali and Tom are going out, Harry is coming along, too. Ali actually thinks it's Does Tom agree with her? In your text booklet (p. 12 – 13), underline any of his remarks that indicate that he would rather be alone with Ali.
b. The relationship between the three keeps developing. How does Ali describe the relationship? Do you agree with the way she explains it? Why/why not?
 three best friends a students' clique a family
Talk to a partner. Look at the roles in this set-up. Who are the parents, who is the child? Is this a healthy kind of relationship, do you think? Say why/why not.
c. In this *family*-like set-up, Harry is who likes to have fun and avoids working as much as possible. Point out Ali's (mother) and Tom's (father) typical *parental* behaviour in the text (p. 9 – 13). Work with a partner and make notes in your **PF**.
2. ****Voc**:** Look at the phrasal verb *to tag along*. You can probably guess from the context what it means. Write down two sample sentences in your **PF**, using the phrase. Now look at the following words below and complete the sentences. Again, write two sample sentences each in your **PF**.
a. If you are *tagging someone* on social media, you
b. If you want to know how much a piece of clothing costs, you look at the
(compare: 'sg that *hangs on to* sg')
c. When you join a new (study) group, you might be asked to wear a , so that the other people know who they are talking to.
3. **a.** What kind of adventures do they have together, as a threesome? Three activities are described on p. 12 -13 in your text booklet. What are they?
.....
b. With a partner, think of some more activities they could do together. Write them in your **PF** and compare with other pairs' ideas.
4. **a.** Harry always seems to insert himself *between* Ali and Tom when they want to be alone. What happens when they go punting? Do you think this is OK? Find to a partner and say why/why not.
b. Why, do you think, are Ali and Tom not stopping him? What would *you* do? With your partner, try and come up with a fool-proof way of getting rid of Harry. Make notes in your **PF**. Compare with other pairs.
5. ****Voc**:** Harry *ruins their moment*. What does he do?

6. Ali says that Harry (p. 13, stage directions). Is that really all Harry is doing? Do you think he enjoys being *the fifth wheel on the wagon*? How does Tom feel about it?
7. Harry is re-enacting a scene of *Wayne's World*. Do you know this film at all? Google it or look for information on Wikipedia film websites. What is the connection to *Queen's Bohemian Rhapsody*? Find a short description of the plot and add it to your **PF**.
8. Now look at the cinema scene. Read through it (p. 13 in your text booklet), then get together in small groups. Read through the scene. Is it really funny, do *you* think? Can you understand Tom, storming out of the cinema? Find out if you all agree. If not, why not?

 Bonus task 1: Get together in groups of three and choose one of the three sketches below:

- The punting scene
- The scene in the car
- The cinema scene

Now act it out, making it really funny, perhaps even over-acting a bit. If possible, get a colleague to video it. *Note:* if you wish to put your video on social media (*Instagram, Tik Tok*), make sure the 'actors' agree to you posting it. Also check with your teacher!

Scene 4: When Harry met Gina

1. Who is Gina and where does Harry meet her? Their eyes meet and ... what happens? Complete the sentences:
 Harry thinks
 Gina thinks and asks him to tidy up the room.
 Harry at first sight.
2. Harry falls head over heels in love with Gina. What does he know about her at this stage? Talk to a partner or in small groups. Do you believe it is possible to know within seconds that a person is *'the one'*? Choose one of the statements below. Say why/why not.
 - Yes, I think that is possible – if the right people meet!
 - He is attracted to her. But love ...?
 - He has only just seen her and doesn't know anything about her. He's being unrealistic.
 - No, absolutely not. He's just living in a dream.
3. **a.** Harry is at university, for a change. Which lecture does he want to hear?
- b.** Why, do you think, does Gina think Harry is the caretaker? Talk to a partner. Do you agree?
- c.** Does Gina encourage Harry at all? Choose one of the statements below and say why you think so.
 - Gina is friendly, polite and kind to Harry. That's it.
 - Gina is not at all interested in a date/relationship. She is busy with her studies.
 - Gina thinks Harry is *coming on too strong*. This irritates her and makes her feel harrassed.
- d.** Are *you* impressed with Gina's determination and ambitiousness? In your **PF**, make a list of the jobs she has already, and her future plans.
- e.** Compare and contrast Gina and Harry. Draw a table (see below) in your **PF**. Then, in pairs or small groups note down any characteristics you found so far, and keep adding to the list as you go along.

<i>Harry</i>	<i>Gina</i>
e.g. ... <i>doesn't want to work</i> ... <i>is not ambitious at all</i>	e.g. ... <i>has various jobs at uni</i> ... <i>is very ambitious</i>

In between, compare with other pairs/groups. Have they perhaps discovered features that you have missed?

4. *'I wake up ...and see what I feel like doing with the rest of my life'*. What do you think about this statement? Choose one of the options below and say why you think so:


- I think Harry is very childish and immature.
- Quite philosophical ... easy but unrealistic!
- Harry is like a clown: happy-go-lucky, no planning - just taking things as they come.
- Sounds good – as long as somebody keeps the money coming.
- Oh please ... what a load of rubbish. Dream on!


5. ****Voc****: Can you explain the following phrases (*in italics*)?

a. Tom has called Harry an *idiot* twice already. Look up some synonyms for the word *idiot*. Are there any words that are, perhaps, less insulting? Swap ideas with some colleagues.

b. What is Tom saying when he tells Harry that Gina is *out of his league*?

c. Talk to a partner and look at the text on p. 15. Tom tells Harry that he should *get a life* before thinking about a life plan. What is he trying to say, do you think?

 Bonus task 1: Who is the author Gina has invited to give a lecture? Have you ever heard of this author? Perhaps even read one of her books? If yes, which? If not, check online and find out how many/which books she has written. Add the list to your **PF**.

 Bonus task 2: Refer to *Wikipedia* and literary websites/interviews. In your **PF**, put together a factsheet on the author, including biographical data, bibliography (see *Bonus task 1*) and accomplishments/prizes she won. Exchange ideas with a partner or in small groups. Do you think she is an interesting author? Say why/why not.

Scene 5: Lovesick

1. a. At the beginning of *Scene 4* (p. 13), Ali already pointed out that the friendship with Harry changed when he met Gina. Skim-scan read through p. 15 – 16 in your text booklet. How is Harry spending his days now? Is that healthy, do you think? Can you relate to his *lovesickness*? Why/why not? Talk to a partner or in small groups.

b. Ali and Tom are almost Harry's *family*. They certainly are good friends. What are they doing to cheer him up? Highlight/underline everything they do to make him feel better, but he doesn't really respond. Can you think of any other activities which might help? With a partner, exchange ideas.

c. Harry *curls up* on the sofa. Choose one of the options below and say why you think so:

- Harry is extremely emotional, a bit of a diva.
- Harry is like a child, withdrawing when he is hurting or things don't go his way.
- Harry has never been in love before and doesn't know how to deal with it.
- Harry is totally self-absorbed and doesn't appreciate Ali's/Tom's efforts.
- Or ...?

2. Ali and Tom are really worried about Harry. They can see what Harry can't or doesn't want to see, namely that
Gina

3. a. Tom feels that Harry should *'pull himself together'* and stop being *impassive*. According to Tom, Harry is not really in love with Gina – he just thinks he is. Do you agree? Talk to a partner and say why/why not.

b. He asks Ali to have a word with Harry, because

4. Ali talks to Harry, too. Sum up what she is telling Harry (in your own words):
.....

5. **a.** How does Harry think Gina would describe him? Highlight/underline the statement in the text. What does she really say? Again underline/highlight it. Get together with a partner and compare the two statements. What, do you think, are the chances of Harry and Gina becoming a couple? Do you agree? Why/why not?
- b.** Complete the following statements, then compare with your partner:
- Ali points out to Harry that he doesn't know Gina at all and
- Tom tells Harry that he would need to change and stop
- c.** What, according to Tom, would Harry have to do in order to have a chance with Gina? With your partner, make a list (i.e. outlook on life, clothes, physique) and add it to your **PF**.
- d.** Why, do you think, does Harry say that *there is no hope*? Choose one of the statements below. Say why.
- Harry is not even prepared to make changes in his life.
 - In a way, he prefers his fancy dreams to reality.
 - He doesn't really want to commit to anything.
 - Or ...
6. **a.** Both, Ali and Tom, want to help Harry – each in their own way. Tom is a realist and tells him outright what the problems are. Ali, however, is looking at things from a more emotional perspective. What does she suggest? Look at p. 17 in your text booklet and, in your **PF**, write a short paragraph on how she is going to help Harry.
- b.** Ali says *I'm a designer. I can design a new Harry*. Harry doesn't seem too happy about it. How do you feel about this statement? Choose one of the options below and say why you think so.
- You cannot *design* (or *redesign*) a human being.
 - Sounds over the top, almost a bit god-like.
 - She can give him a makeover, but she can't change his (view on) life.
 - Or ...
7. Does Harry really want '*a new me*'? Why, do you think, does he agree? Discuss in class. Say why you think so.
8. ****Voc****: Look at task 1/c on p. 1 and Bonus Task 1 on p. 2. Is there a difference between a *makeover* and *design/redesign*? Look at both words closely online, then make notes on your findings. Compare with some classmates.
9. ****Voc****: There are many words/phrases to express *having feelings* for someone. Look at the following synonyms and explain the difference in meaning. Write one sample sentence each (**PF!**), putting the word into context.
- love – infatuation – attraction – affection – adoration – passion – devotion – fondness*
- Bonus: Degree of intensity. Try to number your sentences 1 for least intensive, 8 for most intensive.

Scene 6: The Makeover

Scene 6 is a very long scene with perhaps a surprise ending. Before starting to work on the following tasks, read (or re-read) p. 18 – 23 in your text booklet.

1. The first thing Henry needs to do is to build up his, (i.e. muscles and body tone) and get in shape. Does Gina notice him now?
2. **a.** Next, Ali and Tom take him shopping for clothes. Ali tells Tom that '*clothes make the man*'. Explain the meaning of the expression in your own words.
- b.** Is there a similar idiomatic expression in German? If yes, write it on the dotted line below:
-
- c.** '*How you dress is an expression of how you feel inside.*' Would you agree with Ali's statement? Say why/why not. Talk to a partner or in small groups and swap opinions.

3. Look at the way Ali explains this to Tom. Underline the topic sentence in this passage. Compare with your classmates. Have you all underlined the same sentence? See also p. 17 at the back of the worksheet 😊.
4. Tom thinks Harry is an *embarrassment*. Look at Ali's reply. Do *they* really like him so much? Or is it only Ali? What do you think? Say why.
5. a. What happens at the clothes shop? Think of two words/phrases which, for *you*, describe Harry's behaviour when he is trying on clothes. Write them down and compare with some colleagues. Are your words/phrases similar or different?

.....

b. Now look at the dialogue between Ali and Harry (p. 19, '*Harry. Why are we doing all this ... is what we're doing too much to ask?*'). What is Ali basically saying? Do you agree with her? Say why/why not.

c. Ali actually sounds quite annoyed with Harry. How would you feel in her place? Choose one of the options below. Talk to a partner. Do you agree? Why/why not.

- It's really stupid and annoying that Harry continues to play the clown.
- It's time for Harry to grow up ...
- Taking things seriously and having fun? Get real!
- Or ...

d. Ali *smartens Harry up* in his new clothes. Gina walks past and nods at Harry. Why does Ali think this is a start? What else is she telling Harry? Complete the sentence:

It's not just the clothes you wear,

e. She also takes some photos of Harry in different poses. What could she use the pictures for, apart from *Instagram*? Swap ideas in small groups.

6. Basic rules of etiquette for dating: Is punching a lady on the shoulder the ideal way to start a nice date? What does Ali tell Harry about the way women like to be treated and talked to? In pairs or groups, make a list and put it in your **PF**. Add your own suggestions and tips!

7. a. Next, they practice striking up a conversation (p. 21). What, according to Ali, is important to remember? Choose one of the options below. Do you agree? Why/why not?

- Don't talk about politics and economy.
- Be interested in your partner and what he/she has to say.
- Don't just talk about yourself.
- Pay your partner lots of compliments – the more, the better.
- Or ...

b. What happens during '*conversation practice*'? Again, choose the correct statement below. Say why.

- Harry playfully punches Ali on the shoulder.
- Harry is *coming on too strong*, i.e. he exaggerates with his compliments.
- Suddenly, Harry and Ali can feel something happening between them.

c. Underline the compliments Harry is paying Ali in your text booklet. Circle the word which is, for *you*, the most appropriate one, or add your own. Compare with a partner and say why.

romantic *exaggerated* *playful* *passionate* or

d. Then Gina appears. How does Harry get her to agree to a dinner date? Skim-scan read through the passage in the text. Then work in small groups. Discuss the following: Do you think Harry did well? What could Harry have done better/differently? Note down your suggestions. Compare with other groups.

e. When Harry gives Ali a *thumbs-up sign*, she *encourages* him *reluctantly*. Why, do you think? Talk to a partner.

8. a. Harry thinks now that he's got a date with Gina, his job is done. However, something is still missing, as Ali points out to him. Choose one of the options and say why you think so.
- He forgets that 'being himself' doesn't impress Gina.
 - He still isn't thinking any further – no planning (what to do, where to go) at all.
 - He's still just focused on himself.
 - Or ...
- b. Ali insists that Harry needs more practice in etiquette for his date with Gina (p. 24 – 25). In the text, highlight all situations/lines when Ali corrects Harry. Then go to Bonus task 1 below.
- c. Complete the sentence: A person likes
9. a. What is the difference between a *personal conversation* and a *job interview*? Get together in groups of four. Two of you look at the main features of a personal conversation, the other two at a job interview. There are plenty of sources online for each. Consider the following: *content vs style, formal/informal, meeting vs interrogation, knowing the person you are talking to or not, etc.* Then go to Bonus task 2 below.
- b. Look at the dialogue on p. 25. Is there any indication that things are getting very personal/romantic between Ali and Harry? If so, underline or highlight them in the text. Compare with some colleagues. Do you all agree?
- c. Ali and Harry are *about to kiss* ... then what happens? In pairs or small groups, speculate how the scene might end. Write a short paragraph and add it to your **PF**.
- 🚩 Bonus task 1: Harry tends to fall back into old habits. Put together a *date etiquette cheat sheet* for him and add it to your **PF**. Use all 'rules' mentioned in task 9/a above. Also think about punctuality, appearance, politeness, etc.
- 🚩 Bonus task 2: Imagine Harry has to go for a job interview. The person interviewing him is Gina. Create a *cheat sheet for job interviews* to help him. Point out all pitfalls he might stumble into. You have already collected traits in task 9/a. Put the cheat sheet in your **PF**.
- 🚩 Bonus task 3: Look at task 9/c. In pairs or groups, think about a scenario, i.e. they are just about to kiss as something totally unexpected happens. This could be frightening, extremely funny, very romantic, etc. Write a *script* for your scenario (dialogue, stage directions, special effects, music, etc.). Perhaps you want to act it out? Note: no videos on social media unless the 'actors' (and your teacher) agree!

Scene 7: The Date

1. In task 9/c and Bonus task 3 (see above) you came up with scenarios of what might have happened when Ali and Harry were about to kiss. What does really happen?
- Gina comes back and sees them.
 - Ali has changed her mind and pushes him away.
 - Tom turns up.
- Did Tom see them, do you think? Why/why not?
2. a. Tom does not believe that Harry has really changed. So when Ali tells him Harry is taking Gina to an Italian restaurant, he comes up with several things that could go wrong. Highlight/underline them in the text.
- b. How do *you* feel about the way Tom speaks about his flatmate? Circle three words from the list below, or come up with other options. Say why.
- unkind – jealous – resentful – hostile – spiteful – envious – condescending – critical – sneering – ill-humoured – sneaky – sarcastic – degrading – truthful – or*
- c. What is Tom planning to do? Do *you* think this is the right thing to do? Talk to a partner and say why/why not.
- d. Does Ali agree with Tom's suggestion? If not, why is she going along with it after all, do you think? Say why. How would *you* feel in Ali's place? What would you do? Discuss it in pairs or small groups.

3. Harry's date in the restaurant is going to be *a wonderful disaster*, according to Tom. Can a disaster be 'wonderful'? Which of the options below, do you believe, are correct? Choose no more than two. Exchange ideas with a partner and say why you think so:
- He is jealous because he wants to go out on a date with Gina himself.
 - He thinks Harry will always be a slob and be always out of Gina's league.
 - He doesn't believe that Ali's efforts (the makeover) are going to make a difference.
 - It sounds almost as if he wants/expects Harry's date to fall through.
 - He feels he should to be there for Harry if/when things go wrong.
 - Tom is generally quite dismissive of Harry and disses him a lot.
 - Or ...
4. a. Have a quick look at the beginning of Harry's date with Gina. Harry compliments her on her *Instagram* profile. What about his account? Does he have one at all? Is it absolutely necessary? Discuss this issue in class.
- b. How is the atmosphere between the two? What are they chatting about? Are they talking on the same level?
- c. Who are Harry's favourite writers?
-
- d. Gina likes Zadie Smith but hasn't read all her books. Why does she admire her so much?
-
5. a. Gina doesn't want Harry to be *romantic*. Why is that, do you think? Tick one of the options below. Say why.
- Because her father doesn't like Harry.
 - Because she doesn't want a relationship.
 - Because she doesn't love Harry.
 - Because she only loves expensive things.
- b. Harry compliments her on her ring. How do you feel about her reply? Is it
- polite* *appreciative* *pretentious* *conceited*
- Explain why you think so.
6. a. Discuss in pairs or small groups: What is the *common denominator* (= a characteristic that is true for all items) of all the brands, places and activities they are talking about? Can you think of some more? Write them in your **PF**.
- b. Harry talks to Gina about '*his life plan*'. Read through it on p. 27 (bottom). Then go back to p. 14 – 15 and compare it to Gina's. In small groups, discuss their life plans. How realistic are they? Is success as easy to achieve as they make it sound? What is your conclusion?
- c. Gina is impressed and mentions that Tom didn't give her *the real picture* of Harry. What do you make of this comment? Swap ideas with your colleagues. Make notes and put them into your **PF**.
7. What are Gina and Harry saying about Ali and Tom? Are the following statements right or not? Tick the wrong ones and say why:
- Ali is tidying the flat all the time.
 - Gina thinks Ali is a bit strange.
 - Tom and Ali behave like an old, married couple.
 - They spend most of their evenings playing chess.
 - Gina thinks they are wasting their time being lazy.
 - Harry calls them old-fashioned.
8. a. Harry is quite pleased with himself and the date – until he sees Ali and Tom, who heard everything that was said about them. Talk to a partner and think of three words/phrases which describe how they feel now:
-

b. Work in pairs. Why, do you think, is Harry *running* them *down*? After all, they helped him a lot. Choose one of the following options. Explain why you think so.

- He just wants to show Gina how *hip* and *cool* he is.
- He talks like a teenager about his parents.
- He is lying. He kept *tagging* along and interfered when they wanted to be alone.

c. Harry accuses them of spying on him and wishing his date would go wrong. How does Tom react? Talk it through in pairs, then write a short paragraph. Compare with other pairs. Add it to your **PF**.

- d. Ali thinks Harry is ungrateful, and now feels disappointed
 hurt and betrayed
 jealous
 or ...

Say why you think so. Find other colleagues in class who share your opinion.

9. Harry believes Gina is not stupid and can *see past* his new clothes. Do you think so, too? Which of the options below do you feel applies? Compare with your colleagues.

- Gina is not stupid but also not interested in Harry.
- I think she *only* sees his new clothes – but not the ‘*real Harry*’ behind his ‘*new self*’.
- She is only impressed because he talks of expensive, *up-market* things and places.
- Or ...

10. Harry is quite put out that Ali and Tom would *spy on* him. Has he (conveniently?) forgotten the times he kept *tagging along*? Do you think his sarcastic statement is fair? Say why/why not.

11. Are you surprised that Gina was telling her mother all about Harry? Why would she do that when she keeps insisting she is not interested in relationships? In pairs or small groups, try to figure it out.


12. For Harry, it was quite a big step to invite Gina to the Italian restaurant. Now he finds it *dull*. Where is he taking Gina next? Judging by just the name, what kind of place do you think this is? In pairs, imagine what this place could look like (interior, menu) and describe it in a short paragraph. Add your description to your **PF**.


13. ****Voc****: There is some interesting vocabulary in this scene. Look (up) the following words/phrases:


- a. ... *where did he find the rizz to ... rizz her up*
- b. ... *we’ll be there to pick up the pieces*
- c. ... *a total fruit loop*
- d. ... *to watch me screw up*
- e. ... *in constant Goblin mode*

Did you come across any other words/phrases you found interesting? Underline/highlight them in the text and share them in class.

- f. Have you ever heard of the phrase *namedropping*? What does it mean?

 Bonus task 1: What about the authors Harry finds very impressive? You’ve already had a look at *Zadie Smith* (see Bonus task 1, p. 7). Now check *Ian McEwan* and *Kazuo Ishiguro*. Have you heard of them, or read one of their books? If yes, which? If not, check online and find out how many/which books they have written. Add the list to your **PF**.

 Bonus task 2: In their conversation, Gina and Harry mention several international (and expensive) brands and places. Like in Bonus task 1, p. 4, find them online and put together fact sheets (to add to your **PF**).

 Bonus task 3: In pairs, act out Harry’s date with Gina. Refer to Bonus task 1, p. 6

Scene 8: Meeting the parents

Scene 8 is also quite long. So, before starting to work on the following tasks, read (or re-read) p. 29 – 36 in your text booklet.

1. How does Harry, as well as the relationships between the three characters, change now? Skim-scan read through p. 29 – 33 in your text booklet. In pairs or small groups, discuss why Ali is so upset about 'losing' their friend. Then complete the following sentences:

Ali thought that Harry would eventually be

The new Harry had and didn't

He went and worked in the

2. **a.** Where is Harry going, wearing a tuxedo? What is he going to see/hear?

b. Have you ever heard of/seen this opera? Would you like to, do you think? Say why/why not.

c. Do you agree with Tom that meeting Gina's parents is a sign of them getting serious? Talk to a partner.

3. **a.** Tom says that he hasn't met Ali's parents and that he's not really keen on it. Is this nice? How, do you think, does this make Ali feel? Choose one of the options below and say why:

- I think this must be pretty hurtful for Ali.
- Tom's and Ali's relationship doesn't appear to be very loving.
- Tom has a pretty blunt way of expressing himself which can be irritating and hurtful.
- Or ...

b. How does Tom feel about the changes in Harry and the break-up of their friendship? What do you think?

- He seems to be pretty cool and accepting about it.
- He seems to know something ... which Harry and Ali don't know.
- He couldn't really care less.
- Or ...

4. **a.** Tom tells Ali that Gina is not serious about Harry. How does he know? First he is evading Ali's questions but then he admits ... what? In pairs, discuss Tom's intervention and write a short paragraph. Add it to your **PF**.

b. Ali feels sorry for Harry and thinks it's cruel that Gina and Tom are just

c. What, do you think, bothers Ali the most? Look closely at all the options below and decide on three. Then compare with a partner or within a group and say why *you* think so. Finally, discuss in class.

- ... that Tom doesn't seem to realise what he has done
- ... that Tom thinks that Ali and her design work are not important
- ... that Tom told Gina about the makeover and they set Harry up
- ... that Tom and Gina were laughing at her and Harry
- ... that Tom is not the person she thought he is
- ... that Tom turned out to be manipulative and patronising
- ... that she feels stupid for thinking she could change someone
- ... that she actually liked Harry the way he was
- ... Or ...

d. What, if anything, has Ali learned from Harry's makeover? Complete the sentence:

Design is about

5. **a.** Gina is complimenting Harry on his appearance and tells him she could 'almost fall for him'. Is this nice, do you think? Talk to a partner and discuss how Harry must feel. Here are some words that might help you:

disappointed – heartbroken – being manipulated – angry – hurt – crushed – betrayed – or

b. Look at Gina's explanation why *she doesn't do romantic*. Complete the sentences below:

Relationships are

It is much better

c. How does Harry respond? Do you agree with him? Or what would you call it? Exchange ideas with some partners.

6. a. Refer to p. 32 – 33. How does Gina describe her parents? Gina calls them *Mummy* and *Daddy*, but does this sound like a close, loving family? Say why/why not.

b. What is her father's priority in life? What does her mother do? Would you like to have parents like that? Why/why not.

c. What do you find most annoying about Mrs Bennett? Which of the options below do you think is most appropriate? Check with some colleagues. Do you all agree?

- ... that she keeps pointing out/waving to all kinds of contacts
- ... that she can't even get Harry's name right
- ... that she leaves the box to chat to acquaintances
- ... that she is only concerned about herself and doesn't bother with Gina

d. What irritates you most about Mr Bennett? Again, choose the option you think fits best. Exchange opinions.

- ... that he only talks business, life plan, success and money
- ... that he only has box in the opera so he can meet influential people
- ... that he has no idea about opera and doesn't like listening to the music
- ... that he goes off to meet a fellow banker before the performance starts

e. Mrs Bennett hardly communicates with Harry at all, while Mr Bennett talks business non-stop. What happens when Harry is trying to talk to him about *Rigoletto* (p. 34, middle of the page). What do you think?

f. Harry asks Gina if her parents are *like that all the time*. How does Gina respond? How do you feel about them?

7. a. Highlight or underline the point when Harry realizes that things between him and Gina are not going to work. How does he describe the difference in attitude and way of living between them?

b. Have you come across a similar outlook on life in the course of the play before? Who from? When? In groups, try and find the passage in your text booklet (or your **PF**).

8. a. Eventually, Gina tells Harry that lots of people knew about the makeover and that she only went out with him *as a favour to a friend*. Who is that friend?

b. Harry realises that the whole makeover was just a joke between Tom and Gina. How does she describe it?

Hey,

c. He asks Gina whether his makeover had any effect. What does she say?

Oh, yes

9. a. Harry calls Tom a '*two-faced, back-stabbing bastard*'? Talk in small groups and decide whether you agree or not. Say why.

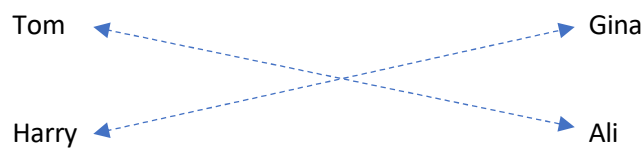
b. Harry has apparently been angry with Ali for a while. What does he find out when he is talking to Tom? Tick the correct statement:

- ... that Gina revealed to Ali that Harry is actually in love with her
- ... that Tom told the Bennetts about the makeover
- ... that Ali was not part of the set-up and has ended the relationship with Tom
- ... that Tom was trying to chat up Gina earlier on

10. ****Voc****: There are some interesting and useful words/phrases in this scene. Look them up online and write two sentences each in your **PF**.
- When something *has blown over*, it
 - What happens when you *dump* something/someone? How does it feel *to get dumped*?
 - What does 'wake' mean? Look it up in *The Urban Dictionary*.
 - When you *give someone a leg up*, you not only help them to get on their horse. What other meaning is there?
 - When you are *blagging*, you
- 🚩 Bonus task 1: Have you heard of, or do you know, *Rigoletto*? Who is the composer? When was it written? What is the story all about? Find information on the the above on Wikipedia and compile a fact sheet for your **PF**.
- 🚩 Bonus task 2: Look at the opera scene. Mr and Mrs Bennett couldn't care less about the music. A box at the opera is a must-have: a meeting place of the *in-crowd*, a lot of *namedropping*, etc. In pairs, write up a script, using names and people of the Austrian in-crowd (e.g. *Seitenblicke*). Then act out the opera scene, pointing out VIPs and celebrities, and why you need to talk to them. After your performance, have a class discussion on this issue.
- 🚩 Bonus task 3: In small groups, have a look at Gina's relationship with her parents. When she talks about them (*Mummy and Daddy*) she sounds like a little girl. She gets expensive presents but, it seems, not a lot of love. Do some online research into such (or similar) family set-ups (i.e. father only interested in making money, mother wrapped up in herself). What can it do to the children? Make notes of your findings and add them to your **PF**.

Scene 9: Happily ever after

1. What do we know about the characters at the beginning of the last scene? Why are there dotted lines? Explain the little diagram:



2. **a.** What did Ali help Harry with?
- b.** Complete the sentences: Ali thinks Gina is the type of person who
 She knows that Harry is
 and that he knows
 She helped, therefore he is her
3. **a.** How did Harry develop in the course of the play? Look at the table below and fill in at least three more changes:

<i>The 'old' Harry</i>	<i>The 'new' Harry</i>
e.g. ... <i>sleeps/dreams his days away</i> ...	e.g. ... <i>goes to lectures, reads his books</i>

- b.** He didn't waste his time any longer, but he didn't make unrealistic career plans, either.

How does Ali express it? He

4. a. Go back to the beginning of the play. Ali has graduated in What is Harry's degree in?
- b. What is Harry wearing on graduation day? Refer back to task 4/b on p. 4. What is different now?
- c. What is the relationship between Ali and Harry now? Tick the correct option:
- They are still *BFF*, best friends
 - They are lovers
 - They are working on a design project together

In the diagram in task 1, draw a corresponding line.

5. Harry joins Ali and the interviewer, pointing out that both their parents are waiting. Do you remember how Tom felt about meeting Ali's parents? Find the passage in your text booklet and compare.
6. a. The student interviewer assures them that she will not publish anything without their approval. When has she done that before? Why is this important, do you think? Discuss in class.
- b. *Publish ... and be damned!* What is Harry saying, do you think? With a partner, check the origin of the quote.
7. ****Voc****: Look at '*Publish ... and be damned*' and '*Publish ... or be damned*'. Explain the difference.

✚ Bonus task 1: Ali describes Gina as '*A person who knows the price of everything but the value of nothing*'. Do you agree with this statement? It is actually a quote from a play. Which? Do you know the play? Who was the author? Find relevant information online and put together a fact sheet. Add it to your **PF**.

Extra Bonus: In one of his songs, Wolfgang Ambros sings the following line: '*Ned ollas wos an Wert hat muss a an Preis ham'n ...*'. Which song is it? Do you like it? Look at the lyrics and compare them with the respective concept in the play. Are there some parallels? Which of the characters could have written the song? Why?

Post-reading/viewing Cool-Down

1. What is your overall impression of the play? Did you like the story? Circle the respective mark and say why you think so:

1 = super, 2 = good, 3 = ok, 4 = glad it's over, 5 = failure

2. a. How did you like the main characters in the play? Do you have a favourite character? Is there anyone you didn't like at all, or who you felt didn't really push the action forward in any way? Say who/why.
- b. In your **PF**, make a grid like the one below. Now think of the individual characters and how they came across to *you*. Note down keywords and characteristics. Perhaps use different colours to indicate whether, for you, certain traits are either positive or negative. When you have finished your character sheet, compare with colleagues (in pairs, groups or in class).

Character	Your Comments
Ali	
Tom	
Harry	
Gina	

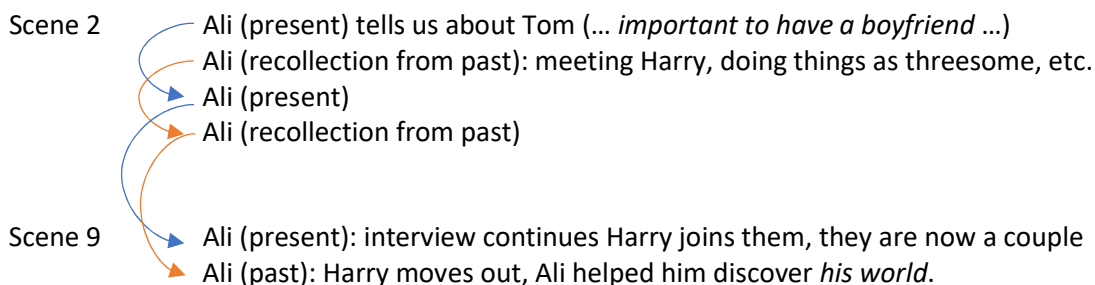
Some of the characters' features will seem/are contradictory – but so are all of us. E.g. consider the following:

- Ali gives Harry a makeover but, actually, she doesn't really want him to change ...
- Tom lets Harry tag along but, at the same time, he betrays him by telling Gina about the makeover ...
- Gina is clever and friendly, but also very over-ambitious and cold-hearted ...
- Harry is emotional, dreamy and depressive, but he knows what he wants and what he doesn't ...

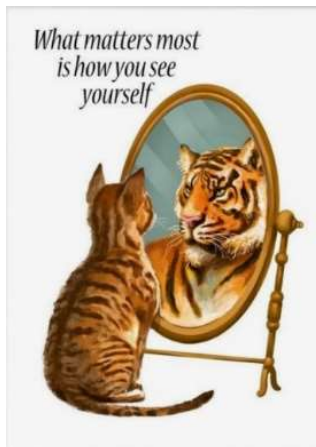
c. Which of the characters could *you* relate to best? Say or write down why.

3. Let's just take a quick look at the form of the play. It starts on day.
 Ali is being interviewed by the student. She is retelling the story of her attempt to change Harry and turn him into someone else.

Take a look at the beginning of each scene. Ali's short 'introductions' interrupt the chronological sequence of the storyline. Ali is the *narrator* who tells us the story (i.e. her recollections of past events) from her point of view. In your **PF**, design a graphic representation of this technique. Here's *one possible example* for you:



4. Match the picture with the most appropriate quote. Say why. Compare with your colleagues. Do you all agree?



<https://ca.pinterest.com/pin/258957047316314079/>

- Clothes make the man
- A leopard can't change his spots
- What you see in the mirror changes the way you see yourself

5. In his introductory note, the author of the play refers to a theme which is common in literature, i.e. '*if it is possible to change how we are, is it possible to change others*' (p. 3, text booklet)?

- a. In the play *Pygmalion* (George Bernard Shaw, 1912), a gentleman scientist is trying to make a lady out of a flower girl by changing the way she speaks. Have you heard of the play? If you're interested, this is another chance to research and put together a fact sheet. You might come across the play again in the course of your English Literature lessons. There is also a musical based on the play.
- b. Think of a famous film with a similar storyline. It was produced in 1990 and starred *Richard Gere*. Do you know the title, by any chance? If not, do some online research and find out what it is all about.

Your Feedback

Time for a summary: What are your thoughts about the play (storyline, acting, etc.)?

- ✓ Which of the themes/topics/issues, if any, in the play did *you personally* find
interesting:
important:
relevant for *you*:
relevant for *everybody*:
- ✓ Storyline and performance – what do you think?
 - I found it entertaining and funny, especially the clothes shop scene.
 - I felt sorry for Harry. I think he was being used/let himself be used. Why?
 - I think Harry’s character was a bit over the top. Nobody can be that dreamy and naïve.
 - I was really pulled into the action – as if I was watching a video.
 -
- ✓ Were there any moments when you could feel yourself getting emotional? When?
- ✓ Did you expect the play to end the way it did? Why/why not?
- ✓ Language in the play: Was it OK to understand? Did the vocab tips (*in italics*) and the footnotes (in the text booklet) help?
- ✓ Finally – did you do any of the Bonus tasks (mini-projects) in the worksheet? If yes, did you find them interesting / challenging / boring (hopefully not!) / too difficult?

My space – my thoughts ...