



INFLUENCERS

| | |
|--|-------|
| ·INTRODUCTION | 03 |
| ·MEET THE CHARACTERS | 04 |
| ·DIALOGUE 1 | 05 |
| ·DIALOGUE 2 | 06 |
| ·DIALOGUE 3 | 07 |
| ·THE RULES OF THE INFLUENCERS GAME | 08 |
| ·SONG 1 "I'M NOT AN ACTOR, I WANT TO BE AN INFLUENCER" | 09 |
| ·SONG 2 "MY DREAM. INFLUENCER" | 10 |
| ·SONG 3 "I LOVE THE CINEMA" | 11 |
| ·PRE-PLAY ACTIVITY 1 – QUESTIONS-TEACHERS- | 12 |
| ·PRE-PLAY ACTIVITY 2 – MOVIES & TV SERIES-TEACHERS- | 13 |
| ·PRE-PLAY ACTIVITY 3 – CINEMA VOCABULARY-TEACHERS-..... | 14 |
| ·PRE-PLAY ACTIVITY 1 – QUESTIONS-STUDENTS- | 15 |
| ·PRE-PLAY ACTIVITY 2 – MOVIES & TV SERIES- STUDENTS-..... | 16-17 |
| ·PRE-PLAY ACTIVITY 3 – CINEMA VOCABULARY-STUDENTS-..... | 18 |
| ·POST-PLAY ACTIVITY 1-TRUE OR FALSE-TEACHERS- | 19 |
| ·POST-PLAY ACTIVITY 2 – FILL IN THE GAPS-TEACHERS-..... | 20-21 |
| ·POST-PLAY ACTIVITY 3-THE CHARACTERS-TEACHERS- | 22 |
| ·POST-PLAY ACTIVITY 1 -TRUE OR FALSE-STUDENTS- | 23 |
| ·POST-PLAY ACTIVITY 2 – FILL IN THE GAPS-STUDENTS-..... | 24-25 |
| ·POST-PLAY ACTIVITY 3-THE CHARACTERS-STUDENTS- | 26 |
| ·EXTRA-ACTIVITY -HOW TO BECOME AN INFLUENCER-..... | 27-28 |
| ·MORE INFORMATION..... | 29 |
| ·VOCABULARY | 30 |

INTRODUCTION



The primary purpose of the teacher's pack is to help both teachers and students alike to get as much as possible out of their participation in the interactive performance of **"INFLUENCERS"**.

The pack has been designed as a tool to help students understand the play, learn new vocabulary and improve their listening and speaking skills. Once they have done the activities, students will understand better both how the story develops and the lines the actors deliver so they will get more enjoyment out of the performance. The audio material contains some introductory elements where you'll find texts corresponding to the plot synopsis and the characters, some dialogues from the play and the original songs performed in the play. Also, you'll find some suggested activities we recommend you do before the play, pre play activities and some post-play activities which have been designed to check if students have understood the play correctly. The activities also enable the student's vocabulary, expressions and grammatical structures to improve.

Pre-play and post-play activities include instructions for the teacher and the corresponding student worksheets, if the activity requires them. Some of the activities have an extension part (extension activity) which makes it possible to study the contents in depth, depending on the group's ability. Both the introductory material and the suggested activities may require the corresponding audio material to make better use of them.

To help the teacher find and select the audio activities, we have listed the track numbers below with their corresponding contents in the play **"INFLUENCERS"**.

AUDIO "INFLUENCERS": (TRACK 1 TO 9)

Track 1.-Meet the characters

Track 2.Dialogue 1

Track 3.Dialogue 2

Track 4.Dialogue 3

Track 5.The Rules of the Influencers Game

Track 6.Song 1. I'm not an actor, I want to be an Influencer

Track 7.Song 2. My dream. Influencer

Track 8.Song 3. I love the Cinema

Track 9.How to become an Influencer

A new feature includes the possibility for teachers to see the choreography of a song on our website and therefore offers the opportunity of teaching it to the students prior to the show, thus allowing them to fully enjoy the dance on the day of the show.

We sincerely hope that both teachers and students fully enjoy the play itself and the activities which make up this teacher's pack.

We also hope this proves to be a useful aid in enhancing enjoyment of this interactive theatre experience.

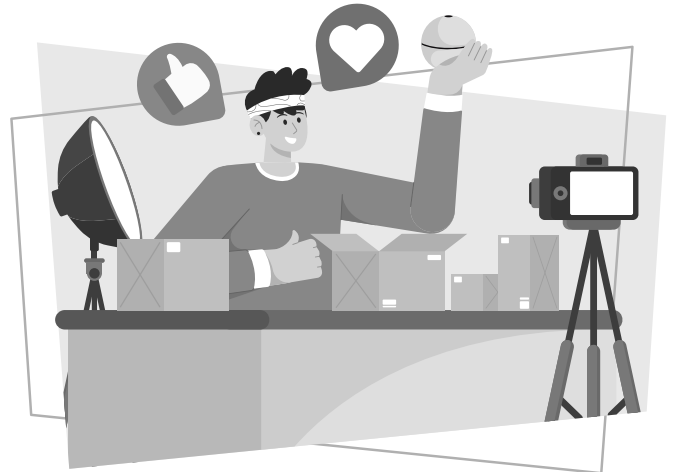
MEET THE CHARACTERS

-TRACK 1-



BEN.

My name's Benjamin. Ben for everybody. I'm a secondary school student and the truth is I'm not a genius, but I don't get bad grades. I'm English. I'm timid, a little absent-minded and I can't stand when people are late. I don't care about how I dress; in fact, I use to wear casual clothes. I love music and I play the bass in a group of friends. My biggest dream is to be a good musician. I like cinema but just as a viewer. I know a lot of people at the secondary school, but my best friend is Sam. I've had a special relationship with her. I like her a lot, but I'm scared of telling her about my feelings and lose her friendship. For me, the best thing ever would be to compose the soundtrack for a good movie.



SAMANTHA.

Hello boys and girls. How are you? My name is Samantha, Sam for friends. I'm a secondary school student and I have lived in London for three years. I'm Canadian. I'm a determined girl, a dreamer, an idealist and very enterprising. I like dressing nicely and have my own style. I love studying and learning everything related to show business. In fact, my biggest dream is to be a great actress. I love both cinema and theatre, but I wouldn't run out the possibility of working on TV. I know being an actress is very difficult, but I am ready to work hard and learn everything I can. At the secondary school I have some friends, but the best of them all is Ben; I've had a special relationship with him. I like him very much, but I'm scared of telling him about my feelings and lose his friendship.



DIALOGUE 1.

INFLUENCERS

-TRACK 2-

In this scene, Ben is waiting for Sam who is late because she is at the cinema.

Ben: I hope you have a good excuse. I've been waiting for ten minutes and thirty, thirty-one, thirty-two, thirty-three seconds.

Sam: I'm sorry.

Ben: I have called you about 20 times and your mobile phone was disconnected.

Sam: I'm sorry.

Ben: And there was no way to contact you. We agreed we would meet on time, and you didn't arrive, Sam.

Sam: I'm sorry.

Ben: And you haven't even apologized yet, you haven't even said "I'm sorry"

Sam: I have, three times. I'm sorry, I'm sorry, I'm sorry.

Ben: Where have you been? Has something serious happened? Did anybody pass away? Did you help some old lady to cross the street? Were you in hospital with a relative? Did you go on a pacifist's demonstration? or maybe did you put out a fire?

Sam: I was at the cinema.

Ben: Where?

Sam: In a dark room where people stare at a screen, there is darkness all around and they eat popcorn.

Ben: Don't pull my leg. I've been here in the middle of the street, stood up, for ten minutes and thirty-three seconds and you were at the cinema?

Sam: It has been only ten minutes.

Ben: And thirty-three seconds.

Sam: Yes, of course, and thirty-three seconds.

Ben: At the cinema? But, but... what a ridiculous excuse.

Sam: Would you rather hear a lie? If you want to, I can tell you that I was taken away by some aliens or, even better, a paramilitary organization kidnapped me and took me to Kabul, or perhaps that... that...

Ben: Stop it, Sam.

Sam: I don't know why you get so worked up. The world isn't going to change for ten minutes.

Ben: And thirty...

Sam: And thirty-three seconds. Besides, the movie was fantastic.

Ben: Was it?

Sam: Yes, it was.

Ben: Let me guess... A second-year secondary school student girl, whose biggest dreams are to become Britney Spears when she gets older, to date the secondary school basket team captain and to go to the graduation party dressed in pink, sees her dreams come true when the fairy godmother magically appears and grants her three wishes. But, of course, she has to go back home before midnight because the carriage will turn into a pumpkin, and the gentlemen who carry her will turn into mice that, guess what? are her mates. And the dog, named Lucifer, that has been turned into a horse, will turn into a dog back again.

Sam: You are wrong.

Ben: I might be wrong on the dog's name and maybe she doesn't achieve it because of the fairy godmother but Lady Gaga herself who discovers her at an audition for future singers like the one for "American Idol" and then, her life changes. And despite her agenda is full because she must pay attention to her thousands of fans, she agrees to meet her best friend but she's ten minutes and thirty-three seconds late because she was at the cinema. And now, am I wrong?

Sam: Yes, you are, except for one thing. She agreed to meet her best friend indeed.



DIALOGUE 2.

INFLUENCERS



-TRACK 3-

In this scene, Samantha asks Ben to play a funny game about the world of cinema and television series.

Samantha: Sometimes we doubt what we know.

Ben: What do you mean?

Samantha: I mean, we could play a game and see how much we know about a subject like... like...

Ben: Gangsters.

Samantha: No, I only know little bit about Al Capone, but after that, practically nothing.

Ben: Well, at least you know the name of the boss, that's something ha-ha.

Samantha: Let's see how much we know about...

Ben: Superheroes.

Samantha: Nope, I know nothing about Superheroes Ben, you will beat me easily, I don't even know any of the old superheroes, the classics I mean, let alone the new ones.

Ben: You don't know what you're missing Sam, Superheroes are awesome, especially the ones from comics.

Samantha: Yeah? Maybe, but why don't we see how much we know about cinema and television.

Ben: So predictable, as always you choose a subject you know lots about.

Samantha: What's the problem, afraid of losing?

Ben: What? Hahaha, of course not, actually I think I will destroy you.

Samantha: Hmmmmm, on second thoughts, let's not play against each other, let's play against the clock.

Ben: What do you mean?

Samantha: Like an Escape-Room game in which we have to use all our knowledge about cinema and television in order to escape.

Ben: Yeah that's a great idea. Samantha. Seriously? Ben. Yeah I love it, let's do it...

Samantha: Awesome ok! Light, camera, action, ha ha!

DIALOGUE 3.

INFLUENCERS



-TRACK 4-

In this scene Samantha and Ben talk about their friendship.

Ben: Don't worry, Sam, it's just a game.

Samantha: Yeah but for me it's more than that.

Ben: ...huh?

Samantha: Have you never had a dream?

Ben: Haha, every night in bed.

Samantha: Hey, you know what I mean, be serious.

Ben: Haha yeah alright, Sam, of course I have dreams, but most of them will never happen.

Samantha: And so, what? are you just going to give up?

Ben: Seriously, how am I supposed to become a great composer, if I'm not even a good musician?

Samantha: What? You are talented.

Ben: Thanks Sam, I appreciate you saying it, but I am not convinced.

Samantha: Look. What is the ultimate dream?

Ben: To be rich, famous, handsome ... haha.

Samantha: Stop messing about and be serious for a minute.

Ben: The ultimate? Well, I guess, to compose the soundtrack for a movie.

Samantha: And I could act in it.

Ben: Hahaha, I wish!

Samantha: Well, you never know, one day our dreams could come true, we can never stop dreaming.

Ben: Yeah ok, but ...

Samantha: But what? Ben. Look sometimes I think that dreams are just, well, dreams.

Samantha: And?

Ben: And life gets in the way, it doesn't let you achieve them...

Samantha: Is that your theory?

Ben: Actually no, ha-ha, my father's. He wants me to keep my feet on the ground, according to him, I should keep my head out of the clouds and concentrate on the things I can achieve.

Samantha: Of course, he would say that he cares about you Ben, it's normal for a parent. But you should try to make him understand that with great effort, perseverance and a lot of sacrifices, you can be whatever you want to be.

Ben: Do you really believe that?

Samantha: You know I do.

Ben: Hmmmmmm, anyway, let's play on!

THE RULES OF THE INFLUENCERS GAME



-TRACK 5-

Time is limited: 45 minutes, no more, no less.

If time runs out and the last of the challenges cannot be solved, you lose.

On the other hand, if everything is resolved within the time limit, victory is assured.

You can use three wildcards:

- 1.** Call a family member or friend to help answer the question. The call is limited to a minute and a half.
- 2.** Ask any audience member who is watching. Their intervention is strictly limited to a single response, and the question must be specific so that the answer is concise and clear.
- 3.** Ask all the audience who are watching. In this case, their collaboration is not limited. The group can give several responses and options, and if a solution is not clear from that then they can raise their hands, and the majority option is chosen!

Throughout the game, a mobile phone cannot be used, since it would be too easy to find the answers on the web.

You cannot use a book unless it is expressly included in the game.

The game is collective, that means, the players do not play individually.

Right from the beginning the objective is to get past all the challenges together, since the desire to win amongst competitors is common.

It is a participatory game, and only competitive against the clock.

Each player will contribute their knowledge to overcome the challenges and tests set out.

Good luck!

Now switch on the cameras and let the game begin!

Lights, camera, action!

TIME'S ON!

SONG 1.

I'M NOT AN ACTOR, I WANT TO

BE AN INFLUENCER

-TRACK 6-

Ben: Oh, it's time, for me to shine

I'm going to make the part mine

I will be, a big star.

Have lots of money and a really big car

Oh, I'm not an actor, I can't act, but I love the movies and that's a fact.

Chorus:

B&S: I'll play someone, so different from me

Like a dancer who's addicted to tea

Ben: This guy is funny, this man is sad,

Sam: This girl is crying, that woman's mad

B&S: I'm not an actor, I can't act, but I love the movies and that's a fact.

Sam: All the people, they'll love me

I'll be rich and famous just wait and see

I'm going to play, all the big parts

I'll be beautiful.

I'll break lots of hearts

I'm not an actor,

I can't act, but I love the movies and that's a fact.

Chorus:

B&S: I'll play someone, so different from me

Like a dancer who's addicted to tea

Ben: This guy is funny, this man is sad,

Sam: This girl is crying, that woman's mad

B&S: I'm not an actor, I can't act, but I love the movies and that's a fact.

Ben: The thrill I get from reading lines

Sam: Playing characters, different kinds

Ben: I could play Santa Claus,

Sam: Or Dorothy from the wizard of Oz

B&S: I'm not an actor, I can't act, but I love the movies and that's a fact.

Chorus:

B&S: I'll play someone, so different from me

Like a dancer who's addicted to tea

Ben: This guy is funny, this man is sad,

Sam: This girl is crying, that woman's mad

B&S: I'm not an actor, I can't act, but I love the movies and that's a fact.

Claps

Sam: I'm so excited, and I want to know

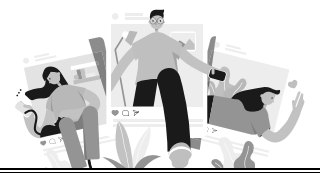
Ben: Me too, I wonder what is the show

Sam: Will it be a drama, a comedy, what?

Ben: Maybe a horror, keep your eyes shut

B&S: I'm not an actor, I can't act, but I love the movies and that's a fact.

B&S: I'm not an actor, I can't act, but I love the movies, and that's a fact.



INFLUENCERS

SONG 2.

MY DREAM. INFLUENCER

-TRACK 7-



SAMANTHA.

I have the dream of being an actress
I think I'm good enough to shine
I want to show the world my talents
I hope this dream can be mine ...
It's my time...

Chorus

I want to, be a star
Like Bette Davis I want to, drive a sports car like Helen Bauer
I want to, I want to shine like Marilyn Monroe
I want to, to be refined Like Kay Weston

I want to be in the movies
And play lots of great parts
Today I'm in a different country
Tomorrow it's another time

Chorus

I want to, be a star
Like Bette Davis I want to,
drive a sports car like Helen Bauer
I want to, I want to shine like Marilyn Monroe
I want to, to be refined like Kay Weston
I'll be famous I'll be rich
I'll be on Every list
I'll be happy I'll be loved
I'll be an actress
It's my time...time...

SONG 3.

I LOVE THE CINEMA

-TRACK 8-



BEN: I Love the Cinema

SAM: At The Alamo, John Wayne drew

BEN: A man's go to do, what a man's got to do!

SAM: The Psycho made my blood freeze!

BEN: Oh Mother, Mother Please!!!

Chorus:

BEN & SAM: Everybody loves the movies

Oh, how can you not?

If you love movies, put your hands up

And wave them in the air.

BEN: Luke, I am your father

SAM: Luke, you are the only hope for the Alliance!

BEN: From King Kong to Jurassic Park

SAM: Oh no, why would you do that? Run!

Cabaret makes me want to dance

BEN: That's quite a sacrifice!

Chorus:

BEN & SAM: Everybody loves the movies

Oh, how can you not?

If you love movies, put your hands up

And wave them in the air.

BEN: Oh, my princess, would you like to come and live with me in my castle?

SAM: I'm sorry, it's not possible.

BEN: But, but why?

SAM: Because, because, because, because I am a man!

BEN: Oh! No problem, nobody is perfect!

Camelot and Robin Hood,

Dragonheart and Flesh and Blood

SAM: Anything with Knights is good. Do you yield?

BEN: When Rambo was on the run.

SAM: Shooting everything with his gun.

He only stopped to say.

BEN: Good luck son!

Chorus:

BEN & SAM: Everybody loves the movies

Oh, how can you not?

If you love movies, put your hands up

And wave them in the air.

Wave them in the air

Wave them in the air

Wave them in the air...

BEN: Fin, Yeah!

SAM: The End!

PRE-PLAY ACTIVITY 1.

"QUESTIONS"



-TEACHERS-

This activity has an answer-and-question format in which the students are presented with clues in the form of answers and must phrase their responses in question form. To elaborate these questions, students must read, listen and understand dialogues 1, 2 and 3 – tracks 2, 3 and 4.

AIM: To make students practice the form of questions and reported speech.

1.- How long did Ben wait for Samantha?

- Ben waited for Samantha for ten minutes and thirty-three seconds.

2.- How many times did Samantha say she was sorry?

- Samantha said she was sorry three times.

3.- Why was Samantha late?

- Samantha was late because she was at the cinema.

4.- Has Ben ever had a dream?

- Yes, when he is in bed and closes his eyes.

5.- On which subject does Samantha propose the game be about?

- About the world of the cinema and television.

6.- What does Ben think about playing in an Escape-Room about cinema and television?

- Ben thinks it's a good idea.

7.- What is Ben's biggest dream?

- To compose music for a movie.

8.- Who tells Ben to keep his feet on the ground and not imagine things that, according to him, he cannot achieve?

- His father

EXTENSION ACTIVITY. REPORTED SPEECH. Explain to the students the most common verbs in

English for reported or indirect speech: "say", "tell" and "ask".

Review the grammatical structures (or pre-teach them if necessary) highlighting the following information: Reported orders (to tell + obj + infinitive) and requests (to ask + obj + infinitive).

E.g. "Please, move this car" - A policeman asked me to move the car "Be quiet!" - He told me to be quiet.

PRE-PLAY ACTIVITY 2.

“MOVIES & TV SERIES”



-TEACHERS-

In this activity students will have to match a famous quote with its movie or TV series and its genre.

“Play it again, Sam.” “I believe this is the beginning of a beautiful friendship”

CASABLANCA. Drama. Romance

“I’m Dr. Sheldon Cooper, and I’m too evolved to drive.”

BIG BANG THEORY. Comedy

“This is the day you will always remember as the day that you almost caught Captain Jack Sparrow!”

PIRATES OF THE CARIBBEAN. Action. Adventure.

“To infinity and beyond!”

TOY STORY. Animation

“The Winter is coming”

GAME OF THRONES. Action. Adventure

“Obi-wan never told you what happened to your father. Luke, I am your father”

STAR WARS. Action. Adventure

“Life is like a box of chocolates... you never know what you’re going to get”

FORREST GUMP. Comedy

“Three rings for the Elven-kings under the sky, seven for the Dwarf-lords in their halls of stone, nine for mortal men doomed to die, one for the Dark Lord on his dark throne in the land of Mordor where the shadows lie. One ring to rule them all, one ring to find them, one ring to bring them all and in the darkness bind them in the land of Mordor where the shadows lie.”

LORD OF THE RINGS. Action. Adventure.

“Ok Lisa, I will not do anything bad ever again”

THE SIMPSONS. Comedy.

“Rachel, Monica, Phoebe, Joey, Chandler y Ross are our names, but we cannot live together on top of each other”

FRIENDS. Comedy.

PRE-PLAY ACTIVITY 3.

"CINEMA VOCABULARY"



-TEACHERS-

In this activity students will have to fill in the spaces in every definition to complete them.

AIM: To review some vocabulary and make them use the context to find the right answer.

1. Clapperboard: A device of hinged boards that are struck together at the beginning of filming to synchronize the starting of picture and sound machinery.

2. Audition: An interview for a musician, actor, etc. consisting of practical demonstration of the candidate's suitability and skill.

3. Stage: A raised floor or platform on which actors, entertainers, or speakers perform.

4. Costume: A set of clothes worn by an actor or performer for a role.

5. Musical: A play or film in which singing and dancing play an essential part.

6. Set: A collection of scenery, stage furniture, etc. used for a scene in a play or film.

PRE-PLAY ACTIVITY 1.

"QUESTIONS"



-STUDENTS-

Read the answers and write the correct question to them.

1.-

-Ben waited for Samantha for ten minutes and thirty-three seconds.

2.-

-Samantha said she was sorry three times.

3.-

-Samantha was late because she was at the cinema.

4.-

-Yes, when he is in bed and closes his eyes.

5.-

-About the world of cinema and television.

6.-

-Ben think it's s a good idea.

7.-

-To compose music for a movie.

8.-

-His father.

PRE-PLAY ACTIVITY 2.

"MOVIES & TV SERIES"



-STUDENTS-

Here you have some famous quotes from very well-known movies & TV series. Read them all and match the quote with its corresponding movie and its genre. **MOVIE AND tv series quotes.**

- TOY STORY - FRIENDS - CASABLANCA - FORREST GUMP - GAME OF THRONES - STAR WARS
- THE SIMPSONS - LORD OF THE RINGS - PIRATES OF THE CARIBBEAN - BIG BANG THEORY ·
- Drama - Comedy - Action - Romance - Biography - History - Action - Animation - Adventure ·

Quote: **"Play it again, Sam". "I believe this is the beginning of a beautiful friendship" .**

Movie: Genre:

Quote: **"I'm Dr. Sheldon Cooper, and I'm too evolved to drive." .**

Tv Serie: Genre:

Quote: **"This is the day you will always remember as the day that you almost caught Captain Jack Sparrow!"**

Movie: Genre:

Quote: **"To infinity and beyond!"**

Movie: Genre:

Quote: **"Obi-wan never told you what happened to your father. Luke, I am your father"**

Movie: Genre:

Quote: **"The Winter is coming"**

Tv Series: Genre:

Quote: **"Life is like a box of chocolates... you never know what you're gonna get"**

Movie: Genre:

PRE-PLAY ACTIVITY 2.

“MOVIES &TV SERIES”



-STUDENTS-

Quote: “Three rings for the Elven-kings under the sky, seven for the Dwarf-lords in their halls of stone, nine for mortal men doomed to die, one for the Dark Lord on his dark throne in the land of Mordor where the shadows lie. One ring to rule them all, one ring to find them, one ring to bring them all and in the darkness bind them in the land of Mordor where the shadows lie.”

Movie: Genre:

Quote: “Ok Lisa, I will not do anything bad ever again”

Movie: Genre:

Quote: “Rachel, Monica, Phoebe, Joey, Chandler y Ross are our names, but we cannot live together on top of each other”

Movie: Genre:

EXTENSION ACTIVITY 1. HOW MUCH DO YOU KNOW ABOUT CINEMA AND TV SERIES?

- Which movies from the previous list have you watched? Write a full sentence.

.....
.....
.....
.....

- Who is the director? Could you name at least one or two actors from the cast? Write a full sentence.

.....
.....
.....
.....

- Do you know if they won any Oscar? Write a full sentence.

.....
.....
.....
.....

- Now choose one of the previous movies and write the synopsis. Use the dictionary if needed.

.....
.....
.....
.....

PRE-PLAY ACTIVITY 3.

"CINEMA VOCABULARY"



-STUDENTS-

Choose the correct words to fill in the spaces to complete the definitions below.

ENTERTAINERS- SINGING- ROLE- SCENE- CLOTHES- INTERVIEW- PLAY-
FILMING- SUITABILITY- SCENERY- STRUCK- FLOOR- DANCING- PERFORM-
FURNITURE- ACTOR

1. Clapperboard:

A device of hinged boards that are together at the beginning ofto synchronize the starting of picture and sound machinery.

2. Audition:

An for a musician,, etc. consisting of practical demonstration of the candidate's and skill.

3. Stage:

A raised or platform on which actors,, or speakers

4. Costume:

A set of worn by an actor or performer for a

5. Musical:

A or film in which and play an essential part.

6. Set:

A collection of, stage, etc. used for a in a play or film

POST-PLAY ACTIVITY 1.

"TRUE OR FALSE"



-TEACHERS-

In this activity, students have to say if the sentence is true or false. This is a good way to know if they understood the play.

1. Samantha loves to read the book "1,001 movies you should watch before you die". (**TRUE**)
2. Samantha wants to be a chemistry and physics teacher in the future, since she loves teaching. (**FALSE**)

Samantha wants to be an actress.

3. Ben's favourite movie is The Wizard of Oz. (**FALSE**)

SOLUTION: Ben's favorite movie is Star Wars.

4. Samantha loves Disney movies and romantic television series. (**TRUE**)
5. Ben always prefers to read comics rather than watch superhero movies. (**TRUE**)
6. Samantha is the one who proposes to play a themed game about the cinema world and television series. (**TRUE**)
7. Ben and Samantha don't get along, they hate each other, they are enemies. (**FALSE**)

SOLUTION: Ben and Samantha love each other, they are best friends.

8. Samantha does not like classic television series, like "Friends" (**FALSE**)

SOLUTION: Samantha loves classic TV series, like "Friends."

9. Ben would love to compose a soundtrack for a movie. (**TRUE**)
10. Samantha is a girl who sings and dance terribly, in fact she is very clumsy. (**FALSE**)

SOLUTION: Samantha is a girl who sings and dances very well.

EXTENSION ACTIVITY.

After answering the previous activity, ask them now to write the correct sentences.

POST-PLAY ACTIVITY 2.

"FILL IN THE GAPS"



-TEACHERS-

In this activity, students must listen carefully to the track 6 –Song 1. "I'm not an actor, I want to be an Influencer" and fill in the blank spaces with the correct words to complete the scene.

Ben:

Oh, it's time, for me to **shine**

I'm going to make the part mine

I will be, a big **star**

Have lots of **money** and a really big **car**

Oh, I'm not an **actor**, I can't act, but I love the **movies** and that's a fact.

Chorus:

B&S:

I'll play someone, so **different** from me

Like a **dancer** who's addicted to tea

Ben:

This guy is **funny**, this man is sad,

Sam:

This girl is crying, that woman's **mad**

B&S:

I'm not an actor, I can't **act**, but I love the movies and that's a **fact**.

Sam:

All the **people**, they'll love me

I'll be **rich** and famous

Just wait and see

I'm going to play, all the big parts

I'll be **beautiful**.

I'll break lots of **hearts**

I'm not an actor,

I can't act, but I **love** the movies and that's a fact.

Chorus:

B&S:

I'll **play** someone, so different from me

Like a dancer who's **addicted** to tea

Ben:

This guy is funny, this man is sad,

Sam:

This **girl** is crying, that woman's mad

B&S:

I'm not an actor, I can't act, but I love the movies and that's a fact.

Ben:

The **thrill** I get from reading lines

Sam:

Playing **characters**, different kinds

POST-PLAY ACTIVITY 2.

"FILL IN THE GAPS"



-TEACHERS-

Ben:

I could play Santa Claus,

Sam:

Or Dorothy from the **wizard** of Oz

B&S:

I'm not an actor, I can't act, but I love the movies and that's a fact.

Chorus:

B&S: I'll play someone, so different from me

Like a dancer who's addicted to **tea**

Ben:

This **guy** is funny, this **man** is sad,

Sam:

This **girl** is crying, that **woman's** mad

B&S: I'm not an actor, I can't act, but I love the movies and that's a fact.

Claps

Sam:

I'm so **excited**, and I want to know

Ben:

Me too, I **wonder** what is the show

Sam:

Will it be a drama, a **comedy**, what?

Ben:

Maybe a **horror**, keep your **eyes** shut

B&S:

I'm not an actor, I can't act, but I love the movies and that's a fact.

B&S:

I'm not an actor, I can't act, but I love the movies, and that's a fact.



POST-PLAY ACTIVITY 3.

“HOW MUCH DO YOU
KNOW THE CHARACTERS?”



-TEACHERS-

In this activity, students should write a description about the looks and the personality of the main characters (Samantha and Ben). Details such as clothing, hair colour, eye colour, what they like, etc. are important. The more details, the better. It would be recommended to let the students know that they must pay attention to those things when they watch the play and that they must remember them. After this, they must write a description of themselves and of another classmate.

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting or typing. There are no margins, text, or other markings on the page.

POST-PLAY ACTIVITY 1.

“TRUE OR FALSE”



-STUDENTS-

Say if the sentences below are true (T) or false (F)

- 1. Samantha loves to read the book “1,001 movies you should watch before you die”
.....
- 2. Samantha wants to be a chemistry and physics teacher in the future, since she loves teaching
.....
- 3. Ben’s favourite movie is The Wizard of Oz.
.....
- 4. Samantha loves Disney movies and romantic television series
.....
- 5. Ben always prefers to read comics rather than watch superhero movies
.....
- 6.Samantha is the one who proposes to play a themed game about the cinema world and television series
.....
- 7.Ben and Samantha don’t get along, they hate each other, they are enemies
.....
- 8. Samantha does not like classic television series, like “Friends”
.....
- 9.Ben would love to compose a soundtrack for a movie
.....
- 10.Samantha is a girl who sings and dances terribly, in fact she is very clumsy
.....

Now, correct the mistakes in each false sentence and write the correct one in the space provided below.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

POST-PLAY ACTIVITY 2.

"FILL IN THE GAPS"



-STUDENTS-

In this activity, students must listen carefully to the track 6 –Song 1. "I'm not an actor, I want to be an Influencer" and fill in the blank spaces with the correct words to complete the scene.

Ben:

Oh, it's time, for me to

I'm going to make the part mine

I will be, a big

Have lots of and a really big

Oh, I'm not an, I can't act, but I love the and that's a fact.

Chorus:

B&S:

I'll play someone, so from me

Like a who's addicted to tea

Ben:

This guy is, this man is sad,

Sam:

This girl is crying, that woman's

B&S:

I'm not an actor, I can't, but I love the movies and that's a

Sam:

All the, they'll love me

I'll be and famous

Just wait and see

I'm going to play, all the big parts

I'll be

I'll break lots of

I'm not an actor,

I can't act, but I the movies and that's a fact.

Chorus:

B&S:

I'll someone, so different from me

Like a dancer who's to tea

Ben:

This guy is funny, this man is sad,

Sam:

This is crying, that woman's mad

B&S:

I'm not an actor, I can't act, but I love the movies and that's a fact.

Ben:

The I get from reading lines

Sam:

Playing , different kinds

POST-PLAY ACTIVITY 2.

"FILL IN THE GAPS"



-STUDENTS-

Ben:

I could play Santa Claus,

Sam:

Or Dorothy from the of Oz

B&S:

I'm not an actor, I can't act, but I love the movies and that's a fact.

Chorus:

B&S: I'll play someone, so different from me

Like a dancer who's addicted to

Ben:

This is funny, this is sad,

Sam:

This is crying, that mad

B&S: I'm not an actor, I can't act, but I love the movies and that's a fact.

Claps

Sam:

I'm so , and I want to know

Ben:

Me too, I what is the show

Sam:

Will it be a drama, a , what?

Ben:

Maybe a , keep your shut

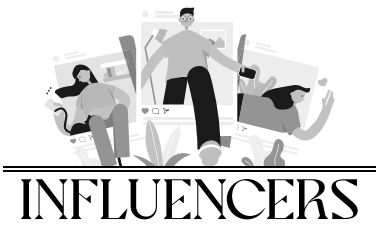
B&S:

I'm not an actor, I can't act, but I love the movies and that's a fact.

B&S:

I'm not an actor, I can't act, but I love the movies, and that's a fact.

POST-PLAY ACTIVITY 3.



“HOW MUCH DO YOU
KNOW THE CHARACTERS?”

-STUDENTS-

How much do you know about Samantha and Ben? Write a description about the looks and the personality of them both. Include details such as hair colour, clothing style, what they like, what they want to be in the future, etc.

Ben:

.....

.....

.....

.....

.....

.....

.....

.....

.....

Sam:

.....

.....

.....

.....

.....

.....

.....

.....

.....

EXTENSION ACTIVITY. Now it’s your time. Write a description of yourself including physical and psychological details as you did in the previous activity.

.....

.....

.....

.....

.....

.....

.....

.....

And finally, choose one of your classmates and write a description of him/her.

.....

.....

.....

.....

.....

.....

.....

.....

EXTRA-ACTIVITY

"HOW TO BECOME AN INFLUENCER IN 11 STEPS"



-TRACK 9-

Becoming an influencer can be an exciting endeavour. You can inspire your audience, share your passions, and generate income. Follow these steps to make your influencer journey a rewarding and successful one:

1. Complete basic business tasks.

Here are two basic tasks to complete:

- Articulate your influencer goals, such as building a following around your passions, working with specific brands you admire, and generating income.
- Write a summary of the kind of influencer brand you want to create.

2. Identify your niche.

A niche is a highly specific market segment of consumers that an influencer can market to online. Your niche can be based on a category of content that you'd share on social media as well as the demographics of your target audience.

To gain clarity on your niche, reflect on your passions and the kinds of products you love to use and would like to promote to others.

3. Get to know your audience.

Once you've identified your niche, conduct market research to understand your audience. Click around on social media to find out:

- The content your audience responds to the most
- The type of comments your audience makes on other social media influencers' content

4. Create your influencer brand.

Think of your influencer brand like you would a personal brand, a coherent presentation of your personality, values and passions, and authority on a specific topic that you can use to explore your business potential.

5. Explore your content strategy.

A large part of an influencer brand is the content you share on social media channels. To start building a content strategy, make a list of individual pieces of content that explore different facets of your category.

6. Optimize your online presence.

Before officially launching your influencer brand and posting content in earnest, take time to optimize your online presence as a whole, so that you can build brand equity. Your online presence can include:

- Creating new social media accounts.
- Read blog articles or other longer-form content
- Setting up an email marketing.

7. Select your channels.

You need to select the social media platforms and marketing channels through which you'll influence and inspire an audience.

Here are some general differences between platforms:

- YouTube influencers tend to perform well when promoting products requiring an explanation or video tutorial.
- TikTok influencers perform well in categories like entertainment, dance, pranks, fitness, and home improvement, and typically cater to Gen-Z audiences.
- Instagram influencers perform well when their content leverages imagery. Popular categories on Instagram include fashion, beauty, food, travel, and fitness.

8. Post unique content regularly.

It's time to start posting content. Remember that it can take time to see tangible results from your content efforts; consistency is key.

EXTRA-ACTIVITY

"HOW TO BECOME AN INFLUENCER IN 11 STEPS"



9. Engage your audience.

At the same time engage with your audience members to increase your “know, like, and trust” factor. Here are some engagement methods:

- Like, comment on, and repost content by your followers and fellow influencers in your niche.
- Respond to comments on your posts in a timely fashion.
- Start conversations on social media.
- Message your most engaged followers.

10. Collaborate with other brands.

- Make a list of the brands you’d like to collaborate with.
- Decide how you want to collaborate with them, including sponsored posts and affiliate marketing.
- Create an Influencer profile.

11. Refine your influencer skills and strategy.

As your list of followers and brand collaborators grows, commit to the regular upkeep of your influencer business:

- Stay connected to your audience and seek to understand their interests, goals, and challenges more intimately.
- Practice different ways to connect with your audience on video or audio content, using body language, vocal intonation, and word choice.

This activity is about the discussion around the world of INFLUENCERS. What do you think? Is it a real job? Is this figure really needed in our society?....

This is a group activity for GROUPS OF 3 STUDENTS.

The main of this activity is to get groups that will work together having a discussion, arguing **for** or **against** the figure of the INFLUENCERS. This discussion should cover all fields of art: literature, cinema, painting, sculpture, ...

1.Split the students into groups of 3.

2.Tell each group to take out a sheet of paper and divide the paper as follows:

FOR

AGAINST

3.The students should spend at least 10-15 minutes discussing the topic and writing down the points for each side.

4. DWEBATE:

It’s time to explain what you think!

MORE INFORMATION



BOOKS.

“The Importance of Book Influencers” by Cindy Sproles

“3 Types of Influencers on Instagram and How to Use Them For Marketing” by Filip Konecny

“How to Become an Influencer” by Meagan W.

“1001 Movies You Must See Before You Die” Steven-Jay-Schneider

“The Movie Quiz Book” Authors

“The Little White Lies” Authors

WEBS.

What is an Influencer? – Social Media Influencers Defined [Updated 2024]

What’s an Influencer? The Complete WIRED Guide | WIRED

Top 25 Instagram Influencers on the Planet

<https://www.globallinkidiomas.es/vocabulario-sobre-cine-en-ingles/>

<https://youtalkonline.com/blog/53-palabras-y-expresiones-para-hablar-de-cine-en-ingles/>

<https://www.ringteacher.com/materiales-didacticos/vocabulario-ingles/vocabulary-cine-ingles/>

VOCABULARY



A.

AUDITION – ACTOR

ACTRESS – ACTION

ADVENTURE – ANIMATION

AWARD – ASK (TO)

B.

BROADCAST – BOOK

C.

CHARACTER

CLAPPEBOARD – CAMERA

COVER - CINEMA

CRAZY – COMEDY

COSTUME DESIGNER

D.

DREAM - DRAMA

DANCE (TO)

E.

EXCITED – END- EYES

F.

FILM – FRIEND –

FAMOUS- FLOOR

G.

GAME - GENRE

H.

HEART- HOPE (TO)

I.

INFLUENCER - INTERVIEW

J.

JOB

K.

KEY – KID – KILL (TO)

L.

LIES – LIKE (TO) – LATE

M.

MOVIE - MAKEUP

N.

NOBODY – NANNY – NAKED

O.

OSCAR (AWARD)

P.

PRODUCER – PICTURE

PERFORM – PLAY (TO)

Q.

QUOTES

R.

RULES – REHERSAL

ROOM – READ (TO)

RICH - ROLE

S.

SCRIPT – SCHOOL -

SCENE – SHINE (TO) –

SET DESIGNER –SYNOPSIS

T.

TELEVISION –TIME

TV SERIES –THEORY

U.

UGLY – UNCERTAIN

UMBRELLA

V.

VALUE – VAN

W.

WINTER – WRITE (TO)

WELCOME - WAR

X.

X FACTOR – XENOPHOBIA

Y.

YEAR –YESTERDAY

Z.

ZOOM IN – ZOOM OUT