

FATHER IN DISGUISE



Teens & Adults
Comedy

WORKPACK

FATHER in Disguise

DIRECTED BY Lucrecia Aguirre

MUSIC Marcelo Andino

WORKPACK Ana Laura Zanfranceschi, Eugenia Dell'Osa,
Silvia Montimurro

OBRA REGISTRADA LEVEL

Age	Level	CEFR	Cambridge International Examinations		Pearson Tests of English (PTE)	Trinity College Exams	Trinity - ISE
Teens and Adults	Intermediate Upper Intermediate to Advanced	B2 (Waystage) C1 / C2	Schools Preliminary First Advanced Proficiency	General and Higher Education Preliminary First Advanced Proficiency	PTE General Nivel 3 PTE General Nivel 4	Grades: 7/8/9 Grades 10/11 Grade 12	ISE II ISE III ISE IV

Our dear fellow teacher,

In the workpack you are about to start using, you will find a series of activities to be used with your students both before and after watching the BAP play of your choice.

You will find that the activities have been graded for intermediate to upper-intermediate and advanced students and labelled from lower to higher level with 1, 2 and 3. In the Index section, you will find a Teacher's Corner for some of the activities, with suggested procedures, answer keys where appropriate and follow ups, including AI activities. All these are simply suggestions. You are the one who knows your students, so please feel free to play around with this workpack as much as you want and let yourself flow with your imagination and inspiration.

Have a magical BAP experience, and do let us know what worked best for you and your students!

All our love,
The Teachers' Team



LEVEL 1



LEVEL 2



LEVEL 3



FATHER IN DISGUISE

Synopsis

Malcolm lives his life through the characters in the books he reads, or at least that is what his wife Stella thinks. Their two teenage kids, **Tyra** and **Daniel**, do not contribute much to the situation that reigns at home with their poor school performance.

Being a newly separated father, he will do anything in his power to enter his own house and see his children at least for an hour a day. Pretending to be an experienced old Literature teacher, **Malcolm** will manage to spend time with his kids without anyone noticing. Disguised as an old lady, he will go through a series of hilariously funny situations!

Will **Malcolm's** lie be discovered? Will this noble and brave attitude make his ex-wife reconsider the whole situation? Will **Malcolm** go back home to his family? Will the kids pass their tests? Come and see this very life-like comedy and find out for yourself!

Moral

Family, where life begins
and love never ends.

FATHER

IN DISGUISE

VOCABULARY

This list of vocabulary items will help you and your students understand and enjoy the play more fully. Please note that some expressions may have multiple interpretations and can be used as both phrasal verbs and collocations.

ADJECTIVES

awful • off-key • graceless • multi talented • bloody • uncomfortable • gorgeous
miserable • fools • jealous • illegal • nervous • old fashioned • cute • tough
weird • loony • impossible • manly • skinny • insane

NOUNS

rival • dust cart • flyers • guy • guru • fingernails • love • hatred • outfit • toenails • peace
chaos • cable bill • monster • life • cheerleader • poodle • neuron • milkman • break-up
post • oldies • miracle • tutor • love • lawn • anger • musketeers • development

VERBS

To rehearse • to envy • to quit • to dump • to fire • to pee • to trim • to deliver • to hire
to fail • to stop doing • to forgive • to post • to accomplish • to mow • used to • to split
to afford • to fancy • to last • to blame • to swear • to miss • to yell

PHRASAL VERBS

Back up • Take off • Pass by • Fit in • Give out • Be supposed to • Back up (someone)
Calm down • Go nuts • Throw away • Be sick and tired • Take care of • Try one's best
Work something out • Get shut off • Shut up • Go away • Take someone in • Put up with
Let someone in • Turn into • Get on with

COLLOCATIONS

Be good at • Be in time • Eat out • Show someone to • Stay back in time • Talk someone
into something • Win someone over • Be one of a kind • Figure out • Let's call it a day

IDIOMS

Be worn out • Once in a while • Be in disguise

FATHER

IN DISGUISE

CHARACTERS

MALCOM
father



DANIEL
son



STELLA
mother



TYRA
daughter

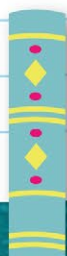


TOMMY
friend/Tyra's boyfriend



FATHER in DISGUISE

BEFORE WATCHING ACTIVITIES



LEVEL 1



LEVEL 2



LEVEL 3





01 BACKGROUND INFO

Let's reflect a little bit about the different types of families that exist nowadays.

A. FAMILIES NOWADAYS-WHAT IS A FAMILY?

The term "family" is a fundamental concept that holds varied interpretations across different cultures and societies. At its most basic, a family represents a social unit that is connected by shared genetics, legal ties, or a mixture of both.

Let us look at the various "types of family" within the anthropological context, which vary based on factors such as marriage, residence, ancestry, size, and relationships.

Different types of family

There are many different types of families, each with its own unique dynamics. Some of the most common types of families include:

- **Nuclear family** - a family consisting of two parents and their children, but not including aunts, uncles, grandparents, etc.
- **Single-parent family**
- **Stepfamily** - a family that is formed by two people and the child or children of one or both of them from a previous relationship
- **Blended family** - a family that consists of two adults, the child or children that they have had together, and one or more children that they have had with previous partners
- **Extended family** - a family unit that includes grandmothers, grandfathers, aunts, and uncles, etc. in addition to parents and children
- **Grandparent family**
- **Foster family** - a family that provides custody or guardianship for children whose parents are dead or unable to look after them.
- **Adoptive family**
- **Same-sex family**
- **Childless family**
- **Joint family** - a family in which parents and their male children with their families live together and are considered as a single unit

B. IT'S TIME TO DISCUSS "ON FAMILY AND VALUES".

The play you are about to watch, introduces a nuclear family, with some issues to be solved. Are there things you consider need to be solved in your family?

Read the texts below and discuss with your mates and teacher what a Value is and whether you agree with the positive values mentioned below.

What are values?

Values are a part of our experience that affects our behavior. They encompass our attitudes, the standards for our actions and our beliefs. Values are often learned from family, culture and people around us. In addition, values tell others what is important to us and guide our decision making. We use our resources — time, money and brain power — on the things we value.

See Teacher's Corner at the INDEX



01

BACKGROUND INFO

Let's reflect a little bit about the different types of families that exist nowadays.

Characteristics of positive values within families

Many of family ideals, beliefs, behaviors or “values” are merely habits of thinking or behaving. Sometimes this is because we do not know any other way or because we have not stopped to think about the motives or reasons for the things we think, say or do. Identifying and communicating the values of the family can...

- Be helpful in making personal decisions.
- Become a guide for self-empowerment.
- Help manage time, energy and resources to the fullest.
- Help one to know oneself better.
- Help eliminate some of the confusions in life.
- Help formulate a desired system of values.
- Help one to act or behave in accordance with their values.
- Help one to better understand and respect others who have different values.

C. FOLLOW-UP

Write a paragraph of about 100 words answering the following questions

Which are the values you consider most important as regards family? What about friendship?

[illegible]

See Teacher's Corner at the INDEX



02

NOW, YES! TO THE STORY!

This is a synopsis of the play you are going to watch. Identify the 10 extra words in the text. There is only an extra word per line, but BE CAREFUL the other four lines are correct.

- | | | |
|---|--|----|
| Malcolm lives his life through whole the characters in the | | 01 |
| books he reads, or at least that is what his wife Stella | | 02 |
| thinks. Their two teenage kids, Tyra and Daniel, they do not | | 03 |
| contribute much to the chaotic situation of that reigns at | | 04 |
| home. Being a newly separated father, he will do anything has | | 05 |
| in his power to enter in his own house and see his children at | | 06 |
| least for an hour of a day. Pretending to be an old Literature | | 07 |
| teacher, Malcolm will manage to spend the time with his kids | | 08 |
| without anyone noticing. Disguised as an old lady, he will | | 09 |
| go through a series of hilariously funny situations! Will Malcolm's | | 10 |
| lie be discovered? Will this noble and brave attitude make his | | 11 |
| ex-wife reconsider the whole of situation? Will Malcolm go back to | | 12 |
| home to his family? Will the kids pass out their tests? Come | | 13 |
| and see this very life-like a Comedy and find out for yourself! | | 14 |

See Teacher's Corner at the INDEX





03

Read the Synopsis section and fill in the gaps with the missing word in the box below.
Can you remember all of them to answer?

Malcolm 1. _____ his life through the characters in the books he 2. _____ ,
or at least that is what his wife **Stella** 3. _____. Their two teenage kids, **Tyra** and **Daniel**,
do not contribute much to the situation that reigns at home with their poor school performance.

4. _____ a newly 5. _____ father, he will 6. _____ anything in
his power to enter his own house and 7. _____ his children at least for an hour a day.

8. _____ to be an experienced Literature teacher, **Malcolm** will manage to
9. _____ time with his kids without anyone noticing. Disguised as an old lady, he will
10. _____ through a series of hilariously funny situations!

Will **Malcolm's** lie be discovered? Will this noble and brave attitude make his ex-wife reconsider the
whole situation? Will **Malcolm** go back home to his family? Will the kids pass their tests? Come and see
this very life-like comedy and find out for yourself!

lives • thinks • do • see • spend • go • being
reads • separated • pretending

See Teacher's Corner at the INDEX





04

VOCABULARY

Can you classify these words according to their part of speech?

accomplish • afford • anger • awful • blame • bloody • break-up • cable bill • chaos
cheerleader • cute • deliver • development • dump • dustcart • envy • fail • fancy • fingernails
fire • flyers • fools • forgive • gorgeous • graceless • guru • guy • hatred • hire • illegal
impossible • insane • jealous • last • lawn • life • loony • love • manly • milkman • miracle
miserable • miss • monster • mow • multi-talented • musketeers • nervous • neuron • off-key
old-fashioned • oldies • outfit • peace • pee • poodle • post • quit • rival • skinny • split
swear • rehearse • toenails • tough • trim • tutor • uncomfortable • weird • yell

NOUNS

ADJECTIVES

VERBS

Follow-up: Choose 15 words from any of the categories, the ones you feel you know or will remember. Design your own Crossword Puzzle with the following generator (<https://www.superteacherworksheets.com/generator-crossword-puzzle.html>) and exchange it with your partners. The one to fill in the crossword first, will be the winner.

See Teacher's Corner at the INDEX



05

Malcolm and William. A story of passion and vocation.

One of the male characters in the play – Malcolm, the father – is a Literature teacher. He loves his books and stories so much that he practically lives through them – or at least that's what his wife, Stella, thinks.

His favourite writer is William Shakespeare.



Chat GPT search

Write on chat GPT (<https://chataigpt.org/>):

"You are William Shakespeare. Answer these questions about your life:

- When and where were you born?
 - What was your family like?
 - What about your personal life?
 - What genre did you specialize in?
 - Which are your most outstanding plays?
 - Which are "The four great Tragedies you wrote"?
 - Who can you be compared to in Spanish literature?
- Why?
- Why were you so famous and why has your work lasted in time?

Use old English. And see the difference between Old English and Modern English. What about asking Chat GPT for another style of language? (Trap? Rap? Free-Style?) What similarities do you find? What differences do you find? Discuss with your classmates.

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06

Romeo & Juliet

A. At one point in the play there is a clear reference to Shakespeare's romantic and popular tragedy Romeo and Juliet.

What do you know about this play? Focus your research and discussion around these concepts:

plot • genre • main characters • secondary characters
setting in time and place • introduction • rising action • conflict
climax • falling action • development • resolution • theme

**You can use CHAT GPT to do this activity.*

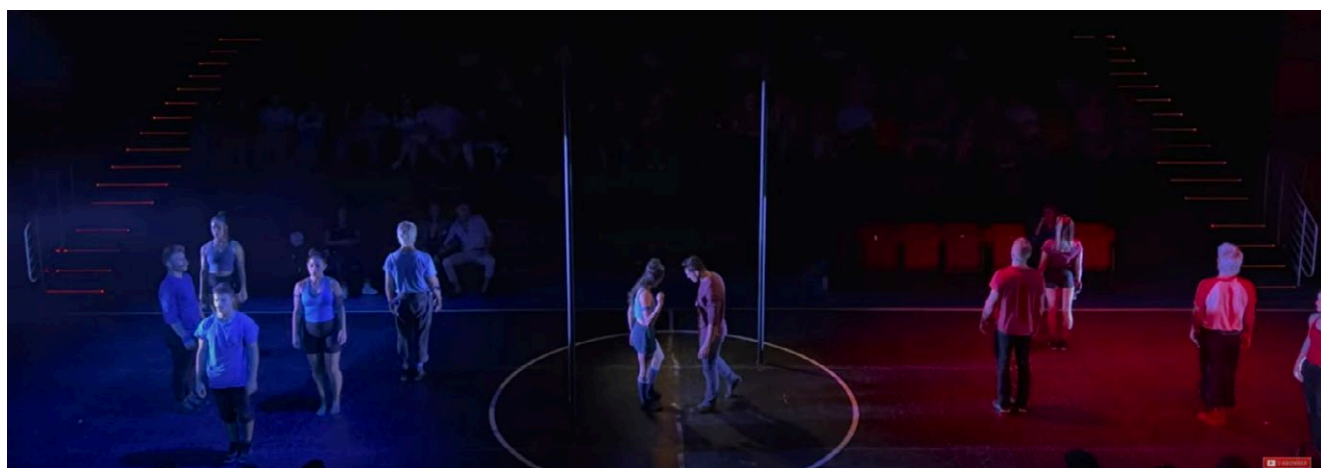
B. The YouTube link below includes acrobatics and theatre, dance and multimedia, music and storytelling. Watch it!

<https://youtu.be/oxMK8rlwEFE?si=cDWZZ31TJKWGIL-o>

a. Discuss your experience and impressions with your partners.

Can you identify intertextuality with one of Shakespeare's plays? Which one? How do you know?

b. Which story would you tell this way? Share with your class.



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07

Hamlet

Later on, in the play, there is a clear reference to Shakespeare's famous play Hamlet.



What do you know about this tragedy? Use the following key words to help you find out information and then share your conclusions with your classmates.

plot • genre • main characters • secondary characters
setting in time and place • introduction • rising action • conflict
climax • falling action • development • resolution • phatos • theme

**You can use CHAT GPT to do this activity.*

See Teacher's Corner at the INDEX





08

Hamlet and Simba

Have you ever seen this famous Disney movie?



Watch the movie together with your class

<https://youtu.be/IMiuUcgn9hg?si=0S6J5yvtV2wsK8hN>

A. Explain and justify this statement:

"Disney's Lion King is an intertext of Shakespeare's Hamlet"

B. Discuss the film in detail.

Compare and contrast Disney's The Lion King to Shakespeare's Hamlet. You can use <https://chataigpt.org/>

	THE LION KING	HAMLET
Storyline		
Setting		
Characters		
Themes		
Tones and Style		

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09

What's the phrasal verb?

Tyra wants to test her cheerleading skills.

Harold convinced Stella to hire Miss Matilda Clark.

Daniel was supposed to distribute flyers.

Daniel was embarrassed when he saw the girl he liked going past him.

He disguised as a milkman only to see her.

Malcolm doesn't know who will allow him to stay in their place.

Tyra wished her father would support her.

Tyra's parents ended their relationship.

Malcolm hopes she will consider her decision carefully.

She is positive she will get the judges to like her this time.

VERBS

try

back

pass

win

break

think

talk

give

taks

dress

PARTICLES

out for

out

into

up

by

over

in

up

up

over

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10

TABOO. Have you ever played this clue game?

This game aims at guessing the GUESS WORD with the clues given, but there are some forbidden/TABOO words.

CHEERLEADER
SCHOOL GIRL
SING
ENCOURAGE
AMERICAN SPORT

Imagine the word you have to guess is CHEERLEADER.

Your friend will have a card like this, and he won't be able to mention the words in black. So, he/she might say the following clues for you to guess:

Someone who dances and shouts in a special outfit to support a football team. She carries a pompom as she chants and jumps.

With the words from the previous exercise, as guess words, create your own TABOO CARDS. And play the game with your mates.

How to play the game

The clue-giver draws a card. The word at the top of the card is the guess word the clue-giver is trying to get his or her teammates to say. The four words below the guess word are the TABOO words the clue-giver CANNOT say when giving clues for the guess word.

Follow-up

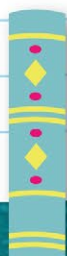
You can prepare the activity with this Taboo Generator <https://vocab.today/worksheets/taboo/>

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FATHER in Disguise

AFTER WATCHING ACTIVITIES



LEVEL 1



LEVEL 2



LEVEL 3





11

My mistress eyes...

Towards the end of the play there is a clear intertextual reference to what is probably Shakespeare's most famous and popular sonnet.

Look up the following information to analyze this part of the play in detail:

- What is a sonnet?
- What is the structure like?
- How many sonnets did Shakespeare write?
- What and who were they about?
- Find his famous sonnet starting:

"My mistress' eyes are nothing like the sun..."

- Try reading it aloud with your friends and teacher
- Discuss its meaning line by line, and as a whole.
- Would you like somebody to write something like this about you? Why / not?

Follow-up

Traditional poems often follow specific forms and structures, such as sonnets, haikus, or villanelles, while freestyle poems are more open and do not adhere to specific structural constraints.

Then, is it difficult to follow the Iambic Pentameter writing a sonnet on your own? Here you have a Sonnet Generator.

<https://www.poem-generator.org.uk/sonnet/>

Follow the instructions and see how in a couple of minutes you create your own piece of Literature! Do you dare take a mike and rap? Come on!

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12

Sonnet CXXX

Here you have two versions of Shakespeare's sonnet.

One version written in old English and another one translated into modern English.

My mistress' eyes are nothing like the sun;
Coral is far more red than her lips' red;
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damask'd, red and white,
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound;
I grant I never saw a goddess go;
My mistress, when she walks, treads on the ground:
And yet, by heaven, I think my love as rare
As any she belied with false compare.

My mistress's eyes are nothing like the sun.
Coral is much redder than the red of her lips.
Compared to the whiteness of snow, her breasts are
grayish-brown.
Poets describe their mistresses' hair as gold wires, but...
my mistress has black wires growing on her head.
I have seen roses that were a mixture of red and white,
but I don't see those colours in her cheeks.
And some perfumes smell more delightfully than my
mistress's reeking breath.
I love to hear her speak; yet I know perfectly well that
music has a far more pleasant sound.
I admit I never saw a goddess walk;
when my mistress walks, she treads on the ground.
And yet, by heaven, I think my beloved is as special
as any woman whom poets have lied about with false
comparisons.

After you read Sonnet CXXX, compare and contrast "Shakespeare's Mistress" to Stella, Malcom's wife.

Shakespeare's Mistress

Stella

See Teacher's Corner at the INDEX





13

Write a letter to Shakespeare telling him about one of the topics below:

- that you've met "his Mistress" in BA and that she is married to Malcolm.
- that you discovered how much you like freestyle and you were inspired by him. (180/200wds)

A photograph of a single sheet of white, lined notebook paper. The paper has horizontal ruling lines spaced evenly down its length. It is held at the top center by a silver metal binder clip. The paper is placed on a light brown wooden surface, which appears to be a clipboard or desk. The lighting is even, highlighting the texture of the paper and the wood.

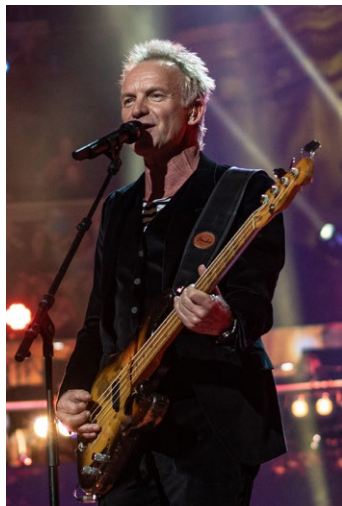
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14

Nothing Like the Sun

Meet Sting. A famous British singer of the 80's.



What do you know about him? Find info in CHAT GPT and make a Canva presentation. (age / birth / previous job / band / kind of music / etc)
One of the songs from his CD/TRACK Nothing Like the Sun, Sister Moon, is a hypertext of Shakespeare's sonnet CXXX. Why?

Below are the song lyrics all mixed up-just within each stanza! Piece of cake!

A- First predict what the right order will be.

B- Then listen to the song, check, and discuss the intertextual references in it.

https://youtu.be/F7h0A987_FM?si=gLXpuD5WRxvZRf7A (Tawanda version-2022)

<https://youtu.be/moAD8uP5uKY?si=NgmGqn3he6a1LYKi> (Sting-2016)

<https://youtu.be/TS0oP1FkGFA?si=fQb68wJ6iFwnXWVc> (Original version-1987)

Sting, Sister Moon

- ☐ In your blue blue shadows I would hide
- ☐ I'm all by myself in your silver light
- ☐ I'd go out of my mind, but for you
- ☐ Sister moon will be my guide
- ☐ All good people asleep tonight
- ☐ I would gaze at your face the whole night through

- ☐ The primal root of a woman's charms
- ☐ My eyes are too weak
- ☐ I'm a stranger to the sun
- ☐ You watch every night, you don't care what I do
- ☐ When it's warmth that he seeks?

- ☐ I'd go out of my mind, but for you
- ☐ How cold is a heart
- ☐ Lying in a mother's arms
- ☐ I'd go out of my mind, but for you

- ☐ My hunger for her explains everything
I've done

- ☐ And they really don't care if I do
- ☐ My mistress' eyes are nothing like the sun
Sister Moon
- ☐ To howl at the moon the whole night through
- ☐ I'd go out of my mind, but for you

Follow-up

There are other songs by Sting, and by other singers and bands, which play with the idea of intertextuality in relation to different Shakespeare's works. Look them up in CHAT GPT and share this information with your class.

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15

Class Discussion.

Follow your teacher's instructions and discuss these topics with your mate.

Should teenagers work?

Should teenage students do household chores?

Should teenagers give their opinions when father and mother are in the middle of an argument?

IDEAS FOR...

IDEAS AGAINST...

See Teacher's Corner at the INDEX





16

Essay Organization.

ESSAY OUTLINE

Title: _____

INTRODUCTION

Establish topic _____

BODY

Paragraph 2:

State position _____

Supporting ideas:

1 _____

2 _____

3 _____

Paragraph 3

State opposite position _____

Supporting ideas:

1 _____

2 _____

3 _____

CONCLUSION

Balanced personal comment:

Now, use your ideas above and some of the words below to write out your full essay:

Some people claim... Firstly, Secondly, One of the main arguments for/against... is..., In addition to this, An example of this is..., However, On the other hand, in contrast, Taking everything into account, it is my opinion that...

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17

Play Analysis

You have just watched a play and analysed different pieces of writing. Can you analyse the play as a piece of writing? Complete with the corresponding information.

TITLE _____ PLAYWRIGHT _____
PLOT _____

GENRE _____

CHARACTERS

MAIN _____ SECONDARY _____

SETTING

TIME _____ PLACE _____

INTRODUCTION

CONFLICT

CLIMAX

DEVELOPMENT

RESOLUTION

THEME

See Teacher's Corner at the INDEX





18

SPEAKER'S CORNER.

Have you ever heard of London's *Speaker's Corner*?

A Speakers' Corner is an area where open-air public speaking, debate and discussion are allowed. The original and most noted is in the north-east corner of Hyde Park in London, United Kingdom. Anyone may talk there on any subject, as long as the police consider their speeches lawful, although this right is not restricted to Speakers' Corner only. In general, these speakers gather lots of people as their audience. Their speeches tend to be about religion, politics, economy and other social issues.

It's your turn to create your own speech and convince your audience your ideas are the best.

Choose one of these topics

- Parents and kids, best friends FOREVER!
- Your own apartment at the age of 18... a MUST!
- Working AND studying: MISSION IMPOSSIBLE!
- Having a car at 17.
- Travelling around the world with your best friends.

Now make a list of advantages and disadvantages and think of your point of view to "sell" your speech to your mates.

Follow-up

You can start this activity by watching the following video link by TedEd.com

<https://ed.ted.com/lessons/would-you-stop-dating-someone-your-parents-didn-t-like/watch>

After you finish watching, you will find an online Multiple Choice activity to do and then, you can start and develop Activity 18.

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19

PARAPHRASING

Say the same in other words. Read the following sentences and complete.
Use the phrases in the box to help you.

back me up • be good at • be worn out • have sth in mind
on top of • passed by • put up with • talk sb into
throw sth away • turn out to be

1. You never support me.

You never _____.

2. The girl I like went past.

The girl I like _____.

3. And why don't you get rid of them?

And why don't you _____?

4. I just can't believe that such a simple thing can be so complicated in the end.

I just can't believe that such a simple thing can _____ so complicated.

5. You need to understand that not everyone is effective in everything.

You need to understand that not everyone _____ everything.

6. But I need someone who can tolerate Tyra's singing.

But I need someone who can _____ Tyra's singing.

7. I'm so exhausted.

I'm so _____.

8. But you will not persuade me to act in such a way.

But you will not _____ in such a way.

9. But I've got a plan.

But I' _____.

10. In addition I am the door-lady!!

_____ it I am the door-lady!!

See Teacher's Corner at the INDEX





20

Let's test your memory! Who remembers?

Play this game to check what you can remember about the play, as well as to enhance your speaking skills.
Who's got the best memory in your class?

The teacher asks the following questions to the class. The student who knows the answer, and is the first one to stand up, gets a chance to answer it. He/She has to speak for a whole minute. If he/she does it correctly, there is a prize!

- What do you remember about the father?
- What do you remember about the mother?
- What do you remember about the son?
- What do you remember about the daughter?
- What do you remember about the boyfriend?
- What do you remember about the Literature teacher?



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21

ROLE PLAY TIME!

It's your turn to show your class your acting skills.

Read the situations below, and pretending to be those characters, role play the situation with your mates.



Stella meets a new friend on a dating app. They arrange to meet at a restaurant. Stella keeps talking and complaining about her kids, her ex-husband and her exhausting house chores. Her date gets tired of her complaints and leaves her alone. She has to pay the expensive bill.

Daniel and his sister decide to take a course on house chores. The teacher tries to teach them, but they are terrible at working in the house!



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22

Who said it?

Read the following statements and guess who said them in the play, to whom? Why?



1. "He has just three neurons, which are trying to connect with each other."
2. "Besides, she smells like a man!"
3. "We don't need another man here, nobody is replacing these kids' father."
4. "He fell in love with a girl who was on a ship."
5. "Everything is a question of attitude."
6. "I'm a police officer and I'm here to sell the end of the year raffle."
7. "I breathe in love, I breathe out hatred."
8. "All for one and one for all, together we stand and together we...."



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23

Let's play Charades!

He turned out to be a woman

Who will take me in?

He has to put up with her singing

I am worn out

Please, clean up after yourself

It did not cross my mind

I am fed up with this the housework

I am sick and tired of cleaning

He is going nuts

Are you out of your mind?

See Teacher's Corner at the INDEX

Below you will find the list of activities for Father in Disguise with the corresponding key and Teacher's Corner to each exercise where needed. These activities were designed taking into account your students' level but also autonomy, that's why they can be used indistinctively...

YOU KNOW YOUR STUDENTS!!! We hope you and your students enjoy them!

ACTIVITY	TEACHER'S CORNER	KEY	PAGE
BEFORE WATCHING ACTIVITIES			
1. Background info	C. Follow-up: Write a paragraph of about 100 words answering the following questions Which are the values you consider most important as regards family? What about friendship?		7
2. Now, Yes! To the story		1. whole / 2. -- / 3. they / 4. of / 5. has / 6. in / 7. of / 8. the / 9. -- / 10. -- / 11. -- / 12. to / 13. out / 14. a	9
3. Synopsis		1. lives / 2. reads / 3. thinks / 4. Being / 5. separated / 6. go / 7. see / 8. Pretending / 9. spend / 10. go	10
4. Vocabulary	Parts of Speech Follow-up: Choose 15 words from any of the categories, the ones you feel you know or will remember for good, better. Design your own Crossword Puzzle with the following generator (https://www.superteacherworksheets.com/generator-crossword-puzzle.html) and exchange it with your partners. The one to fill in the crossword first, will be the winner.	Adjectives: awful, bloody, cute, gorgeous, graceless, illegal, impossible, insane, jealous, last, loony, manly, miserable, multi-talented, nervous, off-key, old-fashioned, skinny, tough, uncomfortable, weird. Nouns: anger, blame, break-up, cable bill, chaos, cheerleader, development, dump, dustcart, envy, fingernails, fire, flyers, fools, guru, guy, hatred, hire, lawn, love, milkman, miracle, miss, monster, musketeers, neuron, oldies, outfit, peace, pee, poodle, post, rival, toenails, trim, tutor. Verbs: accomplish, afford, blame, deliver, dump, envy, fail, fancy, fire, forgive, hire, love, miss, mow, pee, post, quit, rehearse, split, swear, trim, yell.	11
5. William Shakespeare	Follow-up: 1. To do this activity you will need to have a whatsapp group with your students. If you do, go ahead! Teacher reads the questions aloud and the first answer entered by any of your students in the group will be the winner. The student who scores more points, will get a certificate with a FREE EXCUSE to be used during the following week. Find the certificate template at the end of this index. Powered with www.canva.com 2 Discuss with your class: Have you ever seen any of his plays at the theatre or the cinema? If yes, how much did you like them?		12
6. Romeo & Juliet	Story analysis: The term "intertextuality" captures the idea of a text referring to, being influenced by, or incorporating elements from other texts. Get students to watch the Youtube video and describe what elements in the video make them think of the story of Romeo and Juliet. https://7fingers.com/		13
7. Hamlet.	https://chataigpt.org/		14
8. Hamlet vs The Lion King	You will have the chance to compare and contrast Shakespeare's work with different films.		15
9 What's the Phrasal Verb	Pair up your students. Give each A a list of verbs and each B a list of particles. Ask them to cut them out. In pairs, they discuss possible combinations and revise meanings. If possible, allow them to use a dictionary to check. Cut out the sentence strips and put them in a bag. Ask for volunteers to pick one and read aloud. Encourage the pairs to identify a phrasal verb that can be used to paraphrase the sentence. The first pair to call out the phrasal verb gets a chance to say the full sentence. Score a point for sentences that are grammatically correct.	1. Tyrann wants to try out for cheerleader 2. Harold talked Stella into hiring Miss Matilda Clark. 3. Daniel was supposed to give out flyers. 4. Daniel was embarrassed when he saw the girl he liked passing by. 5. He dressed up as a milkman only to see her. 6. Malcolm doesn't know who will take him in. 7. Tyra wished her father would back her up. 8. Tyra's parents broke up. 9. Malcolm hopes she will think it over. 10. She is positive she will win the judges over this time.	16
10. Taboo	Follow the instructions to play the game and invite your students to make their own cards to play the game. Techie option: Follow-up: You can prepare the activity with this Taboo Generator https://vocab.today/worksheets/taboo/		17

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AFTER WATCHING ACTIVITIES			
11. Sonnets	Analyze sonnets with your students. Follow-up: Traditional poems often follow specific forms and structures, such as sonnets, haikus, or villanelles, while freestyle poems are more open and do not adhere to specific structural constraints. Then, is it difficult to follow the Iambic Pentameter writing a sonnet on your own? Here you have a Sonnet Generator. https://www.poem-generator.org.uk/sonnet/ Follow the instructions and see how in a couple of minutes you create your own piece of Literature! Do you dare take a mike and rap? Come on! Analyze Shakespeare's Language and compare the character in the Sonnet with Stella, Malcolm's wife.		19
12. Sonnet CXXX			20
13. Writing a letter			21
14. Listening - Shakespeare & Sting	These links will be useful to check info about the activities. http://grammar.about.com/od/il/g/Intertextuality.htm http://dominicpetrillo.com/ed/Semiotics_for_Beginners.pdf http://www.decodedscience.com/what-is-transtextuality-understanding-the-meaning-of-the-words-we-read/28891 The links to the songs https://youtu.be/F7h0A987_FM?si=gLXpuD5WRxvZRf7A (Tawanda version-2022) https://youtu.be/moAD8uP5uKY?si=NgmGqn3he6a1LYKi (Sting-2016) https://youtu.be/TS0oP1FkGFA?si=fQb68wJ6iFwnXWVc (Original version-1987) Follow-up: There are other songs by Sting, and by other singers and bands, which play with the idea of intertextuality in relation to different Shakespeare's works. Look them up in CHAT GPT and share this information with your class.	Sister moon will be my guide In your blue blue shadows I would hide All good people asleep tonight I'm all by myself in your silver light I would gaze at your face the whole night through I'd go out of my mind but for you I'd go out of my mind but for you Lying in a mother's arms The primal root of a woman's charms I'm a stranger to the sun My eyes are too weak How cold is a heart When it's warmth that he seeks? You watch every night, you don't care what I do I'd go out of my mind, but for you I'd go out of my mind, but for you My mistress' eyes are nothing like the sun My hunger for her explains everything I've done To howl at the moon the whole night through And they really don't care if I do I'd go out of my mind for you	22
15. Class Discussion on Teens' issues	Organize a class discussion. Choose one of the topics: Students divide into two groups. One group will brainstorm arguments "against", the other, arguments "for". Allow some minutes for students to have a set of 5 or 6 arguments minimum. Pair up one student from the group "against" with a student from the group "for". Each pair chooses 3 arguments from each list. Together they decide on a position, either for or against. Give out worksheets and get them to write an outline for an essay on the topic.		23
16. Essay Organization	Follow the instructions on the same activity 16 page 24.		24
17. Play Analysis	As you have analysed some pieces of literature, you can now invite your students to analyse the play as a new one.		25
18. Speakers Corner	You can relate this activity to British Culture. And ask them to search about this topic. Follow-up: You can start this activity watching the following video link: https://ed.ted.com/lessons/would-you-stop-dating-someone-your-parents-didn-t-like/watch After you finish watching, you will find an online Multiple Choice activity to do and then, you can start and develop Activity 17.		26
19. Paraphrasing		back me up - passed by-throw them away-turn out to be-is good at-put up with- worn out- talk me into acting-'ve got something in mind-on top of	27
20. Who remembers?	The teacher needs a cooking timer (the funniest are the sort which look like hard-boiled eggs or hens!) and some sweets as prizes for the students. Use the photographs of the characters in the next page to test your students' memory even further! Note: This one-minute speaking task is great practice for students sitting for FCE, and beyond.		28
21. ROLE PLAY	Assign a role to your students and enjoy their performance.		29
22. Who said it?	These lines were taken from the play. Your students have to decide who said each line. Invite them to tell you when and why these lines were said.	1.Stella / 2.Tyra / 3.Malcom / 4.Daniel / 5. Malcom / 6. Tommy 7. Stella / 8. Tyra	30

ACTIVITY	TEACHER'S CORNER	
23. Charades	Divide your students into two groups. One member from group A comes to the board and picks a sentence. He/She has to draw as many lines as words there are in the sentence. Set a timer, he/she has to mime or draw pictures for his/her partners to guess. The group that guesses the full sentence in the time given scores a point.	31

SUGGESTED ACTIVITIES

KING/QUEEN	Students place their chairs in a circle, with the "KING/QUEEN's THRONE" placed in the middle of the circle. One student sits on it and starts retelling an aspect of the play they have seen. When he runs out of ideas, and if at least one minute has elapsed, he says "NEW KING/NEW QUEEN" so that everyone moves around to find a new chair. The KING or QUEEN who sits on the empty THRONE goes on with the retelling of the play, and so on. Everyone in the class MUST contribute to this activity so that the whole play is retold. Note: The KING/QUEEN can also wear a crown to give this activity a more dramatic effect.
TOSS IT!	Using a ball or balloon, students stand in a circle and toss it around to retell the play they have seen taking turns.

ACTIVITY 5 - Certificate

FREE EXCUSE CERTIFICATE

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