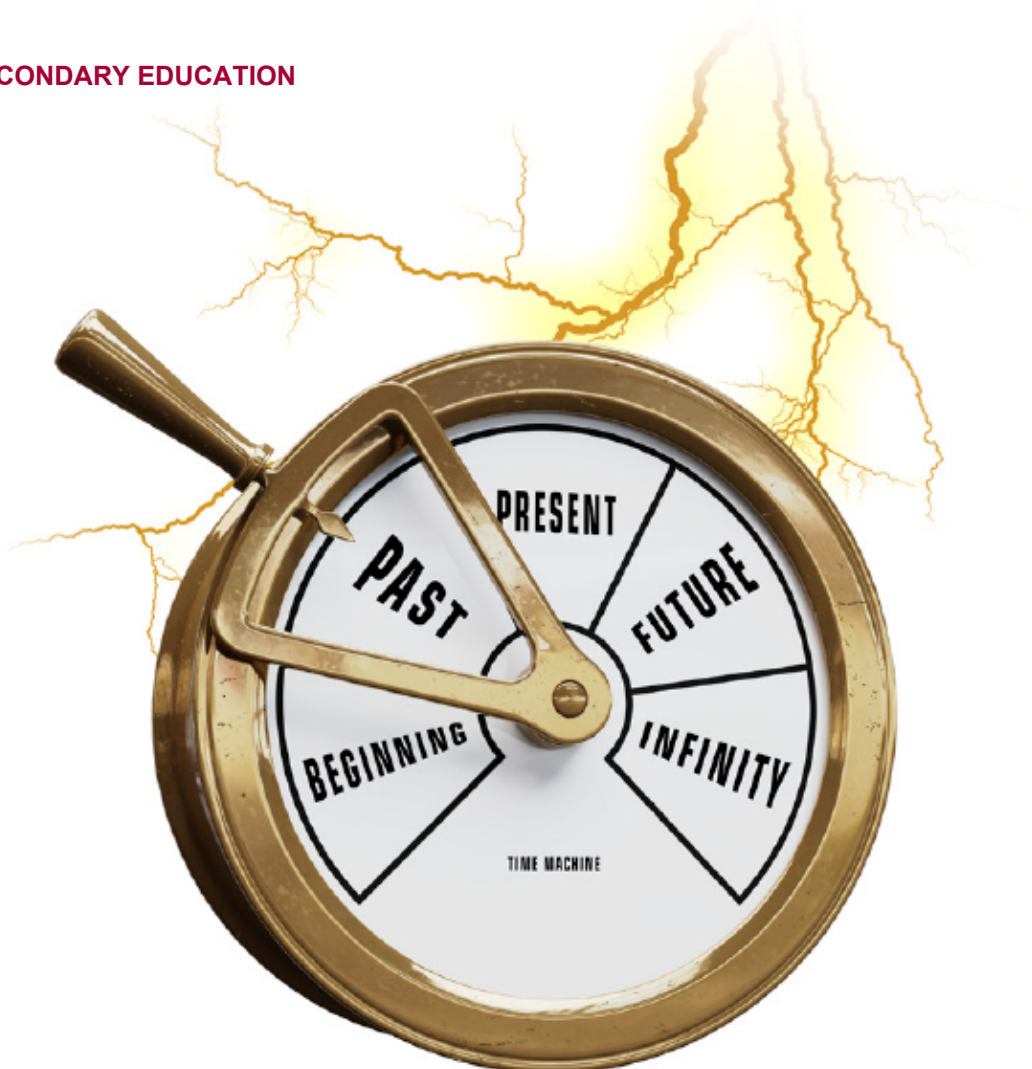


# **TIME TRAVEL**

1ST & 2ND GRADE - SECONDARY EDUCATION



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## 1. JUSTIFICATION OF THE PROPOSAL

Theatre as a tool to stimulate and encourage students to discover, learn and apply the language they have learned.

The plays present social content and are also focused on an educational/student environment that will allow the students to identify with the values contained therein.

The scripts, apart from allowing the play to be performed in the theatre thus creating the recreational and aesthetic aspect, also help to develop communicative functions, vocabulary and grammatical structures. These can be worked on beforehand in class using a series of worksheets to facilitate understanding of the plot and contribute to language learning. This didactic material is adjusted to the level of the students according to the objectives stipulated for the relevant level by the Ministry of Education.

## 2. OBJECTIVES

### GENERAL:

- Listening to and understanding messages in a variety of verbal exchanges, using the information transmitted to carry out specific tasks.
- Expressing oneself and interacting orally in simple and common situations, using verbal and non-verbal procedures and adopting a respectful attitude.
- Writing a variety of texts with different endings, with the help of templates and models.
- Reading a variety of texts in order to understand them, extracting general and specific information for a pre-established goal.
- Valuing a foreign language as a means of communication and understanding between people with different places of origin, culture and languages.
- Acquiring knowledge of linguistic, geographic and cultural features of the country where the foreign language is spoken.
- Understanding that theatre is a source of pleasure and personal enrichment, thus fostering interest in it.

**SPECIFIC:**

- Fostering an interest in taking part in oral exchanges about routines and situations from daily life in the foreign language.
- Working on language prosody: aspects of phonetics, rhythm, accentuation and intonation.
- Familiarising the student, from the start, with the plot and different characters in the play, in order to facilitate comprehension of the performance at the theatre.
- Developing two communicative functions per level, providing the student with the syntactic, grammatical, lexical and phonetic knowledge that make up those functions, in order for the student grasp them.
- The four basic skills that each reader needs to develop in order to communicate optimally will also be worked on: listening and reading comprehension (**L.C. - R.C.**) and written and oral expression (**W.E. - O.E.**).

### 3. METHODOLOGY

**Presentation of Material:**

The didactic worksheets included with the material, available to both students and teachers, are designed to be completed over four 60 minute sessions. The idea behind this is for the worksheets to be integrated into the class routine, reinforcing or applying previous knowledge or introducing new but simple content for a specific level.

**Structure of Material:**

The objective of the first, second and third sessions is to give the students the necessary preparation in order for them to be able to watch the play without any comprehension problems on the day of the performance.

The fourth session will focus on expression. After having seen the play, the students will be allowed to express their opinions on the performance (comparing the actual ending with the ending they had previously imagined; comparing the behaviour of the actors with their own).

The sessions are structured as follows:

## BEFORE THE PERFORMANCE

| 1º & 2º E.S.O. |            | OBJECTIVE  | SKILL   |
|----------------|------------|--|---|
| SESSION 1      | Activity 1 | <ul style="list-style-type: none"> <li>Familiarisation with the plot</li> </ul>        | <ul style="list-style-type: none"> <li>R.C.</li> <li>O.E.</li> </ul>  |
|                | Activity 2 | <ul style="list-style-type: none"> <li>Familiarisation with the characters.</li> </ul> | <ul style="list-style-type: none"> <li>R.C.</li> </ul>                |
|                | Activity 3 | <ul style="list-style-type: none"> <li>Understanding the play</li> </ul>               | <ul style="list-style-type: none"> <li>R.C.</li> <li>O.E.</li> </ul>  |
| SESSION 2      | Activity 1 | <ul style="list-style-type: none"> <li>Testing knowledge</li> </ul>                    | <ul style="list-style-type: none"> <li>R.C.</li> <li>O.E.</li> </ul>  |
|                | Activity 2 | <ul style="list-style-type: none"> <li>Listening to a song</li> </ul>                  | <ul style="list-style-type: none"> <li>L.C.</li> </ul>                |
| SESSION 3      | Activity 1 | <ul style="list-style-type: none"> <li>Testing knowledge</li> </ul>                    | <ul style="list-style-type: none"> <li>R.C.</li> <li>O.E.</li> </ul>  |
|                | Activity 2 | <ul style="list-style-type: none"> <li>Synonyms</li> </ul>                             | <ul style="list-style-type: none"> <li>R. C.</li> <li>W.E.</li> </ul> |

## AFTER THE PERFORMANCE

| 1º & 2º E.S.O. |            | OBJECTIVES   | COMPETENCIES   |
|----------------|------------|--|--|
| SESSION 4      | Activity 1 | <ul style="list-style-type: none"> <li>Talking about the play</li> </ul> | <ul style="list-style-type: none"> <li>O.E.</li> </ul> |
|                | Activity 2 | <ul style="list-style-type: none"> <li>Writing opinions</li> </ul>       | <ul style="list-style-type: none"> <li>W.E</li> </ul>  |
|                | Activity 3 | <ul style="list-style-type: none"> <li>Listening to a song</li> </ul>    | <ul style="list-style-type: none"> <li>L.C.</li> </ul> |

## SELECTED APPROACH:

Although our main objectives are to foster interest in theatre and to help the student to grasp two new communicative functions, our approach is intended to be entertaining, visual and communication-based. Indeed, on these worksheets we can find many activities presented in the form of games, which also provide moments of fun in class. Finally, all sessions require the students to express themselves, with activities focusing on situations from daily life, or even role play. As such, our goal is to offer activities as an alternative to the classroom routine and to make learning a second language more appealing. All of this work is presented as project of the utmost interest: watching a play in a foreign language.

## ADVICE AND RECOMMENDATIONS:

Before starting on the worksheets and the activities proposed therein, the students must have the play in order to go on to read it. Similarly, given that there are many activities requiring useful and modern resources, there must also be a CD player in the classroom for listening to the scenes and songs. All this material (song, CD, worksheets) is available on the following website: [www.recursosweb.com](http://www.recursosweb.com)

In the student section, the sessions are spread out over several worksheets. As such, it is advisable to make as many copies as there are students as soon as possible. As soon as the students have the worksheets, they will be able to complete them, following the instructions given for each exercise and with help from additional materials such as dictionaries and reference manuals in class.

In the teacher's section, you will find all the activities designed for the students as well as the answer key with all the correct answers for all the questions.

Each activity on the didactic worksheets is designed to train the four basic skills in foreign language acquisition: Listening Comprehension, Reading Comprehension, Written Expression and Oral Expression.

These skills serve to work on a range of vocabulary, grammatical structures and phonetic aspects, in order to develop a series of communicative functions that we consider key to understand the play. This practice will also help to apply them in real situations.

In addition to the presence of the different basic skills, the sessions follow a sequential order. As such, it is important to complete each and every one of the sessions, from the introduction of the plot to the storyline and characters, culminating in the resolution of the play. Therefore, completing the didactic worksheets before going to see the play is necessary to reinforce the overall comprehension of the play and, at the same time, we create excitement and expectations that will be met at the theatre.



## SESSION 1: SYNOPSIS AND CHARACTERS

### Activity 1: Synopsis



Read the synopsis of the play and answer the questions with your classmates.

Mary, Rob and Charlie try to create a time travel machine. Mary and Rob are excited, but Charlie is **sceptical** about the outcome. Due to an **incident** Rob is trapped in the machine, which seems to work! Mary and Charlie begin a journey into the past and future in search of Rob. The prehistoric era, the English **Baroque** or the next millennium will be some of the **epochs** they will be forced to travel through.

**INCIDENT:** an unexpected and usually unpleasant thing that happens

**EPOCH:** a particular period of time in history or a person's life

**SCEPTICAL:** having doubts or reservations

**BAROQUE:** is a style of architecture, music, dance, painting, sculpture and other arts that flourished in Europe from the early 17th century until the 1740s



Do you think that time travel will be possible one day?

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What kind of future do you imagine?

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What qualities do you consider necessary to be a good scientist or researcher and why?

*A scientist or researcher should be....*

- |           |              |                |               |
|-----------|--------------|----------------|---------------|
| • clever  | • meticulous | • teamworker   | • empathetic  |
| • patient | • friendly   | • good looking | • sociable    |
| • strong  | • good       | • bold         | • independent |
| • funny   | • fearful    | • shy          | • ambitious   |
| • honest  | • supportive | • accurate     | • cautious    |





## SESSION 1: SYNOPSIS AND CHARACTERS



### Activity 2: The Characters

There are three main characters in the play: Charlie, Mary and Rob **Read** the following three descriptions of the characters.

#### Mary



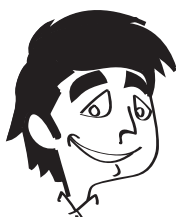
*She is 15 years old. She is charming, proactive, brave and firmly believes that the project will succeed. She has a special relationship with Rob.*

#### Charlie



*He is the same age as the others. He's always getting into trouble. And sometimes, he is too indecisive. His friends will have to rescue him.*

#### Rob



*He is in love with a girl and wants to confess his feelings to her. They both share the same dream job.*



## SESSION 1: SYNOPSIS AND CHARACTERS



Now match the following sentences to your character, applying the Reported Speech.

- I'm not sure this is going to work.

*CHARLIE - Charlie says he's not sure it will work.*

- You are such a coward. I'll go!

*MARY - Mary says that he is such a coward and that she will go.*

- What should I do, guys? Should I try to go find them? Should I stay here?

*CHARLIE - Charlie asks the boys if he should go and find them or if he should stay.*

- (To Mary.)(In a romantic tone.) It would be really good if I die by your side.

*ROB - Rob says to Mary in a romantic tone that it would be really good if he died by her side.*

- (To humanoid robots.) You think you are cool, but do you know what you guys really are? Two jerks!

*CHARLIE - Charlie says to the humanoid robots that they think they're cool but they're really two jerks.*

- As I told you before, I love you.

*ROB - Rob says that as he had told her before, he loved her.*

- I love you too but... We are friends. And we have so many friends in common.

*MARY - Mary says that she loves him too but that they are friends and that they have many friends in common.*



## SESSION 1: SYNOPSIS AND CHARACTERS

### Activity 3: Sequence of Events



Number the sentences from 1 to 7 in the order you think they happen in the play.

2. Charlie is skeptical and jokes with the machine.
7. Charlie will have to be rescued by his friends in the future.
4. Charlie and Mary decide to go find Rob.
1. At the beginning, the friends work on building a time machine.
5. Rob tries to confess his love to Mary in prehistory.
3. Charlie and Rob argue. Rob is trapped inside the machine.
6. Mary and Rob inspire Shakespeare to write a great play.



What difficulties do you think they will encounter in their journey through time?

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## SESSION 2: UNDERSTANDING THE PLAY

### Activity 1. Shakespeare



What do you know about William Shakespeare? Look up information about England's most famous author and answer the following questions.

1. William Shakespeare was...
  - a. **a famous English poet and playwright**
  - b. a famous English singer and songwriter
  - c. a famous English scientist and inventor
2. Shakespeare lived...
  - a. from 1664 to 1716
  - b. from 1864 to 1916
  - c. **from 1564 to 1616**
3. He was born in a town in England called...
  - a. London
  - b. **Stratford-upon-Avon**
  - c. Oxford
4. How many plays did Shakespeare write?
  - a. **37**
  - b. 27
  - c. 17
5. Shakespeare's play, *Romeo and Juliet* is...
  - a. a comedy
  - b. a history
  - c. **a tragedy**
6. At the time when Shakespeare lived...
  - a. only women were allowed to be actors
  - b. **only men were allowed to be actors**
  - c. both men and women were allowed to be actors



## SESSION 2: UNDERSTANDING THE PLAY

7. How many common English words did Shakespeare invent?

- a. more than 170
- b. more than 700
- c. **more than 1700**

8. What is the name of the famous theatre in London where many of Shakespeare's plays were performed?

- a. **The Globe Theatre**
- b. The World Theatre
- c. The Earth Theatre

**William Shakespeare** is believed to have influenced the English language more than any other writer in history. He invented over 1700 common words by changing nouns into verbs, changing verbs into adjectives, connecting words never before used together, adding prefixes and suffixes, and introducing completely original words too.



- Below are some of the words that Shakespeare invented. Do you know their meanings?

|             |                        |
|-------------|------------------------|
| bedroom     | <u>habitación</u>      |
| blanket     | <u>manta</u>           |
| elbow       | <u>codo</u>            |
| fashionable | <u>(estar) de moda</u> |
| luggage     | <u>equipaje</u>        |
| lonely      | <u>solitario/a</u>     |



## SESSION 2: EXPRESS YOURSELF

### Activity 2: Keep Calm



Complete the missing line of the song *Keep Calm (Track 2)*. Then, present it to your classmates.

KEEP CALM!



Listen to your heartbeat  
You'll be higher  
Follow your emotions  
You'll be stronger

We keep calm  
We keep calm  
We keep calm  
We keep calm

Listen to your heartbeat

You'll be higher

Follow your emotions  
You'll be stronger

We keep calm  
We keep calm

Listen to your heartbeat  
The feeling will guide you  
Don't go in slow motion  
The rhythm, it's inside you

We keep calm  
We keep calm  
We keep calm  
We keep calm

Listen to your heartbeat  
You'll be higher

Follow your emotions  
You'll be stronger

We keep calm  
We keep calm



## SESSION 3: THE ENDING

### Activity 1: Stop! Space Police



Read the scene where Charlie travels through time (**Scene 3**).



Choose the correct answers.

1. Where does Charlie travel through time?
  - a. into the past
  - b. into the present
  - c. into the future
2. What first impresses Charlie about the future?
  - a. the skyscrapers
  - b. the neon light
  - c. the humanoid robots
3. What does Charlie think about the future ?
  - a. It's scary
  - b. It's scary and weird
  - c. It's scary, weird but funny
4. What do humanoid robots of the future think of the name Charlie?
  - a. It's an interesting name
  - b. They hadn't heard it before.
  - c. It's an old fashioned name
5. What does Charlie think of the humanoid robots?
  - a. They look like idiots
  - b. They are friendly
  - c. He needs time to judge them



## SESSION 3: THE ENDING

### The future will be...



Subject + will + verb + complement  
 Subject + will + not + verb + complement  
 Will + subject + verb + complement?

What do you imagine for the future? Write down your vision of the future in relation to one of the following elements:

- the school
- the transport
- care for the environment

In the short term...

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In the medium term...

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In the long term...

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Imagine that you are the author of the play.

- What era would you like the characters to travel back in time to? Why?
- Would they meet a famous person? Which one would it be?



Discuss these question with your classmates.





## SESSION 3: THE ENDING

### Activity 2: Synonyms



Look at the dialogue from the end of the play, when Mary and Rob meet Shakespeare (Scene 6).



Read it as a class.

Choose a synonym for each of the underlined words from the list below and write it on the corresponding line.

TO ACCORD - THEATRICAL - IN ANY CASE - TALE -  
TO CONTINUE - TO MODIFY - TO ASSUME - USEFUL  
- TIP - TO STAY CALM

- ROB: Yeah, they wouldn't (1) agree. (TO ACCORD)
- MARY: I (2) guess. (TO ASSUME)
- ROB: But... Who cares? I love you. Nothing should come between us, Mary. I will always fight for you. (*He is getting very* (3) dramatic (THEATRICAL))
- MARY: Rob, (4) calm down (TO STAY CALM), there's someone looking at us.
- SHAKESPEARE: No, don't worry. (5) Carry on (TO CONTINUE) like that. Now I have an idea.
- ROB: Idea?
- SHAKESPEARE: Yes, my name is William Shakespeare, I am a writer and right now I'm out of ideas.
- MARY: William Shakespeare?
- SHAKESPEARE: Yes, I think I should (6) change (TO MODIFY) my name. It is very difficult to remember...
- ROB: I don't think so.



## SESSION 3: THE ENDING

- SHAKESPEARE:** (7) Anyways (IN ANY CASE). Two youngsters who love each other against all odds.  
What is your name boy?
- ROB:** My name is Rob...
- SHAKESPEARE:** You're gonna be Romeo. Sounds good. And you?
- MARY:** My name is Juliet.
- SHAKESPEARE:** Oh! Romeo and Juliet! Sounds really, really good. I think it could be a great play.
- ROB:** It will be, for sure.
- SHAKESPEARE:** Bye guys, you helped me a lot. I need to write the (8) story (TALE).
- MARY:** Did that really happen?
- ROB:** I think so, but we need to go to the future. Charlie is waiting for us.
- MARY:** Willy!!
- SHAKESPEARE:** Yes?
- MARY:** Do you want a good (9) advice (TIP) to write your stories?
- ROB:** What are you doing?
- SHAKESPEARE:** Of course Juliet.
- MARY:** To be or not to be, Willy. That is the question.
- SHAKESPEARE:** Yes indeed. Thanks a lot guys. You were very (10) helpful (USEFUL).

Now read the dialogue again using the synonyms.

### What Happens Next?

In the previous activity, you read an extract from the play where Rob declares his love for Mary and they meet to Shakespeare. What do you think will happen next? ¿Will Rob and Mary start a relationship? ¿Will Charlie be rescued? ¿Will Shakespeare write a great play? Give reasons for your answers.

**Discuss** your ideas as a class. Use these structures to help you...



I think that ...  
Mary and Rob may / might / could ...  
It is possible that ...  
Perhaps ...



## SESSION 4: EXPRESS YOURSELF

### Activity 1: What did you think?

Now that you have seen the play, let's talk about the experience....



What was your general impression of the play?

I thought it was .....

- *funny*
- *exciting*
- *boring*
- *entertaining*
- *clever*
- *enjoyable*
- *interesting*
- *silly*

because...

What did you like the most?

The best part was...

The funniest part was...

The most entertaining part was...

The most enjoyable part was...



## SESSION 4: EXPRESS YOURSELF

### Activity 2: Write your own review!



Imagine you are a journalist for your local newspaper. You have to write a review of the play giving your opinion about the following ...

- The plot
- The actors
- The script
- The costumes
- The scenery
- The music



Below is the opening paragraph of the review. Continue with your own thoughts and ideas.

*One of the perks of my job as an entertainment journalist is being invited to the opening of new theatre productions. Last night, I was a VIP guest at the first performance of TIME TRAVEL, a fun-filled story of love, science fiction and suspense...*

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## SESSION 4: EXPRESS YOURSELF



### Activity 3: Your turn!

Now it's your chance to be actors! In small groups perform this scene from the play for your classmates.

#### EXTRACT 1

*(Mary appears on stage.)*

ROB: Aaaaahhh!

MARY: Rob! It's me, Mary.

ROB: Mary, what are you doing here?

MARY: I came here to look for you.

ROB: We are in the prehistoric era. How can we get away from here?

MARY: It seems we're in an escape room.

*(A loud noise.)*

BOTH: Aaah!

MARY: Thank God, at least we're together.

ROB: It would be really good if I die by your side.

MARY: Don't say that you jinx.

ROB: I'm sure we'll make it back home.

*(They're about to kiss.)*

ROB: Mary, I think I love you.

MARY: Oh, Rob!

*(A noise is heard.)*

**SESSION 4: EXPRESS YOURSELF****EXTRACT 2**

- CHARLIE:** Where am I? Is this the future? Oh, this is so scary. Wow! Look at all those skyscrapers. They look like they're flying. How on Earth am I going to find my friends here? I'll look over there. *(He goes to the audience.)*  
Oh look there are so many people in this place. They look very weird. They look like they're robots.  
Are you robots? The robots are coming this way. Let me see. Yes, they're robots.
- KP2:** Who are you?
- CHARLIE:** Who? Me?
- TP9:** Yes, you.
- CHARLIE:** My name is Charlie.
- TP9:** Charlie? *(She laughs.)*
- KP2:** This is the most old-fashioned name I've ever heard.
- CHARLIE:** Do not mess with my name.
- KP2:** Look at the way he dresses.
- TP9:** He just came out from a picture in the National Gallery.
- CHARLIE:** Don't laugh at me!!
- TP9:** Where are you from?
- CHARLIE:** I am from Leeds, England.
- KP2:** What are you doing here?
- CHARLIE:** Where am I?
- KP2:** This is London, man.
- CHARLIE:** London!! Wow! It looks different.
- TP9:** What are you doing here?
- CHARLIE:** I'm looking for my friends. They were lost.

## OTHER SHOWS

1ST & 2ND GRADE - SECONDARY EDUCATION

**DR. JEKYLL & MR. HIDE** (*In English*)

**LE PETIT PRINCE** (*En Français*)

**LAS AVENTURAS DE TOM SAWYER**

**EL LAZARILLO DE TORMES**

**EL PERRO DEL HORTELANO**

**LUCES DE BOHEMIA**

## TIME TRAVEL

Didactic Project elaborated by  
Elena Valero Bellé



How often have you wished you could control time? This is your chance to make that wish come true, in the most hilarious way. Three youngsters travel to the past and must be extremely careful not to change anything because it could spell disaster for the future they came from. A refreshing visual show, adapted to the level of young students and full of recognisable elements and situations for children. We predict the best English lesson of the year.

