

# LUCKY DAY

FIFTH AND SIXTH GRADE OF PRIMARY EDUCATION



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## 1. JUSTIFICATION OF THE PROPOSAL

- Theatre as a tool for stimulating and encouraging the student to discover, learn and apply the language he/she has learned.
- The plays present social content and are 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 complete 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 various texts in order to understand them, extracting general and specific information in accordance with a pre-established goal.
- Valuing a foreign language as a mean of communication and understanding among people with different places of origin, culture and languages.
- Contributing to the student's 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 his/her interest in it.

### Specific:

- Fostering interest in participating in oral exchanges about routines and situations from daily life in the relevant 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 order to facilitate comprehension of the performance during the play.
- Developing two communicative functions per level, providing the student with all the syntactic, grammatical, lexical and phonetic knowledge that make up the relevant functions in order for the student to be able to grasp them.
- The four basic skills that each reader needs to control 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 that the worksheets should be integrated into the class routine, reinforcing or applying previously acquired knowledge or introducing new but simple content on languages for a certain level.

#### Material Structure:

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

The **fourth session** will be focused on expression. After having seen it, the student will be allowed to express his/her opinion on the performance (comparing the play's actual ending with the ending he/she had previously imagined; comparing the behaviour of the actors with his/her own.

BEFORE THE PERFORMANCE

All the sessions are structured as follows:

		OBJECTIVES	SKILLS
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>W.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>W.E.</li></ul>
	Activity 3	<ul style="list-style-type: none"><li>Discriminating sounds.</li></ul>	<ul style="list-style-type: none"><li>L.C.</li><li>W.E.</li><li>O.E.</li></ul>
SESSION 2	Activity 1	<ul style="list-style-type: none"><li>Testing your knowledge.</li></ul>	<ul style="list-style-type: none"><li>L.C.</li><li>O.E.</li></ul>
	Activity 2	<ul style="list-style-type: none"><li>Testing your knowledge.</li></ul>	<ul style="list-style-type: none"><li>R.C.</li><li>O.E.</li></ul>
	Activity 3	<ul style="list-style-type: none"><li>The song.</li></ul>	<ul style="list-style-type: none"><li>R.C.</li><li>L.C.</li></ul>
SESSION 3	Activity 1	<ul style="list-style-type: none"><li><b>Grammar :</b> Reported Speech</li></ul>	<ul style="list-style-type: none"><li>W.E.</li><li>R.C.</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><li>W.E.</li><li>O.E.</li></ul>
	Activity 3	<ul style="list-style-type: none"><li>Testing your knowledge.</li></ul>	<ul style="list-style-type: none"><li>W.E.</li></ul>

AFTER THE PERFORMANCE

GRADE 1		OBJECTIVES	SKILLS
SESSION 4	Activity 1	<ul style="list-style-type: none"><li>• Verifying your hypotheses.</li></ul>	<ul style="list-style-type: none"><li>• O.E.</li></ul>
	Activity 2	<ul style="list-style-type: none"><li>• Describing the performance as a whole.</li></ul>	<ul style="list-style-type: none"><li>• W.E.</li></ul>
	Activity 3	<ul style="list-style-type: none"><li>• Role play.</li></ul>	<ul style="list-style-type: none"><li>• L.C.</li><li>• O.E.</li></ul>

SKILLS	
R.C.	Reading Comprehension
W.E.	Written Expression
L.C.	Listening Comprehension
O.E.	Oral Expression

## 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 fun, visual and aimed at communication. In fact, on these worksheets, we can find many activities presented as games and which also provide moments of fun in class. Finally, all sessions require the student to express him/herself, with activities focusing on situations from daily life or even acting. As such, the goal is to offer activities as an alternative to the class's routine and to make learning a second language more attractive. All of this work is presented as project of the utmost interest: seeing 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. All this material (play, 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. 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 work the four basic skills in foreign language acquisition: Listening Comprehension, Reading Comprehension, Written Expression and Oral Expression. Through these skills, a range of vocabulary, grammatical structures and phonetic aspects are worked on in order to develop a series of communicative functions that we consider key for understanding the play as well for applying them to real situations.

In addition to the presence of the different basic skills, the sessions follow a sequential order. It is therefore 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 in order to reinforce the overall comprehension of the play and, at the same time, to create excitement and expectations that could very well be completely realised upon leaving the theatre.



## SESSION 1: SYNOPSIS AND CHARACTERS

## Activity 1: The Synopsis



Read the synopsis of LUCKY DAY



Take a look! Here is a glossary of words to help you:

**SUPERSTITION:** Excessively credulous belief in and reverence for the supernatural.

**LUCK:** Success or failure apparently brought by chance rather than through one's own actions

**SCEPTIC:** A person inclined to question accepted opinions.

**WHOLEHEARTED:** Showing or characterized by complete sincerity and commitment.

**GET RID OF:** Take action so as to be free of (a troublesome or unwanted person or thing).

*Bob, Andy's brother, is terribly superstitious. After a call from Kate, whom they both like, they are invited to a party she is having that very day. Bob is keen to go and decides to check his horoscope in the newspaper. It is not good news, as it says he is going to have the unluckiest day ever. In order to get rid of his bad luck, he goes to the Phytoness Peppy show with his sceptic but faithful brother. After the show Andy and Bob go to Kate's party where they finally discover whether their luck is good or bad.*





SESSION 1: SYNOPSIS AND CHARACTERS



**Take a look!**  
Compose the sentences with the words under each square to reveal the heading and draw the pictures of the described scene.

Bob and Andy receive a phone call	Kate invites Bob and Andy to her party	Bob checks his horoscope
Andy opens the umbrella in the living room	Bob and Andy are at Phytoness Peppy's show	Phytoness Peppy is looking through her crystal ball
Bob buys the magical lucky dust	The party is very fun	Kate, Andy and Bob are trapped on the terrace



SESSION 1: SYNOPSIS AND CHARACTERS

Activity 2 : The Characters



Read Scenes 1 and 2. What are your conclusions about the characters? Write at least three adjectives used in the plot defining each character. You can write down your own.



Take a look! There are glossaries to help you:

- BOB: jinx, unlucky, superstitious, weirdo
- ANDY: practical, supportive, sceptic
- KATE: Sexy, good looking, strict,
- PYTHONESS PEPPY: clever, bad humoured



• Bob believes in superstitions. Can you write down few sentences with the things or habits he relates to bad or good luck?



Here is some help!  
Bob thinks / believes that .....verb +ing ..... will bring/ help him good / bad luck.

- Bob believes that having four leaf clovers on the back of his phone will bring him good luck
- Bob thinks that waiting two tones before picking up the phone will bring him good luck.
- Bob thinks that wearing something green will make him luckier
- Bob thinks that Friday 13th is an unlucky day.
- Bob thinks that opening an umbrella inside a room brings bad luck.
- Bob believes that dressing in yellow brings bad luck.
- Bob thinks that buying the magical lucky dust will bring him good luck.



SESSION 1: SYNOPSIS AND CHARACTERS



Activity 3: What can you hear?

Read to Scene 3 from LUCKY DAY. Complete the words below from what you hear.

Phytoness Peppy:

Hello!! I am the glorious Pythoness Peppy and I want to see you moving your arms singing my song.  
It doesn't matter if you are Leo.  
All you have to do is to play  
It doesn't matter if you are Virgo  
It's gonna be your lucky day.  
Okay! Who wants a really lucky day? You? Or maybe you? Let me see your faces.... Ok... I'll choose someone to come up here on stage... And remember! All sponsored by... Lucky dust!



Answer the following questions:

- What do you think she is going to do in the show?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Would you be interested in going to Pythoness Peppy's show? Why?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Draw a bag with the lucky dust. What would it contain? Why?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



SESSION 2: UNDERSTANDING THE PLAY

Activity 1: True or False



Read to Scene 1.

Choose between true or false for each sentence.

	T	F
Andy, Bob and Kate live in the same neighbourhood	✓	
Bob is not in the room when Kate arrives		✓
It is four o'clock in the afternoon	✓	
Andy and Bob know that Kate is having a party		✓
Kate thinks that Bob is a jinx	✓	
Bob likes Leo girls	✓	
Andy thinks that horoscopes will help Bob		✓
Bob thinks Phytoness Peppy will make his life better	✓	
Andy says that Bob is a weirdo	✓	
They are going to the show together	✓	
The show starts in a half an hour		✓



SESSION 2: UNDERSTANDING THE PLAY

Activity 2: Who said to whom



Read this extract from Scene 2. Who said to whom?

**Pythoness:** Wow, they were good. A big round of applause for them.  
**Bob:** Hey! We're famous!  
**Pythoness:** Well guys! Why are you here?  
**Bob:** I am a jinx.  
**Andy:** No, he is not a jinx.  
**Pythoness:** Why do you think that?  
**Bob:** I am so unlucky.  
**Pythoness:** Yes, I can see you have bad luck.  
**Bob:** You see?  
**Andy:** Bah!  
**Bob:** And my horoscope says that today is going to be the worst day ever.  
**Pythoness:** I agree.  
**Andy:** Stop talking nonsense!  
**Bob:** It's not nonsense!  
**Andy:** Excuse me, Pathless Pippy!  
**Pythoness:** Pythoness Peppy!  
**Andy:** I am so sorry. You're right Piz... Tor...  
**Pythoness:** Pythoness Peppy!!  
**Andy:** It is a very difficult name.  
**Pythoness:** Silence!! I need to check my crystal ball... "Whati Moksi Plim"  
**Andy:** What is she saying? Is she mad?  
**Bob:** Shhhhhh!!! She is casting her spell.  
**Andy:** Is that Spanish? Greek? Arabic?  
**Bob:** No! It is just a magical language.  
**Andy:** Ha ha ha! I can't believe this.  
**Pythoness:** Shut up! I can't concentrate.  
**Bob:** Sorry madam!  
**Pythoness:** "Tammy Gozhi Teiass".  
**Andy:** She is talking about your ass.  
**Bob:** Ha ha ha...  
**Pythoness:** Why are you laughing?  
**Bob:** I am not laughing, are you?  
**Andy:** No, me neither...  
**Pythoness:** Yes, you are laughing.  
**Bob:** But we will stop right now, Pythoness Peppy!



## SESSION 2: UNDERSTANDING THE PLAY

**Andy:** Yes, sure.... Piozzi's Hippo!

**Bob:** Ha ha ha ha!

**Pythoness:** Be quiet!! I'll try to sort out your bad luck. Stay away! Can you turn off the lights, please?

**Bob:** Me?

**Pythoness:** The technician!!!

**Bob:** Okay, okay.

**Pythoness:** I can see that you want...

**Bob:** To go to a party, right?

**Pythoness:** Yes!! You want to go to a party!

**Bob:** Oh! She is so clever!

**Andy:** You have just told her that!

**Bob:** Unbeliever!

**Pythoness:** Silence!

**Bob:** Yes Pythoness Peppy! I want to go to a party, but I feel so unlucky today. I can smell the disaster.

**Pythoness:** And you want some luck for the party, don't you?

**Bob:** Please!

**Pythoness:** Okay. Let me check.

**Bob:** I am so nervous!

**Andy:** Can she see something in her crystal ball?

**Bob:** Yes!!

**Andy:** What?

**Pythoness:** A terrible disaster!

**Bob:** No!

**Pythoness:** You'll be really unlucky tonight.

**Bob:** Oh! Why me?

**Pythoness:** But I have a solution.

**Bob:** Please, let me now.

**Andy:** Oh! Now what?

**Pythoness:** Get rid of your bad luck with the magical lucky dust!!

**Andy:** What?

**Pythoness:** I'll explain all about it

**Bob:** Wow!

**Andy:** I think this is a con. Can't you see what is happening?

**Bob:** She is going to hear you.

**Pythoness:** So, what do you think about it, guys?

**Bob:** We think it's amazing.

**Pythoness:** Yes, indeed...

**Andy:** I disagree... Sorry but we have to go. Bye, Pippy... Langstrum!!

**Bob:** Wait! I want the lucky dust!

**Andy:** How much is it?



SESSION 2: UNDERSTANDING THE PLAY

**Pythoness:** It's not expensive. Only 300 pounds.  
**Andy:** Aaaah! We can't afford that!  
**Bob:** Yes we can. I brought all my savings with me.  
**Pythoness:** How much money have you got?  
**Bob:** Only 275 pounds.  
**Pythoness:** Deal!  
**Andy:** But...  
**Pythoness:** Dear audience! The show has finished. Thank you very much for your attention. Bye.



- Wow, they were good. A big round of applause for them.  
Pythoness Peppy to the public.
- No, he is not a jinx.  
Andy to Pythoness Peppy.
- It's not nonsense!  
Bob to Andy.
- Shhhhhh!!! She is casting her spell.  
Bob to Andy.
- Yes, you are laughing.  
Pythoness Peppy to Andy and Bob.
- Can she see something in her crystal ball?  
Andy to Bob.
- Be quiet!! I'll try to sort out your bad luck. Stay away! Can you turn off the lights, please?  
Pythoness Peppy to Andy, Bob and the technician.
- It's not expensive. Only 300 pounds.  
Pythoness Peppy to Andy.
- We think it's amazing.  
Bob to Pythoness Peppy.



SESSION 2: UNDERSTANDING THE PLAY

Activity 3: The Song



Listen to the song in Scene 2 “LUCKY DAY”. Be careful, there are lines that have been added to the verses. Can you find them?



LUCKY DAY

It doesn't matter if you're a Libra

It doesn't matter if you're a Leo

You just need to feel this game

It doesn't matter if you're a Virgo

Today is going to be our lucky day

Today is going to be your lucky day

Today is your lucky day

You can't get away

You can get away

It doesn't matter if you're a Leo

Ö } Ö^Ä[ Ä!^

Love is in the air

Today is your lucky day

It doesn't matter if you're a Leo

You just need to feed this game

You just need to feel this game

It doesn't matter if you're a Virgo

Today is going to be your lucky day





SESSION 3: THE ENDING

Activity 1: Reported Speech



**Transform** the following sentences into reported speech.

*Andy asked Bob: “Do you feel better?”*

**Andy asked Bob if he was feeling better.**

Andy told Bob: “We should call the police”

**Andy told Bob that they should call the police**

Andy told Bob: “Don’t think about that”

**Andy told Bob not to think about that**

Bob said to Andy: “I was a bit superstitious”

**Bob said to Andy that he had been a bit superstitious**

Bob said to Andy: “I’m really lucky to have you for a brother”

**Bob said to Andy that he was really lucky to have him for a brother**

Bob said to Andy : “The nurse has given her phone number to me”

**Bob said to Andy that the nurse gave her phone number to him**



In pairs, hold a conversation using reported speech.



SESSION 3: THE ENDING

Activity 2: The Song “So Lucky”



Section 4: SO LUCKY Song (Scene 3) and fill the gaps.

SO LUCKY

The party never stops  
My life is on the top.  
You know I love to rock  
So lucky, lucky.  
The cream of the crop  
The fun will never stop  
You know I love to rock  
So lucky, lucky.  
I will be a lucky man  
Flashes on stage 'couse here I am  
I will be a lucky man.  
Sunglasses on the beach  
I walk with this ease  
I'm going to be rich  
So lucky, lucky.  
You know here I come  
The fun will never stop,  
You know I love to rock.



In pairs, compare your answers and listen again to check them.



Discuss the following questions in class:

- What does it mean to have a lucky day?
- Do you know anyone lucky?
- Do you think people are born lucky or can become lucky?
- Do you think you are a lucky person? Why? If not, what would you change?



## SESSION 3: THE ENDING

## Activity 3: Towards the End



Andy and Bob are going to the party. Write a few lines about what you think is going to happen. Use the following expressions to mean possibility and probability in the future.

- To be sure/certain to: without any doubt
- To be bound to: certain or extremely likely to happen
- To be liable to: tends to be
- To be likely to: is probable that
- To be unlikely to: is not probable that

[illegible]



SESSION 4: Express Yourself!

Activity 1: The End of the Play And Your Impressions



Now you have seen LUCKY DAY, was it the way you imagined it to be? Compare the real thing with what you imagined the play to be.

Look back at Activity 2 in Session 3 when you wrote down what you imagined would happen. Which version did you prefer: your performance or the actors' performance in the play?

I prefer my ending / the real ending / my interpretation of the characters / the actor's interpretation because.....

I prefer my ending / the real ending / my interpretation of the characters / the actor's interpretation because.....

..more (+)...

- original
- entertaining
- boring
- interesting
- dynamic
- emotive
- creative
- realistic

..it was...



SESSION 4: Express Yourself!

Activity 2 : Value the Play

Did you enjoy LUCKY DAY? What did you think?

**Theatrical criticism.** In order to analyse a show you should think about several things:

- General evaluation of the play.
- General evaluation of the show.
- Plot.
- Topic.
- Message.
- Acting.
- Adaptation.
- Scenography.
- Dressing.
- Atmosphere.
- Music.

Write a sentence for each:



Use verbs such as “to like”, “to love”, “to enjoy”.



Use verbs such as “to hate”; to prefer ..... to .....».

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## SESSION 4: Express Yourself!

## Activity 3: Role Play



Here there are three extracts from the play. Choose one to act out in groups.

*(Scene 1).*

Characters: Andy, Kate, Bob

*(The bell rings.) (Kate arrives.)*

**ANDY:** Oh! Hello! We live in the same neighbourhood.

**KATE:** Yes. But your house seems smaller.

**ANDY:** Do you think so? *(They are flirting.)*

**KATE:** Oh yes! (She notices that Bob is in the room) Oh... Bob... Why are you dressed like that?

**BOB:** ...

**KATE:** It's only four o'clock in the afternoon.

**ANDY:** What did you want, Kate?

**KATE:** I guess you don't know that I am having a party tonight. You can come if you like!!

**ANDY:** Thank you!

**KATE:** Okay, I'll see you at 9.30. Be on time!

*(Bob sighs.)*

**ANDY:** Wait!! Could my brother come with me?

**KATE:** Is that necessary?

*(Bob sighs louder.)*

**ANDY:** Please. Let him come to your party.

**KATE:** He is a jinx.

**BOB:** I promise I won't move!

**KATE:** Ok. Only if you stick to my rules. First: don't touch anything.

**BOB:** Ok

**KATE:** Second: don't touch anyone.

**BOB:** Don't worry.

**KATE:** Third: don't talk about horoscopes all the time with my guests.

**BOB:** But, what if I find a Leo? They are my soul sisters... Ok... I promise!

**KATE:** I hope I don't regret that. See you there guys!

*(She leaves.)*

## SESSION 4: Express Yourself!

**BOB:** Ah! I'm going to HER party!! I can't believe it.  
**ANDY:** Thanks to me!!  
**BOB:** I know! This is going to be my lucky day!!  
**ANDY:** Sure!!  
**BOB:** The horoscopes!! I need to check them!!  
**ANDY:** Stop reading that. It won't help you.  
**BOB:** No!! Look. Sagittarius: Today will be your unlucky day.  
**ANDY:** That's incredible.  
**BOB:** Nooooooooooooo!!!  
**ANDY:** What happen now?  
**BOB:** Look at the calendar!! Friday 13th!! Nooooooooo!!!  
**ANDY:** Ha ha ha!! What a coincidence!  
**BOB:** What should I do? Look! Pythoness Peppy is in town.  
**ANDY:** Poppy's peaceniks?  
**BOB:** Pythoness Peppy!!  
**ANDY:** What is that?  
**BOB:** She is doing a show!! Beyond the life!  
**ANDY:** You are a weirdo.  
**BOB:** Change your luck with Pythoness Peppy! I need to go!  
**ANDY:** I'm not going.  
**BOB:** Do it for me. The show starts in an hour.  
**ANDY:** But... OK!  
**BOB:** Come on!! Hurry up!!  
**ANDY:** Wait! It's raining. We need an umbrella. (He opens it)  
**BOB:** Aaaahhh! Close it!  
**ANDY:** I'm sorry.

## SESSION 4: Express Yourself!



## Scene 1

Characters: Bob, Andy, Kate

At home. A telephone rings.

**BOB:** My phone!!

**ANDY:** No! Stay away from it. Don't touch it. It's my phone.

**BOB:** It's not yours.

**ANDY:** Are you deaf? It's my ringtone.

**BOB:** I have that ringtone too.

**ANDY:** Why did you choose the same ringtone?

**BOB:** I told you I wanted this one for my phone.

**ANDY:** But...

*(The phone stops ringing.)*

**ANDY:** Oh! We missed the call.

**BOB:** Let me check who was calling.

**ANDY:** Yeah! Do it!

**BOB:** You see? It was my phone. There are four leaf clovers on the back.

**ANDY:** Ok. Who was it?

**BOB:** No way!!

**ANDY:** What's going on?

**BOB:** My goodness!! I am so lucky!!

**ANDY:** Why?

**BOB:** This is my lucky day!!

**ANDY:** Tell me why!

**BOB:** It was Kate!

**ANDY:** Why is she calling you?

**BOB:** That is what I am wondering...

**ANDY:** Ooooh!!! The sexiest girl ever...

**BOB:** Maybe she loves me...

**ANDY:** Ha ha ha!! You fool!!

*(The phone rings again.)*

**BOB:** There she is again.

**ANDY:** Pick up the phone!

**BOB:** Wait... I have to wait two tones before... For luck... Hello...

*(The tone is still ringing.)*

**BOB:** But...,



## SESSION 4: Express Yourself!

**ANDY:** It's my phone!!!

**BOB:** But... Who's calling you now?

**ANDY:** The sexiest girl ever!! She is so good-looking!

**BOB:** This call is for me.

**ANDY:** You're talking nonsense. It's for me!!

**BOB:** What bad luck. What an unlucky day!!

*(Andy answer the phone.)*

**ANDY:** Hello...

*(Andy faints.)*

**BOB:** What is she saying?

**ANDY:** Nothing. She's only said her name but...

**BOB:** Ha ha ha ha!!!

**ANDY:** What a voice!!

**BOB:** Let me hear what she's saying.

**ANDY:** Ok. I'll put it on loudspeaker.

**KATE:** Andy!! Are you there? It's me, Kate!!

**ANDY:** Oh!! What a voice!!

**KATE:** Andy?

**ANDY:** Yes, I'm here.

**KATE:** Is your brother there?

**BOB:** Yes!

**ANDY:** No!

**KATE:** Yes or no?

**ANDY:** Yes, he is.

**KATE:** Ok. I called him before but I couldn't get through. Tell him.

**ANDY:** Hum!

**KATE:** Are you at home?

**ANDY:** Yes, I am.

**KATE:** I'm not far away. I will drop round to talk to you about something.

**ANDY:** But...

**KATE:** Bye!!

**BOB:** Is she coming here?

**ANDY:** Didn't you hear that?

**BOB:** I need to wear something green, just for luck! *(Andy answers the phone.)* That will help.

## SESSION 4: Express Yourself!



Scene 2\_ Beyond Life

Characters: Voice-over, Pythoness, Andy, Bob

**OFF:** Ladies and gentleman. Welcome to the Pythoness Peppy show. She will choose one of you and make sure you have a very Lucky day... So, get ready!

A big round of applause for... Pythoness Peppy!!

**PYTHONESS:** Hello!! I am the glorious Pythoness Peppy and I want to see you moving your arms singing my song.

*It doesn't matter if you are Leo.*

*All you have to do is to play*

*It doesn't matter if you are Virgo*

*It's gonna be your lucky day.*

Okay! Who wants a really lucky day? You? Or maybe you? Let me see your faces.... Ok... I'll choose someone to come up here on stage... And remember! All sponsored by... Lucky dust!

*(The guys enter the theatre.)*

**ANDY:** Can you see anything?

**BOB:** Aaaahhhh!!

**PYTHONESS:** What's going on?

**BOB:** That hurts!!

**ANDY:** Watch your step!

**BOB:** Can someone turn on the lights please?

**ANDY:** Don't shout! The show has just begun.

**PYTHONESS:** Quiet over there!

**BOB:** Aaaaahhh!!! Look! It's Pythoness Peppy!

**ANDY:** Is she Picnic Puppy? The famous one?

**BOB:** Pythoness Peppy!

**PYTHONESS:** Yes I am.

**BOB:** Oh! Look at her. She is so close to me.

**ANDY:** Shut up! You are disturbing the audience.

**PYTHONESS:** Oh! That's enough! Who are you guys?

*(Silence.)*

SESSION 4: Express Yourself!

**PYTHONESS:** Are you deaf?  
**ANDY:** She is talking to you, isn't she?  
**BOB:** To me?  
**PYTHONESS:** Yes!! To you... You'll be a lucky boy today.  
**BOB:** Me?  
**PYTHONESS:** Yes, you!! Can you come over here, please?  
**BOB:** Me?  
**PYTHONESS:** Yes, my dear.  
**BOB:** Do you want me to come up on stage?  
**PYTHONESS:** Yes!! Come here immediately. We haven't got all night.  
**ANDY:** Come on! It's what you wanted.  
**BOB:** What a shame!  
**ANDY:** Come on!  
**PYTHONESS:** Come on!!  
**BOB:** Aaahhh! A girl in yellow!! It's bad luck!  
**ANDY:** Where?  
**BOB:** I don't want to go past her.  
**ANDY:** Come on!!  
**PYTHONESS:** Ladies and gentlemen... Please, give a warm welcome to... What is your name?  
**ANDY:** Andy.  
**BOB:** Bob.  
**PYTHONESS:** Andy and Bob!! Are you ready to sing the song with me?  
**BOB:** Yes we are!  
**ANDY:** Shut up and sing. It's easy.  
**PYTHONESS:** Put the music on!

## OTHER SHOWS

### FIFTH AND SIXTH GRADE OF PRIMARY EDUCATION

La isla del tesoro

## Lucky Day

Didactic Project elaborated by  
Elena Valero Bellé



Your real Lucky Day will be when you arrive at the theatre. So come join this journey! Hold your breath and grab your favourite amulet as you enjoy the craziest comedy of the season. Andy and Bob are two brothers with very different ideas about the meaning of luck and its “signs.” Laugh along with their superstitions in a fun and refreshing show, with an English level that has been perfectly adapted to the audience. Anything is possible with these two mad characters.

