

Didactic Project



LUCKY DAY

1º & 2º E.S.O.

INDEX

1. JUSTIFICATION OF THE PROPOSAL	3
2. OBJECTIVES	3
3. METHODOLOGY	4
4. ACTIVITIES	5



BEFORE THE PERFORMANCE...

SESSION 1 : SYNOPSIS AND CHARACTERS	8
ACTIVITY 1 : THE SYNOPSIS	8
ACTIVITY 2: THE CHARACTERS	10
ACTIVITY 3 : WHAT CAN YOU HEAR?	11
SESSION 2: UNDERSTANDING THE PLAY	12
ACTIVITY 1 : WHAT IS HAPPENING	12
ACTIVITY 2: THE SONG "LUCKY DAY"	13
ACTIVITY 3: MAKING PLANS	15
SESSION 3: THE ENDING	16
ACTIVITY 1 : REPORTED SPEECH	16
ACTIVITY 2: TOWARDS THE END	17
ACTIVITY 3: THE SONG "SO LUCKY!"	19



AFTER THE PERFORMANCE...

SESSION 4 : EXPRESS YOURSELF !	20
ACTIVITY 1 : THE END OF THE PLAY AND YOUR IMPRESSIONS	20
ACTIVITY 2 : VALUE THE PLAY	21
ACTIVITY 3 : ROLE PLAYS	22

recursos



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).



Δ

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	Familiarisation with the plot.	• R.C. • W.E.
	Activity 2	 Familiarisation with the characters. 	• W.E. • R.C.
	Activity 3	 Discriminating sounds. Grammar: Must /Have to 	• L.C. • W.E.
SESSION 2	Activity 1	• Making plans.	• L.C. • W.E.
	Activity 2	Discriminating sounds.	• L.C.
	Activity 3	 Listening to a song. 	• O.E. • L.C.
SESSION 3	Activity 1	Grammar : Present Perfect	• W.E.
	Activity 2	• Testing your knowledge.	L.C.W.E.R.C.
	Activity 3	• Grammar : Reported Speech	• W.E. • O.E.



AFTER THE PERFORMANCE

GRADE 1		OBJECTIVES	SKILLS
SESSION 4	Activity 1	 Verifying your hypotheses. 	• O.E.
	Activity 2	 Describing the performance as a whole. 	• W.E.
	Activity 3	Role play.	• L.C.
			• O.E.

	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. All this material (play, worksheets) is available on the following website: 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.

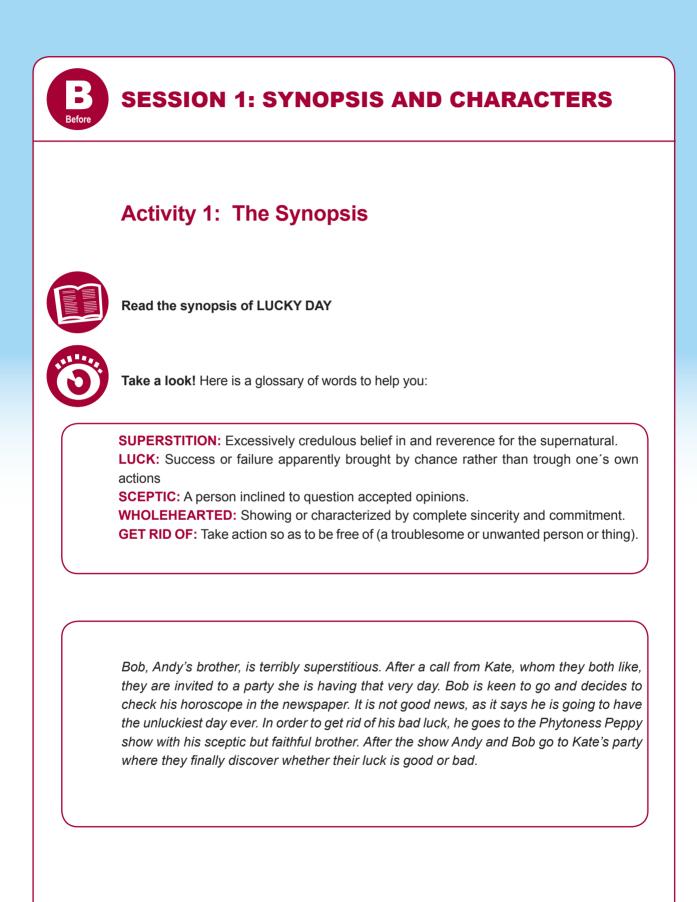
In the teacher's section, you will find all the activities designed for the students as well as the answer key with all the correct answers for all the questions.

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.

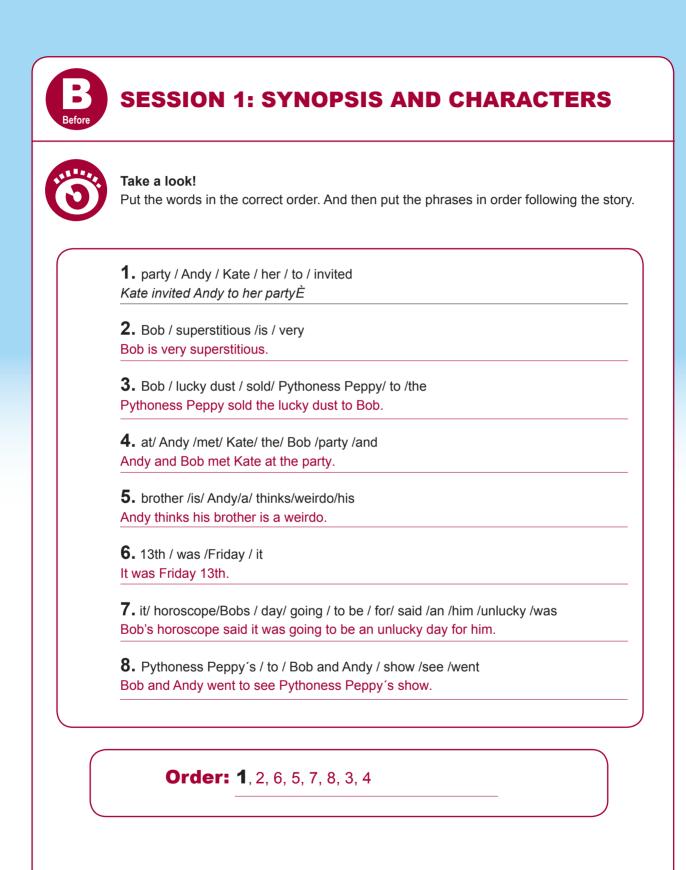
Through these skills, a range of vocabulary, grammatical structures and phonetic aspects are worked on in order to develop a series of communicative functions that we consider key for understanding the play as well for applying them to real situations.

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.

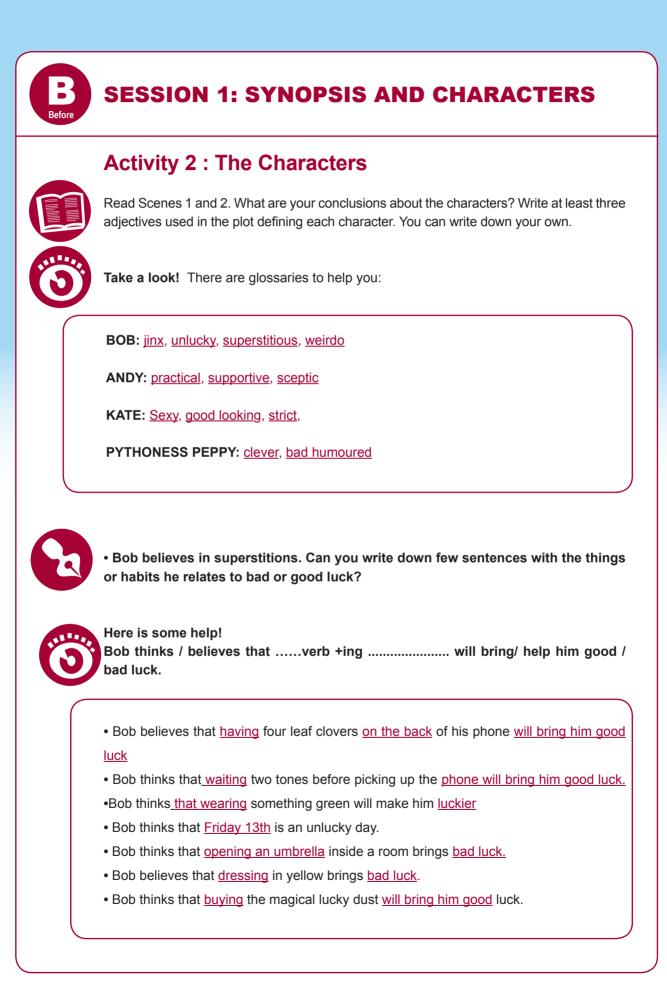














SESSION 1: SYNOPSIS AND CHARACTERS

Activity 3: Need to / Have to

Read to Scene 1.

You have now begun to get to know the characters. Complete the following table with the information you have:

Form	Affirmative	Negative
Need to	Need to	Don't / Doesn't need to
Example	Bob <u>needs to check his horoscope</u>	Bob
Have to	Have / has to	Don´t / Doesn´t have to
Example	Andy	Andy

Write sentences using need and have to in the affirmative or negative form with the following verbs:

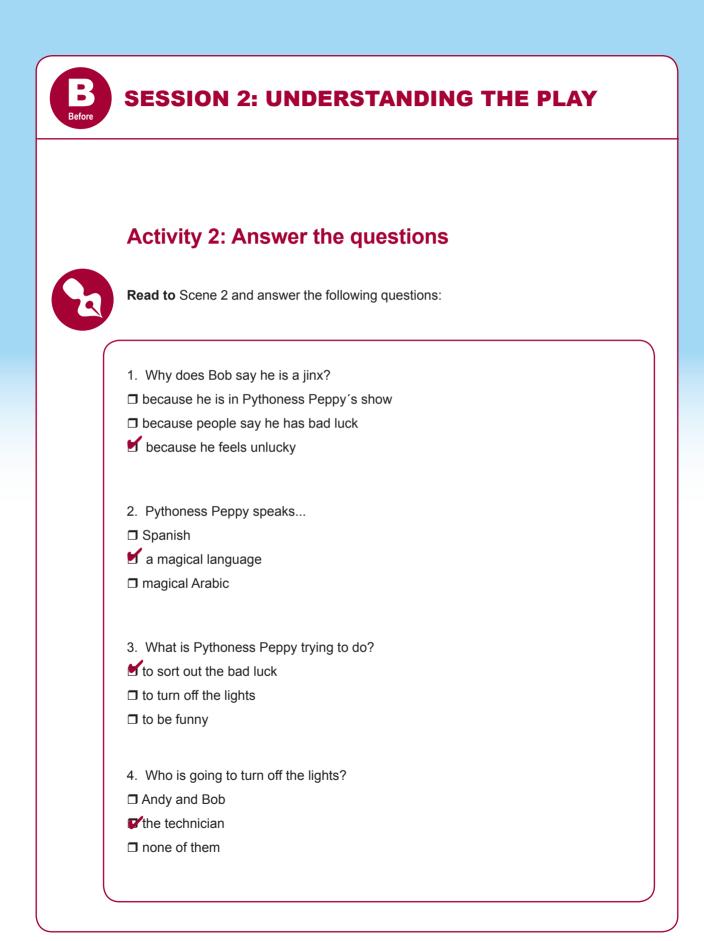
 to wear 	 to make
 to use 	 to buy
 to check 	 to be unl
 to study 	 to be lucl

- to buy
- to be unlucky • to be lucky



SESSION 2: UNDERSTANDING THE PLAY Before Activity 1: Making plans Read to Scene 2 of LUCKY DAY. Bob and Andy are going to the Phytoness Peppy show. What do you think it is going to happen in this extract? In pairs, choose one of the following options and explain your ideas. • To believe whatever sais the Phytoness. • To follow the Phytoness on her show tour. • To have the luckiest day in your life. • To call the police because strange things happen. Write down some ideas if you need to:







S	SESSION 2: UNDERSTANDING THE PLAY		
5	5. What does Bob say that he can smell?		
	J fear		
	J good luck		
	disaster		
6	. What does Pythoness Peppy do with her crystal ball?		
L	look through it		
	J look at it		
	I look for it		
7	What does Pythoness Peppy offer to Bob?		
	J good advice		
	magical lucky dust		
	a solution		
8	8. Andy thinks all that show is…		
	J a col		
	J an acorn		
6	a con		
0	How much are Dah's covinge?		
	275 pounds		
	J 365 pounds J 75 pounds		



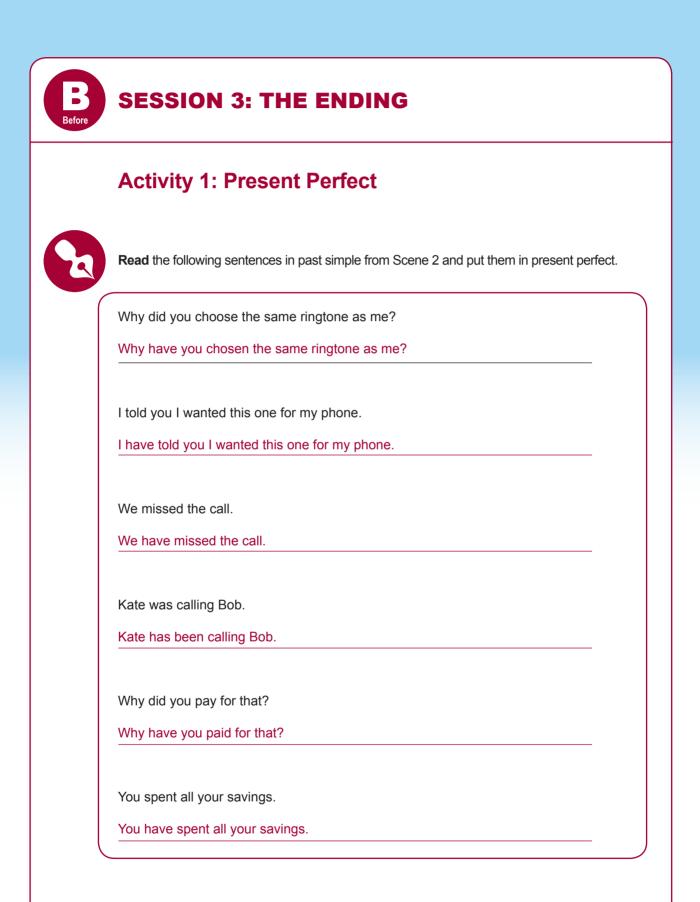
SESSION 2: UNDERSTANDING THE PLAY Before **Activity 3: The Song** Listen to the song in Scene 3 "So Lucky" and fill the gaps bellow 町) **SO LUCKY** The party never stops My life is on the top. You know I love to rock So lucky, lucky. The cream of the crop The fun will never stop You know I love to rock 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.



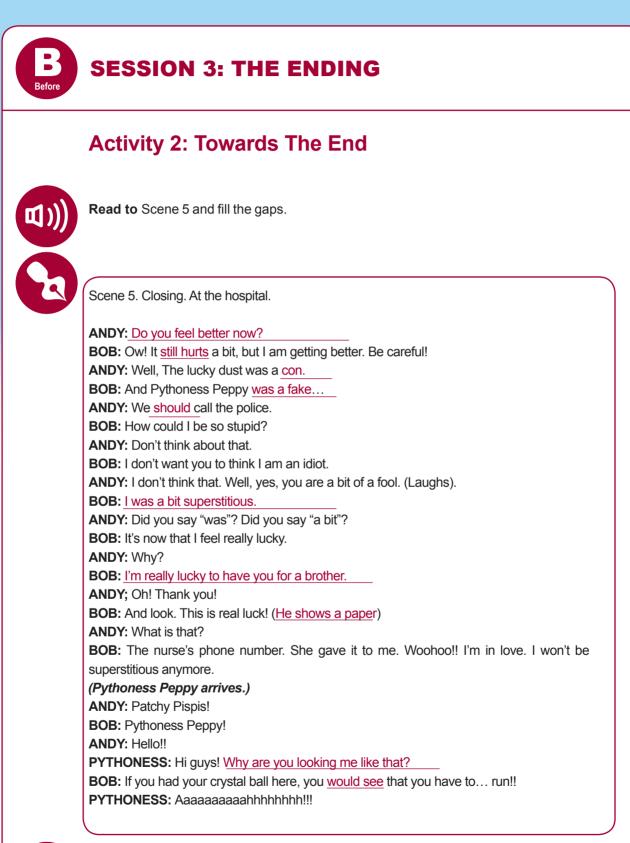
In pairs, practise the following questions:

- 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?





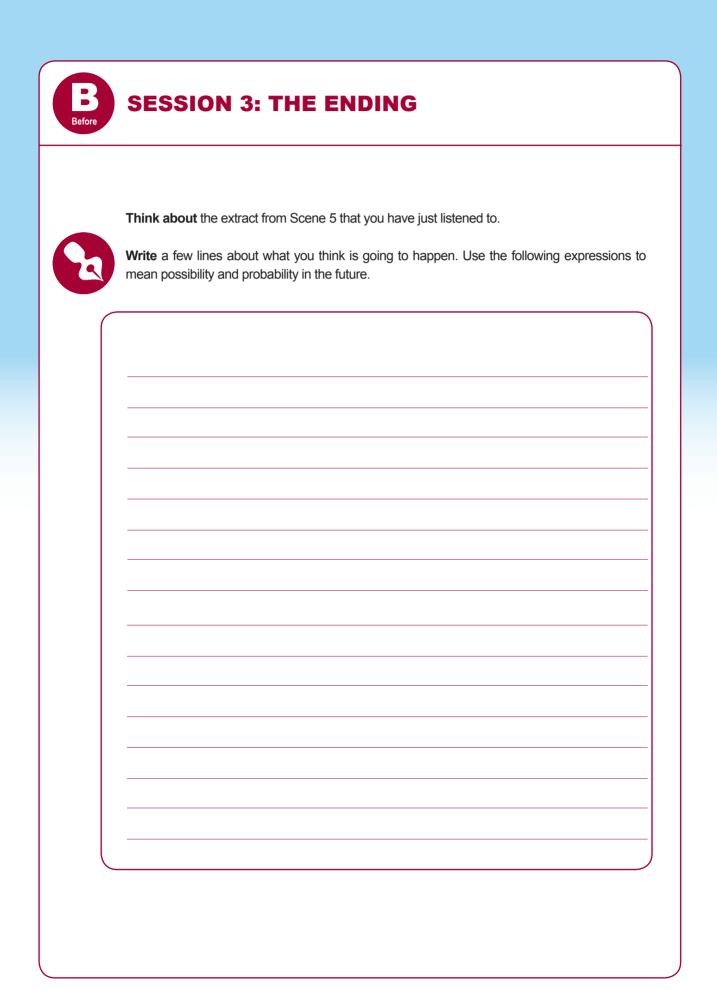




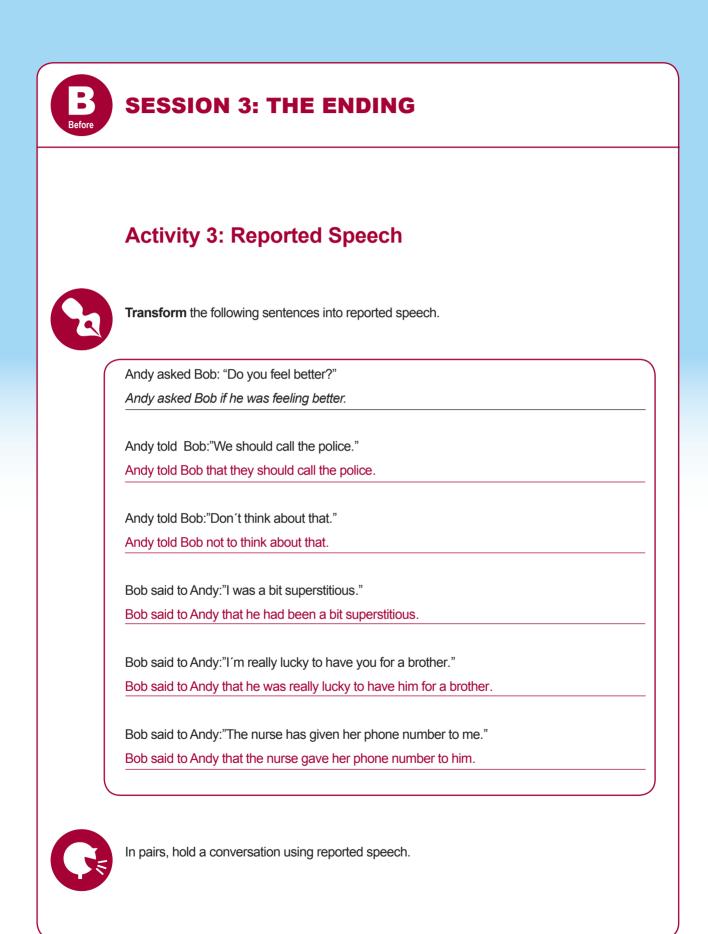


In pairs, compare your answers and listen again to check them





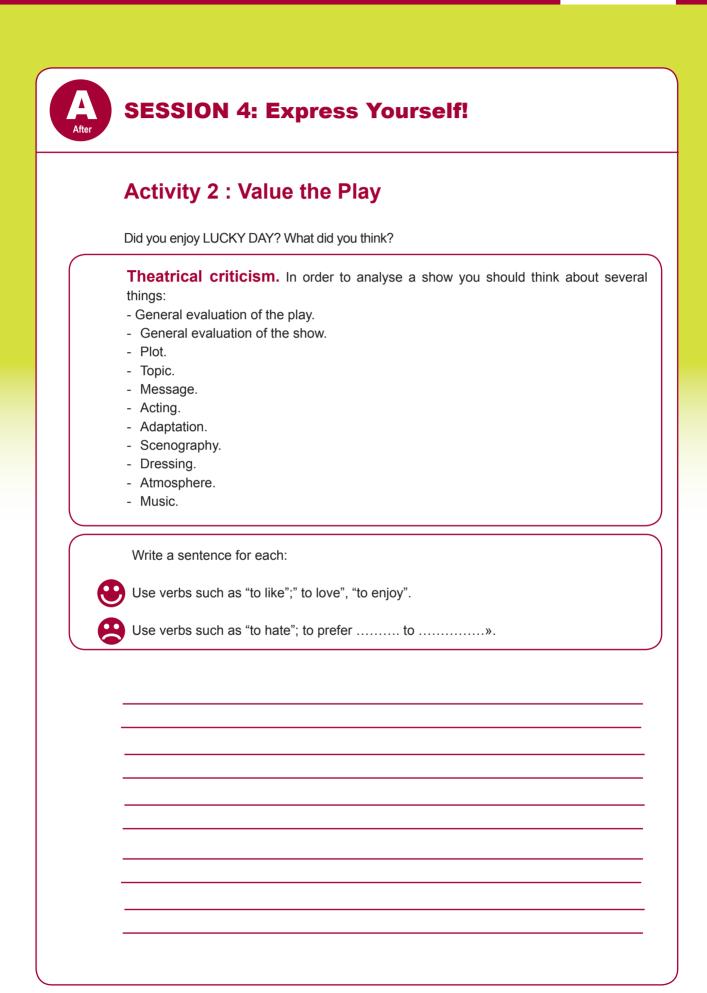






	Activity 1: The End of the Play	And Your Impressions
P	Now you have seen LUCKY DAY, was it the way you with what you imagined the play to be.	ມ imagined it to be? Compare the real thinູ
	Look back at Activity 2 in Session 3 when you wrot Which version did you prefer: your performance or t	
	I prefer my ending / the real ending / my interp interpretation because	pretation of the characters / the actor's
	I prefer my ending / the real ending / my in	terpretation of the characters / the
	I prefer my ending / the real ending / my in actor's interpretation because	terpretation of the characters / the
	I prefer my ending / the real ending / my in actor's interpretation because	ore (+) • original
	I prefer my ending / the real ending / my in actor's interpretation because	ore (+) • original • entertaining
	I prefer my ending / the real ending / my in actor's interpretation because	ore (+) • original • entertaining • boring
	I prefer my ending / the real ending / my in actor's interpretation because	ore (+) • original • entertaining • boring • interesting
	I prefer my ending / the real ending / my in actor's interpretation because	ore (+) • original • entertaining • boring
	I prefer my ending / the real ending / my in actor's interpretation because	ore (+) • original • entertaining • boring • interesting • dynamic







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!! Noooooooo!!! 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! (He picks up a blanket) That will help.



SESSION 4: Express Yourself!		
Scene 2	_ Beyond Life	
Characte	ers: Voice–over, Pythoness, Andy, Bob	
OFF:	Ladies and gentleman. Welcome to the Pythoness Peppy show. She will	
011.	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:		
	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	
(The guide ont	remember! All sponsored by… Lucky dust! fer the theatre.)	
ANDY:	Can you see anything?	
BOB:	Aaaahhhh!!	
	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:		
BOB:	Oh! Look at her. She is so close to me.	
ANDY:	Shut up! You are disturbing the audience.	
	Oh! That's enough! Who are you guys?	
PYTHONESS: (Silence.)	on. mate chough, who are you guye.	



SESSION 4: Express Yourself!

PYTHONESS: Are you deaf? ANDY: She is talking to you, isn't she? To me? BOB: PYTHONESS: Yes!! To you... You'll be a lucky boy today. BOB: Me? Yes, you!! Can you come over here, please? **PYTHONESS:** Me? BOB: PYTHONESS: Yes, my dear. Do you want me to come up on stage? BOB: 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

1º & 2º E.S.O.

El Quijote Tres sombreros de copa Frankestein *(In English)* A Christmas Carol *(In English)* Notre Dame de Paris *(En Français)*

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.



Santa Leonor, 61 • Planta 4a • 28037 Madrid • Tel. 902 879 906 • 91 111 54 50 • Fax 902 879 907 • 91 111 54 60 www.recursosweb.com • info@recursosweb.com