# **STUDENT**'S GUIDE



# **Didactic** Project

# LUCKY DAY

1º & 2º E.S.O.





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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.



#### **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, there must also be a CD player in the classroom for listening to the scenes and songs. All this material (play, CD, 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 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 trough 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!

Put the words in the correct order. And then put the phrases in order following the story.

- **1.** party / Andy / Kate / her / to / invited Kate invited Andy to her partyÈ
- 2. Bob / superstitious /is / very
- 3. Bob / lucky dust / sold/ Pythoness Peppy/ to /the
- 4. at/ Andy /met/ Kate/ the/ Bob /party /and
- **5.** brother /is/ Andy/a/ thinks/weirdo/his
- **6.** 13th / was /Friday / it
- 7. it/ horoscope/Bobs / day/ going / to be / for/ said /an /him /unlucky /was
- 8. Pythoness Peppy's / to / Bob and Andy / show /see /went

Order: 1,





# **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:,,,	,
ANDY:,	
KATE:,	·
PYTHONESS PEPPY:,	·



• 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	four leaf clovers on the back of his phone	
Bob thinks that	two tones before picking up the	·
Bob thinks	something green will make him	
Bob thinks that	is an unlucky day.	
Bob thinks that	inside a room brings	
Bob believes that	in yellow brings	
Bob thinks that	the magical lucky dust	luck.





# **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 needs to check his horoscope	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:

<ul><li>to wear</li></ul>	<ul><li>to make</li></ul>
• to use	• to buy
<ul><li>to check</li></ul>	<ul> <li>to be unlucky</li> </ul>
<ul><li>to study</li></ul>	<ul><li>to be lucky</li></ul>






## **SESSION 2: UNDERSTANDING THE PLAY**

# Activity 1: Making plans



Read to Scene 1 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

R	Write down some ideas if you need to:





# **SESSION 2: UNDERSTANDING THE PLAY**

# **Activity 2: Answer the questions**



Read to Scene 2 and answer the following questions:

4. Milanda o D. basada in a iliano
1. Why does Bob say he is a jinx?
□ because he is in Pythoness Peppy's show
□ because people say he has bad luck
□ because he feels unlucky
2. Pythoness Peppy speaks
□ Spanish
·
a magical language
□ magical Arabic
3. What is Pythoness Peppy trying to do?
☐ to sort out the bad luck
☐ to turn off the lights
☐ to be funny
4. Who is going to turn off the lights?
☐ Andy and Bob
☐ the technician
□ none of them





# **SESSION 2: UNDERSTANDING THE PLAY**

5. What does Bob say that he can smell?	
☐ fear	
☐ good luck	
☐ disaster	
6. What does Pythoness Peppy do with her crystal ball?	
☐ look through it	
□ look at it	
☐ look for it	
7. What does Pythoness Peppy offer to Bob?	
☐ good advice	
☐ magical lucky dust	
☐ a solution	
8. Andy thinks all that show is	
□ a col	
☐ an acorn	
□ a con	
How much are Bob´s savings?	
☐ 275 pounds	
□ 365 pounds	
☐ 75 pounds	





## **SESSION 2: UNDERSTANDING THE PLAY**

## **Activity 3: The Song**



Listen the song in Scene 3 "So Lucky" and fill the gaps bellow.



#### **SO LUCKY**

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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?







# **SESSION 3: THE ENDING**

# **Activity 1: Present Perfect**



**Read** the following sentences in past simple from Scene 2 and put them in present perfect.

Why did you choose the same ringtone as me?	
Why have you chosen the same ringtone as me?	
I told you I wanted this one for my phone.	
We missed the call.	
Kate was calling Bob.	
Why did you pay for that?	
You spent all your savings.	





# **SESSION 3: THE ENDING**

# **Activity 2: Towards The End**



Read to Scene 5 and fill the gaps.

Scene 5. Closing. At the hospital.
ANDY:
BOB: Ow! It a bit, but I am getting better. Be careful!
ANDY: Well, The lucky dust was a
BOB: And Pythoness Peppy
ANDY: We call the police.
BOB: How could I be so stupid?
ANDY: Don't think about that.
BOB: I don't want you to think I am an idiot.
ANDY: I don't think that. Well, yes, you are a bit of a fool. (Laughs.)
BOB:
ANDY: Did you say "was"? Did you say "a bit"?
BOB: It's now that I feel really lucky.
ANDY: Why?
BOB:
ANDY; Oh! Thank you!
BOB: And look. This is real luck! ( )
ANDY: What is that?
BOB: The nurse's phone number. She gave it to me. Woohoo!! I'm in love. I won't be
superstitious anymore.
(Pythoness Peppy arrives.)
ANDY: Patchy Pispis!
BOB: Pythoness Peppy!
ANDY: Hello!!
PYTHONESS: Hi guys!
BOB: If you had your crystal ball here, you that you have to run!!
PYTHONESS: Aaaaaaaaahhhhhhhh!!!



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





# **SESSION 3: THE ENDING**

**Think about** the extract from Scene 5 that you have just read to.



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

_	





## **SESSION 3: THE ENDING**

## **Activity 3: 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:"Don't think about that."

Bob said to Andy:"I was a bit superstitious."

Bob said to Andy:"I'm really lucky to have you for a brother."

Bob said to Andy:"The nurse has given her phone number to me."



In pairs, hold a conversation using reported speech.





# **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».
-	
-	





## **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: Nooooooooooo!!!

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 phonte 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 answers 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

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 1° & 2° 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.

