

1º & 2º SECONDARY EDUCATION STAGE

Nobody's Perfect



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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 civic 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 allow communicative functions, vocabulary and grammatical structures to be developed. 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 said level by the M.E.

2. OBJECTIVES:

General:

- Listening to and understanding messages in varied verbal exchanges, utilizing the transmitted information to carry out concrete 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 said foreign language.
- Working on language prosody: aspects of phonetics, rhythm, accentuation and intonation.
- Familiarizing the student, from the start, with the story's 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 said functions in order for the student to be able to grasp them.
- The four basic competencies 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 sessions of 60 minutes**. 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 session** 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 objectives of the **second and third sessions** have a more communicative goal. They are designed to allow the student grasp two communicative functions.

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 behavior of the actors with his/her own.)

BEFORE THE PERFORMANCE

1º & 2º ESO		OBJECTIVES	SKILLS
SESSION 1	Activity 1	<ul style="list-style-type: none"> Familiarisation with the plot. 	<ul style="list-style-type: none"> R.C. W.E.
	Activity 2	<ul style="list-style-type: none"> Discriminating words. 	<ul style="list-style-type: none"> L.C.
	Activity 3	<ul style="list-style-type: none"> Familiarisation with the characters. 	<ul style="list-style-type: none"> R.C. W.E.
SESSION 2	Activity 1	<ul style="list-style-type: none"> Communicative Function: introducing oneself. Practising with the Past. 	<ul style="list-style-type: none"> R.C. W.E. L.C.
	Activity 2	<ul style="list-style-type: none"> Following more instructions. Linguistics : <u>Vocabulary</u> : action verbs and prepositions. 	<ul style="list-style-type: none"> L.C. R.C. W.E.
	Activity 3	<ul style="list-style-type: none"> Listening to a song 	<ul style="list-style-type: none"> L.C.
SESSION 3	Activity 1	<ul style="list-style-type: none"> Communicative function: Phone conversation. Linguistics : - <u>Vocabulary</u> : question words (wh-). 	<ul style="list-style-type: none"> L.C. W.E. O.E.
	Activity 2	<ul style="list-style-type: none"> Testing your knowledge. Making hypotheses. 	<ul style="list-style-type: none"> L.C. W.E.
	Activity 3	<ul style="list-style-type: none"> Role-Play. 	<ul style="list-style-type: none"> R.C. O.E.

AFTER THE PERFORMANCE

1º & 2º ESO		OBJECTIVES	SKILLS
SESSION 4	Activity 1	<ul style="list-style-type: none">• Verifying your hypotheses.	<ul style="list-style-type: none">• W.E.
	Activity 2	<ul style="list-style-type: none">• Describing the performance as a whole.	<ul style="list-style-type: none">• W.E.
	Activity 3	<ul style="list-style-type: none">• Listening to a song.• Singing a song.	<ul style="list-style-type: none">• L.C.

APPROACH CHOSEN:

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. Regarding the visual aspect, it must be pointed out that majority of the activities are based on images or cartoons. 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 script 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 (script, tracks, worksheets) can be requested when booking tickets for the theatre. The material is also available on the following website: 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: Auditory 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. As such, it is important to complete each and every one of the sessions, from the introduction of the characters and the plot to the storyline, 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 could very well be completely found upon leaving the theatre.



SESSION 1: SYNOPSIS AND CHARACTERS

Activity 1. The synopsis



Read the synopsis of *Nobody's Perfect*. Take a look! Here is a glossary to help:

- **a new term:** a semester of the school year
- **hall:** large room
- **assembly:** a meeting of people
- **to look on the bright side:** to be positive
- **plenty:** lots
- **school trips:** excursions
- **to dance:** to move your body to music
- **to be lost:** to be without a route or plan
- **impressed:** to be surprised in a good way
- **to fall in love:** to be enamoured by someone
- **in order to:** to be able to
- **to win:** to receive a prize/reward
- **competition:** contest

The synopsis

It is the start of a new term as Wendell High School. Ethan and his friend, J.C, arrive in the main hall. It is the first assembly of the year. J.C. is not happy to be back at school, but Ethan is looking on the bright side. Yes, holidays are over, but there are plenty of good things going on at school, for example: friends, school trips and of course... girls! There is one girl in particular who Ethan is very happy to meet. Her name is Gemma. Gemma is a new student who loves dancing. She is lost on her first day in a new school and cannot find her science class. Ethan and J.C. help Gemma find her way to class. Ethan is very impressed by this new girl at school. In fact, he believes he has fallen in love. Gemma is perfect: long blonde hair, beautiful eyes and she is a dancer. Ethan tries to dance for Gemma, but he is not very good. In order to win Gemma, the girl of his dreams, Ethan decides to learn to dance. If he can dance then maybe Gemma will fall in love with him? Gemma and Ethan become partners in a dance competition in the city. The trouble is, can Ethan ever learn to dance? Could he ever win a dance competition? Most important of all, will this be enough to win Gemma's love?

B
Before

SESSION 1: SYNOPSIS AND CHARACTERS



Take a look!

Now that you have read the synopsis, look at the pictures below. Each picture shows a part of the story. They are in the wrong order.



• Can you put the story back in order and number each picture from 1 – 6?
You must re-order the words to read the sentence. *Example: number 2.*



4

Gemma is lost.



6

Ethan learns how to dance.



2

*Example:
Ethan is looking on the bright side.*



5

Ethan helps Gemma find her class.



3

There is a new girl at school.




1

It is a new term.



SESSION 1: SYNOPSIS AND CHARACTERS

Activity 2. Asking for and giving directions 2



Listen to TRACK 2. Everyone is arriving at school for the first day of term. The new girl at school, Gemma, is lost. She needs to find her science class, but she doesn't know her way around. She asks Ethan and his friend for help and they try to give her directions.

Now read the sentences in the box below. They are lines from the scene. They are about asking for and giving directions. Listen to the track twice more and try to locate them in the extract. Write the ones you hear into the spaces in the text below.

“at the end of ”

“Excuse me”

“straight ahead”

“really close to”

“use the lift”

“Do you know where”

“on the first floor”

“when you get there”

“can we help you?”

(Gemma appears.)

J.C. & Ethan: Girls!!!!

Ethan: *(Ethan slaps friend.)* Ouch! Look at her, she's so beautiful. Who's she?

J.C.: Hello!

Ethan: Hi.

Gemma: How are you guys?

Ethan: Cool.

Gemma: Excuse me, but this is my first day here.

Ethan: How can we help you, babe?

Gemma: The thing is I don't know where I have to go. I was supposed to go to the Science lab. Do you know where could I find that?

Ethan: Mmmm...

Gemma: Mmmm?

Ethan: Yeah! The Science lab is really close to my Maths class.

Gemma: That sounds nice but... Where is your Maths class?

Ethan: Two doors down from the French class.

Gemma: Are you pulling my leg? This is my first day here. I don't know where any of my classes are.

Ethan: All right, I am sorry.

J.C.: Science's class is on the first floor; no, I'm wrong. It is on the third floor.

Gemma: First or third?

J.C.: Third. You can use the lift.

Gemma: Is there a lift in this school?

J.C.: Yes there is.

Ethan: Push the button for the third floor and when you get there, the lab is straight ahead. Then, at the end of the corridor you should find it, if nobody has moved it... Ha ha ha

Gemma: Very funny... Lift... Third floor... straight ahead.



Now in pairs, practise asking for and giving directions around your classroom or school. Look at the vocabulary you have just learnt, then try and practise without reading from the page. Switch roles after 5 minutes.



SESSION 1: SYNOPSIS AND CHARACTERS



Check your answers with your teacher. You may want to look at the box below and discuss any phrases that you don't understand.

"at the end of"

"really close to"

"on the first floor"

"Excuse me"

"use the lift"

"when you get there"

"straight ahead"

"Do you know where"

"can we help you?"



Now in pairs, practise asking for and giving directions around your classroom or school. Look at the vocabulary you have just learnt, then try and practise without reading from the page. Switch roles after 5 minutes.

"In front of"

"Turn around"

"Turn left/right"

"Walk 50 steps"

"After 5 minutes"

"Walk past the....."

"You will see a sign for..."

"At the roundabout/traffic lights..."



SESSION 1: SYNOPSIS AND CHARACTERS

Activity 3 (Part A). Getting to know the characters



Take a look! The characters from Nobody's Perfect are introducing themselves. Can you help them? Use the information in each box to make up sentences for each character.

**Remember... you will need to conjugate the verbs from third person singular 'he/she' to agree with the first person singular 'I'.*

CHARACTER 1

Ethan

- He is a student
- He goes to Wendell High School
- He is enthusiastic
- He likes girls!



Hello! Nice to meet you...

*My name **IS** Ethan. **I AM** a student and **I GO**
to Wendell High School. **I AM** enthusiastic. **I**
LIKE girls.*

CHARACTER 2

Gemma

- A new student at Wendell High School
- She has blonde hair and blue eyes
- She likes dancing
- She goes to a dance academy



*Hi, my name is Gemma. I am a new
student at Wendell High School. I have
Blonde hair and blue eyes. I like dance
and I go to a dance academy.*

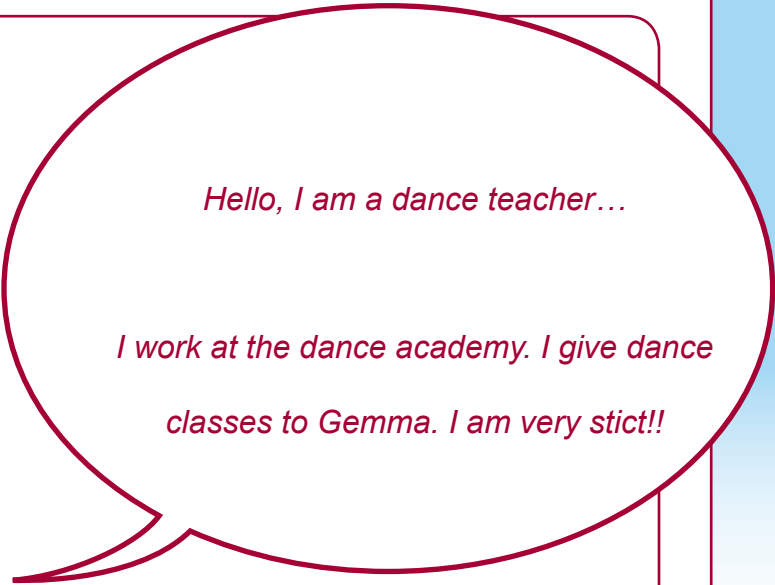
B
Before

SESSION 1: SYNOPSIS AND CHARACTERS

CHARACTER 3

Dance Teacher

- He is a dance teacher
- He works at the dance academy
- He teaches Gemma's dance classes
- He is very strict



Activity 3 (Part B). Describing someone

3



Listen to TRACK 3 (Scene 1) In this scene Ethan and his friend meet Gemma for the first time. Ethan claims that he has fallen in love and is mesmerised by Gemma! Listen to the words that he uses and circle the ones below that you hear:

TEMPERAMENTAL angry LIKE HEAVEN

 charming moody pretty

trendy shy BEAUTIFUL

 like a witch

 LIKE A STORM JUST MY TYPE unfriendly

miserable sweet SMOKING HOT

 LIKE A PRINCESS fashionable



SESSION 2: UNDERSTANDING THE PLAY



Now that you have listened to the track, write down some other words which you think could describe Gemma:



Below are two lists of adjectives, synonyms and antonyms. Try and match each adjective to their correct synonym and antonym:

beautiful - stunning - ugly

happy - cheerful - sad

kind – friendly - unkind

clever – intelligent - stupid

funny – amusing - serious

talkative – chatty - quiet



Listen again to TRACK 3 (Scene 1) and make a note of the following: the characters use phrases to compare each other to things as a way of describing them. These are known as similes.

Ethan: She's smoking hot. **She looks like** a princess.

Friend: And **you look like** a frog.

Ethan: Look at her hair!! **It's like** spun gold.

Ethan: She is so temperamental. **She's like** a storm.

Ethan: **Her voice is like** heaven. She must be a Pop star.



Now write down a description of someone you know. Think about some of the adjectives you have just learnt and use some similes like those above in your description.



SESSION 2: UNDERSTANDING THE PLAY

Activity 1 (Part A). Showing off



Listen to TRACK 4 *“Introductions”*. The characters are getting to know each other.



What questions do they ask each other?

Are you new in town?
Oh, so you're a dancer?
Do you want to see me dance?

Do you think Ethan really knows how to dance?

No, probably not.

You could say Ethan is “showing off” or that he is “a show off”. What does he say in the scene that could make you to think this?

“You're just jealous because I am so small, but so talented”.
“Look at this super jump!”

What is Gemma's reaction to Ethan's dancing?

She tries to encourage him and help him with his moves.

Activity 1 (Part B). What went wrong?



Listen to TRACK 6, at the beginning of Scene 2. Gemma is dancing in the dance studio. Suddenly the teacher appears very worried. She stops the music, something has happened.



Complete the lines below by writing the verbs in the past simple tense, as they are said in the scene.

1. Richard (have)**had**..... an accident.
2. Yes, but he (break)**broke**.....his leg.
3. You guess! But I really (want)**wanted**..... to take part in the contest.



SESSION 2: UNDERSTANDING THE PLAY

Activity 2. Giving instructions

PART A

 7


Listen to TRACK 7 “A Surprise Visit” (Scene 2).

Ethan arrives at the dance academy during Gemma’s dance class. Both Gemma and her teacher are surprised to see him, but he may be able to help. Gemma needs a new dance partner and Ethan is wants to learn how to dance.

PART B

 8


Listen to TRACK 8 “Ethan Learns to Dance” (Scene 2).



Look at the instructions below. Circle the ones that you hear and then number them from 1 – 9 in the order that they are said.

- 1- Take that off!
- 2- Let's warm up
- 3- Come on!
- 4- Stand up
- 5- Fold your legs
- 6- Stop
- 7- Pay attention
- 8- Turn around
- 9- Enough!



Before

SESSION 2: UNDERSTANDING THE PLAY



Now work on your own to complete the following. You can listen to the scene again if you need to.

- Which verbs in Part B of the previous exercise are used to express action :

Example: To Stand (Stand up)

(give four verbs):

“ _____ To fold _____ , “ _____ To turn _____ ,
 “ _____ To pay attention _____ ” “ _____ To come _____ ” and “ _____ To warm _____ ”

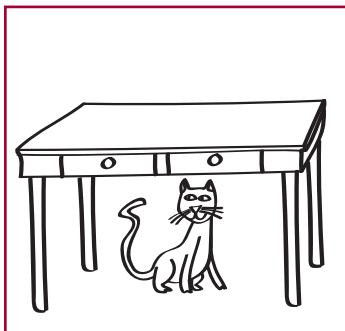
- Do you know any more action verbs? _____

- Some of the verbs in the exercise in Part B take **prepositions** to **show a direction or location**, e.g. **Stand up!** . Match the following action verbs to their prepositions:

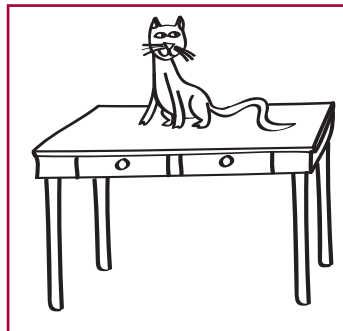
- **Stand up**
- **Sit down**
- **Kneel down**
- **Wave your arms in the air**
- **Turn around**
- **Take that off**

- The most common prepositions showing location in the English language are: in, on and under.

Under each of the following drawings, write the correct preposition to complete sentence.



The cat is under
the table.



The cat is on
the table.



The cat is in
the box.




SESSION 2: UNDERSTANDING THE PLAY

Activity 2. Learning the vocabulary!



Listen again to TRACK 8. The teacher and Gemma are shouting instructions for Ethan to follow, but he is finding it difficult. Can you help him learn the movements by drawing a picture to go with each instruction?

The first one is done as an example:

	<p>Stand up!</p>	<p>Fold your legs!</p>	<p>Stop!</p>
<p>Turn around!</p>	<p>Let's warm up!</p>	<p>Pay attention!</p>	



In pairs practise one person calling out the instructions above and the other person doing the actions. Try not to look at your page for the answers! Then switch roles.



Discuss as a class which of these instructions you have heard in your classroom. Write some down.



SESSION 2: UNDERSTANDING THE PLAY

Activity 3. The song “Let’s Feel the Beat”



Read the lyrics of the song below. Look up any words you don't know in the dictionary.



Listen to TRACK 10. The song written below, which is sung in Scene Two. But careful, there are lines that have been added to the first two verses. Listen first once, then listen again and try to underline them.

Let's Feel The Beat

With you by my side

We are the perfect team

I know that I could dance

If you show me the way

Take me on holiday!

We'll make it all right

When I hear the music start

I wanna hold you in my arms

Let's feel the beat

Let's feel the rhythm of your heart

Let's feel the music of the stars

With you by my side

I can't follow the lines

And even if we try

And work night and day

We won't win the prize

When I hear the music start

It feels amazing

I wanna hold you in my arms

Let's feel the beat

Let's feel the rhythm of your heart

Let's feel the music of the stars

Let's feel the beat

Let's feel the rhythm of my heart

Let's feel the music of the stars



SESSION 2: UNDERSTANDING THE PLAY



Discuss as a class, what do you think these lines in the song mean?

*With you by my side
I know that I could dance
If you show me the way
We'll make it all right*

- Try and find examples of what you think this means.
- What does it mean, "to tolerate someone"?
- Why is this important?



Make a note of any ideas you have shared:



SESSION 3: TOWARD THE END

Activity 1. Saying "Sorry"

 12


Listen again to TRACK 12 "A Phone Call". The scene starts with a conversation between Ethan and his friend. Ethan is sad, but he doesn't want to say why. Then, he admits that he is unhappy because he is in love with Gemma. Gemma was rude to Ethan in the dance class and he left. Suddenly, the phone rings and it is Gemma. She is ringing to say sorry.

Now, read the questions below. Then listen to the track twice more and tick the box which accurately describes what is said in the scene.

Here are some useful words and their synonyms to help you understand the dialogue:

- **the matter** – the problem
- **to lie** – to not tell the truth
- **to hang up** – to put the phone down when someone is still talking
- **unfair** – unjust
- **a contest** – a competition
- **to meow** – the noise a cat makes
- **to apologise** – to say sorry
- **to accept an apology** – to say "it's ok, don't worry" when someone says sorry

Questions:

1. Ethan arrives home feeling :

- Happy
 Unhappy
 Hungry

2. Ethan and his friend agree that Gemma is:

- a real character
 a monster
 an alien



SESSION 3: TOWARD THE END

3. What happens the first time the phone rings?:

- Ethan picks up but the caller hangs up.
 It a man from the television asking to speak to Ethan.
 Ethan does not answer the phone.

4. What does Gemma say she has been to Ethan?:

- Kind.
 The best friend he could ask for.
 Unfair.

5. What animal does Ethan's friend pretend to be?:

- A kangaroo.
 A cat.
 A dog.

6. What happens at the end of the scene?:

- They arrange to be married.
 Ethan accepts Gemma's apology and they agree to start rehearsing again.
 Ethan does not accept Gemma's apology and she leaves, crying.

Activity 2. What's next?



Think about the extract from Scene 3 (Track 9) that you have just listened to. Are Gemma and Ethan going to make good dance partners? Will Gemma be fair to Ethan and will Ethan learn to dance. Will they win the competition?

Write something about you think is going to happen. Here are some ideas to help you:

Ethan can learn to dance because.....
Gemma will be kind and.....
Gemma is going to fall in love with Ethan.
Ethan will fall in love with the dance teacher!
They are going to win/lose the competition.



SESSION 3: TOWARD THE END



Activity 3. Role plays

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

Extract One (Track 2) - Ethan and his friend meet Gemma for the first time. She is lost on her first day at school.

Friend: Hello!!!
Ethan: Hi.
Gemma: How are you guys?
Ethan: Cool.
Gemma: Excuse me, but this is my first day here.
Ethan: How can we help you, babe?
Gemma: The thing is I don't know where I have to go. I was supposed to go to the Science lab. Do you know where could I find that?
Ethan: mmm
Gemma: mmm?
Ethan: Yeah! The Science lab is really close to my Maths class.
Gemma: That sounds nice but... Where is your Maths class?
Ethan: Two doors down from the French class.
Gemma: Are you pulling my leg? This is my first day here. I don't know where any of my classes are.
Ethan: All right, I am sorry.
Friend: Science's class is on the first floor; no, I'm wrong. It is on the third floor.
Gemma: First or third?
Friend: Third. You can use the lift.
Gemma: Is there a lift in this school?
Friend: Yes there is.
Ethan: Push the button for the third floor and when you get there, the lab is straight ahead. Then, at the end of the corridor you should find it, if nobody has moved it... Ha ha ha
Gemma: Very funny... Lift... Third floor... Straight ahead.

(She leaves).



SESSION 3: TOWARD THE END

Extract Two (Track 8) - Ethan has arrived for his first dance class. He is wearing a tutu, but Gemma is not very impressed. She tries to give him instructions on how to dance.

(Ethan appears wearing a big tutu).

Gemma: Is this fiction or fact?

Ethan: How do I look, baby?

Gemma: You look awful.

Teacher: Now you just need a tracksuit.

Ethan: Why are you laughing?

Teacher: Take that off!! We've had enough.

Teacher: Ok! Let's warm up.

Ethan: How do we do that?

Gemma: Let me help you.

Teacher: First! Sit ups!! One, two, three...

Ethan: Do you want to kill me?

Teacher: Don't worry. We'll stop before you die.

Ethan: Oh sure. Easier said than done.

Teacher: Now... Push ups!!!

Teacher: Come on!! One, two, three...

Teacher: And now... Stand up!

Ethan: Are we ready to dance?

Teacher: Not even in your dreams... This is just the beginning.

Ethan: No, This is the end for me.

Teacher: Now let's stretch...



SESSION 4: EXPRESS YOURSELF!

Activity 1. The end of the play and your impressions



Now you have seen ***Nobody's Perfect!*** Was it how you imagined it to be? Look back at your predictions for the ending in Activity 2 'What's Next' Session 3.

Which version did you prefer - your interpretation or the real ending in the play? Discuss in groups and then feedback to the class.

The box below has some words to help you get started...

What did you predict the ending to be?

My predictions were.....

I prefer my ending / the real ending because.....

....more (+)...

..it was...

- inventive/predictable
- exciting/boring
- enjoyable
- fun
- interesting
- romantic

.....less (-) ...

Did you correctly predict the ending of the play?

- Yes I predicted the ending.
- No I did not predict the ending.



SESSION 4: EXPRESS YOURSELF!



Look back at Activity 2 'Getting to Know the Characters' in Session 1. Now that you have seen the play, who was your favourite character? Why?

My favourite character was..... because he/she was.....

- original
- entertaining
- interesting
- energetic
- sensitive
- creative
- realistic

My favourite part was when he/she.....
.....
.....
.....

Do you like the idea of playing your favourite character?
Yes/No, because.....
.....
.....



SESSION 4: EXPRESS YOURSELF!

Activity 2. The play in general



Did you enjoy *Nobody's Perfect*? Write a bit about what you thought of:

The story, the characters, the costumes, the stage design and props, the songs...

Write a sentence for each:



Use verbs such as "to like"; "to love"; "to enjoy".



Use verbs such as "to hate" ; "to prefer".

E.g. I liked the characters **because** they were funny.

I hated the story **because** I don't like dancing...OR, I didn't hate anything!

I preferred the props to the costumes **because...**

1. _____

2. _____

3 _____

4 _____

5. _____



SESSION 4: EXPRESS YOURSELF!

Activity 3. The song "Nobody's Perfect"



Listen to TRACK 15, the final song in the play. Complete the missing lines in the song and then perform it to your classmates.

Nobody's Perfect

Everybody has a dream
It will come true
Sooner than you think
Do you know what I mean?

But a dream is not enough
You need effort
And something more
Do you know what I mean?

Nobody's perfect you know
You have to work it
Nobody's perfect you know
You'll find the way

Nobody's perfect you know
You have to work it
Nobody's perfect you know
You'll find the way

Everybody has a dream
It will come true
Sooner than you think
Will know what I mean?

But a dream is not enough
You need effort
And something more
Do you know what I mean?

Nobody's perfect you know
You have to work it
Nobody's perfect you know
You'll find the way

Nobody's perfect you know
You have to work it
Nobody's perfect you know
You'll find the way



Get into pairs or small groups and try and invent your own verse to the song. Think about:

- The title and what it means
- Do you want the words to rhyme?



When you finish, perform it to your classmates.

OTHER SHOWS

1º & 2º SECONDARY EDUCATION STAGE

A Christmas Carol (*In English*)

A Midsummer Night's Dream (*In English*)

Notre Dame de Paris (*En Français*)

Oliver Twist

El Lazarillo de Tormes

Bodas de sangre

Nobody's Perfect

Didactic Project elaborated by
Nawaf Mumen González



Follow the music that takes you to the dance floor of this absurd comedy, making your pupils burst into laughter. In the best English adapted for them, they will learn that it is not being the best at something that matters, and that what is really important is to do things with enthusiasm, have fun, and enjoy them. They just have to try to learn the steps... and go with the flow.

