

BACHILLERATO & CICLOS FORMATIVOS DE GRADO MEDIO

Midsummer's Night Dream



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

2. OBJECTIVES

GENERAL:

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

SPECIFIC:

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

3. METHODOLOGY

Presentation of Material:

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

Structure of Material:

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

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

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The sessions are structured as follows:

BEFORE THE PERFORMANCE

BACH.		OBJECTIVES	SKILL
SESSION 1	Activity 1	<ul style="list-style-type: none"> Familiarisation with the plot 	<ul style="list-style-type: none"> R.C. O.E.
	Activity 2	<ul style="list-style-type: none"> Familiarisation with the characters 	<ul style="list-style-type: none"> W.E.
	Activity 3	<ul style="list-style-type: none"> Talking about the author 	<ul style="list-style-type: none"> O.E. R.C.
SESSION 2	Activity 1	<ul style="list-style-type: none"> Testing knowledge 	<ul style="list-style-type: none"> L.C.
	Activity 2	<ul style="list-style-type: none"> Grammar 	<ul style="list-style-type: none"> W.E.
	Activity 3	<ul style="list-style-type: none"> Creating opinions 	<ul style="list-style-type: none"> O.E. R.C.
SESSION 3	Activity 1	<ul style="list-style-type: none"> Discriminating sound 	<ul style="list-style-type: none"> L.C. R.C.
	Activity 2	<ul style="list-style-type: none"> Grammar 	<ul style="list-style-type: none"> W.E. R.C.
	Activity 3	<ul style="list-style-type: none"> Talking about the play 	<ul style="list-style-type: none"> O.E. W.E.

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AFTER THE PERFORMANCE

BACH.		OBJECTIVES	COMPETENCIES
SESSION 4	Activity 1	<ul style="list-style-type: none"> Talking about the play 	<ul style="list-style-type: none"> O.E.
	Activity 2	<ul style="list-style-type: none"> Testing knowledge 	<ul style="list-style-type: none"> O.E. W.E.
	Activity 3	<ul style="list-style-type: none"> Role play 	<ul style="list-style-type: none"> O.E.

SELECTED APPROACH:

Although our main objectives are to foster interest in theatre and to help the student to grasp two new communicative functions, our approach is intended to be entertaining, visual and communication-based. Indeed, on these worksheets, we can find many activities presented in the form of games, which also provide moments of fun in class. Finally, all sessions require the students to express themselves, with activities focusing on situations from daily life, or even role play. As such, our goal is to offer activities as an alternative to the routine of the classroom routine and to make learning a second language more appealing. 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. As such, it is advisable to make as many copies as there are students as soon as possible. As soon as the students have the worksheets, they will be able to complete them, following the instructions given for each exercise and with help from additional materials such as dictionaries and reference manuals in class.

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

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

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 plot to the storyline and characters, culminating in the resolution of the play. Therefore, completing the didactic worksheets before going to see the play is necessary to reinforce the overall comprehension of the play and, at the same time, we create excitement and expectations that could very well be completely found upon leaving the theatre.



SESSION 1: SYNOPSIS AND CHARACTERS

Activity 1. The synopsis



WORDS OF LOVE!

Match the English and Spanish translations of the following love expressions:

1. to be in love with somebody

2. to fall in love with somebody

3. to be crazy about somebody

4. to have feelings for somebody

5. to fall head over heels for somebody

6. to only have eyes for somebody

7. lovers

8. beloved

A. estar loco/a de alguien

B. solo tener ojos para alguien

C. amantes

D. estar enamorado/a de alguien

E. enamorarse de alguien

F. querido

G. tener sentimientos por alguien

H. enamorarse hasta las trancas de alguien



• Now read the synopsis of the play:

The play begins as a lady enters a second-hand shop, filled with interesting objects. The shop employees are frustrated because business is not going very well, but luckily one of them has an idea... why not invent a story for each object in the shop so that their customers will not just be buying a second-hand object, but an object with an interesting history? They decide to present the story to their customers as a play, and the play they choose to recreate is the famous A Midsummer Night's Dream by William Shakespeare. The story is a story about love and it goes like this...



SESSION 1: SYNOPSIS AND CHARACTERS

In Athens there lives a beautiful, young, noble girl called Hermia, but she is miserable as she cannot marry the man she loves, Lysander. You see, in those times, marriage for the noble class was not about love, it was about convenience and very often your parents chose your husband or wife for you. In the case of Hermia, her father wants her to marry Demetrius whom she does not love. Demetrius, however, is crazy about Hermia. To make the situation even more complex, Demetrius' ex-girlfriend, Helena, is still in love with him but Demetrius no longer has feelings for Helena as he only has eyes for Hermia now.

Because they cannot be together, Hermia and Lysander decide to run away through the forest and find another place where they can live happily. Their plan is ruined when Helena tells Demetrius that his beloved Hermia has run away with Lysander, and so both Demetrius and Helena follow them into the forest.

The forest is a magical place inhabited by *fairies*, elves, gnomes, *goblins* and unicorns and ruled by a king and queen. The four lovers don't know it yet, but the magic of the forest is about to cause them some trouble!

The king of the forest, Oberon, is *quarrelling* with his wife, Titania. To teach her a lesson, he orders his right-hand fairy, Puck, to teach her a lesson by casting a spell over her. At the same time Oberon overhears a conversation between Helena and Demetrius... Demetrius is being very unkind to Helena, insulting her and telling her to leave him alone. So, Oberon decides to teach Demetrius a lesson too. He tells Puck to put some magic perfume on Demetrius so that he will fall madly in love with the next woman he sees... Helena.

Puck's magic spell doesn't go according to plan though! He confuses Demetrius with Lysander and puts the perfume on Lysander while he is sleeping. The first woman Lysander sees is Helena and he falls head over heels for her instantaneously. Soon, Oberon realises Puck's mistake and tries to rectify it by putting the perfume on Demetrius, who is still sleeping, as well. The first woman Demetrius sees when he awakes is Helena. So now, both Lysander and Demetrius are in love with Helena, but what will happen to poor Hermia? Will Oberon and Puck be able to reverse the spell and make Lysander fall in love with Hermia again?

**quarrelling – peleando*

**fairy – hada*

**goblin - duende*



• Discuss the following questions with your classmates:

Are you interested in seeing the play? Why, or why not?

How do you think the play will end?



SESSION 1. SYNOPSIS AND CHARACTERS

Activity 2. The characters



Below are extracts of dialogue spoken by each of the main characters in the play.

- Rewrite each of the sentences as reported speech.

1. TITANIA TO OBERON:

If you're my lord, then I must be your lady... So, will you obey me?

Titania said to Oberon that if he was her lord, then she must be his lady, and asked him if he would obey her.

2. PUCK TO OBERON:

I'm here my Lord! What can I do for you?

Puck said to Oberon that he was there and asked him what he could do for him.

3. LYSANDER TO HERMIA:

I'll adore you even more tomorrow. Sleep well my sweet Hermia!

Lysander said to Hermia that he would adore her even more the next day and told her (affectionately) to sleep well.

4. OBERON TO PUCK:

Have you put the perfume on that human, as I asked you to do?

Oberon asked Puck if he had put the perfume on that human as he had asked him to do.

5. HELENA TO LYSANDER:

The promises you're making to me belong to Hermia. Will you abandon her?

Helena said to Lysander that the promises he was making to her belonged to Hermia and asked him if he would abandon her.

6. HERMIA TO LYSANDER (ABOUT HELENA):

Don't insult her like that, Lysander.

Hermia told Lysander not to insult Helena like that.



SESSION 1: SYNOPSIS AND CHARACTERS

Activity 3. Shakespeare



. What do you know about William Shakespeare? Take this quiz to find out more about him...

1. William Shakespeare was...

- ☒ a famous English poet and playwright
- ☐ a famous English singer and songwriter
- ☐ a famous English scientist and inventor

2. Shakespeare lived...

- ☐ from 1664 to 1716
- ☐ from 1864 to 1916
- ☒ from 1564 to 1616

3. He was born in a town in England called...

- ☐ London
- ☒ Stratford-upon-Avon
- ☐ Oxford

4. How many plays did Shakespeare write?

- ☒ 37
- ☐ 27
- ☐ 17

5. Shakespeare's play, A Midsummer Night's Dream is...

- ☐ a tragedy
- ☐ a history
- ☒ a comedy

6. At the time when Shakespeare lived...

- ☐ only women were allowed to be actors
- ☒ only men were allowed to be actors
- ☐ both men and women were allowed to be actors



SESSION 1: SYNOPSIS AND CHARACTERS

7. How many common English words did Shakespeare invent?

- ☐ more than 170
- ☐ more than 700
- ☒ more than 1700

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

- ☒ The Globe Theatre
- ☐ The World Theatre
- ☐ The Earth Theatre

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



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

elbow

gossip

fashionable

courtship

worthless

dawn



SESSION 2: UNDERSTANDING THE PLAY

Activity 1. Listening



Listen to this extract from Scene 3 of the play (TRACK 3) and choose the correct answer to the following questions.

1. What will happen if Hermia does not marry Demetrius?

- ☐ she could go to prison
- ☒ she could be condemned to death
- ☐ she could be sent away from her family

2. What is Lysander's suggestion?

- ☒ they should run away
- ☐ they should hide
- ☐ they should never see each other again

3. What part of her body does Helena say she does not want anymore?

- ☐ her eyes
- ☐ her heart
- ☒ her ears

4. Why doesn't Helena want this part of her body anymore?

- ☐ because she won't be able to see Demetrius again
- ☒ because she won't be able to hear Demetrius say "I love you" again
- ☐ because she cannot bear the heartbreak that Demetrius has caused her

5. What does Helena beg Hermia to tell her?

- ☐ what she did to become so beautiful
- ☒ what she did to win the love of Demetrius
- ☐ what she did to win the love of Lysander

6. How does Hermia feel about Demetrius?

- ☐ she loves him very much
- ☐ she hates him
- ☒ she doesn't love him

7. Helena says that the more she loves Demetrius...

- ☒ the more he hates her
- ☐ the more he loves her
- ☐ the less he loves her

8. Who is the man Hermia loves?

- ☐ Demetrius
- ☐ Theseus
- ☒ Lysander



SESSION 2: UNDERSTANDING THE PLAY

Activity 2. Gerund or Infinitive?

Part 1



How do you know when to use the infinitive and when to use the gerund in a sentence? Look at these easy rules to help you...

INFINITIVE (WITH TO)	<ul style="list-style-type: none"> • After certain verbs eg. want, need, promise etc. • After adjectives • To express a reason or purpose
INFINITIVE (WITHOUT TO)	<ul style="list-style-type: none"> • After modal verbs • After the verbs make and let
GERUND	<ul style="list-style-type: none"> • After certain verbs eg. enjoy, suggest, practise etc. • After prepositions and phrasal verbs • As the subject of a sentence



Now, look at underlined gerunds and infinitives in the sentences below and give the reason why they are used.

eg. HERMIA: Can you hurt me any more than by saying you hate me?

Gerund – after prepositions

1. THESEUS:

I'm the luckiest man in the entire universe, for I have the most beautiful woman to share my life with.

Infinitive (with to) – to express purpose

2. THESEUS: If your father wants you to marry Demetrius, you must obey him.

Infinitive (without to) – after modal verbs

3. HELENA:

You promised to love me forever!

Infinitive (with to) – after certain verbs



SESSION 2: UNDERSTANDING THE PLAY

4. HELENA:

Yes, but that makes me love you even more.

Infinitive (without to) – after make

5. HELENA:

Just let me follow behind you, even though I'm not good enough for you

Infinitive (without to) – after let

6. DEMETRIUS: Don't push it. Just looking at you makes me sick.

Gerund – subject of a sentence

7. OBERON: Do it carefully, so that he'll end up loving her more than she loves him.

Gerund – after phrasal verbs

8. HELENA:

Is it not enough, young man, that I'll never be pretty enough to have the love of Demetrius?

Infinitive (with to) – after adjectives

9. HELENA:

Do you want to destroy our old friendship by joining these men in insulting your poor friend?

Gerund – after prepositions

10. LYSANDER:

If that's what you say, fight a duel with me to prove it.

Infinitive (with to) – to express a reason or purpose

Part 2



- Complete the following sentences using the words in brackets in the correct form.

1. In Shakespeare's time, it was not always easy to marry the person you loved. (marry)
2. Hermia could not be Lysander's wife as her father did not agree. (be)
3. Hermia and Lysander had to run away to start a new life together. (start)
4. A Midsummer Night's Dream is a play about fighting for love. (fight)
5. Maintaining peace and order in the forest is Oberon's duty as king. (maintain)



SESSION 2: UNDERSTANDING THE PLAY

Part 3



Have a look at this sentence from the script of the play

A. Demetrius to Helena: Go, get out of here, and stop following me!

In what form is the verb following “stop”? The gerund or the infinitive?
Is it also possible to use the infinitive after “stop”?

Look at this sentence...

B. While Hermia and Lysander were walking in the forest, they stopped to sleep for a while.



What is the difference in meaning?

STOP + GERUND means *the GERUND activity stops.*

In example A, the activity that stops is Hermia following Demetrius..

STOP + THE INFINITIVE means *the INFINITIVE activity starts, after something else stops.*

In example B, the activity that starts is to sleep.



• Now, try to write your own sentences using STOP, with the gerund and the infinitive. Make the sentences true to your own life because this will help you to remember the rules better.



SESSION 2: UNDERSTANDING THE PLAY

Activity 3. Cast your own spell!



Read the following extract from the play...

OBERON: Enough talking, Puck! I need you to bring me the perfume I keep among my magic potions...

PUCK: Great idea, sir, you could use some perfume...

OBERON: It's not for me, you fool! If someone smells that perfume while they're asleep, that person will fall in love with the next living creature he or she sees. I'll put some of it on Titania while she's sleeping. She'll fall madly in love with the first thing she sees when she wakes up - even if it's a bear, a wolf, a bull, or a monkey... and when I make her normal again with another potion, she will feel so embarrassed that she won't be able to act in such an arrogant way with me. Hurry up! And get back here quickly with my perfume!

PUCK: I could go around the world in forty minutes!



Imagine you have magical powers and the ability to cast spells on people. Think about the following:

- What would be the purpose of the spell?
- How would you cast it?
- Who would you cast it on?
- Would the spell be reversible and, if so, how?



Use your imagination and be as creative as possible, then share your ideas with the rest of your class.



SESSION 3: THE ENDING

Activity 1. Missing words



The following extract (TRACK 14) is from a scene near the end of the play. Try to guess the missing words, you have been given the first letter to help you.

Demetrius and Lysander are both in love with Helena but she thinks that they are playing a game with her. Hermia is also very confused because the two men who used to love her now love Helena. Oberon tells Puck to fix the mess that he that he made when he put the magic perfume on the wrong person...

OBERON: (To **PUCK**.) This is all your fault. You make mistakes constantly, when you are not joking around...

PUCK: But, my great Oberon! Didn't you tell me to put perfume on a human that was nearby in the forest? So far, I've done exactly what you told me! How was I supposed to know that there was another man walking around? You should thank me, my Lord! I have given you a very entertaining show to watch, with all this commotion!

OBERON: As you can see, these lovers are looking for a place to fight. Confuse them. Imitate their voices. That way you'll get them away from each other until they're so exhausted that they'll only want to rest. When they're asleep, spray this antidote on Lysander, so that the effect of the love potion disappears. While you're busy with that, I'll go see Queen Titania and see how she's doing. And then I'll undo the spell that I cast over her, so she won't be in love with that donkey anymore. Then everything will be peaceful again. You should hurry anyway. Don't delay. We still have time to get all of this done before daybreak.

. Now listen to the extract and check your answers.



SESSION 3: THE ENDING

Activity 2. What happens next?



- Think about the extract from the previous activity...

The extract in summary:

Oberon has ordered Puck to reverse the spell he cast on Lysander. He should do this by imitating Lysander and Demetrius' voices and confusing them so that they become exhausted from looking for each other in the forest and only want to sleep. When they are asleep Puck should give Lysander an antidote to make him love Hermia again.



- Complete the following sentences using the appropriate modal verb / modal expression from the choices below. (In two of the sentences there is more than one possible answer)

have to must don't have to mustn't

- A. Puck has to / must reverse the spell that he cast on Lysander.
 B. Puck mustn't make another mistake.
 C. Puck has to / must listen to Oberon because he is the King of the Forest.
 D. Puck doesn't have to worry about confusing Lysander with Demetrius this time.



- Now choose the correct function for each modal verb. (two of the modal verbs have the same function)

PROHIBITION LACK OF OBLIGATION OBLIGATION

have to	<u>obligation</u>
must	<u>obligation</u>
don't have to	<u>lack of obligation</u>
mustn't	<u>prohibition</u>



SESSION 3: THE ENDING



- Write some of your own sentences using the modal verbs.



- Look at the following sentence

Puck must listen to Oberon.

- Now, change the sentence into the tenses below.

**** Clue:** **MUST** can only be used in the **present tense**, so you will need to use another modal verb with the same meaning to change the tense.

a. past simple

Puck had to listen to Oberon.

b. future simple

Puck will have to listen to Oberon.

c. present perfect

Puck has had to listen to Oberon.

d. the "going to" expression

Puck is going to have to listen to Oberon.



SESSION 3: THE ENDING

Activity 3. Creating opinions



As Puck sets off to perform the task that Oberon has given him, he sings this tune...

*Up and down, up and down,
I will lead them up and down.
The people fear me in the country and the town.
Puck will lead them up and down.
Here comes one of them now.*



Discuss with the rest of the class what you think will happen next.
Use the following expressions to help you:

- In my opinion, ...
- From my point of view, ...
- I believe (that)...
- I suppose (that)...
- I reckon (that)...
- It is likely (that)...
- There is a possibility (that)...
- (Puck) will probably...



In groups, take the ideas you have discussed and write a script for the final scene of the play. Then, perform it for the rest of the class!



SESSION 4: EXPRESS YOURSELF

Activity 1. What did you think?

Now you have seen *A Midsummer Night's Dream*! Did you enjoy it?
Look back at **Activity 3** in **Session 3** when you wrote your own ending for the play.



- Which ending did you prefer, your version or the actors' version?
Use the table below to answer the question and don't forget to give reasons for your answers.

I prefer	
my version / the actors' version	
because it was.....	
... more ...	<ul style="list-style-type: none"> • original • entertaining • boring • exciting • romantic
...less...	<ul style="list-style-type: none"> • emotive • creative • realistic • ingenious

**SESSION 4: EXPRESS YOURSELF****Activity 2. Write a review!**

Imagine you are one of the customers of the second-hand shop who has just watched the play. Did the play make you want to visit the shop to buy something exotic? Write a review of the play giving your opinion about the following ...

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

Yesterday I was lucky enough to watch a production of A Midsummer Night's Dream, the famous play by William Shakespeare...



SESSION 4: EXPRESS YOURSELF

Activity 3. Your turn!



Choose one of the following scenes from the play and in groups, act it out for your classmates.

OPTION 1 - SCENE 2 [Athens] - TRACK 8

- HERMIA:** *My sweet love, Theseus supports my father's wish... he says I should marry Demetrius... or I could be condemned to death!!! And I would rather be dead than lose you! What are we going to do?*
- LYSANDER:** *My love... "the course of true love never did run smooth" Right now, I only see one way out of this: let's run away! Let's escape from this city and its rules! We will live somewhere else, and we will live happily ever after, for we will take care of each other.*
- HERMIA:** *Let's do it, Lysander, let's start a new life, far away from here.*
(HELENA appears.)
- HERMIA:** *Helena! Long-time no see! How are you my friend!*
- HELENA:** *Oh, Hermia, you could say I'm fine... for I breathe, I walk, I see you and hear you clearly, but I don't want these eyes anymore, if they won't see Demetrius again... I don't want my ears anymore, if they won't hear Demetrius saying, "I love you" one more time... I've just found out that Demetrius loves you now... I beg you, tell me what you did to win his love!*
- HERMIA:** *Helena, please believe me, I didn't do anything! I don't love him! I never gave him any sign of love! I don't know where his interest comes from! He is crazy! It's not my fault! The more I hate him, the more he follows me.*
- HELENA:** *The more I love him, the more he hates me! If only he could see me again like he used to! Like he sees you now!*
- HERMIA:** *Well, he won't see me anymore, Helena... I'm running away with the man I do love...*
- LYSANDER:** *That's right Helena, and that means you can fight for Demetrius again! I hope you win back his love, and are as happy as we will be... (They leave.)*



SESSION 4: EXPRESS YOURSELF

OPTION 2 - SCENE 4 [Athens] - TRACK 4

DEMETRIUS: *Hermia? Hermia my love!*

HELENA: *"My love"? Your love's name used to be mine, Helena... and now I have to hear another name coming from those lips that used to say my name, that used to kiss my lips...*

DEMETRIUS.: *Oh, Helena, I didn't see you...*

HELENA: *Now I'm invisible to you, but not so long ago your eyes used to look at me as if they couldn't see anything else...*

DEMETRIUS.: *Helena, I don't have time for this, I'm looking for...*

HELENA: *Hermia, I know, you love her now... why? What did I do to lose you like this? What is wrong with me? Why would you prefer her company?*

DEMETRIUS.: *Helena, please, there's nothing you can do about this. Love is unpredictable, unstable, inconstant.*

HELENA: *Your love is capricious! You promised to love me forever!*

DEMETRIUS: *Helena, leave me alone!*

HELENA: *I won't! And once Hermia is gone, I know you will come back to me!*

DEMETRIUS: *What are you talking about? Gone where?*

HELENA: *Hermia doesn't love you! She loves Lysander!*

DEMETRIUS: *Gone where? Tell me where Hermia is going!*

HELENA: *She is running away through the forest with Lysander...*

DEMETRIUS.: *I have to reach them before it's too late (Exits.)*

HELENA: *Demetrius wait!*



SESSION 4: EXPRESS YOURSELF

OPTION 3 - SCENE 8 [Forest] - TRACK 9

(A DONKEY passes by and brays.)

TITANIA: *What angel is this who's waking me up?*

DONKEY: *Ee-haw!*

TITANIA: *Please speak again, sweet creature. I love to listen to your voice, and I love to look at you! I know this is the first time I've ever seen you, but you're so wonderful that I can't help loving you!*

PUCK: *(To OBERON.) It worked! My poor Queen Titania is in love with a donkey!*

OBERON: *Shhhh!*

DONKEY: *(Trying to escape from TITANIA's harassment.) Ee -haw!*

TITANIA: *Don't bother trying to leave this forest, because you're going to stay here with me.*

I'm no ordinary fairy. I rule here, and I love you. So, come with me. I'll give you anything you need and more!

OBERON: *(Gives the perfume to PUCK.) Now you take this, Puck, and look around in this part of the forest. A sweet lady, her name is Helena, is in love with a young man called Demetrius, who rejects her with no mercy. Put some of this perfume on him so that he smells it, and make sure to do it in such a way that the next thing Demetrius sees is the lady. Do it carefully, so that he'll end up loving her more than she loves him. And then make sure to meet me here again.*

PUCK: *At your service, sir!*

OTHER SHOWS

BACHILLERATO & CICLOS FORMATIVOS DE GRADO MEDIO

El lazarillo de Tormes

Bodas de sangre

Notre Dame de Paris (*En Français*)

Midsummer's Night Dream

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