

Didactic Project



3º & 4º PRIMARY EDUCATION STAGE





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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 the relevant level by the M.E.C.D.

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.
- Familiarizing the student, from the start, with the plot and different characters in order to facilitate comprehension of the performance during the play.
- Developing two communicative functions per level, providing the student with all the syntactic, grammatical, lexical and phonetic knowledge that make up the relevant functions in order for the student to be able to grasp them.
- The four basic skills that each reader needs to control in order to communicate optimally will also be worked on: listening and reading comprehension (L.C.-R.C.) and written and oral expression (W.E.-O.E).



3. METHODOLOGY

Presentation of Material:

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

Material Structure:

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

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



BEFORE THE PERFORMANCE

3° & 4° PRIMAR EDUCATION	Y	OBJECTIVES	COMPETENCIES
SESSION 1	Activity 1	 Familiarisation with the plot. 	• R.C. • W.E.
	Activity 2	 Familiarisation with the characters. 	• R.C. • W.E.
	Activity 3	Discerning sounds.	• L.C.
SESSION 2	Activity 1	Discerning sound.	• L.C. • O.E.
	Activity 2	Testing your knowledge.	• L.C.
	Activity 3	 Listening to a song. 	• L.C. • W.E.
SESSION 3	Activity 1	• Grammar : Reported Speech.	L.C.W.E.O.E.
	Activity 2	Testing your knowledge.Making hypothesis.	• L.C. • W.E.
	Activity 3	 Listening to a song. 	• L.C.



AFTER THE PERFORMANCE

3° & 4° PRIMAR EDUCATION	Y	OBJECTIVES	COMPETENCIES
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.





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. 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. 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.



Charlie, Carol and Dick are wholehearted fans of the eccentric pop artist Lady Lo-Ro. The three of them take part in a Tv Contest in which the prize was a trip to New York, a ticket for the next concert that the artist will offer in the city and a vip pass that will give them the opportunity to meet her.

Carol an Dick become to be the winners and Charlie, far from resigning himself not to going to the concert with Carol, plans to steal Dick's ticket.

After several tries, Charlie succeeds deceiving his mates and steals their tickets. Carol will have to decide between going to the concert with Charlie, fulfil the dream of meeting Lady Lo-Ro in person and leaving the poor Dick alone and upset, or forget about the concert and stand by Dick. Finally decides to abandon Dick and Charlie and goes to the concert alone where he will meet his idol. How will the meeting between Charlie and Lady Lo-Ro go?...



SESSION 1: SYNOPSIS AND CHARACTERS



Before

Take a look!

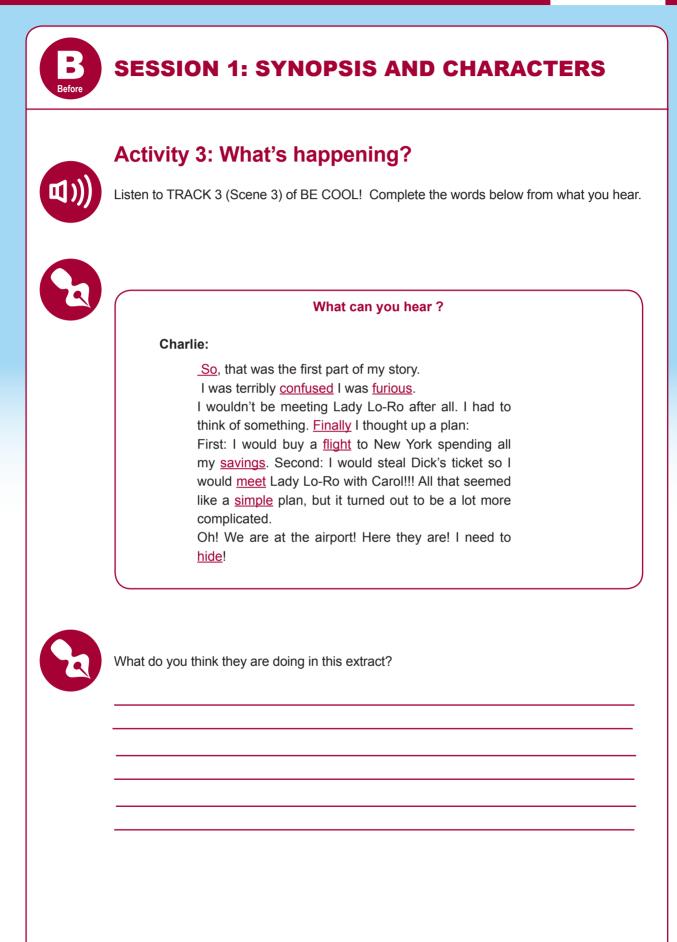
Compose the sentences with the words under each square to reveal the heading and draw the pictures of the described scene.

Dick, Charlie and Carol take part in a TV contest.	Dick and Carol are the winners.	Charlie is very angry.
Charlie steals the tickets to them.	Charlie, Carol and Dick fly to New York.	Dick and Carol believe that they have lost their tickets.
Charlie invites Carol to the concert.	Carol stands by Dick.	Charlie and Lady Lo-Ro are introduced.

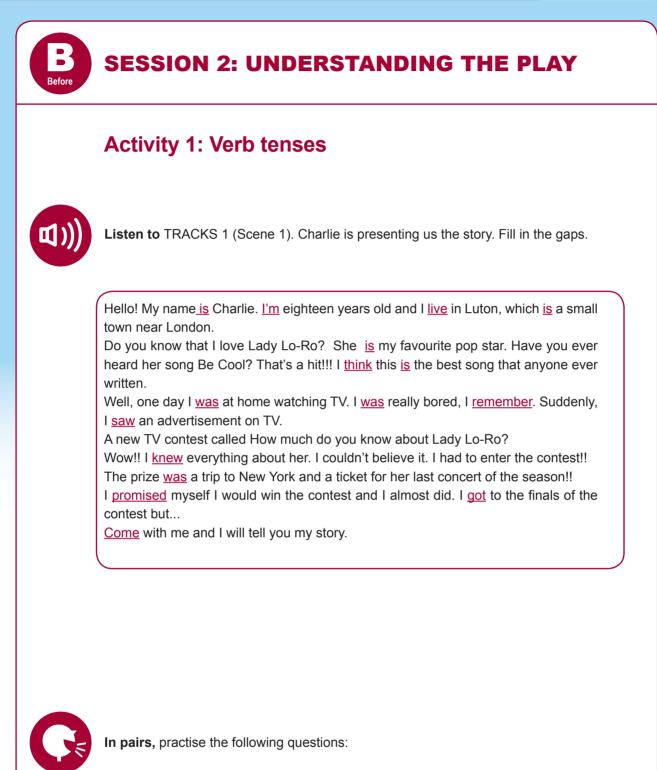


Before	SESSION 1: SYNOPSIS AND CHARACTERS
	Activity 2: The Characters
	Read the Scene 1 and 2 and match the characters with the following adjectives:
\bigcirc	Take a look! There are glossaries to help you:
	DICK: STRONG, KIND, AWKWARD
	CAROL: VAIN, SWEET, LOYAL
	CHARLIE: DECEITFUL, LIAR, ASTUTE
	LADY LO-RO: FAMOUS, ECCENTRIC, COOL
	STRONG- DECEITFUL- FAMOUS- KIND - LIAR - ECCENTRIC- AWKWARD VAIN - SWEET -LOYAL - COOL - ASTUTE
2	Answer the following questions about the characters : Who is your favourite character?
	Who do you think is the funniest? Why?
	Imagine you happened to be in the same situation as Charlie and you lose the chance of meeting your favourite artist. Would you react the same?
	Are you a real fan? Describe a celebrity that you admire. Explain the qualities you most like about him/her.



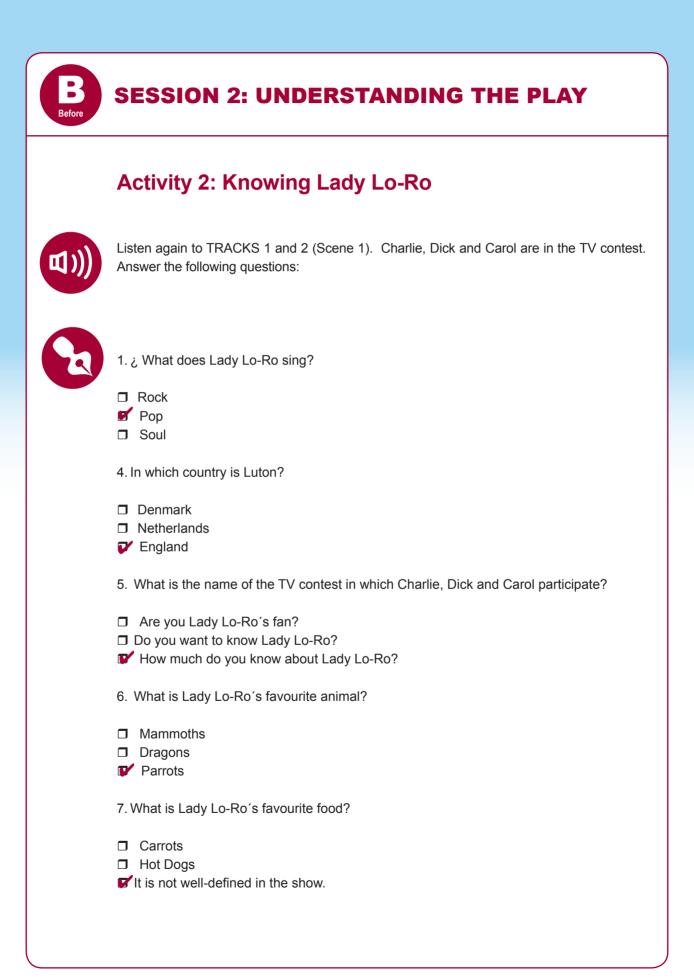




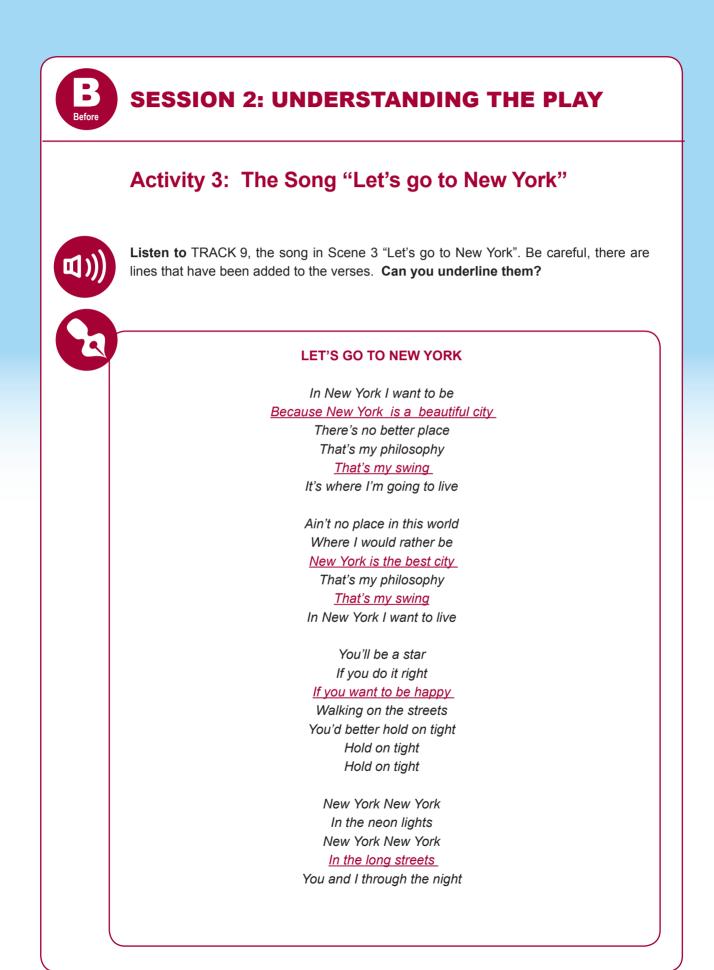


- What does it mean to be cool?
- How is a cool person?
- Do you know anyone cool?
- Would you like to be cool?









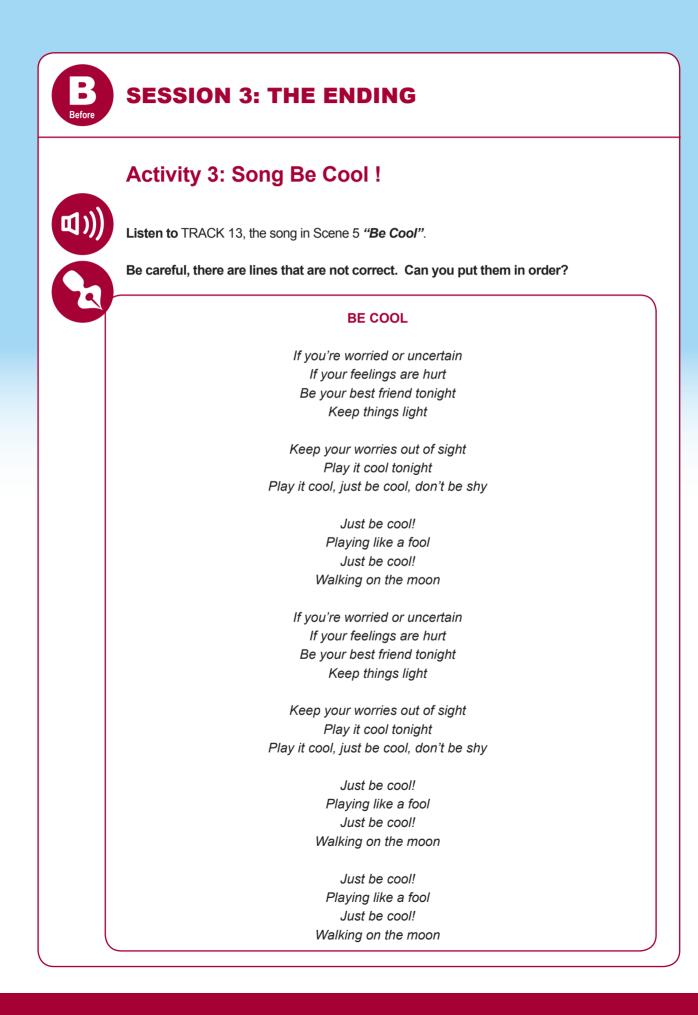














Look back at Activity 2 in Session 3 when you acted out scenes from the play in gro Which version did you prefer - your performance or the actors' performance in the I prefer my ending / the real ending / my interpretation of the characters / actor's interpretation because more (+) more (+) more (+) more (+) 	Look back at Activity 2 in Session 3 when you acted out scenes from the play in a Which version did you prefer - your performance or the actors' performance in the I prefer my ending / the real ending / my interpretation of the characters actor's interpretation because more (+) more (+) more (+) it was it was it was		of the Play And Your Impression
actor's interpretation because more (+) • original • entertaining • boring • interesting • dynamic • emotive • creative	actor's interpretation because more (+) • original • entertaining • boring • interesting • dynamic • emotive • creative	Look back at Activity 2 in Sessi	ion 3 when you acted out scenes from the play in gro
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			• realistic

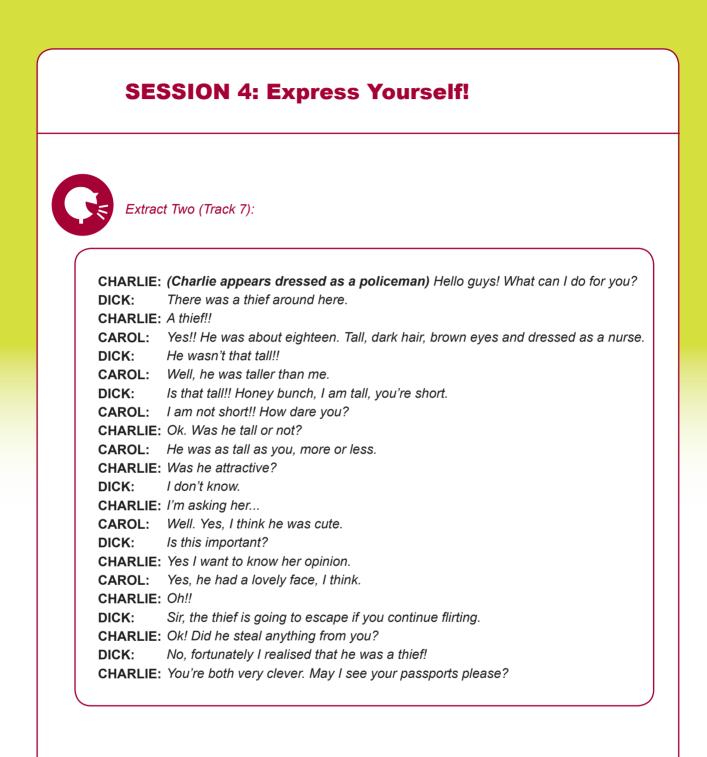


Activity 2: Value the Play
Did you enjoy BE COOL!? What did you think?
Theatrical criticism. To be able to analyze a show you should think about seven things:
- General evaluation of the show.
- Plot.
- Topic. - Message.
- Acting.
- Adaptation.
- Scenography.
- Dressing.
- Atmosphere.
- Music.
Write a sentence for each:
Use verbs such as "to like";" to love", "to enjoy".
Use verbs such as "to hate"; to prefer to».



After	SESSIC	ON 4: Express Yourself!
	Activity	3: Role Plays
	Here there are	e three extracts from the play. Choose one to act out in groups.
G	Extract One	(Track 5):
	CHARLIE:	Hey! Here they are. She looks sick! Yes! I have an idea! (He dresses as a nurse) How do I look? That's perfect!! Hello!! Are you Ok? Is anything wrong here?
	CAROL:	No, we are fine thanks!! I just wanted to sit down because I feel sick and I wanted to rest a while.
	CHARLIE:	I knew that!
	DICK:	What do you mean?
	CHARLIE:	Well, I am a nurse!
	CAROL:	l see.
	CHARLIE:	And I knew you needed my help!!
	CAROL:	That's very kind of you but I
	CHARLIE:	Oh!! Your face is so white
	DICK:	What a weirdo.
	CHARLIE:	Please!! Do as I say and you will get better.
	CAROL:	But
	CHARLIE:	And you will have a nice flight. Trust me.
	DICK:	Do it!! Let's try to get rid of him as soon as we can.
	CHARLIE:	Oh!! That's so rude! I'm just trying to help! Be polite.
	DICK:	Don't stick your nose in other people's business.
	CAROL:	Ok!! I'll do whatever you suggest.
	CHARLIE:	Lie on this bench down here, and I need something for you to
	CAROL:	For me to what?
	CHARLIE:	Yes!! Your bag!! Can I have your bag for her head to rest on?
	DICK:	My bag?
	CAROL:	I want him to go!! Please give him your bag!
	CHARLIE:	Ok!! Now breathe!!
	DICK:	That's crazy!
	CHARLIE:	Breathe out!!







SESSION 4: Express Yourself! Extract Three (Track 16): **BODYGUARD:** You have to meet a fan! LADY LO-RO: Again? I hate fans! **BODYGUARD:** We will be quick with this one! BODYGUARD: He's a boy from London! Here he is! Charlie. Lady Lo-Ro!!! LADY LO-RO: Don't let him to get close to me! I'm allergic! CHARLIE: Oh!! This is a dream come true for me!! For me too! LADY LO-RO: CHARLIE: Lady Lo-Ro ... BODYGUARD: Well. LADY LO-RO: Oh! Did you come from London to say nothing? CHARLIE: Sorry! I am shy! I don't know what to say! LADY LO-RO: Oh!! That makes me feel sleepy! Oh!! Keep him away! **BODYGUARD:** Sorry boy! You cannot get too close to Lady Lo-Ro. CHARLIE: But why? **BODYGUARD:** Let me ask her! Excuse me Lady! Why don't you want him to approach you? LADY LO-RO: I am Lady Lo-Ro! I cannot be touched by anyone! I am too cool! CHARLIE: She's not in her right mind! **BODYGUARD:** She said she cannot be touched! CHARLIE: Has she got a disease? BODYGUARD: Do you have a disease? LADY LO-RO: What? Doesn't he know who I am? CHARLIE: Oh! Finally she's coming closer!

OTHER SHOWS 3° & 4° PRIMARY EDUCATION

Jungle Book *(In English)* Magic Beans *(In English)* La vuelta al mundo en ochenta días

Be cool!

Didactic Project elaborated by Amalia Guerreiro Iglesias





Charlie, Carol and Dick are mad fans of Lady Lo-Ro, the most sensational singer of all time. They want to dress like her, do their hair like her, talk like her, and be as cool as her. Now they've got the chance to travel to New York and meet her, but they only have two tickets. What will happen? An entangled comedy, perfect for your students to practise their English to the beat of the music.



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