

TEENS & ADULTS  
Comedy

**BAP**<sup>®</sup>  
Buenos Aires Players

# STRIKING ANGELS



**WORKPACK**

# STRIKING ANGELS

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## OBRA REGISTRADA LEVEL

Age	Level	CEFR	Cambridge International Examinations		Pearson Tests of English (PTE)	Trinity College Exams	Trinity - ISE
Teens and adults	Intermediate to Advanced	B2 (Waystage) C1 / C2	Schools First Advanced Proficiency	General and Higher Education First Advanced Proficiency	PTE General Nivel 3  PTE General Nivel 4	Grades: 7/8/9 Grades: 10/11 Grade: 12	ISE II ISE III ISE IV

### A note to teachers

Our dear fellow teachers,

In the workpack you are about to start using, you will find a series of activities to be used with your students both before and after watching the BAP play Striking Angels. You will find that most of the activities have been graded according to levels, which might imply age or language development or both.

You will also come across different types of activities, which in most cases we have decided to categorize as follows: The Story; Words, Words, Words!; Grammar & Structures; Drama Games & IT Activities. You will find that the BEFORE WATCHING activities were based on the song from the play, while the AFTER WATCHING activities remained traditional for you to choose at your will. In many cases, however, as in the classroom, categories tend to merge and combine and evolve, so that one activity may lend itself to something else.

Towards the end of the pack you will see the Teacher's Corner, where we have grouped some ideas we felt like sharing with you alone, and not with all your students.

All these are simply suggestions. You are the one who knows your students, so please feel free to play around with this workpack as much as you want to. Dive into it and enjoy it together with your class! Have a magical BAP experience, and do let us know what worked best for you and your students!

All our love,  
The Teachers Team



**LEVEL 1**



**LEVEL 2**



**LEVEL 3**

# STRIKING ANGELS

## SYNOPSIS

In the heart of **Heaven Enterprises**, the smart, ironic, and reluctant angel **Nicholas** receives a crucial assignment from Heaven: to descend to Earth as the invisible guardian of Norman. **Norman** is a talented teenage musician, but he struggles with shyness, his “nerd” identity, and a secret crush on the strong-willed, yet sensitive, **Elaine**.

Norman’s life turns into a living hell because of **Alan**, an arrogant rival obsessed with social media fame and determined to win the School Music Contest using Artificial Intelligence-generated music. Arrogant Alan blackmails Norman, forcing him to create the musical arrangements for Alan’s band under threat of exposing Norman’s vulnerabilities.

To help Nicholas, the modern and cheerful angel **Nadia** arrives, assigned to mentor Elaine. Working from the invisible, the two angels intervene: Nicholas helps Norman reaffirm his identity as a source of creative strength, while Nadia empowers Elaine to reject Alan’s manipulative offers and follow her heart.

Strengthened by newfound confidence, Norman offers Elaine the chance to sing his original song, “My Angelic Inner Voice,” together at the contest. The final confrontation is a clash between Alan’s high-tech artifice and the duo’s genuine emotion.

Will Norman and Elaine win the official trophy, or will Alan steal the show? Will they be able to listen to their inner voices? Will the Striking Angels ultimately complete their heavenly mission?

**Come and enjoy this magical play full of courage and love.**

## MORAL

True success and happiness come from listening to your own genuine inner voice.

# STRIKING ANGELS

## VOCABULARY

(to be taught or revised before coming to the theatre to see the play)

### Nouns

Heaven Enterprises, cloud/bed, mission, Tik Tok audience/fans/bros, trade, guts, Artificial Intelligence (AI), musical arrangements, gum, SUBE (Card for bus fare in Argentina), washing gloves, a dish towel, shyness, madness, angelic inner voice, peace of mind, BRO, creature, blackmailed, laughing-stock, sleeping pills, free will, bow, arrow, host.

### Verbs

blackmail, conclude, escalate, intervene, mock, persuade, resent, struggle, transcend, witness, belch, blessing, tease, sob, stammer.

### Adjectives

Aggressive, angelic, arrogant, boastful, clumsy, complicated, cool, depressed, epic, exalted, freak, intense, involved, ironic, lonely, loving, manly, noble, nuts/insane, out of fashion, overwhelmed, sensitive, smart, spectacular, striking, strident, terrifying, tough.

### Phrases/Collocations and Patterns

get the guts, get down, get down to, go your own way, be all ears, get off, make yourself at home, time is up, none of your business, pull someone's leg, take part in, the sooner the better, fall in love with someone, to waste time on, be crazy about, get under someone's skin, get on someone's nerves, check out, dress up, end up, fall off, grow out of, look down, look for, look up to, take part in, try hard, take one's blessings, cope with, be overcome with, be nuts, be a laughing stock.

# STRIKING ANGELS

## CHARACTERS



**Nicholas**

a smart and ironic angel



**Nadia**

a joyful, romantic, modern and fashionable angel



**Norman**

a nerd but sensitive and intelligent teenager



**Alan**

a boastful and arrogant teenager



**Elaine**

a teenager who acts tough but is actually very sensitive



**Heaven**



**Host**

# STRIKING ANGELS

**BEFORE  
WATCHING  
ACTIVITIES**

**LEVEL 1**



**LEVEL 2**



**LEVEL 3**





## The Story

01

### Which is the Message of the play

Match the words from the song (column A) with their meaning (column B)

A Word from the Song	B Meaning	Match
1. <b>Soul</b>	a. A feeling or desire for something good to happen.	1. _____
2. <b>Lost</b>	b. The spiritual, deep, or emotional part of a person.	2. _____
3. <b>Chance</b>	c. An opportunity or a possibility.	3. _____
4. <b>Hope</b>	d. Feeling that you cannot win, succeed, or find a way.	4. _____

See Teachers Corner



## The Story Words, Words, Words

02

### Exploring Phrases and Collocations

#### Task 1: Explaining Phrases

When deep in your soul  
You feel everything's lost  
There's still a good chance  
To find a bit of hope

Explain the following phrase in your own words, focusing on its metaphorical meaning in the context of feeling sad or hopeless.

“When deep in your soul”

- *What does this phrase suggest about where the feeling is located?*

---

- *What does it mean for a feeling to be “deep”?*

---

#### Collocations and Synonyms

1. Which common adjective can you use to replace “**good**” in the phrase “**good chance**”?

---

2. Find a more formal or dramatic synonym for “**lost**” in this context.

---

3. Read the Synopsis (p.3) and write one sentence about the play's main character, Norman, using the phrase “**a bit of hope.**”

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See Teachers Corner



## The Story Words, Words, Words

### 03 Let's play with the Language

When deep in your soul  
You feel everything's lost  
There's still a good chance  
To find a bit of hope

A. The phrase "You feel everything's lost" conveys absolute despair. Suggest three different English idioms or idiomatic phrases that convey the same feeling of hopelessness or hitting rock bottom. Discuss.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

B. Rewrite the stanza you can read at the head of this page, replacing the underlined phrases with more formal or sophisticated language, while maintaining the same meaning.

Rewrite:

When \_\_\_\_\_

You feel \_\_\_\_\_

There remains \_\_\_\_\_

To acquire \_\_\_\_\_

C. Discussion in drama, simple and direct language is often used to convey powerful emotion. Discuss how the simple structure and vocabulary of the original stanza is more effective for a song lyric than your rewritten version.

See Teachers Corner



# The Story Characters

**04**

**Connecting the Song to the Plot**

Match the words from the song (column A) with their meaning (column B)

You are not alone  
 You are part of this world  
 Of something bigger  
 Than anything you've known.

A. Based on the synopsis and the first stanza (which speaks about feeling “lost”), which character in the play do you think most needs to hear this second stanza? (Norman / Alan / Elaine / Nicholas)

Character: \_\_\_\_\_

Reason: Why does this character feel “alone” or need to find “his/her place”? (Use 1-2 simple sentences from the synopsis).

\_\_\_\_\_

\_\_\_\_\_

B. True or False

Read the lines and decide if the statements about the play’s situation are True (T) or False (F).

A. Line from the Stanza	B.Statement	T/F
1. “You are not alone”	This line refers to the fact that Norman has an invisible guardian angel, Nicholas.	_____
2. “You are part of this world”	This line suggests that Alan should stop trying to win the contest alone and join Norman and Elaine.	_____
3. “Of something that’s bigger. Than anything you’ve known”	This refers to the power of Heaven and the angels (like Nadia and Nicholas) intervening in the teenagers’ lives.	_____

**See Teachers Corner**



## Grammar and Structures

### 05 Phrasal Verbs and Present Tense

The cosmos works as it's meant to;  
you will always find your way.  
Your angelic light will shine within you  
whenever the world brings you down.

I can tell you this, and much more than this,  
because I know the source of that angelic inner voice.

#### A. Identifying the Phrasal Verb

1. Find the phrasal verb in the stanza that means “to make someone feel sad or lose hope.”

**Answer:**

---

2. Read the synopsis of the play and write a new sentence about Norman or Elaine using this phrasal verb. (Example: Norman feels sad because the competition is difficult.)

**Your sentence:**

---

- B. Simple Present Tense.** The line “The cosmos works as it’s meant to” uses the Simple Present tense. Explain why this tense is used here instead of the Present Continuous (is working). Choose the best option:

- a) To describe an action happening right at this second.
- b) To describe a universal truth, a permanent fact, or how the universe functions.
- c) To talk about a temporary habit.

**Answer:** \_\_\_\_\_

See Teachers Corner



## Grammar and Structures

### 06 The Structure “Whenever” and Conditionals

The cosmos works as it’s meant to;  
you will always find your way.  
Your angelic light will shine within you  
whenever the world brings you down.

I can tell you this, and much more than this,  
because I know the source of that angelic inner voice.

#### A. Conditional Meaning

The line “Whenever the world brings you down” indicates a repeated condition. Rewrite this line and the one before it using a “Zero Conditional” structure (If/When + Simple Present).

*If the world...*

**Answer:**

---

#### B. Word forms

The word “angelic” is an adjective. Rewrite the final line of the stanza using the noun form (**angel**) and the possessive structure (‘s).

*Because I know the source of that...*

**Answer:**

---

#### C. Modal Verb

Identify the modal verb in the line: “I can tell you this.” (\_\_\_\_\_ ) Explain what this specific modal verb conveys in this context:

- a) Permission given by Heaven.
- b) The ability or certainty of the speaker to share the truth.
- c) A past habit.

**Answer:**

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See Teachers Corner



## Grammar and Structures

### 07 Advanced Structures and Emphasis

- A. **Passive Voice / Inversion.** The line “The cosmos works as it’s meant to” implies it is meant by something (fate or a cosmic force). Rewrite this as a passive construction to emphasize the “cosmos.”

*The cosmos works as it is...*

Answer \_\_\_\_\_

\_\_\_\_\_

- B. **Cleft Sentences for Emphasis.** The stanza says “Your angelic light will shine within you.” Rewrite this as a **Cleft Sentence** starting with “It is...” to put maximum emphasis on the angelic light.

*It is...*

Answer \_\_\_\_\_

\_\_\_\_\_

- C. **Analyzing the Source.** In the play, Norman and Elaine are looking for their “voice” through the song contest. Why does the speaker say they know the “source” of that voice?

Reflection: \_\_\_\_\_

\_\_\_\_\_

See Teachers Corner





## Drama Games & IT Activities

### 08 Delivering the Message

The light never dies  
It's meant to be shared  
It's present all the time  
I will sing it out loud

**A. Voice and Expression: The Messenger Game.** This stanza is a powerful statement of hope and conviction. In the context of the play, it represents finding the strength to perform. Work in pairs (A and B).

- 1. The Game:** Student A closes his/her eyes. Student B says the first two lines, "*The light never dies / It's meant to be shared,*" using three different emotions:
  - **Fearful** (as if hiding from Alan).
  - **Mysterious** (as if Nicholas is giving a celestial secret).
  - **Joyful** (as if the song contest has just been won).
- 2. The Guess:** Student A must guess the emotion after each attempt.
- 3. Discuss:** Which emotion makes the idea of "sharing the light" feel the most inspiring to the audience?

**B. Line Delivery.** The last line, "**I will sing it out loud,**" is the moment of transformation. It is when the character finally finds their courage. Practice saying this line to your partner using these three specific "intentions":

- a) The Quiet Promise:** Say it as a whisper to yourself, as if you are finally believing in your own talent.
- b) The Proclamation:** Say it like a pop star hitting the final, powerful note of a concert.
- c) The Defiance:** Say it directly to someone who tried to keep you quiet (like Alan), showing them you are no longer afraid.

**Discuss:** How does the meaning of the word "light" change when you change the way you say it? Does it feel like a candle, a spotlight, or a sun?





## Drama Games & IT Activities

### 09 Character Monologue & Digital Media

The light never dies  
It's meant to be shared  
It's present all the time I  
will sing it out loud

#### A. Monologue Context: Reclaiming Your Voice

Imagine this stanza is the climax of **Norman's** internal monologue. He is finally rejecting Alan's blackmail and choosing to trust the light within himself rather than the fear Alan tries to create.

1. **The Performance:** Stand up and deliver the stanza as if you are Norman on stage, speaking to an invisible Alan in the audience.
2. **The Direction:** Your delivery should start quiet and hesitant on “*The light never dies,*” but gain absolute strength, volume, and pride on the final line: “**I will sing it out loud!**”
3. **Small Group Discussion:** How did your change in volume and pace reflect Norman's shift from being a “reluctant nerd” to a confident young man? Did the final line feel like a victory?

#### B. Creating a Video Lyric Clip

Use a simple video editing tool (like Canva, CapCut, or Instagram/TikTok) to create a short, 15-second lyric clip for this stanza.

- **Visual Elements:** You must display the lyrics on the screen. Choose a background image or video clip that represents one of the following perspectives:
  - Nicholas's perspective:** Imagery of Heaven Enterprises, bright clouds, or a celestial glow.
  - Norman's perspective** A musical instrument, a spotlight in the dark, or a sunrise.
- **Audio Element:** Add a background track or a dramatic sound effect that represents the “light” becoming “present” or a powerful musical chord for the final line.

See Teachers Corner





## Drama Games & IT Activities

### 10 Subtext, Persuasion and Performance

The light never dies  
It's meant to be shared  
It's present all the time  
I will sing it out loud

#### A. Subtext and Intention

In this stanza, the speaker is asserting a truth that cannot be broken.

1. **Actor's Choice:** Choose one character (**Norman** or **Nicholas**) to deliver the stanza.
2. **Delivery Focus:** Deliver the lines to a partner while focusing on the *subtext*—the hidden meaning behind the words:
  - **If you are Norman:** The subtext is: *“Alan, you can try to blackmail me, but you can't take away my talent or my soul. I am finally free.”*
  - **If you are Nicholas:** The subtext is: *“Humanity always has hope because the divine light is eternal, whether they see it or not.”*

#### B. Persuasive Pitch (IT & Marketing Focus)

The song is titled **“Angelic Inner Voice”**. Imagine you are the marketing team for the play. Your task is to convince a group of producers (your classmates) that this stanza is the most important part of the song and must be the climax of the play's official trailer.

1. **The Pitch:** Prepare a 45-second persuasive pitch.
2. **The Hook:** You must use the powerful final line—*“I will sing it out loud”*—as your closing hook.
3. **Requirements:** Your pitch must include:
  - An analysis of the phrase **“meant to be shared”** (Why is this the heart of the play's message?).
  - A proposal for the **musical arrangement** (e.g., Should it be an acoustic guitar that builds into a rock anthem? How does the music reflect the “light” appearing?).

#### C. Improvisation

Improvise a short scene (4 lines each) where **Alan** tries to mock the idea that Norman has any “light” or talent left after the AI scandal.

- **The Challenge:** Norman or Elaine must use the lines from the stanza to shut down Alan's arrogance and show that they are no longer affected by his bullying.

See Teachers Corner

# STRIKING ANGELS

**AFTER  
WATCHING  
ACTIVITIES**

**LEVEL 1**



**LEVEL 2**



**LEVEL 3**





# The Story

## Words, Words, Words

### 11 Word Formation

In the heart of Heaven Enterprises, the smart, ironic and 1..... angel Nicholas receives a crucial assignment from God: to descend to Earth as the invisible guardian of Norman. Norman is a talented teenage 2....., but he struggles with crippling shyness, his “nerd” identity, and a secret crush on the strong-willed, yet sensitive, Elaine.

Norman’s life turns into a living hell because of Alan, an arrogant rival obsessed with social media fame and determined to win the School Music Contest using Artificial Intelligence-generated music. The tension grows when Alan 3..... Norman, forcing him to create the musical arrangements for Alan’s band under threat of exposing Norman’s 4.....

To help Nicholas, the modern and 5..... angel Nadia arrives, assigned to mentor Elaine. Working from the shadows, the two angels intervene: Nicholas helps Norman embrace his identity as a source of creative 6....., while Nadia empowers Elaine to reject Alan’s manipulative offers and follow her heart.

7..... by newfound confidence, Norman offers Elaine the chance to sing his original song, “My Angelic Inner Voice,” together at the contest. The final 8..... is a clash between Alan’s high-tech artifice and the duo’s genuine emotion. Although they do not win the official trophy, Norman and Elaine achieve a much 9..... victory: by listening to their inner voices, they gain the courage and love they needed, successfully concluding the mission for the two “Striking Angels” in heaven.

1. RELUCTANCE

2. MUSIC

3. BLACKMAIL

4. VULNERABLE

5. CHEER

6. STRONG

7. STRONG

8. CONFRONT

9. DEEP

See Teachers Corner





## The Story Words, Words, Words

13

### Complete

Complete the following sentences with the corresponding idioms, phrasal verbs, or collocations from the list below. Make any necessary changes to verb tenses or form.

get on one's nerves - take part in - be aware of - go one's own way - fall in love with  
- get off - take his hand off - come to a decision - pulling one's leg - look at the sky -  
show up - make a deal

1. Nicholas, the angel, was so tired of Alan being mean to Norman that the bully really started to \_\_\_\_\_.
2. Elaine decided she didn't want to sing in Alan's band; she was going to \_\_\_\_\_.
3. Norman finally managed to say he liked Elaine's singing, a great opportunity to finally \_\_\_\_\_ his shyness.
4. After the bus stopped, the teenagers quickly \_\_\_\_\_ to go to school.
5. Alan tried to be flirtatious by putting his arm around Elaine, but she quickly had to \_\_\_\_\_ his arm \_\_\_\_\_.
6. Norman asked if the voice he heard was real, and the angel said, "No, I'm not \_\_\_\_\_; I really am your Guardian Angel."
7. The Host announced that the judges were arguing backstage because it was very difficult for them to \_\_\_\_\_ on a winner.
8. The competition rules clearly state that only school students can \_\_\_\_\_ the Annual Music Contest.
9. Norman felt like he had no choice but to \_\_\_\_\_ with Alan to keep his secret safe.
10. The angel, Nicholas, was not only worried about Norman's mission but also about the beautiful Nadia, since he feared he might \_\_\_\_\_ her.
11. When Nicholas was feeling overwhelmed and needed help, he decided to \_\_\_\_\_ and call Heaven.
12. Alan was scared when Norman challenged him and ordered the invisible person to \_\_\_\_\_.

See Teachers Corner



## The Story

14

### Multiple Choice

Choose the best answer

- Who is Norman's Guardian Angel in the play?  
**A.** Heaven.    **B.** Nadia.    **C.** Nicholas.
- What mission does Heaven give to Nicholas?  
**A.** To guard a baby who is learning to walk.    **B.** To guard a teenager who needs courage.  
**C.** To guard a school principal who needs peace.
- What subject is Norman most interested in that Alan mocks?  
**A.** Fashion.    **B.** TikTok videos.    **C.** Music and composing songs.
- Why does Alan ask Norman to make musical arrangements for his band?  
**A.** Alan thinks Norman is cool and wants to be friends.    **B.** Alan needs the arrangements to win the contest and threatens Norman.    **C.** Alan wants Norman to sing in the band.
- Why does Elaine decide not to sing in Alan's band?  
**A.** She is afraid of Norman.    **B.** She dislikes the kind of music they play and feels Alan is selfish.  
**C.** Her father told her to join Alan's band.
- Who is Nadia, and who does she help?  
**A.** She is a singer who helps Norman.    **B.** She is a teacher who helps Alan.    **C.** She is an angel who helps Elaine.
- What does Norman propose to Elaine that makes her happy?  
**A.** That she should stop studying and focus on music.    **B.** That she should sing his song in the contest and help with the lyrics.    **C.** That they should go to the gym together.
- What does Alan use instead of Norman's arrangements for his performance at the contest?  
**A.** His real friends' ideas.    **B.** Artificial Intelligence (AI).    **C.** A song composed by Heaven.
- Which character says that the teenagers are "confused... complicated... aggressive..." at the beginning of the mission?  
**A.** Norman.    **B.** Nicholas.    **C.** Elaine.
- Although Norman and Elaine do not win the contest, what is their biggest achievement at the end?  
**A.** They successfully bought the bus tickets.    **B.** They decided to leave the school.  
**C.** They found courage, self-acceptance, and a connection with each other.





## The Story

15

### Multiple Choice

Choose the best answer

1. Nicholas, the angel, was surprised by the mission because he had to guard a \_\_\_\_\_ .

- A. baby, which is a lovely creature.
- B. teenager, which he thought was very difficult.
- C. famous writer who needed help.

2. Alan constantly bothers Norman because Norman \_\_\_\_\_ .

- A. is very cool and popular.
- B. is always studying and getting good marks.
- C. is better at Tik Tok than Alan.

3. Elaine is afraid to make a decision about singing because \_\_\_\_\_ .

- A. she doesn't like music at all.
- B. her father wants her to focus on studying to become a famous writer.
- C. Alan told her she has a terrible voice.

4. Norman finally tells Elaine he likes her and asks her to sing his song when he \_\_\_\_\_ .

- A. accepts that he is a "nerd" and gains courage.
- B. makes a new deal with Alan.
- C. gets in a funny fight with Alan.

5. Alan decides not to use Norman's musical arrangements in the contest because \_\_\_\_\_ .

- A. he realizes Norman's music is rubbish.
- B. he has no time to practice.
- C. he makes all his music using Artificial Intelligence (AI).

6. When Alan said he wasn't "pulling your leg," he meant he wasn't \_\_\_\_\_ .

- A. hurting Norman's body.
- B. joking or teasing Norman.
- C. helping Norman to walk.

7. Nicholas became angry at Alan because the bully really started to get on his nerves, meaning Alan was \_\_\_\_\_ .

- A. helping him with the mission.
- B. making him feel very annoyed and frustrated.
- C. giving him good ideas.

8. The judges had difficulty making a final decision because the contest had many great \_\_\_\_\_ .

- A. winners.
- B. rehearsals.
- C. participants.

9. Norman felt disappointed and lonely, so he started speaking to himself, which made him realize he was not aware of what he was saying. This means he was not \_\_\_\_\_ .

- A. informed or conscious of it.
- B. worried about it.
- C. happy about it.

5. At the end of the play, Norman and Elaine achieve their mission by making a song together. This means they \_\_\_\_\_ .

- A. finished their mission successfully.
- B. made a new song for the next year.
- C. went on to write more music.

See Teachers Corner





## The Story

### 16 Comprehension questions

1. Analyze the principal conflict between Alan and Norman. Beyond simple bullying, what deeper insecurities or social values does Alan’s torment of Norman reveal, particularly regarding his reliance on AI?
2. What does Elaine’s struggle—caught between her father’s pressure to be a “famous writer” and her desire to sing—suggest about the themes of vocational choice in the play?
3. How does the play use the concept of “invisibility” to explore Norman’s self-perception and his relationship with others?
4. Despite Norman and Elaine not winning the contest, Nicholas feels proud and considers the mission a “great job”. What is the true measure of success in this play?
5. What role does Alan’s use of the word “BRO” play in defining his character and his attempts to establish a dominant social hierarchy?
6. The play ends with Heaven giving Nicholas and Nadia a new mission by pointing to the audience: “You choose this time”. What final message or invitation is the playwright extending to the audience with this theatrical moment?

See Teachers Corner



## Grammar & Structures

17

Complete the following paragraph by putting the verbs in parentheses into the correct tense.

Nicholas, a clever angel, (1. **receive**) \_\_\_\_\_ his first mission: to guard the teenager Norman. Heaven (2. **warn**) \_\_\_\_\_ Nicholas that the task (3. **be**) \_\_\_\_\_ difficult. Norman often (4. **suffer**) \_\_\_\_\_ from bullying, especially from Alan, who constantly (5. **mock**) \_\_\_\_\_ him. So far, Norman (6. **never find**) \_\_\_\_\_ the courage to speak up for himself. However, after Nicholas (7. **become**) \_\_\_\_\_ visible to him, Norman (8. **start**) \_\_\_\_\_ to change. He (9. **make**) \_\_\_\_\_ a collaboration with Elaine, the girl he (10. **like**) \_\_\_\_\_, to sing his song in the school contest. Even though they (11. **not win**) \_\_\_\_\_ the contest, the angels agree that Norman and Elaine (12. **achieve**) \_\_\_\_\_ their true mission: to find self-acceptance and connection. They (13. **now go**) \_\_\_\_\_ on to write more music, and their story (14. **inspire**) \_\_\_\_\_ other humans.

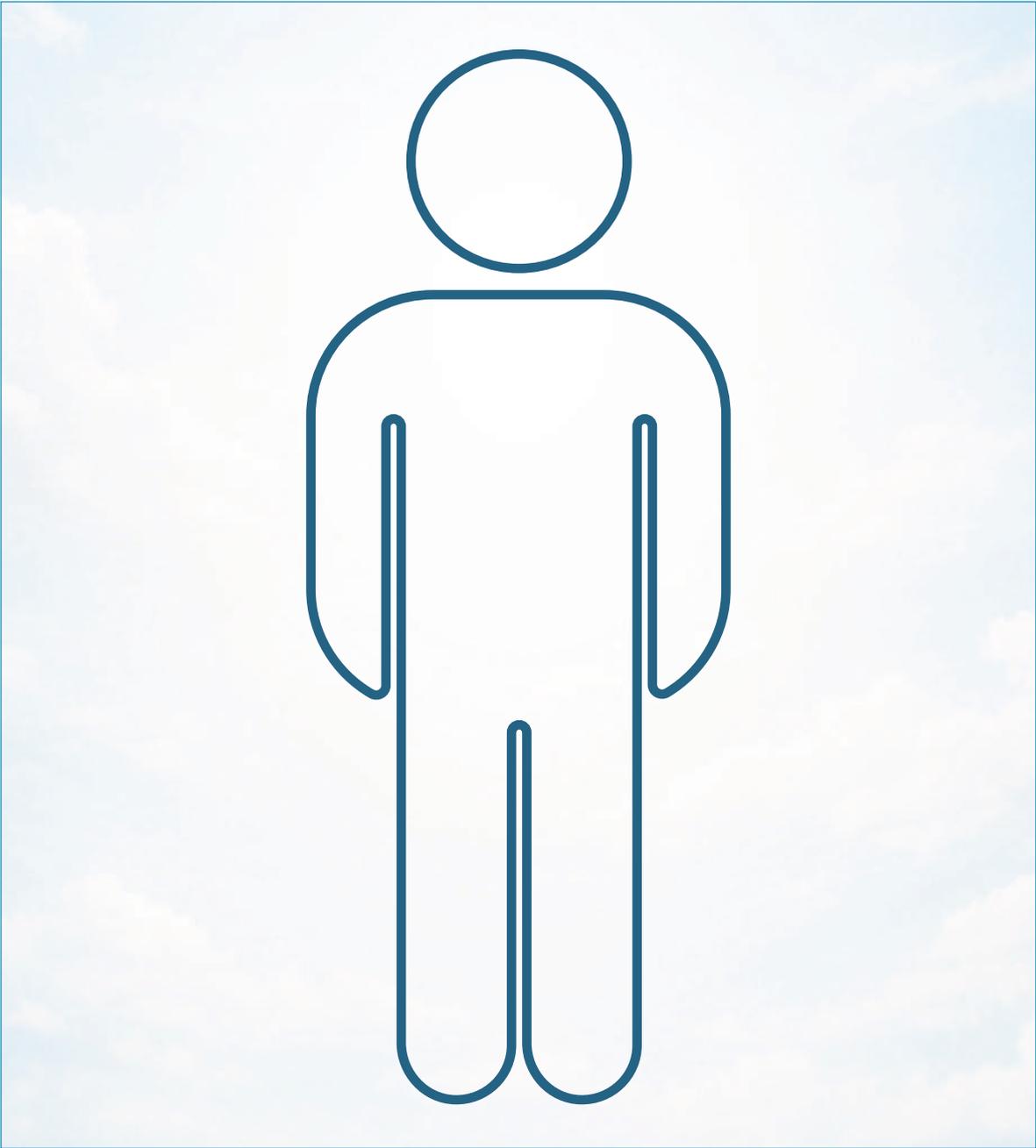
See Teachers Corner



## Drama

18

Role on the wall



See Teachers Corner

(for follow-up: activity 19)

# STRIKING ANGELS

**SONG**

## My Angelic Inner Voice

**Listen, sing, play, dance and enjoy!**

**NORMAN**

When deep in your soul  
You feel everything's lost  
There's still a good chance  
To find a bit of hope

**ELAINE**

You are not alone  
You're part of this world  
Of something that's bigger  
Than anything you've known

**BOTH**

The cosmos works as it's meant to;  
you will always find your way.  
Your angelic light will shine within you  
whenever the world brings you down.  
I can tell you this, and much more than this,  
because I know the source of that angelic inner voice.

The light never dies  
It's meant to be shared  
It's present all the time  
I will sing it out loud

And tell you, my friend  
Believe in what I say  
Love is there  
It's yours

Your angelic light  
Will shine within you  
Whenever the world brings you down  
I can tell you this, and much more than this

Because I know the source of that angelic inner voice

Clap and shout  
Now you see it  
Clap and shout  
You've got an angel with you

Clap and shout  
Now you see it  
Clap and shout  
You've got an angel with you



## Teacher's corner and answer key

ACTIVITY	TEACHER'S CORNER	KEY	PAGE																																
<b>BEFORE WATCHING ACTIVITIES</b>																																			
1 The Story LEVEL 1	Extra Activity: a. Listen to the song and ask your students to sing along and/or perform the first stanza. b. Discuss the meaning of the words in terms of abstract/concrete and how these words influence the student's life. Ask them to give examples.	1-b; 2-d; 3-c; 4-a.	7																																
2 The Story/ Words, words, words. LEVEL 2	Collocations and Synonyms METAPHOR definition: a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.	1. <b>good</b> -excellent-strong-high 2. <b>lost</b> -defeated-hopeless-ruined	8																																
3 The Story/ Words, words, words. LEVEL 3	Synonyms: • Be in the dark • Off track • At sixes and sevens • At loose ends • Not have a clue • Like a fish out of water		9																																
4 Characters LEVEL 1-2-3		Character: NORMAN Answers, True/False 1-True; 2-False; 3-True	10																																
5 Grammar & Structures LEVEL 1-2-3	Extra Activity: Use the Phrasal Verbs Bank. Photocopy and cut each expression. Put the slips of paper in a box and shuffle them. Ask students to take 2 or 3 slips of paper. Encourage students, either individually or in groups, to create situations connected to the play. Read out loud or perform the situation. Choose which one they liked most.	Answer: B	11																																
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6 Grammar & Structures LEVEL 2-3		Answer B:hardship C:might It conveys: that the world's harshness is a possibility or a potential condition, rather than an absolute certainty.	12																																
7 Grammar & Structures LEVEL 3		Answers-examples: A: Hard as the world might be. Hard as the team worked, they still missed the deadline. B. 1- Norman is waiting for Elaine. 2-It is your angelic friend who is waiting for you.	13																																
8 Drama games & IT Activities LEVEL 1	Feel free to improvise with sentences from the synopsis.		14																																
9 Drama games & IT Activities LEVEL 2			15																																

## Teacher's corner and answer key

ACTIVITY	TEACHER'S CORNER	KEY	PAGE
<b>BEFORE WATCHING ACTIVITIES</b>			
10 Drama games & IT Activities LEVEL 3	<p>Extra Activity: read and/or sing the whole song <b>MY ANGELIC INNER VOICE</b> When deep in your soul You feel everything's lost There's still a good chance To get a bit of hope</p> <p>You are not alone You are part of the whole The cosmos works To give you your place</p> <p>Your angelic friend Is waiting for you No matter how hard The world might be</p> <p>I can tell you this And much more than this 'Cause I know the calls Of an angelic inner voice</p>	<p><b>GO ON AS FROM HERE</b> The light never dies It has to be shared It's present all the time Keep it alive</p> <p>I can scream with joy And tell you my friend Believe in what I say Love is there, it's yours</p> <p>Yell and clap, clap and yell <b>(Refrain)</b> As now you see What you couldn't see before Your angelic inner voice</p>	16
<b>AFTER WATCHING ACTIVITIES</b>			17
11 LEVEL 1-2-3		ANSWERS: 1-RELUCTANT - 2.MUSICIAN - 3.BLACKMAILS - 4.VULNERABILITIES - 5.CHEERFUL - 6.STRENGTH - 7.STRENGTHENED - 8.CONFRONTATION - 9.DEEPER	18
12 Words, words, words LEVEL 1-2-3	Writing		19
13 Words, words, words. LEVEL 2-3		1-get on his nerves, 2-go her own way, 3-show up / be aware of, 4-got off, 5-take his hand off, 6-pulling your leg, 7-come to a decision, 8-take part in, 9-make a deal, 10-fall in love with, 11-look at the sky, 12-show up (or show himself).	20
14 The Story. LEVEL 1	Multiple Choice	Answer Key: 1-C, 2-B, 3-C, 4-B, 5-B, 6-C, 7-B, 8-B, 9-B, 10-C.	21
15 The Story	Multiple Choice	Answer Key: 1-B, 2-B, 3-B, 4-A, 5-C, 6-B, 7-B, 8-C, 9-A, 10-A.	22
16 The Story LEVEL 2-3	Comprehension questions	<p><b>SUGGESTED ANSWERS:</b></p> <p>1-Alan's insecurity about needing to be "cool" and popular. His reliance on AI suggests he values effortless appearance over genuine skill or effort, making Norman's academic and musical "geekiness" a direct threat to his superficial identity.</p> <p>2-It highlights the external pressures (parental expectations) that impede self-discovery and autonomous vocational choice. Her eventual decision to sing and her collaboration with Norman represent the triumph of intrinsic passion over imposed ambition.</p> <p>3-The Angels are literally invisible to humans, mirroring how Norman feels invisible and unheard by his peers (e.g., when Alan ignores him and takes his book). His desire for Nicholas to become visible reflects his personal need to be seen and acknowledged.</p> <p>4-Success is measured by internal growth and autonomy,</p>	23

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16 The Story LEVEL 2-3	Comprehension questions	not external validation (like winning). The true victory is that Elaine and Norman achieved their goal of performing together, overcame their respective fears (Alan's blackmail, parental pressure), and found genuine connection, with Elaine saying, "I think we did win." 5-"BRO" is used as a tool of social exclusion and mocking. 6-This breaks the fourth wall, inviting the audience to reflect on the play's themes: Do you need a guardian angel? It suggests that the audience, like Norman and Elaine, has the potential for change, the challenge of self-acceptance, and the responsibility of exercising their own "free will". The choice of the next "protégé" is left to the audience's will.	23
17 Grammar & Structures LEVEL 2-3		ANSWERS: 1-received, 2-had warned, 3-would be, 4-suffered, 5-mocked, 6-had never found, 7-became, 8-started, 9-made, 10-liked, 11-did not win, 12-achieved, 13-are now going, 14-will inspire.	24
18 Drama games LEVEL 1-2-3	Role on the wall: Print as many copies of the worksheet as characters you want to analyse. Write the name of a character on top of each worksheet and stick them on the walls around the room. Students walk around and write info on the characters. You can ask them to right feelings, thoughts and opinions inside the outline, and facts around the picture. As a follow up, you may distribute the complete worksheets to the students in groups, and ask them to write a paragraph describing the character.		25
19 Drama games LEVEL 1-2-3	Role-play Write the names of the different characters on slips of paper. Get a group of 4 or 5 students to draw names without showing them to the others, and role play a conversation. You may choose a time and setting, e.g.: 1 year after graduation at a restaurant.		
SONG	<p>When deep in your soul You feel everything's lost There's still a good chance To get a bit of hope</p> <p>You are not alone You are part of the whole The cosmos works To give you your place</p> <p>Your angelic friend Is waiting for you No matter how hard The world might be</p> <p>I can tell you this And much more than this 'Cause I know the calls Of an angelic inner voice</p>	<p>The light never dies It has to be shared It's present all the time Keep it alive</p> <p>I can scream with joy And tell you my friend Believe in what I say Love is there, it's yours</p> <p>Yell and clap, clap and yell As now you see What you couldn't see before Your angelic inner voice</p>	