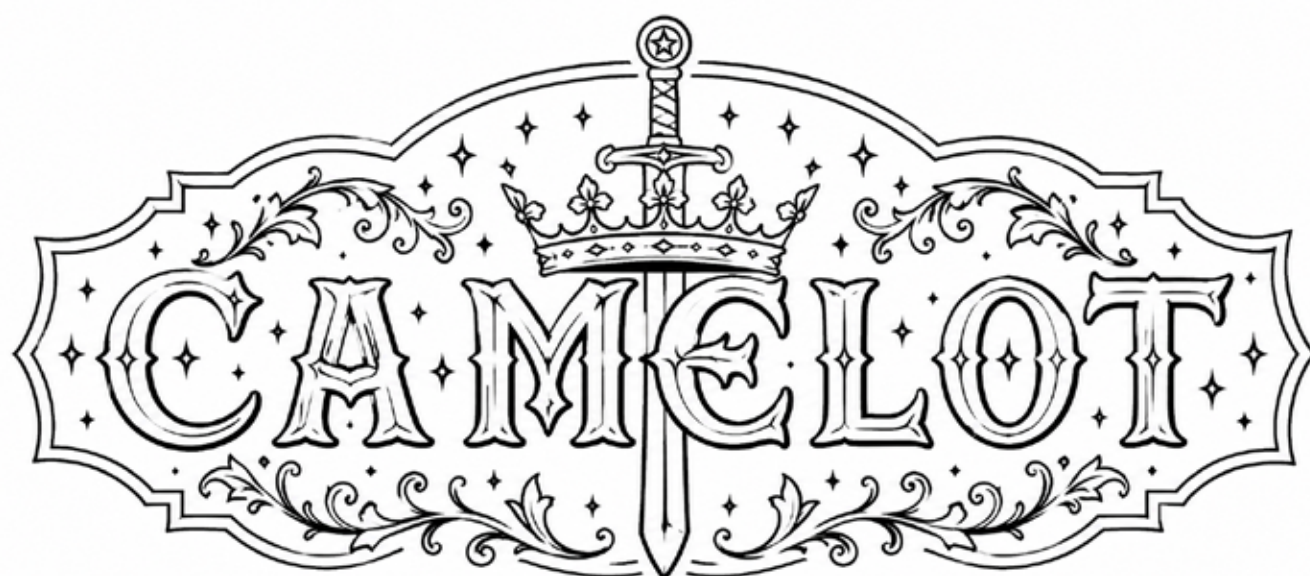




FORUM
THEATRE &
EDUCATION



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Introduction

The primary purpose of the teacher's pack is to help both teachers and students alike to get as much as possible out of their participation in the interactive performance of "CAMELOT".

The pack has been designed as a tool to help students understand the play, learn new vocabulary and improve their listening and speaking skills. Once they have done the activities, students will understand better both how the story develops and the lines the actors deliver so they will get more enjoyment out of the performance. The audio material contains some introductory elements where you'll find texts corresponding to the plot synopsis and the characters, some dialogues from the play and the original songs performed in the play. Also, you'll find some suggested activities we recommend you do before the play, Pre-play activities and some Post-play activities which have been designed to check if students have understood the play correctly. The activities also enable the student's vocabulary, expressions and grammatical structures to improve.

Pre-play and post-play activities include instructions for the teacher and the corresponding student worksheets, if the activity requires them. Some of the activities have an extension part (Extension-Activity) which makes it possible to study the contents in depth, depending on the group's ability. Both the introductory material and the suggested activities may require the corresponding audio material to make better use of them.

To help the teacher find and select the audio activities, we have listed the track numbers below with their corresponding contents in the play "CAMELOT".

AUDIO "CAMELOT" (TRACK 1 TO 7):

Track 1. Listening	Introduction –Merlin-
Track 2. Listening	Meet the Characters
Track 3. Dialogue 1.	Arthur and Merlin meet
Track 4. Dialogue 2.....	Arthur meets the Lady of the Lake
Track 5. Song 1.	I'm going to be the King of England
Track 6. Song 2.	The Rules of the Tournament
Track 7. Post-Play Activity 3.	True or False

We sincerely hope that both teachers and students fully enjoy the play itself and the activities which make up this teacher's pack. We also hope this proves to be a useful aid in enhancing enjoyment of this interactive theatre experience.

·Conceptual Contents.

The educational interests of this activity will focus on helping students start developing the four basic skills of any foreign language: listening, speaking, reading and writing. All this with an approach based on communication, which aims to encourage students, involving them in dialogues, conversations, songs... and other forms of communication that are essential to the teaching and learning of a foreign language process. At this stage students should develop a certain level of understanding and speaking to enable them to deploy their first English communicative manifestations, and to consolidate the basic grammatical categories of this language and ensure their awareness and approach to the Anglo-Saxon cultural tradition.

The teaching materials of "**CAMELOT**", will allow you to study in depth the following conceptual contents:

·LISTENING.

Various activities such as listening and repeating words as well as having to fill in the gaps to certain dialogues and songs, helping to sharpen the students' ear and encourage them to repeat all they hear in English.

·READING AND WRITING.

There are numerous moments where students have to read and understand the sentences and dialogues within this dossier. It helps them to hone in on their reading skills and then gives them the opportunity through writing to practice what they already know as well as developing a greater knowledge of the language.

GRAMMAR:

The teaching materials in "**CAMELOT**", will allow you to study the following conceptual contents in depth:

- **Present simple:** First person singular.
- **Past simple tense:** Verb conjugation. Affirmative and negative sentences. Used to.
- **Personality Adjectives:** (scared, brave, ...).
- **The world of the Legend of King Arthur and Merlin.**
- **Geography:** travelling, cultural knowledge and other useful vocabulary mentioned in the story.
- **The time:** What time is it? O' clock. Half past.
- **Countable and uncountable nouns.**

Plot Synopsis

-THE STORY OF CAMELOT - The Legend of King Arthur

The story starts with an introduction made by Percival, a friendly minstrel, who leads us into the world of the knights and invites us to listen to one of literature's and mythology's most fascinating stories: 'The Legend of King Arthur', the mythical King of England who managed to free the famous sword, Excalibur, from the stone and make the prophecy come true.

Percival takes us to see Morgana, Arthur's half-sister, on stage. She works with magic and practises her tricks on her unfortunate half-brother, Arthur. The poor boy has had about enough of his half-sister's tricks and all the things she does to him; but what is worse is that she also makes him do a thousand and one chores around the family home. Morgana is older than Arthur and it would be fair to say that she abuses her authority.

Poor Arthur doesn't like having to do everything that Morgana tells him, and, one day while he is complaining to himself, he hears the voice of a wizard who can make himself invisible. Arthur defends himself from the wizard with his wooden sword, but this is of little use. In the end it turns out that the wizard is the famous Merlin, with his little owl, Archimedes. Merlin introduces himself to Arthur as his new teacher and promises that he will teach him many interesting things. Merlin is the first to tell Arthur that one day he will be a great king.

A soldier arrives and announces that a tournament is going to be held in Avalon. The winner of the tournament will be able to try to pull the mythical sword of Excalibur out of the stone.

Arthur tells his half-sister that he has met Merlin the Wizard.

She is jealous and encourages him to take part in the tournament (hoping that he will make a fool of himself). Poor Arthur falls into Morgana's trap and off he goes to Avalon. On his way there, he meets an old man who turns out to be his friend Merlin the Wizard in disguise. He explains the rules of the tournament to Arthur.

Arthur then continues on his way to Avalon and, once there, he meets the Lady of the Lake, who reveals to him that, in reality, he is the son of King Uther. She also shows him the Sword of Excalibur, which is stuck in a stone; "He who pulls the sword from the stone will be proclaimed King of England".

The tournament starts with a duel between Arthur and the Black Knight. As Arthur doesn't have a decent sword, he takes Excalibur from the stone without so much as thinking about it. In doing so he becomes King of England.

It is Merlin who explains to Arthur what his new position involves and he offers to teach him many things before his coronation.

Of course, Arthur accepts his offer.

Listening

-INTRODUCTION MERLIN - Track 1.

Merlin: Hello, boys and girls, girls and boys! And welcome to Camelot, land of Kings, knights and swords. Listen to the incredible story that I am going to tell you: the story of the best King England ever had... Arthur. A good, kind King, friend to all. It all started a long, long time ago when Arthur was just a little boy, playing with his half-sister, Morgana...

Arthur: Hello! My name is Arthur and I'm a very happy boy. When you hear this sound (...) repeat with me.

Are you ready? Okay, let's go then!

My father is a King (...). I am the son of King (...) Uther.

Morgana is my half-sister (...) and one day she turned me into a donkey (...).

Excalibur is the magic sword (...). The knight (...) who takes the sword (...) out of the stone will become King (...) of England.

Merlin is a very powerful wizard (...). He is my teacher (...) and he teaches me that to be a good knight (...) you must have good eyesight (...) and you must be good drawing your sword (...)

In a tournament (...) in Avalon I manage to take the sword (...) out of the stone, and in the end I am King (...) of England.

Repeat these words again with me:

**KING (...) – HALF-SISTER (...) – DONKEY (...) - SWORD (...) KNIGHT (...) – WIZARD (...)
TEACHER (...) – TOURNAMENT (...) - GOOD EYESIGHT (...).**

The Characters

-THE STORY OF CAMELOT - The Legend of King Arthur TRACK 2.



Arthur, the future King of England.

He is the central character in the story. He is Morgana's half-brother and the (illegitimate) son of King Uther but he will not know this until he is told by the Lady of the Lake. By pure chance, he is successful in taking the sword of Excalibur out of the stone, and as a result he becomes King of England.



Morgana, Arthur's half-sister

She knows some magic and practises her tricks on her half-brother. She is a bit jealous of him, especially when she discovers that he is friends with Merlin the wizard. She persuades her brother to take part in the tournament in Avalon, in the hope that he will make a fool of himself.

The Characters

-THE STORY OF CAMELOT - The Legend of King Arthur TRACK 2.



The Black Knight

He fights against young Arthur in the tournament but in the end kneels down before him when he sees that Arthur has successfully taken the sword from the stone.

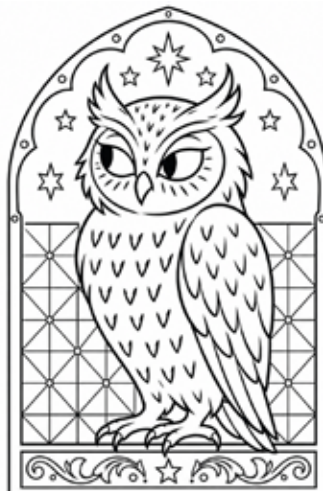


Merlin the Wizard

(who also appears disguised as an old man)

He is the most famous of all the wizards and knows everything there is to know about magic and he is the one who helps Arthur become King of England.

He is a very strange character.



Archimedes, Merlin's pet owl

He helps him perform his magic and is in fact his "counsellor owl"

The Characters

-THE STORY OF CAMELOT - The Legend of King Arthur TRACK 2.



The Lady of the Lake

She shows Arthur the sword of Excalibur, stuck in the stone, and tells the boy that he is really the son of King Uther.



Percival, the minstrel

Introduces the story and narrates the beginning of the famous legend of King Arthur.

Dialogue 1

-ARTHUR AND MERLIN MEET - Track 3.

Arthur: Tidy the clothes, clean the horses, milk the cows . . . What a bore! I want to be a knight, or a King even; to fight against dragons, meet Princesses, fall in love with them, ride horses, have my own armour and fight, fight, fight...

Merlin appears on stage.

Merlin: Bravo, bravo!

Arthur: Who was that? Who said that? Who is

Merlin: I am here, little Arthur

Arthur: Who is there?

Merlin: Sorry, little Arthur! I must be invisible now.

Merlin makes a gesture and he becomes visible

Arthur: Wow! How do you do that?

Merlin: I'm a wizard

Arthur: A wizard? Are you going to attack me? Bite me? Or are you going to turn me into a frog?

Merlin: Not exactly. My name is Merlin.

Arthur: Hello, Merlin. It's nice to meet you.

Merlin: *(Referring to the owl which he has on his shoulder)*

And this is my good friend, Archimedes. Say 'Hello'.

Arthur: Hello, Archimedes! *(To Merlin now)*
Have you got an owl as a friend?

Merlin: He sometimes says more intelligent things than people. Ha, ha, ha! *(Cough, cough)*. Okay, okay. Now, where were we? Ah yes; I am here to educate you, Arthur. I am going to be your teacher!

Arthur: My teacher? Why?

Merlin: Don't ask any questions. I can teach you a lot of things.

Arthur: My teacher?

Arthur: Really?

Merlin: Yes. Look.



Dialogue 2

-Arthur meets the Lady of the Lake -Track 4.

Arthur: Pffff! Walking all day without a rest! I hope I am not lost. And I'm really hungry... but I haven't got any food or water. Merlin ate it all! Now what can I do?

Lady of the Lake: But before you can go, you will have to dress up as a knight. Good luck, Arthur.

Arthur: Thank you!

Lady of the Lake: Arthur, Arthur!

Arthur: Hello? Who is calling my name?

Lady of the Lake: Arthur, Arthur!

Arthur: Hello? Who is it?

Lady of the Lake: Arthur! I am the Lady of the Lake.

Arthur: And I am Arthur, son of...

Lady of the Lake: Son of King Uther.

Arthur: What? I'm not the son of a King! My father is Sir Ector.

Lady of the Lake: You're wrong, Arthur. You are the son of King Uther.

Arthur: Of King Uther?

Lady of the Lake: Yes, Arthur. Welcome to Avalon! Look.

The magic sword appears, stuck in the stone.

Arthur: Wow! That's amazing, incredible.

Lady of the Lake: It is Excalibur. Only the person who can take it out of the stone will become the King of England.

Arthur: Can I try?

Lady of the Lake: No! Your time has not yet come – first you must go to the tournament.

Arthur: Okay!



Song 1

I Want to be the English King Track 5.

Arthur:

*I want to be the English king and live in a big castle.
I want to be a knight and meet lots of fine ladies
I want to have a magic sword and
have my own strong armour.
Participate in tournaments and save a lovely
Princess.*

Morgana:

*Arthur, don't be silly. You will never be the English
King.*

Arthur:

Of course I will be the King.

Morgana:

*No!! Because you are lazy, and dirty and untidy and...
and... stupid!*

Arthur:

I want to be the English king and live in a big castle.

Morgana:

*You can't be the English King,
because you are very lazy.*

Arthur: *I want to be a important knight and meet lots
of fine ladies.*

Morgana: *Girls don't want to be with you, because
you are very ugly.*

Arthur: *But Morgana, I'm not ugly. And I'm not very
lazy! I want to be the King. And one day I will be an
important knight.*

Morgana:

*Shut up! That's just ridiculous, brother.
Go and do what I told you to.*

Arthur:

But ...

Morgana:

Shhhhhhhht!

Arthur:

Ok.... Alright!



Song 2

The Rules Of Tournament Track 6.

Merlin & Arthur:

1 2 3 4 5 6 7 8 9 10 11 12

1 2 3 4 5 6 7 8 9 10 11 12

Merlin:

You must be a good rider.

Arthur:

You must be a good rider.

Merlin:

You must be quick drawing your sword.

Arthur:

You must be quick at drawing your sword.

Merlin & Arthur:

These are the rules of the tournament.

These are the rules of the tournament.

1 2 3 4 5 6 7 8 9 10 11 12

1 2 3 4 5 6 7 8 9 10 11 12

Merlin:

You must be nice to the ladies.

Arthur:

You must be nice to the ladies.

Merlin:

You must have a good eyesight.

Arthur:

You must have good eyesight.

Merlin & Arthur:

These are the rules of the tournament.

These are the rules of the tournament.

1 2 3 4 5 6 7 8 9 10 11 12

1 2 3 4 5 6 7 8 9 10 11 12 (x2)

These are the rules of the tournament.

These are the rules of the tournament.



PRE-PLAY ACTIVITY 1.

Objects in the Play -Teachers-



Give out to students the pre-play activity worksheet 1. (It may also be a good idea to have some dictionaries available for students to look up and check meanings of words.) Ask students to think about the title of the play and ask them what kind of story it is: it's a legend or a historical story about Kings, knights and princesses etc. Now show them the objects on worksheet 1 and ask them to find the name for each object, first orally and later they can write the names under each picture.

Some of the words may need to be explained; check at this point that students understand all the words in the activity.

Now ask students which of the objects they think are from the Legend of King Arthur. Ask them about two of the objects:

E.g.

Do you think there are any swords in the story?

– Yes, there are.

Are there any mobile phones in the story?

– No, there aren't.

Write two model sentences on the board:

-There are some swords in the story.

-There aren't any mobile phones in the story

Now students should be able to say for themselves which objects are from the story and which are not.

Answers:

YES - sword, dragon, king, knight, horse, lady, wizard.

NO - car, airplane, mobile phone, policeman, football players.



PRE-PLAY ACTIVITY 2

The Characters -Teachers-

Hand out pre-play activity worksheet 2 to students and explain that they will need to identify the characters from the story.

Point to the names of the characters and ask the students to identify each of them: "Who is this?"
Point to the characters and ask questions about each of them:

E.g.

Arthur: *Who is this? Is he a boy or a girl? (Respuesta: A boy)*

Morgana: *Who is this? Is she a girl? Is she Arthur's sister? (Respuesta: Yes, she is)*

Percival: *Who is this? Is he a wizard? (Respuesta: No, he isn't. He's a minstrel/clown.)*

Merlin: *Who is this? Is he an animal or a man? Is he a wizard? (Respuesta: Yes, he is.)*

Lady of the Lake: *Who's this? Is she a man? (Respuesta: No, she isn't. She's a woman.)*

The Black Knight: *Who is this? Is he a man? (Respuesta: Yes, he is)*

Archimedes: *Who is this? Is he a boy or an animal? (Respuesta: He's an owl / Merlin's owl.)*

[Note: The above questions and answers are only examples. The teacher should feel at liberty to vary the questions according to the ability of the class.]

Ask students to write the name of each character below the corresponding picture.

Optional extension:

Students could be asked questions about the relationship between characters or their role in the story. Explain in Spanish and then ask further questions in English.

E.g.

What do you think? Who is Morgana? Show students the picture of Morgana and explain the meaning of "What do you think?" if necessary.

Suggested answers:

Morgana: She is Arthur's half-sister.

Merlin: He is Arthur's teacher.

Archimedes: He is Merlin's owl.

The Lady of the Lake: She shows Arthur the sword of Excalibur.

The Black Knight: He is Arthur's enemy.

If none of the students know the answer, try to encourage them by asking further questions, like:

·**What do you think? Is she Arthur's mother?** – No, she isn't.

·**Is she Arthur's half-sister?** – Yes, she is.

PRE-PLAY ACTIVITY 3

The Characters' possessions -Teachers-

In this activity, students have to try to identify different objects belonging to the characters from the play. This would be best done soon after pre-play activity 2: before starting, it would be a good idea to collect in the activity 2 worksheets, or ask students to put them away, so that they have to try to associate the objects with the characters from memory rather than by looking at their pictures.

Hand out Pre-play activity worksheet 3 to the students. Ask them to look at the objects and say what each one is:

- ARTHUR - SWORD-
- MERLIN - OWL-
- BLACK KNIGHT - ARMOUR-
- PERCIVAL - LUTE-
- MORGANA - HAT-

Once the students have successfully identified the objects, check by asking "What's this?" "It's a sword" etc., explain that each object belongs to one of the characters and that they should try to join them to their owners. When they have done this, ask a student about one of the objects.

E.g. *Whose is this sword? — It's Arthur's sword.*

Write the answer on the board as an example and then explain to students that there is one object for each character. Leave them some time to write their sentences. If students are not able to work out which object goes with each character, let them check by looking at worksheet 2.a.

Alternative:

This activity assumes that students are familiar with the verb of possession "have got". If they are not, it could be pre-taught or an alternative activity could be done, practising the verb of possession, "have got".

E.g.

- | | |
|-----------------------------|-----------------------------|
| Who has got a sword? | - Arthur has got a sword. |
| Who has got a hat? | - Morgana has got a shield. |
| <i>Etc.</i> | |

Further questions with short answers:

- | | |
|--------------------------------|------------------|
| Has Arthur got a sword? | - Yes, he has. |
| Has Arthur got an owl? | - No, he hasn't. |

PRE-PLAY ACTIVITY 4

Comparative and superlative adjectives -Teachers-

With the older students this could be a good opportunity to introduce or revise comparative and superlative adjectives. Choose two characters and one adjective that they have in common:

E.g. *Arthur and Morgana are young.*

Now ask students: **"Who is younger?"** (Answer: *Arthur is younger than Morgana.*)

Now ask students: **"Who is older?"** (Answer: *Morgana is older than Arthur.*)

Write the sentences on the board and underline the comparative suffix -er.

Ask students to do the same with different adjectives from the previous activities.

When they have finished, correct their answers and use this opportunity to explain the rules about spelling changes, e.g. "y" changes to "i", and long adjectives, more + adjective. Students could also be taught the irregular adjectives: good — better — the best, and bad — worse — the worst.

-Now ask students **"Who is the youngest of all the people in the play?"**

Answer: Arthur is the youngest.

-Now ask students **"Who is the oldest of all the people in the play?"**

Answer: Merlin is the oldest.

Write the sentences on the board and underline the word "the" and the superlative suffix -est. Ask students to do the same with different adjectives from the previous activities.

Hand out to students copies of pre-play activity worksheet 5 and explain that some of it has been completed already and that they now have to try to fill in the blanks in order to complete the information.

-Merlin is **wise**.

-He is **wiser than Arthur**.

-He is **the wisest**.

-Arthur is **young**.

-He is **younger than Morgana**.

-He is **the youngest**.

-Morgana is **bossy**.

-She is **bossier than Arthur**.

-She is **the bossiest**.

-Percival is **happy**.

-He is **happier than Merlin**.

-He is **the happiest**.

-The black Knight is **bad**.

-He is **worse than Arthur**.

-He is **the worst**.

-The Lady of the Lake is **beautiful**.

-She is **more beautiful than Morgana**.

-She is **the most beautiful**.

When students have finished, correct the activity with them and take the opportunity to explain anything they may find difficult.

Extension 1:

Students could be asked to say sentences from memory about the characters from the play, following the teachers prompts.

E.g.

Teacher: "*Morgana!*"

Student: "*Morgana is bossy.*"

Teacher: "*Morgana / bossier.*"

Student: "*Morgana is bossier than Arthur.*"

Extension 2:

As a final activity, or for homework, students could be asked to prepare sentences with adjectives, comparatives and superlatives, as on the worksheet, about their classmates.

PRE-PLAY ACTIVITY 5

Fill in the gaps -Teachers-

Explain to students that they are going to listen to a song sung by Arthur and Morgana.

Hand out the **song worksheet 1** and point out to the students the gaps in the text of the song and the words in the margins. Read through the words with students, correcting any pronunciation mistakes if necessary. Explain that, as they listen to the song, they will have to write in the missing words.

Play the song **"I'm going to be the English King"** all the way through twice, and then check students' answers.

Alternatively, you could ask students to try to fill in the gaps before you play the song, and then listen to the song for them to check their answers.

If not all the students agree you could play the song a third time and ask them to check their answers.

Extension:

Once students have completed the text by filling in the blanks, play the song again and ask students to sing along — particularly in the chorus. Get students to practise so that on the day of the performance they can sing along with the actors. Another option would be to divide the class into two groups and ask one group to sing the part of Arthur and the second group to sing the part of Morgana. This is a great way to get students to participate in the play on the day of the performance.

Arthur: I want to be the English **king**
And live in a big **castle**
I want to be an important **Knight**
And meet lots of fine **ladies**
I want to have a magic **sword**
And have my own strong **armour**
Participate in **tournaments**
And save a lovely **princess**

Morgana: *Arthur, don't be silly.
You will never be the English king*

Arthur: *Of course I will be the King*

Morgana: *No!! Because you are lazy, and dirty
and untidy.*

Arthur: I want to be the English **King**
And live in a big **castle**

Morgana: You can't be the English **King**
Because you are very **lazy**

Arthur: I want to be an important **Knight**
And meet lots of fine **ladies**

Morgana: Girls don't want to be with **you**
Because you are very **ugly**

Arthur: *But Morgana, I'm not ugly.
And I'm not very lazy!
I want to be the king.
And one day I will be a important
knight.*

Morgana: Shut up! That's just ridiculous, brother.
Go and do what I told you to.

Arthur: But...

Morgana: Shhhhhh!!

Arthur: Ok...alright!

PRE-PLAY ACTIVITY 1

Objects in the play. -Students-







PRE-PLAY ACTIVITY 2

The Characters -Students-



PRE-PLAY ACTIVITY 3

The characters possessions-Students-



·Armour·

·Lute·

·Hat·

·Owl·

·Sword·

PRE-PLAY ACTIVITY 4

Comparatives and superlatives -Students-

Adjectives

Adjective
Intelligent
Bad
Kind
Sweet
Cruel
Jealous
Bossy
Happy
Young
Tall
Dangerous
Small
Handsome
Funny
Lazy
Interesting
Old
Mysterious
Wise
Beautiful
Scary

Comparative

More intelligent
Worse
Kinder
Sweeter
Crueler
More jealous
Bossier
Happier
Younger
Taller
More dangerous
Smaller
More handsome
Funnier
Lazier
More interesting
Older
More mysterious
Wiser
More beautiful
Scarier

Superlative

Superlative
Most intelligent
Worst
Kindest
Sweetest
Cruellest
Most jealous
Bossiest
Happiest
Youngest
Tallest
Most dangerous
Smallest
Most handsome
Funniest
Laziest
Most interesting
Oldest
Most mysterious
Wisest
Most beautiful
Scariest

Arthur: Arthur is young. Arthur is Younger than Morgana. Arthur is the youngest.

Black Knight: _____

Percival: _____

Morgana: _____

Merlin: _____

Lady of the Lake: _____

PRE-PLAY ACTIVITY 5

Fill in the gaps -Students-

Arthur:

I want to be the English _____
 And live in a big _____
 I want to be an important _____
 And meet lots of fine _____
 I want to have a magic _____
 And have my own strong _____
 Participate in _____
 And save a lovely _____

King

Ladies

Tournaments

Morgana:

Arthur, don't be silly. You will never be the English king

Arthur:

Of course I will be the King

Princess

Morgana:

No!! Because you are lazy, and dirty and untidy
 and...and...stupid!

Ugly

Arthur:

I want to be the English _____
 And live in a big _____

Castle

Morgana:

You can't be the English _____
 Because you are very _____

Knight

Arthur:

I want to be an important _____
 And meet lots of fine _____

Armour

Morgana:

Girls don't want to be with _____
 Because you are very _____

Sword

Arthur:

But Morgana, I'm not ugly. And I'm not very lazy! I want to be
 the king. And one day I will be an important knight.

Lazy

Morgana:

Shut up! That's just ridiculous, brother. Go and do what I told
 you to.

Arthur:

But...

You

Morgana:

Shhhhhh!!

Arthur:

Ok...alright!



POST-PLAY ACTIVITY 1

Choose the right answer -Teachers-

Warm-up: Before starting the activity, ask students to tell you what they remember about the play, using simple sentences in English.

Hand out copies of post-play activity worksheet 1. Explain to students that they have to choose the correct option to complete each of the sentences.

- | | |
|---------------------------------|---|
| 1. Arthur lives with... | his parents.
Merlin the Wizard.
his half-sister, Morgana. |
| 2. Morgana... | loves her half-brother, Arthur.
doesn't like her half-brother, Arthur.
wants to marry Arthur. |
| 3. Merlin is... | the King of England.
Arthur's pet dog.
a famous wizard. |
| 4. Archimedes is... | Arthur's father.
Merlin's pet owl.
the name of Arthur's village. |
| 5. In the tournament, Arthur... | dies.
kills the Black Knight.
takes Excalibur from the Stone. |
| 6. Arthur... | becomes King of England.
marries his half-sister, Morgana.
goes home and milks the cows. |

Answers:

1. Arthur lives with his half-sister, Morgana.
2. Morgana doesn't like her half-brother.
3. Merlin is a famous wizard.
4. Archimedes is Merlin's pet owl.
5. In the tournament, Arthur takes Excalibur from the Stone.
6. Arthur becomes the King of England.



POST-PLAY ACTIVITY 2

Who says it -Teachers-

Give out photocopies of post-play activity worksheet 2. Read the sentences and the names of the characters with students. Explain that all the sentences are said by one of the characters in the play, and that they have to draw a line joining the sentence and the character.

When correcting the activity, encourage students to try to remember which moment in the play the sentence is from (even if they can't explain in English)

Answers:

1. "Oh Arthur, stop being silly!"

— Morgana, when Arthur has donkey ears.

2. "I want to be important."

— Arthur, talking to Morgana before the first song.

3. "I can teach you a lot of things."

— Merlin, when he first meets Arthur.

4. "You must learn all of this."

— Merlin, after "The Rules of the tournament."

5. "You are the son of King Uther."

— The Lady of the Lake, when she meets Arthur.

6. "You are the new King of England."

— The Black Knight, the end of the tournament.



POST-PLAY ACTIVITY 3

True or False -Teachers- Track 7.

Explain to students that in this activity, as well as having to say which sentences are true and which are false, they also have to correct the false sentences with a true one.

Suggested answers:

1.Arthur is a very lazy boy.

-True

2.Morgana loves her half-brother, Arthur.

-False — She hates him / doesn't like him.

3.Merlin wants to be Arthur's teacher.

-True

4.The tournament is in London.

-False — The tournament is in Avalon.

5.Arthur fights with the Lady of the Lake.

-False — He fights with the Black Knight.

6.Arthur kills the Black Knight.

-False — The Black Knight says Arthur is the new King.



POST-PLAY ACTIVITY 4

Answer the questions about the play -Teachers-

Give students the post-play activity worksheet 4-5. Read through the questions with students to make sure that they understand them, and explain, if necessary, the question words: who, what, where and why.

Encourage students to use complete sentences when answering the questions.

Questions and suggested answers:

Who does Arthur live with?

— *He lives with his half-sister, Morgana.*

What does Arthur have to do everyday?

— *He has to tidy the clothes, clean the horses, milk the cows etc...*

Who does Arthur meet?

— *He meets Merlin the Wizard.*

Where does Morgana tell Arthur to go?

— *She tells him to go to Avalon.*

Who is the Black Knight?

— *He is Arthur's enemy.*

Why does Arthur become King?

— *Because he pulls Excalibur from the Stone.*

POST-PLAY ACTIVITY 5

Rebuild the story with these sentences -Teachers-

Read through the sentences with the students and ask them if they think the sentences are true or false, they are all true. Explain that the ten sentences together constitute a summary of the story, but that they are not in the correct order.

This activity can be done in two different ways; this is up to the teacher. The simplest way is to number the sentences from one to ten in chronological order, but students could also cut out the sentences from the worksheet and stick them in the correct order on a new piece of paper. If the second option is chosen, students should be given scissors, glue and a copy of the worksheet 4-5.

Correct order:

1. Percival introduces the story.
2. Morgana practises her magic on Arthur.
3. Morgana tells Arthur to tidy the clothes and clean the horses.
4. Arthur meets Merlin the Wizard.
5. Merlin wants to teach Arthur.
6. Arthur is very happy and tells Morgana.
7. Morgana is angry and wants Arthur to go to the tournament.
8. Arthur goes to the tournament.
9. Arthur fights with the Black Knight.
10. The Black Knight says Arthur is the new King of England.

Extension:

Students studying the past simple tense could re-write the story, changing all the verbs to the past simple. They could also use words like "and", "but", "then" and "later" to make the story more interesting.



POST-PLAY ACTIVITY 1

Choose the right answer -Students-

Warm-up:

Before starting the activity, ask students to tell you what they remember about the play, using simple sentences in English

Hand out copies of post-play activity worksheet 1. Explain to students that they have to choose the correct option to complete each of the sentences.

1. Arthur lives with...

his parents.
Merlin the Wizard.
his half-sister, Morgana.

2. Morgana...

loves her half-brother, Arthur.
doesn't like her half-brother, Arthur.
wants to marry Arthur.

3. Merlin is...

the King of England.
Arthur's pet dog.
a famous wizard.

4. Archimedes is...

Arthur's father.
Merlin's pet owl.
the name of Arthur's village.

5. In the tournament, Arthur...

dies.
kills the Black Knight.
takes Excalibur from the Stone.

6. Arthur...

becomes King of England.
marries his half-sister, Morgana.
goes home and milks the cows.



POST-PLAY ACTIVITY 2

Who says it -Students-

Read the sentences and the names of the characters with students. Explain that all the sentences are said by one of the characters in the play, and that they have to draw a line joining the sentence and the character.

When correcting the activity, encourage students to try to remember which moment in the play the sentence is from (even if they can't explain in English)

1. "Oh Arthur, stop being silly!"

2. "I want to be important."

Merlin

3. "I can teach you a lot of things."

Arthur

Morgana

4. "You must learn all of this."

The Black Knight

5. "You are the son of King Uther."

The Lady of the Lake

6. "You are the new King of England."



POST-PLAY ACTIVITY 3

True or False -Students- Track 7.

Read the sentences and the names of the characters with students. Explain that all the sentences are said by one of the characters in the play, and that they have to draw a line joining the sentence and the character.

When correcting the activity, encourage students to try to remember which moment in the play the sentence is from (even if they can't explain in English)

	True	False
1. Arthur is a very lazy boy. _____	☐	☐
2. Morgana loves her half-brother, Arthur. _____	☐	☐
3. Merlin wants to be Arthur's teacher. _____	☐	☐
4. The tournament is in London. _____	☐	☐
5. Arthur fights with the Lady of the Lake. _____	☐	☐
6. Arthur kills the Black Knight. _____	☐	☐



POST-PLAY ACTIVITY 4

Answer the questions about the play -Students-

1. Who does Arthur live with?

2. What does Arthur have to do everyday

3. Who does Arthur meet?

4. Where does Morgana tell Arthur to go?

5. Who is the Black Knight?

6. Why does Arthur become King?



POST-PLAY ACTIVITY 5

Rebuild the story with these sentences -Students-

Arthur fights with the Black Knight
Morgana practises her magic on Arthur
Arthur goes to the tournament.
Arthur meets Merlin the Wizard.
Percival introduces the story
Merlin wants to teach Arthur

The Black Knight says Arthur is the new King of England.
Morgana tells Arthur to tidy the clothes and clean the horses.
Arthur is very happy and tells Morgana.
Morgana is angry and wants Arthur to go to the tournament.

Extra Activity

Theatre in the Classroom

The King Arthur Theater Play project is designed for students aged 9 to 12, in order to foster their English language skills and develop their creativity through performing arts. During this project, students will explore the story of King Arthur and the myths surrounding the Round Table.

The activity will take place in a series of sessions that will include research, scriptwriting, rehearsals, and the final performance of the play. Emphasis will be placed on group collaboration, promoting teamwork and effective communication in English. Reflection moments will allow students to discuss the lessons learned throughout the process. This King Arthur project becomes a meaningful and relevant experience that will help them connect language learning with their artistic expression.

Learning Objectives

- Develop communication skills in English through theatrical activities.
- Encourage teamwork and collaboration among students.
- Improve reading comprehension and writing skills in English through script creation.
- Promote students' creativity and artistic expression.
- Reflect on the learnings from the experience through group activities.

Required Resources

- Books and stories about the legend of King Arthur.
- Videos about plays and acting techniques.
- Youth articles about theater in English.
- Writing materials for script creation.
- Assessment tools such as rubrics and observation guides.

Prerequisites

- Basic knowledge of English (vocabulary and grammar).
- Interest in acting and teamwork.
- Ability to participate in group discussions.
- Willingness to give presentations in English.



-Activities

Session 1:

-Introduction and exploration of the topic.

In the first session, we will start with an introduction to King Arthur and his legend. We will begin by reading a short story related to the topic and then discuss the key characteristics of the characters and the story. Students will be divided into groups and asked to research different aspects of the legend of King Arthur, such as the main characters and the significant events that occur throughout the story. After the research, each group will have to present what they learned to the rest of the class. This will not only encourage the use of spoken English but also allow students to share their knowledge collaboratively. To conclude the session, we will take some time for reflection, where each group will write on a sheet their conclusions about the importance of the characters in the story and what role they would play in a play.

Extra Activity

Theatre in the Classroom

Session 2:

-Script writing.

In the second session, each group will begin working on writing a script based on what they learned during their research. We will assign roles to each group member for the script: writer, director, and main actors. The students will use the vocabulary and structures in English that we discussed in previous sessions to draft a script that is clear and easy to understand. I will provide examples of short play scripts and guide the students as they develop their own script. They must ensure that the script has a clear beginning, an interesting plot development, and a conclusion that closes the story. Once the script is complete, each group will need to rehearse their dialogues and prepare a presentation of their play. We will also spend time discussing the importance of body language and facial expression in acting, which will lead to an exercise where the students will practice these techniques while reading their script. At the end of the session, the groups will share excerpts of their scripts and carry out short rehearsals.

Session 3:

-Rehearsals and Refinement

During the third session, we will focus attention on rehearsals. Each group will have to choose a spacious area where they can perform and rehearse with the other groups present. Time will be dedicated for the groups to meet and carry out full rehearsals of their plays. Each group will submit their final script and receive constructive feedback from their peers and the teacher. We will establish constructive feedback based on aspects such as clarity in diction, expressiveness, and teamwork. I will also encourage them to make adjustments and improvements to their scripts based on the comments received. During this session, we will also talk about how to use theater elements such as sets and costumes to bring the story to life, as well as their possible influence on the narrative. Students will be tasked with designing some simple props or accessories to make the play more attractive.

Session 4:

-Final Presentation

Finally, in our last session, the groups will present their plays to their classmates and other guests. An atmosphere of celebration and respect will be established, where all students can enjoy each other's productions. We will encourage a space where they can praise and be positively critical of the presentations, valuing the creativity and effort of each group. After each presentation, there will be a moment to comment and reflect on what the students learned not only about the thematic content but also about teamwork and the use of their English skills. Lastly, a brief survey will be conducted where students can share their feelings about the project in general and what they liked most about the experience. We will conclude with a certificate award ceremony to celebrate the creative and collaborative effort of the students.

THE TEN COMMANDMENTS FOR BEING A GOOD THEATRE-GOER · DECALOGUE

1. First of all, **FIND OUT** about the show you are going to see. Sometimes what you think something is about does not coincide with what you see on the stage later.
2. **BE PUNCTUAL.** Arrive at least 15 minutes early and you will have time to find your seat without disturbing anyone else.
3. Once the show has started, **DO NOT LEAVE YOUR SEAT.** Have the foresight to go to the toilet beforehand (the play may not have an intermission in the middle).
4. **SILENCE IS KEY,** since the actors are performing for the audience, for you. So you must avoid any distractions (alarm clocks, mobile phone sounds, checking the mobile phone screen and lighting up the middle of the audience, whispering..), out of respect for the actors, the audience and all those who are involved in the show.
5. **BE CAREFUL COUGHING AND SNEEZING,** as it can bother the actors and the rest of the audience. If you have a cold, please have the foresight to carry some cough sweets with you to soothe your throat.
6. Out of respect for the actors and the audience in general, **YOU SHOULD NOT EAT DURING THE PERFORMANCE.** The theatre is not the cinema, so we must keep to the rules as much as possible. Save the treats and goodies for another occasion. Any murmur becomes noise and interference.
7. If you don't like the show or it bores you, **DO NOT DISTURB THE REST OF THE AUDIENCE OR YOUR FRIENDS** with whispered comments. They may be interested in the show and, in addition to this, whispers can become annoying noises. Leave the comments for the end or upon exit. Anything you say in a low voice can be heard by the actors (acoustics in the room allow it).
8. Stay **SITTING DOWN** in your seat. Remember that you are not in the cinema and that all changes in posture and the movements you make in your seat are also felt by the actors who are on stage and this can distract them.
9. If for any urgent reason you have to leave the room, try to do it with **DISCRETION AND IN SILENCE,** and try not to disturb the others as much as possible.
10. Lastly, **APPLAUSE,** not whistles or shouts, is the **BEST REWARD FOR THE ACTORS** who have entertained you and given you a pleasant time. If they have also managed to arouse your enthusiasm, you can cheer for them by standing up and shouting "bravo" at the end of the performance. With this you will be giving them an extra applause. But try not to do it until the end of the play, because early applause can interrupt a scene and cut the concentration of the spectators and the actors.



More information

VIDEOS:

- KING ARTHUR. THE LIFE AND LEGEND.** Biographics. YouTube
- King Arthur Myth or Legend.** Secrets of History. YouTube
- Legend or Reality: The Mystery of King Arthur.** History of the Knights of Christendom. YouTube

BOOKS:

Le Morte d'Arthur: King Arthur and the Knights of the Round Table (Leather-bound Classics) Cubierta de piel – 23 septiembre 2025. Edición en Inglés de Thomas Malory (Autor), Stephanie Lynn Budin PhD (Introducción)

-**King Arthur and his knights (audio libro) Tapa blanda – 1 enero 2003.**

Edición en Inglés de RETOLD BY G.GIBSON (Autor)

The Story Of King Arthur And His Knights: The Story of King Arthur and His Knights (Collectible Editions) (Barnes & Noble Collectible Editions) Tapa dura – 20 agosto 2016. Edición en Inglés de Pyle Howard (Autor, Colaborador)

The Adventures of King Arthur Graphic Novel (Graphic Novels): 1 (Usborne Graphic Novels). Edición en Inglés de Russell Punter y Andrea da Rold

WEB:

- King Arthur - Wikipedia
- King Arthur | Story, Legend, History, & Facts | Britannica
- King Arthur - World History Encyclopedia

Vocabulary

A

ARMOUR – ANSWER – ALRIGHT – ACTIVITY – AVALON

B

BLACK – BAD – BEAUTIFUL – BROTHER – BOY – BOOK – BOX

C

CASTLE – CLOTHES – CHARACTER – COLLECT (to) – CRUEL
CAMELOT – CROWN

D

DONKEY – DANCE (to) – DRAGON – DANGEROUS –
DIALOGUE

E

EXCALIBUR – ENGLISH – EYESIGHT – EVERYDAY –
EDUCATION

F

FUNNY – FAMOUS – FALSE – FIGHT (to)

G

GO (to)

H

HORSE – HUNGRY – HELMET – HAT – HANDSOME – HOME
– HEAVEN

I

INVISIBLE – INTELLIGENT – INTERESTING – INTRODUCTION

J

JELAOUS

K

KING – KNIGHT – KIND – KEY – KILL (to)

L

LEGEND – LADY – LAKE – LAND – LAZY – LUTE – LIVE (to)

M

MINSTREL – MEETING – MISTAKE – MISSING – MAGIC –
MEMORY – MYSTERIOUS

N

NEW

O

OBJECTS – OWL – OLD – OPTION

P

PRINCESS – PERFORMANCE – PLAY – PICTURE – PARENTS –
PET – PULL (to) – PAPER

Q

QUESTIONS – QUEEN

R

RULES – RIDER – RAINBOW

S

SWORD – STORY – SISTER – STONE – SON – SONG – SING
(to) – STUDENT – SHIELD – SMALL – SWEET –
SENTENCES – STOP – SILLY

T

TOURNAMENT – TRICKS – TEACHER – TALL – TRUE –
TEACH (to) – THEATRE

U

UGLY

V

VOLUNTEER – VILLAGE

W

WIZARD – WORDS – WRITE (to) – WISE – WANT (to)

Y

YOUNG