



**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 "SOCKS".

The pack has been designed as a tool to help students understand the play, learn the new vocabulary and improve their listening and speaking skills. Once they have done the activities, students will better understand both how the story develops and the lines the actors deliver and so they will get more enjoyment out of the performance.

We introduce some material where you'll find texts corresponding to the plot synopsis and the characters, some dialogues from the play and the original songs performed along the play. Besides, you'll find some suggested activities we recommend, which have been designed to check if students understood the play correctly and that they have assimilated the vocabulary, expressions and grammatical structures they worked on. The activities include instructions for the teacher and the corresponding student worksheets, as long as the activity requires them.

Some of the activities have an extension part (Extension Activity) which makes possible to study in depth the contents, depending on the group level. Both the introductory material and the suggested activities may require the corresponding audio material to make a better use of them. In that case, we provide you with the corresponding track number.

In order to help the teacher find and select the audio activities, we list below the track numbers with its corresponding contents from the play "SOCKS".

## **AUDIO TRACK –SOCKS- (tracks 1 to 9):**

- **Track 1-** Listening. My name is Krunch
- **Track 2-** Meet the Monsters
- **Track 3-** The Monster. Description
- **Track 4-** Song 1. How many fingers
- **Track 5-** Song 2. I am Krunch
- **Track 6-** Song 3. I am Krunch –sad version-
- **Track 7-** Song 4. Krinck, Kranck, Kronck
- **Track 8-** Song 5. A new adventure
- **Track 9-** Song 6. Have no fear

A new feature includes the possibility for teachers to see the CHOREOGRAPHY of a song on our WEBSITE –forumteatro.com- and there for offers the opportunity of teaching it to the students prior to the show, thus allowing them to fully enjoy the dance on the day of the show. 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.



# •OVERALL AND SPECIFIC CONTENTS



## OVERALL OBJECTIVES.

-The general objective is to stimulate the desire to learn through magic, songs and friends, with the fantastic character the Story Teller.

- Stimulate the desire to learn and play using English and theatre as a vehicle for communication.

- Recognize and use in communicative situations the main vocabulary from the play.

-Learn to say hello and goodbye in daily situations, as well as other linguistic and non-linguistic conventions in everyday situations.

- Listen to and memorize some simple songs in English.

- To promote and develop creativity, imagination and fantasy as a tool for learning and personal growth.

- Learn to distinguish hand use letters, numbers and colours whilst using the correct pronunciation.

## SPECIFIC OBJECTIVES.

-Saying hello and goodbye: hello, god morning / afternoon, goodbye /bye, bye, candy kisses.

- Introduce yourself: I am / My name is ...

- Identify different monsters: Krunch –the leader-, Krinck, Kranck and Kronck.

- Understand and follow simple commands: sit down / stand up, please / thank you, silence, please / be quiet.

- To express the time: It is nine o'clock, etc., numbers 1 to 10.

- To recognize some items of clothing: this is a pijama, hat, jaquet...

- Knowing how to classify the bugs according to size big, medium or small.

-Parts of the body: Face, arms, legs, head,...

-Learn words about the room (chair, bed, lamp, ...)

-To enhance the value of friendship and the need to help others to solve our problems: Can you help me?

-To learn words about emotions (happy, sad,...).





## •PLOT SYNOPSIS

After dinner, it's time for bed—and what better way to get ready to go, than with a song? Let's Go to Bed invites us to say goodnight, put on our pyjamas, brush our teeth, and do everything that will prepare us for a calm, restful sleep after a busy day. Teddy, the little bear who never leaves our side at night, will also keep us company as the moon takes over the sky.

It's also the moment to choose a bedtime story, so that our sleep can be as peaceful as possible and fill our dreams with sweetness. But wait a minute! Something strange is happening... well, maybe not strange, but definitely unwanted. A sock is missing, and we're sure we left two on the floor. Actually, it's not just one sock—several socks are missing, and the ones that are missing are all different sizes: small, medium, and large. And we're convinced their disappearance isn't our fault; something mysterious is going on. Talking to Mom and Dad isn't the best idea, because they'd just say it's our responsibility to look after our things, and that the only reason we don't lose our heads is because they're attached to our necks.

So, we must investigate! And while we sing the song A New Adventure to give ourselves courage, three little monsters appear—Krinck, Kranck, and Kronck—each with different skills. Krinck sees everything, Kranck hears everything, and Kronck has incredible strength. All three obey Krunch, the Sock-Eating Monster, their leader, who calls all the shots. This time, Krunch has ordered them to steal socks—both from the bedroom and the washing machine—and bring them to him because he's very hungry and wants to eat them straight away.

With this setup, our young hero is drawn into an incredible adventure, one that will require the audience's help to recover the missing socks and keep them from falling into the clutches of Krunch, the Sock-Eating Monster. So get ready, get set, and welcome to a great new adventure about SOCKS!



# •LISTENING.

## -My name is Krunch

### -Track 1-

Hello there, boys and girls, girls and boys, and teachers too of course.

Do you know who I am? ... I said, do you know who I am? ... Louder! Repeat after me: Krunch, Krunch, Krunch.

Yes, that's right. Krunch is my name, the sock-eating monster. Yum, yum, yum.

I like to eat socks, no, actually, I love eating socks. Big socks, small socks, even medium socks. Hehehe.

I love all kinds of socks, even the ones that smell bad, the ones that smell like stinky cheese. Yum, yum, yum.

So, be careful, don't take off your shoes, or I'll eat your socks right now. Hehehe.

I live in many places, under the bed, inside the washing machine, or even hidden at the back of the wardrobe. Anywhere that's dark where I can eat socks, socks, socks.

So tonight, when you go to bed, leave your socks near the bed so I can have some dinner. Okay?

See you soon, and remember, I'm Krunch, and I love eating socks.



Repeat the following words:

**BOY – GIRL – TEACHER – KRUNCH – MONSTER – EAT – SOCKS – BIG – MEDIUM – SMALL – SMELL – CHEESE – SHOES – BED – WASHING MACHINE – WARDROBE – NIGHT – DINNER.**



# •MEET THE MONSTERS

-Track 2-

## **-KRUNCH.**

It is the Sock-Eating Monster. It lives under the bed, but sometimes it also hides at the back of the wardrobe, or behind a picture frame, or inside a lamp, or you might even find it peeking out from the washing machine. It's always hungry, and it only eats socks. It loves them—especially the ones that smell like cheese.



## **-KRINCK.**

It's a small-sized monster. It's greatest skill is that it's always watching, and with its restless eyes, it's the perfect spy. Stealthy, silent, and alert to every move our protagonist makes, it knows exactly where socks are left and then reports back to Krunch, its boss.



## **-KRANCK.**

It's a medium-sized monster. It's greatest skill is that it's always listening to everything around it. Its big ears let it hear every move our protagonist makes, so it can report back to Krunch, too.



## **-KRONCK.**

It's a large-sized monster. It's greatest skill is attacking, but it lacks common sense—in other words, its brain works quite slowly. It's the one who steals the socks for Krunch, its boss, once Krinck and Kranck give him all the intel.





# •SONG 1.

## -How many fingers

-Track 4-

How many fingers on one hand?  
How many fingers on one hand?  
How many fingers on one hand?  
Let's all count together

1, 2, 3, 4, 5  
1, 2, 3, 4, 5  
1, 2, 3, 4, 5  
1, 2, 3, 4, 5

How many fingers on two hands?  
How many fingers on two hands?  
How many fingers on two hands?  
Let's all count together

1, 2, 3, 4, 5  
6, 7, 8, 9, 10  
1, 2, 3, 4, 5  
6, 7, 8, 9, 10

Clap, clap, clap your hands  
Clap, clap, clap your hands  
Clap, clap, clap your hands  
Clap your hands with me





# •SONG 2.

**-I am Krunch**

-Track 5-

## **KRUNCH:**

HA HA HA

My name is Krunch

That's my name!

I eat socks

That's my game!

HA HA HA

I eat blue

I eat red

Where I live

Under the bed!

My name is Krunch

That's my name!

I eat socks

That's my game!

Eat them dirty

Eat them clean

Where I live

The washing machine!



My name is Krunch

That's my name!

I eat socks

That's my game!

HA HA HA

I eat blue

I eat red

Where I live

Under the bed! (x 3)





## •SONG 3.

**-My name is Krunch (SAD VERSION)**

-Track 6-

### KRUNCH:

My name is Krunch

That's my name

No more socks

It's not the same

I'm so sorry

I didn't mean it

I was bad

I stole lots

But now I'll help

Give back your socks





## •SONG 4.

**-Krinck, Kranck, Kronck**

-Track 7-

**KRINCK, KRANCK, KRONCK:**

I am Krinck,

I am Kranck,

I am Kronck.

Kinck, Kranck, Kronck.





## •SONG 5.

**-A new adventure**

**-Track 7-**



Oh yes!  
I've got it,  
this it.

It's a new adventure  
for me.

Oh yeah!!!





# •SONG 6.

## -Have no fear

### -Track 9-

I have no fear  
I am brave,  
The monsters are here.  
We'll laugh with you,  
And never go.  
We're here to laugh and play with you.

Who scares me?  
Who scares you?  
No-one, no-one.  
That's right, the monsters are my friends.  
What scares me?  
What scares you?  
Nothing, nothing.  
That's right, the monsters are my friends.

I have no fear  
I am brave,  
The monsters are here.  
We'll laugh with you,  
And never go.  
We're here to laugh and play with you.



Who scares me?  
Who scares you?  
No-one, no-one.  
That's right, the monsters are my friends.  
What scares me?  
What scares you?  
Nothing, nothing.  
That's right, the monsters are my friends.





# •ACTIVITY 1.

## -The monster. Description

### -Track 3-

**ACTIVITY:** Students should listen to the text below – Track 9 –. It describes what the monster living in his bedroom looks like in his imagination.

Then, they should colour the monster we provide below according to the colours mentioned in the text; this will help the students learn the name of each colour in a fun and engaging way.

### THE MONSTER:

I thought I saw a monster  
Underneath my bed  
His **TONGUE** was yellow  
And his **EYES** were red.  
I thought I saw a monster  
Underneath my chair  
His **FACE** was purple  
And he had pink **HAIR**.  
I thought I saw a monster  
In my room last night.  
His **LEGS** were orange  
And his **FEET** were white.  
I thought I saw a monster  
And that he saw me.  
But don't tell my mother  
She'll be scared you see.



**EXTENSION ACTIVITY:** Each student could also be asked to imagine their own monster, get them to describe it, then draw and paint it exactly as they imagine it.

We have italicized the words that refer to objects, so the teacher can also teach them to the students; and the words referring to parts of the body are written in **UPPERCASE**.



## •ACTIVITY 2.

### -Krunch's face

As we've already seen, Krunch is the villain in the story, since he eats socks that don't belong to him, and this causes a big problem when it's time to get dressed.

Below, we offer a drawing of the face of this wicked Sock-Eating character so that the students can choose the name of each of his facial parts and write it in the corresponding box.

They can also colour the drawing however they like; this time, we're not the ones choosing the colours—the students are!

#### WORDS:

FACE – MOUTH – EYES – EARS – HORNS – TONGUE - NOSE







# •ACTIVITY 3.

## -Big, Medium and Small

Below are a series of SOCKS in different sizes.

The students should classify them in the following ways:

-Colour the **BIG** socks **RED**.

-Colour the **MEDIUM** socks **GREEN**.

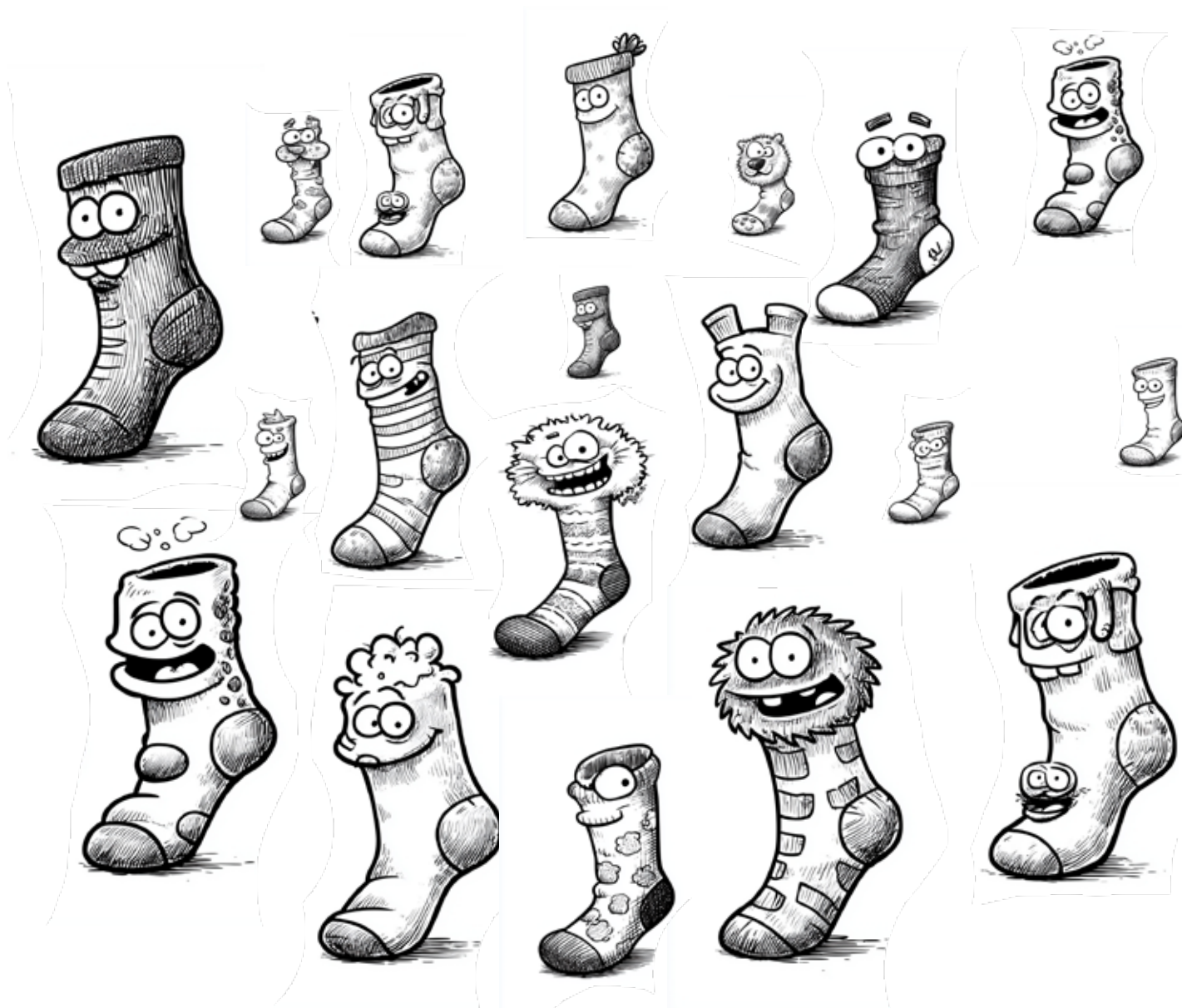
-Colour the **SMALL** socks **BLUE**.

-There are ..... big socks.

-There are ..... medium socks

-There are ..... little socks.

Then, they should count how many there are of each size and finally count all of them to say how many there are in total.







## •ACTIVITY 4.

### -Review the vowels

These are the names of the evil –but fun– characters from the show **SOCKS**.

The students should review the vowels in each of the names, helping them become familiar with each of these characters. The teacher can use this simple activity not only to review the vowels with the students, but also the consonants—and even the entire **ALPHABET**.

KRUNCH

KRANCK

KRINCK

KRONCK



# •ACTIVITY 5.

## -Party Socks

Below we present a series of socks with drawings related to holidays or specific times of the year.

Students must use arrows to indicate which sock corresponds to each event.

Then, they can colour them however they like.



- SUMMER •
- CHRISTMAS •
- BIRTHDAY •
- EASTER •
- HALLOWEEN •





## •ACTIVITY 6.

### -Eyes, ears and horns.

Here are Krunch's three helpers. They try to be as mean as their boss, but in reality, they're just three funny characters whose mission is to watch, listen, and then attack.

Students must draw:

EYES for Krinck.

EARS for Kranck.

HORNS for Kronck.

Afterwards, they can colour them in however they would like.

**KRONCK**



**KRINCK**



**KRANCK**  
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## •ACTIVITY 7.

### -Teddy

Teddy is the teddy bear our protagonist sleeps with every night, and he helps them not feel afraid.

Here, Teddy appears in separate parts—the students must colour him in, cut him out, and put him back together.





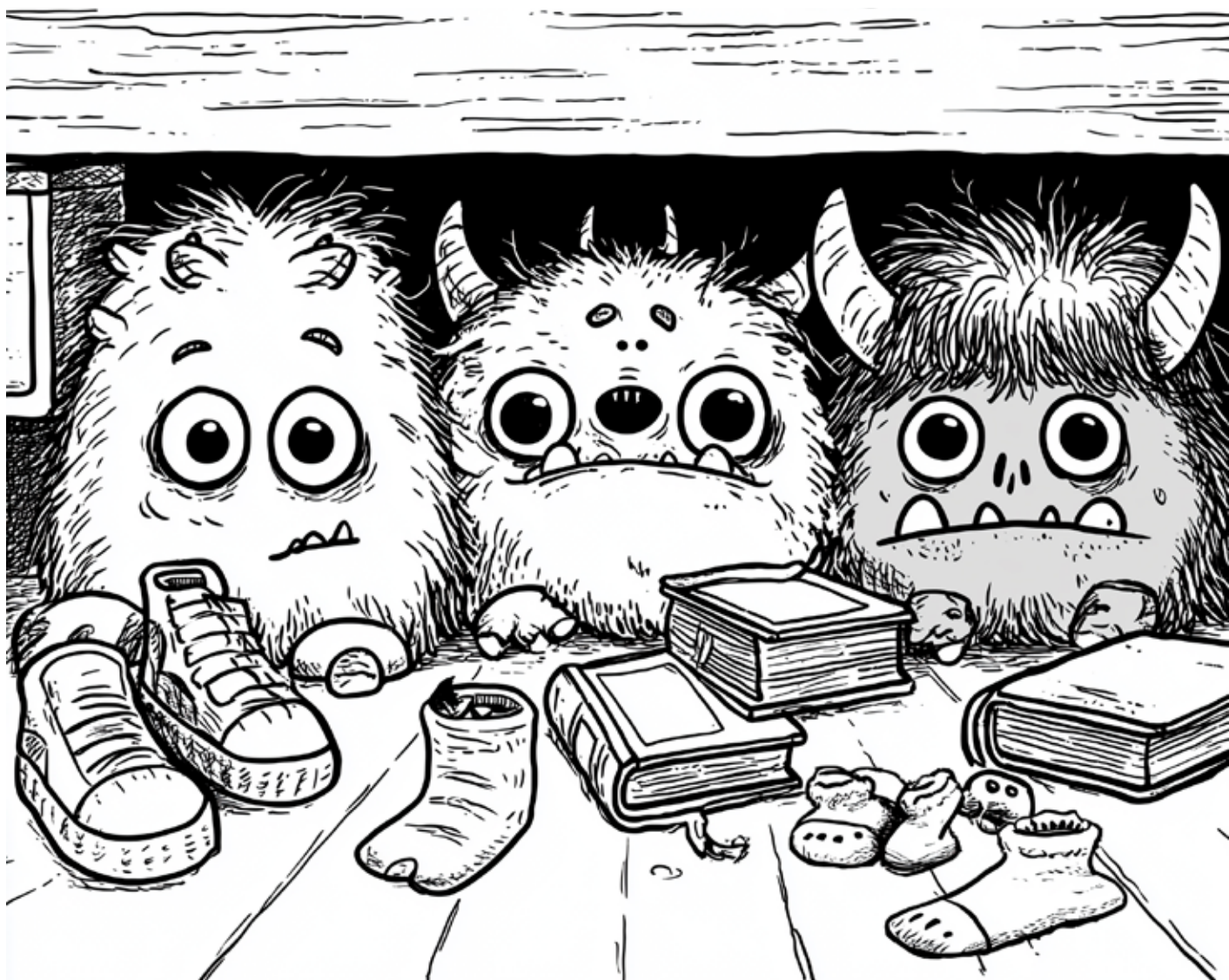
## •ACTIVITY 8.

### -The room.

Below is a drawing of the room where Krunch and his minions make the socks disappear.

We suggest that the students find the following objects:

- SHOES
- BIG SOCK
- MEDIUM SOCK
- SMALL SOCK
- KRUNCH
- KRINCK
- KRANCK
- KRONCK
- BOOK







## 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.

¡ENJOY THE SHOW!



# • VOCABULARY



## **Nouns:**

Sock – Bed – Song – Eyes – Ears – Nose – Mouth – Horns – Tongue – Monster – Christmas – Easter – Halloween – Summer – Shoes – Washing Machine – Room – Chair – Face – Boy – Girl – Teddy – Cheese – Hole – House – Home – Fear – Sun – Moon – Day – Night – Time – Wardrobe – Dinner

## **Adjectives:**

Big – Medium – Small – Ugly – Hungry – Bad – Good – Scared – Brave – Lost

## **Verbs:**

Wash (to) – Sleep (to) – Dream (to) – Clean (to) – Dance (to) – Sing (to) – Read (to) – Attack (to) – Bite (to) – Fly (to) – Play (to) – Hide (to) – Win (to) – Eat (to) – Smell (to)

## **Expressions:**

Hello! – Good Bye! – Bye bye! – Bye! – Good night! – Night night!

