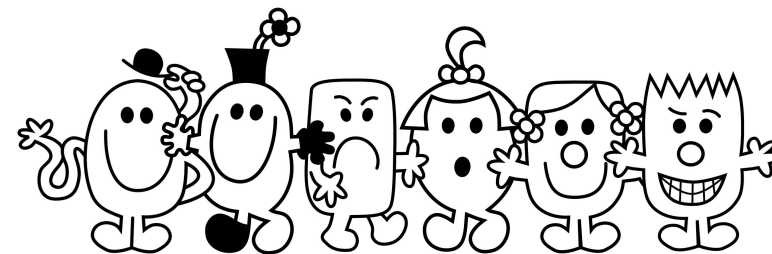


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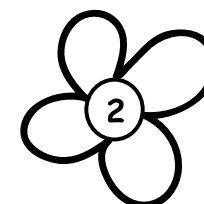
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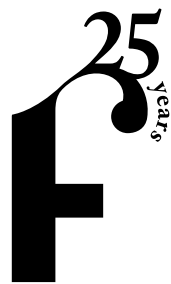


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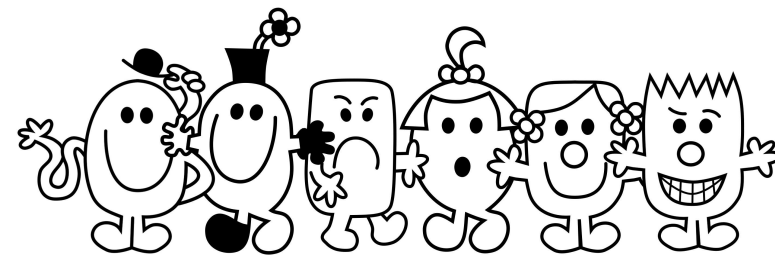


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INTRODUCTION

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 **"MY LITTLE LIBRARY"**.

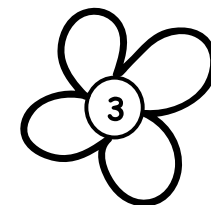
The pack has been designed as a tool to help students understand the play, learn new vocabulary and improve their listening and speaking skills. Once they have done the activities, students will understand better both how the story develops and the lines the actors deliver so they will get more enjoyment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

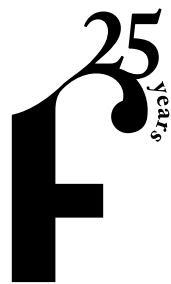
Pre-play and post-play activities include instructions for the teacher and the corresponding student worksheets, as long as the activity requires them. Some of the activities have an extension part (extension activity) which makes it possible to study the contents in depth, depending on the group's ability.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

In order to help the teacher find and select the audio activities, we have listed the track numbers below with their corresponding contents in the play **"MY LITTLE LIBRARY"**.

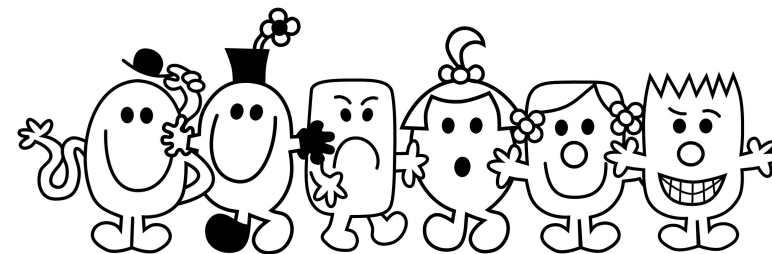
AUDIO "MY LITTLE LIBRARY" (TRACK 1 TO 17)

- « Track 1. Listening, Wrong.
- « Track 2. Listening, Curious.
- « Track 3. Listening, Scary.
- « Track 4. Listening, Hug.
- « Track 5. Listening, Grumpy.
- « Track 6. Listening, Tickle.
- « Track 7. Meet the Characters.
- « Track 8. Dialogue 1.
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- « Track 10. Song 1. Wrong Song.
- « Track 11. Song 2. Curious Song.
- « Track 12. Song 3. Scary Song.
- « Track 13. Song 4. Hug Song.
- « Track 14. Song 5. Grumpy Song.
- « Track 15. Song 6. Tickle Song.
- « Track 16. Song 7. Medley.
- « Track 17. Post-Play Activity 3. Who is who?





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CONCEPTUAL CONTENTS

The educational interest of this activity will focus on helping students start developing the basic skills of this foreign language. All this, with an approach based on communication, which aims to encourage students, involving them in dialogues, songs... and other forms of communication that are essential to teaching and learning in the language process.

At this stage students should develop a level of understanding and speaking to enable them to employ their first English communicative manifestations, and ensure their awareness and approach to the Anglo-Saxon cultural tradition.

The teaching materials of "MY LITTLE LIBRARY" will allow you to study in depth the following conceptual contents:

- Present simple tense: third person singular.
- There is/ There are. Affirmative, negative and interrogative sentences.
- How many...?
- Parts of the body and verbs related to them (run, see, jump, dance...)
- Prepositions of place (on, in, under, next to...)
- Physical descriptions. Adjectives.
- Vocabulary related to emotions, feelings and moods.
- Educational values such as friendship, solidarity, collective effort, self-esteem.
- Identification of basic emotions: joy, sadness, anger, fear, calm..., to achieve emotional self-control.
- Deepening of the tools that allow a better self-knowledge, greater self-esteem and an increase of social abilities.

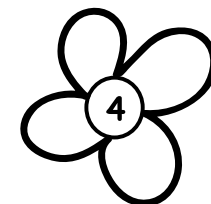


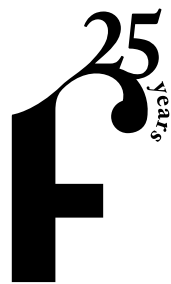
Los intereses educativos de esta actividad se centran en contribuir a que los alumnos se inicien en las destrezas básicas de la lengua extranjera. Todo ello, con un enfoque basado en la comunicación que pretende estimular a los alumnos haciéndoles participar en diálogos, canciones... y otras manifestaciones comunicativas fundamentales en el proceso de enseñanza-aprendizaje de la lengua.

En esta etapa los alumnos deben desarrollar un nivel de comprensión y expresión oral que les permita desplegar sus primeras manifestaciones comunicativas en inglés, además de procurar su sensibilización y acercamiento a la tradición cultural anglosajona.

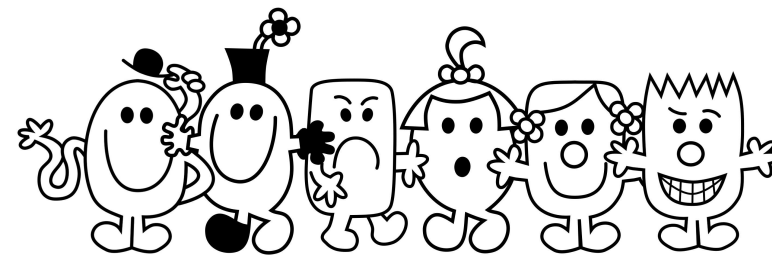
El material didáctico de "MY LITTLE LIBRARY" os permitirá, además, profundizar en los siguientes contenidos conceptuales:

- Presente simple: tercera persona del singular.
- There is/ There are. Frases afirmativas, negativas e interrogativas.
- How many...?
- Partes del cuerpo y verbos relacionados con ellas (correr, ver, saltar, bailar...)
- Preposiciones de lugar (sobre, en, debajo, junto a...)
- Descripciones físicas. Adjetivos calificativos.
- Vocabulario relacionado con las emociones, los sentimientos y los estados de ánimo.
- Valores educativos como la amistad, la solidaridad, el esfuerzo colectivo, la autoestima.
- Identificación de las emociones básicas: alegría, tristeza, rabia, miedo, calma,... para conseguir un autocontrol emocional.
- Profundizar en herramientas que permitan un mejor autoconocimiento, una mayor autoestima y un aumento de habilidades sociales.





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PLOT SYNOPSIS

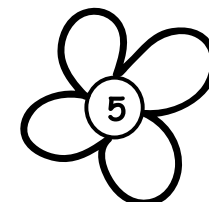
A soft voiced Narrator welcomes us to the Eggmont World, a place full of magic, colour and stories. The first Eggmonts we meet are Tickle and Grumpy, with whom we learn the parts of the body. Not only do their names differentiate them, but also their colours and their characters are different. Tickle -the orange Eggmont- always wants to tickle someone and make them laugh; on the other hand Grumpy -the red Eggmont- is always angry and upset. After listening to their respective songs, we see that their relationship is very peculiar. Tickle is determined to tickle Grumpy so that it smiles and is happy, but Grumpy, after being touched, strongly opposes it. Tickle will have to get the help of several volunteers to tickle Grumpy and make it a little happier. It is a story in which friendship prevails and the obviousness that everything we do is better with a smile. Grumpy finally accepts that laughing is good and healthy. In addition to this, both of the Eggmonts, with the help of a volunteer, write the word H-A-P-P-Y in large letters.

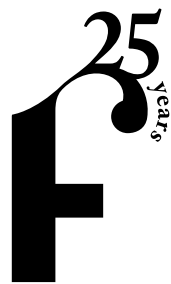
In the second story, we meet two more Eggmonts: Scary -the brown Eggmont- and Hug -the green Eggmont-. Both have their own presentation songs also. Scary always looks to scare anyone around it, that is its greatest pleasure; from the moment it wakes up and leaves its house, "The Terror House", in the morning to the time it goes home at night - it goes looking for someone to scare. In this case it finds Hug, a calm and peaceful Eggmont, who only wants to give hugs. Hug will be Scary's next victim, which Hug doesn't like at all. Hug will try to hug Scary, but Scary runs away, Scary doesn't want a hug. So Hug, with the help of some volunteers, goes to Scary's house to give it a good scare and a taste of its own medicine - using a map - and

thus get Scary to let itself be hugged. Hug achieves this, as well as overcoming its own fear.

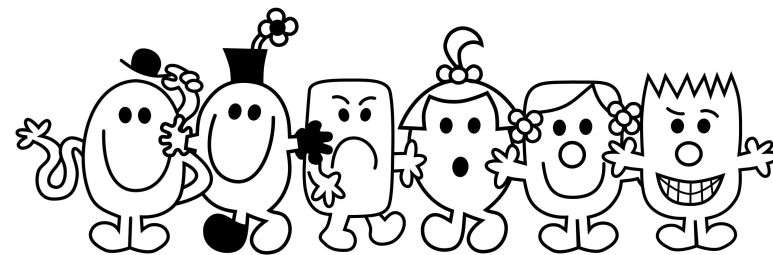
In the third and last of the stories we meet Curious -the blue Eggmont- and Wrong -the pink Eggmont-. These two Eggmonts are also very different from each other. Curious always asks questions about everything around it: Why-How-When-Where-What... And it asks so many questions, that it ends up overwhelming everyone around it. Wrong, however, does not ask anything, but is constantly wrong, both in its wardrobe choices and in its actions. The encounter between the two is very funny, since they seem to be total opposites. The two have their respective song also, which allows us to understand more about them, and they dance quite happily. The fact that Wrong is always wrong makes Curious ask more and more questions. At one point, Curious writes a series of questions down, but is missing certain words; so Wrong, tries to help, but puts them all in the wrong order, which is why it gets help from a volunteer who puts everything in the correct order.

These three stories allow us to understand more about these funny little creatures - called Eggmonts - as well as understanding more about our feelings and everything that makes up our emotional education.





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SINOPSIS

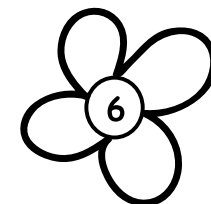
Con una suave voz en off llegamos al mundo de los Eggmonts, un sitio lleno de magia, color y divertidas historias. Los primeros Eggmonts que conocemos son Tickle y Grumpy, con los que aprendemos, en primer lugar, las partes del cuerpo. A ambos no sólo les diferencia el nombre, sino también el color y su carácter. Tickle -Eggmont de color naranja- está siempre deseando hacer cosquillas; en cambio Grumpy -Eggmont de color rojo- está siempre enfadado. Después de escuchar las respectivas canciones que nos presentan a ambos, vemos que su relación es un tanto peculiar. Tickle está empeñado en hacerle cosquillas a Grumpy para que sonría y sea feliz, pero éste, poco dado a que lo toquen, se opone firmemente a ello. Tickle contará con la ayuda de varios voluntarios para conseguir hacerle cosquillas a Grumpy y así hacer que éste sea un poco más feliz. Una historia en la que prima el compañerismo y la obviada de que todo lo que hagamos con una sonrisa sale mejor. Grumpy aceptará finalmente que reír es bueno y saludable. Además ambos contarán con la ayuda de un voluntario que les ayudará a escribir en letras grandes la palabra F-E-L-I-Z.

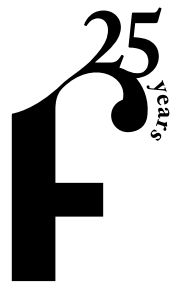
En la segunda de las historias conocemos a dos Eggmonts más: Scary -Eggmont de color marrón- y Hug -Eggmont de color verde-. Ambos cuentan con su canción de presentación. Scary siempre está dispuesto a dar sustos, ése su mayor deseo; desde que despierta y sale de su casa por la mañana -Terror House-, va buscando a quién asustar. En este caso encuentra a Hug, un Eggmont plácido y tranquilo, que sólo quiere dar abrazos. Hug será la víctima de los sustos de Scary, lo cual no le gusta demasiado. Hug intentará abrazar a Scary, pero lejos de lo que aquél desea, Scary no está dispuesto a ceder. Así que Hug, con la ayuda de voluntarios, irá hasta la temida casa de

Scary para darle un buen susto -haciendo uso del correspondiente mapa- y así conseguir que se deje abrazar. Hug conseguirá su objetivo, así como vencer su temor.

En la tercera y última de las historias conocemos a Curious -Eggmont de color azul- y a Wrong-Eggmont de color rosa-. Estos dos Eggmonts también son muy diferentes entre sí. Curious se pregunta siempre a sí misma todo lo que le rodea: Por qué- Cómo- Cuándo - Dónde - Cómo... son sus palabras repetidas. Y es tanta la cantidad de preguntas que llega a hacer, que acaba por agobiar a todos. Wrong, sin embargo, no pregunta nada, pero se equivoca constantemente, tanto en su vestuario, como en sus acciones. El encuentro entre ambos resulta muy divertido, puesto que parecen opuestos. Los dos tienen su respectiva canción, que nos permite saber más de ellos, y bailar animadamente. El hecho de que Wrong se equivoque siempre, hace que Curious haga más y más preguntas. Llegados a un punto, Curious escribe una serie de preguntas, pero le faltan palabras; así que Wrong, intentando ayudar, las coloca todas mal, motivo por el cual se cuenta con la ayuda de un voluntario que lo pone todo en orden.

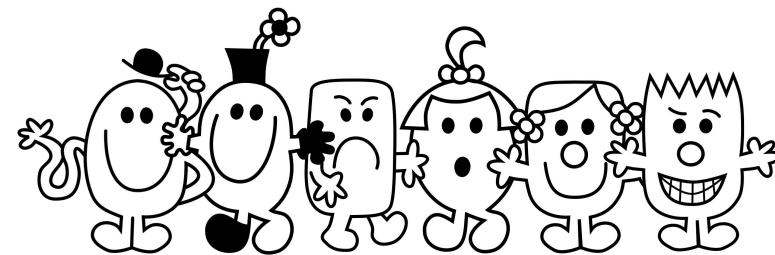
Tres historias que nos permiten conocer más sobre estas divertidas criaturas -llamadas Eggmonts- así como el mundo de los sentimientos y todo aquello que conforma nuestra educación emocional.





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LISTENING. WRONG TRACK 1



VOICE OF NARRATOR: Hello and welcome to the wonderful world of the Eggmonts. A world full of colour, music and good feelings. Today is a perfect day to meet some of the Eggmonts that live here. Why don't we start with... Wrong? Hi, Wrong, how are you?

WRONG: Well, well, a little confused, because well.. I'm always wrong you see.

VOICE OF NARRATOR: I see, Wrong, you are wearing two different coloured shoes.

WRONG: Yes, I know, one shoe is red and the other is green.

VOICE OF NARRATOR: And your hat, well, it's a little bit peculiar, wouldn't you say?

WRONG: Yes, because I have made a mistake; It's not a hat at all you see, it's really a pot.

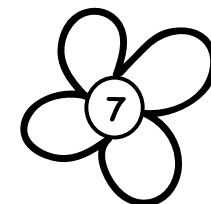
VOICE OF NARRATOR: A pot with a very pretty flower in it.

WRONG: Yes, it is a very pretty flower isn't it.

VOICE OF NARRATOR: Well, Wrong, it is very clear to see that everything being wrong is very normal for you.

WRONG: Yes it is.

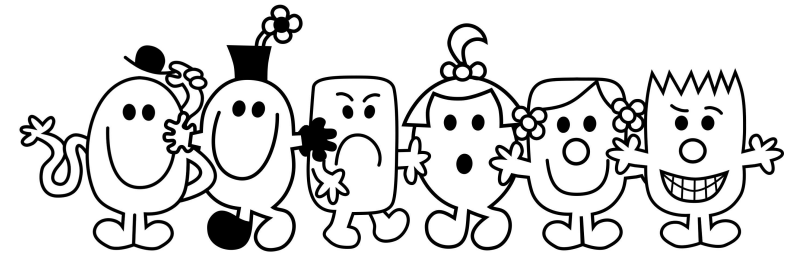
VOICE OF NARRATOR: Bye, bye, Wrong. See you later.





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LISTENING. WRONG TRACK 1



Listen again to the listening and repeat the words when you hear the bell ring. Good luck!

Escuchad de nuevo el listening y repetid las palabras después de que suena la campana. ¡Buena suerte!

VOICE OF NARRATOR: Hello and welcome to the wonderful world of the Eggmonts ♡ **REPEAT EGGMONTS.** A world full of colour, music and good feelings. Today is a perfect day to meet some of the Eggmonts that live here. Why don't we start with... Wrong? ♡ **REPEAT WRONG.** Hi, Wrong, how are you?

WRONG: Well, well, a little confused, because well.. I'm always wrong you see.

VOICE OF NARRATOR: I see, Wrong, you are wearing two different coloured shoes.

WRONG: Yes, I know, one shoe ♡ **REPEAT SHOE** is red ♡ **REPEAT RED** and the other is green ♡ **REPEAT GREEN.**

VOICE OF NARRATOR: And your hat, ♡ **REPEAT HAT** well, it's a little bit peculiar, wouldn't you say?

WRONG: Yes, because I have made a mistake; It's not a hat at all you see, it's really a pot ♡ **REPEAT POT.**

VOICE OF NARRATOR: A pot with a very pretty flower in it. ♡ **REPEAT FLOWER**

WRONG: Yes, it is a very pretty flower isn't it.

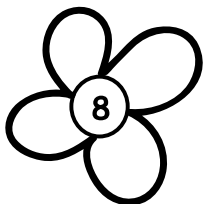
VOICE OF NARRATOR: Well, Wrong, it is very clear to see that everything being wrong is very normal for you.

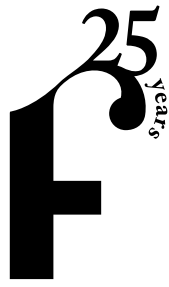
WRONG: Yes it is.

VOICE OF NARRATOR: Bye, bye, Wrong. See you later.



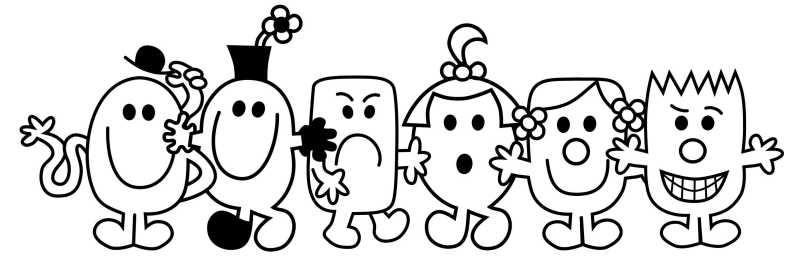
WORDS: EGGMONTS - WRONG - SHOE - RED - GREEN - HAT - POT - FLOWER.





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LISTENING. CURIOUS TRACK 2



VOICE OF NARRATOR: Look, this is where Curious the Eggmont comes from. Good morning, Curious.

CURIOUS: Hello, hello, good morning! Look how curious everything is! The sky is blue and look at all the white clouds and the brown mountains... but why are they like that?

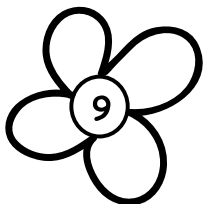
VOICE OF NARRATOR: Because the sky has always been blue, the clouds white and the mountains brown.

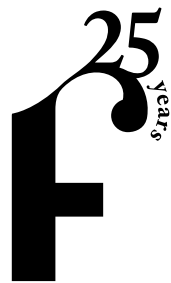
CURIOUS: But, why, why? I want to know it. I have so much curiosity about these things.

VOICE OF NARRATOR: Yes but, well, I don't know.

CURIOUS: Oh no! You don't know, well don't worry, I'll find out why it's like that and while I am at it I will find out why the daisies are yellow and the grass is green. I'm sure I'll find out.

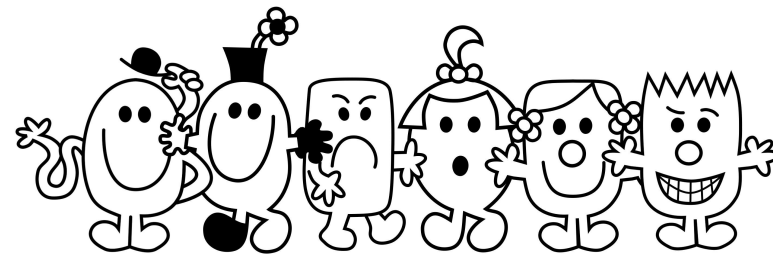
VOICE OF NARRATOR: Hmmmmm, Curious is curious about everything. See you later.





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LISTENING. CURIOUS TRACK 2



Listen again to the listening and repeat the words when you hear the bell ring. Good luck!

Escuchad de nuevo el listening y repetid las palabras después de que suena la campana. ¡Buena suerte!

VOICE OF NARRATOR: Look, this is where Curious the Eggmont comes from. Good morning, Curious. ♡ **REPEAT CURIOUS**

CURIOUS: Hello, hello, good morning! Look how curious everything is! The sky is blue, ♡ **REPEAT BLUE** and look at all the white clouds ♡ **REPEAT WHITE** and the brown mountains ♡ **REPEAT BROWN...** but why are they like that?

VOICE OF NARRATOR: Because the sky has always been blue, the clouds white and the mountains brown.

CURIOUS: But, why, why? I want to know it. I have so much curiosity about these things. ♡ **REPEAT CURIOSITY**

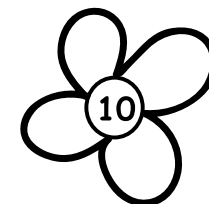
VOICE OF NARRATOR: Yes but, well, I don't know.

CURIOUS: Oh no! You don't know, well don't worry, I'll find out why it's like that and while I am at it I will find out why the daisies are yellow ♡ **REPEAT YELLOW** and the grass is green. ♡ **REPEAT GREEN.** I'm sure I'll find out.

VOICE OF NARRATOR: Hmmmm, Curious is curious about everything. See you later.



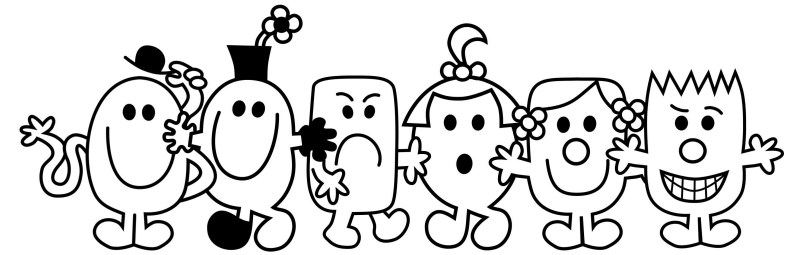
WORDS: CURIOUS - BLUE - WHITE - BROWN - CURIOSITY - YELLOW - GREEN.





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LISTENING. SCARY TRACK 3



SCARY: BOOOOOOOOO!

VOICE OF NARRATOR: OHHH What a fright, Scary! You tricked me!

SCARY: Heh, heh, heh. It was great, I scared you, I scared you.

VOICE OF NARRATOR: Yes, you did, I was very scared.

SCARY: I like to scare and scream, and be scary... Heh, heh, heh.

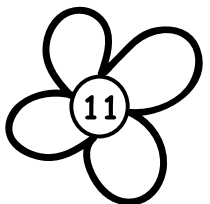
VOICE OF NARRATOR: But it's not always fun to scare people.

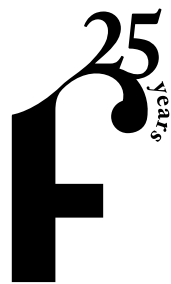
SCARY: Why not? Scaring people is very funny, I like to see how people get scared when I sneak up on them silently and then I give them a real scare. BOOOOOOOOO!

VOICE OF NARRATOR: Well, Scary, just don't scare me anymore.

SCARY: Okay, I'll go see if I can find someone else to scare.

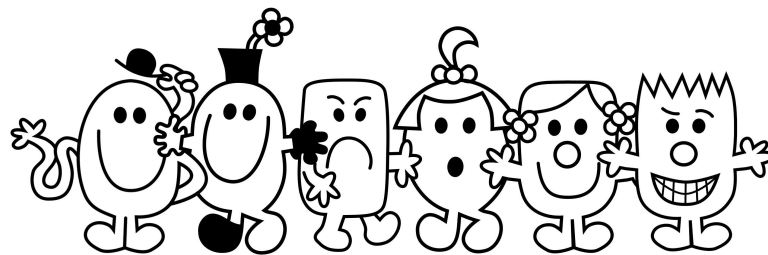
VOICE OF NARRATOR: Ho Ho Ho, Scary will never change. He likes to scare everyone.





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LISTENING. SCARY TRACK 3



Listen again to the listening and repeat the words when you hear the bell ring. Good luck!

Escuchad de nuevo el listening y repetid las palabras después de que suena la campana. ¡Buena suerte!

SCARY: BOOOOOOOOO!

VOICE OF NARRATOR: OHHH What a fright, ♡ **REPEAT FRIGHT** Scary! You tricked me! ♡ **REPEAT TRICKED**

SCARY: Heh, heh, heh. It was great, I scared you, I scared you.

VOICE OF NARRATOR: Yes, you did, I was very scared.

SCARY: I like to scare, ♡ **REPEAT SCARE** and scream, and be scary... Heh, heh, heh.

VOICE OF NARRATOR: But it's not always fun to scare people. ♡ **REPEAT FUN**

SCARY: Why not? Scaring people is very funny, ♡ **REPEAT PEOPLE**. I like to see how people get scared when I sneak up on them silently and then I give them a real scare. BOOOOOOOOO!

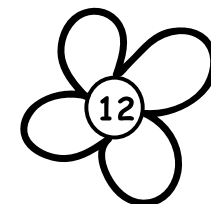
VOICE OF NARRATOR: Well, Scary, just don't scare me anymore.

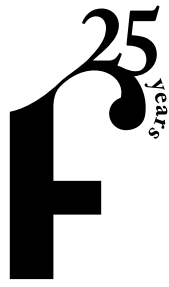
SCARY: Okay, I'll go and see if I can find someone else to scare.

VOICE OF NARRATOR: Ho Ho Ho, Scary will never change. ♡ **REPEAT SCARY**. He likes to scare everyone.



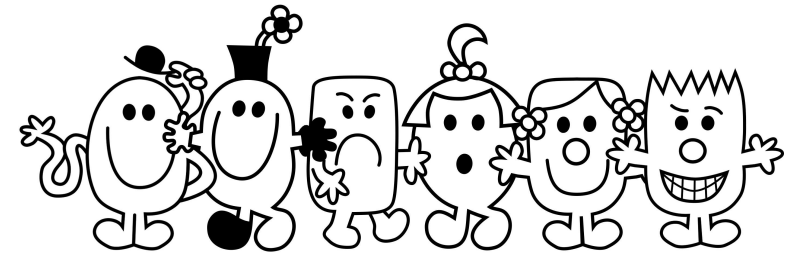
WORDS: FRIGHT - TRICKED - SCARE - FUN - PEOPLE - SCARY.





My Little Library

LISTENING. HUG TRACK 4



HUG: I want a hug!

VOICE OF NARRATOR: Oh, It's Hug! Wait, stop stop stop, I can hardly breathe.

HUG: Hugging you is the best!

VOICE OF NARRATOR: Yes, but... but...

HUG: No buts, giving and receiving hugs is the best thing in the world. Do you want a hug?

VOICE OF NARRATOR: Eh, no, no thank you Hug, not right now anyway, but thanks, maybe later.

HUG: Oh, It's just that if I can't give any hugs to anyone, then I get very very sad!

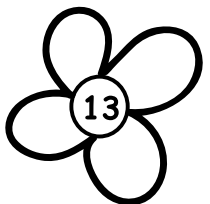
VOICE OF NARRATOR: I have an idea, why don't you give Scary a hug?

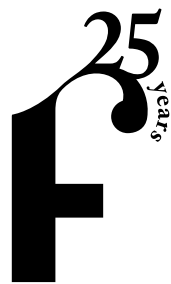
HUG: Do you think Scary would like me to give him a hug?

VOICE OF NARRATOR: I'm sure he would.

HUG: Yaaayyyyy, I'll be right back.

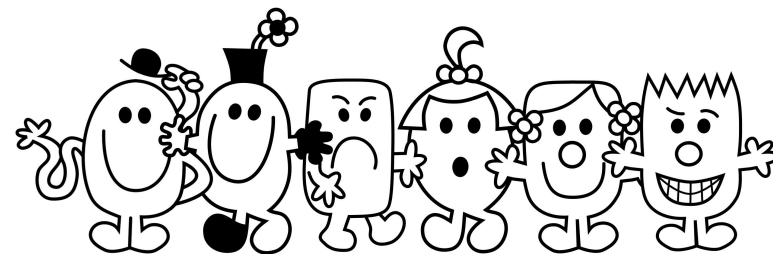
VOICE OF NARRATOR: Hug loves to give hugs to everyone. Bye, bye, Hug.





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LISTENING. HUG TRACK 4



Listen again to the listening and repeat the words when you hear the bell ring. Good luck!

Escuchad de nuevo el listening y repetid las palabras después de que suena la campana. ¡Buena suerte!

HUG: I want a hug! ♡ **REPEAT HUG.**

VOICE OF NARRATOR: Oh, It's Hug! Wait, stop stop stop, I can hardly breathe. ♡ **REPEAT BREATHE.**

HUG: Hugging you is the best!

VOICE OF NARRATOR: Yes, but... but...

HUG: No buts, giving and receiving hugs is the best thing in the world. ♡ **REPEAT WORLD.** Do you want a hug?

VOICE OF NARRATOR: Eh, no, no thank you Hug, not right now anyway, but thanks, maybe later. ♡ **REPEAT LATER**

HUG: Oh, It's just that if I can't give any hugs to anyone, then I get very very sad! ♡ **REPEAT SAD**

VOICE OF NARRATOR: I have an idea, why don't you give Scary a hug?

HUG: Do you think Scary would like me to give him a hug?

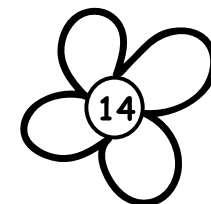
VOICE OF NARRATOR: I'm sure he would.

HUG: Yaaayyyyy, I'll be right back.

VOICE OF NARRATOR: Hug loves to give hugs to everyone. Bye, bye Hug. ♡ **REPEAT BYE, BYE.**



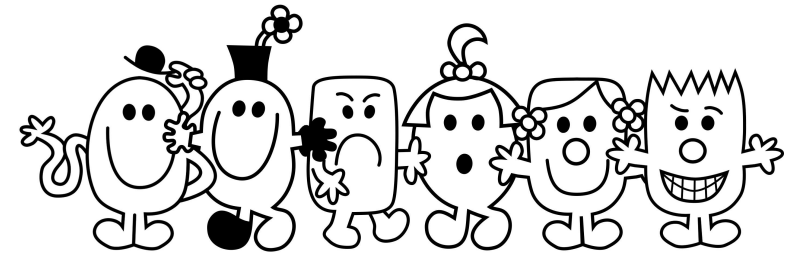
WORDS: HUG - BREATHE - WORLD - LATER - SAD - BYE BYE.





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LISTENING. GRUMPY TRACK 5



VOICE OF NARRATOR: Hey, look, it's Grumpy.

GRUMPY: How silly. I don't like to be hugged; I don't like being talked to, or looked at.

VOICE OF NARRATOR: Oh, hello, Grumpy!

GRUMPY: And I especially do not like hello's. So stop saying hello.

VOICE OF NARRATOR: Goodbye?

GRUMPY: Not that either, I do not want you to say goodbye to me either.

VOICE OF NARRATOR: Well what do you want Grumpy?

GRUMPY: Nothing, I do not like anything. I'm always angry, because I do not like anything, nothing, nothing at all.

VOICE OF NARRATOR: But that's impossible.

GRUMPY: No it isn't, that's just the way it is, that's why my name is Grumpy and I don't like that either.

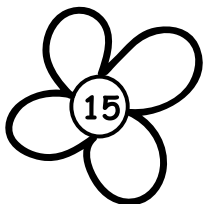
VOICE OF NARRATOR: Well, I...

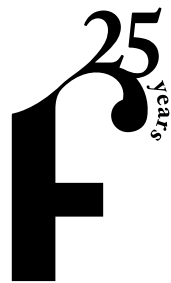
GRUMPY: Nothing, I do not like anything. I'm leaving.

VOICE OF NARRATOR: See you later Grumpy, I hope you cheer up and become happy.

GRUMPY: I don't want to be happy!

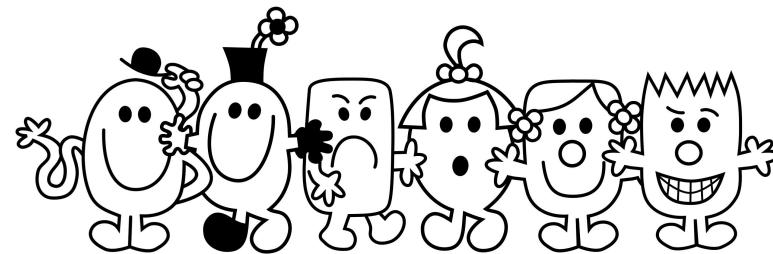
VOICE OF NARRATOR: See you later, Grumpy.





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LISTENING. GRUMPY TRACK 5



Listen again to the listening and repeat the words when you hear the bell ring. Good luck!

Escuchad de nuevo el listening y repetid las palabras después de que suena la campana. ¡Buena suerte!

VOICE OF NARRATOR: Hey, look, it's Grumpy.

GRUMPY: How silly. ♡ **REPEAT SILLY.** I don't like to be hugged; I don't like being talked to, or looked at.

VOICE OF NARRATOR: Oh, hello, Grumpy! ♡ **REPEAT GRUMPY**

GRUMPY: And I especially do not like hello's. So stop saying hello. ♡ **REPEAT HELLO**

VOICE OF NARRATOR: Goodbye? ♡ **REPEAT GOODBYE**

GRUMPY: Not that either, I do not want you to say goodbye to me either.

VOICE OF NARRATOR: Well what do you want Grumpy?

GRUMPY: Nothing, I do not like anything. I'm always angry, because I do not like anything, nothing, nothing at all.

VOICE OF NARRATOR: But that's impossible. ♡ **REPEAT IMPOSSIBLE**

GRUMPY: No it isn't, that's just the way it is, that's why my name is Grumpy and I don't like that either.

VOICE OF NARRATOR: Well, I...

GRUMPY: Nothing, I do not like anything. I'm leaving.

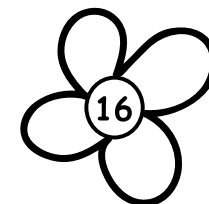
VOICE OF NARRATOR: See you later Grumpy, I hope you cheer up and become happy. ♡ **REPEAT HAPPY**

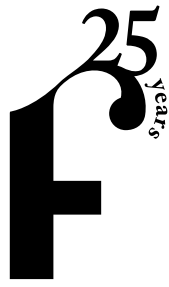
GRUMPY: I don't want to be happy!

VOICE OF NARRATOR: See you later, Grumpy.



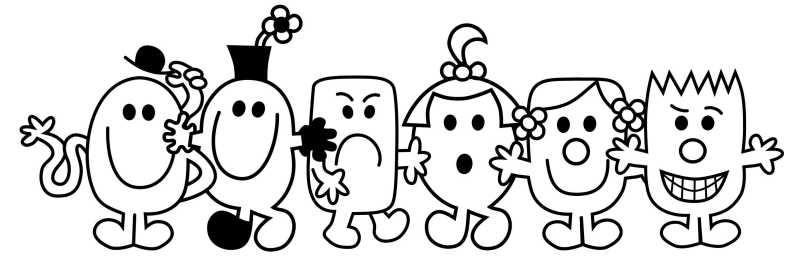
WORDS: SILLY - GRUMPY - HELLO- GOODBYE - IMPOSSIBLE - HAPPY





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LISTENING. TICKLE TRACK 6



VOICE OF NARRATOR: Heh, heh, heh. Who is doing that? Who is doing that?

TICKLE: Well it's me. Heh, heh, heh. Because I tickle everyone.

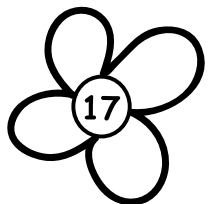
VOICE OF NARRATOR: Stop, stop, Tickle! Stop tickling me.

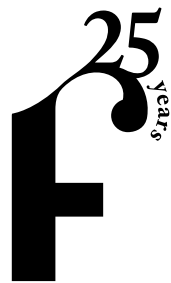
TICKLE: I can't stop, I don't want to stop. It's soooooo funny to tickle. Heh, heh, heh.

VOICE OF NARRATOR: What about if you tickle the rest of the Eggmonts and make them all laugh instead of me?

TICKLE: Heh heh heh, that's a great idea. I'm going to tickle all the Eggmonts, I'm sure everyone will laugh with me. Thank you for the great idea.

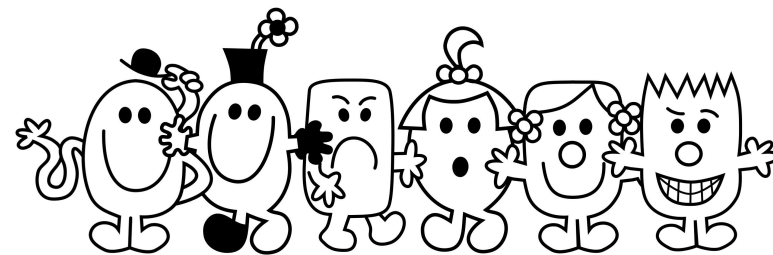
VOICE OF NARRATOR: This is the world of the Eggmonts, a place where everything is possible and where adventure can always be found. If you want to know more about them, then don't miss their wonderful stories in the theatre.





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LISTENING. TICKLE TRACK 6



Listen again to the listening and repeat the words when you hear the bell ring. Good luck!

Escuchad de nuevo el listening y repetid las palabras después de que suena la campana. ¡Buena suerte!

VOICE OF NARRATOR: Heh, heh, heh. Who is doing that? Who is doing that?

TICKLE: Well it's me. Heh, heh, heh. Because I tickle everyone. ♡ **REPEAT TICKLE**

VOICE OF NARRATOR: Stop, stop, Tickle! Stop tickling me.

TICKLE: I can't stop, I don't want to stop. It's soooooo funny to tickle. Heh, heh, heh. ♡ **REPEAT FUNNY**

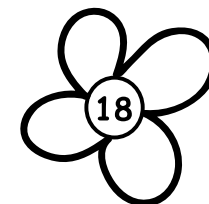
VOICE OF NARRATOR: What about if you tickle the rest of the Eggmonts and make them all laugh instead of me? ♡ **REPEAT EGGMONTS**

TICKLE: Heh heh heh, that's a great idea. I'm going to tickle all the Eggmonts, I'm sure everyone will laugh with me. Thank you for the great idea. ♡ **REPEAT THANK YOU**

VOICE OF NARRATOR: This is the world of the Eggmonts, a place where everything is possible and where adventure can always be found.
♡ **REPEAT ADVENTURE.** If you want to know more about them, then don't miss their wonderful stories in the theatre. ♡ **REPEAT THEATRE**

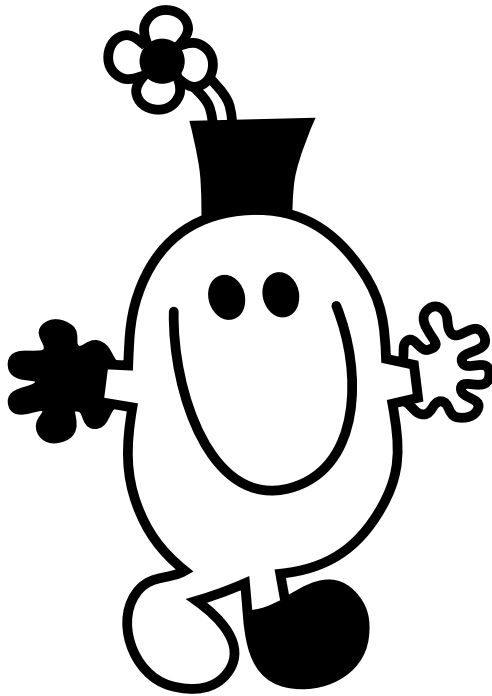
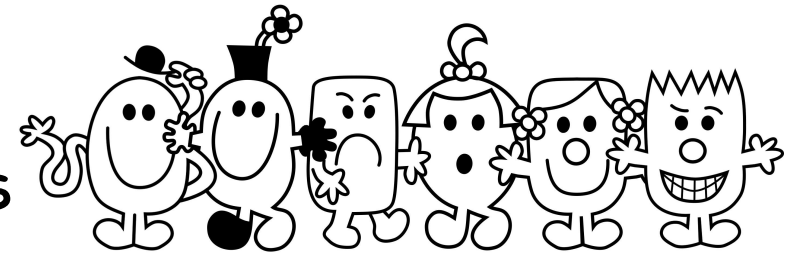


WORDS: TICKLE - FUNNY - EGGMONTS - THANK YOU - ADVENTURE - THEATRE.



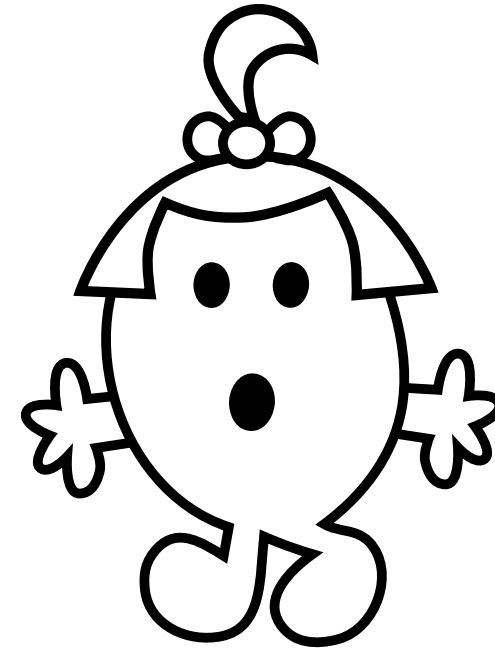
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MEET THE CHARACTERS. WRONG-CURIOUS
TRACK 7



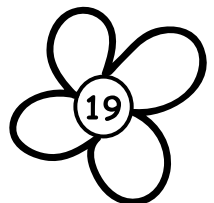
WRONG -PINK-. This Eggmont is always confused. He is constantly wrong. He confuses his clothes, the directions he has to go in, the colours of things, the order in which to eat his meals and even the time... Wrong is always wrong. He is not clear when making decisions and always needs someone to help clarify things for him. Wrong is very funny, nice and usually in a good mood.

WRONG -ROSA-. Es un Eggmont que siempre está confundido. Se equivoca constantemente. Confunde la ropa, la dirección que debe tomar, el color de las cosas, el orden de las comidas, las horas del reloj... Wrong está siempre hecho un lío. No se aclara a la hora de tomar decisiones, y siempre necesita de alguien que le ayude para aclararse. Wrong es gracioso, simpático y suele estar de buen humor.



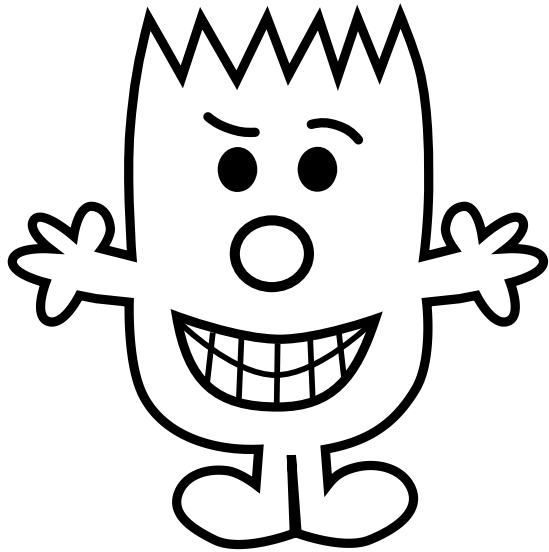
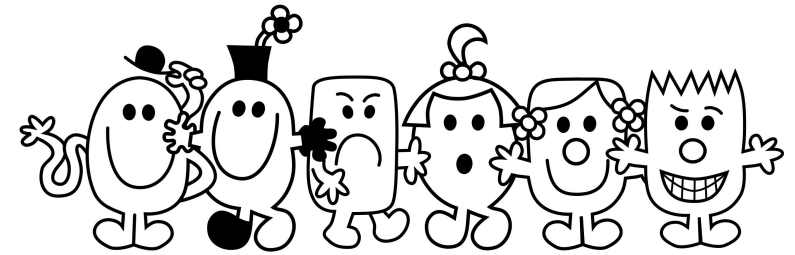
CURIOUS -BLUE-. Everything is very curious to this Eggmont. He wants to know the reason for everything that surrounds him. Curious never stops asking questions, since he has a constant need to know everything. He always asks who is closest. The word he uses the most is... "Why?"

CURIOUS -AZUL-. A este Eggmont todo le causa mucha curiosidad. Quiere saber el porqué de todo lo que le rodea. Curious siempre está haciendo preguntas, dado que tiene un interés constante. Siempre pregunta a quien tiene más cerca. La palabra que más usa es... "¿Por qué?"



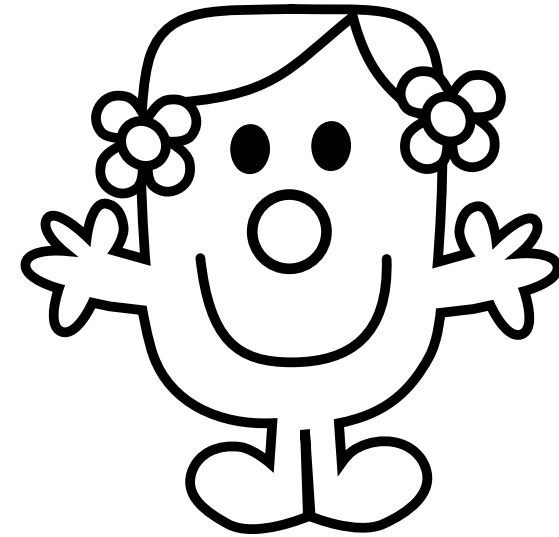
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MEET THE CHARACTERS. SCARY-HUG
TRACK 7



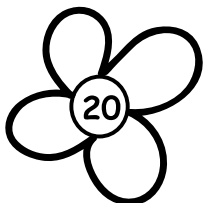
SCARY -BROWN-. He loves to scare everyone. Scary is always wondering how to scare even more than the previous one. Scary hides so he can jump out from behind the trees and scares. Scary waits until everything is dark and then shouts loudly to scare everyone... But he does not like being scared, since scary does not like feeling afraid.

SCARY -MARRÓN-. Le encanta asustar a todo el mundo. Scary está siempre pensando cómo conseguir dar un susto todavía más grande que el anterior. Se esconde para dar un salto de detrás de los árboles, espera a que todo esté oscuro para dar un grito... Pero a él no le gusta que le asusten, puesto que tiene miedo.



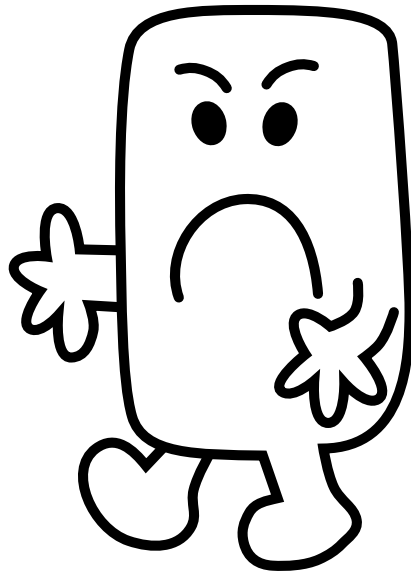
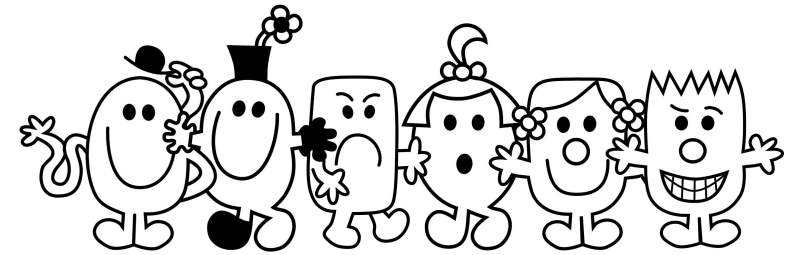
HUG -GREEN-. Hug is always ready to give someone a hug. Hug extends his arms and pulls the other into a long warm embrace every time he sees someone. He is able to fall asleep while being hugged and if there is no one nearby, he hugs the trees. The fact that he always wants to hug everyone, means that not everyone wants to have him around, since it soon becomes very annoying.

HUG -VERDE-. Siempre dispuesto a dar un abrazo a todo el mundo. Hug extiende sus brazos y se funde en un largo y cálido abrazo cada vez que ve a alguien. Es capaz de dormirse abrazado, y si no hay nadie cerca, abraza a los árboles. El hecho de que siempre quiera abrazar a todos, hace que no todos quieran tenerle cerca, puesto que llega a ser agobiante.



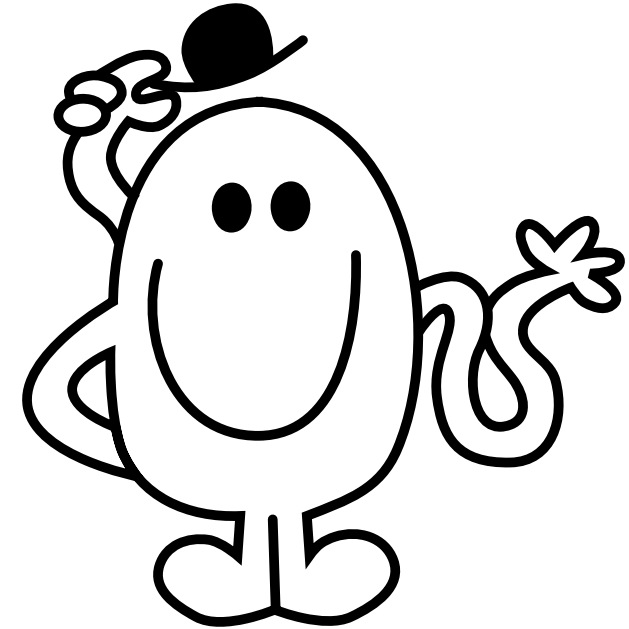
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MEET THE CHARACTERS. GRUMPY-TICKLE
TRACK 7



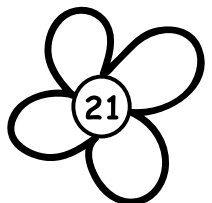
GRUMPY -RED-. He is a grumpy Eggmont who is always angry. He has a very bad temper and he complains about absolutely everything. He does not like anything around him but he does not do anything to change things either. He just complains all the time and never smiles. Grumpy has very few friends, well... none actually, since nobody wants to be with someone who complains all the time.

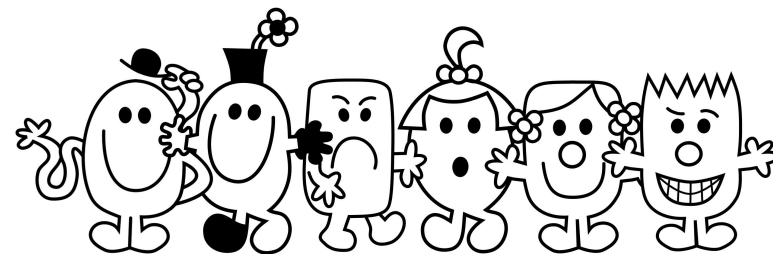
GRUMPY -ROJO-. Es un Eggmont que siempre está enfadado. Tiene muy mal genio, y se queja absolutamente de todo. No le gusta nunca nada de lo que tiene alrededor, pero tampoco hace nada por cambiar las cosas. Simplemente se queja todo el rato, y nunca sonríe. Grumpy tiene pocos amigos, bueno... más bien ninguno, puesto que a nadie le apetece estar con alguien que se queja todo el tiempo.



TICKLE -ORANGE-. Tickling is what Tickle likes most and he can not stop doing it. Whenever he sees someone he stretches his long arms out and moves his fingers very quickly tickling them. But what Tickle does not take into account is that not everyone always wants to be tickled until they can not take it anymore.

TICKLE -NARANJA-. Hacer cosquillas es lo que más gusta a Tickle, y no puede dejar de hacerlo. Siempre que ve a alguien estira sus largos brazos y dispone sus dedos en un movimiento rápido para hacer cosquillas. Pero lo que Tickle no tiene en cuenta es que no siempre a todos les apetece que le hagan cosquillas hasta que ya no pueden más.





Grumpy and Tickle talk.

Tickle: Good Morning!

Grumpy: No!

Tickle: No what?

Grumpy: It is not a good morning!

Tickle: Why?

Grumpy: Because it's sunny, because the sky is blue, because everything is just wonderful, that's why it's not a good morning.

Tickle: What do you mean? If everything is wonderful, like you say, then it's a perfect day to smile, to be happy, to tickle.

Grumpy: Don't touch me, don't you dare!

Tickle: Oops, sorry Grumpy!

Grumpy: And don't say sorry; I don't want to hear anything from you, I don't want you to even look at me, I don't want you to talk to me and I don't want you to even be here.

Tickle: Grumpy, Grumpy, relax, just breathe.

Grumpy: I don't want to relax, I don't want to breathe, I don't want to, I don't want to, I don't want to!!



Tickle: Okay Okay, I understand, but it's not good for you to always be so angry.

Grumpy: Well I want to be angry. I want to be angry, I tell you.

Tickle: But it's bad for you. Being angry all the time isn't good.

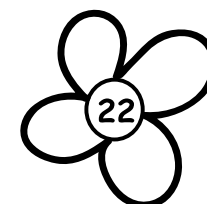
Grumpy: Why?

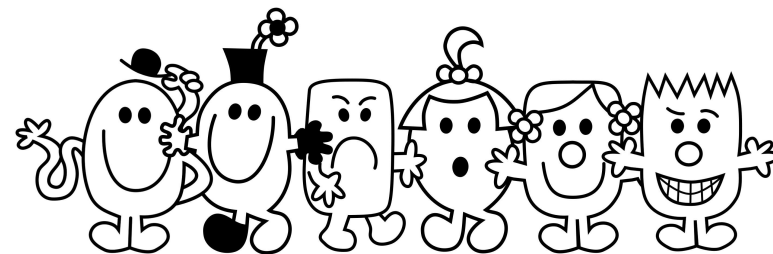
Tickle: Because when you're angry you don't have friends, your head hurts, you cry a lot, you go red like a tomato, you are very sad, you are very ugly... and most importantly no one wants to play with you.

Grumpy: Well good, I don't want to play with anyone.

Tickle: That simply can't be true, playing is super mega fun. It's the best thing in the world, play, play, play that's what I say. And when you tickle someone, well it's even better.

Grumpy: Don't touch me, don't you dare, don't even think about tickling me!





Scary and Hug talk.

Scary: Boooo!

Hug: Ohhhhhh, what a scare you gave me, Scary! My legs are shaking, my hands are trembling, my eyes are watering and my heart is beating very fast. Listen: one, two, three, four, five... Bum Bum bum!

Scary: Hahaha. I love it, I love it. I gave you a huge scare. Your legs are shaking, your hands are trembling, your eyes are watering and your heart is beating very fast. 1-2-3-4-5. Bum bum bum! Hahaha.

Hug: You find this funny?

Scary: Of course I do, I love giving scares, it's the best thing in the whole world. Booo, booo, booo!

Hug: No no no. Scaring people is not the best thing in the whole world.

Scary: Oh no? What is then?

Hug: Stick out your right arm. Come on, do it!

Scary: Okay, I'm sticking out my right arm.

Hug: Now stick out your the left arm.

Scary: But...

Hug: No buts just do it! Stick out your left arm.



Scary: Okay, I'm sticking out my left arm.

Hug: A little more.

Scary: Like this?

Hug: A little more.

Scary: More? I can't stick it out anymore than this.

Hug: Try.

Scary: Okay.

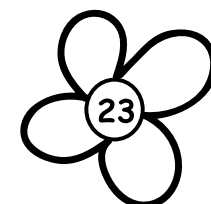
Hug: Perfect. Now turn and face me.

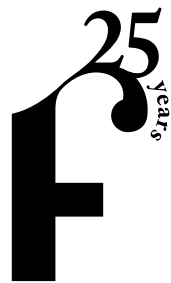
Scary: What?

Hug: Turn and face me. Good. And take three steps forward.

Scary: One, two, three. Bum!

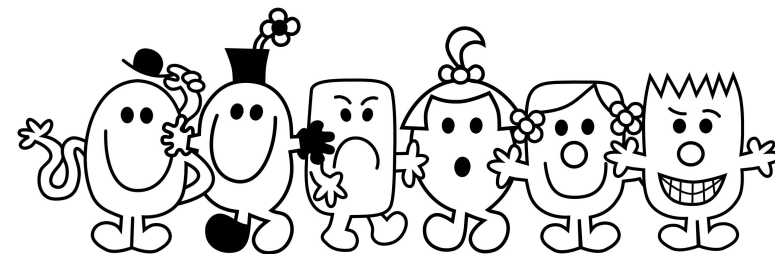
Hug: No bum! Perfect. Wrap your arms around me and that's it. This is the best thing in the world, giving someone a big hug.





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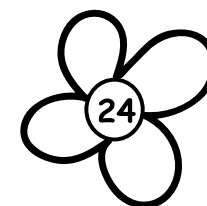
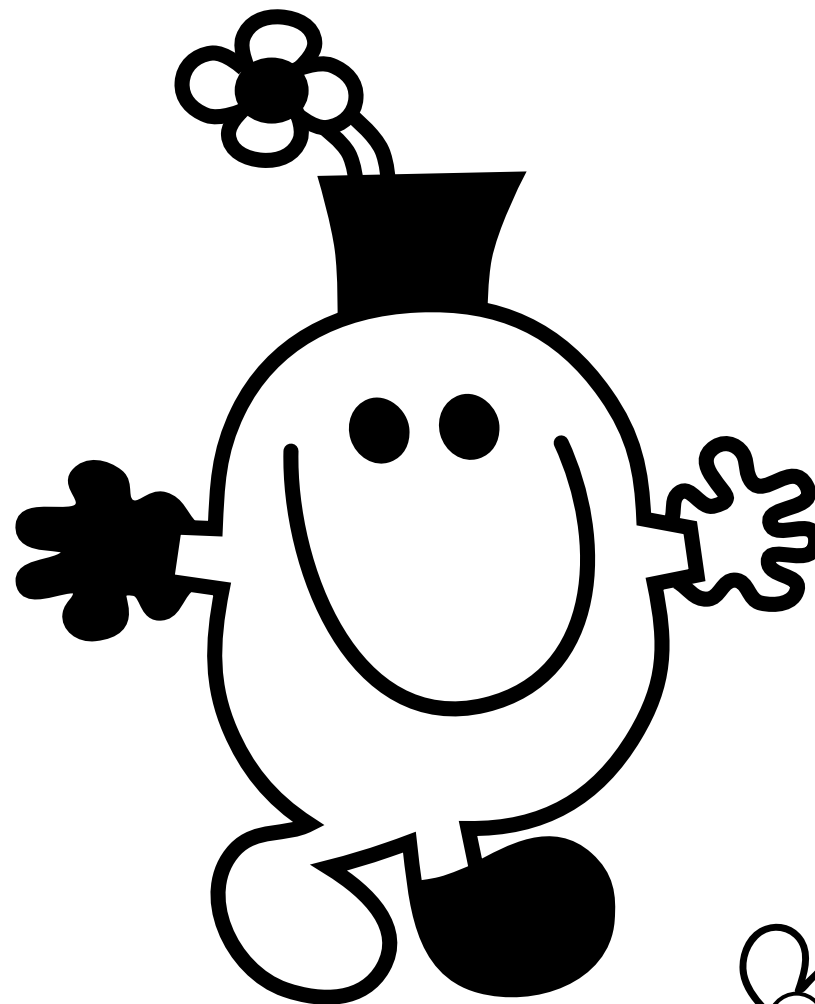
SONG 1. WRONG SONG TRACK 10



his sock is red
WRONG
This one is blue
WRONG
That is right, this is left
WRONG WRONG WRONG WRONG WRONG

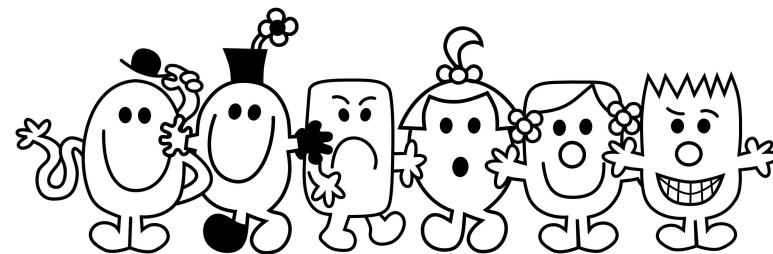
I'm going up
WRONG
Now I'm going down
WRONG
That is right, this is left
WRONG WRONG WRONG WRONG WRONG

WRONG



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SONG 2. CURIOUS SONG TRACK 11

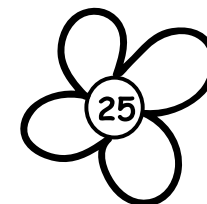
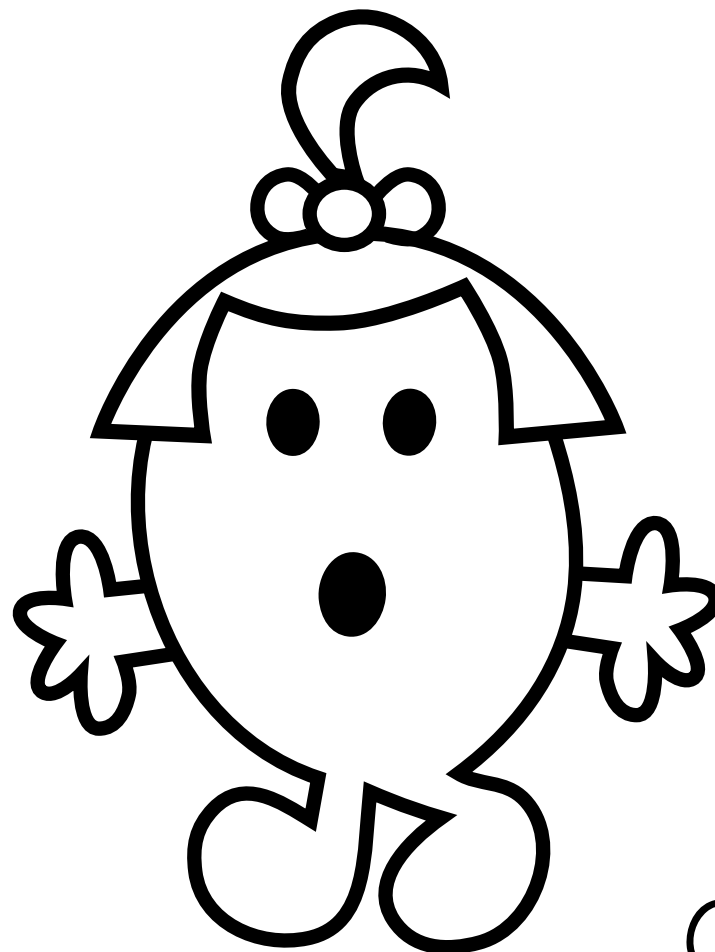


Who are you?
Why why?
What is that?
Why why?
Where are you going?
Why why?
When will you be back?
Why why?

Curious, Curious
My name is Curious
Curious, Curious
That is my name

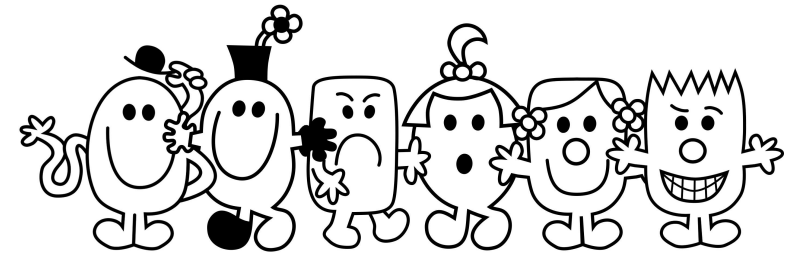
Who are you?
Why why?
What is that?
Why why?
Where are you going?
Why why?
When will you be back?
Why why?

Curious, Curious
My name is Curious
Curious, Curious
That is my name



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SONG 3. SCARY SONG TRACK 12



Where is Scary? Uh Oh, I think he is hiding!

BOOOOOOOO!!!

Scary

BOO

Scary

BOO

Scary loves to scare

You must always be ready or he will scare you

Scary

BOO

Scary

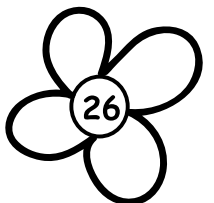
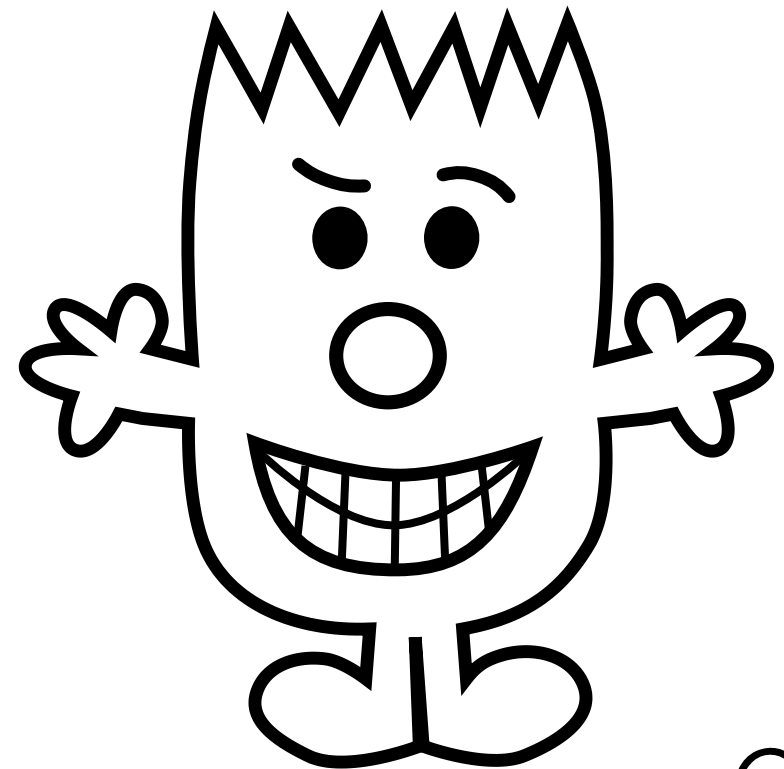
BOO

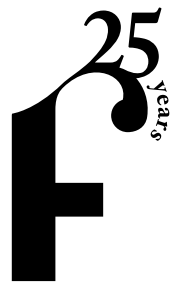
Scary loves to scare

He picks a spot and hides himself and waits to scare us all

Where is Scary? Uh Oh, he is hiding again!

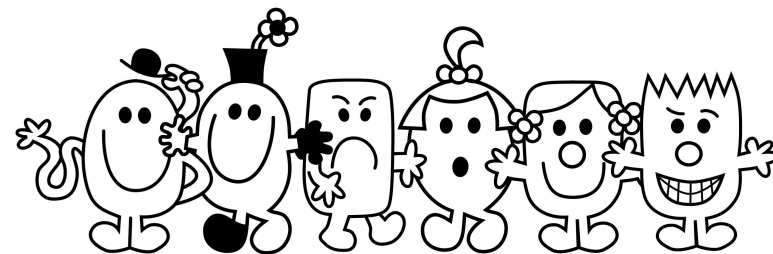
BOOOOOOOOOOOO!!!!





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SONG 4. HUG SONG
TRACK 13



Hug
Hug
My name is Hug

Hug
Hug
I love to hug

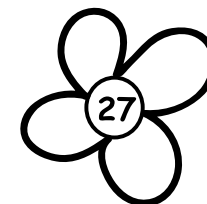
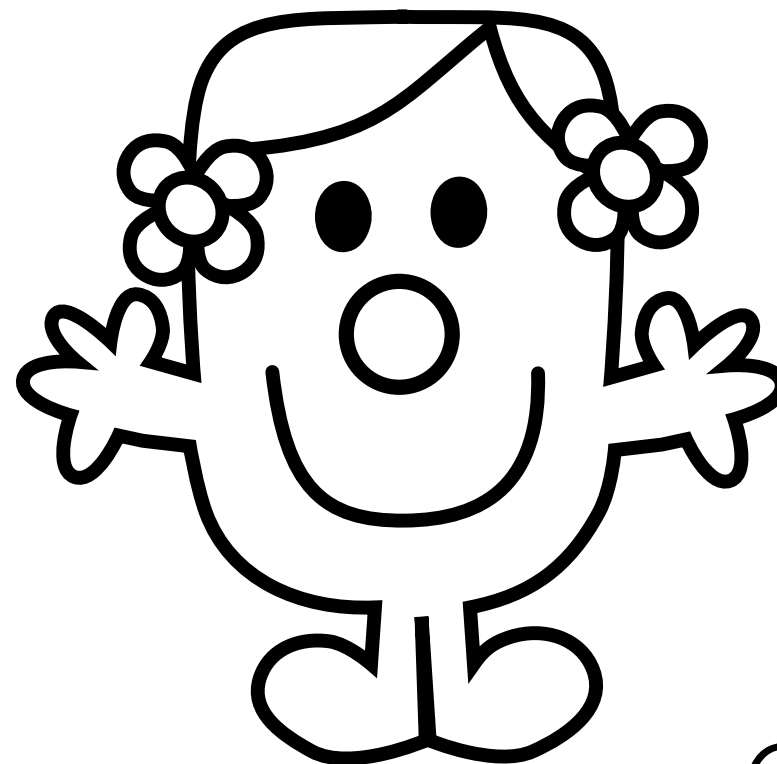
Hug
Hug
My name is Hug

Hug
Hug
I love to hug

HUG!!

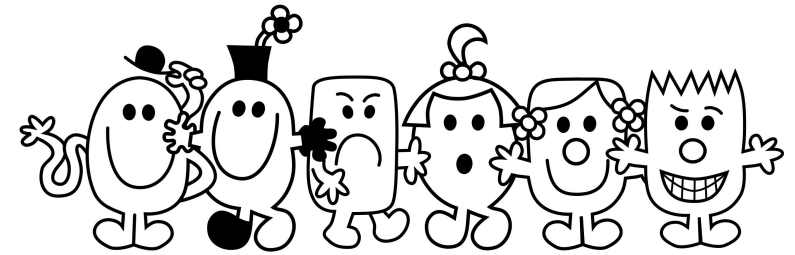
HUG!!

HUG!!



My Little Library

SONG 5. GRUMPY SONG TRACK 14



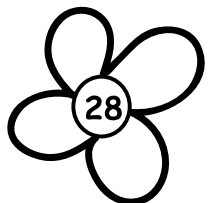
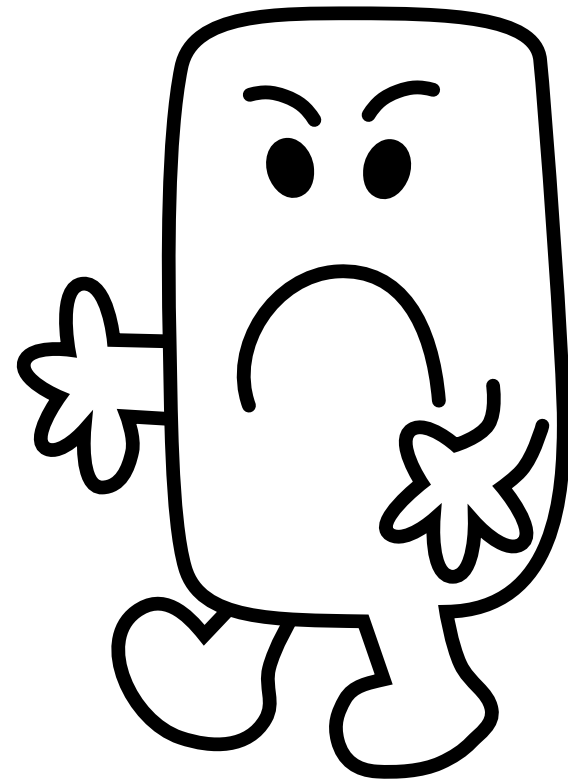
Grumpy
(Grumpy Grumbles)
He is Grumpy
(Grumpy Grumbles)
Grumpy
(Grumpy Grumbles)
He is Grumpy

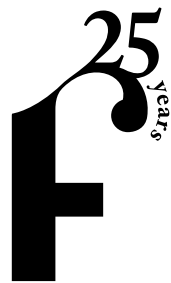
When Grumpy sees you smile
Grumpy says... (Grumpy Grumbles)

Grumpy
(Grumpy Grumbles)
Grumpy
(Grumpy Grumbles)

When Grumpy hears you laugh
Grumpy says... (Grumpy Grumbles)

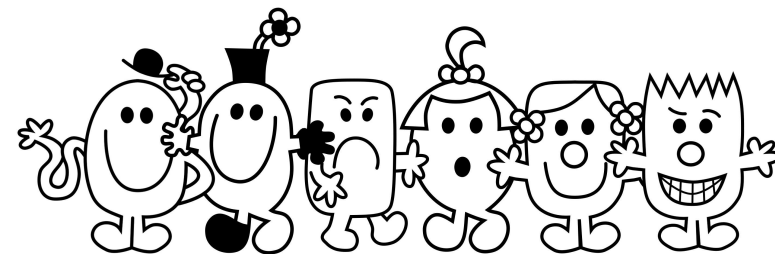
Grumpy
(Grumpy Grumbles)
He is Grumpy
(Grumpy Grumbles)
Grumpy
(Grumpy Grumbles)
He is Grumpy
(Grumpy Grumbles)





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SONG 6. TICKLE SONG
TRACK 15



Tickle
Tickle
Tickle
Likes to tickle

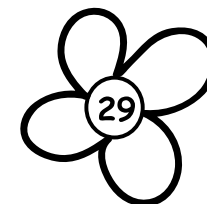
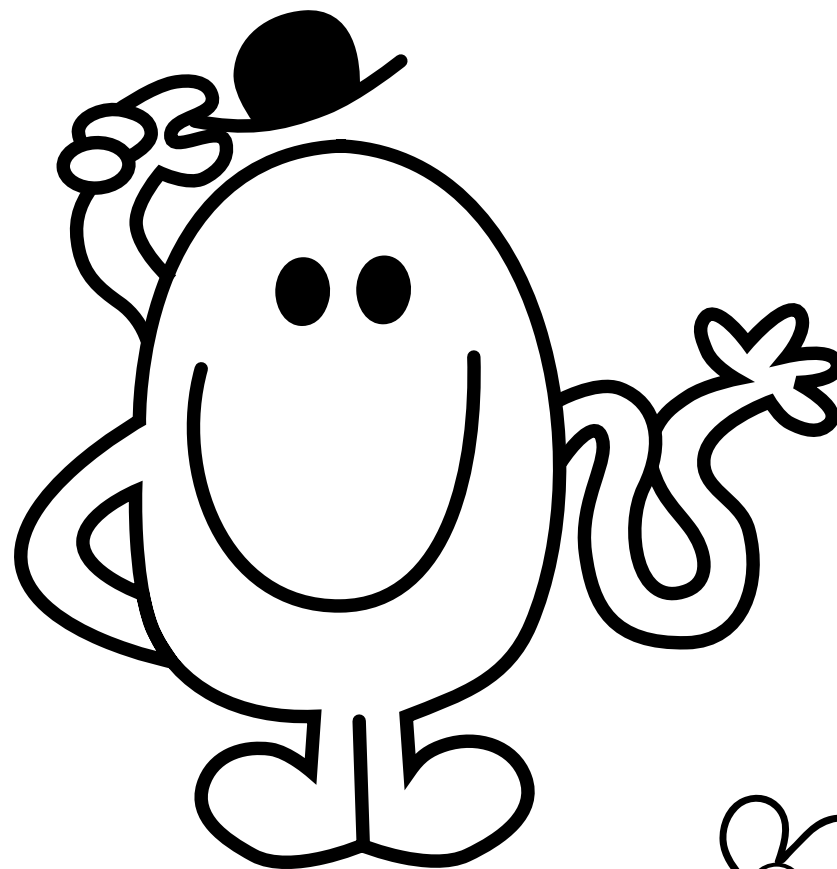
Tickle
Tickle
Tickle
Loves to tickle

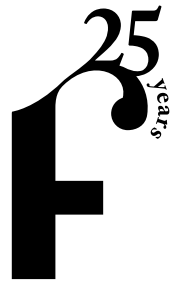
Tickle
Tickle
Tickle loves to laugh

Tickle
Tickle
Tickle makes us laugh

Tickle
Tickle
Tickle
Likes to tickle

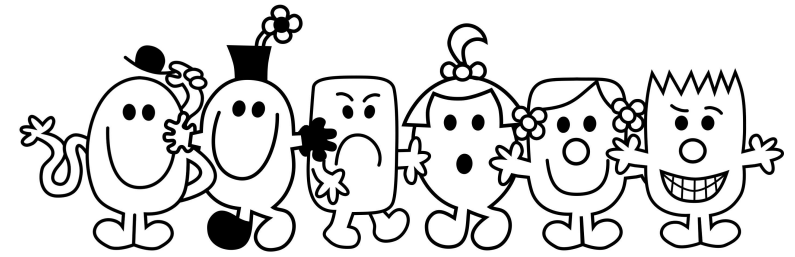
Tickle
Tickle
Tickle
Tickles Evveryone





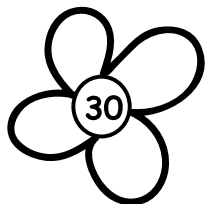
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SONG 7. MEDLEY
TRACK 16

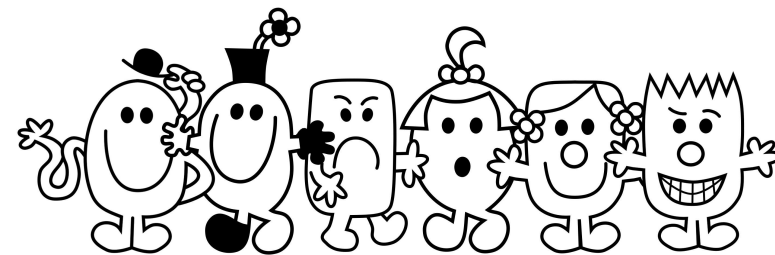


In our small town, near the river live
Our friends the Eggmonts in happiness

Hug always wants a hug
I always want a hug
Grumpy is always mad
Stop that singing, stop it now!
Wrong never gets it right
Is it right or is it left?
Curious always asks why?
Why is that? Why do I?
Tickle always makes us laugh
Hee Hee Hee and Ha Ha Ha
Scary hey where are you?
Here I am BOO BOO BOO!!!
All our Eggmont friends are fun
We play all day in the sun
How nice it is to know you
Eggmont friends for me and you!!! (x2)



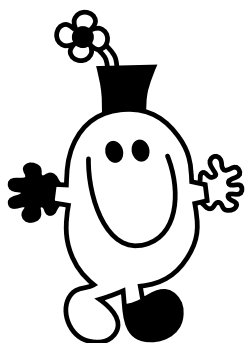
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PRE-PLAY ACTIVITY 1. MORE ABOUT THE CHARACTERS. TEACHERS

In this activity, students must write the name of the characters, the colour they are, and finally choose the correct attribute that defines them (as in the example):

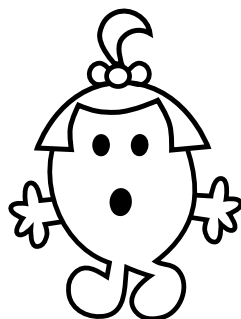
En esta actividad, los estudiantes deben escribir el nombre de los personajes, de qué color son y, finalmente, elegir el adjetivo correcto que los define (como en el ejemplo):



WRONG

Pink

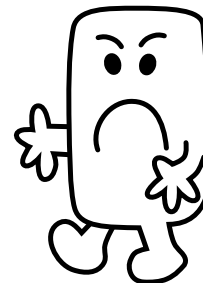
Organized, Excited, **Confused**



CURIOUS

Blue

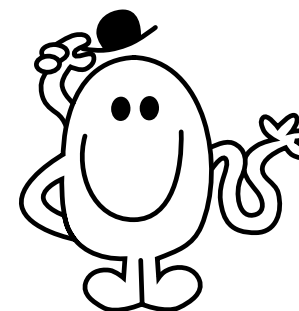
Curious, Ugly, Awful



GRUMPY

Red

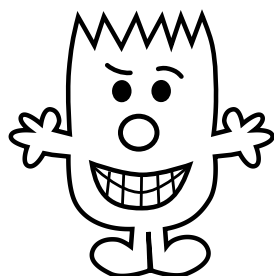
Lazy, **Angry**, Quiet



TICKLE

Orange

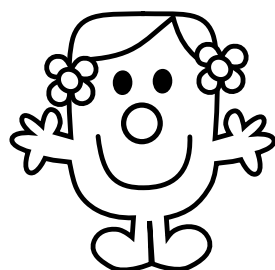
Nervous, **Smiling**, Anxious



SCARY

Brown

Crazy, **Fearful**, Shy



HUG

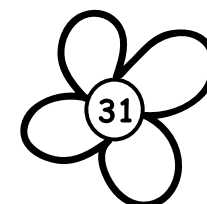
Green

Worker, Fast, **Loving**



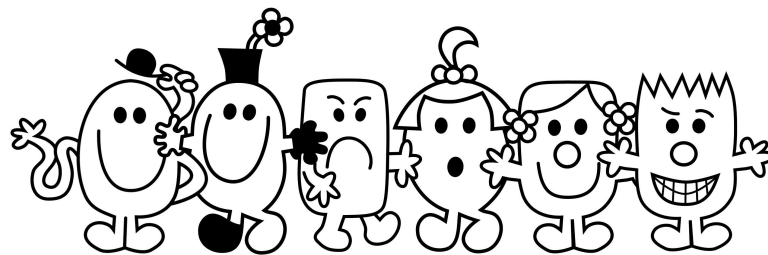
ANSWERS:

1. WRONG / PINK / CONFUSED
2. CURIOUS / BLUE / CURIOUS
3. SCARY / BROWN / FEARFUL
4. HUG / VERDE / LOVING
5. GRUMPY / RED / ANGRY
6. TICKLE / ORANGE / SMILING



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PRE-PLAY ACTIVITY 1. MORE ABOUT THE CHARACTERS. TEACHERS



EXTENSION ACTIVITY.

Give out the photocopies of the Worksheet for Pre-Play Activity 1, one per student and explain that it shows the main characters from the story.

Point to the names of the characters and ask the students to identify each of them: 'Who is this'

Now go through the characters and ask students questions about each one:

El profesor repartirá las fotocopias de la Pre-Play Activity 1 Worksheet, una por estudiante, y explicará los personajes principales de la historia.

Señalará los nombres de los personajes y pedirá a los estudiantes que identifiquen a cada uno de ellos: "¿Quién es éste?"

Luego hará preguntas a los estudiantes sobre cada uno de ellos:

WRONG: Who is this? Is she pink or black?
(Answer: She is pink).

CURIOUS: Who is this? Is he white or blue?
(Answer: He is a blue).

SCARY: Who is this? Is he brown or purple?
(Answer: He is brown).

HUG: Who is this? Is she green or yellow?
(Answer: She is green).

GRUMPY: Who is this? Is she red or grey?
(Answer: She is red).

TICKLE: Who is this? Is he violet or orange?
(Answer: He is orange).

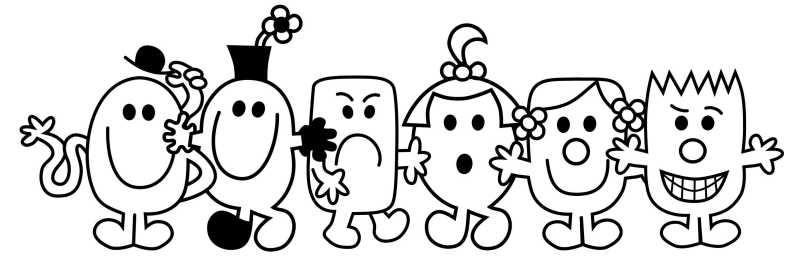
(Note: The above questions and answers are only examples. The teacher should feel at liberty to vary the questions according to the ability of the class).

(Nota: Las preguntas y respuestas anteriores son sólo ejemplos. El profesor debe sentirse en libertad de variar las preguntas según el nivel de la clase).



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PRE-PLAY ACTIVITY 2. EMOTIONS TEACHERS



The world of the Eggmonts is closely related to that of emotions; in fact each of them receives its name based on the emotion that defines it. So in this activity we propose that students learn to differentiate between the different emotions that each one of us can experience.

For this, they must do the activities that we propose on the corresponding worksheet.

1. Draw in the box what is detailed in the epigraph.
2. Review the words that define emotions or moods.
3. Colour each Eggmont with the corresponding colour.



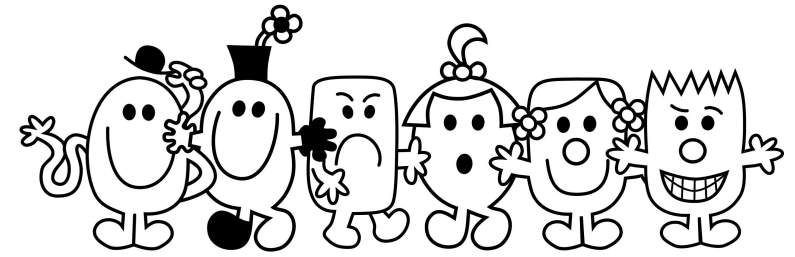
El mundo de los Eggmonts está muy relacionado con el de las emociones; de hecho cada uno de ellos recibe su nombre en función de la emoción que lo define. Así pues en esta actividad proponemos que los estudiantes aprendan a diferenciar las diferentes emociones que podemos llegar a experimentar cada uno de nosotros.

Para ello deberán hacer las actividades que a continuación planteamos en la correspondiente worksheet.

1. Dibujar en el recuadro lo indicado en el epígrafe.
2. Repasar las palabras que definen la emoción o el estado de ánimo.
3. Pintar cada Eggmont del color correspondiente.

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PRE-PLAY ACTIVITY 3. QUESTIONS ABOUT THE DIALOGUES. TEACHERS



Next we propose a series of questions in which the students must choose which is the correct option from A - B - C.

For this they must listen to the tracks corresponding to the two recorded dialogues -TRACKS 8 and 9 and pay close attention.

With this activity the teacher will be able to check the comprehension level of the students, as well as their knowledge of the vocabulary.

A continuación planteamos una serie de cuestiones en las que los alumnos deben elegir cuál es la opción correcta entre la A - B - C.

Para ello deben escuchar los tracks correspondientes a los dos diálogos grabados -TRACKS 8 y 9- y prestar mucha atención.

Con esta actividad el profesor comprobará el nivel de comprensión de sus alumnos, así como el grado de conocimiento que disponen de vocabulario.

QUESTIONS:

1. Grumpy is the Eggmont who is always...

- A. Happy
- B. Angry
- C. Excited

2. When they say good morning, Grumpy says...

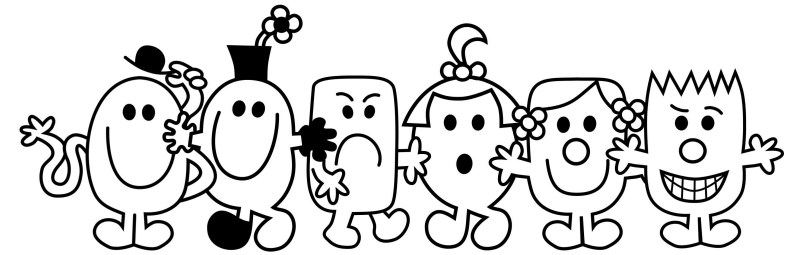
- A. Today is not a good day
- B. Today is a great day
- C. Good morning, Tickle!

3. According to Tickle, when you're angry...

- A. You have many friends and you are happy
- B. Everything is great
- C. You have no friends and you are sad



PRE-PLAY ACTIVITY 3. QUESTIONS ABOUT THE DIALOGUES. TEACHERS



4. Regarding play, Grumpy says that...

- A. He does not want to play with anyone
- B. He wants to play with tickle
- C. He wants to play with all the Eggmonts

5. Tickle loves...

- A. Cooking
- B. Tickling
- C. Running

6. When Scary scares Hug, what trembles?

- A. The legs and the eyes.
- B. The feet, nose and hair.
- C. The ears, mouth and fingers.

7. When Scary scares Hug, what beats very quickly?

- A. The heart
- B. The face
- C. The body

8. What is the best thing in the world for Scary?

- A. Giving hugs
- B. Scaring
- C. Kissing

9. To give a big hug, Hug uses...

- A. The legs, to the right and then the left
- B. The mouth and nose
- C. The arms, the right and then the left

10. For Hug, the best thing in the world is...

- A. Scaring
- B. Giving presents
- C. Giving a big hug

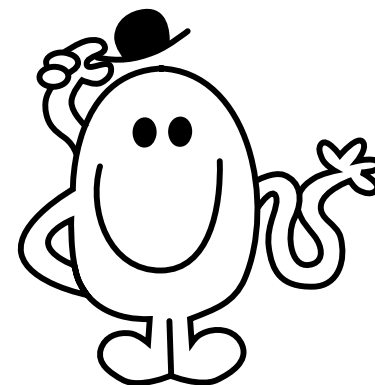
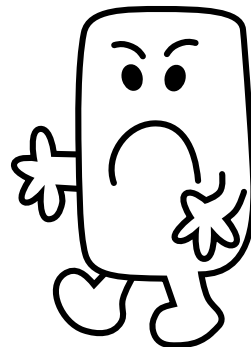
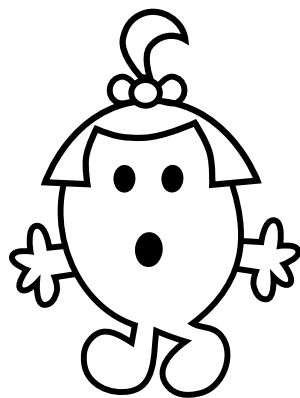
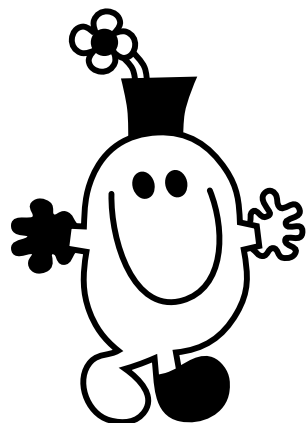
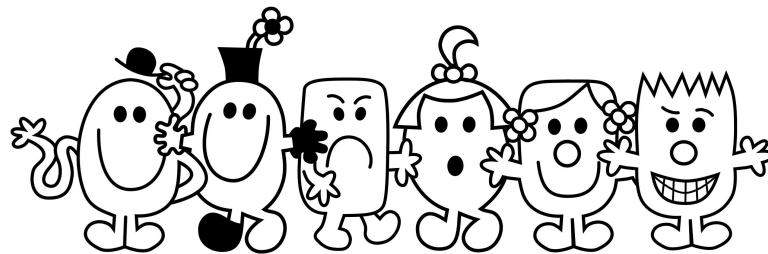
ANSWERS:

1B - 2A - 3C - 4A - 5B - 6A - 7A - 8B - 9C - 10C



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PRE-PLAY ACTIVITY 1. MORE ABOUT THE CHARACTERS. STUDENTS

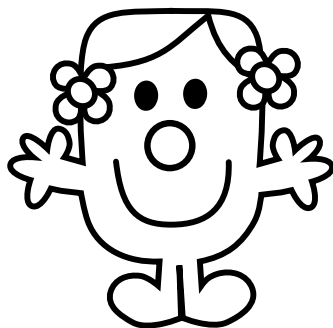
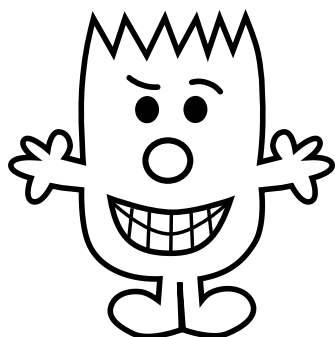


Organized, Excited, Confused

Curious, Ugly, Awful

Lazy, Angry, Quiet

Nervous, Smiling, Anxious



Crazy, Fearful, Shy

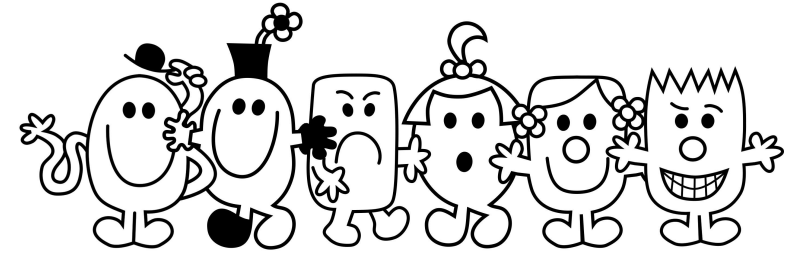
Worker, Fast, Loving

WORKSHEET

E.g. 1. WRONG/ PINK / CONFUSED

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PRE-PLAY ACTIVITY 2. EMOTIONS STUDENTS



Wrong is QUIET (word in points to review). Paint the colour that corresponds to it (PINK).

Wrong está TRANQUILO (palabra en puntos para repasar). Píntalo del color que le corresponde (ROSA).

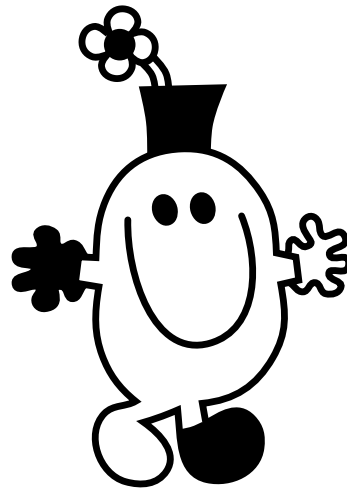
Curious is SAD (word in points to review). Paint it the colour that corresponds to it (BLUE).

Curious está TRISTE (palabra en puntos para repasar). Píntalo del color que le corresponde (AZUL).

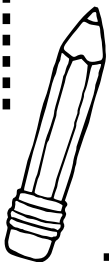
Wrong always gets confused, but you do not, so write your name correctly.

Wrong siempre se confunde, pero tú no, así que escribe correctamente tu nombre.

WRONG



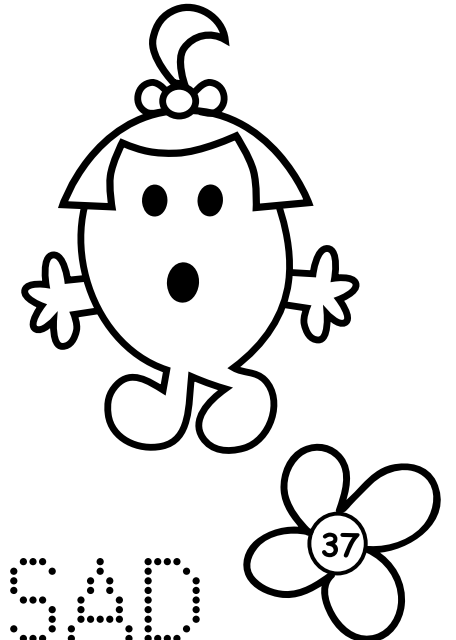
QUIET



Draw something that makes you curious.

Dibuja algo que te produzca curiosidad.

CURIOUS

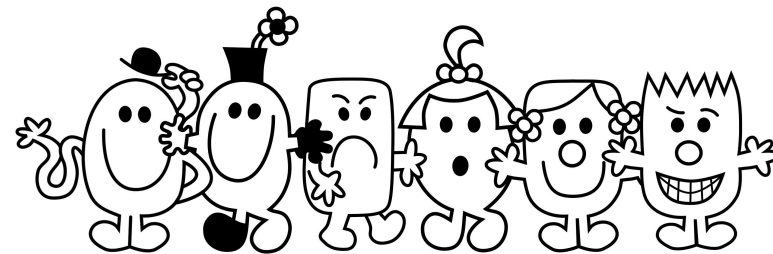


SAD



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PRE-PLAY ACTIVITY 2. EMOTIONS STUDENTS



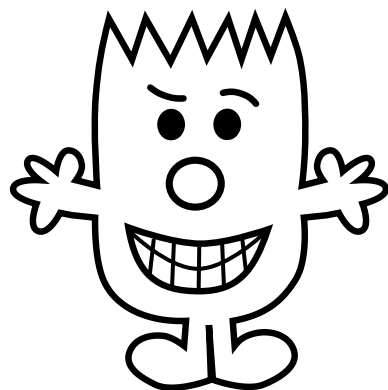
Scary is FEARFUL (word in points to review). Paint it the colour that corresponds to it (BROWN).

Scary tiene MIEDO (palabra en puntos para repasar). Píntalo del color que le corresponde (MARRON).

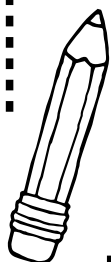
Draw something that scares you.

Dibuja algo que te de miedo.

SCARY



FEARFUL



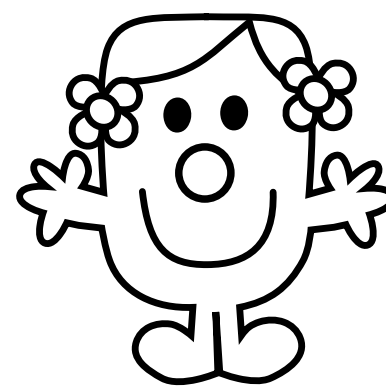
Hug is AFFECTIONATE (word in points to review). Paint it the colour that corresponds to it (GREEN).

Hug está CARIÑOSO (palabra en puntos para repasar). Píntalo del color que le corresponde (VERDE).

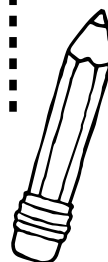
Who would you hug?

A quién le darías un abrazo?

HUG

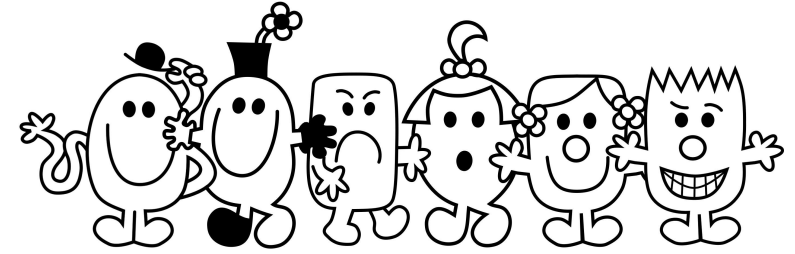


AFFECT-
IONATE



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PRE-PLAY ACTIVITY 2. EMOTIONS STUDENTS

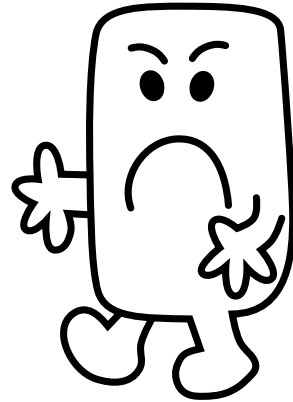


Grumpy is **ANGRY** (word in points to review). Paint it the colour that corresponds to it (**RED**).

Grumpy está ENFADADO (palabra en puntos para repasar). Píntalo del color que le corresponde (ROJO).

Draw what makes you angry.
Dibuja aquello que te haga enfadar.

GRUMPY



ANGRY

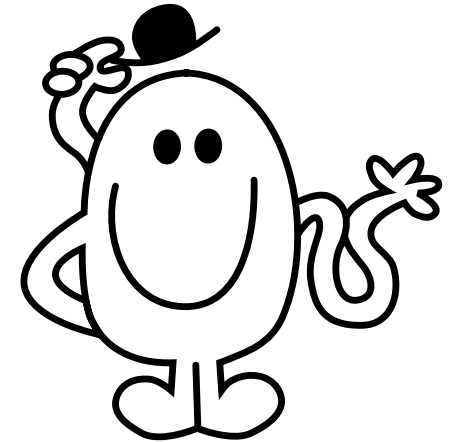


Tickle is **HAPPY** (word in points to review). Paint it the colour that corresponds to it (**ORANGE**).

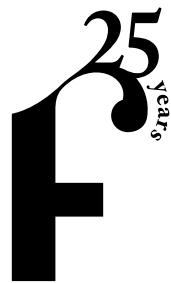
Tickle está CONTENTO (palabra en puntos para repasar). Píntalo del color que le corresponde (NARANJA).

Who would you tickle?
A quién le harías cosquillas?

TICKLE

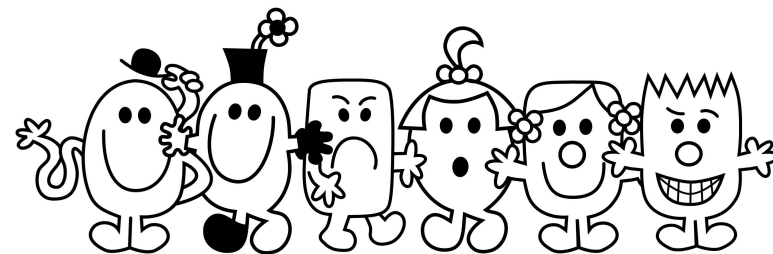


HAPPY



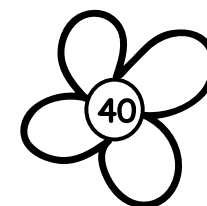
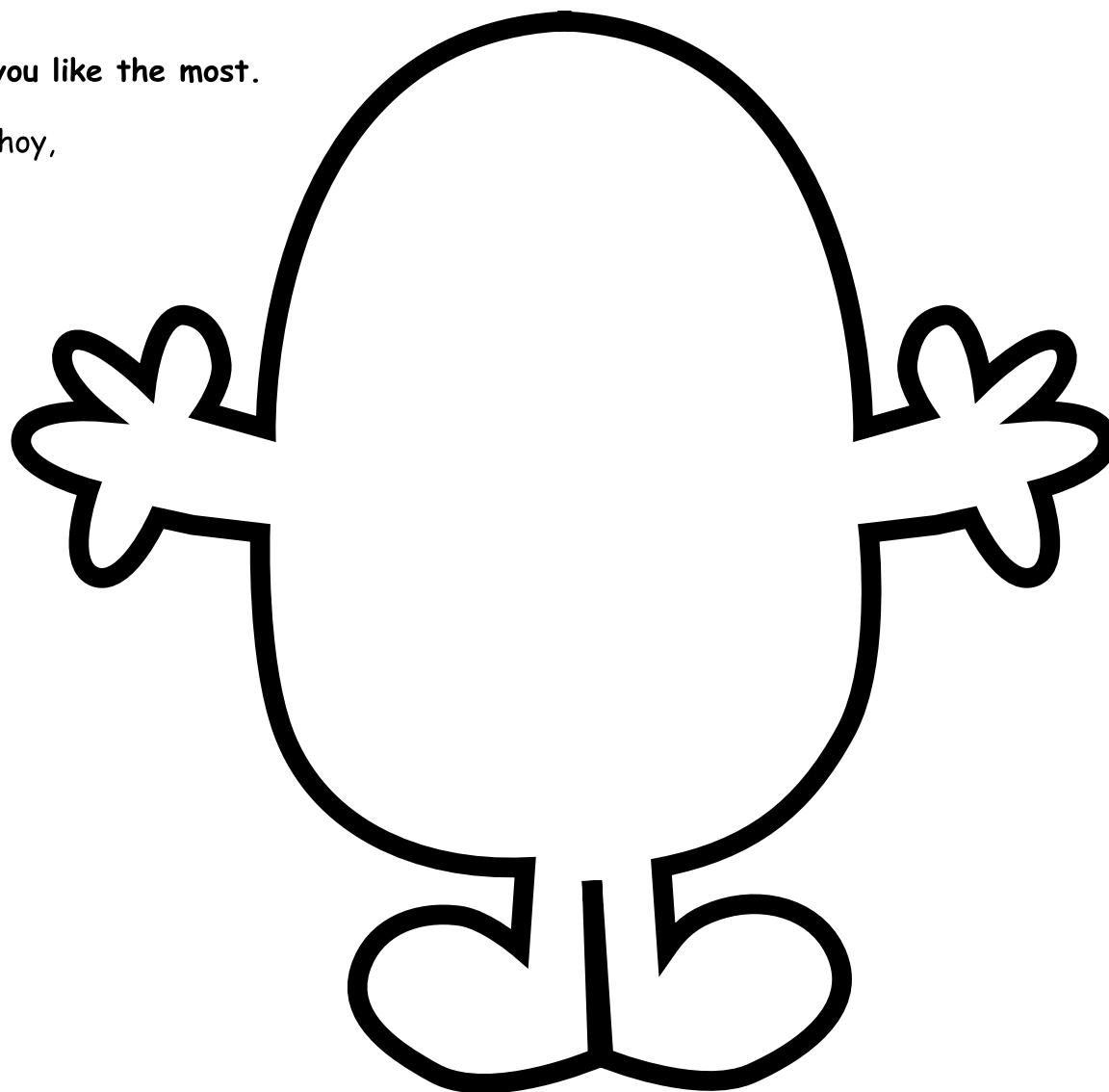
My Little Library

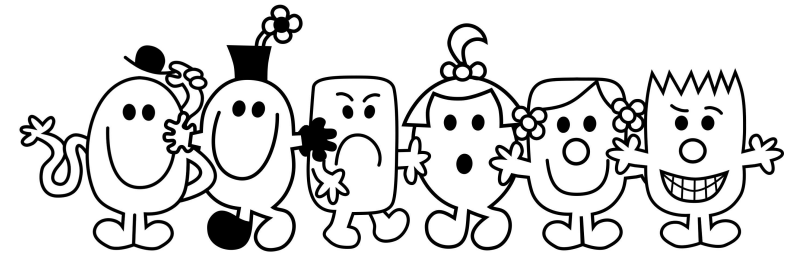
PRE-PLAY ACTIVITY 2. EMOTIONS STUDENTS



Draw yourself as you are today,
and your drawing the colour that you like the most.

Dibújate a ti mismo tal y como estás hoy,
y píntate del color que más te guste.





PRE-PLAY ACTIVITY 3. QUESTIONS ABOUT THE DIALOGUES. STUDENTS

Answer the following questions by choosing A - B - C.
Responde a las siguientes preguntas eligiendo A - B - C.

QUESTIONS:

1. Grumpy is the Eggmont who is always...

- A. Happy
- B. Angry
- C. Excited

2. When they say good morning, Grumpy says...

- A. Today is not a good day
- B. Today is a great day
- C. Good morning, tickle!

3. According to Tickle, when you're angry...

- A. You have many friends and you are happy
- B. Everything is great
- C. You have no friends and you are sad

4. Regarding play, Grumpy says that...

- A. He does not want to play with anyone
- B. He wants to play with tickle
- C. He wants to play with all the Eggmonts

5. Tickle loves...

- A. Cooking
- B. Tickling
- C. Running

6. When Scary scares Hug, what trembles?

- A. The legs and the eyes.
- B. The feet, nose and hair.
- C. The ears, mouth and fingers.

7. When Scary scares Hug, what beats very quickly?

- A. The heart
- B. The face
- C. The body

8. What is the best thing in the world for Scary?

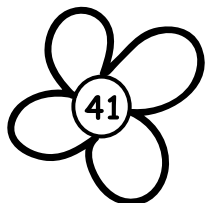
- A. Giving hugs
- B. Scaring
- C. Kissing

9. To give a big hug, Hug uses...

- A. The legs, to the right and then the left
- B. The mouth and nose
- C. The arms, the right and then the left

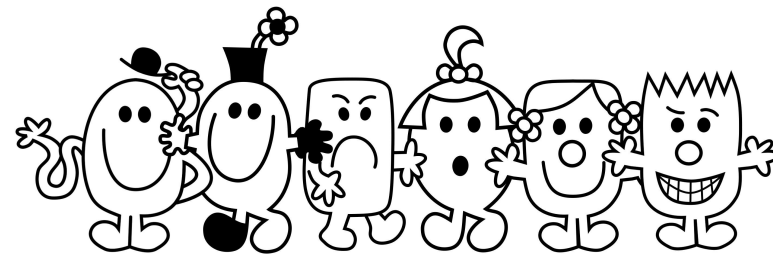
10. For Hug, the best thing in the world is...

- A. Scaring
- B. Giving presents
- C. Giving a big hug



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POST-PLAY ACTIVITY 1. CHOOSE THE CORRECT OPTION. TEACHERS

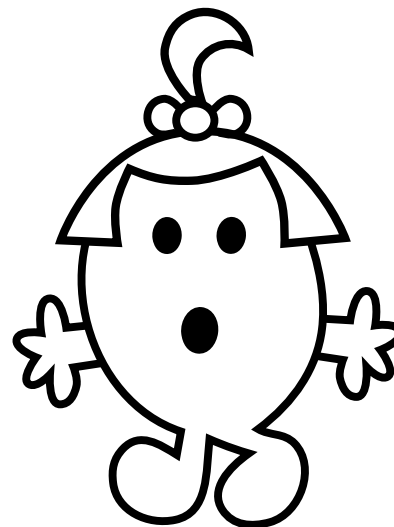
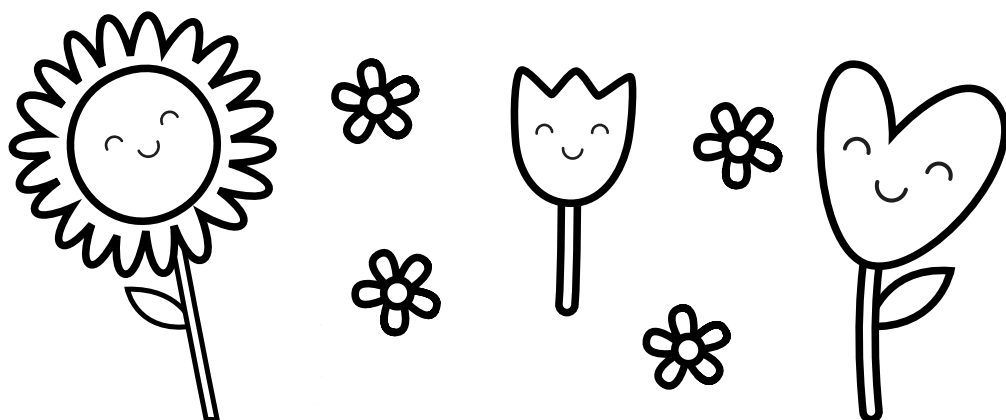


Next we propose a series of sentences that the students have to decide to which Eggmont each of them corresponds. These are phrases that provide information about the Eggmonts and their particular world. This exercise allows the teacher to check if the students have understood the content of the work.

Note: If it is difficult for the students to read each of the sentences, the teacher can help them with the reading.

A continuación planteamos una serie de frases para que los alumnos decidan a qué Eggmont corresponde cada una de ellas. Son frases que aportan información sobre los Eggmonts y su particular mundo. Este ejercicio permite que el profesor pueda comprobar si los alumnos han entendido el contenido de la obra.

Nota: En caso de que sea dificultoso para los alumnos leer cada una de las frases el profesor puede ayudarles siendo él quien las lea.



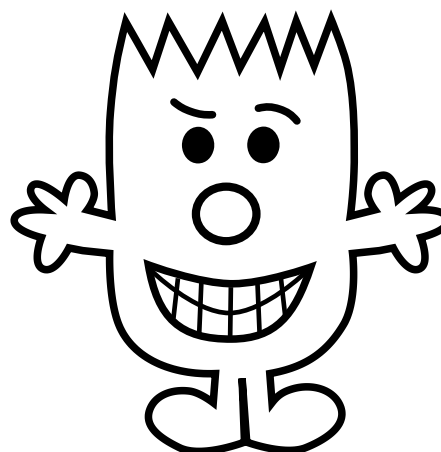
CURIOUS

Inquisitive-Interested-Inquiring

How, why and what? Who? Where? When? So many questions! Curious always wants to know everything.

ANSWERS

Everything in Curious' life is shaped like a question mark. (sentence 1)
Once Curious asked so many questions she ran out of words to say. (sentence 18)
She loves riding her unicycle. (sentence 16)



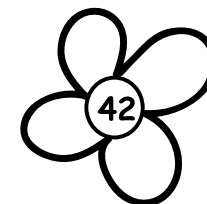
SCARY

Fearful-Frightening-Terrifying

Scary likes nothing more than giving people a good fright and one day the Eggmonts decided to do something about it.

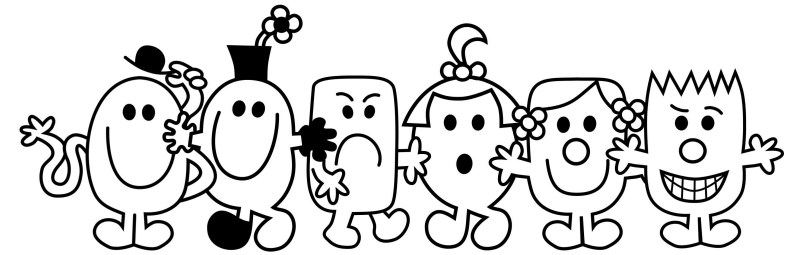
ANSWERS

He lives in a house called Terror House. (sentence 2)
He is the king of scaring people and is known for scaring all his friends. (sentence 7)
He has only been scared once in his life. (sentence 15)



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POST-PLAY ACTIVITY 1. CHOOSE THE CORRECT OPTION. TEACHERS



HUG

Thoughtful-Affectionate-Lovely

More than anything else, she loves to hug her friends and make them feel better. Everyone needs a hug, don't they?

ANSWERS

Gives the best hugs around.
(sentence 9)
She can make Grumpy blush.
(sentence 3)
She wants to hug all the Eggmonts.
(sentence 13)

WRONG

Mistaken-Askew-Incorrect

Wrong does everything absolutely totally and utterly wrong. Nothing he does is ever right, no matter how hard he tries! You should see the state of his house, the windows are wonky and his door is upside down!

ANSWERS

Wrong loves cornflakes (sentence 12)
She thinks that worms are dogs.
(sentence 4)
She always wears odd shoes and odd gloves.
(sentence 8)

GRUMPY

Grumpy-Grouchy-Cranky

Grumpy by name, grumpy by nature, Grumpy has a shockingly bad temper. The most bad tempered person you can imagine. Life is generally rubbish for her.

ANSWERS

She can't stand books. (sentence 5)
She hates pretty flowers. (sentence 10)
She is the most miserable Eggmont of all. (sentence 17)

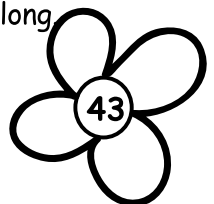
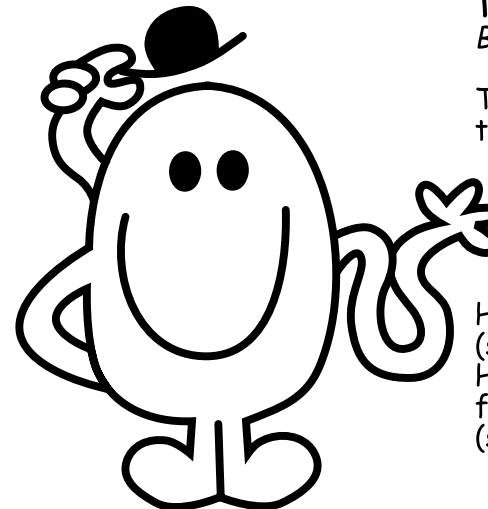
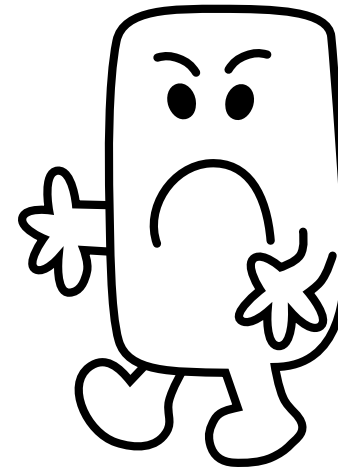
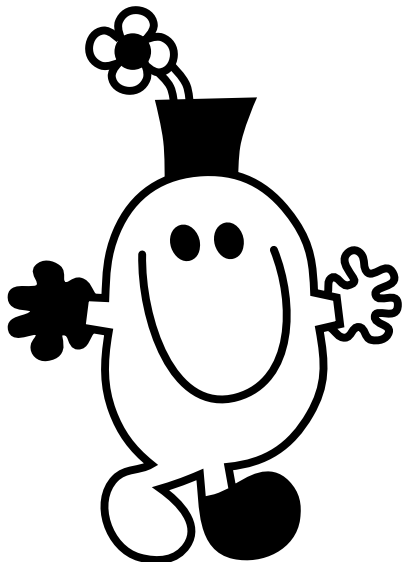
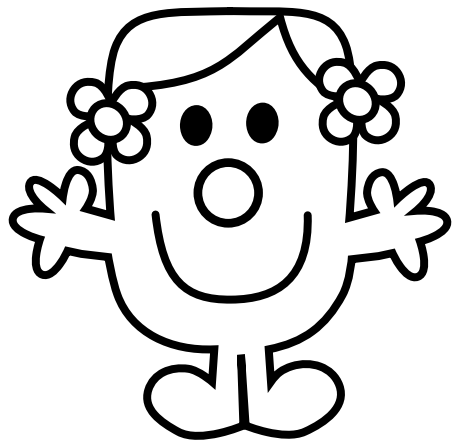
TICKLE

Boisterous-Unruly-Amused

Tickle has extraordinarily long arms, all the better for tickling with! 50% arms, 50% mischief. 100% tickle!

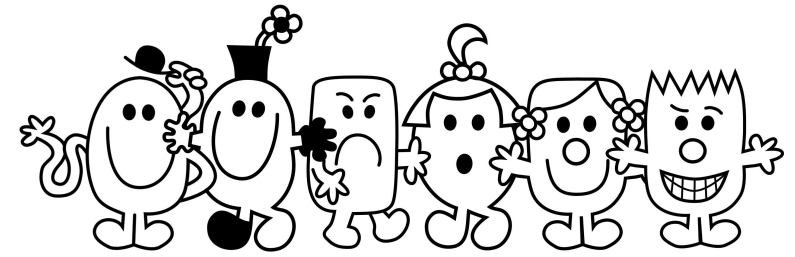
ANSWERS

The first Eggmont in Eggmontland.
(sentence 6)
His arms are 20 bananas long.
(sentence 14)
He can reach the fridge from his bedroom.
(sentence 11)



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POST-PLAY ACTIVITY 2. COLOURS AND NUMBERS. TEACHERS



In this activity students will learn (or revise) the colours and the numbers from 1 - 6. There are six boxes and in each box there are some Eggmonts and a colour. Students have to colour the Eggmonts and write the number under the box.

En esta actividad, los alumnos aprenderán (o repasarán) los colores y los números del 1 al 6. Se dispondrán seis recuadros; en cada uno de ellos habrá algunos Eggmonts y un color. Los alumnos deberán colorear los Eggmonts del color indicado y escribir el número de Eggmonts de cada recuadro debajo del mismo.

Colours: PINK - BLUE - BROWN - GREEN - RED- ORANGE
Numbers: one, two, three, four, five, six.

Now students have to complete the sentences for each box, using either a number or a colour, or both. Explain that "there is" is only used for single objects (e.g. "There is one Eggmont") and 'there are' is used for plural nouns (e.g. "There are four Eggmonts").

Los alumnos deben completar las frases correspondientes a cada recuadro, utilizando un número, un color o ambas cosas. El profesor explicará que "there is" solo se utiliza para un objeto en singular (e.g. "There is one Eggmont") y que cuando tengamos más de un objeto (plural), utilizaremos "there are" (e.g. "There are four Eggmonts").

Answer key:

1. There is one pink Wrong.
2. There are two blue Curious.
3. There are three brown Scary.
4. There are four green Hug.
5. There are five red Grumpy.
6. There are six orange Tickle.

Extension activity:

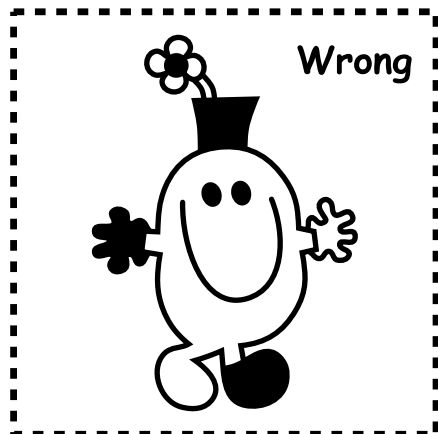
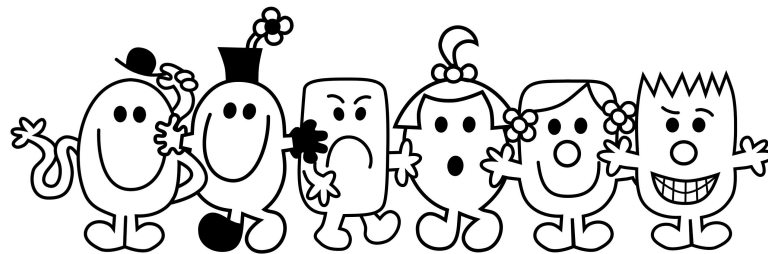
The teacher can now ask the students questions like:

- "How many green Hug Eggmonts are there?"
"(There are) four (green Hug Eggmonts)".

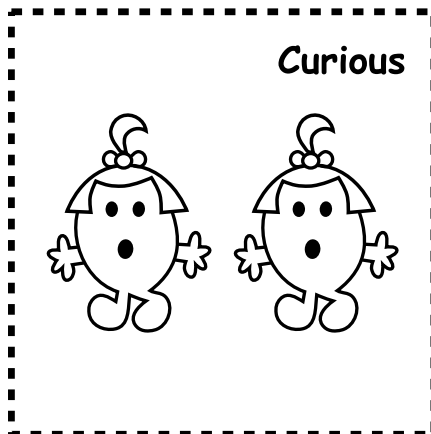
El profesor puede realizar preguntas simples a los alumnos del tipo:
"How many green Hug Eggmonts are there?"
"(There are) four (green Hug Eggmonts)."

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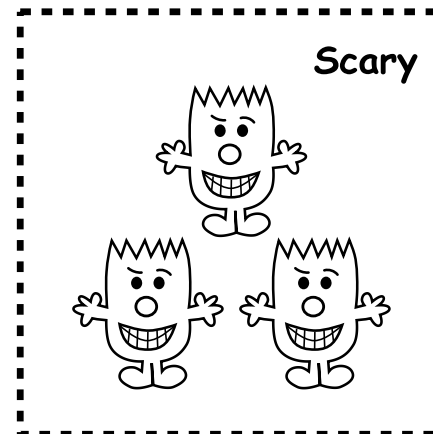
POST-PLAY ACTIVITY 2. COLOURS AND NUMBERS. TEACHERS



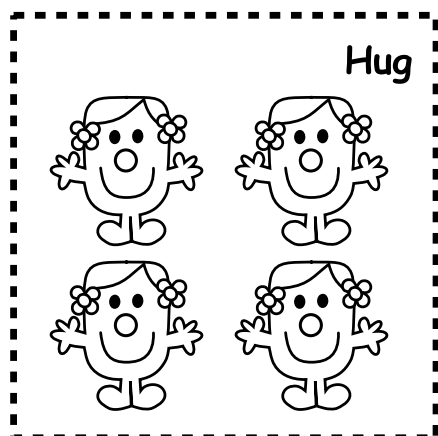
There is one pink Wrong.



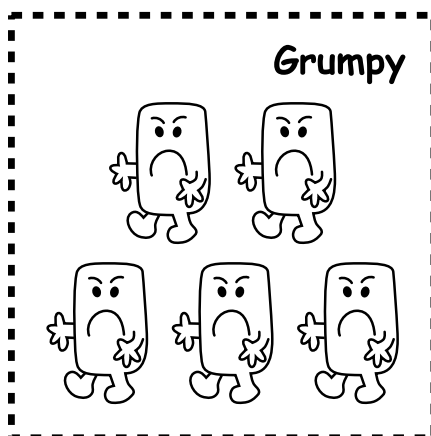
There are two blue Curious.



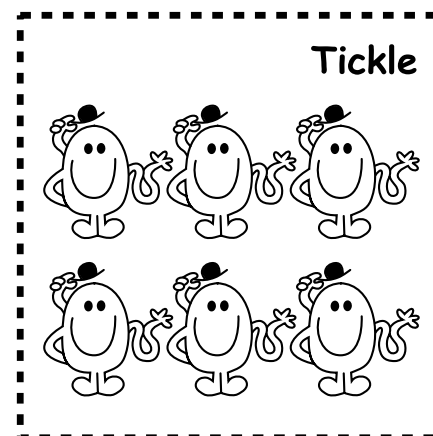
There are three brown Scary



There are four green Hug



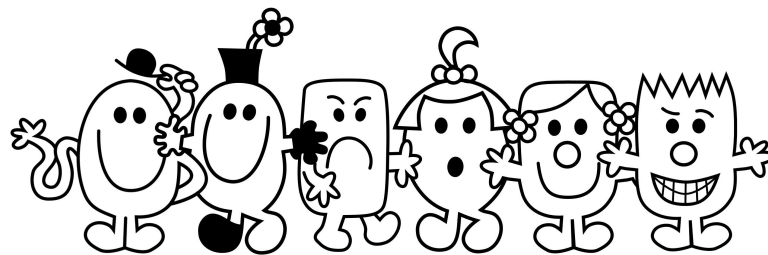
There are five red Grumpy.



There are six orange Tickle.

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POST-PLAY ACTIVITY 3. WHO IS WHO? TRACK 17. TEACHERS



In this activity there are three sentences for each of the characters in the play. Students should listen to the sentences on the audio (TRACK 17) and once they recognize which is which, they should match them up with the corresponding characters: TICKLE - WRONG - CURIOUS - GRUMPY - SCARY - HUG.

En esta actividad aparecen tres frases para cada uno de los personajes de la obra. Los alumnos escucharán las frases en el correspondiente audio (TRACK 16) y, una vez la reconozcan, tendrán que unirlas con el personaje correspondiente: TICKLE - WRONG - CURIOUS - GRUMPY - SCARY - HUG.

Now they can listen to the audio (TRACK 16) again and repeat each sentence. As a final activity, the teacher should divide the class into groups of six (one student per character) and the students can perform a "mini-play".

Ahora se puede escuchar de nuevo el audio (TRACK 16) y repetir cada frase. Como actividad final, el profesor dividirá la clase en grupos de seis (un alumno por cada personaje). Los alumnos tendrán que representar la "mini-obra".

SOLUTIONS:

Tickle: I love tickling everyone, it's fun.

Tickle: Heh, heh, heh. I even tickle myself. Heh, heh, heh. It's super cool!

Tickle: I have very long arms, so I can... I can... tickle. Heh, heh.

Wrong: I think I was wrong, each shoe is a different colour: one red and one green.

Wrong: I wanted to go to the right, but I went to the left. I've made a mistake again.

Wrong: I put a glove on my foot and a sock on my hand.

Curious: I'm curious about everything. I want to know why things are the way they are.

Curious: How curious! Everything is very curious. Everything I see makes me curious.

Curious: They say curiosity killed the cat. Is it true? How strange!

Grumpy: I don't like it when people say hello to me, or when they say goodbye to me.

Grumpy: Argggghhhh! I'm always angry because ... because ... I want to be angry.

Grumpy: I don't like that the sky is blue, or that the grass is green, I don't like anything. And I am very angry.

Scary: OOOOOHHHHHH! I scared you. OOOHHHHHH! Hahaha. What a scare.

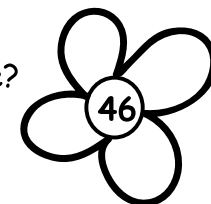
Scary: I'm going to scare all the Eggmonts. Heh, heh, heh.

Scary: It's better if I scare at night. It is much better to scare when everything is dark.

Hug: I want to give you a big hug! Do you want one?

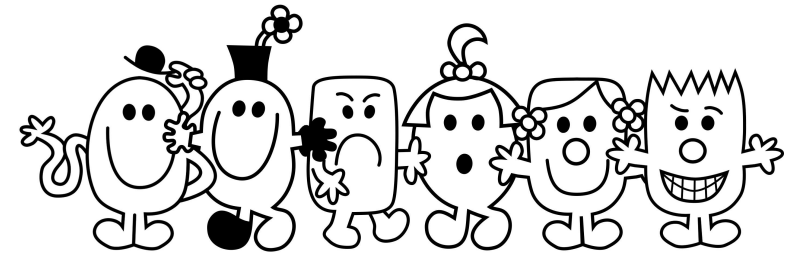
Hug: If I hug you, I'm sure you will feel better.

Hug: A hug for you and a hug for me. And a hug for everyone.



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POST-PLAY ACTIVITY 1. CHOOSE THE CORRECT OPTION. STUDENTS

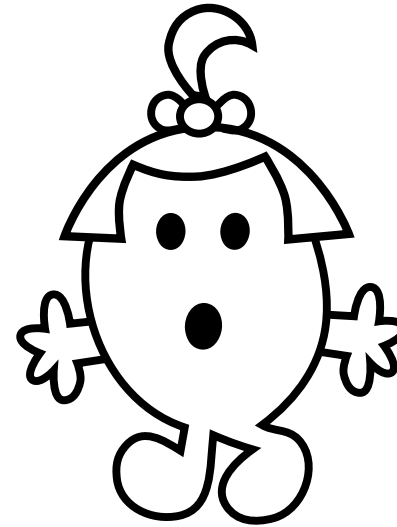


Read the sentences that appear below and classify them according to the Eggmont to which they belong. To do this, put the number of each phrase next to the corresponding Eggmont.

Lee las frases que aparecen a continuación y clasifícalas en arreglo al Eggmont al que pertenecen. Para ello pon al lado del Eggmont correspondiente el número de cada frase.

SENTENCES:

1. **Example:** Everything in Curious'life is shaped like a question mark.
2. He lives in a house called Terror House.
3. She can make Grumpy blush.
4. She thinks that worms are dogs..
5. She can't stand books.
6. The first Eggmont in Eggmontland.
7. He is the king of scaring people and is known for scaring all his friends.
8. She always wears odd shoes and odd gloves.
9. Gives the best hugs around.
10. She hates pretty flowers.
11. He can reach the fridge from his bedroom.
12. Wrong loves cornflakes.
13. She wants to hug all the Eggmonts.
14. His arms are 20 bananas long.
15. He has only been scared once in his life.
16. She loves riding her unicycle.
17. She is the most miserable Eggmont
18. Once Curious asked so many questions she ran out of words to say.



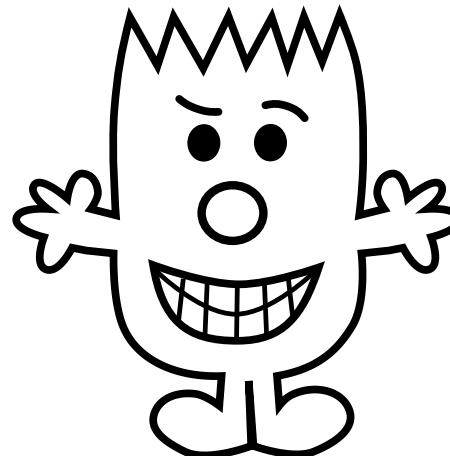
CURIOUS

ANSWERS

Sentence

Sentence

Sentence



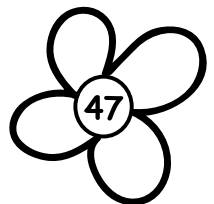
SCARY

ANSWERS

Sentence

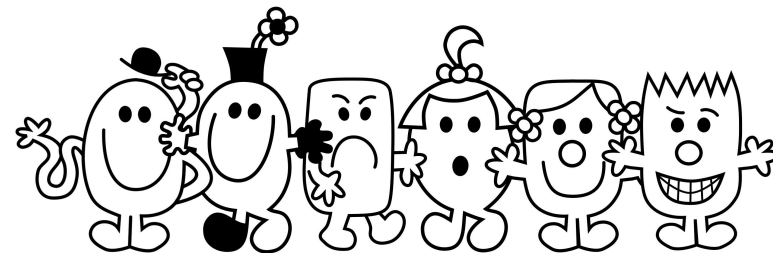
Sentence

Sentence



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POST-PLAY ACTIVITY 1. CHOOSE THE CORRECT OPTION. STUDENTS



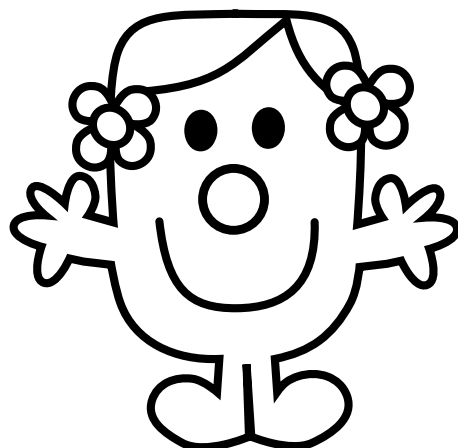
HUG

ANSWERS

Sentence

Sentence

Sentence



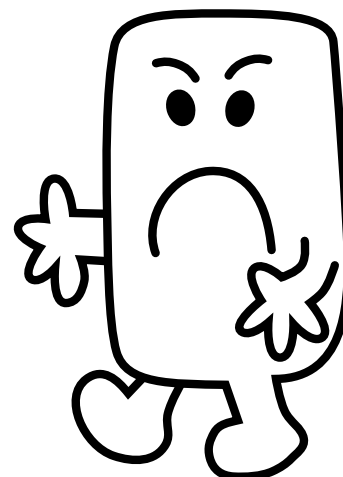
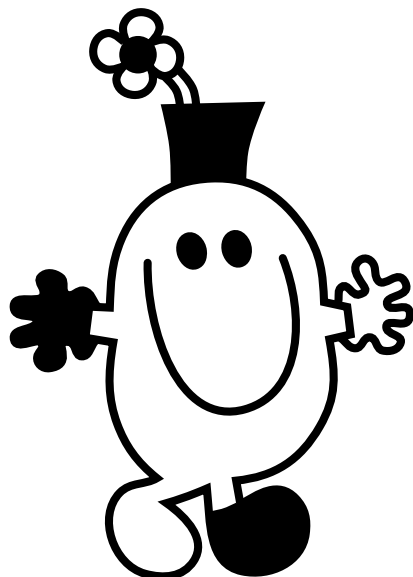
WRONG

ANSWERS

Sentence

Sentence

Sentence



GRUMPY

ANSWERS

Sentence

Sentence

Sentence

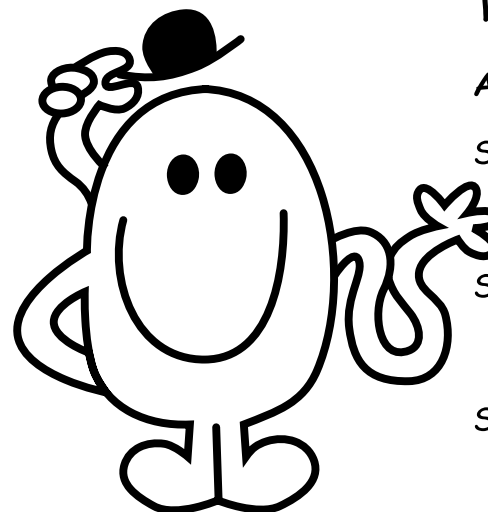
TICKLE

ANSWERS

Sentence

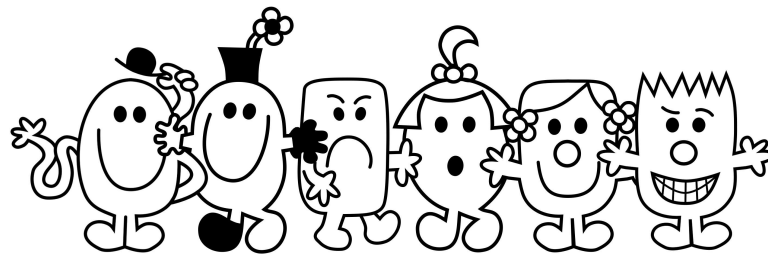
Sentence

Sentence



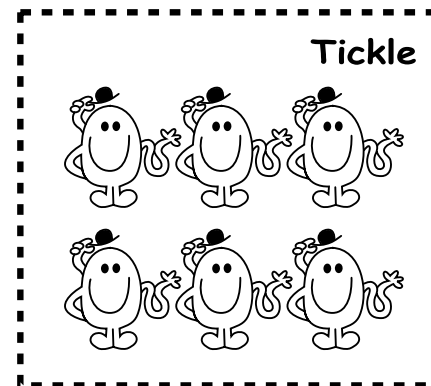
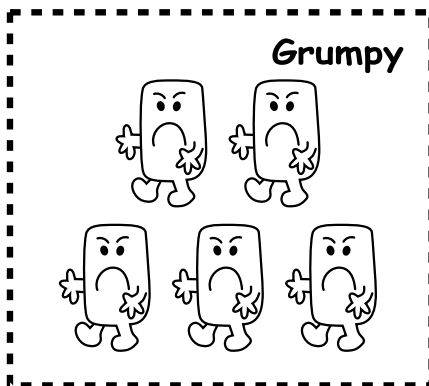
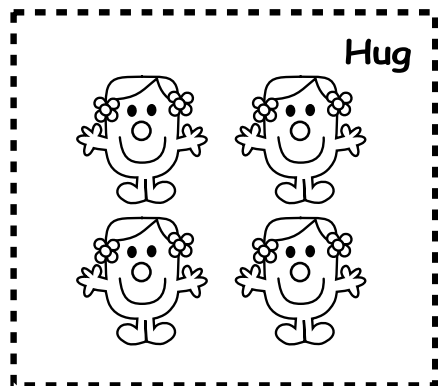
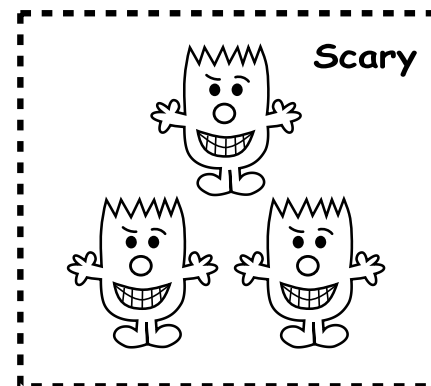
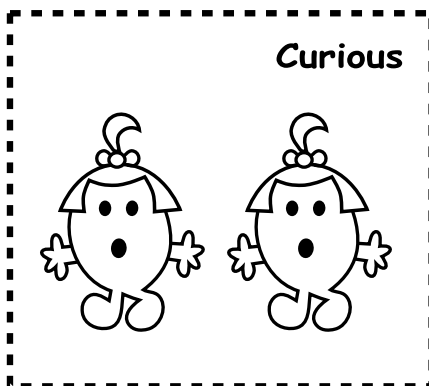
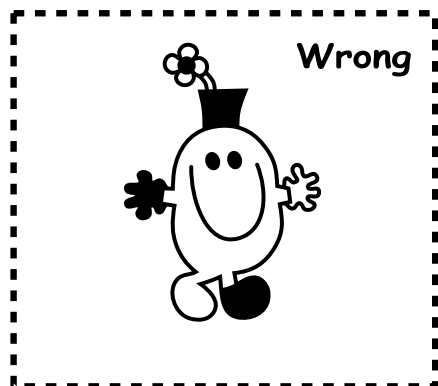
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POST-PLAY ACTIVITY 2. COLOURS AND NUMBERS. STUDENTS



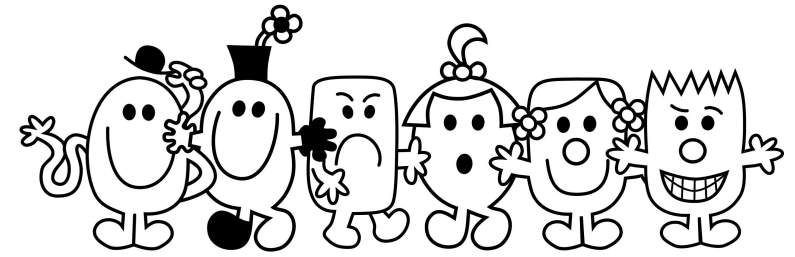
Colours: PINK - BLUE - BROWN - GREEN - RED- ORANGE

Numbers: one, two, three, four, five, six.

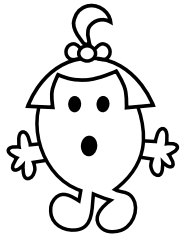


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POST-PLAY ACTIVITY 3. WHO IS WHO? TRACK 17. STUDENTS



1. Listen to the phrases below and connect each character to the correct phrase to which it corresponds.
Escucha las frases que hay a continuación y únelas con flechas a cada uno de los eggmonts que les corresponde.
2. The teacher will distribute the phrases between the students dividing them in to groups of six and each student shall represent a different eggmont, and then each group can perform their own "mini-play".
El profesor repartirá las frases entre los alumnos en grupos de seis y cada alumno representará un eggmont diferente, y así cada grupo podrá representar una "mini-obra".



If I hug you, I'm sure you will feel better.

I love tickling everyone, it's fun.

I don't like that the sky is blue, or that the grass is green, I don't like anything. And I am very angry.

I'm curious about everything. I want to know why things are the way they are.

I wanted to go to the right, but I went to the left. I've made a mistake again.

I think I was wrong, each shoe is a different colour: one red and one green.

A hug for you and a hug for me. And a hug for everyone.

Heh, heh, heh. I even tickle myself. Heh, heh, heh. It's super cool!

I put a glove on my foot and a sock on my hand.

How curious! Everything is very curious. Everything I see makes me curious.

Argggghhhh! I'm always angry because... because... I want to be angry.

I'm going to scare all the Eggmonts. Heh, heh, heh.

I don't like it when people say hello to me, or when they say goodbye to me.

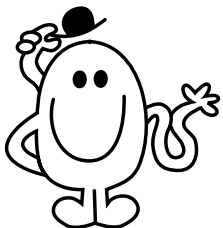
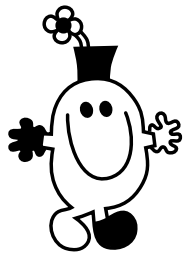
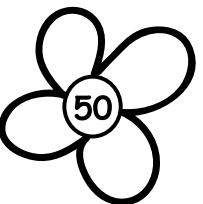
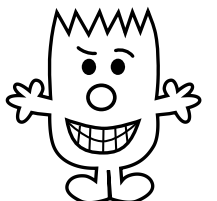
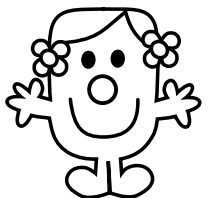
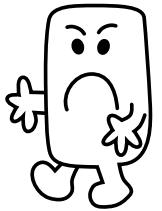
It's better if I scare at night. It is much better to scare when everything is dark.

I want to give you a big hug! Do you want one?

OOOOHHHHHH! I scared you. OOOHHHHHH! Hahaha. What a scare.

They say curiosity killed the cat. Is it true? How strange!

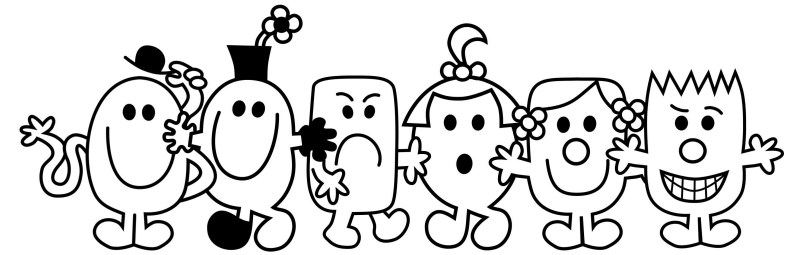
I have very long arms, so I can... I can... tickle. Heh, heh, heh.





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EXTRA-ACTIVITY 1 FLASHCARDS



Part One:

The teacher shows all the flashcards to the students and they repeat the words aloud.

Primera parte:

El profesor enseña todas las flash-cards a los alumnos, y todos ellos repiten el concepto en voz alta.

Part Two:

Once the students know all the concepts, the teacher places the cards face down and each student chooses one randomly. Once they have seen it, the student should say the concept the card refers to.

Segunda parte:

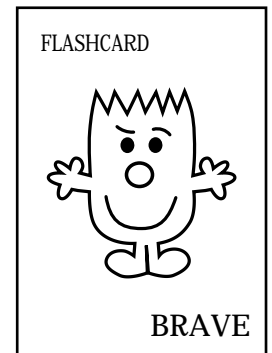
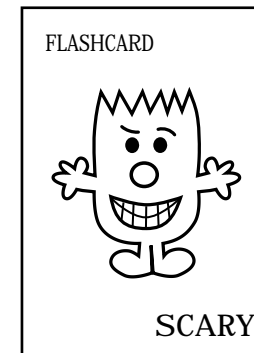
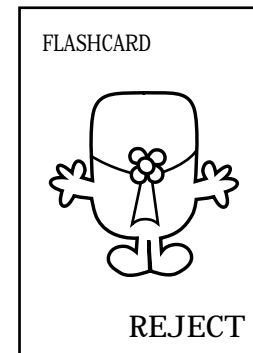
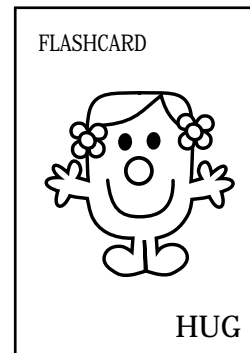
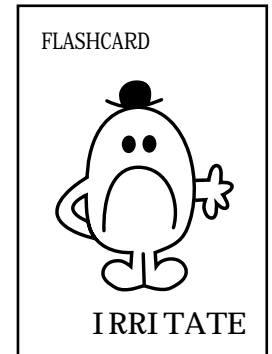
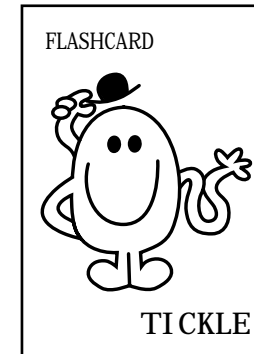
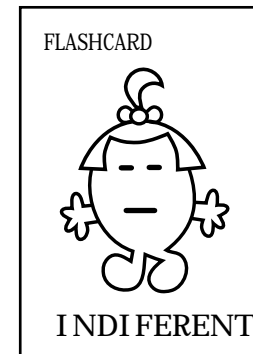
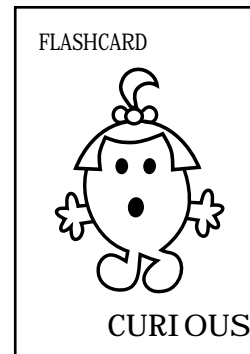
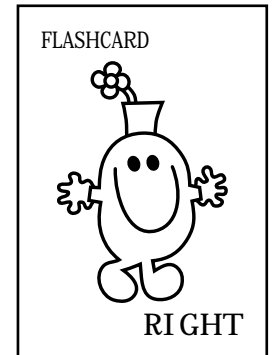
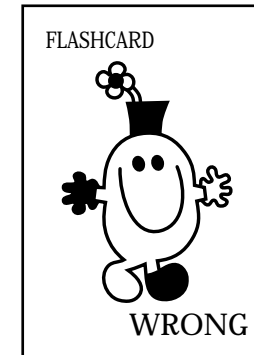
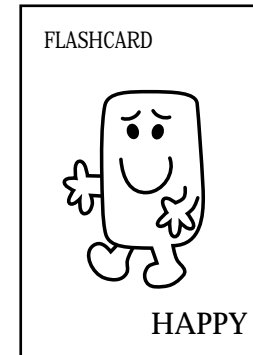
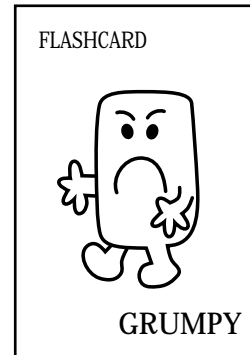
Una vez los alumnos saben todos los conceptos, el profesor sitúa boca abajo todas las fichas y cada alumno elige una al azar; cuando la visualiza dice el concepto al que se refiere la misma.

Extension Activity:

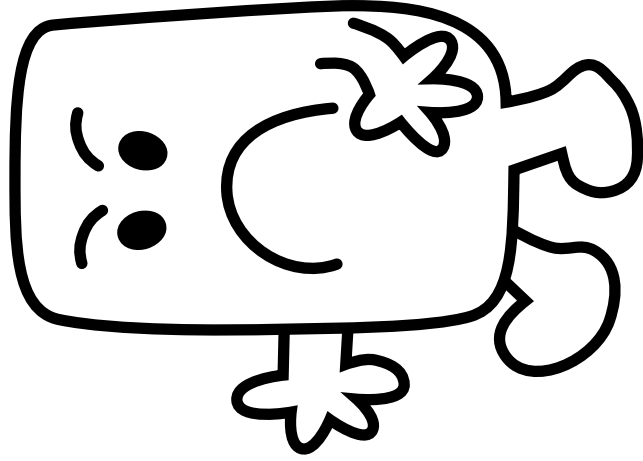
Every time a student chooses a card and sees the picture, he should say the opposite concept, since every flashcard has its corresponding opposite concept.

Extensión de la Actividad:

Cada vez que un alumno gire un concepto y visualice el dibujo debe decir el concepto contrario al mismo, puesto que cada flash-cards lleva su correspondiente opuesto.



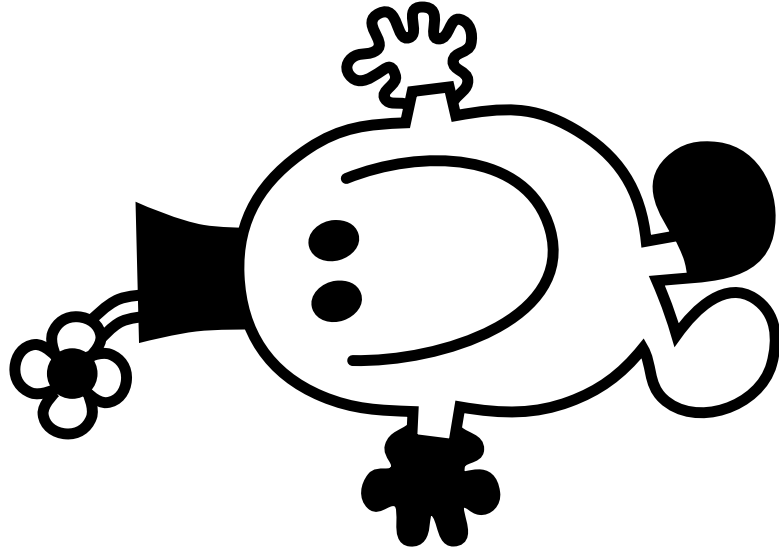
FLASHCARD



GRUMPY



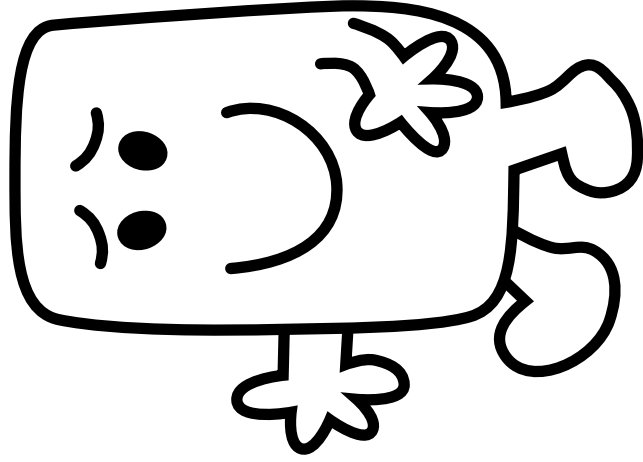
FLASHCARD



WRONG

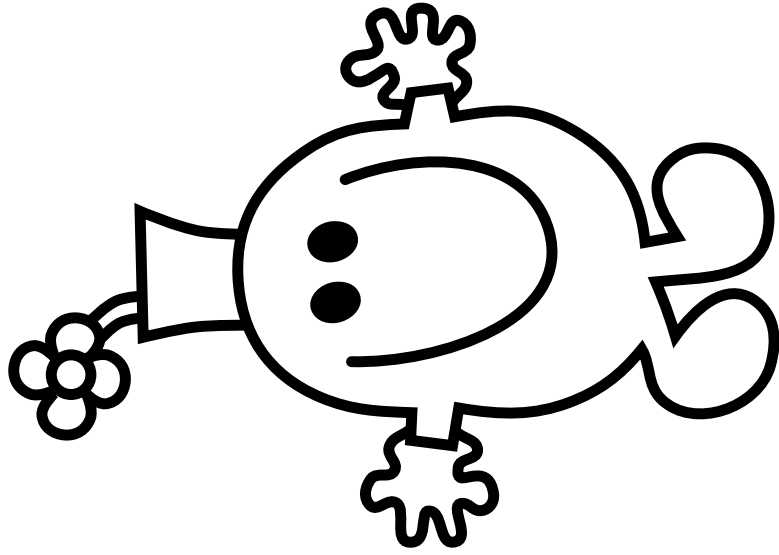


FLASHCARD



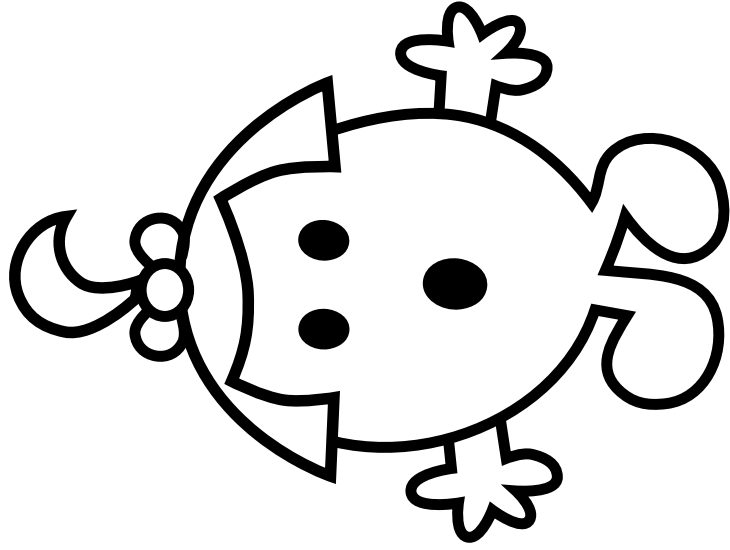
HAPPY

FLASHCARD



RIGHT

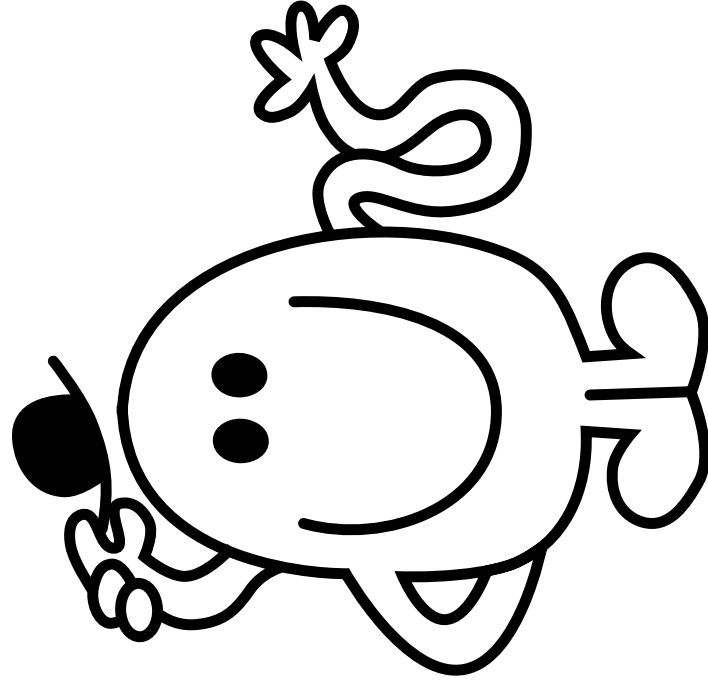
FLASHCARD



CURIOUS



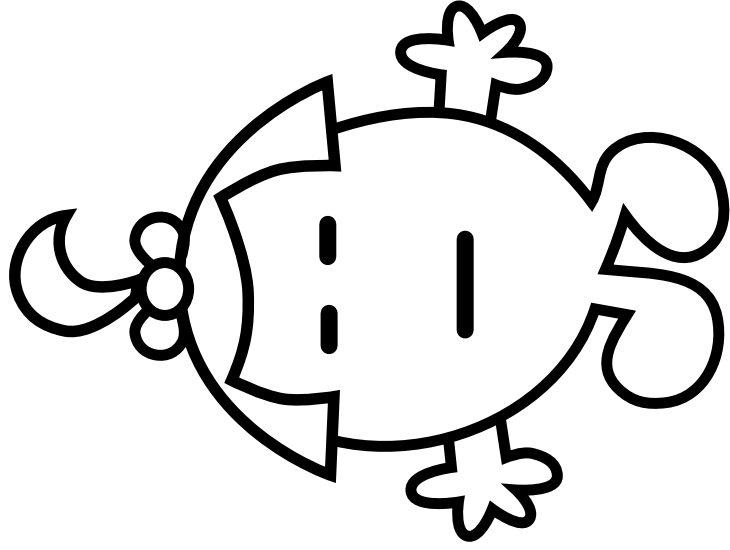
FLASHCARD



TICKLE

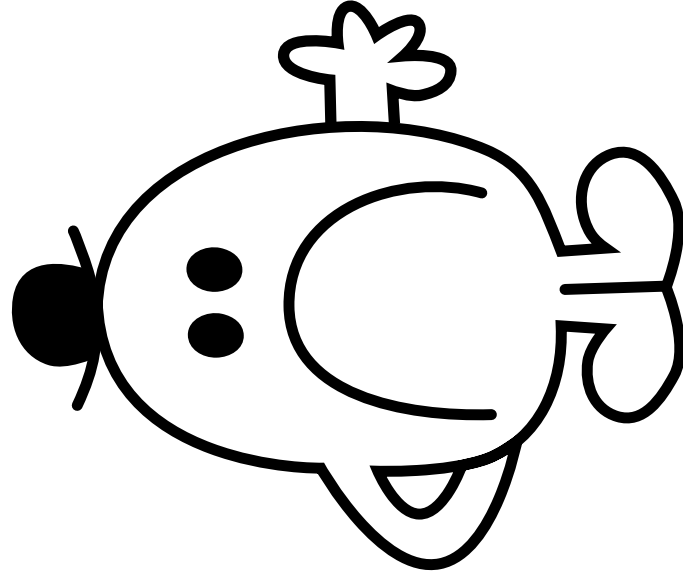


FLASHCARD



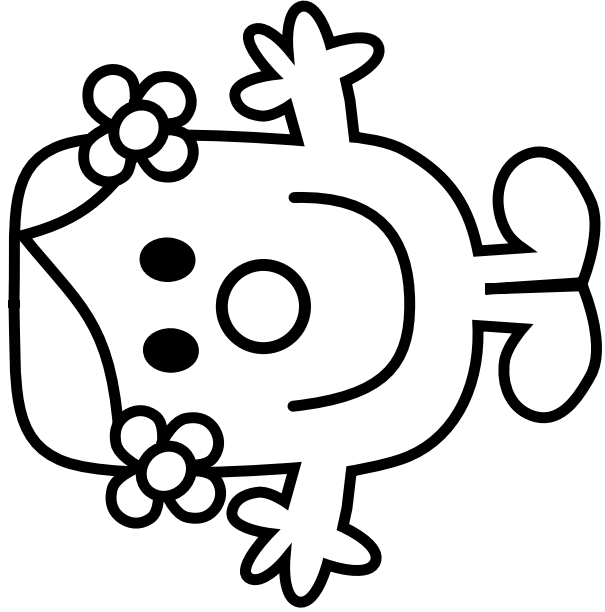
INDIFFERENT

FLASHCARD



IRRITATE

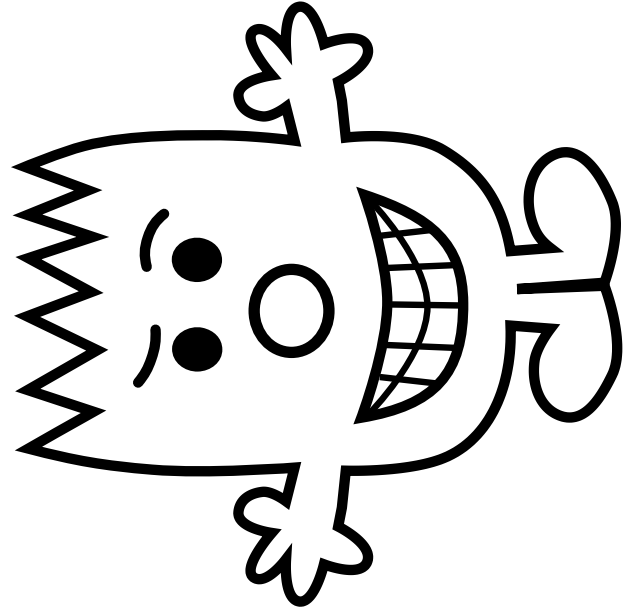
FLASHCARD



HUG



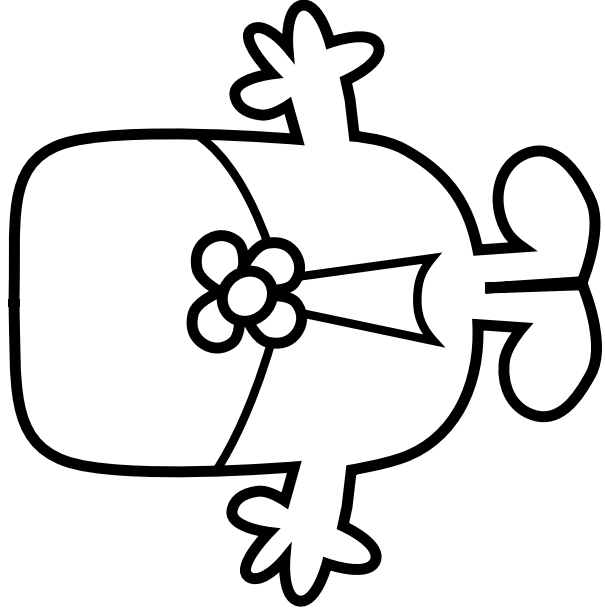
FLASHCARD



SCARY

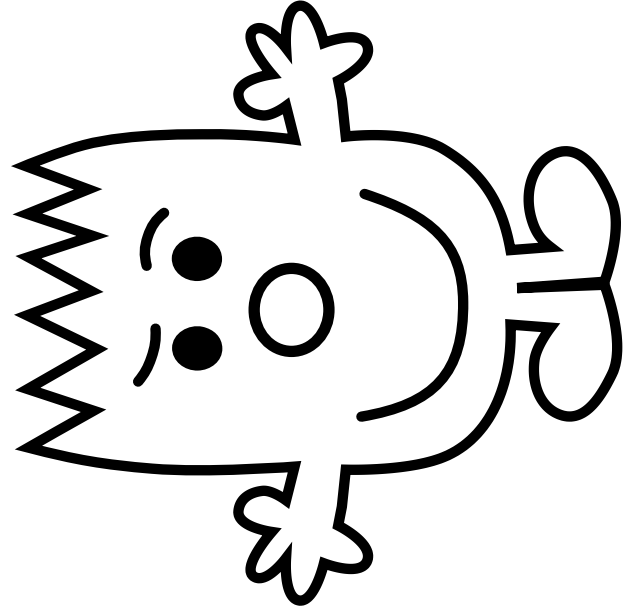


FLASHCARD



REJECT

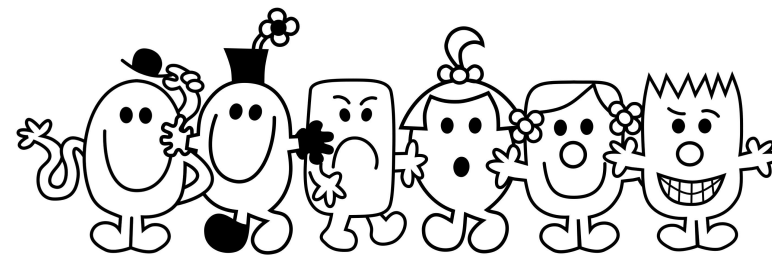
FLASHCARD



BRAVE

My Little Library

EXTRA-ACTIVITY 2 BUILD YOUR OWN EGGMONT



Making puppets and playing with them benefits the development of children. It increases their attention span and increases activity. For that reason, we propose that in the classroom you can give life to your own puppets-Eggmonts. Do you want to give it a go? *Construir marionetas y jugar con ellas beneficia el desarrollo de los niños, aumenta su capacidad de atención e incrementa su actividad. Por ello a continuación te proponemos que en el aula podáis dar vida a vuestros propias marionetas-Eggmonts. ¿Os atrevéis a ello?*



Materials you will need:

- Felt, many bright colours.
- A pencil.
- Scissors, needles and thread. Or glue. Or a stapler.
- Colourful pom-poms.

Steps to follow:

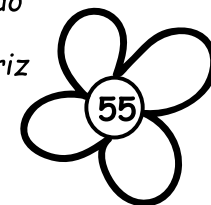
1. Take several colourful pieces of felt to make your Eggmonts. To cut out the shape of the Eggmont you can make use of the template that we have provided.
2. Cut and join the two parts of the puppet with thick stitches, or glue, or even simply staple them.
3. Add the parts of the face (eyes, mouth, nose), using your imagination.
4. You can complete the creation with pom-poms for the nose and legs or with other pieces of felt cut in different ways with which to decorate the Eggmont.
5. Once finished, determine its character and give it a name.

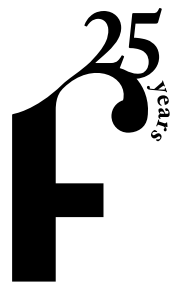
Materiales que necesitas:

- Feltro de colores llamativos.
- Un lápiz.
- Tijeras, agujas e hilo. O bien pegamento. O grapadora.
- Pompones de colores.

Pasos a seguir:

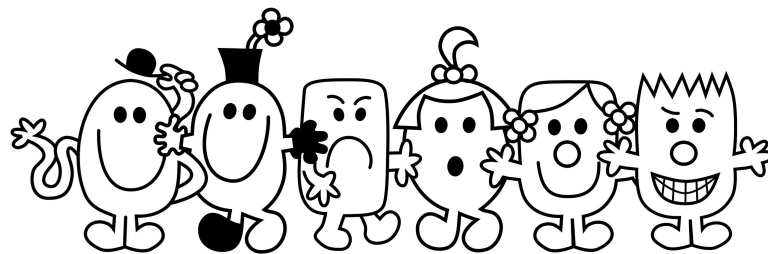
1. Coge varias piezas de feltro de llamativos colores para hacer tus Eggmonts. Para recortar la forma del Eggmont haz uso de la plantilla que te proporcionamos.
2. Recorta y une las dos partes de la marioneta con unas puntadas gruesas, o con pegamento, o incluso simplemente grapándolas.
3. Añade las partes de la cara (ojos, boca, nariz), haciendo uso de tu imaginación.
4. Puedes completar la creación con pompones para la nariz y las patas o con otros trozos de feltro cortados de diferentes formas con los que adornar al Eggmont.
5. Una vez realizado determina su carácter y ponle nombre.





My Little Library

MORE INFORMATION



WEBS:

MR. MEN. LITTLE MISS. OFFICIAL WEB:

<https://www.mrmen.com/>

WIKIPEDIA:

https://en.wikipedia.org/wiki/Mr._Men

VIDEOS:

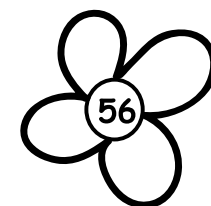
MR. MEN AND LITTLE MISS. ALL SERIES ALL EPISODES:

https://www.youtube.com/playlist?list=PLLZkJuoOHvN4diyHzBPqX3Ct_kdMCYhYt

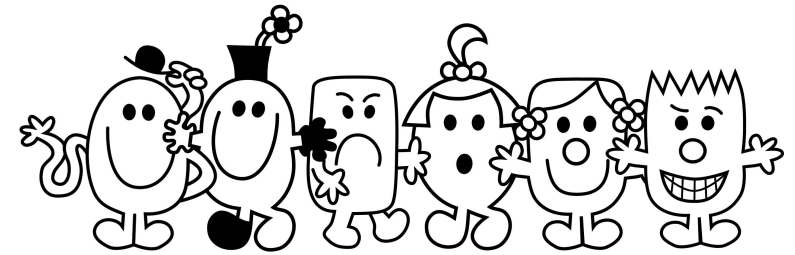
BOOKS:

THE BOOKS. COLLECTION;

<https://www.thebookpeople.co.uk/webapp/wcs/stores/servlet/article?articleId=classic-book-collection-mr-men-and-little-miss>



My Little Library



VOCABULARY

A

About
Adventures
Afraid
After
Again
Already
Always
Angry
Around

B

Back
Be (to)
Beauty
Because
Bed
Bell
Bike
Blue
Book
Boys
Bring (to)
Brown
Bye-bye

C

Car
Colours
Clear
Clouds
Cry (to)
Curious

D

Day
Drink (to)
Do (to)

E

Early
Easy
Eat (to)
Eggmont
End
Everyone
Eyes

F

Face
Fast
Fear
Five
Fly
Flowers
Food
Forest
Four
Friend
Fright
Full
Fun

G

Girls
Good
Great
Green
Grow Up (to)
Grumpy

H

Hands
Handsome
Happy
Hard
Hat
Have (to)
Head
Heart
Hello
Help (to)
House
Hug
Hungry

I

Idea
Impossible

J

Journey

K

Kind
Kiss
Know (to)

L

Laugh (to)
Learn (to)
Legs
Left
Library
Listen (to)
Live (to)
Look (to)
Long
Love (to)

M

Many
Make (to)
Middle
Mistake
Moon
More
Morning
Mountain
Music

N

Name
Nice
Nobody
Nothing

O

One
Other
Ok

P

People
Plants
Pick Up (to)
Play (to)
Pot
Pretty

Q

Question
Quiet
Quick

R

Ready
Red
Respect (to)
Right
River

S

Sad
Say (to)
Scary
School
Sea

See (to)
Share (to)
Shoes
Silli
Sky
Smal
Smile
Someone
Sorry
Stories
Strong
Study (to)
Sun

T

Talk (to)
Tell (to)
Thank You
Theatre
There
Three
Things
Think (to)
Tickle
Time
Touch (to)
Train
Trees
Today
Together
Two

U

Ugly
Understand (to)

V

Very
Volunteer

W

Want (to)
Way
Welcome
Well
White
Who
Wonderful
Words
Work (to)
World
Wrong

Y

Yellow
Yes
You

Z

Zero

