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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 "**NOT-SO-SCARY STORY**".

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

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

To help the teacher find and select the audio activities, we have listed the track numbers below with their corresponding contents in the play "**NOT-SO-SCARY STORY**".

TRACKLIST. (TRACK 1-7)

Track 1.-Meet the Characters

Track 2.-John and his brother –Dialogue-

Track 3.-John and his Piper -Dialogue-

Track 4.-Song 1. Let's tell a story

Track 5.-Song 2. I'm the Piper

Track 6.-Song 3. The happy end

Track 7.-Song.4 My name is Fearless John

A new feature includes the possibility for teachers to see the choreography of a song on our website and therefore offers the opportunity of teaching it to the students prior to the show, thus allowing them to fully enjoy the dance on the day of the show.

We sincerely hope that both teachers and students fully enjoy the play itself and the activities which make up this teacher's pack.

We also hope this proves to be a useful aid in enhancing enjoyment of this interactive theatre experience.



·CONCEPTUAL CONTENTS



CONCEPTUAL CONTENTS

The educational interests of this activity will focus on helping students start developing the four basic skills of any foreign language: listening, speaking, reading and writing. All this with an approach based on communication, which aims to encourage students, involving them in dialogues, conversations, songs... and other forms of communication that are essential to the teaching and learning of a foreign language process. At this stage students should develop a certain level of understanding and speaking to enable them to begin communicating in English, to consolidate the basic grammatical categories of this language, and ensure their awareness and approach to the Anglo-Saxon cultural tradition. The teaching materials of **"NOT-SO-SCARY STORY"** will allow them to study in depth the following conceptual contents:

LISTENING:

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

READING AND WRITING:

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

CONVERSATION:

The main focus when learning a language should be on the ability to communicate. Here, students are given the opportunity to develop this important skill by involving them in dialogues, conversations, songs, and pair work set specifically to encourage conversation in English. At this stage students should have already developed a certain level of understanding and speaking to enable them to begin communicating in English, to consolidate the basic grammatical categories of this language, and ensure their awareness and approach to the Anglo-Saxon cultural tradition.

The teaching materials in **"NOT-SO-SCARY STORY"**, will allow you to study the following conceptual contents in depth:

GRAMMAR:

- Present simple. First person singular.
- Past simple tense. Verb conjugation.
- Afirmative and negative sentences. Used to.
- Adjectives that describe the characters (scared, brave...).

VOCABULARY:

- Emotions and feelings: fear...
- Geography, travelling, cultural knowledge and other useful vocabulary mentioned in the story.

THE VALUES OF THE CLASSIC TALE

"JOHN THE FEARLESS".



BY THE BROTHERS GRIMM

-TEACHER-

The tale **"John the Fearless"**, originating from the rich tradition of the Brothers Grimm, represents much more than a narrative of adventure and bravery. This story, imbued with multiple layers of meaning, invites a deep reflection on fundamental aspects of human nature. By addressing themes such as courage, curiosity, the search for knowledge and understanding fear, the tale transcends its apparent simplicity. Through the journey of John, a character who defies the ordinary due to his lack of fear, the story reveals the importance of courage, determination, and surprisingly, the crucial role of fear in shaping our life experience.

The moral of the story **"John the Fearless"** can be expanded from several key elements that highlight the richness and depth of its message:

- 1. Search for Knowledge:** John's story is a metaphor for human curiosity and the need to understand our world and emotions. His journey represents a search for knowledge, especially around an unknown aspect of the human experience: fear.
- 2. Courage and Bravery:** John's character symbolizes courage and bravery in the face of challenges and dangers. His constant bravery is rewarded, such as when he discovers the treasure in the haunted castle, thus highlighting the importance of facing challenges without fear.
- 3. Irony and Humour:** The story uses irony and humour, especially in the ironic ending where John learns to be afraid through an everyday, non-dangerous experience. This element reflects how the most mundane experiences can be impactful and change our perspective.
- 4. Rewards of Perseverance:** John never gives up on his quest, reflecting the value of perseverance. His tenacity is rewarded, offering a message about the courage and tenacity needed to achieve our goals.
- 5. Fear as Part of the Human Experience:** The story suggests that fear is an essential and healthy part of the human experience. Although John is initially unable to feel fear, his life is made complete by experiencing this emotion, reflecting the importance of all our emotions, even those perceived as negative.
- 6. Fear and Its Different Facets:** The story also addresses how fear can be protective, paralyzing, and is often related to internal aspects such as emotions or thoughts. In the case of John, his real fear was a more abstract and psychological fear, not ghosts or monsters, showing how fears are often not of material things but of what we cannot control.

"John the Fearless" is a deeply symbolic and reflective tale that explores themes such as the search for knowledge, courage, irony, the importance of all our emotions, and the balance between courage and fear in the human experience. In conclusion, the story **"John the Fearless"** goes far beyond being a simple children's story; it stands as a work rich in symbolism and vital lessons for all ages. This story not only highlights the value of courage and determination in overcoming obstacles, but also redefines our perception of fear, showing it as an integral and beneficial component of the human psyche. The story teaches us that, often, it is everyday experiences that have the greatest transformative potential. **"John the Fearless"** becomes a mirror that reflects the complexity of our emotions and underlines the importance of emotional balance in the journey of life.

THE VALUES OF THE CLASSIC TALE

“JOHN THE FEARLESS”.



BY THE BROTHERS GRIMM

Welcome to *“The Story of The Youth Who Went Forth to Learn What Fear Was,”* by The Brothers Grimm.

A man had two sons. His youngest son was asked by his father what he would like to learn to support himself in the future, and he said he would like to learn how to shudder (as in, learn to be afraid).

When he meets a Piper. The Piper tells him that if he wants to know how to experience fear, he should visit the haunted castle nearby. If he can manage to stay there for one night, he could learn how to feel scared, as well as win the king’s daughter and all the riches in the castle. Many men had tried it before, but none had succeeded. The boy accepted the challenge.

During the night, as the boy sat in the Castle, two voices from the corner of the room moaned, complaining about the cold. The boy, unafraid, claimed that the owners of the voices were two demons.

In the morning, when the Piper arrives to the Castle, he finds that the boy, whose name is John, is not afraid. But when the Piper uses a magical mirror....TO BE CONTINUED.



·MEET THE CHARACTERS

-Track 1.



EMILY.

She is a traveling storyteller. Together with Charles, her brother, she goes to all the town squares to tell the most beautiful stories. Emily is a great storyteller and an excellent actress. Like her brother Charles, she knows all the popular stories from the Brothers Grimm.

CHARLES.

He is a traveling musician like Emily. He goes to all the town squares with his sister Emily, telling the most beautiful stories. To do this he makes use of his skills as a musician and a storyteller. Charles is imaginative, quick thinking and a great actor. He is always willing to engage the audience and for this he carefully prepares the stories he wants to tell.

JOHN.

He is the protagonist of the story that Emily and Charles tell. He is very brave, and he doesn't know what fear is. In our adaptation, John will get to know what fear is thanks to a magic mirror, because sleeping in an Enchanted Castle has no effect on him.

WILLIAM -JOHN'S BROTHER.

Unlike John, he is super cowardly, and everything scares him. He encourages John to discover what fear is; and for this he gives him thirty gold coins and an axe and wishes him good luck.

THE PIPER.

Arrogant, vain and conceited. A very determined character in our story. He reminds us of the Pied Piper of Hamelin. He is very clear in his purpose, and his objective is to get as much money as possible. However, he is the one who helps John achieve his goal: to know what fear is.

THE TWO DEMONS.

Funny and macabre. Two creatures that inhabit the Enchanted Castle and that despite being from another World, do not manage to scare our protagonist. They can only appear at night, because daylight destroys them like vampires.

-DIALOGUE

JOHN AND HIS BROTHER -Track 2.



Narrator: Charles. Her little son was very, very brave and restless and everything made him curious. His name was John and he had a problem: he didn't know what it was to be afraid; that's why everyone called him Fearless John. His brother, on the other hand, was very fearful.

With a wardrobe complement - and in full view of the public - Charles assumes the role of Fearless John's BROTHER.

Brother: I don't want to go out alone, or enter dark places, or climb stairs alone. When night comes...

John: You are afraid.

Brother: Yes! And when everything is silent...

John: You are afraid.

Brother: Yes!

John: I, however, am never afraid. I don't know what fear is.

The voice-over of the FATHER -the Tailor- is heard.

Voice-over: My children.

Brother and John: It's Dad.

Voice-over: I need you to go to the forest and bring firewood. It's very cold and I still have a lot of sewing to do.

John: Great! Walking through the forest will be fun.

Brother: But it's getting dark.

Voice-over: Go right now, before it's too late!

John: I don't care what time it is.

Brother: But... but... It can be dangerous.

Voice-over: Come on, go, and don't be late!

John: Okay!

Brother: Anyway, what can I do?

John's brother picks up an axe to chop wood and heads with John into the forest. John walks happily, but his brother is visibly scared.

Brother: The forest, the forest, the forest...

John: Why do you keep repeating the same word?

Brother: Because I'm afraid to go there. Very afraid. There are dangerous animals in the forest.

John: What are you saying? Only deer, foxes, bears...

Brother: There are also wolves.

The distant howl of a wolf can be heard, which inevitably generates fear on the part of John's brother; however, he doesn't flinch.

Brother: Owls.

The typical hooting of an owl can be heard, as well as when it flaps its wings to take flight; which again generates fear on the part of John's brother; he remains unfazed.

-DIALOGUE

JOHN AND THE PIPER -Track 3.



Brother: Do you see, John? The forest is full of dangers.

John: They're just animals.

Brother: Only animals?

A distant thunder is heard, which scares - how could it not? - John's Brother; John remains unfazed.

Brother: And that noise?

John: Thunder. Are you also afraid of the rain?

When Brother is not looking, John hides.

Brother: Not the rain, but the darkness, animals, noises, ... (then, realizing that John is not there) John, John, where are you? Oh, oh, oh; he must have gotten lost; or... or... or... some wild animal has attacked him, or... or... or... it has eaten him, or... or... or... what is even worse, it has turned him into a wild animal too!

When the song ends, the Pied Piper speaks.

Piper: I heard you have a problem. But, don't worry, I've already arrived.

John: Who are you?

Piper: Haven't you heard the song?

John: Yes, but I don't believe what you said.

Piper: Well, the fact is that you have a problem and I can help you.

John: Really?

Piper: Come on, come on, it's possible! Cheer up!

John: I don't know what fear is.

Piper: Really?

John: ...

Piper: You remind me a lot of the story of the boy who left home to know fear.

John: Oh really?

Piper: Let me think! I have an idea. Do you know "The Castle of You Will Go, But Never Come Back"?

John: No.

Piper: Well, that's what you're looking for.

John: Oh yeah?

Piper: It's an enchanted castle; an authentic, very old fortress inhabited by fantastic beings and creatures. A magical place where ghosts, goblins, dwarfs, giants, demons, witches, etc. live.

John: It sounds interesting.

Piper: And it's very, very, very scary.

John: Well, then, there you go. Thanks.



-SONG 1.

LET'S TELL A STORY -Track 4.

-TRACK 5-



E. Emily

C. Charles

VERSE 1

E: Hello there everyone

C: I hope you all are well

E: We are here

C: Here we are

C&E: We're here to entertain

VERSE 2

C: We've come from far away

E: By horse so it's OK

C: We are here

E: Here we are

E&C: We are here to entertain

VERSE 3

C: So, sit back and relax

E: Let us entertain you all

C: We will bring you to our land

E: I'll have a big croissant

SPOKEN BREAK

C: What? that's not the line

E: I know but I'm really hungry

VERSE 4

C: Hello there everyone

E: I want a big sandwich

C: We are here

E: Here we are

E&C: We are here to entertain

VERSE 5

E: I'd love a pizza slice

C: Don't start that again

E: We are here

C: Here we are

C&E: We're here to entertain!!



-SONG 2.

I'M A PIPER, CAN'T YOU SEE? -Track 5.



PIPER. I am The Piper
Look how well I play this flute.
You see how well I play it?



JOHN. But how are you doing that?
You are talking and playing the flute at the same time?
That's not possible

PIPER. What are you talking about? Of course, I am.
I am the one who helped Cinderella
Without me, she never would have been at the party.
Cinderella, Puss n Boots, Sleeping Beauty and Snow White
I helped them all, with my playing, I fixed their problems, with my flute!
You see how I have helped hundreds of people.



JOHN. You didn't do any of that.
It wasn't you. You are taking credit for something you didn't do, what a joke!

PIPER. What are you saying?

JOHN. You heard me! You are lying, you didn't do any of that!



PIPER. Yes, I did!
And I gave life to Pinocchio. And I gave the magic lamp to Aladdin. You see
You are convinced that I did not do any of those things, but I did and I guessed
the name Rumpelstiltskin and all while playing the flute.



-SONG 3.

THE HAPPY END -Track 6.



E: Emily

C: Charles

VERSE 1

E&C: So, there you go
That was the show
John is now scared
It's time for us to go

CHORUS

E&C: John was scared
Oh, so scared
Really scared
But he's happy now

VERSE 2

E&C: And so that's all
Goodbye everyone
We hope you had
Lots and lots of fun

CHORUS

E&C: John was scared
Oh, so scared
Really scared
But he's happy now

-SONG 4.

FEARLESS JOHN -Track 7.



FEARLESS JOHN.

MY NAME IS JOHN

MY NAME IS JOHN

FEARLESS FEARLESS JOHN

IM NEVER NEVER NEVER NEVER SCARED OF ANYONE

FEARFUL JOHN

MY NAME IS JOHN

MY NAME IS JOHN

FEARFUL FEARFUL JOHN

IM ALWAYS ALWAYS ALWAYS ALWAYS

SCARED OF EVERYONE

·PRE-PLAY ACTIVITY 1.

FILL IN THE GAPS

-TEACHERS-



In this activity, students must listen to the SONG “LET’S TELL A STORY” -TRACK 4- and place the corresponding words in the blank spaces. To do this they must choose them from the words provided.

Emily and Charles:

Hello everyone and **welcome**

Hello everyone and **welcome**

Today is a **special** day

Today is a **special** day

Today is a **story** day

I can’t wait to hear the **story**

I can’t wait to hear the **story**

Must you always **copy** me?

Must you always **copy** me?

Boys and girls, we’re so **happy**

The Frog Prince and Rapunzel

Sinbad and Aladdin

Emmmm are you **sure**?

Ehhhhhhh no!

No, I don’t think that is right!

I can’t wait to get started

I can’t wait to get started

You’re copying me again

You’re copying me **again**

Boys and girls, you will see

Hello everyone and **welcome**

Hello everyone and **welcome**

Today is a **special** day

Today is a **special** day

Today is a **story** day

Cinderella and Snow White

Charlie and the Chocolate Factory

Emmmmmm are you **sure**?

Ehhhhhhhhhhh no!

No, I don’t think that is **right**!

Boys and girls, you are most **welcome**

We’re so happy that you came here

We can’t wait to share our stories

Share them with you all out there

Welcome everyone....Today!

·PRE-PLAY ACTIVITY 1.

FILL IN THE GAPS

-STUDENTS-



In this activity, students must listen to the SONG “LET’S TELL A STORY” -TRACK 4- and place the corresponding words in the blank spaces. To do this they must choose them from the words provided.

Emily and Charles:

Hello everyone and

Hello everyone and welcome

Today is a day

Today is a special day

Today is a day

I can’t wait to hear the story

I can’t wait to hear the story

Must you always me?

Must you always copy me?

Boys and girls, we’re so

The Frog Prince and Rapunzel

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Emmmm are you?

Ehhhhhhh no!

No, I don’t think that is right!

I can’t wait to get started

I can’t wait to get started

You’re copying me again

You’re copying me

Boys and, you will see

Hello everyone and welcome

Hello everyone and welcome

Today is a special day

Today is a special day

Today is a story day

Cinderella and Snow White

Charlie and the Chocolate Factory

Emmmmmm are you sure?

Ehhhhhhhhh no!

No, I don’t think that is!

Boys and girls, you are most welcome

We’re so happy that you came here

We can’t wait to share our stories

Share them with you all out there

Welcome everyone....Today!

.WORDS.

RIGHT – WELCOME – STORY – HAPPY – SURE – AGAIN – GIRLS – SPECIAL – COPY

·PRE-PLAY ACTIVITY 2.

MORE ABOUT THE CHARACTERS

-TEACHERS-



EMILY: A funny girl – A clever girl

CHARLES: A brilliant man – A storyteller man

JOHN THE FEARLESS: A brave boy – A risky boy

THE PIPPER: A lazy man – A musician man

In this activity students get to know the characters from the play by writing four simple sentences, as in the example:

E.G. EMILY IS FUNNY
EMILY IS A FUNNY GIRL
EMILY IS CLEVER
EMILY IS A CLEVER GIRL
EMILY IS A FUNNY AND CLEVER GIRL

Extension activity 1:

Once SS have completed the sentences for each character the teacher could ask simple questions like "Who is Emily?" ("She is a funny girl/She is a clever girl") or "Is Charles a woman?" ("No, he isn't. He is a brilliant man".)

The important thing in this activity is that the SS understand the questions and give an answer, even if they only understand the name and answer "yes/no", "good/bad".

Extension activity 2:

In their notebooks SS could draw a picture of themselves and write similar sentences.

(E.g "I am a boy", "I am good", "I am a good boy" , "I am a student")

·PRE-PLAY ACTIVITY 2.

MORE ABOUT THE CHARACTERS

-STUDENTS-

EMILY: A funny girl – A clever girl

CHARLES: A brilliant man – A storyteller man

JOHN THE FEARLESS: A brave boy – A risky boy

THE PIPPER: A lazy man – A musician man

EMILY IS

EMILY IS

SHE IS.....

SHE IS.....

CHARLES IS.....

CHARLES IS.....

HE IS.....

HE IS.....

JOHN -THE FEARLESS- IS.....

JOHN -THE FEARLESS- IS.....

HE IS.....

HE IS.....

THE PIPPER IS.....

THE PIPPER IS.....

HE IS.....

HE IS.....



·PRE-PLAY ACTIVITY 3.

KNOWING THE TALES

-TEACHERS-



Arrange the words and form sentences about the stories of Grimm Brothers.

1. lives – Dwarfs – Snow White – with – Seven – the

-Snow White lives with the Seven Dwarfs.

2. see – Little Red Riding Hood – goes – grandma – to – her

-Little Red Riding Hood goes to see her grandma.

3. shoe – goes – the – Cinderella – a – loses – ball – and – to – the

-Cinderella goes to the ball and loses a shoe.

4. live – Tinkerbelle – in – Neverland – and – Peter Pan

-Peter Pan and Tinkerbelle live in Neverland.

5. eats – asleep – poisoned – Snow White – and – apple – falls – a

-Snow White eats a poisoned apple and falls asleep.

6. the – dressed – Wolf – the – gets – grandma – as

-The Wolf gets dressed as the grandma.

7. glass – Prince – the – finds – shoe – the

-The Prince finds the glass shoe.

8. Crocodile – of – is – Captain Hook – the – afraid

-Captain Hook is afraid of the Crocodile.

·PRE-PLAY ACTIVITY 3.

Knowing the tales

-STUDENTS-



Arrange the words and form sentences about the stories of Grimm Brothers.

1. lives – Dwarfs – Snow White – with – Seven – the

.....

2. see – Little Red Riding Hood – goes – grandma – to – her

.....

3. shoe – goes – the – Cinderella – a – loses – ball – and – to – the

.....

4. live – Tinkerbelle – in – Neverland – and – Peter Pan

.....

5. eats – asleep – poisoned – Snow White – and – apple – falls – a

.....

6. the – dressed – Wolf – the – gets – grandma – as

.....

7. glass – Prince – the – finds – shoe – the

.....

8. Crocodile – of – is – Captain Hook – the – afraid

.....

·POST-PLAY ACTIVITY 1.

PUT THE SENTENCES IN

THE CORRECT ORDER



-TEACHERS-

Give out copies of post-play activity 1 and explain to students that the six sentences represent keys about moments from the play they have watched. However, the sentences are not in the correct order. Students should number the sentences from 1 to 7, putting them in order.

Sentences (in the correct order):

- 1.Emily and Charles sing a together a song
- 2.Emily and Charles introduce the story
- 3.John the Fearless goes to the forest with his brother
- 4.John the Fearless meets the Piper
- 5.John the Fearless arrives to the Castle
- 6.John the Fearless sleeps in the Castle
- 7.The Piper has a magical mirror

·POST-PLAY ACTIVITY 1.

PUT THE SENTENCES IN
THE CORRECT ORDER

-STUDENTS-

Sentences (in the correct order):

1.Emily and Charles sing a song together ☐

2.Emily and Charles introduce the story ☐

3.John the Fearless goes to the forest with his brother ☐

4.John the Fearless meets the Piper ☐

5.John the Fearless arrives to the Castle ☐

6.John the Fearless sleeps in the Castle ☐

7.The Piper has a magical mirror ☐



·POST-PLAY ACTIVITY 2.

CHOOSE THE CORRECT OPTION

-TEACHERS-



Below are a number of questions based on the play that the students should answer by choosing from three options.

1.What are the names of the two characters who tell the stories?

- a)Emily and Jacob
- b)Emily and Charles**
- c)Lisa and Charles

5.According to Emily and Charles, the story they are going to tell has a bit of

- a)Drama
- b)Comedy
- c)Fear**

2.For Emily and Charles, what kind of day is it?

- a)Special**
- b)Disastrous
- c)Boring

6.The story of John the Fearless is story about someone that...

- a)Lives in a forest alone
- b)Has to battle a wolf
- c)Is not afraid**

3.When Charles tells Emily that they are going to count, he thinks they are going to count...

- a)Flowers
- b)Numbers
- c)Fingers**

7.The story John the Fearless is told by....

- a)Just Charles
- b)Both Emily and Charles**
- c)Just Emily

4.The story they are going to tell is...

- a)John The Fearless**
- b)John the Coward
- c)John the Fast

SOLUTIONS:

1 b - 2 a - 3 c - 4 a - 5 c - 6 c - 7 b

·POST-PLAY ACTIVITY 2.

CHOOSE THE CORRECT OPTION

-STUDENTS-



Below are number of questions based on the play that the students should answer by choosing from three options.

Questions:

1. What are the names of the two characters who tell the stories?
 - a. Emily and Jacob
 - b. Emily and Charles
 - c. Lisa and Charles
2. For Emily and Charles, what kind of day is it?
 - a. Special
 - b. Disastrous
 - c. Boring
3. When Charles tells Emily that they are going to count, he thinks they are going to count...
 - a. Flowers
 - b. Numbers
 - c. Fingers
4. The story they are going to tell is...
 - a. John The Fearless
 - b. John the Coward
 - c. John the Fast
5. According to Emily and Charles, the story they are going to tell has a bit of...
 - a. Drama
 - b. Comedy
 - c. Fear
6. The story of John the Fearless is story about someone that...
 - a. Lives in a forest alone
 - b. Has to battle a wolf
 - c. Is not afraid
7. The story of John the Fearless is told by....
 - a. Just Charles
 - b. Both Emily and Charles
 - c. Just Emily

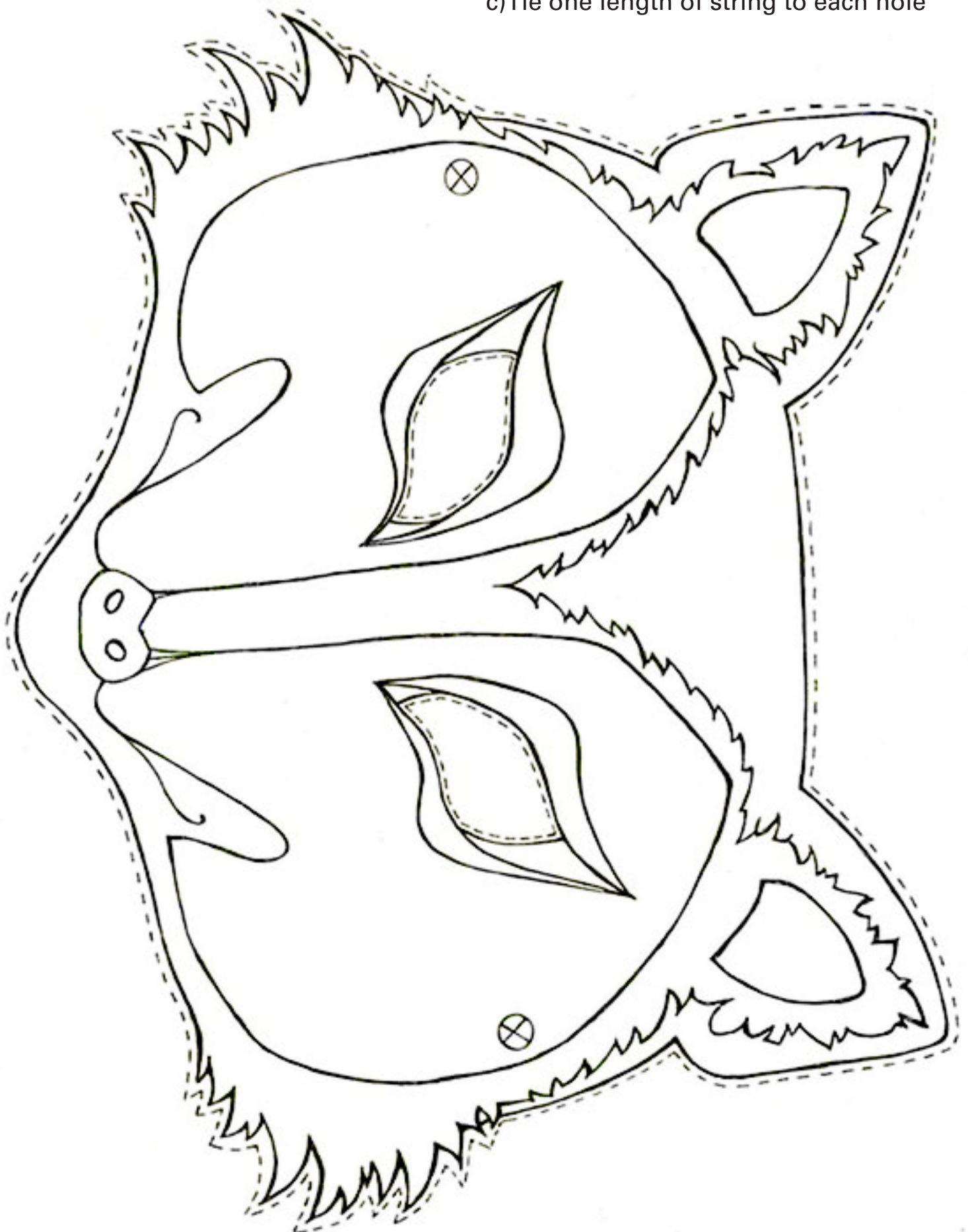
Extra-Activity

·FOX MASK

YOU WILL NEED: Scissors, Hole-Punch, Two 12" lengths of string

DIRECTIONS:

- a) Cut out the mask along dotted line
- b) Punch out the holes ⊗
- c) Tie one length of string to each hole



THE TEN COMMANDMENTS FOR BEING A GOOD THEATRE-GOER

DECALOGUE



01. First of all, **FIND OUT** about the show you are going to see. Sometimes what you think something is about does not coincide with what you see on stage later.

02. **BE PUNCTUAL.** Arrive at least 15 minutes early and you will have time to find your seat without disturbing anyone else.

03. Once the show has started, **DO NOT LEAVE YOUR SEAT.** Have the foresight to go to the toilet beforehand (the play may not have an intermission in the middle).

04. **SILENCE IS KEY,** since the actors are performing for the audience, for you. So you must avoid any distraction (alarm clocks, mobile phone sounds, checking the mobile phone screen and lighting up in the middle of the audience, whispering..), out of respect for the audience and all those who are involved in the show.

05. **BE CAREFUL COUGHING AND SNEEZING,** as it can bother the actors and the rest of the audience. If you have a cold, please have the foresight to carry some cough sweets with you to soothe your throat.

06. Out of respect for the actors and the audience in general, **YOU SHOULD NOT EAT DURING THE PERFORMANCE.** The theatre is not the cinema, so we must keep to the rules as much as possible. Save the treats and goodies for another occasion. Any murmur becomes noise and interference.

07. If you don't like the show or it bores you, **DO NOT DISTURB THE REST OF THE AUDIENCE OR YOUR FRIENDS** with whispered comments. They may be interested in the show and, in addition to this, whispers can become annoying noises. Leave the comments for the end or upon exit. Anything you say in a low voice can be heard by the actors (acoustics in the room allow it).

08. Stay **SITTING DOWN** in your seat. Remember that you are not in the cinema and that all changes in posture and the movements you make in your seat are also felt by the actors who are on stage and this can distract them.

09. If for any urgent reason you have to leave the room, try to do it with **DISCRETION AND IN SILENCE,** and try not to disturb the others as much as possible.

10. Lastly, **APPLAUSE,** not whistles or shouts, is the **BEST REWARD FOR THE ACTORS** who have entertained you and given you a pleasant time. If they have also managed to arouse your enthusiasm, you can cheer for them by standing up while clapping

VOCABULARY



A-

Animal- Attack (to)
Always- Afraid
Anything- Audience

B-

Brave - Beautiful
Box- Book
Boy- Brother

C-

Castle - Coward- Can (to)

D-

Dangerous - Death
Door - Dangerous
Dad- Dark – Darkness

E-

End - Everyone

F-

Fear - Fearful - Flute

G-

Giant - Great

H-

House

I-

Idea

J-

Joke

K-

(Know to) – Kill (to)

L-

Louder-Last- Later
Life – Look (to)

M-

Monster - Maybe
More – Mirror

N-

Night

O-

Old

P-

Piper - People- Play (to)

Q-

Questions

R-

Read (to) – Rain

S-

Sure - Sleep (to) - Story
Street - Silence
Scare-Seat (to) - See (to)

T-

Town -Tailor - Tree -Tale

U-

Understand (to)

V-

Very

W-

Write (to)- Walk (to)
With – Without

Y-

Years – Young