



# THE HAUNTED HOUSE

Open Theatre

## GUÍA DIDÁCTICA

**TERCER CICLO DE PRIMARIA.  
EDUCACIÓN SECUNDARIA.  
DEPARTAMENTO DE LENGUA  
INGLESA.**

**AUTOR** *Lucas R. Tsolakian*

## SINOPSIS

Una periodista y su cámara deciden pasar la noche en una antigua escuela abandonada para averiguar si son ciertos los rumores que hablan de la presencia de fantasmas. Allí, por sorpresa, se encontrarán en una pareja de adolescentes que se ha colado con la misma intención. Los cuatro lo pasarán realmente mal cuando descubran los terribles secretos que esconde aquel edificio. ¿Podrán salir de él?

Espectáculo en inglés con canciones, que incluye fragmentos en español para facilitar la comprensión.



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## CRÉDITOS

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Estimados maestros y profesores:

Comienza una nueva Campaña de Teatro y Audiciones Musicales, la XIII edición de nuestra larga trayectoria, y, una vez más, os presentamos las guías didácticas de los espectáculos que forman parte de nuestra Cartelera Escolar del curso 2012/2013.

En primer lugar, queremos agradecer a todos los centros educativos la buena acogida que ha tenido el nuevo formato digital. Las nuevas tecnologías nos han permitido agilizar la comunicación con todos los centros educativos (descarga y envío inmediato, acceso ilimitado al material, etc.) a la vez que colaboramos en la labor por la conservación del medio ambiente evitando usos innecesarios de papel.

Para este curso tenemos una propuesta muy amplia, que estamos seguros de que satisfará vuestras necesidades educativas al aportaros un material didáctico de gran calado pedagógico en las diferentes áreas de conocimiento. Como siempre, hemos seleccionado las mejores compañías y los mejores espectáculos en las diferentes técnicas y formatos (teatro, títeres, obras en inglés y en francés, adaptaciones de clásicos, audiciones musicales) para que vuestros alumnos disfruten viendo los mejores espectáculos a la vez que asumen contenidos o valores.

El lema de esta temporada es "¡Ningún niño sin teatro!" porque, a pesar de la situación actual de crisis económica, nuestros niños y jóvenes se merecen continuar con su proceso educativo con el máximo de materiales y recursos a su alcance para aprovechar y disfrutar la actividad de ir al teatro y del posterior trabajo en clase. No olvidemos que la salida al teatro es uno de los elementos de socialización más importantes para el niño, encaminado por la evolución tecnológica a experiencias cada vez más individuales. Por ello es importante que la salida al teatro siga siendo una parte importante del currículum educativo.

El material didáctico que os presentamos está elaborado por maestros y profesores en activo o por pedagogos de reconocida trayectoria y sigue las tendencias didácticas más actuales y fieles a los planes de estudio de nuestro sistema educativo. Por ello estamos seguros de que ponemos en vuestras manos una herramienta de trabajo eficiente y con grandes posibilidades. Os invitamos a utilizarla, adaptándola a la realidad de vuestra clase.

Deseamos que este curso 2012/2013 sea un curso de esperanza y proyección de futuro. Por ello, todo el equipo profesional de Escenarios Educativos, avalado por la experiencia de más de 13 años al servicio de los centros de enseñanza, os ofrece el resultado de su trabajo, convencido de que os será útil en vuestra labor diaria de educar y formar a las nuevas generaciones.

**¡QUE SE LEVANTE EL TELÓN!**

Escenarios Educativos

## Sistema organizativo de la campaña

Una vez seleccionadas las actividades a las que queráis asistir, confirmad telefónicamente todos los datos: espectáculos, cursos asistentes, teatro elegido, fecha, hora y número de plazas.

### • FORMA DE PAGO:

En el momento de realizar vuestro pedido, deberéis pagar 2 Euros por alumno y espectáculo, en concepto de reserva.

Si algún alumno no asistiera a la representación, Escenarios Educativos no cobrará el resto de la entrada; pero tampoco descontará, ni abonará la reserva pagada.

Para realizar el pago del resto de la entrada podéis:

- Facilitarnos vuestro número de cuenta y os domiciliaremos los recibos dos días después de la representación.
- Hacer un ingreso a nuestro número de cuenta el mismo día o el día siguiente de la representación y enviar el comprobante de este ingreso por fax a Escenarios Educativos.
- Llevar un talón nominativo (a nombre de Escenarios Educativos) al teatro el mismo día de la representación y entregarlo a la coordinadora de sala (no dinero en efectivo) o enviarlo por correo a Escenarios Educativos.

### • CAMBIOS:

Ante cualquier cambio efectuado por Escenarios Educativos, ya sea de sala, de fecha o de hora, vuestro centro tendrá la libertad de aceptarlo o bien de anular la sesión concertada previamente. En este caso, si ya habéis hecho efectiva la reserva, se os abonará el importe pagado.

### • MUY IMPORTANTE:

La legislación vigente determina el aforo de las salas de teatro de acuerdo con las normas de seguridad de los recintos públicos. Por este motivo, el número de plazas reservadas deberá ser real, evitando así el riesgo que una parte de los asistentes no pueda acceder al recinto si se excede el número de plazas reservadas.

### • HORARIOS:

9:45 horas	11:15 horas	12:45 horas
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Eventualmente podemos realizar sesiones en otros horarios. Consultadlo al departamento de atención al cliente.

Todas las actividades de nuestra cartelera tienen una duración de 50 a 60 minutos.

### • RECORDAD:

Es necesario llegar al teatro con la suficiente antelación, para evitar retrasos en el horario de las funciones.

## Los espectáculos en el centro escolar

Escenarios Educativos es consciente de que muchos Centros Educativos disponen de la infraestructura necesaria para poder ofrecer, en sus mismas instalaciones y en exclusiva para sus alumnos, todas las ventajas de nuestra campaña: buena organización y espectáculos de calidad adecuados al público al que van destinados, respaldados por un excelente material didáctico.

Para ello ponemos nuestra programación a su servicio: si su centro dispone de un salón de actos con el aforo necesario y con las condiciones mínimas imprescindibles para poder disfrutar en toda su plenitud de la función\*, llámenos y, conjuntamente con ustedes, estudiaremos las fechas, horarios y espectáculos de nuestra cartelera más adecuados para sus necesidades.

Nuestro interés radica en ampliar nuestro circuito, ofreciendo a los alumnos de cada Comunidad la posibilidad de ver los espectáculos en su propio centro, evitando al máximo los desplazamientos.

Escenarios Educativos se enorgullece de ofrecer a los Centros Educativos esta nueva modalidad, que aumenta el abanico de nuestra oferta de espectáculos.



**Para más información, consulten al teléfono  
902 120 305, Departamento de Programación.**

*Nos desplazamos hasta su centro y población.*

\* Debemos recordar que, en lo referente a equipos técnicos de sonido y luces, nuestras compañías lo llevan consigo a las actuaciones. Por su parte, deben disponer de un espacio adecuado y un mínimo de potencia eléctrica.

## Las guías didácticas

Las guías didácticas elaboradas por el Equipo pedagógico de Escenarios Educativos, pretenden dotar a los profesores/as de un material adecuado para trabajar las obras de teatro y las audiciones musicales de nuestra campaña, posibilitando así que el alumnado lo aproveche dentro del marco educativo, más allá del hecho lúdico y cultural (irrenunciable y necesario), que supone ir a ver un espectáculo en directo. Las guías didácticas están estructuradas en dos partes bien diferenciadas: orientaciones para el profesorado y orientaciones para el alumnado. A la vez, se dividen en tres bloques de actividades: antes, durante y después de la representación.

Destinatarios	Temporalización
<p><b>Orientaciones para el profesorado</b>, donde encontramos indicaciones sobre las actividades propuestas (objetivos, contenidos, metodología...).</p> <p><b>Orientaciones para el alumnado</b>: actividades que facilitan el trabajo y el aprendizaje del contenido de la obra y que son realizadas en la clase de forma individual o colectiva, siempre bajo la dinamización y supervisión del profesorado.</p>	<p><b>Antes de la representación</b>: actividades que ayudan a trabajar previamente el contenido de la obra y sitúan al alumnado en la temática, autor, época, obra original... para así disfrutar aún más de la representación y desarrollar un espíritu crítico hacia ésta.</p> <p><b>Durante la representación</b>: se lleva a cabo justo cuando ha acabado la obra; se trata del coloquio con los actores y actrices de la compañía.</p> <p><b>Después de la representación</b>: actividades que trabajan el contenido de la obra, pudiendo aplicar este apartado a diversas asignaturas o temas transversales.</p>

Desde Escenarios Educativos se ha dado un impulso a la elaboración de las guías didácticas, unificando los criterios estructurales y apostando por una mejor calidad pedagógica, además de contar, durante todo el proceso, con un seguimiento y posterior validación de las guías.

Hemos trabajado a partir de las valoraciones que nos habéis hecho llegar sobre las guías, y hemos intentado que éstas sean útiles, que resulten un elemento motivador y fuente de trabajo y aprendizaje para los alumnos; esperamos de este modo que nuestras guías sean una herramienta que facilite y complemente la tarea de los profesores y profesoras con relación al trabajo educativo de nuestros espectáculos.

## BEFORE WATCHING THE PLAY

### ACTIVITY 1

Go over the following vocabulary. Look up the words in the dictionary if necessary.

To go over	Expert	Eternity	Back door
Momentarily	To be afraid	Deceitful	To make sure
Commercial	Parasite	To swear	To be convinced
To fall asleep	Illness	Trap	To give up
Cortex	Witch	To be locked	Legend
Sheet	To agree	Stick	Grade
To shut down	Complimentary	To hand over	To fool around
Tense	Shameless	To rewind	Knock
Worst	Disrespect	Button	Disease
To wet oneself	Journalist	Triangle	Cure
Diapers	Report	To mess	Guinea pig
Advice	To abandon	To disappear	Sunrise
To allege	More or less	To assure	To be able
Severe	Janitor	To find out	Vital
Encounter	Soul	To remind	Organ
Village	To set (sun/moon)	To mind	To fail
Spectral	To hide	Research	Lately
To force	Dark	To breathe	Valuable
Naked	To follow	Missing	Heart
River	To be alive	Beauty	Delicate
Sister in law	To take someone's place	To the max	Prank
Stubborn	Brave	Pleasure	
Hypothetical	To be scared	Fearless	
To recognize	To feel attracted	Ungrateful	
Truth		Joke	



**ACTIVITY 2**

Read the following sentences and decide whether the highlighted words from the vocabulary above are: nouns, verbs, adjectives or adverbs.

- a) Professor Libaks, could we **go over** the script to check if you remember everything?  
Noun   Verb   Adjective   Adverb
- b) We will cut **momentarily** to go to commercials.  
Noun   Verb   Adjective   Adverb
- c) Professor Libaks suffers from **severe** disorders due to the paranormal encounters he experienced during his life.  
Noun   Verb   Adjective   Adverb
- d) I am the old **janitor** of the boarding school.  
Noun   Verb   Adjective   Adverb
- e) You will be able to see them when the sun **sets**.  
Noun   Verb   Adjective   Adverb
- f) **Hand over** the camera!  
Noun   Verb   Adjective   Adverb
- g) I'm a journalist and all I want is to investigate and **find out** what happened here and why the boarding school is closed.  
Noun   Verb   Adjective   Adverb
- h) We are doing some **research**.  
Noun   Verb   Adjective   Adverb
- i) A **fearless** journalist that is smoking hot.  
Noun   Verb   Adjective   Adverb
- j) Since he didn't have any **guinea pigs**, he would test on himself.  
Noun   Verb   Adjective   Adverb
- k) My daughter suffered from a very serious **disease** in her blood.  
Noun   Verb   Adjective   Adverb



l) The life of my daughter Olga is very **valuable** to me.

Noun    Verb    Adjective    Adverb

m) Her heart has been failing **lately**.

Noun    Verb    Adjective    Adverb

n) Sandra Queen, you have been the fantastic victim of one of our **pranks**.

Noun    Verb    Adjective    Adverb

### ACTIVITY 3

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Listening comprehension:

- In our website you will find a link through which you will be able to download all the audio support related to this play. This support includes one scene and the songs from the play which will develop comprehension and diction skills.
- You will also find the transcribed scene and songs, as well as the karaoke of the songs to be sung in Music or English class.
- Finally, in our website you will find as well the scripts and teaching packs of each play.

Songs from the play:

- Read the lyrics and underline the words you don't understand.
- Listen and follow the lyrics.
- Try to deduce the meaning of the words you don't understand from the context.
- Look up the words you still don't understand in the dictionary.
- Listen and sing each line from the song.
- Sing the whole song.

Scene from the play:

- Read the whole scene and underline the words you don't understand.
- Listen and follow it in the script.
- Try to deduce the meaning of the words you don't understand from the context.
- Look up the words you still don't understand in the dictionary.
- Listen and repeat each line from the script.
- Read the whole scene with a partner.

## SONGS

---

### YES, THEY CAN

MAN X: If you wish to continue alive tomorrow morning, it's best you don't follow me.

SANDRA: So what should we do then?

MAN X: If you hide in a room and try to not make any noise, perhaps she won't notice your presence.  
Ha, ha, ha, ha.

SANDRA: Don't care. Ghosts can't hurt.

MAN X  
Yes, they can.  
They can hurt,  
and your souls  
they may trap.

So beware  
of this place  
if you wish  
to escape.

In this old boarding school  
you can turn really loon.  
If you stay here a night,  
you'll bump into her eyes.

SANDRA  
That's the clue, what we need  
is to find something weird.

MAN X: You're foolish!

SANDRA: Journalists!

MAN X: Foolish!

SANDRA: Journalists!

MAN X: Foolish!

SANDRA: Journalists!

MAN X: Foolish!

SANDRA: Journalists!  
The audience don't think so.

MAN X

Your arrogance and pride  
aren't enough to survive.

SANDRA

Do not worry for us,  
I'm sure ghosts cannot hurt.

MAN X

Yes, they can.  
They can hurt,  
and your souls  
they may trap.

So beware  
of this place  
if you wish  
to escape.

See you tomorrow... If you're still alive. Ha, ha, ha, ha.

## FOUR YEARS AGO

JANET

Four years ago  
there was a girl  
who had nightmares  
about a ghost.

BRAD: This ghost warned her...

JANET: "You're going to die..."

BRAD and JANET: ... Soon!"

BRAD

Some friends in boarding school  
told her about a girl  
who died some time ago  
on a night of full moon.

JANET

The soul of the killer  
was trapped in the building.  
And Laura was thinking  
it had to do with her.

SANDRA: Excuse me? Laura who? Laura Thompson?

BRAD: Right! She's the main character of this story.

BRAD

She discovered things,  
really ugly things.

JANET

In truth, that girl died  
in a traffic crash.  
And the car driver,  
the one who survived.

BRAD: His name was Simon Potsomby, a close friend of Laura's father.

JANET

And Laura discovered  
the car was her father's.

SANDRA: That's terrible!

BRAD and JANET

But the time went by  
and she didn't find  
a way to escape  
from a certain death.

JANET

Four years ago  
she disappeared,  
the girl who dreamt  
of a cold ghost.

BRAD: It had warned her...

BRAD and JANET

"You're going to die  
soon!"  
If her soul is still here,  
we'll find her.

## HERE'S LIBAKS

LIBAKS

Yes, people! We did it again. Once again, the pranks of professor Libaks had majestic results. We are the in style show, we are the show that never fails!

Here's Libaks,  
professor Libaks,  
undisputed  
great TV leader.

The one who can make serious men laugh,  
the one who can make everyone love.

LIBAKS and OLGA

Here's Libaks,  
professor Libaks,  
undisputed  
great TV leader.

LIBAKS

The master of deceit and disguise,  
but only for the audience's delight.

OLGA

The master... Deceit and disguise,  
but only... The audience's delight.

LIBAKS and OLGA

Here's Libaks,  
professor Libaks,  
undisputed  
great TV leader.

LIBAKS

The undisputed  
great TV leader!

RECORDED SCENE

---

SANDRA Professor Libaks. Professor Libaks!

LIBAKS What happened? Did I wet myself?

SANDRA Professor Libaks suffers severe disorders due to his paranormal encounters during his life. Earlier you were telling me about a horrible experience in a village of Brasil, right?

LIBAKS Brasil? No, I've never been to Brasil. Once I went to Australia, but not Brasil. Well, not that I can think of.

SANDRA But what about that story you told me about those spectral visions which forced you to jump naked into the middle of the Amazon river?

LIBAKS Ah, you refer to that. It wasn't any ghost; it was my sister in law, Samantha. My wife and I wanted to on vacation to the California coast, but she insisted we go to Gratallops instead. Agnes can be very stubborn when she chooses.

SANDRA In any case, could you give us some advice to communicate with ghosts in the hypothetical chance encounter? And more importantly, how would we recognize them?

LIBAKS I like that you asked me that question. If you want the truth, I have no idea.

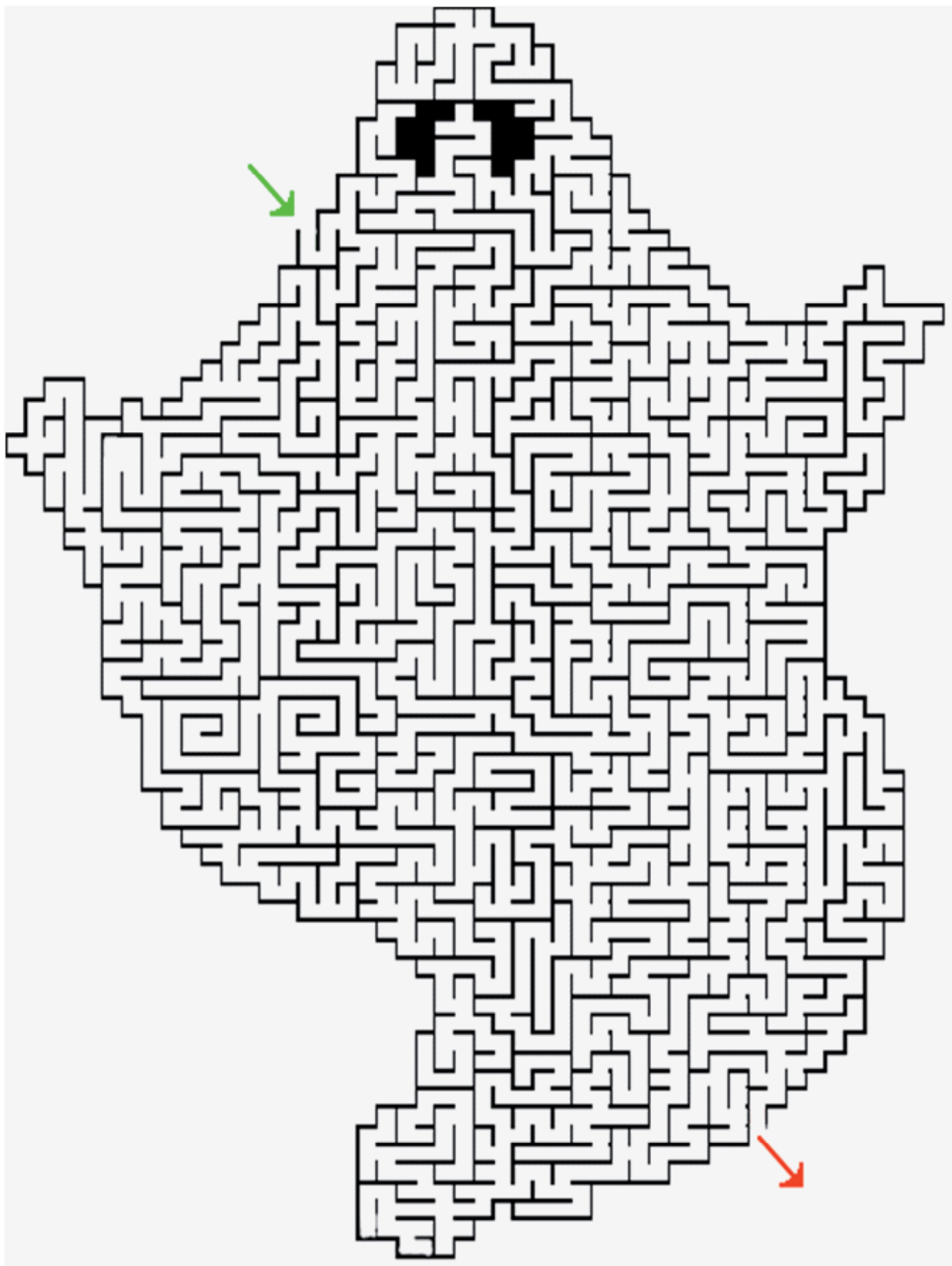
SANDRA What do you mean you have no idea? Aren't you an expert in paranormal activity?

LIBAKS Oh, no! I'm afraid you are confused. I'm a parasite expert, not paranormal. I analyze animal excrements to study the parasites and illness they carry. If you want to know about ghosts, you should talk to my cousin Tatiana, she is half witch. Would you like her phone number?

SANDRA Cut!

**ACTIVITY 4**

Find the way out!





## ACTIVITY 5

Read the following plot of "The Haunted House" and put the verbs in brackets into their correct form:

Sandra Queen \_\_\_\_\_ (to be) the hostess of a TV programme that \_\_\_\_\_ (to deal) with unresolved mysteries. The name of the programme \_\_\_\_\_ (to be) "Mysteries amb Sandra Queen". This time she \_\_\_\_\_ (to present) the case of a closed building that \_\_\_\_\_ (to use) to be the Boxtonwood Boarding School. This place is said to be haunted by the spirits of some people who \_\_\_\_\_ (to use) to attend the institution. After the unexpected death of the School Director and the disappearance of one of the School's pupils called Laura Thompson, the students who \_\_\_\_\_ (to go) to the new and near Boarding School \_\_\_\_\_ (to tell) scary stories about ghosts, killers, spectral visions and witchery in the old building.

Sandra and Rosa, the camera woman, \_\_\_\_\_ (to enter) the scene and \_\_\_\_\_ (to start) investigating. After some minutes the main door \_\_\_\_\_ (to shut) with a bang and they \_\_\_\_\_ (to find) themselves locked up. They \_\_\_\_\_ (to meet) a man who \_\_\_\_\_ (to turn up) all of a sudden and \_\_\_\_\_ (to introduce) himself as the old janitor. He \_\_\_\_\_ (to tell) Sandra and Rosa about the tormented souls that \_\_\_\_\_ (to wander) around. However, they will not be able to see them until the sun \_\_\_\_\_ (to set). He also \_\_\_\_\_ (to tell) them that the most fearsome ghost of all \_\_\_\_\_ (to be) the one of Laura Thomson. When he \_\_\_\_\_ (to start) leaving he \_\_\_\_\_ (to warn) the journalist and the camera woman not to follow him if they want to remain alive. And he \_\_\_\_\_ (to suggest) that they hide to keep away from Laura.

Sandra and Rosa \_\_\_\_\_ (to go) in different directions to look for a safe place where to spend the night. When Rosa \_\_\_\_\_ (to get into) one room she suddenly \_\_\_\_\_ (to disappear). Sandra \_\_\_\_\_ (to hear) her screaming and \_\_\_\_\_ (to go) to help her but she then \_\_\_\_\_ (to find) it is too late since Rosa is not there anymore.

Suddenly two students \_\_\_\_\_ (to arrive): Janet and Brad. They want to investigate what \_\_\_\_\_ (to happen) to their missing classmates and make sure if they are really ghosts or not. From time to time they suffer from abrupt changes in their personalities as if they \_\_\_\_\_ (to be) possessed by other people. Later on, the three of them try to communicate with the ghosts in the old building through an Ouija board. They \_\_\_\_\_ (to start) asking questions and getting answers from Irina, a young girl who tells them an awful story that may lead to the whole truth.

**ACTIVITY 6**

Read the passage above and answer the following questions:

1) What does Sandra do?

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2) What is the programme "Mysteries amb Sandra Queen" about?

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3) What is the old building of Boxtownwood Boarding School mostly recognized for?

---

4) What type of stories do students from the new building tell about?

---

5) Why do Sandra and Rosa find themselves locked up?

---

6) Who is the man that comes up to them?

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7) What does the old janitor tell Sandra and Rosa about?

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8) What happens to Rosa after that?

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9) Why are Janet and Brad inside the old Boarding School too?

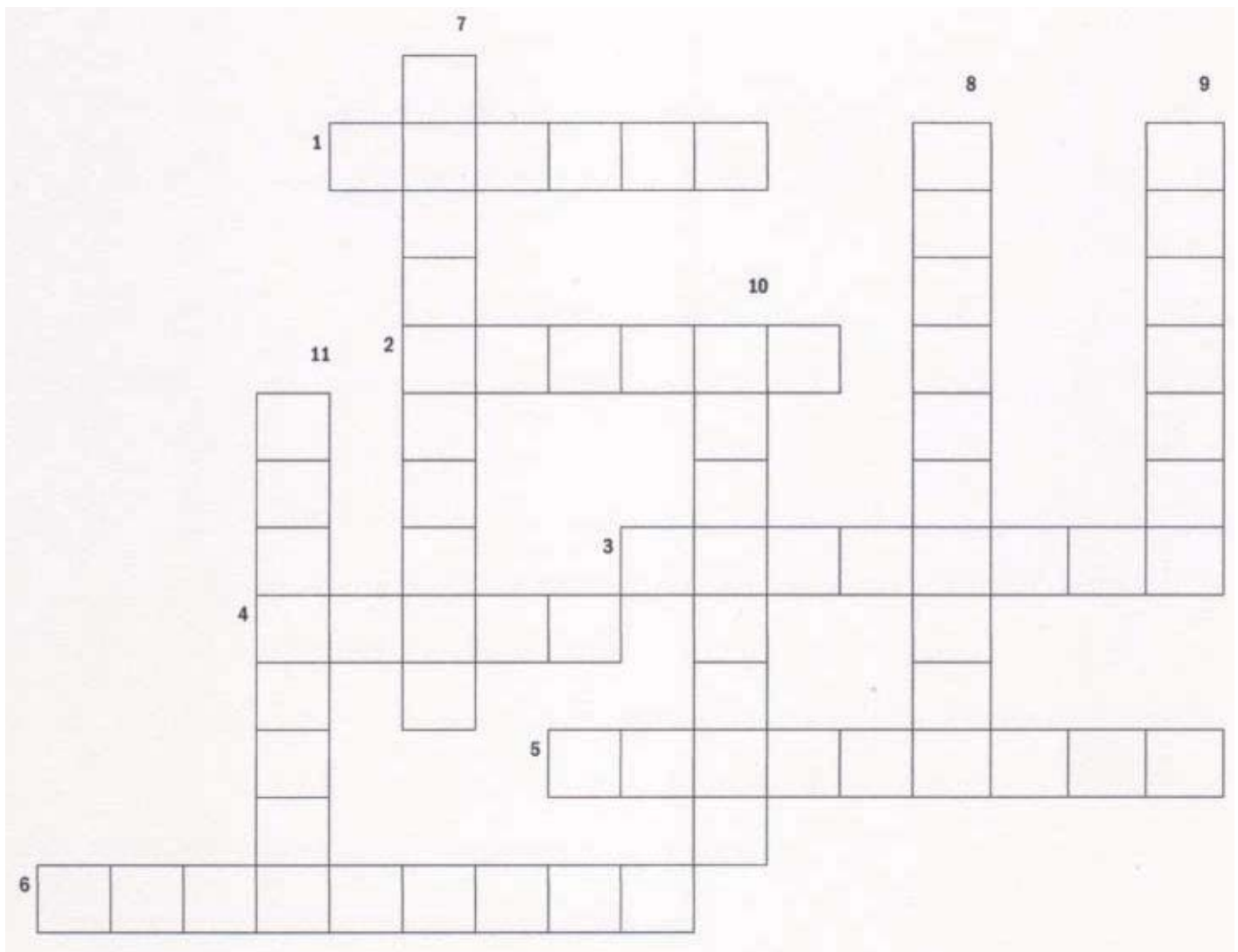
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10) What may lead to the whole truth of this scary story?

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**ACTIVITY 7**

Crossword: Find the words from the vocabulary list in exercise 1.

**Across:**

- 1) The outer layer of gray matter that covers the surface of the cerebral hemisphere.
- 2) A person with a high degree of skill in or knowledge of a certain subject.
- 3) Without fear.
- 4) Possessing or displaying courage; valiant.
- 5) Deliberately misleading; deceptive.
- 6) A person who is used as a subject for experimentation.

**Down:**

- 7) A paid advertisement on television or radio.
- 8) A person whose occupation is journalism.
- 9) A folded piece of absorbent material that is placed between a baby's legs.
- 10) Scholarly or scientific investigation or inquiry.
- 11) Unreasonably, often perversely unyielding; bull-headed.

## AFTER WATCHING THE PLAY

### ACTIVITY 1

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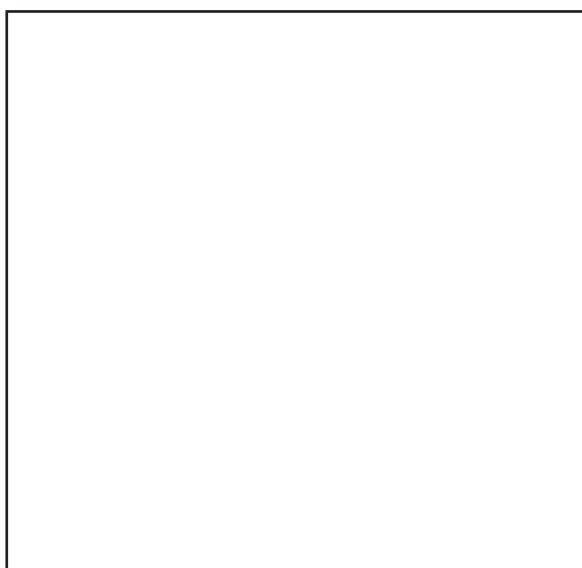
Draw the story using the following guidelines:

- 1) Sandra Queen is interviewing Professor Libaks.
- 2) Sandra Queen meets Janet and Brad.
- 3) Sandra, Janet and Brad communicate with Irina through the Ouija board.
- 4) Sandra meets the monster of Olga.

1)



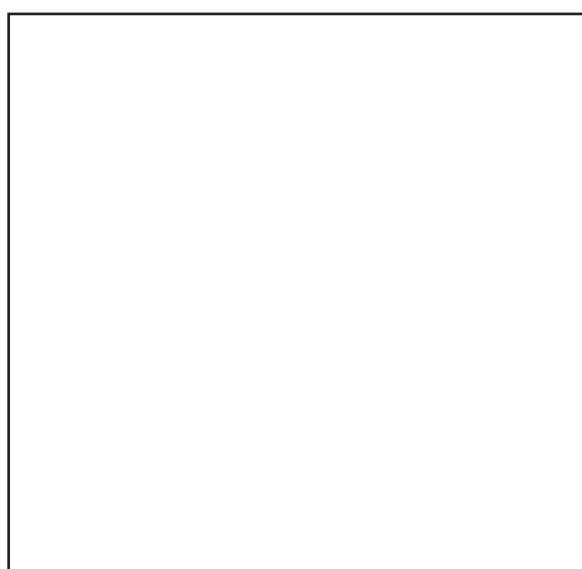
2)



3)



4)



**ACTIVITY 2**

Write next to each statement its corresponding speaker (Sandra, Libaks, Janet or Brad):

- a) Whenever I'm nervous my basic functions shut down and I fall asleep.
- b) I swear I'm not a ghost. I'm a journalist. I was working on a report and I got trapped.
- c) All I want is to investigate and find out what happened here.
- d) This is why we decided to spend the night here, inside the boarding school.
- e) Because of the company. Who could refuse to spend a night with this beauty?
- f) A fearless journalist that is smoking hot.
- g) I'm sorry! I just wanted to make sure she wasn't a ghost!
- h) If we communicate with the ghosts we can find out what they want.
- i) One knock means yes. Two knocks mean no. Can anyone hear us?
- j) You have been the fantastic victim of one of our pranks.
- k) Are you in such shock that you can't speak?

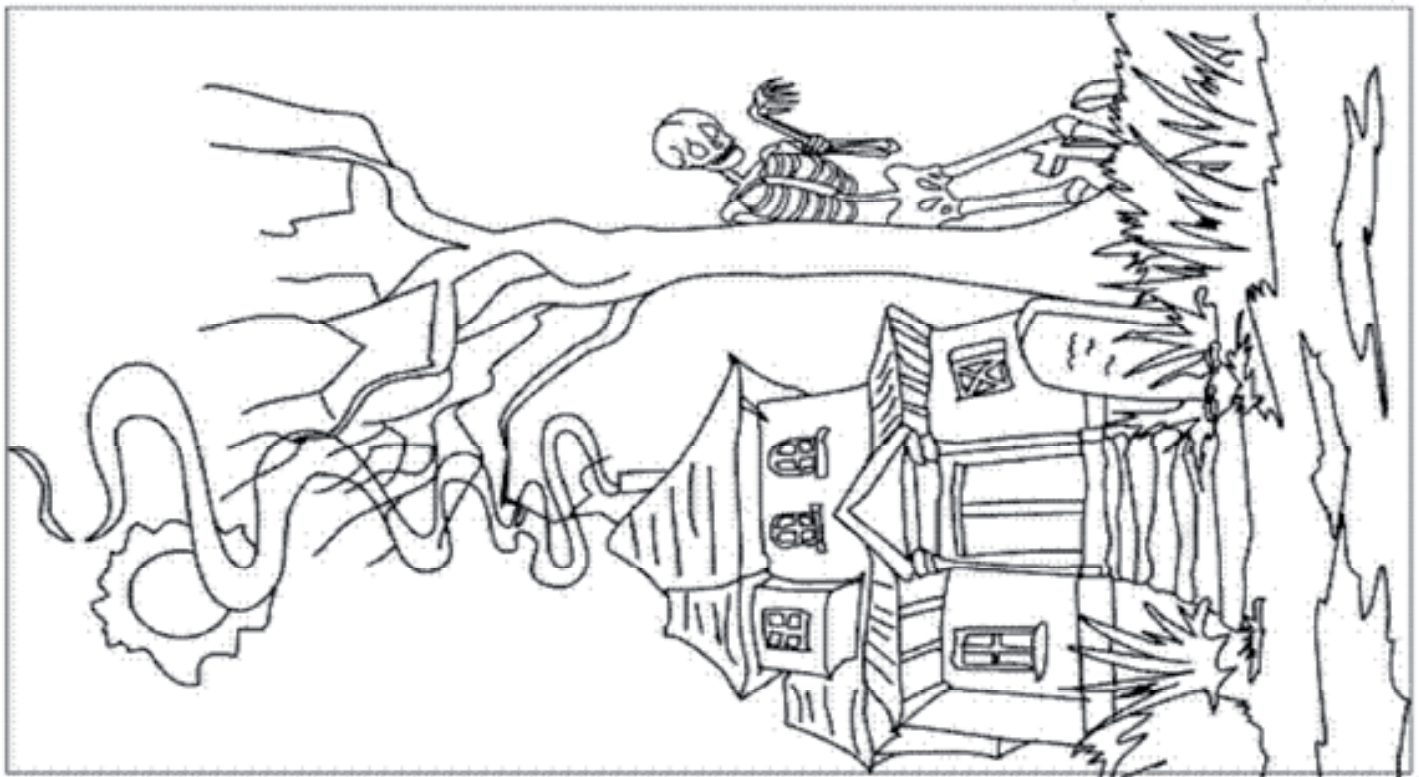
**ACTIVITY 3**

Choose five sentences in present simple from the exercise above and rewrite them in past simple tense.

- 1.
- 2.
- 3.
- 4.
- 5.

**ACTIVITY 4**

Spot the 12 differences!



**ACTIVITY 5**

Put the following conversation between Sandra and Professor Libaks in order:

LIBAKS: Correct!

SANDRA: Fine! We don't have time to look for another expert on the subject. Let's see... Now we'll start over again, I'll ask you about your experience with ghosts and you will tell me about the story in Brazil. Correct?

LIBAKS: Yes! Are we finished?

SANDRA: Well, you could have mentioned this before! Falling asleep during tense moments is not good in television.

LIBAKS: Correct!

SANDRA: Are you serious?

LIBAKS: Correct!

SANDRA: Professor Libaks!

LIBAKS: Don't worry miss! It's not very serious. The worst part is that sometimes I wet myself.

SANDRA: Then I will ask you for advice, in case we actually do find ghosts, and how to communicate with them. Correct?

SANDRA: No! We cut momentarily to go to commercials. You fell asleep standing up.

LIBAKS: You see, a few years ago I had a cerebral cortex operation and had a metal sheet implant. Because of this, whenever I'm nervous my basic functions shut down and I fall asleep.

SANDRA: And lastly I will ask you to join me to spend the night in the boarding school, and you will refuse alleging you are scared. And we'll say goodbye. Correct?

LIBAKS: Yes, but don't worry, I'm wearing adult diapers.

SANDRA: Perfect, let's get started! Roll!

**ACTIVITY 6**

Imagine you are a great playwright!

Write a different ending for the play you watched.

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# ANSWERS

## BEFORE WATCHING THE PLAY

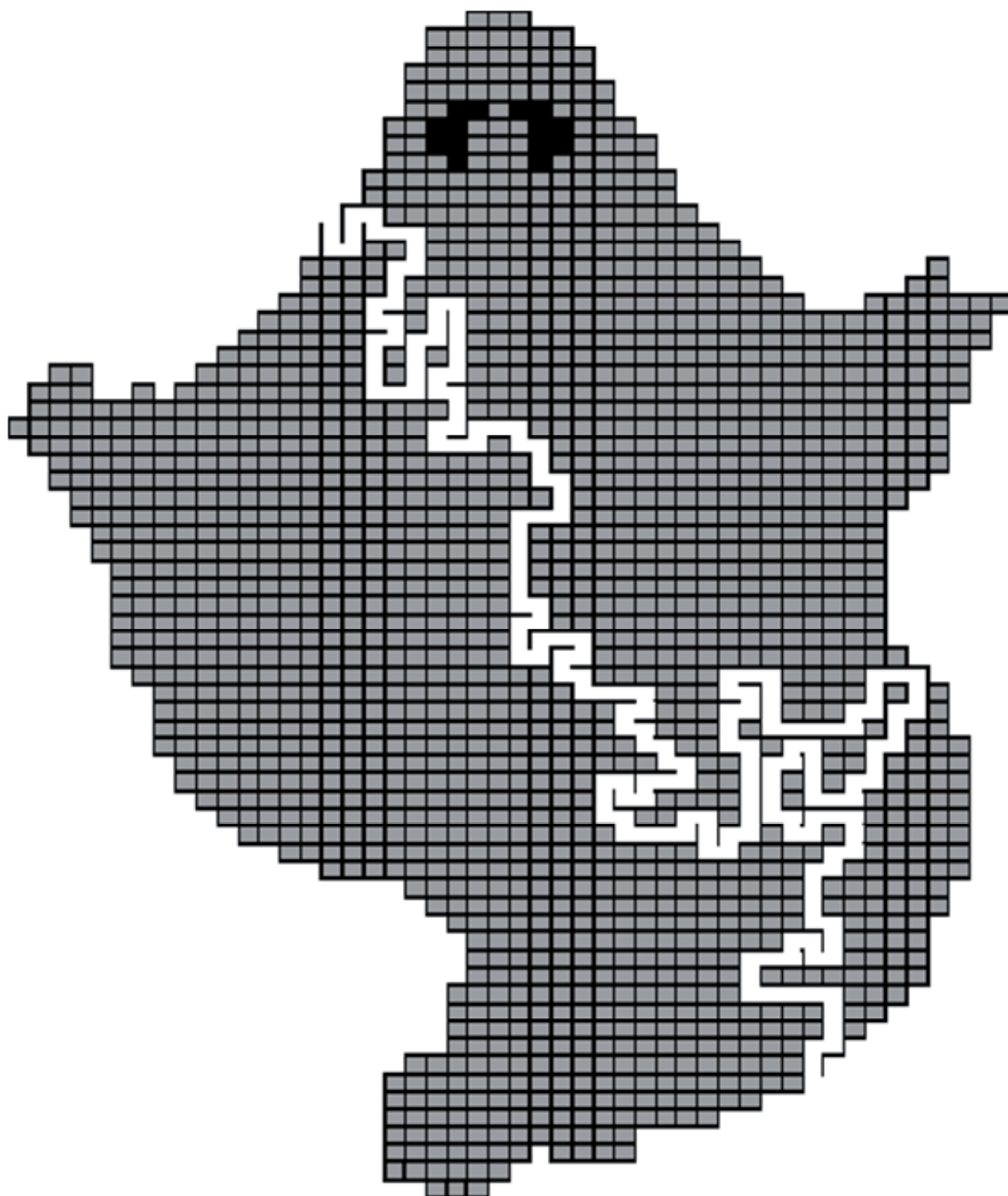
### ACTIVITY 2

Read the following sentences and decide whether the highlighted words from the vocabulary above are: nouns, verbs, adjectives or adverbs.

- a) Verb b) Adverb c) Adjective d) Noun e) Verb f) Verb g) Verb h) Noun i) Adjective j) Noun  
k) Noun l) Adjective m) Adverb n) Noun

### ACTIVITY 4

Find the way out!



**ACTIVITY 5**

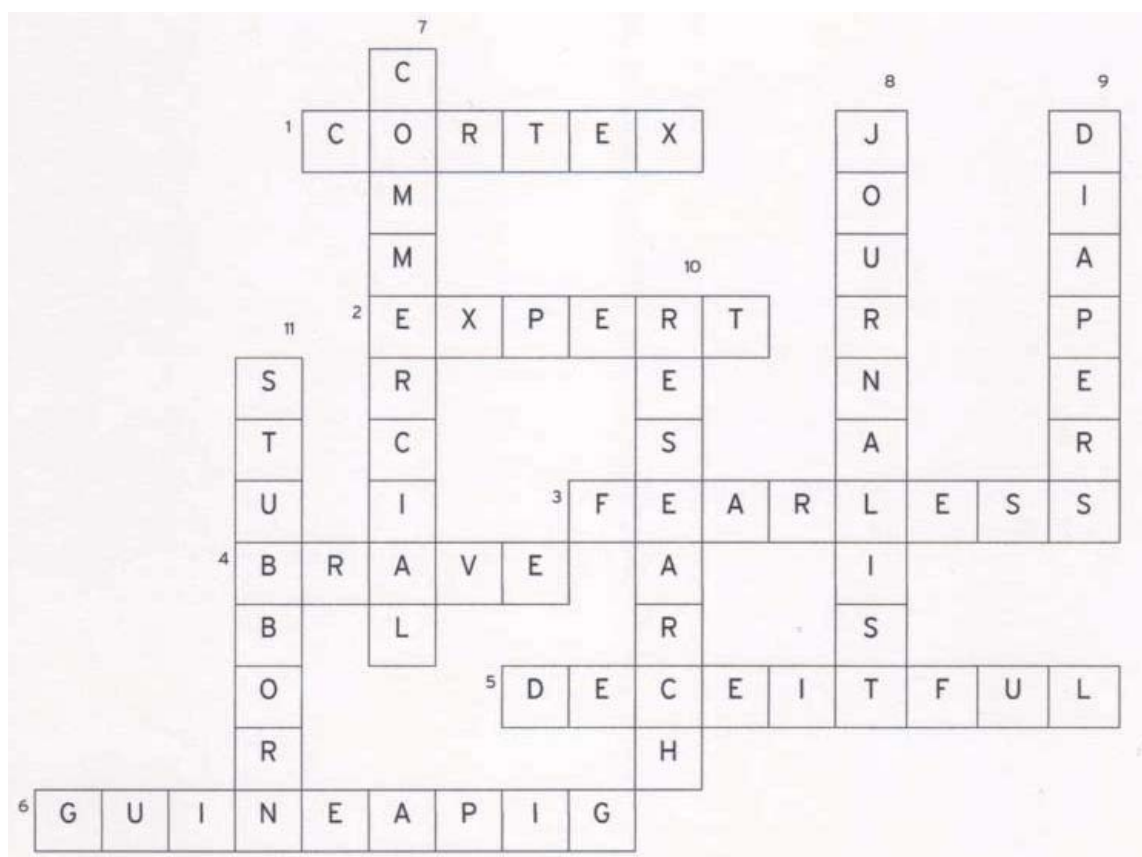
Read the following plot of "The Haunted House" and put the verbs in brackets into their correct form:

is - deals - is - presents - used - used - go - enter - start - shuts - find - meet - turns up - introduces - tells - wander - sets - tells - is - starts - warns - suggests - go - gets into - disappears - hears - goes - finds - arrive - happened - were - start

**ACTIVITY 6**

Read the passage above and answer the following questions:

- 1) She is a journalist and the hostess of a TV programme.
- 2) The programme is about unresolved mysteries.
- 3) It is said to be haunted by the spirits of some people who used to attend the institution.
- 4) They tell scary stories about ghosts, killers, spectral visions and witchery.
- 5) Because after some minutes the main door shuts with a bang.
- 6) The man introduces himself as the old janitor.
- 7) He tells them about the tormented souls that wander around the place and about the most fearsome ghost of all whose name is Laura Thomson.
- 8) She suddenly disappears.
- 9) Because they want to investigate what happened to their missing classmates.
- 10) A young lady who tells them the story of how everything happened.

**ACTIVITY 7**

## AFTER WATCHING THE PLAY

### ACTIVITY 2

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Write next to each statement its corresponding speaker (Sandra, Libaks, Janet or Brad):

- a) LIBAKS
- b) SANDRA
- c) SANDRA
- d) JANET
- e) BRAD
- f) BRAD
- g) JANET
- h) BRAD
- i) SANDRA
- j) LIBAKS
- k) LIBAKS

### ACTIVITY 5

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Put the following conversation between Sandra and Professor Libaks in order:

SANDRA: Professor Libaks!

LIBAKS: Yes! Are we finished?

SANDRA: No! We cut momentarily to go to commercials. You fell asleep standing up.

LIBAKS: You see, a few years ago I had a cerebral cortex operation and had a metal sheet implant. Because of this, whenever I'm nervous my basic functions shut down and I fall asleep.

SANDRA: Well, you could have mentioned this before! Falling asleep during tense moments is not good in television.

LIBAKS: Don't worry miss! It's not very serious. The worst part is that sometimes I wet myself.

SANDRA: Are you serious?

LIBAKS: Yes, but don't worry, I'm wearing adult diapers.

SANDRA: Fine! We don't have time to look for another expert on the subject. Let's see... Now we'll start over again, I'll ask you about your experience with ghosts and you will tell me about the story in Brazil. Correct?

LIBAKS: Correct!

SANDRA: Then I will ask you for advice, in case we actually do find ghosts, and how to communicate with them. Correct?

LIBAKS: Correct!

SANDRA: And lastly I will ask you to join me to spend the night in the boarding school, and you will refuse alleging you are scared. And we'll say goodbye. Correct?

LIBAKS: Correct!

SANDRA: Perfect, let's get started! Roll!