

Teachers' Pack



White Horse Theatre

presents

The Dark Lord and the White Witch

A play in simple English

by Peter Griffith



Sehr geehrte Lehrerinnen und Lehrer,

wir haben für die unterrichtliche Vorbereitung von *The Dark Lord and the White Witch* Materialien zusammengestellt, die als Kopiervorlagen verwendet werden können oder als Anregungen für produktions- und handlungsorientierte Schüleraktivitäten im Englischunterricht dienen sollen. Dieses Theaterstück ist in Anlehnung an JRR Tolkiens Trilogie *Lord of the Rings* entstanden, deren Verfilmung zum Kassenschlager wurde und auch heute noch Jugendliche in ihren Bann zieht. *The Dark Lord and the White Witch* setzt sich mit spannenden Konflikten wie dem Kampf zwischen guten und bösen Mächten, dem Mut, sich auf eine abenteuerliche Reise zu begeben, der Begegnung mit trügerischen Erscheinungen sowie dem Missbrauch von Macht auseinander. Diese Themen können mit Schülerinnen und Schülern der Jahrgangsstufen 5-7 auf lebendige Weise erlebt und diskutiert werden. Über die Vorlage hinausgehend ist die Protagonistin dieses Stücks ein Mädchen, wodurch Fragen nach den Vorurteilen gegenüber „weiblichem“ Heldentum und Mut aufgeworfen werden.

Während der Lektüre von *The Dark Lord and the White Witch* können die Schülerinnen und Schüler eine Projektmappe anfertigen, die ihre Leseerfahrung und Erlebnisse während der Aufführung dokumentiert. Am Ende der Unterrichtseinheit bietet sich eine Ausstellung sämtlicher Lesetagebücher an. Sollten die Lernenden Zugang zu Ipads oder PCs haben, finden Sie auch Ideen für digital zu bearbeitende Arbeitsaufträge und Verweise auf Online-Tools. Diese sind allesamt browserbasiert und – sofern der Zugang über einen von Ihnen als Lehrkraft bereitgestellten Link ermöglicht wird und keine Klarnamen verwendet werden – auch datenrechtskonform.

Neben den Ideen für die Vorbereitung im Unterricht erhalten Sie zwei Vorschläge für Klassenarbeiten samt Erwartungshorizont.

Im Anhang des Textheftes findet sich eine Vokabelliste, die sich als Hintergrund bei der Erarbeitung des Stücks und zur Nachbesprechung der Theateraufführung eignet sowie Feedback-Bögen zur Bewertung von Lesetagebüchern und Präsentationen.

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Post-Reading Activities

Wir wünschen Ihnen und Ihren Schülerinnen und Schülern Freude bei der gemeinsamen Lektüre und viel Spaß bei der Aufführung!!

Ihr White Horse Theatre Team

I. Brief Summary of the Play

It is the Daisy-Chain-Festival in the village of Little Sodding, in the land of Underearth. Wally makes a speech welcoming all the visitors. There are three entries for the Daisy-Chain-Competition: Wally, Dilly, and Gala. Giant Blundersquelch judges the daisy-chains, and Gala is the winner.

The witch Ginhilda appears. She tells them that the evil Lord Morbus is trying to become king of Underearth, and to fill the land with woks (his horrible servants, which like to eat people). The only person that can stop him is a queen who is completely good. Gala, the daisy-chain-queen of Little Sodding, is that person. She must go on a long journey to Lord Morbus's castle.

Gala travels up a hill and through a river, and then in the forest two woks attack her. Slightly (a very good-looking elf-man) appears and drives them away. Gala lets Slightly go with her on a journey to look after her.

Gala and Slightly cross a desert and a lake, and then start climbing the mountains. They take shelter from a snow-storm in a cave. In the cave is Gloop, a very ugly deformed creature. Gloop says that he can guide them through secret passages. He tells them that Lord Morbus once captured him, tortured him and stole his most precious possession – his firelighter.

Gloop guides Gala and Slightly through the mountains. Now they must go round a swamp: but Slightly says that he knows a way through the swamp. In the middle of the swamp Slightly calls to the giant insect Squumpitt. Slightly runs away and Squumpitt grabs Gala. Gloop rescues Gala, but is himself caught by the insect. He pushes the insect into the swamp and Gloop and Squumpitt die together.

Gala comes to the gates of Lord Morbus's castle. She dresses up as a wok, and the woks let her into the castle. She goes to Lord Morbus's room and speaks to him. Lord Morbus takes off his hood, and she discovers that he is really Slightly. Lord Morbus laughs at Gala and invites the woks to eat her. But Gala pulls out a mirror, and Lord Morbus's evil is reflected back upon himself. He falls, and Gala places her daisy-chain round his neck. Lord Morbus dies.

Ginhilda appears, bringing Wally and Dilly. They congratulate Gala, and crown her Queen of Underearth. But Gala cannot forget Gloop. She takes his firelighter from Lord Morbus's cloak, and lights a flame in his memory.

II. Tasks and Classroom Activities and Background Information

Pre-Reading Activities:

Prepare a folder in order to document your experience while reading *The Dark Lord and the White Witch*

Your reading log should contain:

- * A cover with the title
- * A table of contents
- * All the tasks the teacher gave you during the lessons
- * All your homework
- * Your own ideas concerning the text and the show (drawings, photos, texts, etc.)
- * A list of at least 30 new words you learned while reading the play
- * A short comment on how you liked the play and the performance

Enjoy reading, writing and designing!!!

Those pupils who feel comfortable with digital tools may choose to hand in a digital presentation (*Powerpoint, Keynote, Google Presentation, etc.*) or try the interactive tool *Book Creator* on www.bookcreator.com. Teachers may create a free account and share the link so children do not have to register and share their data. There are various instruction videos on YouTube on how to use *Book Creator*.

Evaluation of the Project on
The Dark Lord and the White Witch

for _____

Design of the Cover ☹☹ - ☹ - ☹ - ☹ - ☹☹

Table of Contents ☹☹ - ☹ - ☹ - ☹ - ☹☹

Clarity of Design and Layout ☹☹ - ☹ - ☹ - ☹ - ☹☹

Completeness of Materials (2x) ☹☹ - ☹ - ☹ - ☹ - ☹☹

Detail of Contributions (2x) ☹☹ - ☹ - ☹ - ☹ - ☹☹

Content Quality & Critical Reflection (2x) ☹☹ - ☹ - ☹ - ☹ - ☹☹

Language Accuracy (3x) ☹☹ - ☹ - ☹ - ☹ - ☹☹

Your Evaluation: _____,

Date _____, Signature _____



Bewertungsbogen für die Projektmappe zu

The Dark Lord and the White Witch

für _____

Gestaltung des Deckblatts ☹☹ - ☹ - ☹ - ☹ - ☹☹

Inhaltsverzeichnis ☹☹ - ☹ - ☹ - ☹ - ☹☹

Übersichtlichkeit der Gestaltung ☹☹ - ☹ - ☹ - ☹ - ☹☹

Vollständigkeit der Materialien (2x) ☹☹ - ☹ - ☹ - ☹ - ☹☹

Ausführlichkeit der Beiträge (2x) ☹☹ - ☹ - ☹ - ☹ - ☹☹

Inhaltliche Qualität & kritische Reflexion (2x) ☹☹ - ☹ - ☹ - ☹ - ☹☹

Sprachliche Richtigkeit (3x) ☹☹ - ☹ - ☹ - ☹ - ☹☹

Deine Beurteilung: _____,

Datum _____, Unterschrift _____



What do you think of the title of the play? Does it make you curious?
Can you think of a better one? Explain.

Possible answers:

The colours white and dark are opposites. In fairy tales they represent good versus evil. There is also an opposition of male versus female in lord and witch. Both are very forceful and mighty characters. A dark lord may exert evil powers. A white witch is also a powerful creature but probably uses her magic skills to do good deeds.

Look at the cover of the textbook and describe what you see.

Speculate: What will happen in this story? What is the play about?

Here is a list of useful words: *daisy, necklace, face, eyes, half-closed, eyebrows, lips, nose, curly hair, beams, dots, stars, mountains.*

The handout on how to describe a picture may also be useful.

HOW TO DESCRIBE A PICTURE

Take a close look at the picture and describe what you see.

Here are some useful ideas and expressions:

a. Describe what kind of picture it is, what situation it shows and who and what you can see in the picture:

The picture / painting / photo shows...

It is a coloured / black and white picture.

There is / are...

I can see...

b. Explain where the people or things are in the picture:

in the foreground / in the background / in the middle there is / are...

on the right, on the left, in the upper part, at the top there is / are ...

between... and...there is / are, behind / in front of / next to...you can see...

c. Talk about what people are doing in the picture!

Make sure you use the present progressive (e.g. the girl is dancing).

d. Give your personal opinion! What do you think about the picture?

It seems as if...

The atmosphere is....

The viewer has the impression...

The picture makes the viewer feel sad / happy...

I like / don't like the picture because...

It makes me think of....

All in all, I think...

Scene 1: The Village Festival

Take a look at the first page of the text. Can you describe the difference between a drama and a novel? Have you ever seen a performance of a play?

Possible answers:

A novel is a longer text which tells a story and mixes narrative passages with dialogue. A play is written for the stage. The characters talk to each other and interact with each other. There is (almost) only dialogue and action, but (most of the time) no narrator.

Wally prepares to make a speech. Write your own welcome speech. Think of a suitable event (a White Horse Theatre performance at your school, a sports competition, a school festival, a student exchange). Of course, you can use sentences from the text. The handout on *How to Write a Speech* may be useful.

HOW TO WRITE A SPEECH

1. Salutation

Greet your audience and address the listeners directly. (*Dear guests, ... / dear audience, ... / dear parents and teachers, ...*).

2. Introduction

Thank your host(s) for inviting you. (*Thank you for inviting me to talk at... / about...*).

Then introduce the topic and the points you want to talk about. (*I would like to tell you about... / First, I want to... / Then... / Finally...*).

In addition, you can raise a question related to the topic, tell a joke, an anecdote or use a proverb to arouse your audience's interest. (*Only recently I have heard about...and I have asked myself...? Can you believe...? / People always say...*).

3. Main part

Present your ideas using topic sentences for each paragraph (*First of all... / In addition... / Moreover, ... / Finally...*).

Present convincing ideas or arguments and support them with examples, facts and figures or personal experiences. State your opinion clearly. (*I am of the opinion that... / To my mind... / It is important to know that...*).

You can also use rhetorical devices (e.g. contrasts, repetitions, rhetorical questions, similes, direct address of the audience).

4. Conclusion

To sum up your most important points make a final statement or a call to action. (*To conclude, ... / All in all, ... / Why don't we... / If we do not..., we will...*).

5. Thanking the Audience

Thank the audience for listening. (*Thank you for listening. / Thank you for your attention.*)

Little Sodding is a village in Underearth. Dilly, Wally, Gala are Wangos.

Of course, you have never seen a Wango – but you can use your imagination and draw a picture of the three creatures at the daisy-chain-festival. Label your picture describing the different parts of the body. Here is a list of useful vocabulary: *body, arm, hand, finger, leg, foot/feet, toe, head, hair, face, eye, eye-brow, nose, lip, mouth, tooth/teeth, ear, neck, belly, tail, fur, skin, paw, claw, etc.*

Circle the adjectives that are useful to describe Dilly. There are more than you need:

careful *blue* *happy* *silly* *noisy* *supportive*
nice *famous* *polite* *tall*
ugly *loud* *quiet* *naïve* *helpful*
dangerous *expensive* *clever* *friendly*

Possible answers:

Dilly can be described as silly, noisy, helpful, friendly, loud, nice.

Scene 2: The Daisy-Chain-Competition

What kind of festivals do you celebrate? Which one is your favourite?

Individual answers, e.g.:

Birthdays, Christmas, Easter, New Years Eve, Carnival, Sabbath, Passover, Holy, Diwali, Eid al-Fitr, Eid al-Adha, etc.

Describe what happens at the Daisy-Chain-Festival. What is the prize for the best daisy-chain-maker? Do you know how to make a daisy-chain?

Possible answers:

The Daisy-Chain-Festival takes place every year at the village of Little Soding. The daisy-chain-entries are judged and the winner becomes king or queen for one year.

Make a poster – an invitation to the daisy-chain-festival at Little Sodding!
You can either draw, make a collage or design a poster at your computer.

Teachers may register and offer a link to a digital pinboard like *Task Cards* (<https://www.taskcards.de/#/home/start>) or *Padlet* (www.padlet.com) and ask pupils to upload and share their results. If you do not want other pupils to comment on each other's results make sure to adjust the setting before sharing the link.

What does Wally mean when he says: “Daisy-chain-queen? It doesn't sound the same.” (cf. page 9)?

So far, the winners of the Daisy-Chain-Competition have all been male. Wally finds it hard to accept that a girl is the winner and receives the title, which now is queen instead of king.

What does a king or queen do? How do they live?

Possible answers:

A king or queen is the ruler of a country or head of state. Kings or queens are usually not elected or winner of a competition but inherit their title. In former times they were very powerful and rich leaders, today they mostly have a representative role. They are crowned and wear their crowns on major national celebrations. Their sons and daughters are princes and princesses and may become the next kings or queens. Those who are interested may prepare a short presentation on a member of the British monarchy.

Do you think Gala is a good choice for the job as queen of Little Sodding?
What is her problem?

Possible answer:

Gala definitely deserves the title of queen of Little Sodding. She is the best daisy-chain-maker and, therefore, a good choice. However, she is very shy and afraid to talk in front of people. This is why she perhaps is not a good choice.

On <https://www.ausmalbilder.eu/Blumen/Gaensebluemchen.html> you can find free daisy mandalas for printing and drawing. You may also design your own daisy mandala.

Scene 3: The White Witch

What do you know about witches? Try to find information about witches in the Middle Ages. Do you know modern stories about witches, such as *Bibi and Tina*? How has the concept of witches changed?

Prepare a short presentation about the belief in witchcraft and witch hunts in the Middle Ages. The handout on *How to Give a Presentation* may be useful.

HOW TO PREPARE AND GIVE A SUCCESSFUL PRESENTATION

Speak freely and clearly. Don't read out your presentation. If you have prepared cue cards, do not write full sentences but only key words and highlight the most important words. Use one cue card for each new aspect.

Only use language your classmates understand. Do not copy complex sentences from the internet or books. If you need to use new words, explain them to your class, prepare a handout or write them on the board before you start presenting.

Keep up eye contact with your audience! Don't look at your notes or the teacher all the time.

Speak slowly and take breaks. Don't hurry through your presentation even if there is a time limit. Mind your exact pronunciation and present your ideas in a meaningful way. Avoid monotony by minding your intonation (the ups and downs of your voice).

Leave time for questions and feed-back.

Be well-prepared.

Feedback Sheet: Preparing and Giving a Presentation

CRITERIA	☺	☹	☹	COMMENTS
Content: The speaker...				
chooses an interactive beginning to create interest and draw attention to the presentation.				
provides detailed information on the topic and presents it in an interesting and convincing way.				
gives reasons why he/she selected this particular topic and the problems which occurred while preparing.				
explains the (historical) background of the topic.				
involves the audience through clever interactive strategies (questions, quiz, active participation)				
concludes by providing a reflective evaluation				
Structure: The speaker...				
provides a table of content at the beginning of the presentation.				
outlines the presentation in a convincing way.				
makes some concluding remarks and thanks the audience for listening.				
encourages the audience to ask questions and is able to answer them.				
invites the audience to give feedback.				
minds the time limit.				
Language: The speaker...				
uses appropriate English vocabulary, style and register.				
uses correct grammar and sentence structure.				
pronounces the words correctly.				
changes his his/her voice (intonation, volume, speed) to emphasize important aspects.				
speaks fluently without hesitating.				
speaks clearly the entire time.				
speaks at an appropriate speed.				
Presentation: The speaker...				
uses appropriate body language and supportive gestures.				
employs appropriate facial expression.				
keeps up eye-contact with the audience and does not just read from a text.				
employs effective media (visuals, film clips, audio files, etc.) or other supportive devices.				
Other criteria: The speaker...				

FINAL EVALUATION:

Is Ginhilda a typical witch?

Typical witches can be found in fairy tales or Disney movies. They are associated with using magic spells, brewing potions in a caldron, flying on broom sticks at night, having long noses, looking old and ugly, having a croaky voice. Historically, these stereotypes were attributed to “wise” women who were natural healers. Ginhilda is a typical witch because she has some magic power. However, she is not an evil character like the witch in “Hansel and Gretel” but tries to do good deeds and supports the fight against the Dark Lord.

Ginhilda can do magic. Do you believe in magic?

Can you do magic tricks? If yes, present them to your class.

Harry Potter and his friends practise magic. Have you read their stories?

Pupils may bring their card decks or other utensils and present a magic show in class. There are also various YouTube video clips in which magic tricks are explained. *Harry Potter* books and films are famous for the magic the characters use. Famous Harry Potter spells are “Expelliarmus”, “Reparo”, “Riddikulus”, “Patronus”, etc.

Ginhilda starts to whisper when she talks about Lord Morbus.
Speculate: What can that mean? What kind of character is he?

Lord Morbus is probably a dangerous character. People are afraid of him and avoid saying his name.

What do you find out about Lord Morbus?

Possible answers:

He is the Dark Lord and wants to become the evil king of Underearth. He is covering the land with shadow and darkness and wants to make Underearth a place of death and night.

What is the only hope for the creatures of Little Sodding? Who can help?

Possible answers:

Old books say that the only person who can stop Lord Morbus is a queen who is completely good. This queen “never says bad things about other people, who always tries to help people, who is always kind to animals, who is always sweet and beautiful.” (cf. p. 16) Maybe Gala can help?

You probably know the tale *The Lord of the Rings*. Give a brief outline of the story. Which character resembles Lord Morbus?

Lord Morbus is a character similar to Sauron in *The Lord of the Rings* or Lord Voldemort in *Harry Potter*. They all are very dangerous and powerful creatures.

Gala goes on a journey to save the world. What will happen next?

Write a continuation of the story – but first collect your ideas, then structure them:

- * What happens during the journey?
- * What happens when she meets Lord Morbus for the first time?
- * (How) does she manage to save the world?
- * Can she defeat him?
- * Or is Lord Morbus stronger?
- * Does she stay good?

Pupils may write their own individual continuation or work collaboratively on the digital tool ZumPad on <https://zumpad.zum.de/>. Each pupil can select a different colour and contribute to the commonly written text at the same time his/her classmates are working on the shared document.

Ginhilda gives some important instructions. What does Gala promise?

Gala promises to not give away her bag, to always wear the daisy-chain around her neck and not to tell anyone where she is going.

Imagine you are Gala. In the evening you write a diary entry about the Daisy-Chain-Competition and how you became queen. The handout on How to Write a Diary Entry may be useful.

Possible answer:

Little Sodding, 16th May, 2023

Dear Diary,

Today was a very strange day. I still can't believe that the giant Blundersquelch chose me as the winner of the Daisy-Chain-Competition. I was totally surprised. The most terrible moment was when they pulled me onto the stage. I was so scared in front of all those people. I hate when people look at me. And what is even worse ... I think Wally and Dilly are jealous. They were not very friendly and unhappy with having a woman as king ... I mean ... as queen of Little Sodding. This was not my plan when I handed in my daisy-chain for the competition.

And then something really strange happened. Suddenly a woman named Ginhilda appeared. She said she was a witch. She put a crown on my head and called me queen. I didn't know what to do. Then she whispered that Lord Morbus was moving and she needed to find a queen who is completely good to stop him.

Dilly said I was completely good and I might be the queen to stop Lord Morbus. Wally said I was just a little girl and I couldn't defeat him. Ginhilda pointed her wand at Wally and he became quiet.

I don't know what to do. I don't even know who Lord Morbus is. But I want to help. I want to be a good queen and make things better. Maybe I can stop Lord Morbus? I don't know how to do it, but I will try my best.

It's already late and I have to go to bed now. Tomorrow I will set out on the journey. I am very nervous and I hope I will be strong enough for this adventure.

Good night, diary.

Yours, Gala

HOW TO WRITE A DIARY ENTRY

Here are some ideas which may help to structure your text and write a good diary entry: A diary entry is very similar to a personal letter. You may use informal language (short forms, incomplete sentences and exclamations) and a very personal style.

Imagine you are Gala (or any other character from the play). Write her diary entry. Here are some ideas of how to structure your text:

a) A diary entry begins with a date, usually in the right top corner, (e.g. *3rd March 2019* or *14th October 2023*) and an address to your diary (e.g. *Dear diary, Dear Kitty* or *Hello....*).

b) In the introduction you begin your text with some kind of general statement about the day (e.g. *Today was a terrible day!*) or with a general statement about how you feel (e.g. *I'm totally down!*).

c) In the main part you try to answer the following questions in great detail:

- * What happened and who was involved?
- * How did you feel and feel about it now?
- * What are your hopes and plans for the future?

d) In the conclusion you finish your diary entry with some kind of final remark about the day or about your feelings (e.g. *I feel better now! Or: Tomorrow I am going to talk to my parents about it. Or: It's already late, tomorrow is another day.*).

e) Usually, you conclude your diary entry by saying good-bye to your diary and signing your name (e.g. *Love, XXX* or *Good night, XXX* or *Yours XXX, I'll write again tomorrow*).

Peer Feedback Sheet

Read your partner's dairy entry and give him/her feedback.

A perfect diary entry			
Anforderungen: Inhaltliche Leistung			
Du ...			
	beachtest die Aufgabenstellung und beschreibst <u>alle relevanten</u> Ereignisse detailliert und konsequent aus der Perspektive von Gala. Du formulierst dabei eigenständig.		
	bist <u>detailliert</u> auf alle Punkte in der Aufgabenstellung eingegangen und hast dabei deine Gedanken <u>sinnvoll</u> und in einer <u>logischen</u> Reihenfolge angeordnet: <ul style="list-style-type: none"> - What happened and who was involved? - How did you feel and feel about it now? - What are your hopes and plans for the future? 		
Anforderungen: Darstellungsleistung / Kommunikative Textgestaltung			
Du ...			
	hast alle Merkmale der Textsorte (Tagebucheintrag) berücksichtigt: <ul style="list-style-type: none"> o Ort und Datum, Anrede, o klare Gliederung: Einleitungsstatement, Hauptteil (W-Fragen), Schlussbemerkung, o Grußformel und Unterschrift, o informelle Sprache (Kurzformen, Umgangssprache), o direkte und persönliche Ansprache, o Bericht über persönliche Erfahrungen (Ich-Form), o Zeitform: Vergangenheit 		
	formulierst idiomatisch, hast die Sätze unterschiedlich begonnen (<i>linking words, time phrases</i>) und Teilsätze mit Verknüpfungswörtern verbunden.		
Anforderungen Sprachliche Korrektheit			
Der Schüler /Die Schülerin ...			
	<u>Grammatik:</u> hast die Sätze grammatikalisch korrekt gebildet. hast die Zeitformen korrekt gebildet und verwendet. <u>Wortschatz:</u> hast einen abwechslungsreichen Wortschatz korrekt eingesetzt. <u>Rechtschreibung:</u> hast die Wörter richtig geschrieben.		

Meine Tipps für dich:

HOW TO EXPRESS FEELINGS

Here is a list of useful vocabulary:

Very positive

extremely happy
overjoyed
thrilled
delighted
excited

Positive

happy
content
joyful
in a good mood
untroubled

Indifferent

indifferent to
uninterested in
bored by
disinterested
unmoved

Negative

cold
unfriendly
frosty
unemotional
arrogant

Very Negative

depressed
broken-hearted
miserable
frustrated
desolate

HOW TO CONNECT SENTENCES:

Here is a list with useful linking words and time phrases:

LINKING WORDS

giving a reason:

due to, owing to the fact that, because, since, as

giving a result:

therefore, so, consequently, this means that, this is why, hence, thus

contrasting ideas:

but, however, although, despite the fact that, nevertheless, while, unlike, in contrast

relating information:

with regard to, with respect to, referring to, regarding, according to

adding information:

in addition, as well as, also, furthermore, moreover, apart from, besides

summing up ideas:

all in all, to sum up, to conclude, as a result

TIME PHRASES:

first, then, after that, later, in the morning, (three) hours later, eventually, at night, at (3) pm, while, at the same moment, when, on the next day, late at night, in the evening, after lunch, in the afternoon, when (I was young), etc.

Scene 4: Danger in the Forest

Slightly saves Gala's life when he fights the woks. Do you think Gala can trust him?

Possible answers:

Based on the information provided in the scene, it seems that Slightly is a trustworthy character. He appears to be a hero, coming to Gala's rescue when she is in danger from the woks. He also offers to accompany Gala on her journey and protect her from any further dangers in the forest. Additionally, Slightly appears to have a strong dislike for woks, which could indicate that he is aligned with the forces of good and opposes the evil Lord Morbus.

Slightly asks lots of curious questions and tries to find out about Gala's secret. How does Gala react?

Continue the dialogue between Slightly and Gala on page 22: What other questions does Slightly ask? Does Gala keep her secret?

Possible answer:

Gala and Slightly continue on their journey through the forest, with Slightly leading the way and Gala close behind. The trees still hiss and rustle around them, but Slightly seems to know the way and navigates through the dense foliage with ease.

As they walk, Slightly tells Gala stories of his adventures in the forest, including encounters with trolls, goblins, and even a giant spider. Gala listens intently, grateful for the distraction from the dangers of the forest.

But suddenly, they hear a loud growling noise coming from up ahead. Slightly stops in his tracks and signals for Gala to be quiet.

Slightly: *(whispering)* Shh... do you hear that?

Gala: *(whispering)* What is it?

Slightly: *(whispering)* It sounds like a beast. We must be careful.

They slowly make their way towards the source of the growling, trying to stay as quiet as possible. As they get closer, they see a large creature blocking their path.

It's a massive wok, with shaggy brown fur and sharp claws. Its eyes gleam as it snarls at them, warning them to stay away.

Gala: *(whispering)* What do we do?

Slightly: *(whispering)* We need to get past it. But we must be careful not to anger it.

Gala nods, and they slowly move around the wok. As they pass, the wok suddenly lashes out with its paw, catching Slightly and sending him tumbling to the ground.

Gala: Slightly!

She rushes over to him, but the wok is already turning its attention to both of them. It charges towards them, teeth bared and claws ready to strike.

But just as it's about to reach them, a group of forest animals come to their aid. A group of squirrels climb up the wok's back and distract it, while a family of badgers block its path.

Gala and Slightly seize the opportunity to escape, running as fast as they can through the forest. When they finally reach a clearing, they collapse onto the ground, gasping for breath.

Gala: *(panting)* That was... too close.

Slightly: *(panting)* Yes, but we made it. Thanks to our forest friends.

Gala: *(smiling)* I'm glad you're with me, Slightly. I don't know what I would do without you.

Slightly: *(smiling)* Don't worry, Gala. I won't let anything happen to you. We'll make it through this forest together. But now hand me your bag.

Gala: Oh no, I have lost my daisy-chain...

Scene 5: Desert and Lake

There is no text in this scene. The actors will use pantomime – imagine how they will put this scene on stage. What kind of props will they use? Write down your ideas or act out the scene – keep your notes and compare them to the *White Horse Theatre* performance. Whose ideas come closest to the original show?

Scene 6: The Creature in the Cave

Gala starts out on a dangerous journey to defeat Lord Morbus. She climbs a hill, wades through a river, comes to the forest of Whifflewood. The trees hiss at Gala and try to block her path. Gala does not know where to go. Help her and draw a map of Underearth for her. Major landmarks are the hills and rivers, the swamp of Quellybutt, the Magotty Mountains, the forest of Whifflewood, the village of Little Sodding and Lord Morbus's hiding place – a dark cave.

When Gala and Slightly climb the Magotty Mountains they have to deal with cold, darkness, a storm, exhaustion, tiredness, fear and hunger. Find some dramatic music to underline the situation and read the scene aloud together with a partner. Try to express all the different emotions by the intonation and volume of your voice.

Write a report about the journey using the Simple Past. The handout on *How to Write a Report* may be useful.

HOW TO WRITE A REPORT

(for a magazine or school homepage)

Write only the most important facts and events. Try to answer all the relevant W-questions:

What happened?

Who (what) was involved?

Why did it happen?

Where did it happen?

Put the most important information at the beginning. Then give a more detailed description of the course of events:

How did it happen?

Present all the facts in a neutral, matter-of-fact way.

Write in an objective and clear style.

Use the simple past.

Find a headline which arouses attention but does not give away too much information.

Possible answer:

A few days ago, Gala, the new queen of Little Soding, had to go on a dangerous journey. She had to find and defeat the evil Lord Morbus. On her journey she met the handsome elfman Slightly, who seemed to be very supportive and helpful.

Slightly led Gala through the snowy, cold terrain as they climbed higher and higher up the Maggoty mountains. Gala felt tired and cold, but Slightly encouraged her and told her they had already climbed about a thousand meters. Gala slipped and Slightly helped her up, warning her to be careful.

The girl wondered if there was an easier way, but Slightly did not know of any. He suggested they could rest in a cave and Gala agreed.

Slightly spotted what looked like a cave and they made their way there, with Gala struggling to climb the last bit. Slightly suggested she threw away her old daisy chain, but she refused.

Once inside the cave, they rested, but Slightly asked if Gala had any food in her bag. She did not, so Slightly was disappointed. He tried to take her bag, but she held on tightly, refusing to tell him what was inside. Slightly was frustrated and insisted that Gala should be more cooperative since he was risking his life to help her.

As they argued, Gala heard a strange noise. Suddenly, Gloop, a strange creature, appeared and touched Gala's hand, causing her to scream. Then Slightly demanded to know who Gloop was and what he wanted, and Gloop asked why they were in his cave.

Gala explained that they were resting and that she needed to climb over the mountain to continue her journey. Gloop told them that there was another way and that he knew it.

In the end, Slightly and Gala faced many difficulties and they met a strange creature along the way. Slightly did his best to help Gala, but their journey was far from easy.

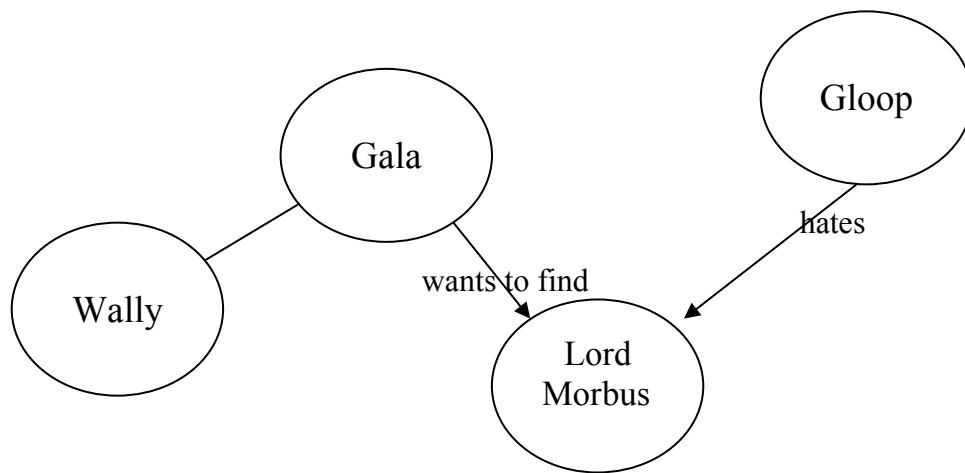
What kind of information do you get about Gloop and his relationship with Lord Morbus? Can you re-tell the story about his fire-lighter?

Possible answer:

Gloop was once big and strong. He owned the secret of fire and was able to make fire to give warmth and light. One day Lord Morbus came to steal Gloop's firelighter. When Gloop refused to give it to him, Lord Morbus tortured Gloop, broke his arms and legs and took the lighter by force. Since then, Gloop, wounded and broken, lived a lonely life in a dark cave, eating spiders, insects and fish. When he meets Gala he is convinced that he will get his precious lighter back, so he offers to lead her through the secret passages in the mountains to Lord Morbus.

Draw a character map. List all the names of the play's characters (Wally, Dilly, Blundersquelch, Slightly, the woks, Ginhilda, Lord Morbus, Gloop, Squumpitt) and draw lines between them to illustrate their connection.

Example:



There are some parallels in the constellation of characters to that in *The Lord of the Rings*. Slightly partly resembles the guide Gollum, who cannot be trusted. Can you find signals which indicate that Slightly is unreliable?

Slightly guides Gala across the mountains, he takes care of her and encourages her to continue her journey. But even though Slightly is very helpful and supportive there are some signs which suggest that he has some hidden plans. He wants to carry Gala's bag and tries to find out what is in it. Moreover, he wants her to throw away the daisy-chain and warns her not to trust Gloop – who later turns out to be a good creature and a victim and enemy of Lord Morbus.

Scene 7: The Journey through the Mountain

Class Test Based on Scene 7 of *The Dark Lord and the White Witch*

The Journey through the Mountain:

(Music - Gloop guides Gala and Slightly through the secret passages)

Gala: It's so dark.

Gloop: Follow me. Gloop knows the way.

(They go further through the secret passages)

Gala: It's so narrow. I can't fit through here.

Gloop: Come. Let me pull you through.

Gala: Your hands are so cold, Gloop.

Gloop: Gloop.

(They go further through the secret passages)

Gala: Slightly? Are you still there?

Slightly: I'm still here, Gala.

(Gloop hisses. They go further through the secret passages)

Gala: Ugh! It's wet here.

Gloop: Don't worry. Gloop knows the way.

(They go further through the secret passages. Slightly tries to put his hand into Gala's bag)

Gala: Help! What's that?

Gloop: What is it?

Gala: My bag. Something is pulling at my bag.

Slightly: I can't see anything.

Gala: Ah, that's better.

(They go further through the secret passages)

Gloop: We are almost at the end of the passage now.

Gala: Yes - I can see light.

Gloop: Go slowly. Let your eyes get used to the light.

(They come to the end of the tunnel)

Gala: Oh, it's wonderful to see again. Gloop, thank you so much for bringing us through.

Your Task:

Imagine you are Gala. Write a passage for Gala's diary from her perspective. What happened and who was involved? How did you feel when you went through the secret passage and what did you think when something was pulling your bag? What are your hopes and plans for the future? Remember your handout on *How to Write a Diary* entry.

This task can also be used as a writing task in a class test. See the evaluation sheet below.

Bewertungsbogen:

Aufgabe 1: Schreiben		Max. Punkte	Erreichte Punkte
Anforderungen: Inhaltliche Leistung		Lösungsqualität	
Der Schüler / die Schülerin ...			
	beachtet die Aufgabenstellung und beschreibt <u>alle relevanten</u> Ereignisse detailliert und konsequent aus der Perspektive Galas. Er/Sie formuliert dabei eigenständig.	3	
	ist auf alle Punkte in der Aufgabenstellung eingegangen und hat dabei seine/ihre Gedanken sinnvoll und in einer logischen Reihenfolge angeordnet: - What happened and who was involved? - How did you feel and feel about it now? - What are your hopes and plans for the future?	6	
Gesamtpunktzahl: Inhaltliche Leistung		9	
Anforderungen: Darstellungsleistung / Kommunikative Textgestaltung		Lösungsqualität	
Der Schüler / die Schülerin ...		Max. Punkte	Erreichte Punkte
	hat alle Merkmale der Textsorte (Tagebucheintrag) berücksichtigt: Ort und Datum, Anrede, klare Gliederung: Einleitungsstatement, Hauptteil (W-Fragen), Schlussbemerkung, Grußformel und Unterschrift, eine informelle Sprache (Kurzformen, Umgangssprache), direkte und persönliche Ansprache, Bericht über persönliche Erfahrungen in der Ich-Form, Zeitform: Vergangenheit	4	
	formuliert idiomatisch, hat die Sätze unterschiedlich begonnen (linking words, time phrases) und Teilsätze mit Verknüpfungswörtern verbunden.	2	
Gesamtpunktzahl Darstellung / Kommunikative Textgestaltung		6	
Anforderungen Sprachliche Korrektheit		Lösungsqualität	
Der Schüler /Die Schülerin ...		Max. Punkte	Erreichte Punkte
	<u>Grammatik:</u> hat die Sätze grammatikalisch korrekt gebildet. hat die Zeitformen korrekt gebildet und verwendet. <u>Wortschatz:</u> hat einen abwechslungsreichen Wortschatz korrekt eingesetzt. <u>Rechtschreibung:</u> hat die Wörter richtig geschrieben.	9	
Gesamtpunktzahl: Sprachliche Korrektheit		9	
Summe Schreiben		24	

On their dangerous way through the dark and cold passages through the mountain, Gala cannot see anything. To experience her adventures and sensations you can volunteer to be blindfolded. Two classmates who you absolutely trust can guide you through your classroom, along the corridors or across the school yard.

Scene 8: The Monster in the Swamp

What information do you get about the swamp of Quellybutt? Why is it dangerous?

Possible answer:

The swamp of Quellybutt is close to Lord Morbus's castle. It is very dangerous because it sucks people down into the deep mud. No-one can go through the swamp alive. The swamp stinks and you can see dead bodies under the water. A horrible giant insect called Squumpitt lives in the swamp.

Have you ever seen a swamp? Do you, for example, know the Everglades, a famous swamp area in Florida? Try to find out what kind of animals live there.

Give a presentation on the wildlife you can find in swamp areas (or other regions mentioned in the play, such as mountains, caves, forests, rivers, etc.

The handout on *How to Give a Presentation* may be useful.

What does the word *Squumpitt* mean? Why does Slightly say that word?

Do you still think Slightly is trustworthy? Discuss and give reasons for your opinion.

Possible answer:

Squumpitt is the name of a dangerous monster. It looks like a giant insect and lives in the swamp of Quellybutt and cannot be killed by weapons. The fact that Slightly calls Squumpitt, who then attacks Gala and kills Gloop reveals that Slightly belongs to the evil side of Underearth and is probably in alliance with Lord Morbus.

Scene 9: The Castle Gates

The woks have their own language, which most humans cannot understand – except for you. As a specialist for *wok-talk* translate the dialogue of scene 9 into proper English. What do they say? Use your imagination.

Wok 1: Wok. Wok wok. Wokkety wok wok wok = _____

Wok 2: Wok wok wok lekker wok wok. = _____

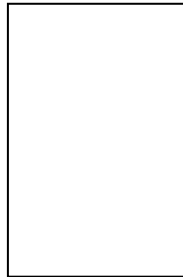
Wok 1:

Can you decipher secret languages? Write a secret message and ask your classmates to encode it.

Scene 10: Lord Morbus

Design a wanted poster for Lord Morbus and list his most striking characteristics

WANTED



LORD MORBUS

Possible answers:

Here is some vocabulary to describe Lord Morbus and his evil character:

Evil, mean, dangerous, destructive, discouraging, descriptive, powerful, ruler of death, king of Underearth, can do magic, creator of woks, abuses his power,

Gala holds a mirror up to Lord Morbus – it reflects his evil face. Use aluminium foil and other devices to show what Lord Morbus sees the moment he stares at the mirror.

In the end evil Lord Morbus dies. Can you think of an alternative ending?
Maybe Lord Morbus's powers are stronger than Gala's, or Lord Morbus realises how evil he is and changes his mind, or...

Class Test Based on Scene 10 of *The Dark Lord and the White Witch*

Your task:

Re-read the scene when Lord Morbus and Gala finally meet and write a report about what happened. Use the Simple Past.

(Gala follows the way, and goes into Lord Morbus' room. Lord Morbus is wearing a long cloak with a hood, so that we cannot see his face. Gala pulls off her wok mask)

Gala: Lord Morbus! Prepare to meet your doom!

Morbus: Well, hello Gala. It took you a long time to get here. Gala: You know my name?

Morbus: Of course I know your name.

Gala: Aha! But you don't know why I am here.

Morbus: Of course I know why you're here. I am Lord Morbus. I know everything. And you are just a silly little girl, Gala.

(Lord Morbus removes his hood)

Gala: Slightly!

Morbus: Gala!

Gala: Slightly... you are Lord Morbus!

Morbus: Yes, I am. Gala my dear, you're so silly. Do you really think you can defeat Lord Morbus, the lord of darkness, the creator of the woks, the ruler of death, the king of Underearth?

Gala: I don't know. But I can try.

Morbus: I am the most powerful person in Underearth! I have magic that is even stronger than that of Ginhilda. No-one can defeat me. No-one can stop me from being the king of Underearth.

Gala: What can I do?

Morbus: What can you do? What can you do? Let's see what you can do. You can amuse me a bit before you die. Wok! Come here!

(A wok comes)

Wok: Wok wok wok kark wok wok.

Morbus: He's sweet, isn't he? And what woks like to do most is... eat people! Wok - come here. I've got something nice and juicy for you.

Wok: Wok wok lekker lekker lekker wok lekker wok wok.

Morbus: Gala, my dear, I would like to invite you to a little dinner party. Not one where you eat, but one where you are eaten.

Wok: Wok wok lekker lekker lekker lekker lekker.

Gala: Wait!

Morbus: What is it, Gala my dear? Gala: I'm not afraid of you, Lord Morbus. I am the daisy-chain queen of Little Sodding, and I am completely good.

Morbus: Yes, yes, I know all about that rubbish. The wok thinks you're good, as well - good to eat! Don't you, wokky my dear? Come on, wok, take her!

Gala: Slightly, do you still want to know what is in my bag?

Morbus: Yes, I want to know what is so important to you.

Gala: Then now I can show you. *(Gala pulls out a mirror. Lord Morbus looks at it in silence, and then screams)*

Gala: Yes, Lord Morbus, it is a mirror.

Morbus: Take it away! Gala. In this mirror you can see yourself. For the first time, you can see how evil you really are.

Morbus: It's horrible!

Gala: All your evil is reflected back upon yourself.

(Lord Morbus falls to the floor)

Gala: And now, Lord Morbus, this is the end. Against my complete goodness you can do nothing. Here, Lord Morbus, a present from the daisy-chain queen!

(Gala takes off her daisy-chain and places it round Lord Morbus's neck)

Morbus: Aaaargh! It's burning me! It's strangling me! Help! Woks, do something! Save me. Aaaargh!

(Lord Morbus dies: he melts away until all that is left is an empty cloak. As he dies, the wok also melts away. The stage is filled with smoke and Ginhilda appears)

This scene or an excerpt from this scene can also be used as the writing part of a class test. See the evaluation sheet below.

Inhaltliche Leistung 1: The introduction to the report provides all relevant information	1	
<ul style="list-style-type: none"> • Pupils answer the wh-questions in their report: who, what, where, when, why: <p><i>This report describes an exciting event that took place at Lord Morbus's secret hiding-place, where Gala, the brave main character, confronted Lord Morbus. With her strong will and cleverness, Gala discovered Lord Morbus's true self and won the battle.</i></p>		
Inhaltliche Leistung 2: In the body pupils report on the main events	8	
<ul style="list-style-type: none"> • <i>Gala went into Lord Morbus's room confidently after following a path. Lord Morbus wore a long cloak with a hood that covered his face. Gala took off her mask and told Lord Morbus that she wanted to defeat him.</i> • <i>Lord Morbus seemed surprised to see Gala and mentioned that it took her a while to find him. Gala was amazed that Lord Morbus knew her name, but she stayed determined and asked him if he knew why she was there.</i> • <i>Lord Morbus removed his hood, and Gala realized that he was actually Slightly, her friend on the journey. Gala said his name in surprise and recognition.</i> • <i>Lord Morbus bragged about being very powerful as the Lord of Darkness, the one who made the woks, and the ruler of death in Underearth. Gala felt unsure but said she would still try to defeat him.</i> • <i>Lord Morbus called a wok, which likes to eat people, to attack Gala. But Gala stopped the danger by teasing Lord Morbus about something interesting in her bag. She showed him a mirror, and he became curious.</i> • <i>Lord Morbus looked into the mirror and screamed in fear. Gala explained that the mirror showed his true self, revealing his evil nature. Lord Morbus fell down in pain because he couldn't handle seeing his own wickedness.</i> • <i>Gala quickly took her daisy-chain and put it around Lord Morbus's neck. The daisy-chain represented her goodness and made Lord Morbus feel burning and struggle. He called for help and asked the wok to save him, but nothing happened.</i> • <i>Then Lord Morbus disappeared, leaving only his empty cloak behind. At the same time, the wok also disappeared. The scene ended with the mysterious appearance of Ginhilda.</i> 		
Inhaltliche Leistung 3: Pupils use the correct form of a report and provide a convincing conclusion	3	
<ul style="list-style-type: none"> • They use the past tense in their report (except for general statements about the host family and the places). • They write their report in the first person. • They provide a conclusion: <p><i>The fight at Lord Morbus's secret place showed how brave Gala was and how clever she acted. By facing Lord Morbus, Gala proved that goodness can win over evil. This exciting event revealed Gala's strength and hinted at more adventures to come in her journey.</i></p>		

Darstellungsleistung: Pupils use the appropriate structure and register.	9	
<ul style="list-style-type: none"> • title • introduction, main body, conclusion • formal language (no colloquial expressions, no short forms) • linking words • paragraphs • precise expressions, various adjective and adverbs • variation of sentence structure and grammar (avoid redundance and repetitions) 		
Sprachliche Korrektheit: Pupils use correct language	9	
<ul style="list-style-type: none"> • vocabulary (Ausdruck, Wortschatz) • grammar (Grammatik) • spelling and punctuation (Rechtschreibung, Zeichensetzung) 		
Writing: Punkte gesamt	30	

Scene 11: The Queen of Underearth

Gala has saved the Underearth and defeated Lord Morbus. Describe Gala's development. How has she changed?

Gala has changed significantly. At the beginning of the play she was shy and afraid of people. When she undertook the journey, she became more and more powerful and self-assured. At the end she was very courageous and even defeated Lord Morbus. She always remained good, focussed and strong-minded.

Now you know about the true personality of the characters. Who belongs to the good and who to the evil side of the world of Underearth?

Complete the list:

GOOD CREATURES

Gala

???

BAD CREATURES

Lord Morbus

???

Possible answers:

good creatures: Gala, Wally, Dilly, Blundersquelch, Ginhilda, Gloop;

evil creatures: Lord Morbus, Slightly, Squumpitt, the woks

Post-Reading Activities:

Gala is a heroine now. Who are your heroes or heroines? – a pop star, a film character, a person you know? What makes these people special?

Discuss the following statements. Which ones do you agree with? Add more statements.

- Everyone has the possibility to become a hero / heroine
- Fate or a special situation decides who becomes a hero / heroine
- Villains can become heroes, too
- Someone who risks his / her life to save someone else is a true hero / heroine
- Caring for nature is very heroic
- When you help other people, you are a hero
- You need (do not need) super powers to become a hero / heroine
- Sometimes heroes can be immortal
- There are many “secret heroes / heroines” in every-day life whose heroic deeds nobody knows about

Form groups and choose a character. Try to find as much information about your character as you can. These questions can help:

- * Where does it come from?
- * Is it good or evil?
- * What special powers does it have?
- * Is it a human, animal or other?

Now prepare a pantomime for the rest of the class. Masks, music, make-up can be of great help. Let the others guess who you are.

Choose a scene from the play and copy it into your exercise book. Explain why you picked this passage.

Plan an interview with the actors who perform at your school. Ask them questions about the play or the show, their life as actors who tour Germany for a whole year or try to find out what they had to do to become an actor or an actress. Here is a list of useful vocabulary:

play, drama	Theaterstück
theatre	Theater
to rehearse	proben
rehearsal	Probe
dress rehearsal	Generalprobe
première	Uraufführung
stage fright	Lampenfieber
backstage	hinter der Bühne
to learn one's lines	seinen Text lernen
audience	Zuschauer, Publikum
to attend	besuchen
repertoire	Spielplan
cast	Besetzung
to be cast in a role	eine Rolle zugewiesen bekommen
to audition	vorsprechen für eine Rolle
supporting role	Nebenrolle
leading man/lady	Hauptrolle
extra	Statist
understudy	Ersatzschauspieler(in)
script	Theatermanuskript
actor	Schauspieler
actress	Schauspielerin
director	Regisseur
stage manager	Bühnenleiter
props	Requisiten
props maker	Bühnenbildner
make-up artist	Maskenbildner
playwright	Dramenautor
stage	Bühne
role, part	Rolle
set	Bühnenbild
an act	Akt
scene	Szene
to act	schauspielern
to perform	aufführen
performance	Aufführung
stage direction	Regieanweisung
to prompt	soufflieren
prompter	Souffleur
applause	Beifall
standing ovation	stürmischer Beifall, bei dem sich das Publikum von den Plätzen erhebt
drama school	Schauspielschule
characters	Figuren
setting	Schauplatz
monologue	Monolog
dialogue	Dialog

How did you enjoy the show? Write a report for your school newspaper.

Write a letter to *White Horse Theatre*, Bördenstraße 17, 59494 Soest-Müllingsen or send an email to theatre@white.horse
Let us know how you and your classmates liked reading the play or watching the performance.

Weitere Aufgaben, Spiele und Hintergrundinformationen finden Sie im Anhang des Textheftes.

Wir wünschen Ihnen und Ihren Schülerinnen und Schülern Freude bei der gemeinsamen Lektüre und viel Spaß bei der Aufführung!!

Ihr White Horse Theatre Team