TEACHER'S GUIDE

recursos

Proyecto didáctico

PIRATES

1º & 2º E.S.O.

PIRATES

recursos

INDEX

TEACHER'S SECTION

1. Justification and educational approach

2. Learning objectives

3. Methodology and teaching recommendations

4. Activities and competencies

STUDENT WORKSHEETS

Before the performance: Activities 1–5

After the performance: Activities 6–8

TEACHER RESOURCES

Answer key and suggested responses

Assessment guidance

1. JUSTIFICATION OF THE PROPOSAL

THEATRE AS AN INTEGRATED LEARNING CONTEXT

The performance offers a meaningful context for developing communicative competence in English through narrative comprehension, inference, interaction and reflection. The materials prepare students for the story without revealing its resolution, and later promote evidence-based interpretation.

THEMATIC FOCUS

PIRATES follows Shelly, Howie and Raj, three young members of a pirate club. Their search for Captain Bookworm's treasure requires them to solve riddles, overcome imaginary lava and collaborate with the audience. The central educational themes are teamwork, courage, curiosity, problem-solving and respect for different strengths.

LEVEL AND SCOPE

Designed for 1st and 2nd years of Spanish compulsory secondary education (ESO), with adaptable language support. The workbook is in English and contains five pre-performance and three post-performance activities.

2. LEARNING OBJECTIVES

GENERAL OBJECTIVES

Develop reading, listening, speaking and writing in an authentic cultural context. Interpret a dramatic narrative and its characters. Express and justify personal opinions. Participate cooperatively and respectfully in pair and group tasks.

SPECIFIC OBJECTIVES

Identify the protagonists and infer personality traits. Understand key vocabulary related to pirate adventures. Extract explicit information from a synopsis. Solve riddles using contextual clues. Formulate predictions with will, might and could. Sequence events from a performance. Discuss bravery, leadership and cooperation using textual or dramatic evidence. Produce a coherent
80–100-word review.

COMPETENCES

Linguistic communication; plurilingual competence; personal, social and learning-to-learn competence; cultural awareness and expression. These are pedagogical alignments rather than an exhaustive official curriculum mapping.

3. METHODOLOGY

SEQUENCING

Session 1 (before): activities 1–3, with guided reading, vocabulary work and short writing. Session 2 (before): activities 4–5, focused on riddles, predictions and collaborative discussion. Session 3 (after): activities 6–8, focused on recall, argumentation and a short written review.

RECOMMENDATIONS

Use flexible grouping and allow oral rehearsal before writing. Pre-teach essential vocabulary only when necessary. Avoid disclosing the solutions to the dramatic challenges before the performance. The teacher's copy includes suggested answers; open-ended items should be evaluated for coherence and evidence, not for agreement with a single interpretation.

MATERIALS AND ASSESSMENT

Print one student workbook per learner. Use the play as the common reference; optionally replay short passages or songs where available. Assess comprehension, grammatical clarity, participation, respectful interaction and the quality of reasons offered in writing and discussion.

4. ACTIVITIES AND COMPETENCIES

SEQUENCE

BEFORE	1	**Beyond First Impressions** Reading / writing
BEFORE	2	**The Map and the Legend** Reading comprehension
BEFORE	3	**Language of Adventure** Vocabulary / writing
BEFORE	4	**The Logic of a Riddle** Reading / inference
BEFORE	5	**Decision-Making Under Pressure** Speaking / predictions
AFTER	6	**Cause, Effect and Character Development** Narrative sequencing
AFTER	7	**Leadership on Trial** Critical thinking / speaking
AFTER	8	**A Critical Theatre Review** Written expression

Suggested timing: 3 sessions of approximately 55–60 minutes.

B

SESSION 1: CHARACTER AND NARRATIVE

ACTIVITY 1: Beyond First Impressions

Read the profiles. Identify each character and justify your choice with two details. Then compare how their strengths might influence the group.

SHELLY HOWIE RAJ

PROFILE A

An enthusiastic captain who values planning and scientific thinking.

PROFILE B

A co-captain whose anxiety does not prevent him from joining the adventure.

PROFILE C

An adventurous navigator whose initiative can sometimes become impulsiveness.

Write a 60–80-word comparison. Use whereas, although and however.

B SESSION 1: CHARACTER AND NARRATIVE

ACTIVITY 2: The Map and the Legend

Read the introduction and distinguish facts from assumptions. Explain how the legend creates suspense.

THE STORY

Raj discovers a map in a history book at the school library. A legend connects Captain Bookworm with a treasure hidden in Skull Cave. A spell protects the cave, and the crew must overcome several challenges. Shelly plans the expedition, while Howie worries about the risks.

Which details are confirmed by the introduction? Which are still uncertain? Write two of each and explain.

B

SESSION 1: CHARACTER AND NARRATIVE

ACTIVITY 3: Language of Adventure

Complete the sentences using the most suitable expression: take a risk · work out · rely on · come across · figure out · face a challenge.

VOCABULARY IN CONTEXT

1. The crew must _____ a difficult puzzle.
2. They may _____ an unexpected obstacle.
3. Good teammates _____ one another.
4. They need to _____ how the mechanism works.
5. Howie decides to _____ despite his fear.
6. Together, they can _____ the answer.

Choose two expressions and use them in original sentences about a difficult decision.

B

SESSION 2: REASONING AND PREDICTION

ACTIVITY 4: The Logic of a Riddle

Read these clues. Explain the reasoning behind each answer and identify one clue that could be misleading.

RIDDLE A

I am made of paper, yet I can take you to imaginary places. I contain stories, but I never speak.

RIDDLE B

I have no hands, yet I can point the way. A red X may be my most important sign.

RIDDLE C

I bring light and warmth, but nobody can touch me safely.

Create a new riddle with at least three clues. Avoid giving away the answer too early.

B

SESSION 2: REASONING AND PREDICTION

ACTIVITY 5: Decision-Making Under Pressure

Imagine that the crew faces three obstacles. Discuss possible strategies without assuming you know how the play will end.

CHALLENGE 1

A locked box can only be opened by solving riddles.

CHALLENGE 2

The team must cross an imaginary lava room without touching the floor.

CHALLENGE 3

A final box contains four coloured buttons that must be activated.

Write a 90–110-word team plan. Use at least two conditionals and three modal verbs.

A

SESSION 3: INTERPRETING THE PERFORMANCE

ACTIVITY 6: Cause, Effect and Character Development

After watching the play, reconstruct the main turning points and explain why they matter.

EVENTS TO ANALYSE

Finding the map · Entering Skull Cave · Solving the riddles · Crossing the lava · Revealing the key · Discovering the treasure

Choose three events. For each, explain one cause, one consequence and what it reveals about a character.

A

SESSION 3: INTERPRETING THE PERFORMANCE

ACTIVITY 7: Leadership on Trial

Discuss the statements below. Agree or disagree and support your interpretation with evidence from the performance.

STATEMENT A

A good leader should always make the final decision.

STATEMENT B

Being courageous means acting even when you are afraid.

STATEMENT C

The crew succeeds because its members have different strengths.

STATEMENT D

The journey is more valuable than the treasure.

Choose two statements and write a reasoned response (100–120 words in total).

A

SESSION 3: INTERPRETING THE PERFORMANCE

ACTIVITY 8: A Critical Theatre Review

Write a balanced review for the school website. Refer to the story, character development, staging and audience participation.

REVIEW STRUCTURE

Introduction: title and premise.
Analysis: a memorable scene and its dramatic effect. Evaluation: one strength and one aspect that could be improved. Conclusion: your recommendation and reasons.

Write 150–180 words. Use linking expressions and at least one concession (although / despite / nevertheless).

ANSWER KEY AND TEACHING NOTES

ACTIVITY 1 — CHARACTERS

A = Shelly; B = Howie; C = Raj. Comparisons should distinguish planning, anxiety, initiative and the value of complementary strengths. Assess accurate use of whereas, although and however.

ACTIVITY 2 — MAP

Confirmed in the supplied introduction: Raj finds a map in a school library history book; a legend connects the treasure with Skull Cave; Shelly plans and Howie worries. Uncertain: whether the legend is true, what the treasure contains, whether the challenges will be solved. Accept justified distinctions.

ACTIVITY 3 — VOCABULARY

1. face a challenge; 2. come across; 3. rely on; 4. figure out; 5. take a risk; 6. work out. Accept original sentences that use the expressions idiomatically.

ACTIVITY 4 — RIDDLES

A = book; B = map; C = sun. Accept alternative interpretations when clues support them. Evaluate clarity, precision and progressive disclosure of clues in students' own riddles.

ANSWER KEY AND TEACHING NOTES

ACTIVITY 5 — PREDICTIONS

Open response. Check plausible strategies and correct conditional and modal constructions (If they cooperate, they might solve the puzzle; They could look for a safe route). Do not reveal the actual outcomes in advance.

ACTIVITY 6 — NARRATIVE ANALYSIS

Indicative order: map discovery, Skull Cave, riddles, lava, key, treasure. Assess causal explanations and evidence about Howie's confidence, Shelly's organisation and Raj's initiative; avoid reducing complex developments to a single mandatory reading.

ACTIVITY 7 — LEADERSHIP

Open interpretations. A strong response states a position, cites a scene and acknowledges a possible counterargument. Courage despite fear and complementary team strengths are prominent themes.

ACTIVITY 8 — REVIEW

150–180 words. Assess an accurate premise, specific reference to performance, balanced evaluation, cohesive organisation, appropriate concession and a justified recommendation.

SUGGESTED ASSESSMENT

Comprehension and interpretation 30%; evidence and argumentation 30%; linguistic accuracy and coherence 25%; collaboration and respectful dialogue 15%. Suggested weighting only, not an official prescription.