TEACHER'S GUIDE

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Didactic Project

THE PHANTOM OF THE OPERA

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1. JUSTIFICATION OF THE PROPOSAL

Theatre is used as a motivating context for students to discover, understand and apply English through a real communicative experience. The new adaptation combines mystery, humour and emotion with themes such as identity, appearance, empathy, manipulation, responsibility and choice. The script and worksheets allow students to prepare for the performance in advance, develop comprehension strategies and subsequently reflect on the theatrical experience. The material is adapted to 1º and 2º E.S.O. and integrates linguistic, communicative and cultural learning through age-appropriate tasks.

2. OBJECTIVES

GENERAL:

To develop students' communicative competence in English through the comprehension, interpretation and use of the language in a meaningful theatrical context, integrating receptive and productive skills while fostering cultural awareness, participation and appreciation of theatre as a learning experience.

SPECIFIC:

• To listen to and understand messages in different verbal exchanges, using the information obtained to carry out specific tasks.

• To express oneself and interact orally in simple and familiar situations, using verbal and non-verbal strategies and adopting a respectful attitude.

• To write short texts with different purposes, using templates and models when necessary.

• To read different types of texts in order to extract general and specific information.

• To value English as a means of communication and cultural access.

• To understand theatre as a source of enjoyment, interpretation and personal enrichment.

3. METHODOLOGY

The didactic material is organised into four approximately 60-minute sessions. Sessions 1, 2 and 3 are designed to be completed before the performance, while Session 4 is carried out afterwards. This sequence allows students to become progressively familiar with the plot, characters and language of the play before attending the performance and to reflect on the theatrical experience afterwards. The proposed timing is flexible and may be adapted to the linguistic level, previous knowledge and specific needs of each group.

The methodology follows an integrated communicative approach in which Reading Comprehension (R.C.), Listening Comprehension (L.C.), Written Expression (W.E.) and Oral Expression (O.E.) are developed in a connected way. Students first receive linguistic and contextual input through reading and listening activities and then use this knowledge actively in discussions, predictions, written tasks and short dramatisations. Special attention is given to oral interaction, pronunciation, intonation and confidence in using English in meaningful situations.

Structure of Material

The first three sessions progressively introduce the storyline, characters, key vocabulary and selected language from the new script. The activities move from general comprehension to more specific interpretation, combining reading, listening, vocabulary, grammar and oral interaction.

The fourth session focuses on consolidation and personal response after the performance. Students evaluate the play, compare it with their expectations, write a short review and dramatise selected scenes. The student worksheets included in this Teacher's Guide are presented without answers, while a complete **Answer Key** is provided at the end for teacher reference.

The sessions are structured as follows:

BEFORE THE PERFORMANCE

1º&2º E.S.O.	ACTIVITY	OBJECTIVE	SKILL
SESSION 1: SYNOPSIS AND CHARACTERS	Activity 1: Synopsis	Familiarisation with the plot and acquisition of key vocabulary related to the play.	R.C.
	Activity 2: The Characters	Identifying the main characters and interpreting their personality through dialogue and behaviour.	R.C.
	Activity 3: Theatre, Opera and Mystery	Activating previous knowledge and expressing ideas about theatre, mystery and the main themes of the play.	O.E.
SESSION 2: UNDERSTANDING THE PLAY	Activity 1: Put the Events in Order	Understanding the sequence of the main events and reconstructing the development of the story.	R.C.
	Activity 2: Detective File	Distinguishing facts, clues, suspicions and interpretations in order to develop inferential comprehension.	R.C. / W.E.
	Activity 3: Who Said It and What Does It Reveal?	Associating dialogue with characters and interpreting emotions, intentions and personality traits.	R.C. / W.E.
SESSION 3: THE ENDING	Activity 1: Prepositions	Consolidating the use of common prepositions and fixed expressions through contextualised examples from the play.	R.C. / W.E.
	Activity 2: Missing Words	Using contextual information to reconstruct vocabulary and understand key elements of the final confrontation.	R.C. / W.E.
	Activity 3: What Happens Next?	Predicting the ending, formulating hypotheses and justifying personal interpretations.	R.C. / W.E. / O.E.

AFTER THE PERFORMANCE

1º&2º E.S.O.	ACTIVITY	OBJECTIVE	COMPETENCY
SESSION 4: EXPRESS YOURSELF	Activity 1: What Did You Think?	Evaluating the performance and expressing justified personal opinions about the play.	O.E.
	Activity 2: Write Your Own Review!	Writing a structured review using appropriate descriptive and evaluative vocabulary.	W.E.
	Activity 3: Your Turn!	Recreating selected scenes through oral interaction, interpretation, gesture and dramatic expression.	O.E.

SELECTED APPROACH:

The proposal follows an entertaining, visual and communication-based approach. Activities progress from guided comprehension to interpretation and creative response. Students first become familiar with the plot and characters, then work with selected extracts from the new script, and finally use English to discuss, predict, review and perform. The aim is to provide enough linguistic and narrative support to understand the performance without revealing every dramatic detail in advance.

ADVICE AND RECOMMENDATIONS:

- Students should have the worksheets before the performance. The full script is a teacher resource and should be used selectively.
- Listening activities may be completed with the corresponding audio. If audio is unavailable, the teacher may read the extract aloud before students see the written version.
- In open tasks, the answer key provides suggested rather than exclusive responses.
- Encourage the use of English during pair and group work, prioritising communication and comprehension.
- The worksheets should be completed sequentially in order to build knowledge of the plot, characters and final conflict.
- All student worksheets are reproduced without answers; the complete Answer Key is included at the end of this guide.

Activity 1: Synopsis

• Read the synopsis of *The Phantom of the Opera* to get a general understanding of the new storyline. Use the glossary to help you.

At the Paris Opera House, a mysterious figure known as the Phantom seems to control everything that happens on and behind the stage. When Carlotta suddenly becomes ill, Christine Daaé, her young ***understudy,*** *is given the opportunity to perform. Strange events soon begin to disturb the theatre: a* ***stagehand*** *is found dead, a huge* ***chandelier*** *crashes down, and witnesses claim to have seen the Phantom appear and* ***vanish*** *without explanation.*

Christine gradually discovers that the mysterious Voice guiding her belongs to Erik, a brilliant but isolated man who hides his face behind a ***mask.*** *He lives in secret* ***chambers*** *beneath the Opera House and uses hidden passages, tricks and threats to control those around him. Inspector Mifroid and Raoul try to discover the truth, while each new* ***clue*** *seems to reveal another part of Erik's past.*

As the story develops, the Phantom continues to ***threaten*** *those who oppose him, while Christine is forced to look beyond his frightening* ***appearance*** *and understand the suffering that has shaped him. In the final confrontation, she must make a difficult* ***choice*** *between fear, compassion and responsibility, while Raoul and Erik face the consequences of their actions.*

appearance: the way a person or thing looks.
chambers: private rooms where someone lives or stays.
chandelier: a large decorative light that hangs from the ceiling.
choice: a decision between two or more possibilities.
clue: a piece of information that helps solve a mystery.
mask: something that covers part or all of the face.
stagehand: a person who works behind the stage in a theatre.
to threaten: to say or show that you may hurt someone or cause a problem.
to vanish: to disappear suddenly.
understudy: an actor who can replace another actor if necessary.

Activity 2: The Characters

• Below are extracts spoken by characters in the new play. Match the correct pair of adjectives to each character.

mysterious and controlling • kind and conflicted • jealous and dramatic • brave and impulsive • methodical and sceptical • ambitious and anxious

THE PHANTOM: _____

"Christine... I am always with you. I am your voice." / "Everything is in the script."

CHRISTINE: _____

"But I don't want the best for me if it involves others suffering."

CARLOTTA: _____

"This is ridiculous! I am the leading lady!"

RAOUL: _____

"As soon as he arrives, I'll rip off his mask. I want to see the face of that man."

MIFROID: _____

"I want every exit in the theatre sealed: doors, windows... everything."

MONCHARMIN: _____

"A tragedy! A disaster for my business!"

Activity 3: Theatre, Opera and Mystery

• **Let's talk about theatre and mystery! Discuss the questions with your classmates.**

- *What is an opera house? What kinds of people work there besides singers?*
- *What is the difference between an opera, a play and a musical?*
- *Why do masks work well in mystery stories?*
- *Can you think of another story in which a hidden identity is important?*
- *What do you think the sentence "Everything is in the script" could mean?*
- *Which creates more suspense on stage: darkness, silence, music, smoke or a sudden sound? Why?*

• **Here are some fun facts about The Phantom of the Opera and the world behind the story.**

DID YOU KNOW...?

1. Gaston Leroux published *The Phantom of the Opera* as a serial in France in 1909–1910 before it appeared as a novel.

2. The story is set in the Palais Garnier, the historic Paris Opera House, famous for its grand staircase, chandelier and underground spaces.

3. A real underground water reservoir exists beneath the Palais Garnier. Leroux transformed details like this into the legendary "lake" beneath the Opera House.

4. Masks, trapdoors, mirrors, hidden passages and stage machinery were perfect ingredients for a mystery set inside a theatre.

• **Discuss which fact surprises you most and how a theatre building can become part of a mystery story.**

Activity 1: Put the Events in Order

Read the following events from the play and put them in the correct chronological order. Write numbers 1–8.

___ Raoul discovers that *Romeo and Juliet* opens a secret passage.

___ Christine hears the mysterious Voice encouraging her before the performance.

___ Mifroid orders all the theatre exits to be closed.

___ Carlotta becomes seriously ill after drinking tea.

___ The chandelier falls into the audience.

___ Raoul and Christine meet again after many years.

___ The Phantom appears at the masquerade ball.

___ Joseph Buquet is found dead backstage.

Then answer:

1. Which event happens first?
2. Which event makes Raoul begin to believe that the Phantom may be real?
3. Which two events show that the Phantom can control what happens inside the Opera House?

Activity 2: Detective File

Inspector Mifroid is investigating the strange events at the Opera House. Read each piece of evidence and decide what it suggests. Match each clue with the most logical conclusion.

CLUE	CONCLUSION
1. Christine hears a Voice that no one else can see.	A. The Phantom knows the theatre extremely well.
2. Money disappears from a closed box.	B. Christine believes someone is secretly guiding her.
3. The chandelier falls during a performance.	C. Someone may be using tricks or hidden mechanisms.
4. Erik knows about secret passages and doors.	D. The Phantom is prepared to put other people in danger.
5. A quotation from *Romeo and Juliet* leads Raoul to a secret entrance.	E. Words and literary references can function as clues.

Now classify the evidence:

Write **FACT**, **SUSPICION** or **INTERPRETATION**.

1. The money disappeared from the box. _____
2. The Phantom is a real ghost. _____
3. Erik knows the secret passages of the theatre. _____
4. Christine trusts the Voice because she associates it with her father. _____
5. The chandelier fell because the Phantom wanted to frighten everyone. _____

Think and discuss:

Which piece of evidence is the strongest? Why?

Activity 3: Who Said It and What Does It Reveal?

Read the quotations and identify the speaker. Then choose what each quotation reveals about the character.

A. fear
B. ambition
C. compassion
D. jealousy
E. determination
F. control

1. *"Everything is in the script."*
   Speaker: _____
   It reveals: _____
2. *"This is ridiculous! I am the leading lady!"*
   Speaker: _____
   It reveals: _____
3. *"We must find Miss Christine as soon as possible."*
   Speaker: _____
   It reveals: _____
4. *"You shouldn't come any closer."*
   Speaker: _____
   It reveals: _____
5. *"I'm not afraid anymore."*
   Speaker: _____
   It reveals: _____
6. *"A tragedy! A disaster for my business!"*
   Speaker: _____
   It reveals: _____

Final task

Choose one quotation and explain in 2–3 sentences what it tells us about the character.

This quotation shows that _____.

The character feels/thinks _____.

This is important because _____.

Activity 1: Prepositions

• Place these prepositions in the correct spaces. Some may be used more than once.

about • at • from • in • of • on • to • with

RAOUL: We can't keep running (1) _____ someone who doesn't exist.

CHRISTINE: He does exist. He's coming (2) _____ the ball tonight.

RAOUL: Then let's go. I can't wait (3) _____ meet him!

CHRISTINE: Promise me you won't do anything foolish.

RAOUL: I'm not afraid (4) _____ him.

THE PHANTOM: What does that matter, my dear Christine? I only follow the script.

CHRISTINE: My father always protected me. Are you my angel?

THE PHANTOM: If you want me (5) _____ be your angel, I will be.

RAOUL: I want to see the face (6) _____ that man.

CHRISTINE: He has lived hidden (7) _____ people for years.

MONCHARMIN: As long as he stays (8) _____ sight, he can't do anything to us.

MIFROID: I want to know more (9) _____ the Phantom and the strange events in this theatre.

RAOUL: Christine is afraid (10) _____ what he might do next.

MONCHARMIN: He is always interfering (11) _____ the performances and threatening the people who work here.

CHRISTINE: I don't want to depend (12) _____ fear when I make my decisions.

RAOUL: We need to find a way (13) _____ stop him before someone else gets hurt.

THE PHANTOM: You are too interested (14) _____ things you do not understand.

MIFROID: I am responsible (15) _____ finding out the truth.

CHRISTINE: I still believe there is something human (16) _____ him.

• Now choose four of the completed expressions and write a new sentence with each one.

1. _____

2. _____

3. _____

4. _____

Activity 2: Missing Words

• Read the extract from the final confrontation and complete the missing words. The first letter of each word is given. Use the context to help you.

ERIK: Christine, you must give the (1) _____ by touching our shoulders.
RAOUL: I (2) _____.
ERIK: Whenever you're ready, Christine.
(Christine lets go. Both men take ten (3) _____, turn and fire. Erik falls.)
RAOUL: Wait... this gun?!
CHRISTINE: Erik!
RAOUL: This is a blank-firing pistol! It's (4) _____!
CHRISTINE: Erik! Why?
ERIK: Because... everything is in the (5) _____...
VOICE: He could do many clever things with ropes, mirrors and secret (6) _____. He could not live in the outside world because of his terribly disfigured (7) _____. But in the end, he was a (8) _____. He wanted a woman's love.

• Now match the completed words with their meanings.

a. face
b. agree
c. doors
d. signal
e. fake
f. man
g. steps
h. script

- not real
- a written text for a play
- movements made when walking
- a person of the male sex
- an action or sign that tells someone when to begin
- parts of a building that open and close an entrance
- the front part of a person's head
- to have the same opinion or accept a proposal

Activity 3: What Happens Next?

• Read the moment immediately before the duel and predict what will happen next. Think about the characters' personalities, their relationship with Christine and the events that have taken place so far.

ERIK: You're right. We have to put an end to this.

(Erik opens a chest and pulls out two pistols.)

ERIK: Let's have a duel.

CHRISTINE: No, no! This is foolish! You can't settle it like this, not this way!

RAOUL: I agree. Let fate decide who lives.

• Who do you think will win the duel? Give one reason for your answer.

• Do you think Erik really wants to kill Raoul, or is he trying to prove something? Explain your opinion.

• What do you think Christine will do before or during the duel?

• How do you think Raoul will react if Erik is injured?

• The phrase "Everything is in the script" has appeared several times in the play. How could it become important again in the final scene?

• Do you expect the ending to be tragic, happy or unexpected? Why?

• Imagine that one of the characters could make a different decision at this moment. What should Erik, Raoul or Christine do to avoid the duel?

• Write your own ending for the play in three or four sentences. Try to include what happens to Erik, Christine and Raoul.

Useful language

I think that…

In my opinion…

Perhaps…

I think Erik/Raoul/Christine will… because…

If I were Christine, I would…

The ending might be…

Activity 1: What Did You Think?

Now you have seen *The Phantom of the Opera*! Was it how you imagined it to be? Compare the actual performance with your expectations.

• Was Erik more frightening, more human, or both?

• Which scene created the most suspense?

• Which character changed the most during the play?

• Did the ending surprise you? Why?

• Which was more effective: dialogue, acting, music/sound, lighting or scenery?

• Did your prediction from Session 3 come close to the real ending?

USEFUL LANGUAGE: I expected... / I was surprised by... / I preferred... / The most effective part was... because...

Activity 2: Write Your Own Review!

• Imagine you are a journalist for your school magazine. Write a review of the play giving your opinion about the following.

THE PLOT	THE ACTORS	THE SCRIPT	THE COSTUMES	THE SCENERY	THE MUSIC / SOUND
interesting · mysterious · exciting · surprising · dramatic · confusing	*convincing · expressive · funny · natural · energetic · talented*	*entertaining · clever · original · clear · dramatic · humorous*	*elegant · colourful · realistic · creative · impressive · appropriate*	*spectacular · atmospheric · realistic · detailed · impressive · mysterious*	*powerful · dramatic · haunting · exciting · effective · atmospheric*

Opening model:

Yesterday our class attended *The Phantom of the Opera*, a mystery set inside the Paris Opera House. The story combines suspense, romance and humour...

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Activity 3: Your Turn!

• Choose one of the following scenes. In groups, act it out for your classmates. Focus on voice, pauses, movement and character.

OPTION 1 — CARLOTTA AND THE TEA

CARLOTTA: Nadir? Nadir! Where the devil has that Persian got to?
NADIR: What do you require, madam?
CARLOTTA: Bring me more tea.
NADIR: Yes, ma'am.
(Nadir brings her the tea and accidentally spills it.)
CARLOTTA: You fool! You're burning me!
NADIR: I'm so sorry! I truly am! Please, let me clean it for you!
CARLOTTA: How dare you touch me? Get out of here!
(Nadir exits. Later, Death enters silently, takes the tea and pours Carlotta another cup.)
CARLOTTA: More tea. At last, you're taking care of me.

OPTION 2 — THE MASQUERADE

THE VOICE: Do you have a problem with my face, Raoul?
(The Phantom enters and offers his hand to Christine.)
RAOUL: Are you the Phantom? Are you the one who's making Christine's life a living hell?
THE PHANTOM: It is impolite to refuse a dance.
(Christine accepts his invitation.)
CHRISTINE: Erik, you're in danger here.
THE PHANTOM: What does that matter, my dear Christine? I only follow the script.
CHRISTINE: Why me? Why have you always helped me?
THE PHANTOM: Isn't it obvious, little one?
CHRISTINE: My father always protected me. Are you my angel?
THE PHANTOM: If you want me to be your angel, I will be.

OPTION 3 — IN ERIK'S CHAMBERS

THE PHANTOM: You're right. You should leave. Go back to him. He doesn't wear a mask.
CHRISTINE: I've learned from your voice, from your things, from your lessons... You've helped me so much. Let me help you.
THE PHANTOM: Help me?
CHRISTINE: Yes.
THE PHANTOM: You shouldn't come any closer.
CHRISTINE: I'm not afraid anymore.
(Christine gently places a hand on his back.)
THE PHANTOM: Christine...
(She kisses him on the forehead.)
THE PHANTOM: Why?
CHRISTINE: Because there are things that are not in the script.

ANSWER KEY

SESSION 1: SYNOPSIS AND CHARACTERS

Activity 1: Synopsis

The activity is primarily intended for familiarisation with the storyline and key vocabulary. The glossary terms appearing in the synopsis are:

- *stagehand: a person who works behind the stage in a theatre.*
- *understudy: an actor who can replace another actor if necessary.*
- *chandelier: a large decorative light that hangs from the ceiling.*
- *mask: something that covers part or all of the face.*
- *to vanish: to disappear suddenly.*
- *clue: a piece of information that helps solve a mystery.*
- *to threaten: to say or show that you may hurt someone or cause a problem.*
- *chambers: private rooms where someone lives or stays.*
- *appearance: the way a person or thing looks.*
- *choice: a decision between two or more possibilities.*

If students are asked to identify characters in the synopsis, the principal names are:
Christine Daaé – Erik / The Phantom – Raoul de Chagny – Inspector Mifroid – Carlotta.

Activity 2: The Characters

Suggested answers:

CHARACTER	*ADJECTIVES*
The Phantom / Erik	*mysterious and controlling*
Christine	*kind and conflicted*
Carlotta	*jealous and dramatic*
Raoul	*brave and impulsive*
Mifroid	*methodical and sceptical*
Moncharmin	*ambitious and anxious*

Other adjectives may be accepted when students are able to justify their answer using information from the dialogue.

Activity 3: Theatre, Opera and Mystery

Open answers.

Suggested ideas:

- *An opera house is a theatre mainly designed for opera and musical performances.*
- *People working there may include singers, actors, musicians, conductors, dancers, stagehands, technicians, costume designers and directors.*
- *A mask can create mystery because it hides a person's identity or appearance.*
- *Darkness, silence, music, smoke and sudden noises can all create suspense.*
- *"Everything is in the script" may initially suggest that Erik believes events can be controlled or predetermined.*

Accept any coherent answer expressed and justified appropriately.

SESSION 2: UNDERSTANDING THE PLAY

Activity 1: Put the Events in Order

For the sequence in which the audience encounters the main events and flashbacks in the play:

1. *Mifroid orders all the theatre exits to be closed.*
2. *Carlotta becomes seriously ill after drinking tea.*
3. *Christine hears the mysterious Voice encouraging her before the performance.*
4. *Raoul and Christine meet again after many years.*
5. *Joseph Buquet is found dead backstage.*
6. *The audience learns about the night when the chandelier fell.*
7. *The Phantom appears at the masquerade ball.*
8. *Raoul discovers that Romeo and Juliet opens a secret passage.*

Because the play uses flashbacks, it is advisable to specify to students that they should order the events as they are presented or revealed in the play, rather than attempting to reconstruct an absolute chronological timeline.

For the supplementary questions:

Which event happens first?
Mifroid orders the theatre exits to be closed.

Which event makes Raoul begin to believe that the Phantom may be real?
Several answers are possible, particularly the strange events surrounding the Phantom, the chandelier and his appearance at the masquerade.

Which events show that the Phantom knows or controls the Opera House particularly well?
Accept, among others: the disappearing money, the chandelier, the secret passages, the hidden door and his ability to appear and disappear.

Activity 2: Detective File

Match each clue with its conclusion

1. *Christine hears a Voice that no one else can see. → B. Christine believes someone is secretly guiding her.*

2. *Money disappears from a closed box. → C. Someone may be using tricks or hidden mechanisms.*
3. *The chandelier falls during a performance. → D. The Phantom is prepared to put other people in danger.*
4. *Erik knows about secret passages and doors. → A. The Phantom knows the theatre extremely well.*
5. *A quotation from Romeo and Juliet leads Raoul to a secret entrance. → E. Words and literary references can function as clues.*

Answers:

1-B / 2-C / 3-D / 4-A / 5-E

FACT, SUSPICION or INTERPRETATION

1. *The money disappeared from the box. → FACT*
2. *The Phantom is a real ghost. → SUSPICION*
3. *Erik knows the secret passages of the theatre. → FACT*
4. *Christine trusts the Voice because she associates it with her father. → INTERPRETATION*
5. *The chandelier fell because the Phantom wanted to frighten everyone. → INTERPRETATION*

Which piece of evidence is the strongest? Why?
Open answer. Students should justify their choice using information from the play.

Activity 3: Who Said It and What Does It Reveal?

1. *"Everything is in the script."*
   Speaker: The Phantom / Erik
   Suggested trait: control
2. *"This is ridiculous! I am the leading lady!"*
   Speaker: Carlotta
   Suggested trait: jealousy
3. *"We must find Miss Christine as soon as possible."*
   Speaker: Mifroid
   Suggested trait: determination
4. *"You shouldn't come any closer."*
   Speaker: The Phantom / Erik
   Suggested trait: fear
5. *"I'm not afraid anymore."*
   Speaker: Christine
   Suggested trait: compassion / determination
6. *"A tragedy! A disaster for my business!"*
   Speaker: Moncharmin
   Suggested trait: ambition / concern about business

For the final written explanation, answers are open but must be coherent with the character and quotation selected.

SESSION 3: THE ENDING

Activity 1: Prepositions

Answer sequence:
1. from / 2. to / 3. to / 4. of / 5. to / 6. of / 7. from / 8. in / 9. about / 10. of / 11. with / 12. on / 13. to / 14. in / 15. for / 16. in

The four sentences written by students are open answers, provided the chosen prepositional expression is used correctly.

Activity 2: Missing Words

Complete the extract:

1. signal 2. agree 3. steps 4. fake 5. script 6. doors 7. face 8. man

Match the words with their meanings

- *signal → an action or sign that tells someone when to begin.*
- *agree → to have the same opinion or accept a proposal.*
- *steps → movements made when walking.*
- *fake → not real.*
- *script → a written text for a play.*
- *doors → parts of a building that open and close an entrance.*
- *face → the front part of a person's head.*
- *man → an adult male person.*

Final questions

1. Why is Erik's pistol important to the ending?
Because Raoul discovers that Erik's pistol is a blank-firing weapon. This suggests that Erik did not intend the duel to give him an equal chance of surviving.

2. What does "Everything is in the script" mean at this point?
It suggests that Erik has anticipated or accepted the final outcome. The expression also connects the theatrical idea of a written script with his attempt to control events throughout the story.

3. Why does the final narration insist that Erik was "a man" rather than a ghost?
Because the ending reveals the human being behind the myth of the Phantom. Despite his extraordinary abilities and frightening behaviour, Erik is ultimately presented as a vulnerable human being.

Activity 3: What Happens Next?

This is a prediction activity, so there is no single correct answer before watching the performance.

Students should provide coherent hypotheses supported by what they already know about the characters.

Possible expectations:

- *Erik or Raoul may win the duel.*
- *Christine may try to stop them.*
- *Erik may not genuinely want to kill Raoul.*
- *The phrase "Everything is in the script" may return during the final scene.*
- *The ending may be tragic or contain an unexpected twist.*

What actually happens in the play

After the performance, the teacher may compare students' predictions with the actual ending:

- *Erik and Raoul take part in the duel.*
- *Both men fire.*
- *Erik falls.*
- *Raoul examines Erik's weapon and discovers that it is a blank-firing pistol.*
- *Erik explains his decision with the words "Because... everything is in the script..."*
- *Erik dies.*
- *The final narration emphasises that the Phantom was ultimately a man, not a supernatural being.*

The student-created ending is an open written response.

SESSION 4: EXPRESS YOURSELF

Activity 1: What Did You Think?

All responses are personal and therefore open.

Students should be encouraged to:

- *refer to specific moments from the performance;*
- *compare the real performance with their previous expectations;*
- *explain rather than simply state their opinion;*
- *use appropriate evaluative adjectives.*

Possible adjectives include:

The plot: interesting, mysterious, exciting, surprising, dramatic, confusing.
The actors: convincing, expressive, funny, natural, energetic, talented.
The script: entertaining, clever, original, clear, dramatic, humorous.
The costumes: elegant, colourful, realistic, creative, impressive, appropriate.
The scenery: spectacular, atmospheric, realistic, detailed, impressive, mysterious.
The music / sound: powerful, dramatic, haunting, exciting, effective, atmospheric.

No single answer key applies.

Activity 2: Write Your Own Review!

Open written activity.

A complete response should normally include:

- *a brief presentation of the play;*
- *an opinion about the plot;*
- *comments on the actors;*
- *comments on the script;*

- *reference to the costumes;*
- *reference to the scenery;*
- *reference to the music / sound;*
- *an overall evaluation or recommendation.*

Suggested structures:

The plot was mysterious and exciting.
The actors were convincing and expressive.
I particularly liked...
In my opinion...
The most impressive part was...
I would / would not recommend the play because...

Because it is a review, different answers are valid as long as the student expresses and justifies an opinion coherently.

Activity 3: Your Turn!

There is no closed answer key.

Students should reproduce or adapt the selected scene while maintaining:

- *the principal characters;*
- *the basic situation;*
- *the central meaning of the dialogue;*
- *appropriate pronunciation and intonation;*
- *interaction between participants;*
- *gesture and use of space consistent with the scene.*

Suggested assessment criteria:

Use of English – pronunciation and intelligibility – characterisation – interaction – expressive use of voice – gesture and movement – group coordination.