

# THREE STORIES OF ENGLAND

TEACHER'S PLAY GUIDE





Dear educator,

Thank you for bringing live theatre into your school!  
We hope you and your students enjoy our show.  
Theatre inspires creativity and offers life lessons for  
your students while they learn a foreign language.

In this guide, you will find speaking and drama  
activities, worksheets, a vocabulary list and much more.  
We strongly encourage you to take advantage of these  
resources to help enhance the experience of attending  
a Theatre4schools production.

**Join us in the Theatre4schools adventure!**



**INSPIRE | CREATE | EDUCATE**

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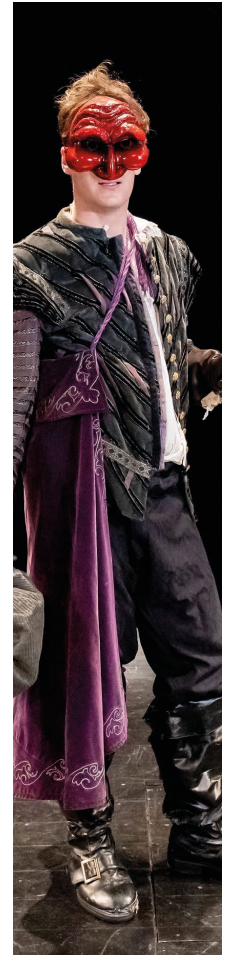
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# ENGLAND AND WALES



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10 20 30 40 50

ENGLAND

# HOW THIS GUIDE WORKS

At Theatre4schools, we are pleased to provide you with a teacher's play guide to help your students enhance the experience of attending a theatre play in English. Our goal is to provide a valuable resource for the production you attend, as well as an educational tool for planning English and drama activities in your classroom.

Within this guide, you will find relevant information and vocabulary about the play, as well as a number of activities tailored to the age and skill of your students. You will find two different kinds of activities:

- **Drama and speaking:** these will help students understand the story and practise their speaking and acting skills!
- **Worksheets:** they contain exercises related to the play. These include reading comprehension, vocabulary, writing and grammar exercises.

We strongly recommend you use at least some of these activities to prepare students for the play, by working on the plot and the basic vocabulary before the day of the show. Likewise, it is very important that after seeing the play, students work on the story comprehension and have a chance to practise their speaking and acting skills.

We are excited that you are bringing your students into our audience, and we hope these resources will assist in bringing our production into your classroom.



## Keep in mind!

“Three Stories of England” is not just a regular play, it is made up of three different 15-minute microplays with an open ending. In this case, it is the audience (your students) who will help our actors choose the most appropriate ending by voting for one of the two options provided. This will surely boost their motivation and participation in the play!

# PREPARING FOR THE PLAY

## The Plot

“Three Stories of England” brings the audience with an opportunity to discover three totally different theatre genres: a drama, a comedy and a morality play. All three short plays are set in 16th century England.

The drama presents a young couple in love about to run away. Christopher is a promising playwright and William Shakespeare’s rival. Emily is a young girl with a severe father. The night before they escape, they hide in Shakespeare’s theatre, but eventually he finds them. With the audience’s help, Shakespeare will have to decide if he helps or betrays the couple.

Next, the comedy is about three actors who are rehearsing a duel scene. One of them is also the director and takes theatre very seriously, while the other two are uneducated and terrible actors. In this play, two students from the audience will assist the actors in their scene rehearsal.

Finally, in the morality play, Queen Elizabeth has a dilemma. She has to decide if Robert, her lover and a traitor, must live or die. Robert has betrayed the Crown and has been made a prisoner by Walsingham, the Queen’s counselor. Walsingham insists on killing Robert, but there is a problem: the Queen still loves him... what will the audience decide?



## Meet the characters

### Drama



#### Christopher

A young playwright who is in love with Emily.



#### Emily

A young girl who is in love with Christopher.



#### William Shakespeare

A renowned playwright and Christopher's rival.



#### Father

Emily's father. He doesn't want his daughter to marry Christopher.

### Comedy



#### Director

A director and actor who takes theatre very seriously. He plays a jealous high-class husband.



#### Actress

A bad actress who plays a high-class lady with a husband and a lover.



#### Actor

A bad actor who plays a lower-class lover.

**Assistant 1**  
**Assistant 2**

## Meet the characters

# Morality Play



### Elizabeth

Queen of England and Robert's lover. Severe but fragile.



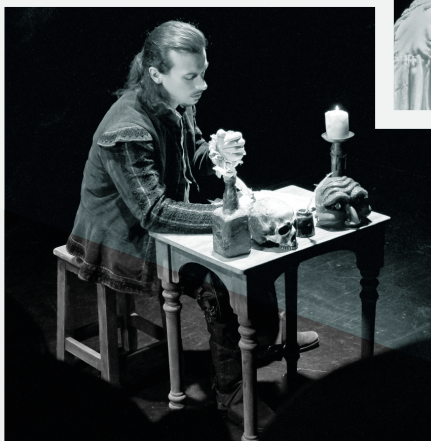
### Walsingham

The Queen's counselor. An action man.



### Robert

Elizabeth's lover. He is in prison for betraying the Crown.





# DRAMA AND SPEAKING ACTIVITIES

## Speaking game: Who am I?

This is a guessing game that can be played in small groups to practise speaking.

First, have some sticky notes with all the characters' names written on them prepared beforehand. Go through the characters' names and descriptions with all the class.

Next, divide the students into small groups of 4-5. Give a sticky note to each of the students and place it on his/her forehead so that they can't see what's written on it.

Now you are ready to play! Students must try to figure out which character they are by only asking "Yes" or "No" questions to gain clues about the name that is on their forehead. Ensure they make **grammatically correct sentences** and use the **first person**. Here are some examples:

*Am I a boy / a girl /  
a man / a woman?*

*Am I an actor / an  
actress / a director / a  
playwright / a queen?*

*Am I in love with  
Christopher / Emily /  
Robert / Elizabeth?*

*Do I live in a castle  
/ live in a prison /  
work in a theatre?*

*Am I Emily /  
Christopher /  
Shakespeare /  
Queen Elizabeth?*

## Who said what?

Here are some phrases from the **Three Stories of England** script. Have your students guess which character said what! Read the sentences out loud to your students and tell them to write the characters' names on a piece of paper or orally discuss who said each sentence.



The Director



Christopher



Elizabeth



Emily



Walsingham



The Father



Robert



William Shakespeare

"This is my new play, Romeo and Juliet. I think it will be great, but I have a problem: I don't like the ending."

"Oh Christopher! Finally we'll be together. I love you so much!"

"I know you hate me, but now I'm asking you to please stop fighting and help me."

"Tell me where my daughter is!"

"Your Majesty, I am waiting for your orders."

"The man I love is a traitor!"

"I swear I will be loyal to you, to England, to the Crown."

"Let's leave this for now and move on to the next scene."

## Be an actor!

Divide your students into small groups and distribute some scenes among them. Let them choose which role they want to play or assign roles if they don't know. Allocate around 15-20 minutes to prepare the scenes, then encourage them to perform for the rest of the class.



### *Here are some acting tips!*

- Speak loudly and clearly.
- Vary your intonation and volume.
- Use gestures and move around the space if necessary (don't stay still).
- Listen carefully to the other actors' lines.

# Drama

In this scene, Christopher and Emily, the young couple in love, have just arrived in William Shakespeare's theatre. They think they are alone, but Shakespeare is there, hiding, and he hears everything they say.

**WILLIAM:** (*hiding*) I can't believe it!

**CHRISTOPHER:** Are you afraid, Emily?

**EMILY:** No! I'm excited. Oh Christopher! Finally we'll be together. I love you so much, my love!

**WILLIAM:** It's Marlowe! Christopher Marlowe is a playwright like me, but he is a very bad writer... I hate him!

(*Emily takes a sheet of paper from the pile that is on the desk*)

**EMILY:** What is this?

(*Christopher comes closer and looks at the papers*)

**CHRISTOPHER:** William Shakespeare! You miserable wretch! He thinks he is better than me!

(*Emily and Christopher freeze while William speaks to the audience*)

**WILLIAM:** Do you understand? (*pointing at the suitcase*) They want to run away! They want to leave England! (*very surprised*) Emily, what are you doing? With Marlowe? Come on! I know your father, he is an important man. Christopher, my friend... he will kill you! Are you crazy? You are hypocrite and stupid, and you have no talent! Never forget, Marlowe: I'm better than you! (*he laughs*) Shhhh. Let's be quiet and see what happens.

(*William hides, while Emily and Christopher unfreeze*)

**CHRISTOPHER:** You look beautiful. And this necklace?

**EMILY:** It was from my mother. It's very important to me, Christopher.

**CHRISTOPHER:** Well, do you think you can sleep here?

**EMILY:** Yes, I think so... I'll find something comfortable to sleep on.

**CHRISTOPHER:** Yes, of course.

# Comedy

In this scene, the Actor, the Actress and the Director are rehearsing a play, when something unexpected happens.

**ACTOR:** *(overacting)* Oh my love, here you are! *(he kneels down and holds the Actress's hand)* I love you, I lo... *(he looks disgusted and stands up)* What is that smell?

**DIRECTOR:** Cut, cut, cut!

**ACTRESS:** *(complaining)* Ooooh... Is this shit? I stepped on it!!

**ACTOR:** And you say it now??

**ACTRESS:** I didn't see it, okay?

**DIRECTOR:** Oh, shut up everybody! Let me see...

*(The Director takes the Actress's foot to look at her shoe's sole)*

**DIRECTOR:** Oh my God...

*(He takes a handkerchief out of his pocket and cleans the sole, then gives the handkerchief to the Actor, who throws it out disgustingly)*

**ACTOR:** Argggghhh

**ACTRESS:** *(with a strange laugh)* Hip, hip, hip, hip...

**ACTOR:** *(imitating the Actress's laugh)* Hip, hip, hip, hip... *(leaving)* Bad actress...

**ACTRESS:** Director! *(to the Actor)* You are a bad actor! Ha!

**DIRECTOR:** Ok, everybody ready... Again. *(to the Actress)* And you look where you put your foot, okay?

**ACTRESS:** Okay Okay. It's not so easy with this! *(pointing at her fan and her wig)*  
*(The Actress fixes her wig, her boobs and tries to open the fan. She tries 2 or 3 times until she finally manages to open it.)*

**DIRECTOR:** *(to the Actress, impatiently)* Are you ready?

**ACTRESS:** Yes...

**DIRECTOR:** Action!

*(The Actress walks like a high-class lady, overacting. Enter the Actor.)*

**ACTOR:** *(overacting)* Oh My love, here you are... *(he kneels and holds her hand)* I love you, I love you...

*(The Director then acts, playing the role of a jealous husband.)*

**DIRECTOR:** I knew it! You bastard!! Take your dirty hands off my wife!!

*(The Actor stands up, walks backwards and steps on the shit).*

**ACTOR:** Arggggh... *(kicking his shoe)*

**DIRECTOR:** *(desperately)* Cut, Cut, Cut!!

# Morality Play

In this scene, Walsingham brings Robert in front of Queen Elizabeth. Robert apologises for what he did and tells Elizabeth he loves her. The Queen is furious, but still in love with Robert.

*Enter Walsingham pushing Robert, who is hooded and handcuffed.*

**WALSINGHAM:** Stay here! On your knees! And quiet!

*(Silence. Elizabeth looks at him.)*

**ROBERT:** Where am I? If you want to kill me what are you waiting for? Eh?

*(Elizabeth gestures to Walsingham to take off Robert's hood.)*

**ROBERT:** Where am I?

*(Walsingham takes off Robert's hood, who is stunned to see the Queen.)*

**ROBERT:** My love!

**ELIZABETH:** *(corrects him)* My Queen!

*(Robert and Elizabeth freeze, while Walsingham talks to the audience)*

**WALSINGHAM:** She is Elizabeth, our queen, and he is Lord Robert, her lover. But he is also a traitor and our enemy. This is a battle of love against justice. *(Dramatic pause)* To forgive the love of your life or to kill a traitor?

*(He approaches Robert)*

**WALSINGHAM:** Can I kill this snake, this rat, this miserable traitor? But first, I have to wait for the Queen's final decision.

*(Elizabeth and Robert unfreeze)*

**ELIZABETH:** You are a traitor! *(she angrily throws the bracelet she had in her hand)*

**ROBERT:** I'm very sorry about what happened. Forgive me. I love you, Elizabeth.

I swear I will be loyal, to you, to England, to the Crown. I swear I will always love you. Please, my love... *(Robert picks up the bracelet)* This bracelet. I gave it to you! Elizabeth! Don't you remember our love?

*(Elizabeth stares at him quietly)*

**ROBERT:** I know you think I'm a traitor... But I swear it's not true! My love! I swear my love is still alive.

**WALSINGHAM:** Treat the queen with respect! Do you understand, traitor? *(he grabs Robert)*

**ELIZABETH:** Walsingham. Enough!

**WALSINGHAM:** But, your majesty...

**ELIZABETH:** I said enough!

*(Walsingham lets go of Robert)*

**ELIZABETH:** *(furious)* Yes, Robert. I remember every day we spent together! *(sad)* I remember your words of love. How happy I was and *(furious again)* all the pain I have now!

**ROBERT:** I'm sorry... Please forgive me.



## Charades: what are you doing?

The aim of this game is to practise the **Present Continuous** through acting.

First, divide your students into teams. Then, a student or a pair of students from each team must take turns to mime a character or scene from any of the microplays, while the others have to guess by producing statements in the Present Continuous tense.

You can award points for each correct guess!

Here are some ideas for scenes students can act out (you can also write them on small pieces of paper and have students draw them from a bag):

*Emily and Christopher are hiding in the theatre.*

*William Shakespeare is writing a play.*

*The actors are rehearsing.*

*Christopher and Shakespeare are fighting.*

*The director and the actor are shooting each other.*

*The director/actor is dying on the floor.*

*Elizabeth is throwing her bracelet.*

*Walsingham is bowing to the Queen.*

*Walsingham is dragging/bringing Robert in front of the Queen.*



## Meet our cast!

At Theatre4schools, we want to provide your students with the opportunity to meet our cast of professional **native English-speaking** actors. After the play, we suggest you save 20-30 minutes for a short workshop with them. During this time, your students may want to ask the actors questions about their personal lives or work. Here are some ideas:

- 1- Where are you from?
- 2- What is your country like?
- 3- What languages do you speak?
- 4- Do you like living in Spain/Barcelona/Catalonia?
- 5- Do you like being an actor/actress? Why?
- 6- How long have you been an actor/actress?
- 7- What's your favourite film/play/TV show?
- 8- How do you learn your lines?
- 9- How long have you rehearsed for this play?
- 10- Do you like your character? Is he/she similar to you?

## Drama workshop

Why not participate in a drama/acting exercise or perform part of a scene for our cast? They will be able to guide students and give them helpful tips on acting techniques, how to use their voice, movement and gestures, pronunciation and diction, etc.

So if you like this idea, don't hesitate to let us know! Our actors will be pleased to share their knowledge and experience with all of you.

## Class discussion

Depending on your students' age and skills, you can raise a number of questions about the plays to discuss in class, all together or in small groups. Here are some ideas:

- Do you think William Shakespeare should or shouldn't help Emily and Christopher? Why?
- Do you think Emily's father is a fair man?
- How do you feel about romantic love? Would you die for love?
- What makes a good actor/actress?
- Do you think the Queen must forgive or punish Robert? Why?
- Do you think taking revenge on someone is good or bad? Why?
- "Lord Robert is a traitor and he has to pay with his life". Do you agree with this statement? Why/Why not?
- What do you think matters the most, love or justice?



### Did you know...?

Morality plays were popular in 15th- and 16th-century Europe. A morality play is a type of drama in which the characters personify moral qualities (good and evil, virtue and vice) to teach a moral lesson.

Source: [www.collinsdictionary.com](http://www.collinsdictionary.com), [www.britannica.com](http://www.britannica.com)



# WORKSHEETS

## Story comprehension

Can you put the paragraphs in the right order? Write numbers 1-6 in the corresponding boxes.

Next, the comedy is about three actors who are rehearsing a duel scene. One of them is also the director and takes theatre very seriously, while the other two are uneducated and terrible actors.

“Three Stories of England” brings the audience with an opportunity to discover three totally different theatre genres: a drama, a comedy and a morality play. All three short plays are set in 16th century England.

The night before they escape, they hide in Shakespeare’s theatre, but eventually he finds them. With the audience’s help, Shakespeare will have to decide if he helps or betrays the couple.

Finally, in the last play, Queen Elizabeth has a moral dilemma. She has to decide if Robert, her lover and a traitor, must live or die.

First, in the drama, a young couple in love plans to run away. Christopher is a promising playwright and William Shakespeare’s rival. Emily is a young girl with a severe father.

Robert has betrayed the Crown and has been made a prisoner by Walsingham, the Queen’s counselor. Walsingham insists that he must die, but there is a problem: the Queen still loves him... what will the audience decide?

## Story comprehension

Match the beginnings with the endings so as to form correct sentences:

1. Christopher is in prison for betraying the Crown.
2. Emily is the Queen's counselor.
3. William Shakespeare plays a high-class lady.
4. Emily's father plays a jealous high-class husband.
5. The director doesn't want his daughter to marry Christopher.
6. The actress is a young girl who is in love with Christopher.
7. Walsingham is a renowned playwright and Christopher's rival.
8. Robert is a young playwright who is in love with Emily.



## Story comprehension

Read the following sentences and circle True or False.

- |  |              |
|--|--------------|
| 1- William Shakespeare is an actor.                    | TRUE / FALSE |
| 2- Christopher and Shakespeare are rivals.             | TRUE / FALSE |
| 3- Emily is in love with Shakespeare.                  | TRUE / FALSE |
| 4- The actress plays a lower-class lady.               | TRUE / FALSE |
| 5- The director is fed up with his actors' bad acting. | TRUE / FALSE |
| 6- Walsingham is Queen Elizabeth's lover.              | TRUE / FALSE |
| 7- The Queen must decide if Robert lives or dies.      | TRUE / FALSE |
| 8- Robert is in prison for stealing money.             | TRUE / FALSE |

Now change the false sentences into true sentences and write them below:

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## Story comprehension

Cut out the following sentences and hand them out to your students. Ask them to read the sentences and decide whether they belong to the **drama** or the **morality play**. Then, tell your students they must put them in the right order.



Shakespeare can't find an end for his new theatre play.

Emily and Christopher hide in William Shakespeare's theatre.

Emily's father arrives in the theatre.

Shakespeare finally finds an end for his new theatre play.

Walsingham explains to the audience that Robert is a traitor.

Emily and Christopher die.



The Queen wants to see Robert.

Robert swears he will be loyal.

The Queen makes her final decision.

Walsingham wants the Queen to order him to kill Robert.

# Grammar & Vocabulary

Classify the words into the right column, according to the microplay they appear in. Then, add more words of your own!

<b>DRAMA</b>	<b>COMEDY</b>	<b>MORALITY PLAY</b>

<p>theatre</p> <p>swear</p> <p>necklace</p> <p>duel</p>	<p>danger</p> <p>gun</p> <p>prisoner</p> <p>loyal</p>	<p>props</p> <p>ending</p> <p>smell</p> <p>Crown</p>
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## Grammar & Vocabulary

Read the story plot and fill in the gaps with the appropriate words:

“Three Stories of England” brings the audience with an opportunity to discover three totally different theatre genres: a drama, a comedy and a morality play. All three short plays are set in 16th \_\_\_\_\_ England.

The drama presents a young couple in \_\_\_\_\_ about to run away. Christopher is a promising \_\_\_\_\_ and William Shakespeare’s rival. Emily is a young girl with a \_\_\_\_\_ father. The night before they escape, they \_\_\_\_\_ in Shakespeare’s theatre, but eventually he finds them. With the audience’s \_\_\_\_\_, Shakespeare will have to decide if he helps or betrays the couple.

Next, the \_\_\_\_\_ is about three actors who are rehearsing a duel \_\_\_\_\_. One of them is also the \_\_\_\_\_ and takes theatre very seriously, while the other two are uneducated and who prove to be \_\_\_\_\_ actors. In this play, two \_\_\_\_\_ from the audience will assist the actors in their scene rehearsal.

Finally, in the morality \_\_\_\_\_, Queen Elizabeth has a dilemma. She has to \_\_\_\_\_ if Robert, her lover and a traitor, must live or die. Robert has betrayed the Crown and has been made a \_\_\_\_\_ by Walsingham, the Queen’s \_\_\_\_\_. Walsingham insists on killing Robert, but there is a problem: the Queen still loves him... what will the audience decide?

playwright

scene

terrible

century

director

students

love

play

decide

hide

prisoner

counselor

help

severe

comedy



## Grammar & Vocabulary

Put the words in the right order so as to form sentences. Then, answer the questions!

1- "Three / genres / can / Stories / theatre / Which / we / in / see / England" / of ?

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2- do / Christopher / hide / Where / Emily / and ?

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3- What / rehearsing / are / actors / three / the ?

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4- Robert / Walsingham / kill / to / Why / does / want ?

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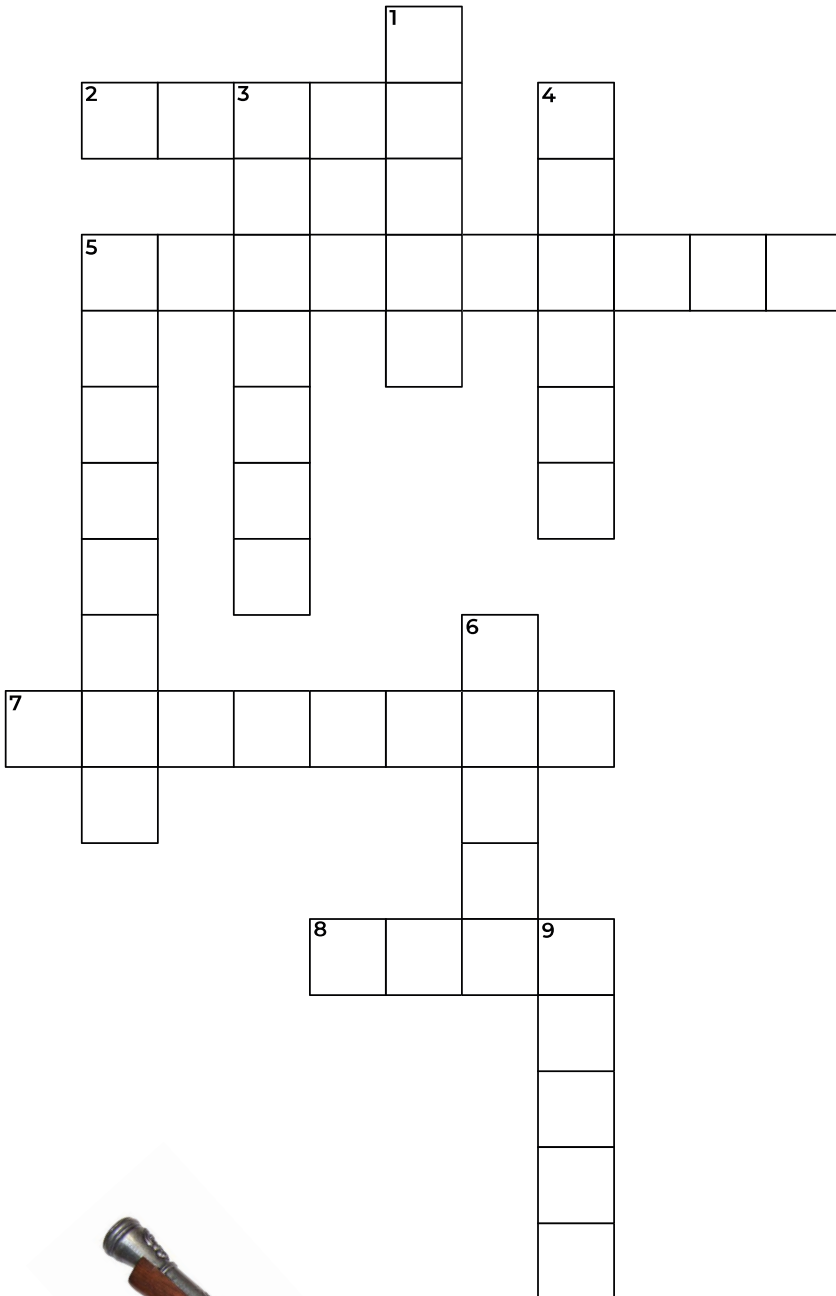
5- it / decision / to / hard / Why / is / Queen / hard / the / make / a / for ?

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# Crossword

Complete the crossword below:



## CLUES

### Across

- 2** A person whose job is acting on the stage, in film or on TV.
- 5** A person who writes theatre plays.
- 7** An ornamental item worn round the neck.
- 8** A fight with weapons between two people in order to settle a point of honour.

### Down

- 1** A circular headdress worn by a monarch; the monarchy or reigning monarch.
- 3** A person who betrays someone or something, for example a friend or a cause.
- 4** A substance that causes severe illness or death.
- 5** A person who is in prison as a punishment for a crime, or that has been captured.
- 6** A sequence of action in a play, film or book.
- 9** Someone who gives or shows constant support to a person or an institution.

## Grammar & Vocabulary

Write the Past Simple form of the following verbs. Then write “R” for “regular” or “I” for “irregular”.

bring \_\_\_\_\_

help \_\_\_\_\_

play \_\_\_\_\_

discover \_\_\_\_\_

take \_\_\_\_\_

run \_\_\_\_\_

hide \_\_\_\_\_

have \_\_\_\_\_

keep \_\_\_\_\_

find \_\_\_\_\_

make \_\_\_\_\_

can \_\_\_\_\_

decide \_\_\_\_\_

love \_\_\_\_\_

see \_\_\_\_\_

Do you know the meaning of these verbs? Match them with the words that have a similar meaning, then write a sentence with each:

run away

leave behind

look for

keep (a secret)

move on

be fed up (with)

search

escape

be annoyed or bored

continue

abandon

not to tell something

# EXTRA MATERIALS

## Reading



## William Shakespeare

William Shakespeare was an English playwright, poet and actor. He was born in 1564 in the town of Stratford-upon-Avon, in the Midlands region of England. His father, John Shakespeare, was a glove-maker and his mother, Mary Arden, was born into a family of status. Together they had eight children, although two of them died as **infants**.

William studied at the local **grammar school** and lived with his family in their house on Henley Street until he **turned** eighteen. Then he married Anne Hathaway, with whom he had three children: Susanna, Hamnet and Judith. Between 1585 and 1592 he lived in London, where he **began** a successful career as an actor and writer.

Shakespeare was a founding member of The Lord Chamberlain's Men, a company of actors who were based in The Globe theatre. He was the company's **dramatist** and produced an average of two plays a year. From 1603, after King James I **succeeded** Queen Elizabeth in the throne, the company was **renamed** The King's Men and moved to the Blackfriars theatre. However, in 1642 all theatres in England **shut down** as a preventive measure against the plague.

Altogether Shakespeare's works include 38 plays, 2 narrative poems, 154 sonnets, and a variety of other poems. Some of his most famous plays are tragedies are Romeo and Juliet, Hamlet, King Lear or Macbeth, but he also wrote comedies and romances. His works have been translated into **multiple** languages and many of them have been made into films. William Shakespeare is widely **regarded as** the greatest writer in the English language and the world's greatest dramatist. He died on 23rd April 1616 at the age of 52.

Source: [Wikipedia](#) & [Shakespeare birthday trust](#)



## Reading

Match the words in bold from the text with the words below:

**playwright**

**given a new name**

**closed**

**many**

**babies/children**

**secondary school**

**became/was**

**started**

**considered**

**took the place of**

Reading comprehension. Answer the following questions about the text:

1.- **When was William Shakespeare born? Where?**

2.- **Who did he marry? At what age?**

3.- **Where did he live between 1585 and 1592?**

4.- **What company did he found?**

5.- **What was the company renamed from 1603?**

6.- **When did all theatres in England shut down? Why?**

7.- **How many works did Shakespeare write altogether?**

8.- **Did he only write tragedies?**

## Writing

Do you know who Queen Elizabeth I of England was? Or Christopher Marlowe? Do some research on the Internet and write a short paragraph about either one. (100-150 words)



*Christopher Marlowe*



*Queen Elizabeth I*



# GLOSSARY

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alive	loyal
betray	necklace
command	a play
Crown	poison
danger	prisoner
dead	props
duel	run away
ending	scene
forgive	scratch
gun	severe
keep (a secret)	smell
kill	shut up
leave behind	swear
look for	theatre
lover	traitor



# THREE STORIES OF ENGLAND

Thank you very much for  
choosing Theatre4schools.

We hope you enjoyed our play  
and we would love to see you  
again next year for another  
great adventure together!



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