



THE HAUNTED HOUSE

Open Theatre

GUIA DIDÀCTICA

**CICLE SUPERIOR DE PRIMÀRIA.
ENSENYAMENT SECUNDARI.
DEPARTAMENT DE LLENGUA
ANGLESA.**

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SINOPSI

Una periodista i el seu càmera decideixen passar la nit en una antiga escola abandonada per esbrinar què hi ha de cert en els rumors que parlen de la presència de fantasmes. Allà, per sorpresa, trobaran una parella d'adolescents que també s'hi ha colat amb la mateixa intenció. Tots quatre les passaran magres quan descobreixin els terribles secrets que amaga aquell edifici. Se'n sortiran?

Espectacle amb cançons, que inclou fragments en català per facilitar-ne la comprensió.



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CRÈDITS

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Benvolguts mestres i professors,

Comença una nova Campanya de Teatre i Audicions Musicals, la que fa XXVIII de la nostra llarga trajectòria, i, un cop més, us presentem les guies didàctiques dels espectacles que formen part de la nostra Cartellera de les Escoles.

En primer lloc, volem agrair a tots els centres educatius la bona rebuda que ha tingut el nou format digital. Les noves tecnologies ens han permès agilitzar la comunicació amb les escoles i els instituts (descàrrega i enviament immediats, accés il·limitat als materials, etc.) alhora que col·laborem en la tasca de conservació del medi ambient evitant usos innecessaris de paper.

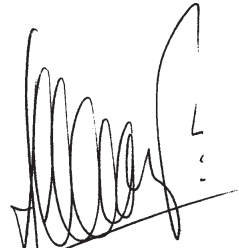
Per a aquest curs tenim tot un seguit de propostes que estem segurs que satisfaran les vostres necessitats educatives alhora que aportaran un material didàctic de gran calatge pedagògic en les diferents àrees de coneixement. Com sempre, hem seleccionat les millors companyies i els millors espectacles en les diferents tècniques i formats (teatre, titelles, obres en anglès i en francès, adaptacions de clàssics, audicions musicals) perquè els vostres alumnes gaudeixin del millor espectacle alhora que assoleixen continguts o valors mentre veuen les obres.

El lema que hem donat a la temporada que ara comença és "Cap nen sense teatre!" perquè volem que, malgrat la situació de crisi econòmica, els nostres nens i joves puguin continuar el seu procés educatiu amb tots els materials i recursos al seu abast, gaudint de l'anada al teatre i del treball posterior a classe. No oblidem que la sortida al teatre és un dels elements de socialització més importants de l'infant, abocat per l'evolució tecnològica a experiències cada cop més individuals. Per això és important que la sortida al teatre continuï sent una part important del currículum educatiu.

El material didàctic que us presentem està elaborat per mestres i professors en actiu o bé per pedagogs de reconeguda trajectòria, seguint les tendències didàctiques més modernes i d'acord amb els plans d'estudis actualitzats del nostre sistema educatiu. Per això estem segurs que posem a les vostres mans una eina de treball eficient i de grans possibilitats. Us convidem a fer-la servir, adaptant-la a la realitat de la vostra classe.

Volem que aquest curs 2012/2013 sigui un curs d'esperança i de mirar al futur. Per això, tot l'equip professional d'Eina d'Escola, avalat per l'experiència de més de 28 anys al servei dels centres educatius d'arreu, us ofereix el resultat del seu treball, convençut que us ha de ser d'utilitat en la tasca diària d'educar i formar les noves generacions.

QUÈ S'AIXEQUI EL TELÓ!



Xavier Campos i Ferrándiz
Director Gerent

Sistema organitzatiu de la campanya

Un cop hagueu seleccionat les activitats a les quals voleu assistir, heu de confirmar telefònicament totes les dades: espectacle, curs que hi assisteix, teatre escollit, data, hora i nombre de places.

• FORMA DE PAGAMENT:

En el moment que confirmeu les places definitives, haureu de pagar 2 € per alumne/a i espectacle en concepte de reserva.

En cas que algun alumne/a no assisteixi a la representació, Eina d'Escola no cobrarà la resta de l'entrada; però tampoc descomptarà, ni abonarà la reserva pagada.

Per fer efectiu el pagament de la resta de l'entrada podeu:

- Facilitar-nos el vostre número de compte i us domiciliarem els rebuts dos dies després de la representació.
- Fer un ingrés al nostre número de compte el mateix dia de la representació o l'endemà i enviar per fax el comprovant d'aquest ingrés a Eina d'Escola.

• CANVIS:

Davant de qualsevol canvi efectuat per Eina d'Escola, ja sigui de teatre, de data o d'hora, el vostre centre tindrà la llibertat d'acceptar-lo o bé d'anul·lar la sessió concertada prèviament. En aquest darrer cas, si ja heu fet efectiva la reserva, se us retornarà l'import abonat.

• MOLT IMPORTANT:

La legislació vigent determina l'aforament de les sales de teatre d'acord amb les normes de seguretat dels recintes públics. Per aquest motiu, el nombre de places reservades haurà de ser el real. Evitarem, així, el risc que una part dels assistents no pugui accedir al local, si s'excedeixen el nombre de places reservades.

• HORARIS:

9:45 hores 11:15 hores 15:30 hores

Eventualment podem realitzar sessions en altres horaris. Consulteu-ho al departament d'atenció al client.

Totes les activitats de la nostra cartellera tenen una durada de 50 o de 60 minuts.

• RECORDEU:

Cal arribar al teatre amb prou antelació per tal d'evitar retards en l'horari de les funcions.

Els espectacles al centre escolar

Com ja sabeu, teniu la possibilitat de dur qualsevol dels espectacles de la nostra Cartellera al vostre centre, sempre i quan compteu amb un espai (teatre, sala d'actes) amb les condicions mínimes imprescindibles, com ara escenari, potencia elèctrica, etc. Pel que fa a equips tècnics de so i llum, no cal preocupar-se, doncs les nostres companyies els porten a les actuacions.

Com sempre, comptareu amb els avantatges que us ofereix la nostra empresa: bona organització i espectacles de qualitat adequats al públic al qual van adreçats, recolzats per un excel·lent material didàctic.

Truqueu-nos i, juntament amb vosaltres, estudiarem les dates, horaris i espectacles de la nostra Cartellera que més s'adaptin a les vostres necessitats.

També podeu contractar espectacles que es poden fer en altres espais, com ara patis, aules grans, etc. Per a les dates més assenyalades (setmana de sant Jordi, final de curs, setmana de Nadal, setmana cultural, festa de l'escola...) tenim un ampli repertori, per respondre a totes les vostres necessitats:

- titelles
- màgia
- circ
- pallassos
- rondallaires/contacontes
- atraccions i inflables
- audicions musicals
- animacions infantils i festes
- tallers

El nostre interès rau en ampliar el circuit que tenim establert, oferint als alumnes de cada comarca la possibilitat de veure els espectacles en el seu propi centre, evitant al màxim els desplaçaments.

Per a més informació :

Telèfon: 902 114 148

Fax: 902 114 212

einadescola@einadescola.com

www.einadescola.com



Ens desplaçem fins al vostre centre educatiu

Les guies didàctiques

Les guies didàctiques elaborades per l'Equip pedagògic d'Eina d'Escola (algunes d'elles han estat realitzades històricament per l'Associació de mestres Rosa Sensat, com figura al principi de cada guia, on hi ha el nom del/s autor/s), tenen com a objectiu dotar als professors/es d'un material adient per a treballar les obres de teatre i les audicions musicals de la nostra campanya, possibilitant així que l'alumnat en tregui profit dins el marc educatiu, més enllà del fet lúdic i cultural (irrenunciable i necessari), que suposa l'anada a veure un espectacle en directe.

Les guies didàctiques estan estructurades en dues parts ben diferenciades: orientacions per al professorat i orientacions per a l'alumnat. A la vegada, es divideixen en tres blocs d'activitats: abans, durant i després de la representació.

Destinatari	Temporalització
<p>Orientacions per al professorat, on trobem indicacions sobre les activitats proposades (objectius, continguts, metodologia...).</p> <p>Orientacions per a l'alumnat: activitats que faciliten el treball i l'aprenentatge del contingut de l'obra i que són realitzades a classe de forma individual o col·lectiva, sempre sota la dinamització i supervisió del professorat.</p>	<p>Abans de la representació: activitats que ajuden a treballar prèviament el contingut de l'obra i situen a l'alumnat en la temàtica, autor, època, obra original... per així poder gaudir més de la representació i desenvolupar un esperit més crític vers aquesta.</p> <p>Durant la representació: es duu a terme just quan ha acabat l'obra: es tracta del col·loqui amb els actors i actrius de la companyia.</p> <p>Després de la representació: activitats que treballen el contingut de l'obra, podent aplicar aquest apartat a diverses assignatures o temes transversals.</p>

Des d'Eina d'Escola s'ha treballat acuradament en l'elaboració de les guies didàctiques, unificant els criteris estructurals i apostant per una millor qualitat pedagògica, a més de comptar, durant tot el procés, amb un seguiment i posterior validació d'aquestes.

A partir de les valoracions que ens heu fet arribar sobre les guies hem intentant que aquestes siguin útils i que resultin un element motivador i font de treball i aprenentatge per als alumnes; esperem així que les nostres guies siguin una eina que faciliti i complementi la feina dels professors i professores en relació al treball educatiu dels nostres espectacles.

BEFORE WATCHING THE PLAY

ACTIVITY 1

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

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

ACTIVITY 2

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

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

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

Noun Verb Adjective Adverb

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

Noun Verb Adjective Adverb

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

Noun Verb Adjective Adverb

ACTIVITY 3

Listening comprehension:

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

Songs from the play:

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

Scene from the play:

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

SONGS

YES, THEY CAN

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

SANDRA: So what should we do then?

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

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

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

So beware
of this place
if you wish
to escape.

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

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

MAN X: You're foolish!

SANDRA: Journalists!

MAN X: Foolish!

SANDRA: Journalists!

MAN X: Foolish!

SANDRA: Journalists!

MAN X: Foolish!

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

MAN X

Your arrogance and pride
aren't enough to survive.

SANDRA

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

MAN X

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

So beware
of this place
if you wish
to escape.

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

FOUR YEARS AGO

JANET

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

BRAD: This ghost warned her...

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

BRAD and JANET: "... Soon!"

BRAD

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

JANET

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

SANDRA: Excuse me? Laura who? Laura Thompson?

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

BRAD
She discovered things,
really ugly things.

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

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

JANET
And Laura discovered
the car was her father's.

SANDRA: That's terrible!

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

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

BRAD: It had warned her...

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

HERE'S LIBAKS

LIBAKS

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

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

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

LIBAKS i OLGA

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

LIBAKS

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

OLGA

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

LIBAKS i OLGA

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

LIBAKS

The undisputed
great TV leader!

RECORDED SCENE

SANDRA Professor Libaks. Professor Libaks!

LIBAKS What happened? Did I wet myself?

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

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

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

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

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

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

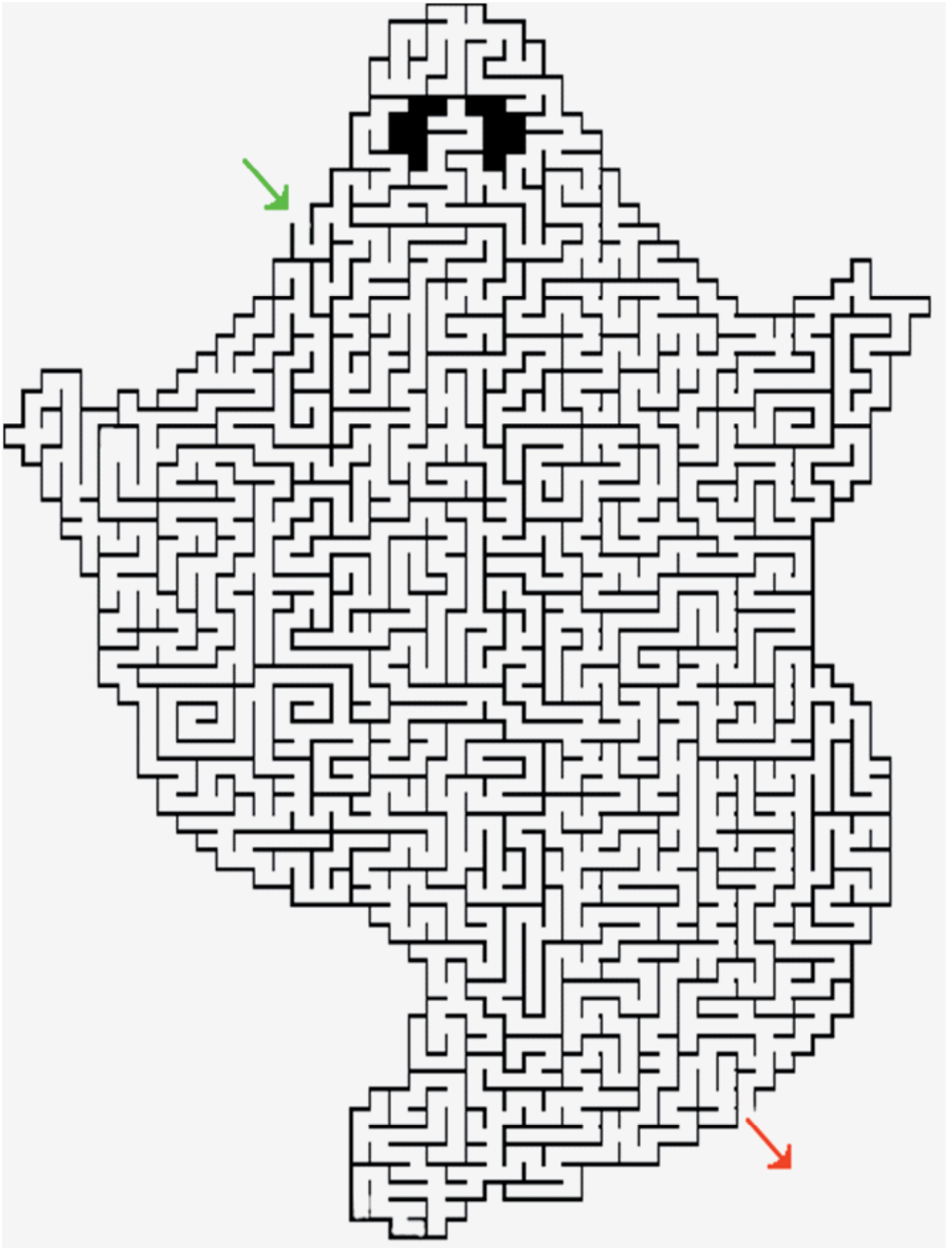
SANDRA What do you mean you have no idea? Aren't you an expert in paranormal activity?

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

SANDRA Cut!

ACTIVITY 4

Find the way out!



ACTIVITY 5

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

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

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

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

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

ACTIVITY 6

Read the passage above and answer the following questions:

1) What does Sandra do?

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

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

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

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

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

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

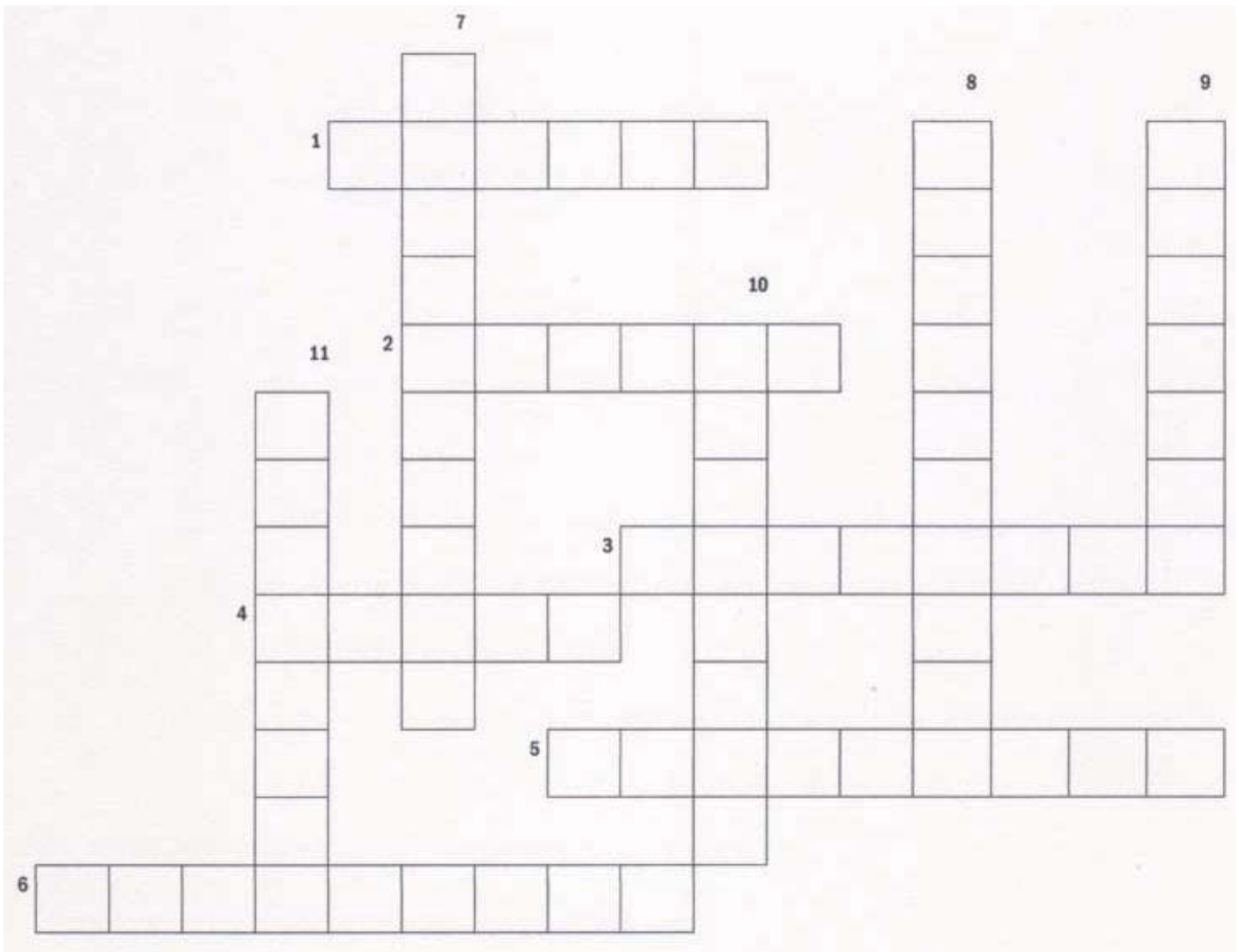
8) What happens to Rosa after that?

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

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

ACTIVITY 7

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

**Across:**

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

Down:

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

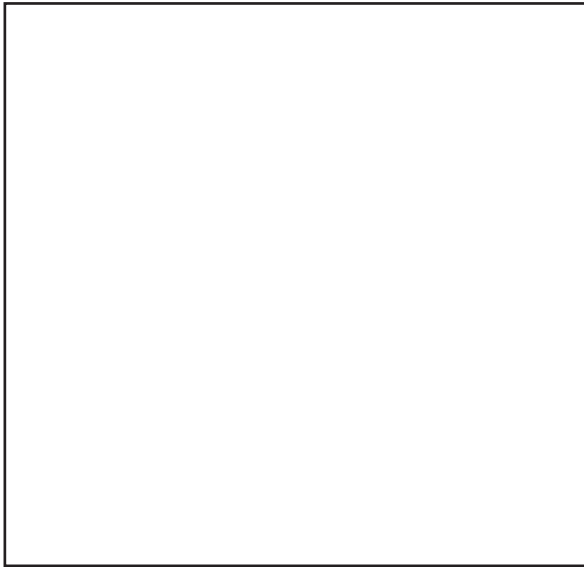
AFTER WATCHING THE PLAY

ACTIVITY 1

Draw the story using the following guidelines:

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

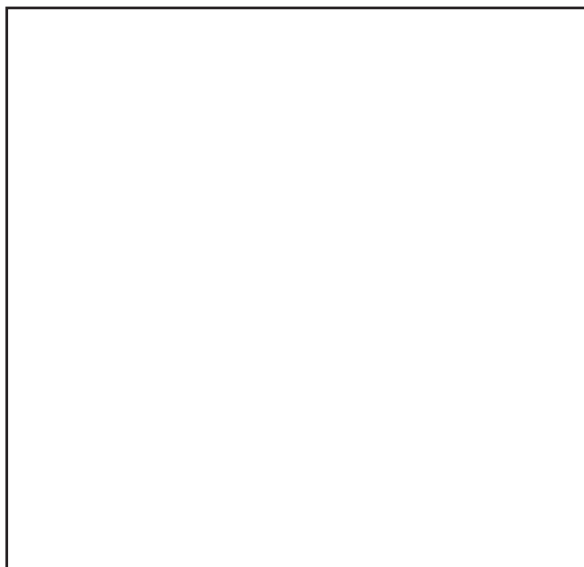
1)



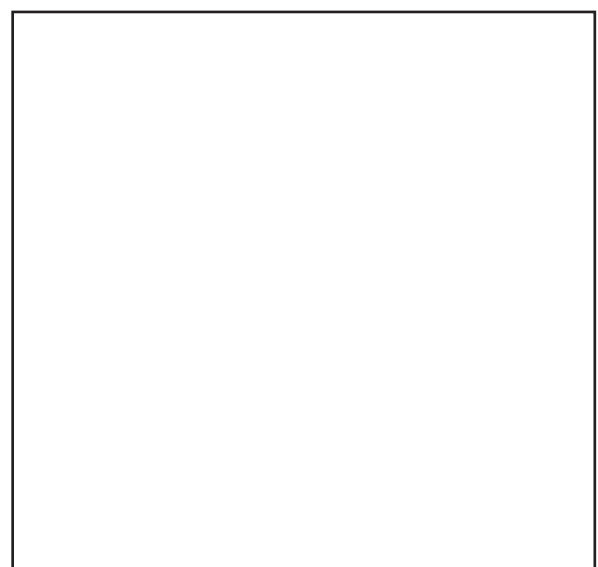
2)



3)



4)



ACTIVITY 2

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

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

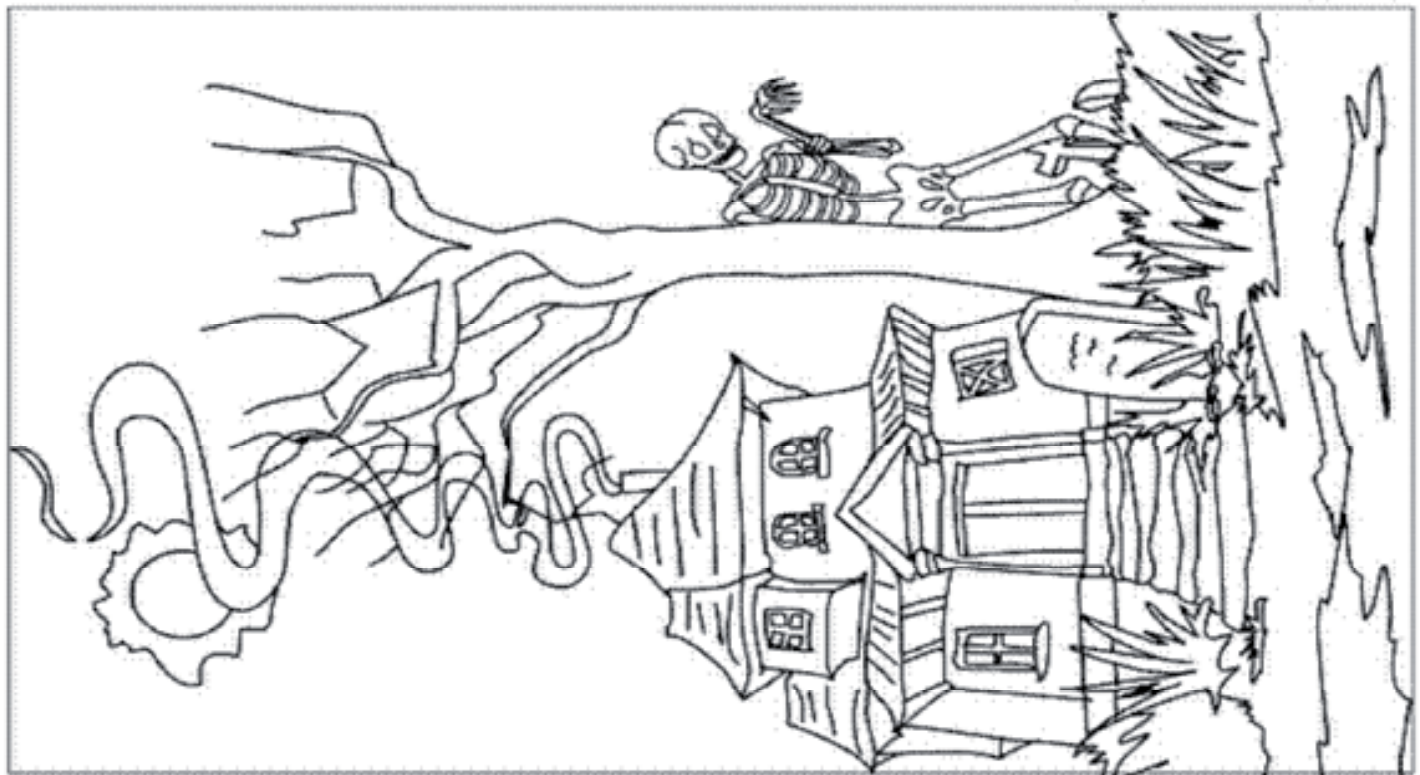
ACTIVITY 3

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

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

ACTIVITY 4

Spot the 12 differences!



ACTIVITY 5

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

LIBAKS: Correct!

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

LIBAKS: Yes! Are we finished?

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

LIBAKS: Correct!

SANDRA: Are you serious?

LIBAKS: Correct!

SANDRA: Professor Libaks!

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

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

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

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

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

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

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

ACTIVITY 6

Imagine you are a great playwright!

Write a different ending for the play you watched.

ANSWERS

BEFORE WATCHING THE PLAY

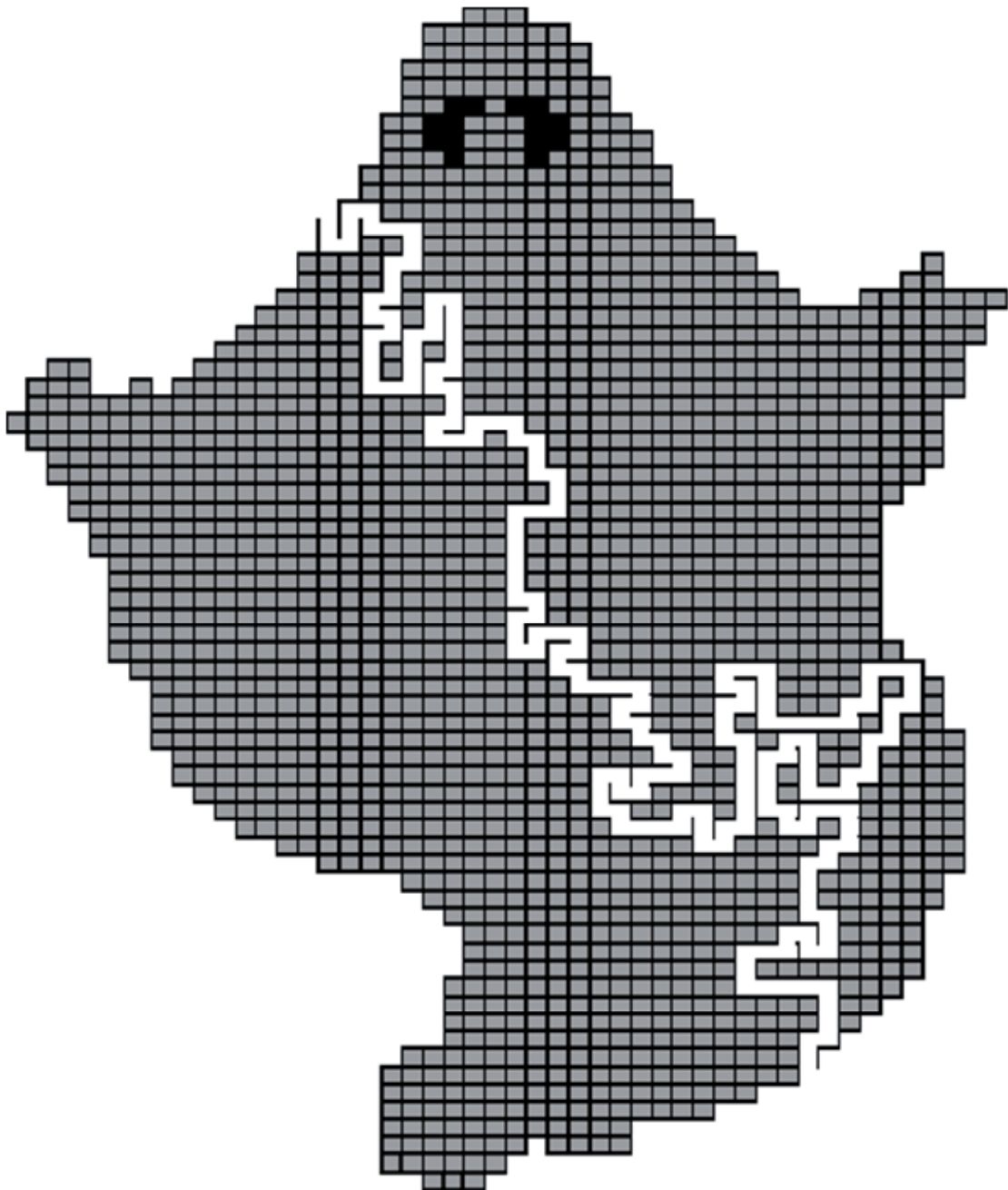
ACTIVITY 2

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

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

ACTIVITY 4

Find the way out!



ACTIVITY 5

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

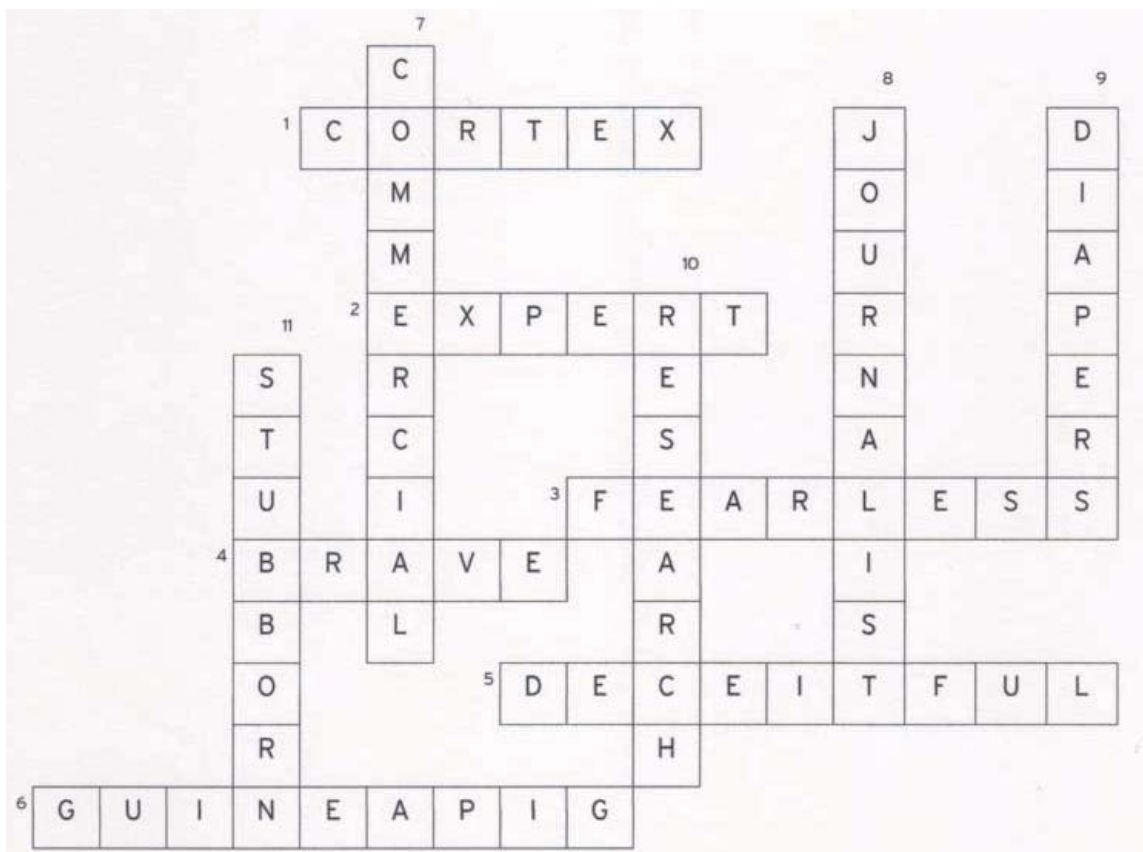
is - deals - is - presents - used - used - go - enter - start - shuts - find - meet - turns up - introduces - tells - wander - sets- tells - is - starts - warns - suggests - go - gets into - disappears- hears - goes - finds - arrive-happened - were - start

ACTIVITY 6

Read the passage above and answer the following questions:

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

ACTIVITY 7



AFTER WATCHING THE PLAY

ACTIVITY 2

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

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

ACTIVITY 5

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

SANDRA: Professor Libaks!

LIBAKS: Yes! Are we finished?

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

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

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

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

SANDRA: Are you serious?

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

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

LIBAKS: Correct!

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

LIBAKS: Correct!

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

LIBAKS: Correct!

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